

# English

## Quarter 2 – Module 2: Analyzing Literature as a Means of Understanding the World



**English – Grade 9**

**Alternative Delivery Mode**

**Quarter 2 – Module 2: Analyzing Literature as a Means of Understanding the World**  
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# English

## **Quarter 2 – Module 2: Analyzing Literature as a Means of Understanding the World**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you exhibit communicative competence through your understanding of British-American Literature and other text types for a deeper appreciation of Philippine culture and those of other countries. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

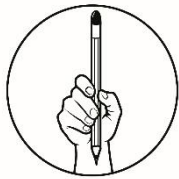
**Most Essential Learning Competency:** Analyze literature as means of understanding unchanging values in the VUCA (volatile, uncertain, complex, and ambiguous) world.

The module is divided into two lessons, namely:

- Lesson 1 – Analyzing literature through understanding tone, mood, technique, author’s purpose, rhetoric, and literary devices used
- Lesson 2 – Understanding literature by making inferences, drawing conclusions, and using comparison and contrast

After going through this module, you are expected to:

1. analyze literature as a means of valuing other people and their various circumstances in life;
2. determine the tone, mood, technique, and author’s purpose;
3. explain literary device used;
4. make inferences from what was said;
5. draw conclusions based on the text listened to;
6. draw similarities and differences of the featured selections in relation to the theme; and
7. explain how a selection maybe influenced by culture, history, environment, or other factors.



## What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

- Which of the following is the author's purpose when he wants to amuse you to enjoy writing?  
A. To entertain  
B. To explain  
C. To inform  
D. To persuade
- What is the purpose of advertisements?  
A. To entertain  
B. To inform  
C. To persuade  
D. To point out
- Tone can be best described as \_\_\_\_\_.  
A. The overall mood or feeling in the story  
B. The feelings of the readers after reading  
C. Attitude of the reader toward what he/she is reading about  
D. Author's attitude toward the subject he/she is writing about
- Read the following poem:

"A Birthday"  
by Christina Rossetti

My heart is like a singing bird  
Whose nest is a weathered shoot;  
My heart is like an apple-tree  
Whose boughs are bent with thick-set fruit;  
My heart is like a rainbow shell  
That paddles in a halcyon [peaceful] sea;  
My heart is gladder than all these  
Because my love is come to me.

What tone do the details of the poem convey?

- A. Excitement  
B. Happiness  
C. Sorrow  
D. Turmoil

There go the loves that wither [dry up], The old loves with wearier wings;  
And all dead years draw thither [there] And disastrous things;  
Dead dreams of days forsaken, Blind buds that snows have shaken, Wild leaves  
that winds have taken,  
Red strays of ruined springs. ...  
And love, grown faint and fretful With lips but half regretful Sighs, and with  
eyes forgetful Weeps that no loves endure [last].

- What tone do the details in the poem convey?  
A. Happiness  
B. Sadness and despair  
C. Timidity  
D. Wastefulness and excess
- "The Blue Jay is jumping on the tree singing and dancing happily."  
What is the blue jay's tone while singing?  
A. Confused  
B. Dreamy  
C. Joyful  
D. Sorrowful

7. Repetition is a great tool for helping make words more \_\_\_\_\_.  
 A. annoying C. entertaining  
 B. effective D. pessimistic
8. Which of the following would be considered the best usage of parallelism?  
 A. He ate, read, and slept.  
 B. They swarmed like ants  
 C. She is the meanest person I've ever met.  
 D. I really like people who talk a lot and girls with dyed hair.
9. "Stephen wrote a letter to his parents explaining why he needs a new car."  
 The statement aims:  
 A. To entertain C. To persuade  
 B. To inform D. To point out
10. The marching PMA Cadets looked amazing on the grandstand. Each cadet looked smart and perfect. The crowd loved their performance drill.
- You can tell that:  
 A. The PMA cadets practiced a lot.  
 B. The crowd was not entertained.  
 C. The PMA cadets stay enthusiastic.  
 D. The grandstand was big enough for the crowd.
11. Colleen held her stomach and headed back to bed. She coiled and grabbed a blanket. She thought about the cold meal she ate from the fridge this morning.
- Colleen probably:  
 A. Feels hungry again.  
 B. Wishes to eat some more.  
 C. Wants to go back to sleep.  
 D. Gets a stomachache from eating the cold meal.
12. What do you look for when you are making a comparison?  
 A. Differences of two subjects  
 B. Similarities of two subjects  
 C. Both differences and similarities of two subjects  
 D. Overwhelming similarities and differences of two subjects
13. Which of the following is the use of Venn Diagram?  
 A. to organize ideas  
 B. to summarize content  
 C. to compare and contrast  
 D. to write vocabulary terms

Complete the lines to create a conditional logic.

14. If the COVID-19 patient is more careful, ...

15. If I had submitted all my requirements on time, ...

## Lesson

# 1

## Analyzing Literature through Understanding Tone, Mood, Technique, Author's Purpose, Rhetoric and Literary Devices Used



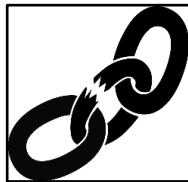
### *What's In*

Man's pursuit in achieving success in life has given him the courage to pursue greater heights. The triumph that man achieves is not only limited to his personal success, but it can also be considered as a triumph of the human spirit itself.

In this lesson, you will be challenged to realize not only your dreams in life but as well as for others and for your country.

#### **Activity: Three Icons, One Concept**

Identify the words being suggested by the pictures below. Try to guess the correct word by analyzing the pictures. Be guided by the number of lines and the letters as clues.



1.

F \_ \_ \_ \_ \_



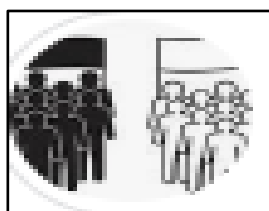
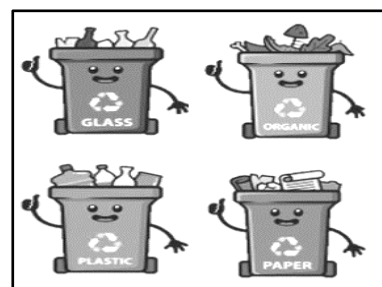
2.

D \_ \_ \_ \_ R \_ \_ \_ \_ \_ N



3.

\_ U \_ \_ \_ \_ \_



4.

\_ E \_ \_ \_ \_ \_ O \_





## What's New

Read the inspiring speech of Martin Luther King Jr. Be prepared to pause and answer the questions posted in between the text.

How did Martin Luther King Jr. change America?

Read the full text below.

### I HAVE A DREAM

Martin Luther King Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.



Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

*Do you know anyone in our history who was exiled in our own country?*

In a sense, we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check—a check that will give us, upon demand, the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid

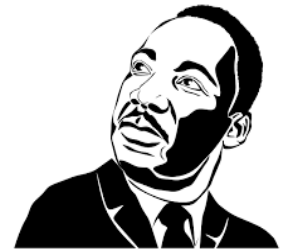
rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

*Do you favor forcing change using physical violence?*

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.



As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

*What is your idea of justice and righteousness?*

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day, this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day, on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today... I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day, right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

<p><i>Have you ever been misjudged because of your physical appearance or have you ever misjudged someone because of his or her physical appearance?</i></p>
--

I have a dream today... I have a dream that one day, every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. This is our hope. This is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snow-capped Rockies of Colorado!  
 Let freedom ring from the curvaceous slopes of California!  
 But not only that; let freedom ring from Stone Mountain of Georgia!  
 Let freedom ring from Lookout Mountain of Tennessee!  
 Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! Thank God Almighty, we are free at last!"

*Can you say that you are free? How does it feel to be free?*  
 (From "A Journey through Anglo-American Literature ")

### Discussion Points

1. What is the central idea/message of this speech?
2. What particular issues did Dr. King mention in his speech?
3. What are his dreams for America?
4. What issues did Dr. King address that are still relevant today particularly in the Philippines?
5. "I Have a Dream" has inspired a number of people. What do you think makes the speech so inspirational?

**Activity 3:** Read the speech again and fill in the following graphic organizer.

<b>King's Dream</b>	<b>Your Dream</b>
<u><b>For the Americans:</b></u>	<u><b>For the Filipino People:</b></u>
<u><b>For America:</b></u>	<u><b>For the Philippines:</b></u>
<u><b>For his own children/family:</b></u>	<u><b>For your family:</b></u>
<u><b>Other Dreams:</b></u>	<u><b>For the youth:</b></u>



## What is It

### LITERARY AND RHETORICAL DEVICES

Martin Luther King Jr.'s speech, *I Have a Dream*, "used some rhetorical and literary devices.

#### What is a rhetorical device?

Rhetorical device is a *technique* that an author or speaker uses to convey to the listener or reader a meaning with the goal of persuading them.

Rhetorical devices evoke an emotional response in the readers through the use of language.

#### What is meant by literary devices?

Literary device is a technique a writer uses to produce a special effect in his writing and to help readers understand his writing on a deeper level.

Study the table below which contains the meanings and examples of rhetorical and literary devices:

Rhetorical/Literary Device	Meaning	Examples
<b>Metaphor</b>	a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable	<p>1. <i>Kisses are the flowers of affection.</i></p> <p>2. <i>The falling snowflakes are dancers.</i></p>
<b>Analogy</b>	a comparison between two things, typically for the purpose of explanation or clarification	<i>The structure of an atom is like a solar system. The nucleus is the sun, and electrons are the planets revolving around their sun.</i>
<b>Parallelism</b>	used to persuade, motivate, and/or evoke emotional responses in an audience and is often used in speeches. The balance between clauses or phrases makes complex thoughts easier to process while holding the reader's or listener's attention	<p>1. <i>"My fellow Americans, ask not what your country can do for you, ask what you can do for your country." - John F. Kennedy</i></p> <p>2. <i>"I don't want to live on in my work. I want to live on in my apartment." - Woody Allen</i></p>
<b>Repetition</b>	is the <b>repeating</b> of a word or phrase. It is a common <b>rhetorical device</b> used to add emphasis and stress in writing and speech	<p>1. <i>"Let it snow, let it snow, let it snow."</i></p> <p>2. <i>"And miles to go before I sleep, and miles to go before I sleep." - Robert Frost "Stopping by Woods on a Snowy Evening"</i></p>

## TONE AND MOOD

*Tone* and *mood* both deal with the emotions centered on a piece of writing. Though they seem similar and can in fact be related casually, they are in fact different.

**Tone** is the author's attitude towards a subject. While journalistic writing theoretically has a tone of distance and objectivity, all other writings can have various tones.

Some tone words include:

Positive tone words		Neutral	Negative tone words
Admiring	Interested	Commanding	Annoyed
Affectionate	Joyful	Direct	Anxious
Benevolent	Lively	Impartial	Apathetic
Calm	Nostalgic	Indirect	Bewildered
Casual	Passionate	Meditative	Bitter

**Mood** is the atmosphere of a piece of writing; it's the emotion that a selection arouses in a reader.

Some common mood descriptors are:

Positive mood words		Negative mood words	
Amused	Mellow	Aggravated	Numb
Bouncy	Nostalgic	Dreary	Overwhelmed
Calm	Optimistic	Embarrassed	Painful
Cheerful	Passionate	Exhausted	Pessimistic
Confident	Peaceful	Nauseated	Lethargic

## AUTHOR'S PURPOSE

### Three Reasons for Writing

#### 1. Writing to Entertain

The primary purpose of texts that are written to entertain is to amuse readers.

##### Examples of Texts that Are Written to Entertain:

- Stories
- Dramas
- Poems
- Songs

#### 2. Writing to Inform

The primary purpose of texts that are written to inform is to enlighten the reader or to provide the reader with information about a topic.

##### Examples of Texts That Are Written to Inform:

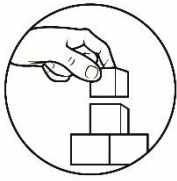
- Expository Essays or Articles
- Instructions or Directions
- Encyclopedias or Other Reference Texts

#### 3. Writing to Persuade

The purpose of the texts written to persuade is to compel readers to take action, to convince them of an idea through argument, or to reaffirm their existing beliefs.

##### Examples of Texts That Are Written to Persuade:

- Advertisements
- Campaign Speeches
- Persuasive Letters or Notes



## What's More

### Activity: Understanding Rhetorical and Literary Devices

Read Martin Luther King Jr.'s speech again, pick out the rhetorical and literary devices used in the text, and fill in the table below.

Rhetorical /literary devices	Text: I Have a Dream
Parallelism	
Metaphor	
Analogy	
Repetition	

### Activity: Identifying Tone and Mood

Trace the tone and mood words from the speech of Martin Luther King Jr. Write the words on each of the speech balloons and identify the tone and mode on the space provided.

**Lines:** \_\_\_\_\_

\_\_\_\_\_

**Tone/Mood:** \_\_\_\_\_

\_\_\_\_\_

**Lines:** \_\_\_\_\_

\_\_\_\_\_

**Tone/Mood:** \_\_\_\_\_

\_\_\_\_\_

**Lines:** \_\_\_\_\_

\_\_\_\_\_

**Tone/Mood:** \_\_\_\_\_

\_\_\_\_\_

**Lines:** \_\_\_\_\_

\_\_\_\_\_

**Tone/Mood:** \_\_\_\_\_

\_\_\_\_\_

### Activity: Identifying Author's Purpose for Writing the Selections.

- HAMSTERS FOR SALE:** Humble Pet Store, in the mall: We have a large selection of hamsters for sale this week. They are interesting pets, and you will enjoy having one! Come and buy yours today!

**Author's Purpose:** \_\_\_\_\_

- Watch for symptoms: People with COVID-19 have had a wide range of symptoms reported—from mild symptoms to severe illness. Symptoms may appear 2–14 days after exposure to the virus. People with symptoms, like fever or chills and cough, may have COVID-19.*

**Author's Purpose:** \_\_\_\_\_

- The article details the many uses of a new multi-purpose tool. It explains how the tool can perform the tasks of a hammer, screwdriver, wrench, and knife. It is four tools in one, so you will always have the tool you need when you have one of these.

**Author's Purpose:** \_\_\_\_\_

### Activity: Black Lives Matter

Martin Luther King Jr. delivered his speech on August 28, 1963 at the Lincoln Memorial, Washington DC in the United States of America. Since then, the world has seen big developments on the issue of racial discrimination in the US. In fact, the election of President Barrack Obama, the first black president, became a milestone in the history of America.

Recently, the global campaign #BlackLivesMatter became popular in the Philippines and the world. Many protests were staged to fight for the eradication of violence and discrimination against black people. Today, people of different colors are united to fight the abuses in the society.

Read a poem inspired by the #BlackLivesMatter campaign and answer the questions that follow:

#### **The Color of My Soul**

by: Siya Mulge

As I travel back to my younger days,  
I remember my occluded mind.  
The doings of neighborhood and  
community,

Being taught always,  
Darkness is sorrow,  
White light is where  
Peace and beauty you'll find...

That black shirt needs no washing,  
As you cannot see its furrow,  
White ones should be cared...

Hide yourselves with a black cloth,  
Show yourself off to the world  
With an angel ring that's white....

My heart is about to rot,  
My mind with agony was already  
whirled,  
I shall now began to fight,  
For my skin is dark,  
But is brighter than your soul..

1. Why did the poet use darkness as a metaphor for sorrow?
2. What other metaphors were used by the poet?
3. What is the "black shirt" an analogy of?
4. What words suggest the tone of the poem?
5. What is the purpose of the poet in writing the poem?



### ***What I Have Learned***

#### **My Mission Statement**

We all have a dream to realize on our own but it does not stop us from dreaming for others as well. As we keep on dreaming, we are also facing challenges of the human spirit.

My journey through this lesson enabled me to learn

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It made me realize that

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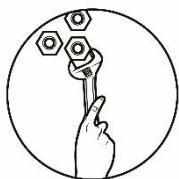
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I, therefore, commit to

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## What I Can Do

### Activity: Writing Big Thoughts

1. Think about your biggest dreams. Read the passage again and check for statements that express Luther's dreams for America.
2. Make a short list of these dreams and rank them according to their importance. Use the table below.

<i>Rank</i>	<i>Dreams</i>
1	
2	
3	

3. Write a short essay or speech using the passages as your guide in writing your own dreams for your family, fellowmen, and country. Use a separate sheet for this activity.
4. You are going to submit your output via email for evaluation and to be posted in your social media to spread awareness as part of the task completion.
5. A scoring rubric will be used to rate your output consisting of the following criteria:

Category	4	3	2	1	Your score
<b>CLARITY</b>	The topic and messages are clear and easily understood; Intended to inform or convince the viewer.	Topic and main ideas are clear.	Topic is given but main ideas are unclear or lacking.	Topic and/or main ideas are absent or very unclear.	
<b>DETAILS</b>	Details (including labels) support the main idea without distracting with clutter.	Detail is added to support each main idea with minimal clutter.	More is needed for understanding. Some are distracting.	Very little detail is provided for the main ideas and understanding is limited.	
<b>ACCURACY</b>	At least 4 accurate facts/concepts are displayed.	3 accurate facts are displayed.	2 accurate facts are displayed.	Fewer than 2 accurate facts are displayed.	
<b>MECHANICS</b>	Capitalization and punctuation are correct throughout.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	More than 2 errors in capitalization or punctuation.	
<b>GRAMMAR</b>	There are no grammatical mistakes.	There is 1 grammatical mistake.	There are 2 grammatical mistakes.	There are more than 2 grammatical mistakes.	
<b>TOTAL POINTS</b>					

## Lesson

# 2

## Understanding Literature by Making Inferences, Drawing Conclusions, and Using Comparison & Contrast



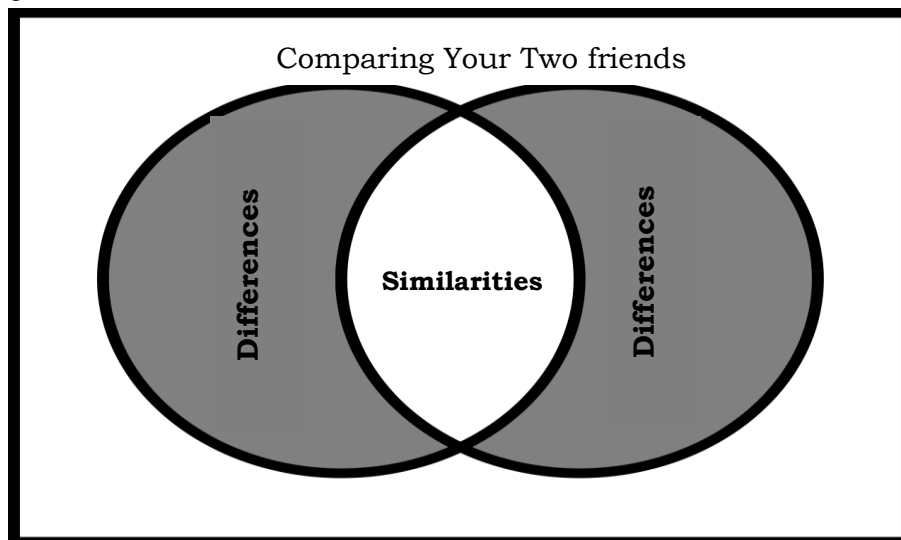
### *What Is It*

#### **COMPARING AND CONTRASTING**

Compare and contrast is a rhetorical style that discusses the similarities and differences of two or more things: ideas, concepts, items, places, etc. This is also used to make some kind of comparison to help illustrate a point.

A *Venn diagram* is used in making comparison and contrast to show differences and similarities of two subjects. It uses overlapping circles or other shapes to illustrate the logical relationship between two or more sets of items. Often, they serve to graphically organize things, highlighting how the items are similar and different.

*Study the illustration below.*



#### **DRAWING CONCLUSIONS AND INFERENCES**

Drawing conclusions refers to information that is implied or inferred. This means that the information is not directly nor clearly stated.

Details give hints or clues that can help you “read between the lines.” Inferring means that you go beyond the surface or go for deeper understanding of what you are reading. When the meaning is not stated clearly, they may be implied or suggested.

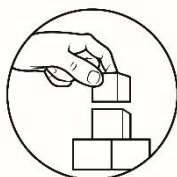
Study the sample below:

*Camille's mom was very upset. Her dog was all covered in mud. Her mom told her that she needed to help clean up before she could start watching television.*

What can you draw from the given situation? What are your hints and clues?

- a. Camille's dog got the house muddy.
- b. Camille's mom hates dogs.
- c. Camille loves to watch television.

If you answer letter A, you are correct.



## What's More

### Activity: Learn these Words

Directions: Read the following sentences and choose the letter of the correct meaning of the italicized words.

Answer	Sentence	Word List
	1. The strap broke with a single <i>tug</i> .	A. Allow
	2. The guards do not <i>permit</i> them to go inside.	B. Delicate
	3. I <i>frowned</i> when I saw the man and shook my head in disbelief.	C. Grimace
	4. She felt somehow <i>frail</i> looking girl with dark eyes.	D. Flow or fall by drops
	5. Jack felt a bead of sweat <i>trickle</i> down his face as he saw the huge figure in front of him.	E. Pull

Read the inspiring story of Langston Hughes. Be prepared to pause and answer the questions posted in between the text.

### THANK YOU, MA'AM

Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. the large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse.

Then she said, "Now ain't you ashamed of yourself?" Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you lose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you lose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her. He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

*If you were the boy, would you trust the lady right away? Why do you think so?*

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room. She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

"Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could have asked me." "M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to

do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

*Do you think Roger ran? If you were Roger, what would you do?*

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get." There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was to going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that."

Pause. Silence.

"I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

*If you were Roger, what would you feel at this moment?*

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

*Does Roger have a change of heart at this time? What made you think so?*

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take these ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

*Think of someone that did an act of kindness to you. Have you ever wondered why he did it? What about you? Can you think of an act of kindness you did to someone? Why did you do it?*

She led him down the hall to the front door and opened it.

"Good-night! Behave yourself, boy!" she said, looking out into the street. The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say

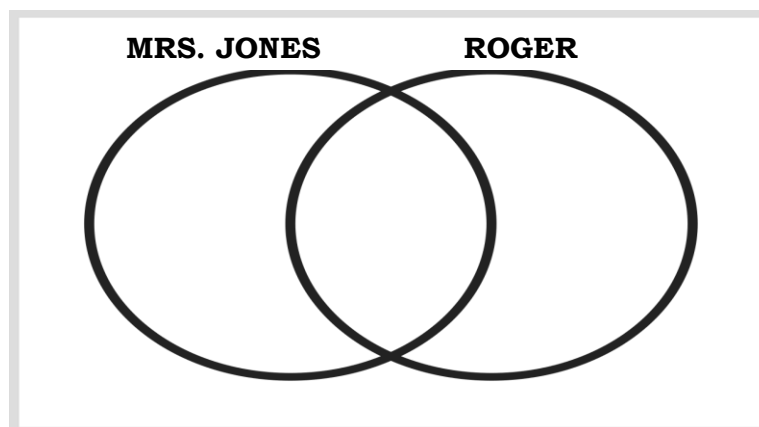
"Thank you" before she shut the door. And he never saw her again

**Activity: Read to Process**

- Do you think Mrs. Jones is wise or foolish to trust Roger? Why?
- What can you tell about her character from this action?
- How are her actions connected to her past experiences?
- What does Roger do when Mrs. Jones leaves him alone with her purse?
- Why does he do this?
- What do Mrs. Jones and Roger talk about during their meal?

**Activity: Compare and Contrast**

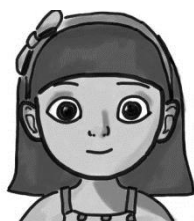
Using the Venn diagram below, compare and contrast the characters of Mrs. Jones and Roger. Answer the question that follows.



How have Roger's behavior and attitude changed?

**Activity: Draw Conclusions by Answering the Questions**

- Why doesn't Mrs. Jones ask Roger any personal questions?
- What made you arrive at your answer?
- What are the hints or clues that helped you draw your conclusion? Fill in the organizer below.



My Answer: \_\_\_\_\_

\_\_\_\_\_

Clues and Hints: \_\_\_\_\_

\_\_\_\_\_



## ***What I Have Learned***

### **My Mission Statements**

- A. You have learned in this lesson that there are so many things and persons in your lives that you should feel grateful for. Fill up the following statements.

My journey through this lesson enabled me to learn

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It made me realize that

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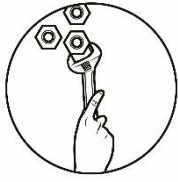
I, therefore, commit to

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- B. Using the table below, make a list of the things and the people you feel grateful for and give your reasons. Share your work in class.

<b>Persons and Things I am grateful for</b>	<b>Reasons</b>
1.	-----
2.	-----
3.	-----
4.	-----



## What I Can Do

### Activity: Choose and Justify!

In the selection, “*Thank You, Ma’am*,” the characters made choices and decisions and we can only infer the reasons behind their actions. In your life, you may have also made some decisions and had reasons for doing so. There are also some factors that affect each decision.

Copy and accomplish the table below and identify which of the factors given affected or influenced the decisions made.

Characters	Decisions Made	Factors			
		Economic Status	Culture	Environment	Personal Choice
Mrs. Jones					
Roger					
You					



## Assessment

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

- What is the main focus of Martin Luther King Jr.’s speech?
  - Convincing everyone to live in peace and tranquility
  - Getting more money for America’s black population
  - Ending segregation and racial injustice in America
  - Pushing change in America
- Martin Luther King Jr. appeals mainly to his listeners’
  - common sense
  - desire for better future
  - sense of guilt
  - sense of pride
- In “*I Have a Dream*”, Dr. Martin Luther King Jr., urges his followers to
  - demand equality and justice now
  - work toward gradual change
  - use any means necessary
  - use violence to push change
- Which repeated phrase in Dr. King’s speech has additional power because it is from a familiar patriotic song?
  - “*I have a dream*”
  - “*I say to you today*”
  - “*Now is the time to*”
  - “*One hundred years later*”



5. Which of the following is NOT a rhetorical device?
  - A. *Let freedom ring from Lookout Mountain of Tennessee!*
  - B. *And if America is to be a great nation this must become true!*
  - C. *This will be the day when all of God's children will be able to sing with a new meaning*
  - D. *I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low*
6. Which is an example of a metaphor?
  - A. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
  - B. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.
  - C. We **must** forever **conduct** our **struggle** on the high plane of dignity and **discipline**.
  - D. *My country, 'tis of thee, sweet land of liberty, of thee I sing.*
7. Which is an example of parallelism?
  - A. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia
  - B. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.
  - C. We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.
  - D. When this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city...

Determine the author's purpose in the selection below. Choose the letter of the correct answer.

8. A whistleblower is a person who informs on a person or organization engaged in some wrongdoing. The whistleblower is almost always an employee or an insider of the organization that is committing the wrongdoing, and there are laws which are intended to protect the whistleblower from experiencing retaliation for their revelations.

- |                 |                |
|-----------------|----------------|
| A. To entertain | C. To orient   |
| B. To inform    | D. To persuade |

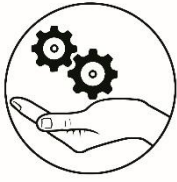
9. Jim's hand shook as he reached for the cup of coffee in front of him. "Just take your time," the man in the grey suit told him. Jim nodded, and raised the cup to his lips, sloshing coffee down his chin and onto his shirt. "They're going to come after me," Jim told the men in front of him. "There are laws to protect you," The man in the black suit said. "The laws don't matter. They don't care about laws. Haven't they already proven that? I won't be safe. No one in my family will be safe."

- |                 |              |
|-----------------|--------------|
| A. To entertain | C. To orient |
| B. To persuade  | D. To inform |

10. Although it is technically illegal, many individuals who expose or "blow the whistle" on a corporation or a government agency's wrongdoing end up losing their jobs, or suffering some other form of retaliation. If whistleblowers are discouraged from coming forward with important truths, then wrongdoing may not be corrected. Not only that, if a whistleblower is fired, an organization can face costly law suits and a great deal of unwanted publicity. This is why organizations should develop formal whistle blowing policies to ensure that the conditions necessary for the effective management of whistle blowing exist.

- |                 |                 |
|-----------------|-----------------|
| A. To entertain | C. To persuade  |
| B. To inform    | D. To point out |

11. Keith played with his skateboard in the street and accidentally broke his neighbor's car's side mirror. What do you think Keith feels after the accident?
- A. He feels excited to get home.
  - B. He feels scared of getting into trouble.
  - C. He feels sorry for the neighbor's car.
  - D. He feels successful of playing with his skateboard.
12. The number of cases of COVID-19 infections is increasing fast. What do you think is happening?
- A. Enhanced quarantine is not imposed.
  - B. People seem careless about their health.
  - C. People seem scared of the pandemic.
  - D. The government is not doing something.
13. In the story, "Thank You, Ma'am," we can infer that
- A. Mrs. Jones wants to adopt Roger.
  - B. Mrs. Jones is willing to forgive Roger.
  - C. Mrs. Jones wants Roger to be his son.
  - D. Mrs. Jones wants Roger to buy his own suede shoes.
14. Which of the following factors affect Roger's decision to steal?
- A. His environment
  - B. His economic status
  - C. His needs and wants
  - D. His cultural orientation
15. Which of the following statements is probably NOT TRUE about Roger?
- A. He is really Mrs. Jones' son.
  - B. He wants to trust Mrs. Jones
  - C. He wants to buy the suede shoes.
  - D. He wants Mrs. Jones to trust her eventually.



## ***Additional Activities***

Complete the following:

Starting today, I will always give thanks for the following

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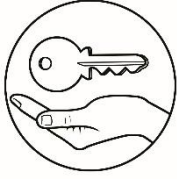
*Because*

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Answer Key

<p><b>What I Know</b></p> <p>1. A 2. C 3. D 4. B 5. B 6. C 7. B 8. A 9. C 10. A 11. D 12. C 13. A 14. Answer may vary 15. Answer may vary</p> <p><b>What's In</b></p> <p>1. Freedom 2. Discrimination 3. Justice 4. segregation</p>	<p><b>What is it</b></p> <p><b>Activity:</b> Learn these Words</p> <p>1. E 2. A 3. C 4. B 5. D</p> <p><b>Assessment</b></p> <p>1. C 2. B 3. C 4. A 5. D 6. B 7. A 8. B 9. B 10. B 11. B 12. B 13. B 14. B 15. A</p>
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