

COURSE MODULE IN HIST (READINGS IN PHILIPPINE HISTORY)

Course Information

Course Name	:	Readings in Philippine History
Credit Units	:	3 units
Total Number of Hours:		54 hours
Prerequisite/s	:	none

Course Description

It enables the students to produce their own contextual and historical analyses of a specific local significant event or site based on their readings using different primary and secondary sources that are available. Students have opportunities to critically analyze historical phenomena/events in different periods based on the comparative viewpoints, arguments, biases, and backgrounds given by Historical authors and scholars as well as on evidence reflected in the various sources of historical documents/data. Societal issues and challenges are tackled through an in-depth examination of the social, economic, religious, and political situations in the different periods of Philippine History.

This course tackles topics on sources of historical data and historical criticisms, content, contextual analysis, and interpretation of selected primary sources, controversies, and conflicting views in Philippine History, social, economic, and political issues in the Philippines, local History, Philippine Constitution, agrarian reform, and taxation. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad-minded, morally upright, and responsible citizens.

Course Learning Outcomes

At the end of the course, the students expected to:

1. Search, compile and interpret examples of primary sources and the corresponding secondary sources derived from local history.
 - Meaning and relevance of history, the distinction of primary and secondary sources
 - Content and Contextual Analysis
2. Formulate arguments of conflicting historical accounts in the following: Site of the First Mass, Cavite Mutiny, Retraction of Rizal, Cry of Balintawak, and First Blood Compact Site using primary and secondary sources.
 - “One past but many histories...”
3. Create posters, brochures or newsletters informing audience about specific historical events and issues like Philippine History, Agrarian Reform Policies and Taxation and postings in Social Media for information dissemination
4. Compare and contrast the five (5) different Philippine Constitutions.
 - Social, political, economic and cultural issues in Philippine History
5. Critically evaluate documents relating to a specific historical account.
6. Critically evaluate and promote local and oral history, museums, historical shrines, cultural performances, indigenous practices, religious rites, and rituals;

Teaching-Learning Module

Module	Training Time	Digital Platforms and Apps	Intended Learning Outcomes	Topic/s and Resources	Teaching-Learning Activities	Assessment and Agreement
FOR ONLINE/DIGITAL LEARNING						
Organizational Week		Zoom, FB Messenger, Google Classroom	(Refer to the CMO or in your curriculum map)	<p>Course Orientation 3 units course = 54 hours</p> <p>Activities/Exercises/ Projects and Assignments are part of the modular instruction.</p> <p>Requirements at the end of the course must have complied: Quizzes Major Exams Prelim, Midterm, Semi-Finals, and Finals</p> <p>Activities/Exercises/ Projects and Assignments</p> <p>Concept Notes of the learning course (The students will secure a textbook as prescribed by the teacher)</p>		

	<p>Week 2 (3 hours) Sept 1-4,2020</p>	<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session, students:</p> <p>Discuss the significance of history.</p> <p>Demonstrate consciousness on the significance of studying history</p> <p>Trace the component islands of the Philippines in the map and write their historical landmarks</p>	<p>THE MEANING OF HISTORY</p> <p>*Limitation of historical knowledge</p> <p>*History as the subjective process of re-creation</p> <p>*Historical Method and historiography.</p>	<p>Let the students watch a short video clip; The Meaning of History.</p> <p>https://www.youtube.com/watch?v=G7SsZSVIb5s https://www.youtube.com/watch?v=o85GnxYXpu8</p> <p>Deepening Questions:</p> <p>What is the etymology of the word history? _____</p> <p>What is the importance of studying history? _____</p> <p>Why study Philippine history? _____</p> <p>Activity 1: Students will examine the Philippine map, identify the three-component islands, and write their significant historical landmarks.</p>	<p>QUIZ 10 items</p> <p>Assignment:</p>
	<p>Week 3 (3 hours) Sept. 7-11, 2020</p>	<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session, the students:</p> <p>a. Discuss the importance of the different sources of historical data.</p> <p>b. Analyze the characteristics of primary and secondary source materials.</p> <p>c. Cite samples of both primary and secondary sources</p>	<p>SOURCES OF HISTORICAL DATA</p> <p>Sources of Historical Data Written Sources of History Non-Written Sources of History Primary Versus Secondary Sources</p> <p>https://www.youtube.com/watch?v=pmno-Yfctd8 https://www.youtube.com/watch?v=PNOV6zUiODI</p>	<p>Activity/Exercises:</p> <p>Refer to your textbook Readings in Philippine History by Ligan et al. (2018) Mutya Publishing House Inc.p.9-10</p> <p>Deepening Questions:</p> <p>What is historical data? _____</p> <p>Why is primary source important? _____</p> <p>What is the purpose of a secondary source? _____</p> <p>What is the main distinction between a primary and a secondary source? _____</p> <p>https://www.historydiscussion.net/history/important-sources-of-history-primary-and-secondary-sources/</p>	<p>QUIZ 20 items</p> <p>Assignment:</p>

						What is the Importance of Historical Criticism?
		Zoom FB, Messenger Google Classroom	At the end of the session, the students: a. Write a critical analysis based on historical argument/or of an event.	HISTORICAL CRITICISM Historical Criticism External Criticism Internal Criticism Test of Authenticity https://www.youtube.com/watch?v=SMxkN81QhKw https://www.youtube.com/watch?v=32PO5dIHQnQ	Activity/Exercises: The students will explore more elaboration on Historical Criticism via websites to discover arguments that ignite learning. Write a critical analysis based on the historical argument of an event. Deepening Questions: Why are historical writings important? _____ What is the importance of historical analysis? _____ What is Historical Criticism? _____ What is Historical Criticism? _____	Critical Analysis Rubrics Required elements Idea Analysis Graphics relevance Attractiveness Assignment: Trace the First Voyage Around the World using primary sources.
2 Content and Contextual Analysis of Selected Primary Sources		Zoom FB, Messenger Google Classroom	At the end of the session, the students: (a) Trace the first voyage around the world. (b) Create a timeline about the first voyage around the world. (c) Present an example of a primary source of historical data relating to the first voyage.	FIRST VOYAGE AROUND THE WORLD Overview: The Complete knowledge of the past. P.17 Historical Method is the process of critically examining the records and survival of the past (Gottschalk,1969) Content Analysis Concept Notes:	Activity: The students will: Read the narrative of the voyage, which is a translation by Lord Stanley of Alderly, refer to your textbook. p.19-26. After reading the narrative, fill in the sample diagram for their timeline drafting, guided by a primary source-based historical document of the First voyage.; Go to your textbook (Readings in Philippine History by Ligan et al. (2018).Answer exercise p27-.28.	Assessment: Timeline Drafting Rubrics Accuracy of information Content Organization Critical Thinking

				https://books.google.com.ph/books/about/The_First_Voyage_Around_the_World_1519_1.html?id=Mcgy9Xn2KkEC&redir_esc=y https://www.bookdepository.com/First-Voyage-around-World-1519-1522-Antonio-Pigafetta/9781487525408	<p>For deepening, answer the following guide questions below.</p> <ol style="list-style-type: none"> 1. What is the primary reason of the author in writing the document? How was it produced? _____ 2. What is the main theme in the document? Explain briefly _____. 3. What specific information of importance is in the text? _____ <ul style="list-style-type: none"> • The teacher checks the output of the students and will give feedback afterward. 	<p>:</p> <p>Assignment:</p> <p>What are the works of Juan Luna and Fernando Amorsolo?</p>															
		<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session students:</p> <p>(a) Present the purpose of historical paintings and political caricatures.</p> <p>(b) Discuss the difference between the famous paintings of Luna and Amorsolo and interpret a caricature.</p> <p>(c) Show appreciation and understanding of historical paintings and political caricatures</p>	<p>WORKS OF JUAN LUNA AND FERNANDO AMORSOLO AND POLITICAL CARICATURES</p> <p>Historical Paintings Understanding Politics Political Caricatures</p> <p>Historical Paintings Juan Luna and Amorsolo are subject to analysis and discussion.</p> <p>Juan Luna (1857-1899) Fernando Amorsolo (1892-1972) Political Caricature</p>	<p>Activity/Exercises: p 41 Kindly refer to Readings in Philippine History by Ligan et al. (2018) Mutya Publishing House Inc</p> <p>Compare famous paintings of Luna and Amorsolo. Discuss their ideas of the pictures:</p> <p>Juan Luna</p> <table border="1"> <thead> <tr> <th>Title of the painting</th> <th>Elements/Principles</th> <th>Messages</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Amorsolo</p> <table border="1"> <thead> <tr> <th>Title of the painting</th> <th>Elements/Principles</th> <th>Messages</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Title of the painting	Elements/Principles	Messages							Title of the painting	Elements/Principles	Messages				<p>Caricature Analysis</p> <p>Rubrics</p> <p>Required elements Idea Analysis Graphics relevance Attractiveness</p>
Title of the painting	Elements/Principles	Messages																			
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				https://www.pinterest.ph/elizf/fernando-amorsolo-paintings/	<table border="1" data-bbox="1457 134 2063 207"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Deepening Exercises: Guide Questions</p> <p>Exercise 2: Give a concise explanation/discussion on the following items.</p> <ol style="list-style-type: none"> 1. What do you know about the period of the painting? Include in the readings/research the following: <ul style="list-style-type: none"> • biographical data of the artist, information about how the painting is significant at that time • important social, political, and socio-economic constructs of the time. 2. What are the qualities profound in the painting that shows the skill of the artist in replicating reality? 3. What evidences can you provide to support your claim on the significant depiction of the painting? <p>Ample time is given to students to answer the given exercises.</p> <p>The teacher checks the output of the students and will give feedback afterward</p>							<p>Assignment: Read/Watch the video of THE SPEECH OF CORAZON C. AQUINO in the U.S Congress Washington D.C.</p>
		Zoom FB, Messenger Google Classroom	At the end of the lesson, the students:	THE SPEECH OF CORAZON C. AQUINO	<p>Activity : The students will read /watch on video the whole speech of the Late Former President of the Philippines Corazon Cojuangco Aquino.</p>	QUIZ 10 items						

			<p>a. Examine one of the speeches of Corazon C. Aquino.</p> <p>b. Analyze the Speech of Corazon C. Aquino rhetorically.</p>		<p>After reading/watching the video of the whole speech, for more understanding, answer the following guide questions in the exercises given below.</p> <p>. https://www.officialgazette.gov.ph/1986/09/18/speech-of-president-corazon-aquino-during-the-joint-session-of-the-u-s-congress-september-18-1986/</p> <p>Deepening Exercises:</p> <p>2. What is your comment on this line, in the speech of Corazon Aquino: "...and so began the revolution that has brought me to democracy's most famous home, the Congress of the United States." Which concept in this line is important to you? Why?</p> <p>3. What did Corazon Aquino mention in her speech about the aspiration of the Filipino people? What are the specific lines for this? What do you feel about these lines</p>	<p>Assignment:</p> <p>Rhetorical analysis of the speech Rubrics:</p>
		<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session, students:</p> <p>a. Create narratives based on readings of primary sources on the controversy of the site of the first mass.</p>	<p>SITE OF THE FIRST MASS</p>	<p>Activity: https://www.slideshare.net/chad4510/site-offirstmassinthephilippines-history14</p> <p>After readings Pigaffeta, Antonio 1956, the site of the First Mass p. 56-63, the students will write a Narrative Report on their version or interpretation of the historical facts on the event of the actual Site of the Fist Mass by applying knowledge on Historical sources and historical criticism. Rubrics:</p>	<p>Assessment:</p> <p>Narrative Report</p> <p>Rubrics Logic Ideas citations Historical connection</p>
3		<p>Zoom FB, Messenger</p>	<p>At the end of the session, students:</p>	<p>CAVITY MUTINY: SPANIARDS</p>	<p>Activity 1: Brainstorming</p>	<p>Assessment:</p>

<p>One Past But Many Histories: Controversies and Conflicting Views in Philippine History</p>		<p>Google Classroom</p>	<p>a. Present one of the factors that ignited the Filipino sense of nationhood.</p> <p>b. Write a reaction paper about their viewpoint in the Cavite Mutiny.</p> <p>c. Express sympathy on the martyrdom of the GomBurZa</p>	<p>VERSION OF CAVITY</p> <p>The Cavity Mutiny p.68</p> <p>Spaniards Version of the Cavity Mutiny p.68</p> <p>Filipino Version of the Cavity Mutiny p.71</p>	<p>What are the factors that ignited the Filipinos sense of nationhood?</p> <ol style="list-style-type: none"> How do you understand the word “mutiny”? What does the account of Jose Montero y Vidal tell us? To which version does this account relate. Explain: <p>https://www.slideshare.net/soldierofloki/risal-43896873</p> <p>https://www.slideshare.net/heyitsmebianca/the-rise-of-filipino-nationalism</p>	<p>Reaction Paper</p> <p>Rubrics</p> <p>Use of primary sources and Synthesis and Application Organization</p>
		<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session, the students:</p> <p>(A) Create narratives based on readings of primary sources on the controversy of the Cavity Mutiny, according to Gov. Izquierdo.</p>	<p>MUTINY / FILIPINOS VERSION OF CAVITY</p>	<p>The students will do readings of the different versions of the Cavity Mutiny from the various historical sources and create a personal narrative report.</p> <p>https://nhcp.gov.ph/the-two-faces-of-the-1872-cavite-mutiny/</p> <p>https://filipinojournal.com/the-1872-cavite-mutiny/</p>	<p>Narrative Report</p> <p>Rubrics:</p> <p>Logic Ideas citations Historical connection</p>
		<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session, the students:</p> <p>(a) Assess the different versions on the dates of the first Cry of the revolution as well as its venue.</p>	<p>THE OFFICIAL REPORT OF GOVERNOR IZQUIERDO ON THE CAVITE MUTINY</p> <p>https://nhcp.gov.ph/the-two-faces-of-the-1872-cavite-mutiny/</p> <p>https://filipinojournal.com/the-1872-cavite-mutiny/</p>	<p>1. How did Governor Izquierdo describe Cavite Mutiny compared from the version of Dr. Trinidad H. Pardo de Tavera</p> <p>Write a contextual analysis on the following:</p> <p>Among the three versions of the Cavite mutiny, which one is the most credible? Why?</p> <p>A. Spaniards Version of the Cavity Mutiny</p>	<p>Contextual Analysis on the 3 Versions of the Cavity Mutiny.</p> <p>Rubrics:</p> <p>Content Organization Logic Historical facts</p>

			<p>(b) Resolve simple and important contemporary socio-economic issues.</p> <p>(c) Advocate nationalism in addressing contemporary socio-economic concerns.</p>		<p>B. Filipino Version of the Cavity Mutiny</p> <p>C. The Official Report of Governor Izquierdo on the Cavite Mutiny of 1872</p>	<p>Assignment: Read: The Cry of Balintawak and Pugad Lawin</p>			
		<p>Zoom FB, Messenger Google Classroom</p>	<p>At the end of the session, the students:</p> <p>(a) Analyze the political, religious, and economic aspects of friars in the Philippines during the late 19th century.</p> <p>(b) Write an essay on national integrity addressing any current political, religious, and economic aspects in the Philippines.</p>	<p>THE CRY OF BALINTAWAK</p>	<p>After reading on the Mutiny controversy on p.79-82 of your textbook, the students will answer the activity below:</p> <p>Activity 1: Give a concise explanation/discussion on the following items. Kindly refer to the textbook (Readings in Philippine History by Ligan et al. (2018). Page 84.</p> <p>1.What does the issue on the First Cry depict about the Filipinos? _____</p> <p>2.How does the account of Santiago Alvarez differ from all other versions? _____</p> <p>3.Which account do you believe? Why? _____</p> <p>_____</p> <p>Ample time is given to the students to answer the given exercises.</p> <ul style="list-style-type: none"> The teacher checks the output of the students and will give feedback afterward. 	<p>QUIZ</p> <p>Assignment: Write a Short Essay on The importance of the integration of the spirit of nationalism in addressing any current political, religious, economic issues in the Philippines?</p> <table border="1"> <tr> <td>1.Political (10 pts) 50 words</td> </tr> <tr> <td>2.Religious(10pts) 50 words</td> </tr> <tr> <td>3.Economic(10pts) 50 words</td> </tr> </table>	1.Political (10 pts) 50 words	2.Religious(10pts) 50 words	3.Economic(10pts) 50 words
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3.Economic(10pts) 50 words									

						Rubrics: Focus Relevance Organization Content
4 Economic and Political Issues in the Philippines		Zoom FB, Messenger Google Classroom	At the end of the session, the students: (a) Analyze the political, religious, and economic aspects of friars in the Philippines during the late 19 th century. (b) Write an essay on national integrity addressing any current political, religious, and economic aspects in the Philippines (c) Demonstrate the spirit of nationalism in addressing any current political, religious, and economic aspects in the Philippines	MONASTIC SUPREMACY IN THE PHILIPPINES An excerpt from Marcelo H. Del Pilar’s <i>La Soberania Monacal en Filipinas</i> , first published in Barcelona, Spain, in 1889 and reprinted in Manila in 1898 <i>(Translated by Dr. Encarnacion Alzona 1957 Quezon City: Philippine Historical Association.)</i>	Activity 1: After reading the excerpts of Marcelo H del Pilar’s <i>la Soberania Monacal en Filipinas</i> : Give a concise explanation/discussion on the following items: Kindly refer to the textbook (Readings in Philippine History by Ligan et al. (2018). Pages 88-91 http://www.philippinemasonry.org/marcelo-h-del-pilar.html a. What does the document La Soberania Monacal en Filipinas try to convey? Discuss. b. What is national integrity? Do you think national integrity is important? Justify your answer. d. Ample time is given to the students to answer the given exercises. e. The teacher checks the output of the students and will give feedback afterward	Short Essay Rubrics Focus Organization Relevance Content Assignment
		Zoom FB, Messenger Google Classroom	At the end of the session, students:	TAXATION AND AGRARIAN REFORM DURING THE SPANISH PERIOD	https://www.printingforless.com/brochures/Brochure-Samples.html The students will create and upload posters, brochures, or newsletters on the specific tax policy	QUIZ

			<p>(a)Trace the historical background on the system of taxation during the Spanish period.</p> <p>(b)Present a research-based report on the Agrarian Reform of the Spanish colonials.</p> <p>(c) Create and upload posters, brochures, or newsletters on the specific tax policy of the Spanish period and compare it with the tax system as imposed by the Philippine government today.</p>		<p>of the Spanish period and compare the tax system as imposed by the Philippine government today.</p> <p>Activity 1: Brochure, Poster or News Letter Making (Taxation)</p> <p>Activity 2: Brochure, Poster or News Letter Making (Agrarian Reform Spanish Colonial)</p> <p>The students will create and upload posters, brochures, or newsletters on the specific agrarian policy implemented in the Philippines.</p> <p>Rubrics: The Brochures or Newsletter making will be graded based on the following criteria:</p> <ul style="list-style-type: none"> • Graphic / Photos • Titles and Subtitles <ul style="list-style-type: none"> • Quality of Information • Grammar and spelling 	<p>Assignment:</p> <p>Simple Research</p> <p>Historical Background on the Philippine Crafting of the Constitution.</p>								
		Zoom FB, Messenger Google Classroom	<p>At the end of the session, students:</p> <p>(a) Discuss the importance of a constitution in a nation.</p> <p>(b) Analyze by citing the salient features of the 1973 and 1987 constitution.</p> <p>© Compare and Contrast the Salient Provisions of the 1973 and 1987 Philippine Constitution</p>	<p>THE PHILIPPINE CONSTITUTION AND THE PAST PRESIDENTS</p> <p>Constitution Definition</p> <p>Salient Provisions of the 1973 and 1987 Philippine Constitution</p>	<p>Based on the assignment given, the students will present a summary of the comparison and contrast of the salient features of the 1973 and 1987 constitution:</p> <p>Salient Features of the Constitution:</p> <p>Compare/similarities:</p> <table border="1"> <tr> <td>1973</td> <td>1987</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Contrast /Differences</p> <table border="1"> <tr> <td>1973</td> <td>1987</td> </tr> </table>	1973	1987					1973	1987	<p>QUIZ</p>
1973	1987													
1973	1987													

					https://www.coursehero.com/file/25207064/Salient-Features-of-1935-1973-and-1987-Philippine-Constitutiondoc/ Rubrics:	Assignment: Research on line Local Museums/Local History/Local Heroes
5 Local History, Museums, and Boholano Heroes		Zoom FB, Messenger Google Classroom	At the end of the session, students: (a) Evaluate critical documents relating to the local historical account. (b) Create a strategy in promoting local history. (c) Compose written or oral ads promoting local history, historical landmarks, and other cultural heritage sites	LOCAL HISTORY AND LOCAL MUSEUMS	Activity: Actual or Online Visit to Local Museums <ul style="list-style-type: none"> • Students will visit local museums and historical landmarks, physical or websites. They will be assigned to visit their local library or records office (archives) and search for any information about the following: • their past leaders • old structures of houses and buildings • delicacies • manner of dressing General Museums <ul style="list-style-type: none"> • Natural History and Natural Science Museums • Science and Technology Museums • Arts Museums • Museums in the Philippines • Historical Shrines in the Philippines 	Research-Based - Personal Video Clip Rubrics: Use of primary sources Synthesis and Application Organization Assignment: Submission of all outputs

					<p>http://seapavaa.net/wp-content/uploads/2017/05/Christine-Abrigo.pdf</p> <p>https://www.slideshare.net/lanceabalos/local-history-research-6111615</p> <p>Activity 1 -Personal Video Clip: Research-based</p> <p>The students will do online, and actual research in local libraries and local study centers on the promotion of local and oral history. A research-based personal oral video clip on how to promote their native town, City of Tagbilaran, and the Province of Bohol, as well, will be submitted.</p>	
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