

# A CENTURY OF CHALLENGE & CHANGE

## THE FILIPINO AMERICAN STORY



 Smithsonian Asian Pacific  
American Program

 100  
A Century of  
Challenge and Change:  
THE FILIPINO  
AMERICAN STORY

Citigroup Foundation

## TEACHER'S CURRICULUM GUIDE & RESOURCES

[WWW.FILAM.SI.EDU](http://WWW.FILAM.SI.EDU)

# ACKNOWLEDGEMENTS

---

## SPONSORS

Smithsonian Institution  
Smithsonian Asian Pacific American Program  
Arts & Industries Building Room 2467  
900 Jefferson Drive SW  
Washington DC 20560-0440  
202.786.2409 Telephone  
202.633.9047 Fax  
[www.apa.si.edu](http://www.apa.si.edu)

Citigroup Foundation

## CURRICULUM DESIGN TEAM

Project Director: Patricia Espiritu Halagao, Ph.D.  
Filipino American Studies Consultant: Theodore S. Gonzalves, Ph.D.  
Elementary Consultant: Judith Santiago Miguel Chreitzberg  
Middle Level Consultant: Rudy Acoba  
Research Assistant/Elementary Teacher: Farzana Nayani Meyer  
High School Consultant: Katrina Guerrero  
Web Designer: David A. M. Goldberg  
Artist: Josie Trinidad  
Cover, Layout and Design: Salvateo de Legaspi

# TEACHER'S CURRICULUM GUIDE & RESOURCES

A grayscale illustration of two children. On the left, a boy with a backpack and a book under his arm waves his right hand. On the right, a girl with long hair waves her right hand. The background is a simple, light-colored setting.

A CENTURY OF  
CHALLENGE & CHANGE  
THE FILIPINO AMERICAN STORY



# CONTENTS

---

Introduction.....	7
Curriculum Overview .....	8
Unit 1: Journey Filipinas .....	9
• Who am I? [10]	
• Metaphorically Me! [13]	
• Where in the world are you from? [14]	
• Where do we come from? [17]	
• Geography of the Philippines [18]	
• Worksheet [22]	
• My Barangay, My Goals [23]	
• Cultural influences of the Philippines [25]	
• Diversity of religion [27]	
• Diversity of written language [30]	
• Celebrating Philippine history & culture [34]	
Unit 2: Challenge History.....	37
• Fishbone [38]	
• The Revolution Equation [41]	
Unit 3: Brown Amerika .....	47
• Overview of Filipino American and US migration [46]	
• Tug of war [48]	
• Assimilation vs. acculturation [54]	
• Racism & discrimination [57]	
• Discrimination Matrix [61]	
• Sakadas: “Small Kid Time” [62]	
• World War II: Untold Stories [72]	
Unit 4: Kick it up!.....	77
• Famous faces of the future [78]	
• Notable Filipino Americans [81]	
• Comparing Filipino American history to today [83]	
• Sipa! [86]	
Appendices .....	89
• Philippine resources [90]	
• Filipino American resources [94]	

# INTRODUCTION

---

In 2006, the Smithsonian Institution observed the 100th anniversary of Filipino immigration to the United States with a series of programs around the theme *A Century of Challenge and Change: The Filipino American Story*. To help raise awareness of Filipino American History, the Smithsonian Asian Pacific American Program sponsored the development of the Filipino American Education Project. The project's mission is twofold:

- 1) to invite students on an interactive journey through Philippine and Filipino American history and culture
- 2) to aid teachers in incorporating Philippine and Filipino American subject matter into their classes by developing and making curriculum materials accessible to them.

The Filipino American Education Project includes:

- 1) **Multimedia online Filipino American Curriculum for students and teachers**
  - Interactive student activities and digital posters
  - Unit and lesson plans with downloadable worksheets and links to extended resources
  - [www.tsimis.edu](http://www.tsimis.edu) site for teacher messaging board
  - Clearinghouse for other Filipino American educational resources
- 2) **Teacher Kit**
  - Filipino American Teacher's Curriculum Guide & Resources
  - Student "My Balangay Journal"
  - Posters
  - Other Filipino American local and national resources
- 3) **Professional Development Workshops**

# CURRICULUM OVERVIEW

---

“A Century of Challenge and Change: The Filipino American Story” is a multicultural curriculum focused on the history, culture and experiences of Filipino Americans. The online curriculum and its accompanying print materials consist of four units, which focus on Philippine and Filipino American History and Culture for 5th through 8th graders. Units and lessons center on the following big ideas:

Unit	Big Ideas
Unit 1	Philippine History Geography Cultural Diversity Traditions
Unit 2	Colonization Revolution Imperialism
Unit 3	Filipino American History Immigration Labor/Jobs/Professionals
Unit 4	Contemporary Issues Social Action

Online and print curriculum materials include teacher’s curriculum guide and resources with unit, lesson plans, and worksheets, timelines, activities, posters, student journal and other Filipino educational resources. The curriculum framework uses the National Council for Social Studies (NCSS) Standards and other national standards to facilitate the use of lessons to address state standards. The Filipino American curriculum emphasizes ethnic pride, cultural connections, critical thinking, and community activism. Its aim is to highlight the historical and cultural experiences of Filipino Americans within a multicultural and global context. By contrasting our backgrounds with others, ethnic pride and cultural connections are developed.

This Filipino American history curriculum fosters student critical thinking. It encourages students to think and question who writes history and whose voices and experiences are traditionally represented. Students challenge the Eurocentric, colonial, and predominantly male representation of Philippine and Filipino history and culture. By presenting a balanced and representative perspective of history, students are empowered to become contributors, not mere consumers of history.

Finally, this Filipino American History Curriculum inspires ethnic pride and a sense of community in the classroom. Lessons are exploratory, activity-based and cooperative. Developing individual pride and community spirit becomes a powerful force for spurring activism within our community.



# UNIT 1:

## JOURNEY FILIPINAS

---

Unit 1 explores the ancestral roots of Filipino Americans by examining Philippine history and culture. It examines the country's geography and diverse influx of people and how these factors contributed to the development of a civilized multicultural society and land filled with a wide range of faces, color, languages, customs, and spiritual beliefs.



# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas Lesson 1: Who Am I?

---

### Background

As students seek to understand the complexities of the world, they soon come to find, that they too, play a part in the dynamics of human diversity. Wanting to fulfill the need to “belong,” they become vulnerable to their surrounding influence, including one’s culture, peer and interest groups, and institutional influences. By having a clear understanding and value of one’s culture, race, ethnicity, and nationality, students can grow to understand and appreciate their historical and cultural roots, and develop a healthy sense of belonging and personal pride.

### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Individual Development and Identity:* The students begin to explain self in relation to others in the society and culture.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

*Civic Ideals and Practices:* The students analyze and evaluate the relationships between ideals and practice.

### Lesson Objectives

The students will be able to:

- explore diversity as it relates to one’s cultural, ethnic, and social backgrounds.
- analyze one’s unique self in a diverse world and to accurately create a visual representation of oneself
- interpret oneself through a “Metaphor Box” with tangible and intangible items that metaphorically represent him or her

**Time:** 1-2 weeks

### Materials

Teacher

- chart papers
- markers
- “Metaphorically Me” sheets (pdf)

Student

- large sheets of butcher paper (5’ to 6’ long)
- color tools
- personally decorated shoe box into “Metaphorically Me Box”

### Procedure

#### A. Opening: Diversity in Culture, Ethnicity, Race, Nationality

1. Before the students begin class, post up charts on different walls of the room, each labeled with one of the following words:
  - a. Culture
  - b. Ethnicity
  - c. Race
  - d. Nationality

## A Century of Challenge and Change: The Filipino American Story

---

2. When the students are settled, write the four words on the board and ask: "What is culture, ethnicity, race, and nationality?"
3. Write down the students' thoughts under the word they address, then have them look at their collective comments:
  - a. Culture – your lifestyle, interests, values, practice, of a particular people, dress, language, food
  - b. Ethnicity – your lineage, bloodlike, ancestry, roots, heritage, trace roots
  - c. Race – groupings based on physical characteristics – skin color, hair texture, facial features, build
  - d. Nationality – nations whose laws you follow, citizenship, political label, where one is born
4. After the students have reviewed the descriptions of each of the words, invite the students to move around the room to demonstrate their understanding of each word by writing a description about themselves on each labeled chart.
5. After the class has settled back into their seats, ask the students if they can see similarities and differences on each of the charts:

Example:

Cultures can include people who like to play sports, as well as, people who like to play specific sports

6. Explain to the students that there is a special word that explains how people can be "the same, yet, different," at the same time. This word is called: DIVERSITY.

7. Have the students explain how diversity is important in our school, our community, and society in general.
8. Allow the students to share.

### B. The Colors of Us

1. Read Karen Katz, The Color of Us.
2. After reading the book, have the students share the message they learned from the author.
3. Tell the students that, in order to celebrate our diverse "colors," they will create a life-size drawing of themselves that will reveal one's Voice, Deeds, Appearance, and Thoughts and Feelings, including features that symbolize one's culture, ethnicity, race, and nationality.
4. Pair the students up. One student can lie down in the middle of the butcher paper to be traced. Then have them switch.
5. After tracing, each student can outline their "body" with a black marker and begin working on the details of their drawing.
6. After the students have drawn in the details of their physical appearance, have them add to their picture, the following:
  - a. Voice – words, phrases, statements that convey one's thoughts, beliefs, personality, and/or attitude
  - b. Deeds (Culture) – reveals one's personality, attitude, beliefs, interests, traditions
  - c. Appearance (Race) – the physical details of oneself - hair color, eye color, skin color, height, facial features, as well as, distinguishing features

## A Century of Challenge and Change: The Filipino American Story

---

- d. Thoughts and Feelings – reveals one’s inner self, one’s mind and heart
- e. Ethnicity – heritage, ancestral roots (family name)
- f. Nationality – citizenship
7. After a student finishes his or her drawing, he or she can help another peer. \*Note: This activity may take about a week, if class time is limited on a daily basis.
8. Allow time for students to present their life-size drawing to the class; encourage the audience to ask questions to learn more about each other.
9. To end, have the students join again with their partner to compare and contrast the facts about each other.

### C. Closing: Metaphorically Me!

1. Tell the students that they will need to take their “Metaphorically Me Box” home to fill it with items that represent them metaphorically, in terms of their culture, ethnicity, race, and nationality.
2. Pass out the “Metaphorically Me” sheet for the students to view. Explain to the students that as they place items into their box, they will need to write on their sheet how it represents them.
3. Encourage the students to be creative and thoughtful, as they think about what items they choose to put into their box. They may look for items around the house, ask family members to help them find specific items, and draw a picture if an important item cannot be found.
4. After all students have brought in their boxes, allow time for sharing.

### Suggested Assessment

In written format, the students are able to identify the terms: culture, ethnicity, race, and nationality, and provide general, as well as, specific examples for each.

In small groups, the students can develop a persuasive video presentation on how their school can support a “Celebration for Diversity,” which will include the diversity of culture, ethnicity, race, and nationality.

### Enrich/Extend

Have the students study George Ella Lyon’s poem, “Where I’m From”. Then have the students write their own “Where I’m From” poem using significant experiences, thoughts and feelings, and personal knowledge from their own life. When done, encourage the students to present their poem in a “Poetry Slam” at their school.

### Resources

#### Print

1. [The Colors of Us](#), Karen Katz
2. “Where I’m From” poem by George Ella Lyon
3. Christensen, L. (2001). “Where I’m From: Inviting Students’ Lives into the Classroom in [Rethinking Our Classrooms](#), Milwaukee: Rethinking Schools Ltd. Volume 2, pp. 6-10.
4. “Metaphorically Me!” sheet (pdf)

## Metaphorically Me!

Culture

I am a \_\_\_\_\_ when I think of my *culture* because

\_\_\_\_\_.

Ethnicity

I am a \_\_\_\_\_ when I think of my *ethnicity* because

\_\_\_\_\_.

Race

I am a \_\_\_\_\_ when I think of my *race* because

\_\_\_\_\_.

Nationality

I am a \_\_\_\_\_ when I think of my *nationality* because

\_\_\_\_\_.

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas Lesson 2: Where In The World Did We Come From? Developed by Judith Miguel

---

### Background

Movement connects us to many regions and resources from around the world and contributes to the tolerance of diversity. In this lesson, we will look more closely into one of the 5 Themes of Geography, *Movement*, to see how it connects people, places, and resources near and far.

### Connections to NCSS Standard

*People, Places, and Environment:* The students will reexamine their family origin and begin to explain one's self in relation to others from around the world.

### Lesson Objectives

The students will be able to:

- locate their family origin on a world map
- analyze culture through artifacts
- understand how appreciating diversity can overcome an obstacle

**Time:** five 1-hour sessions

### Materials

Teacher

- wall map of *The World*
- large inflated balloon
- ball of yarn

Student

- "Journey Through the World" Journal
- An artifact representative of one's family origin or culture enclosed in a paper bag
- Cutout(s) of small triangular flags glued on to toothpick(s), with the students' family names written on them
- tape

### Procedure

#### A. Opening: Motionless Minute

1. Begin the lesson by asking the class the following questions:
  - a. What is movement? Show me movement using your body. Why is being able to move your body important?
  - b. What are other ways in which movement exists? What are examples of large movements being created? How are these movements important?
2. Have the students close their eyes and sit very still at their desks. Close the lights and have the class visualize for a minute or two, "What would our life, our home life, school life, and the world be like if it was motionless and there was no movement being created."
3. After, allow the students to quietly sketch out what they visualized into their "Journey Through the World" Journal.
4. When all the students have finished sketching, have them display their picture along the ledge of the board for the rest of the class to see.
5. Allow time for the students to compare the drawings and share the similarities and differences between them.
6. Have the students complete the sentences in relation to people and people around the world:
  - a. When there's movement...
  - b. Without movement...

#### B. A Walk Around the World

1. Have the students bring from home, an artifact they believe is representative of their family culture.
2. Prior to the students returning to class, lay some blankets on the floor and arrange all artifacts randomly in a circle, or display items around the classroom like an art gallery exhibition.

## A Century of Challenge and Change: The Filipino American Story

---

3. With their "Journey Through the World" Journal in hand, have the students sit on the outside of the circle, encircling the artifacts, or once given instruction, to disperse themselves throughout the "gallery" and take a "gallery walk."
4. Ask the students to take 3-5 minutes at a time to observe each artifact:
  - a. Describe and draw object:
    - 5 detailed descriptions using senses
    - sketch of their object
  - b. List 5 possible uses or functions for this artifact
5. After the students have had the chance to observe and reflect on each object, have them review their notes of all the artifacts and think about what all the objects seem to have in common besides their material composition:
  - a. What may have been the function or purpose for each object?
  - b. What can we say about the culture of the people who created them?
6. Encourage the students to think about how they could organize the items under various categories:
  - a. wooden, metallic, plastic
  - b. organic, industrial
  - c. religion, clothing, kitchen tool
7. Next, ask the students how they think all these artifacts ended up in our homes.
8. Explain to the students that as people throughout the world move, we bring with us things that are representative of our family values, beliefs, traditions, and culture.

### C. Family Flags

1. Introduce the concept of "movement," of people and things, from one place to another, and explain that without movement, we all would not be here together, sharing and learning about each other, our families and culture.
2. Allow each student to identify their contributed artifact and share:

- a. Origin of family and item
  - b. Who created "movement" in the family?
  - c. How did the family move?
  - d. What else was being moved along with your family?
  - e. Where were they moving?
  - f. When did they move?
  - g. Why did movement take place?
  - h. How does the item represent his/her family/culture?
3. After each student shares more about their family origin and culture, have them locate their family origin on the world map by taping their family flag directly on to the map.

### D. Preserving a Culture

1. Ask the students how artifacts might help to preserve the identity of a culture.
2. Have the students write a list of items that could be preserved.
3. Ask the students to think about what other forms of cultural identity might one be able to preserve to ensure cultural longevity.
4. Ask the students in what ways could cultural identity diminish.
5. Ask the students if it is important to sustain one's culture and explain why.

### E. Closing: Web of the World

1. Have the students sit in a circle on the floor and think about how he/she can continue to help preserve one's family/cultural identity.
2. When the class is ready, explain to the class that we will be creating a "Web of the World" using a ball of yarn to represent people from all over the world connecting with each other.
3. Begin the "Web of the World" by holding the string at the end of the ball of yarn and sharing how you can preserve the identity of your own culture. Then, keeping hold of the end of the yarn, carefully toss the ball of

## A Century of Challenge and Change: The Filipino American Story

---

- yarn to a student across from you in the circle, and he/she will continue the sharing.
4. Before passing on the ball of yarn, remind the students to keep holding on to their part of the yarn by hooking the yarn with their finger.
  5. After all students have shared, the class will have created a web of interconnecting lines or lives.
  6. Tell the class that, as representatives of the world, we have come together, and can now use and support each other through our own experiences, cultures, skills, and knowledge.
  7. Ask the students to stand up from their place in the circle without letting go of their part of the yarn - holding firmly.
  8. Gently toss the inflated balloon in the middle of the web.
  9. Challenge the class to work together by communicating and encouraging each other to accomplish their goal: To KEEP OUR BALLOON FROM FALLING!

1. "The Five Themes of Geography." (2000). <http://www.nationalgeographic.com/resources/ngo/education/themes.html>
2. On-Line World Maps. [www.mapsofworld.com/world-maps/](http://www.mapsofworld.com/world-maps/)

### Suggested Assessment

Each student will articulate in written format, how movement allows for the movement of cultures, things, and information, why artifacts are important to a culture, other ways people can preserve their own culture, and how people can support each other in a diverse community.

### Enrichment/Expand

Challenge students to find unusual items at home, whose origin may be from another country. Then have the students go on-line to research the origin and history of the culture that created them.

### Resources

Print

1. Preserving a Culture worksheet (pdf file)

Online

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Where In The World Did We Come From?: Preserving A Culture**

---

---

How do artifacts help to preserve the identity of a culture?

What other forms of cultural identity might one be able to preserve to ensure cultural longevity?

In what ways could cultural identity diminish?

Is it important to sustain one's culture? Explain why.

How can you continue to help preserve your own family and cultural identity?

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas Lesson 3: Geography of the Philippines

Developed by Judith Miguel

---

### Background

Geography is the study of the locations and distributions of features on the earth, how its features affect human life, as well as, how the earth is affected by human activities. Geography plays a significant role in the shaping of a people, who must adapt to its environment in order to survive. Their understanding of the environment influences the choices, livelihood, beliefs, and traditions created by a culture. This lesson examines the geographical features of the Philippines in order for students to understand how its environment can impact the people who live there and how the people can impact changes in the environment.

### Connections to NCSS Standards

*People, Places, and Environment:* The students will relate their personal experiences to happenings in other environmental contexts, encouraging students to use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

### Lesson Objectives

The students will be able to:

- Identify the 5 themes of geography
- define geographical terms and locate real examples throughout the world
- locate the Philippine Archipelago on a world map
- learn the location of the major geographical features of the Philippines
- understand how geographical features may influence the livelihood of a culture, and how people can affect changes in the environment

**Time:** 2-3 weeks

### Materials

#### Teacher

- transparency of “Philippines: Regions and Provinces” map
- “Philippines: Regions and Provinces” map outlined on a larger scale on butcher paper and glued to plywood

#### Student

- “Journey Around the World” Journal
- Geography Terms Booklet
- modeling clay

### Procedure

#### A. Opening: The 5 Themes of Geography

1. Ask the class, “What is “Geography?” List the students’ ideas on the board.
2. Tell the class that “Geography” is the study of the earth, which includes the study of the locations and distributions of features on the earth.
3. Write on the board, “5 Themes of Geography,” and tell the class that their ideas on geography can be grouped into the Five Themes of Geography:
  - a. Location
  - b. Place
  - c. Human/Environment Interaction
  - d. Movement
  - e. Regions
4. After briefly describing each theme, ask the class to help you classify their ideas into the five themes. Also include new ideas the class may have after introducing the themes.
5. Next to the five themes, write “Connections to Us” and challenge the students to use the themes to help make connections on how geography affects us in our current situation.

# A Century of Challenge and Change: The Filipino American Story

---

6. Tell the students that geography plays a significant role in the shaping of a people, who must adapt to its environment in order to survive. Their and our understanding of the environment influences the choices, livelihood, beliefs, and traditions created by a culture, including our own.

## B. Places and People of the Philippines

1. Display a variety of pictures of geographic features of the Philippines without labeling them or telling them where they are located, and have the students observe each picture.
2. Challenge the students to locate and consider the type of people that may reside at the places presented - if any - and in their "Journey Around the World" Journal, have them describe what they think life might be like for the people living there.
3. Allow time for students to share their thoughts about the pictures.
4. After all students have shared, reveal that all the pictures were taken from different areas of the Philippine Islands.

## C. Geography Terms

1. Explain to the students that they will become familiar with some geographic terms that they will use to help them better understand the geographic features of the Philippine Archipelago.
2. Share the list of geographical terms and explain that they will need to create a booklet of these terms:
  - a. island
  - b. sea
  - c. bay
  - d. strait
  - e. trench
  - f. mountain
  - g. archipelago
  - h. mountain range

- i. peninsula
- j. plain
- k. river
- l. valley
- m. volcano
- n. stream
- o. hills
- p. rainforest
- q. forest
- r. lake
- s. isthmus
- t. gulf

3. Using resources as the encyclopedia, dictionary, atlas, and pre-approved websites, have the students research each term, including the definition and a real example that can be located on a world map.
4. In creating their own booklet, the students must include for each term, the definition, an accurate drawing that shows what the definition means, and a map section showing where the feature exist on earth. The geographical feature and its surrounding areas must be labeled.
5. Allow students to use their booklet to review terms before discussing further about the Philippine Archipelago.

## D. Geographical Features of the Philippines

1. Share that Philippines is located in the Asian Continent, specifically in Southeast Asia, along with its neighboring countries, Malaysia, Brunei, Singapore, Indonesia, and Taiwan. Have the students locate Southeast Asia on the wall map of The World.
2. Further share that the Philippine Archipelago encompasses a total of 7,107 islands, covering a total land area of 300,000 square kilometers. The Philippine Islands are divided into 3 major groups,

## A Century of Challenge and Change: The Filipino American Story

---

which are further divided into 17 regions, then subdivided into 79 provinces:

- a. Luzon
    - Ilocos Region
    - Cagayan Valley
    - Central Luzon
    - CALABARZON
    - MIMAROPA
    - Bicol Region
    - Cordillera Administrative Region
    - National Capital Region (Metro Manila)
  - b. Visayas
    - Western Visayas
    - Central Visayas
    - Eastern Visayas
  - c. Mindanao
    - Zamboanga Peninsula
    - Northern Mindanao
    - Davao Region
    - SOCCSKSARGEN
    - Caraga
  - d. Autonomous Region in Muslim Mindanao
3. Remind the students that “regions” are the physical and human characteristics, which make places alike and different. Regions can change over time due to the changes in climate, economic conditions, accessibility of trade routes, and other factors. Regions change and help to predict the needs of the people and the effects on the environment. Regions help us learn to manage the differences and similarities of the diverse cultures that may exist in a region. Clarify and compare “regions” and “provinces” to that of “states,” “cities,” and “towns.”
4. Explain to the students that, in small groups, they will research the regions of the Philippines, locating the major geographical features of that region, and completing their Regions of the Philippines Chart:
- a. Type of Geographical Feature
  - b. Name, Region Location

- c. Observations
  - d. Discoveries – What important information did you discover?
  - e. Implications of possible influences on people and culture existing there?
  - f. Implications of possible affect on the environment as a result of human activity?
  - g. Wonderings – Further questions group may have.
  - h. Photographs or accurate illustrations of each geographical feature. Pictures may include actual people that are found living there
5. Outline the 17 regions of the Philippines and assign small groups to each region and allow time for the small groups to research the major geographical features within their region.
6. After about a week, have each group present their investigated geographical features and display a copy of their photographs or illustrations directly on top of the large map of the Philippines. Collect the research charts to combine into an informational booklet of “The Geographic Features of the Philippines.”

### E. Closing: Making Connections

1. As each group is presenting, have the audience take notes divided into 3 areas:
  - a. Important Information
  - b. Interesting Details
  - c. Personal Connections & Reflections
2. After all presentations are completed, have the students share their connections/reflections and other thoughts in a class conversation about what they’ve learned from each others’ presentations.

### Suggested Assessment

## A Century of Challenge and Change: The Filipino American Story

---

Each student will articulate in written format, how the geography of the Philippines may affect the people living there, and how the people may affect changes in the environment.

### Enrich/Expand

In their small groups, have students create a contour map of the geographical features of the Philippines that they have researched, directly onto the class map of the regions and provinces. Have students use modeling clay to mold out their features and label each feature respectively.

Have students look further into their regions to learn more of the people that live there, and have them compare it with their initial assumptions. Allow students to add pictures of the people to their respective locations on the class map, along with important and interesting information they discovered about them.

### Resources

Print

1. Connections Reflections Chart (pdf file)

Online

1. "The Five Themes of Geography." (2000). <http://www.nationalgeographic.com/resources/ngo/education/themes.html>
2. "Atlas: Philippines." <http://www.infoplease.com/atlas/country/philippines.html>
3. "Philippines: Geography, Maps, and Information." [http://geography.about.com/library/maps/blp\\_hilippines.htm#maps](http://geography.about.com/library/maps/blp_hilippines.htm#maps)
4. Short, David A. (2006). "Philippines-Archipelago." <http://philippines-archipelago.com/intro.htm>
5. Leveson, David J. (2002). "Contour Maps Menu."

- [http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/contourmaps\\_menu.html](http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/contourmaps_menu.html)
6. "Photo Gallery." <http://marsantos.tripod.com/photo.htm>
7. <http://www.theodora.com/wfbcurrent/philippines/index.html>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

TOPIC: \_\_\_\_\_ PRESENTER: \_\_\_\_\_

IMPORTANT INFORMATION	INTERESTING DETAILS	CONNECTIONS & REFLECTIONS

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas

### Lesson 4: My Barangay, My Goals

Developed by Rudy Acoba

---

#### Background

Around 1250 AD, ten datus (princes) and their families left the kingdom of Borneo to escape the brutal treatment of Sultan Maktunaw. They set sail in their balangays (boats) to seek freedom and new homes. They reached the shores of Panay Philippines and settled there. Because the balangays consisted of barangays, which were self-sustaining communities on boats, the Malay datus and their families transferred this same system in parts of Visayas and Luzon. Barangays exist today to designate townships in the Philippines.

#### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry, and recognize that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*People, Places, and Environments:* The students relate their personal experiences to happenings in other environmental contexts and analyze human behavior in relation to its physical and cultural environment.

*Individual Development and Identify:* The students explain self in relation to others in the society and culture.

#### Lesson Objectives

The students will be able to:

- create a balangay (boat) as a metaphor for their journey through life
- define short term and long term goals in their life
- identify life obstacles and how to deal with them

**Time:** three 1-hour sessions

#### Materials

- Picture of Barangay/ Balangay
- Background information on Barangay/Balangay
- Any material to draw or construct Barangay/ Balangay (i.e. poster paper, popsicle sticks, construction paper, cardboard)

#### Procedure

##### A. Opening: Balangays (Boats) as a Metaphor of Life Journeys

1. Ask students if they have ever traveled on a boat. If not, ask them to imagine traveling on a boat.
  - a. What was it like?
  - b. Did they have a destination?
  - c. Who was on the boat with them?
  - d. Did they encounter any problems?
2. After the students have discussed their experiences on a boat, ask them how this boat ride might be a metaphor for one's life journey.
  - a. Who would be the people in your barangay/ balangay? Who would be the ones to support you in life?
  - b. Write about a short term goal that you have for yourself (present to one year).
  - c. Write about a long term goal you have for yourself (more than one year).
  - d. Discuss possible obstacles that might prevent you from reaching your goal. Identify them and how you might deal with them.
3. Write a narrative about your Barangay/ Balangay including the people who will

# A Century of Challenge and Change: The Filipino American Story

---

support you, your short term/ long term goals, and obstacles you may face.

## B. Constructing My Barangay/Balangay

1. Students construct a Balangay (Boat) that houses Barangay systems, which are self-sustaining communities.
2. They must think about constructing a Balangay that will withstand water, weather, and obstacles.
3. Student may be creative in using any element to create their Balangay.
4. Have students draw/ include people who are their support system that make up the Barangay.

## C. Closing: Barangay Presentation

1. Students share their narrative with partners. Partners listen and ask question about presentation.
  - a. After partner presentations, students display Balangays and Barangay narrative in the classroom for everyone to see.

## Suggested Assessment

Students are graded on creativity and the critical reflection of their narrative.

## Enrich/Extend

Compare and contrast Balangay/ Barangay with other sea voyaging people's transportation i.e. Polynesian voyaging, Spanish galleons, Chinese junkets.

## References and Resources

Print

1. Solis, M.M (1995). A Barangay Activity Book: Pilipinas A to Z. Salinas: SRMKNK Publishers.

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas Lesson 5: Cultural Influences of the Philippines

Adapted from *Pinoy Teach* ([www.pinoyteach.com](http://www.pinoyteach.com))

### Background

Prior to Spanish conquest, the Philippines was a flourishing and multicultural civilization made up of diverse groups of people who lived and interacted with one another. Each of these groups contributed new ways and customs adding to the existing culture in the forms of science, art, religion, language, foods, and government, etc.

### Connections to NCSS Standard

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Individual Development and Identity:* The students begin to explain self in relation to others in the society and culture.

*Individual, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

### Lesson Objectives

The students will be able to:

- define the critical attributes of a civilization

- determine if the Philippines was an ancient civilization
- explore the concept of multiculturalism
- examine the influences of different ethnic groups on the development of Philippine society

**Time:** two 1-hour sessions

### Materials

#### Teacher

- *Pinoy Teach* “Market Place” handout

#### Student

- large white poster paper
- colored markers or crayons

### Procedure

#### A. Opening: Defining Multicultural Society & Civilization

1. Begin the lesson by asking the class the following questions:
  - a. What is a multicultural society?
  - b. What is a civilization?
  - c. Prior to the coming of the Spaniards, do you think the Philippines was an ancient multicultural civilization?
2. Have the students discuss definitions of multicultural and civilization. Multicultural refers to more than one culture. Civilizations are marked by the existence of a written language, art, science, government and religion.

#### B. Analyzing the Market Scene

1. Have the students examine a typical market scene set three hundred years ago in the Philippines (*Pinoy Teach* “Market Scene” handout). The market scene shows the different groups that visited and settled in the Philippines.

# A Century of Challenge and Change: The Filipino American Story

---

2. Create a legend using the colors below to represent the different cultural groups that visited, settled or colonized the Philippines. Use information from the Collage of Influence and clues such as objects, dress, and physical appearance.

Cultural Group	Color
<b>First People</b>	<b>Brown</b>
<b>Malay</b>	<b>Green</b>
<b>East Indian</b>	<b>Purple</b>
<b>Chinese</b>	<b>Yellow</b>
<b>Arabs</b>	<b>Blue</b>
<b>Spanish</b>	<b>Red</b>

3. Revisit and discuss the question: Was the Philippines a multicultural society? How?

## C. Cultural Influence Poster

1. Place students in groups of 4 or 5 to understand the contributions each culture made to Philippine society and culture.
2. Assign each group a culture that is listed above.
3. Each group will create a poster showing the contributions made by the particular group.
4. Each group will share their poster and findings.
5. Each member of the group is required to draw and present at least one influence.

## D. Closing: Discussion

1. Lead a class discussion on the question: Was the ancient Philippines a civilization?

## Suggested Assessment

Each student will articulate in written format on the following questions:

1. Write one paragraph about the items or contributions that your cultural group brought to the Philippines.
2. Focus on two aspects that you have described above. Why do you think these items/contributions and/or practices were brought to the Philippines? What purpose did these serve?
3. Was the ancient Philippines a civilization? Explain your answer using the definitions, descriptions, requirements, and examples that were discussed in class.

## Expand/Enrich

Have students imagine that if they were traveling to another part of the world, what artifacts would you bring to represent you and your family? Why? Draw a picture to go along with the narrative.

The American English language is one of the most multicultural languages of the world. Look up ten words and note their origin. Try to find different origins.

## Resources

### Print

1. Pinoy Teach, Ch. 2 "Market Place" Handout
2. Pinoy Teach, Ch. 2 "Market Place" Handout Answer Key

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas Lesson 6: Diversity of Religion

Developed by Farzana Nayani

---

### Background

In addition to the wide range of languages, cultures, and ethnic groups in the Philippines, there is also diversity of religion present in this country, due to contact with different peoples throughout history. Beginning with animism (native spiritual traditions), one can also find Roman Catholicism, Islam, Buddhism, Hinduism, Sikhism, and other forms of Christianity such as the Iglesia Ni Cristo (Protestant sect of the Church of Christ) present in the Philippines. Despite differences in customs, traditions, outward expressions of beliefs, and even the presence of conflict, there are many similarities in the values of each faith and the purpose of religion in everyday life.

### Connections to NCSS Standards

*Culture:* The students will understand the multiple perspectives that derive from different cultural and religious vantage points.

*Time, Continuity, and Change:* The students will examine various moments in history and connect past events and thinking with present perspectives on society and the community.

*Individual Development and Identity:* The students will explore how human behavior, institutions, individual identities and social processes have foundations in ethical and moral principles of different cultures.

### Lesson Objectives

The students will be able to:

- Learn about the major religions in the Philippines, their values and origins

- Understand the concepts of: religion, faith, diversity, pluralism, morals, and ethics
- Explore the differences as well as similarities between religions in the Philippines
- gain an appreciation perspective when considering world conflict with regard to religion and events in one's own life

**Time:** 5-6 one-hour sessions

### Materials

Teacher

- butcher paper
- creation stories from: Philippine legends as well as the religions of Christianity, Islam, Buddhism, Hinduism, and Sikhism.
- Newspaper articles about religious conflict in the Philippines

Student

- pencils
- markers

### Procedure

#### A. Opening: Legends of Creation and Religions in the Philippines

1. Ask the students to brainstorm ideas about "how the world started" or any "legend of creation" that they have heard of, read about, or were taught while growing up.
2. Have students volunteer to briefly summarize their stories and share with the rest of the class. Teacher writes storylines in point form on butcher paper.
3. Ask students, "where does each story come from?" or "who taught you these stories?" and "what do they have in common?". Teacher makes notes of the sources of the legends mentioned by students, and also similarities amongst each story.
4. Teacher reads out one "Legend of Creation" from the Philippines.

## A Century of Challenge and Change: The Filipino American Story

---

5. Ask students: “what values is this story trying to teach?” Have a short class discussion to probe ideas about religions and beliefs and discuss concepts and vocabulary related to religion (e.g. diversity, religion, morals, ethics, faith, culture, pluralism, atheism, etc.)
6. Assign a story of creation from each religion in the Philippines to small groups. Have each group read it and discuss the values evident in the story.
7. Have students create a venn diagram on butcher paper, of each religion / culture that they thought of, showing the similarities and differences between the storylines and values of their group’s religion story, and the Philippine legend of creation. What values are found in both stories?
8. After their group work, have the students share their venn diagrams with the rest of the class.
9. Have a group discussion noting the similarities amongst religions and later display these charts around the classroom.
10. Explain to students that although many people have different beliefs, perspectives, and expressions of religion, there are many values that are shared by people around the world.

### B. Contact, Conflict, and Cooperation Among Religions

1. Challenge the students by asking: “Why does conflict occur between people of different religions?” and “why is religion a sensitive topic to discuss?”
2. Describe history of contact of religious influence in the Philippines (use diagram from [Asian Reflection](#) website as a visual aid). Explain to students how contact through trade and travel impacted the Philippines and brought religions to the islands.
3. Ask students to bring in a newspaper article about a religious conflict within the

Philippines (or from elsewhere in the world), or select from those provided by the teacher.

4. In pairs, students to rewrite the story in a personal voice, from the perspective of each side of the conflict. The pair of students can then compare and discuss their perspectives and brainstorm a solution. Students summarize their solution in writing, incorporating the perspectives of each side, as well as the values from the religions represented.
5. Probe students to consider: “is there a right or wrong in a given situation?”
6. Teacher debriefs this activity with students, encouraging students to recognize the values similar and different within each news event, and discussing the solutions presented by the students.
7. Ask the questions: “Is cultural and religious diversity a good thing?” and “when having a conflict, how is perspective important?”
8. Newspaper articles, stories, and solutions can be bound in a class book for display to other classes, parents, and teachers.
9. News articles and solutions can be written to be shared in dramatic form, through a reader’s theater event.

### C. Closing: A United World

1. Invite the students’ families and school body (student and faculty) to watch the class perform reader’s theater skits and readings about the religions and values found in the Philippines, as well as religious conflict and solutions for a united world.
2. Challenge the students consider others’ perspectives when facing conflicts in their own lives or observing events in the media.
3. Display the bound book and photos from the reader’s theater event within the classroom and share with the rest of the school.

# A Century of Challenge and Change: The Filipino American Story

---

## Suggested Assessment

Examine the venn diagrams related to the students and how they reflect and utilize concepts of religion, diversity, and other new vocabulary.

In the solutions to religious conflict brainstormed by students, assess their ability to capture the idea of comparing religions, pluralism, and perspective.

## Enrich/Extend

Discuss and compare Filipino creation stories from different regions.

Encourage students to research and compare other religions such as the Baha'i faith, Shintoism, Daoism, Confucianism, Judaism, Jainism, Zoroastrianism, native American mythology, Hawaiian mythology, and others.

## Resources

### Online

1. Wikipedia. "Religion in the Philippines" [http://en.wikipedia.org/wiki/Religion\\_in\\_the\\_Philippines](http://en.wikipedia.org/wiki/Religion_in_the_Philippines)
2. Asian Reflection: Religion in the Philippines
3. <http://www.asianreflection.com/philippinereligion.shtml>
4. "Country Studies" <http://www.country-studies.com/philippines/religion.html>

### Print

5. Let's Discover People and Customs. Raintree Publishers.
6. Barnabas, & Anabel Kindersley. Children Just Like Me. DK Publishing.
7. Michael Molloy. Experiencing the World's Religions: Tradition, Challenge, and Change, 2<sup>nd</sup> Ed. Mayfield Publishing.
8. Cordova, T. & Espiritu, P. C. Pinoy Teach: Multicultural Curriculum, 4th Ed.
9. Francisco R. Demetrio, S.J. "Filipino Universe: The Early Filipino Myths Speak". Filipino

Smithsonian Asian Pacific American Program

- Heritage: The Making of a Nation, Vol.1. Stone Age in the Philippines: The Search for Early Man. Lahing Pilipino Publishing Inc. p. 29-31.
10. E. Arsenio Manuel. "Origin Myths of the Manuvu". Filipino Heritage: The Making of a Nation, Vol.1. Stone Age in the Philippines: The Search for Early Man. Lahing Pilipino Publishing Inc. p. 1-7.
  11. Eric S. Casino. "Filipino Universe: The Early Filipino Myths Speak". Filipino Heritage: The Making of a Nation, Vol.1. Stone Age in the Philippines: The Search for Early Man. Lahing Pilipino Publishing Inc. p. 32-33
  12. Miguel de Loarca. "The Creation of Man in Philippine Myths". Filipino Heritage: The Making of a Nation, Vol.1. Stone Age in the Philippines: The Search for Early Man. Lahing Pilipino Publishing Inc. p. 80-81.

Filipino American Curriculum Project, 2006

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 1: Journey Filipinas Lesson 7: Diversity of the Written Language

Developed by Judith Miguel

---

### Background

Language is the ability to express and communicate making use of convention signs – verbally, through words; non-verbally, through sign language, visuals, and sounds. Language is also “inseparable from a local culture, (with) meaning that has intonations, gestures, looks, and facial expressions,” unique to the culture, as noted by sister author’s of the website “Building Worlds,” Sara and Teresa Costa. Writing is a system of visible signs used to represent language, and is diverse as the culture of its origin. Through written language, as in all cultures, allows people to use this commonality to communicate and express their beliefs, and perhaps, perpetuate their own culture.

### Connections to NCSS Standards

*Culture* – students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

*Time, Continuity, and Change* – students expand their understanding of the past and of historical concepts and inquiry; and begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

### Lesson Objectives

The students are able to:

- learn how the Hawaiians, Chinese, and Filipinos communicated during ancient/early times
- practice writing and designing Petroglyphs, Shodo, and Alibata

- develop an appreciation for the diversity in writing
- define vocabulary words associated with Petroglyphs, Shodo, and Alibata
- gain a deeper understanding of the cultural history of the Hawaiians, Japanese, Chinese, and Filipinos

**Time:** four 1-hour sessions

### Materials

#### Teacher

- samples of Hawaiian Petroglyphs, Japanese Calligraphy, and Philippine Alibata characters
- writing tools (\*identifies student supplies):

#### Hawaiian Petroglyph

- oaktag board
- brown paper bag
- black marker\*
- pencil\*
- scratch paper\*

#### Shodo

- paint brush
- black paint
- white paper
- mat frame

#### Alibata (Bababayin)

- segments of bamboo cut vertically
- permanent marker\*

### Procedure

#### Opening: Diversity of the Written Language

1. Pass around a blank paper for the students to write their name as they wish.
2. Tell the students that language is “inseparable from a local culture, with meaning that has intonations, gestures, looks, and facial expressions” unique to that culture. Writing is a system of visible signs used to represent

## A Century of Challenge and Change: The Filipino American Story

---

language, and is diverse as the culture of its origin.

3. Post their written names of the board and ask the following:
  - a. How does it feel to write your name?
  - b. What are the similarities and differences between the writings of the names?
  - c. How did you learn to write your name?
  - d. What are the standards for writing in the English alphabet?
  - e. Is it possible for people to survive without language? Written language?
  - f. How can a culture's language help us to learn more about the history of people?
4. Have the students think of all the different forms of written language that they know of and list them on the board:
  - a. English alphabet
  - b. Egyptian hieroglyphics
  - c. Sumerian and Mesopotamian cuneiform
5. Explain that through written language, as in all cultures, it allowed people to use this commonality to communicate and express their beliefs and possibly perpetuate their own culture, while also preserving their cultural history.

### Hawaiian Legends: The Art of Petroglyphs

1. Tell the students that in almost every part of the world where early man has lived, he has made pictures by carving into natural rock surfaces. The early Hawaiians carved "*Na Kii*" ("picture") *Pohaku*" ("rock") or Petroglyphs, on the sides of cliffs, caves, and huge boulders. They used sharp rocks for carving their pictures into the rocks, and these petroglyphs can be found on all the Hawaiian Islands. Although they were carved long ago, dating as far back at 900A.D., some of the carvings are still visible today.
2. Share slides or pictures of Petroglyphs found on the different islands.

3. Ask the students what drawings they see and list them on the board:
  - a. people – warriors, kings, surfers
  - b. animals – dogs, pigs, chickens, turtles, birds
  - c. symbols representing transportation, birth, war, hunting, recreational activities
4. Tell the students that the Petroglyphs depict stories, legends, or myths of what might have been going on at the time.
5. Have the students take another good look of the petroglyphs, and have them write a generalization of what life may have been like in ancient Hawaii, and allow the students to share their generalizations.
6. Explain that as Petroglyphs are part of Hawaii's cultural history, the standards of its symbols remain the same.
7. Have the students describe the features – line, shape, color, texture, size, and space of the Petroglyphs they viewed.
8. Next, have the students practice drawing petroglyphs using symbols to express their own life.
9. Provide students with 5 rectangular cut pieces of brown paper bag and have them crush and rub on them to soften and create "wrinkles," resembling "kapa," or a Hawaiian loincloth made out of "*wauke*" or "*mamaki*" bark.
10. Next, tell the students that as you read a Hawaiian legend in 5 parts, they will create a Petroglyph for each part:
  - a. introduction
  - b. rising action
  - c. climax
  - d. falling action
  - e. resolution
11. After each part of the plot, allow the students to use their pencil to sketch their petroglyph on each paper bag sheet.
12. When the story is finished, allow the students to tract over their petroglyph with a black marker.

## A Century of Challenge and Change: The Filipino American Story

---

13. Next, have the students write a summary or explanation of what each petroglyph represents.
14. Then on an oaktag board, have the students glue and display their petroglyphs.

### The Art of Shodo Writing: Japanese Calligraphy

1. Share that during the 6<sup>th</sup> or 7<sup>th</sup> century, the art of “Shodo” came to Japan from China, as well as the methods of making brushes, ink, and paper. During those times, calligraphy was an important component of education in the ruling noble families, although it was not long until Shodo spread amongst the common people.
2. Explain that in the Japanese elementary school, the students participate in “*Kakizome*” at the beginning of each calendar year, where the students create calligraphy works that symbolize their wishes for the New Year.
3. Have the students learn more about “Shodo” and view a virtual experience of:
  - a. the writing implements
  - b. correct sitting posture
  - c. correct brush grip
  - d. correct stroke technique
  - e. vocabulary words
4. To check the students’ understanding, have the students reflect on what they learned from their virtual experience:
  - a. What are the Shodo writing implements?
    - “bunchin” (paperweight)
    - “shitajiki” (writing pad)
    - “hanshi (calligraphy paper)
    - “fude” (brush)
    - “suzuri” (ink stone)
    - “sumi” (black ink)
  - b. What is the correct sitting posture?
    - sit up straight without leaning on back of seat
    - do not sit up too close to the desk
  - c. What is the correct brush grip?
    - held midway between two ends
    - use three fingers – thumb, index, and middle finger

- rest ring finger for support, allowing pinkie to lay naturally
  - brush is held upright, hand not touching paper
- d. What is the correct stroke technique?
5. For each character the class practices, demonstrate the correct stroke order, and have the students paint accordingly.
  6. When done practicing several Shodo characters, have the students use a mat frame to border their favorite painting.

### Closing: Ancient Philippine Writing: The Art of Alibata

1. Explain that the ancient form of Philippine writing is called “*Baybayin*” (“to spell” in Tagalog) or “*Alibata*” (mimicking the first two letters of the alphabet of the Maguindanao, used in the southern Philippines, which derived from Arabic – “*alif*” and “*bet*”), derived from East Indian Sanskrit. The earliest known book written in Alibata is the Doctrina Cristiana or the “Christian Doctrine” published in 1593.
2. Share that the Alibata writing system is made up of 17 symbols, including 14 consonants and 3 vowels. Symbols placed above, below, or along the side of the letter, changes the sound of the symbol.
3. Share the written form of the Alibata.
4. Further explain that Alibata is written vertically from top to bottom, and from left to right. They were usually on palm leaves and pieces of bamboo and were used for business transactions, love letters, and other personal matters, as well as, for magical and/or religious purposes. In addition, Alibata never adapted to writing English or Spanish words, therefore, it is not fully capable of representing non-Filipino names and words. Fortunately, through the following website: <http://fatoprofugus.net/alibata/alibata.cgi>, the students will be able to get a close translation of their name or almost any other word.

# A Century of Challenge and Change: The Filipino American Story

---

5. Allow students to view this website to get 2 translations to print out:
  - a. Full name
  - b. An adjective of themselves
6. When the students have their printed translations, provide them with a cut segment of a bamboo stalk to write their names and adjective using a permanent marker.

## Suggested Assessment

After each writing practice, ask the students to reflect on how each writing experience made them feel, and to compare and contrast between the written forms of the English Alphabet, Hawaiian Petroglyph, Japanese Calligraphy, and Philippine Alibata.

In written format, have the students explain what may have encouraged a people of a culture to form a (written) language and how this development helped them in everyday life.

Have the students respond thoughtfully to the following questions:

1. Is it possible for people to survive without language?
2. How can a culture's language help us to learn more about the history of its people?

## Enrichment/Extension

Encourage the students to do an independent study of ancient or contemporary forms of writing and have them create an example using the same or similar tools and/or artifacts as the "local" people would.

## Resources

### Writing Systems And Languages

1. "Omniglot: Writing Systems & Languages of the World." <http://www.omniglot.com/>
2. "Building Worlds: The Foundations of Language."

<http://criarmundos.do.sapo.pt/Linguistica/research/linguistic01.html>

### Hawaiian Petroglyph

1. "Ki'i Pohaku – Hawaiian Petroglyphs." <http://www.hawaii.gov/hidocs/petroglyphs.html#photographs>
2. Cox, Halley and Edward Stasack. Hawaiian Petroglyphs.
3. "Hawaiian Legends." <http://www.nativehawaii.com/hawaiianlegends.html>

### Shodo

1. "Shodo." <http://web-japan.org/kidsweb/virtual/shodo/shodo.html>
2. "What is Calligraphy." <http://www.tooter4kids.com/Japan/calligraphy.html>
3. Earnshaw, Christopher J., and Charles E. Tuttle. Shodo Japanese Calligraphy.

### Alibata

1. "Filipino Tribal, Alibata, & Baybayin Script Tattoos." <http://www.filiislander.com/filipinotattoo.html>
2. "Baybayin – The Ancient Script of the Philippines." <http://www.mts.net/~pmorrow/bayeng1.htm>
3. Bayani Mendoza De Leon. Baybayin: The Ancient Script of the Philippines: A Concise Manual.
4. "Alibata." <http://fatoprofugus.net/alibata/origin.html>

# A Century of Challenge and Change: The Filipino American Story

## Unit 1: Journey Filipinas Culminating Activity: Celebrating Philippine History and Culture

### Background

Immersed in *A Century of Challenge and Change: The Filipino American Story*, the students would have developed a greater understanding of the Philippine Islands and its people, including its historical background, geography, diverse cultures and traditions, the colonization and revolution of its people, American influence, immigration, and contemporary issues Filipino Americans are faced with today. The students can now celebrate and demonstrate their appreciation of their gained knowledge by planning for a Philippine Cultural Festival, allowing them to exhibit the unique history and diverse cultures of the Philippine People at their own school or larger community.

Divide the students into six *barangays* or townships. The group members of each *barangay* will need to work together to create a booth that features the following Barangay Requirements of their selected Philippine Festival. Their booths can include stage set-ups if the groups wish to do re-enactments or demonstrations.

### A. Barangay Requirements

1. Background Knowledge
  - a. History and Location of Festival
2. Significance
  - a. What makes the festival important and unique?
3. A Sensory Experience: Products and Performance
  - a. What does the festival look like? What can we observe visually?
    - colors, patterns, artifacts, photographs
    - dances, movements
    - artworks

- re-enactment of the historical event
- b. What does the festival sound like?
    - songs, lyrics, chants
    - musical instruments
    - poetry reading, storytellings: short stories, legends, folktales
    - learn common words and phrases in the local language
  - c. What does the festival smell and taste like? What foods are associated or represented at this festival or region?
    - traditional recipes
    - local produce
  - d. What does the festival feel like?
    - textures of tools, implements, fabric, clothing
    - game, singing, dancing, cooking, arts and craft demonstrations

The following festivals are just a few of the many festivals celebrated in the Philippines that allow students to experience the diversity of the regional, historical, religious, and cultural aspects of what makes Philippines so remarkable and alive:

### B. Overview of Festivals

Festival	Place	Significance
Ati-Atihan	Cebu	Modified Christian Festival
Hari-Raya Puasa	Mindanao	Muslim Festival
Kaamulan Festival	Indigenous Mindanao	Indigenous Bukidnon Rituals
Bonifacio Day	National Holiday	Historical Figure
Jeepney King Festival	National Holiday	American Influence
Binirayan Festival	Cebu	Malay Datu History

# A Century of Challenge and Change: The Filipino American Story

---

## Ati-Atihan

Originally a pagan festival, the Ati-Atihan is now celebrated as a modified Christian festival honoring the Christ Child, the *Santo Nino*. It is believed that this celebration derived of Datu Puti, a patriarchal chief of Borneo, who, along with his companions, landed on the island of Panay, and bartered with the island chief or *Ati* named Marikudo. Datu Puti offered Marikudo gold and other gifts for coastal lowlands.

The Ati-Atihan begins its first of three days of parades the second week of January at Kalibo in Panay, the second day of parades in Ibaay, and the third day in Makati the next week. The three days of parades display vibrant and colorful costumes, with tall and impressive headdresses, and faces and bodies blackened with soot resembling the dark-skinned Atis. The streets are filled with singing, dancing, and a rhythmic beating of the drum and tin cans, followed by cries of "*Hala, bira!*," which translates to "*come and join!*" In contrast, the celebration ends with a procession on Sunday. On this day, lighted torches are held as the people begin to quietly walk the streets of the town.

## Hari-Raya Puasa

A significant Islamic festival celebrated in Mindanao is the Hari-Raya Puasa, which follows after the end of Ramadan. The Muslims of Mindanao begin this day with a ritual cleansing, then attending a congregational prayer, and listening to the *khut-bak* or sermon. The men wear white headpieces and the women are covered from head to toe in white flowing dresses. After prayer, the town becomes a mass of joyful people freeing themselves of obligation, lavishly enjoying food, drinks, and life!

## Kaamulan Festival

Bukidnon's Kaamulan Festival, held during the month of March each year, was created and

celebrated by people with true indigenous genealogical lines. The name "*Kaamulan*" is Binukid for the "social gathering" of the eight indigenous groups of the Bukidnon Tribe: the Matigsalug, Umayamnon, Ilianon, Pulangihon, Talaandig, Tigwa Manobo, Western Bukidnon Manobo, and the Higaunon.

In the Kaamulan Festival, the indigenous Bukidnon people attract the crowds with its traditional rituals. Among the performed rituals include the *pangampo* or general worship, the *tagulambong ho datu* (a political ritual marking one's formal ascendancy to the datanship), the *panumanod* or spiriting ceremony, the *panlisig* (edging away of evil spirits), and a native horse fight called *kagsaba ho kabayo*. In the afternoons, dance classes are offered, which are conducted by the indigenous people who incorporate their native drums and musical instruments in their teachings. As the evening arrives, literary works are performed, as chants of the Bukidnon epic "*Olaging*," recitations of the lyric poetry "*Limbay*," and the singing of ballads called "Idangdang."

One is sure to appreciate the authenticity of this celebration as the Bukidnon pride themselves in their direct involvement and participation in the Kaamulan Festival each year!

## Bonifacio Day

Bonifacio Day is celebrated every November 30<sup>th</sup>, in remembrance of the Philippine Revolutionary Hero, Andres Bonifacio. In July of 1892, Bonifacio met with a group of men and formed the *Katipunan*, whose members agreed to fight to their death against Spain. In August 1896, as some members of the Katipunan became fugitives in the hands of the Spaniards, who deciphered their secret codes, Bonifacio, the *Supremo* or leader of the Katipunan, challenged his members to have courage and stay determined to take up arms and overthrow Spanish rule. "Long live the

## A Century of Challenge and Change: The Filipino American Story

---

Philippines!” they cried out at Pugadlawin, Kalookan. This moment marked the beginning of the Philippine Revolution.

### Jeepney King Festival

In Post-Liberation Manila, a surplus of American Jeeps in the Philippines were scheduled for disposal, when resourceful Filipinos took over the units and transformed them into ornamental machines on wheels! The Jeepneys are uniquely adorned and are as creative and sentimental as their drivers. For starters, Jeepneys are decorated with colorful paintings, banners, and lights covering its metal frame. Among the more extravagant Jeepneys are ornaments as colorful streamers hanging from the roof, metal horses, bull horns, and wings welded to the front of the hood, crocheted curtains cascading from the windows, and musical horns to proudly alarm one’s presence. The Jeepney has truly become a multisensory experience for everyone in the community and a daily reminder to celebrate and just have fun! Jeepney drivers are honored in April.

### Binirayan Festival

The Binirayan Festival is for the Antique people to remember their Malay roots of Antiquenos. It is a presentation of the Bornean Datus and their families’ journey, riding in a fleet of *birays* or ships, until they entered the delta of Sinugbahan and inward to Andona creek. Datu Puti was determined to become friends with the natives and settle permanently on the site of Aeta Chieftain Marikudo’s settlement. As Marikudo and his advisors met to discuss this proposal, a banquet was given and aborigines performed for their guests, with the Borneans responding in kind. Consoled by gifts, Marikudo and his people agreed to relocate hinterland, while the Borneans moved in. However, as Sinugbahan became too small for the settlers, Datu Puti sent Datu Sumakwel northward, to which he discovered the productive plains, mountains, and shorelines the north had to

offer. Soon, the Datus set sail once again, each clan occupying the areas of Hamtic, Antique, Aklan, Iloilo, and Batangas, setting up the first Malayan barangay in the Philippines.

### C. Barangay Evaluation

Describe	Interpret	Evaluate
<p>How well did your group use the time for researching your festival? Describe the steps you took to meet your Barangay Requirements. How did you use your resources? What research strategies did you use to help you?</p> <p>How did you feel before you started, during, and after this project?</p>	<p>Were the results as you expected? Why or who not?</p> <p>How do you feel about your final products and presentations? Explain why.</p> <p>What new understandings or appreciations (skills, knowledge, value) did you gain while in the developing and demonstrating processes?</p>	<p>What would you do differently if you had the chance to do this again? Why?</p> <p>How would you rate your group on a scale of 1-5 with 5 being the best? Explain why.</p> <p>How can you use what you’ve learned from this experience to make a positive difference in your current situation?</p>

### D. References and Resources

1. “Tagalog: Interactive Language and Filipino Culture Resources.” [http://www.seasite.niu.edu/Tagalog/Tagalog\\_mainpage.htm](http://www.seasite.niu.edu/Tagalog/Tagalog_mainpage.htm)
2. “Provincial Website of Antique.” <http://www.antique.gov.ph/provprof/eco.html>
3. “National Commission for Culture and the Arts: Empowering the Filipino Imagination.” <http://www.ncca.gov.ph/index.php>
4. “Preserving Culture: The T’Boli of Mindanao.” [http://www.devcomm.com/tboli\\_culture.htm](http://www.devcomm.com/tboli_culture.htm)
5. “Kalibo Ati-Atihan Festival.” <http://www.ati-atihan.net/>
6. “Andres Bonifacio: Founder of the Katipunan.” <http://www.collider.bnl.gov/rudy/filipinas/bonifacio.html>

# UNIT 2:

## CHALLENGE HISTORY

---

Unit 2 explores how there are multiple sides to every story, however one perspective is usually taught in school. This unit aims to broaden the “lens” of history, particularly when looking at three important events in Philippine history: Spanish colonization, Philippine Revolution, and US imperialism. In this unit, the traditional representation of history is critically analyzed and debated.



# A Century of Challenge and Change: The Filipino American Story

---

## Unit 2: Challenge History Lesson 2: Fishbone: Cause and Effect of Revolution

Developed by Rudy Acoba

---

### Background

Today, as in history, for every decision made and action taken, there is an effect - positive or negative. History is endless events that have resulted in effects, which consequently today, we may either benefit or suffer from. Ironically, history is a cause in itself, and the effects become the lessons we have learned because of it. Sometimes, certain causes continue to persist, as a result of our inability to learn from them.

### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

*Power, Authority, and Governance:* The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

*Production, Distribution, and Consumption:* The students expand their knowledge of economic concepts and principles, and use economic

reasoning processes in addressing issues related to the fundamental economic questions.

*Science, Technology, and Society:* The students explore the complex relationships among technology, human values, and behavior.

*Global Connections:* The students examine policy alternatives that have both national and global implications.

*Civic Ideals and Practices:* The students expand their ability to analyze and evaluate the relationships between ideals and practice.

### Lesson Objectives

The students will be able to:

- understand, create, and interpret a Fishbone (Cause & Effect) Diagram
- identify 2 or 3 people/events that contributed to the Philippine Revolution
- understand the effects of the Philippine Revolution on society

**Time:** three 1-hour sessions

### Materials

- labels for “Cause” and “Effect”
- blank strips of paper
- Fishbone Diagram (PDF File)

### Procedure

#### A. Opening: Cause and Effect

1. Ask the class what they know about “Cause and Effect” and write their responses on the board.
2. In addition, share that “There are consequences to the choices we make. All

## A Century of Challenge and Change: The Filipino American Story

---

chance is affected by specific cause(s). For every action there is a reaction. What comes around goes back around again.”

3. Ask the students if they've ever heard of the saying, "What ever goes around, comes back around, again"? Tell them that this idea is "Cause and Effect."
4. On one of two large strips of paper, have each student think about an important decision or choice they've made in the past and have them tape it onto the board under the label "Cause."
5. Next, have them write the "Effect" that resulted from their "Cause."
6. Before the students tape them on the board, have the student who wrote the "Cause" to read their own out loud, and let the class guess what the effect or result. After, allow the "owner" of the cause to share the real effect of his/her decision.
7. Allow time for all the students to share.

### B. Fishbone Diagram: Philippine Revolution

1. Ask the class to help you draw a basic fish skeleton on the board, by giving you simple instructions. Be sure that your fish skeleton has a head, body, fins, and a tail.
2. Tell the class that they will be using this "Fishbone Diagram" to help them organize events into a "Cause and Effect" situation.
3. At the head of the fishbone diagram, write the main event: Philippine Revolution.
4. Have the students read the introduction on the Philippine Revolution provided on the website:  
<http://opmanong.ssc.hawaii.edu/filipino/philev.html>. \*Within this site, the students can also link up to further their research on the revolution.
5. After, direct the students to the length of the fish's body. Based on the introduction they read, have the class help you write a "Root Cause" for the Philippine Revolution

*Example:* Years of oppression caused Philippine leaders to unite, fight, and achieve independence from Spain.

6. Next, ask the students to think about what the effects were as a result of the root cause. Write these "effects" along the top and bottom half of the fishbone skeleton (limit to two on the top and two on the bottom, leaving room for details):
  - a. Effect – The creation of the "Katipunan"
  - b. Effect – Filipino Jose Rizal, a steward of the "Propaganda Movement," sought reforms in the colonial administration in the Philippines.
7. Point out, that these "effects" naturally lead into additional "causes." Ask the students to think about the "effects" of these "causes:"
  - a. Cause – The creation of the "Katipunan"  
Effect – Brought together Philippine leaders to fight for Philippine independence from Spain.
  - b. Cause – Filipino Jose Rizal, a steward of the "Propaganda Movement," sought reforms in the colonial administration in the Philippines.  
Effect – Through Rizal's writings, he inspired and encouraged Filipinos to stand up against colonial abuses, to better themselves, and to assert their equality. His famous and widely read novels, *Noli Me Tangere* (Touch Me Not) and *El Filibusterismo* (The Subversive), awakened a nation from a long, deep slumber and highlighted the need for significant reforms and an end to Spanish abuses.
8. After recording four "Causes" and their "Effects," allow the students time to look at the over all diagram and quietly write down their own overall understanding or generalization of the effects of the "Philippine Revolution."
9. Allow the students to share their generalizations, and select one to write on

# A Century of Challenge and Change: The Filipino American Story

---

the tail end of the fish to complete the Fishbone Diagram.

## C. Closing: Fishbone Diagram: Philippine Revolutionary Leaders

1. Divide the class into small groups.
2. Ask the class, "Who were the leaders of the Philippine Revolution?"
3. In a jar, place the names of the revolutionary leaders during the time of the Philippine Revolution, and have a member of each group pick out a name to research.
4. After researching, have the groups create their own Fishbone Diagram on their revolutionary leader. Remind the students about the diagram format:
  - a. left to right, fish head to tail
  - b. head – the main event
  - c. center of body – root cause
  - d. top and bottom half of body – the effects of the root cause, leading into additional causes and the effects
  - e. tail – generalization or overall understanding of the causes and effects of the main event
5. When the groups have completed their Fishbone Diagram, allow time for them to share.
6. After, emphasize that a "Cause" can result in either a negative or positive "Effect."
7. Share, "Whatever we give or do will have some kind of reaction or response and moves like a rippling effect. It will eventually come back to us in one form or another."
8. Pose a challenge to the students, "In your own life, you have the power to cause a positive or negative effect. Do you choose to give positively or negatively?"

Using their Fishbone Diagram to help them organize their information, have the students write a summary of one of the Philippine Revolutionary Leaders, and their contributions to helping the Philippine people achieve independence from the Spaniards.

## Enrich/Extend

Have the students select another main event in history to develop a Fishbone Diagram and highlight its causes and effects.

## Resources

### Online

1. "The Philippine Revolution."  
<http://opmanong.ssc.hawaii.edu/filipino/philrev.html>

## Suggested Assessment

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 2: Challenge History

### Lesson 3: The Revolution Equation

Developed by Rudy Acoba and adapted from Pinoy Teach ([www.pinoyteach.com](http://www.pinoyteach.com))

---

#### Background

In the natural order of things, the world has unfortunately experienced and continues to experience oppression of a people by more powerful rulers or governments. Consequently, lack of knowledge, skills, and ability of a people limits them to make significant changes in their favor. It isn't until people combine their resources and energy, can a revolution really take place.

#### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

*Power, Authority, and Governance:* The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

*Production, Distribution, and Consumption:* The students expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the fundamental economic questions.

*Science, Technology, and Society:* The students explore the complex relationships among technology, human values, and behavior.

*Global Connections:* The students examine policy alternatives that have both national and global implications.

*Civic Ideals and Practices:* The students expand their ability to analyze and evaluate the relationships between ideals and practice.

#### Lesson Objectives

The students will be able to:

- understand the following terms: Revolution, Consciousness, Propaganda, Armed Struggle, and Reform
- identify people and events that contributed to the Philippine Revolution
- understand the effects of the Philippine Revolution on society
- understand and relate the components of a revolution to present day situations

**Time:** three 1-hour sessions

#### Materials

- access to the internet for researching

#### Procedure

## A Century of Challenge and Change: The Filipino American Story

---

### A. Opening: Revolution

1. In the top center of the board, write: "300+ Years of Being Controlled."
2. For a minute, have the students imagine themselves as being part of those people who were being controlled, and emphasize - for 300 years!
3. After a minute is over, ask:
  - a. How do you feel?
  - b. What are you thinking?
  - c. What would you do?
4. Allow for students to express honestly their feelings and thoughts about being oppressed for a long time, all the while, writing what they've shared on the board into four areas: Consciousness, Propaganda, Armed Struggle, and Revolution (without labeling them just yet).
5. Tell the class that there is a word that encompasses their desire/need to "overthrow the 'controller' and make such radical changes." Below the first statement, draw an arrow and write in bold letters: **REVOLUTION**.
6. Inform the students that, "During three hundred plus years of Spanish colonization, some eighty-one recorded accounts of revolts occurred in different parts of the Philippine islands (*Pinoy Teach*)."
7. Knowing this, ask the students if they would continue to pursue on their mission to fight towards independency from their oppressor. With, "Yes," as the answer, follow with the questions:
  - a. How?
  - b. How would you begin to free yourself?

- c. Is your first step critical to meeting your end goal?
8. Allow students time to reflect and respond to these questions.

### B. The Revolution Equation

1. On the board, write the following equation: **C + P + A + R = E**. \*For remedial classes use the following equation: **C + P + A = R**.
2. Have the students guess what the equation and letters stand for.
3. Identify the equation and letters, and define each word represented in the equation:

**C** = Consciousness – being aware of one's environment/surroundings; a thought or idea

**P** = Propaganda – the spreading of ideas

**A** = Armed Struggle – taking action, such as battle or protest (\*this does not always mean a war or battle has to occur)

**R** = Revolution – change in government, a radical or complete change

**E** = Effect – what occurs after the revolution; a result to a specific cause

4. Emphasize that each word is a verb, which results in action being taken.
5. Ask the class to look at their previous responses to imagining being oppressed for 300 years, and see how they can relate the terms in the Revolution Equation to their ideas.
6. As the students notice how their ideas were already organized in the order of the Revolution Equation,

# A Century of Challenge and Change: The Filipino American Story

---

challenge them with the question: Is it pertinent that these actions be done in this specific order, in order for revolution to be successful?

Effect → the Filipinos declared independence from Spain, they created a new national flag and anthem, and changed their government system

## C. The Revolution Equation in Action: The Philippine Revolution

1. Share that the Philippine Revolution is a good example of the Revolution Equation in action.
2. Introduce important people in the Philippine Revolution that is representative of the Revolution Equation:

Jose Rizal → Consciousness  
Andres Bonifacio → Propaganda  
Emilio Aguinaldo → Armed Struggle

3. In small groups, have the students research these Philippine leaders and based on their findings, decide what stage they represented in their contribution to the Philippine Revolution.
4. After collecting the groups' information, have them complete the next stage in the equation: Revolution. What resulted from the efforts of these leaders?

Revolution → resulted in the overthrow of the Spanish Government

5. Remind the class to notice that a Revolution does not end the event.
6. Next, ask the class to complete the Revolution Equation by listing the effects of the complete efforts of the leaders and their fellow people:

7. Point out to the students that in order for a revolution to be effective, positive action or "reform" must continue to take place.

## Suggested Assessment

In addition to the effect of the Philippine Revolution as shared in the class equation, have the students continue a list of actions they believe needs to be done, in order for the Filipino people to continue their independence despite other powerful forces that may exist throughout the world.

## Enrich/Extend

Have the students apply their understanding of the "Revolution Equation" to another revolution that occurred during the history of the world.

## Resources

### Print

1. *Pinoy Teach* Textbook (2001), Ch. 4

### Online

1. "The Philippine Revolution."  
<http://opmanong.ssc.hawaii.edu/filipino/philrev.html>
2. "Jose Rizal: Biography."  
<http://www.ac.wvu.edu/~fasawwu/resources/rizal/biography.htm>
3. "Heroes of the Philippine Revolution: Andres Bonifacio."  
<http://www.bakbakan.com/heroes.html>

## A Century of Challenge and Change: The Filipino American Story

---

4. "Gen. Emilio Aguinaldo."  
<http://www.geocities.com/CollegePark/Pool/1644/aguinaldo.html>



## Filipino Americans and US Migration

As early as 1587, the first recorded account of Filipinos on American soil, are of sailors who set foot on present day Morro, California. During the galleon trade era in 1763, Filipino slaves aboard Spanish ships, jumped to escape the brutalities of their masters. These “**Manilamen**” established the first Asian settlements living in stilted houses in the bayous of New Orleans, Louisiana.

In 1903, 500 privileged “**Pensionados**” or government-issued students were sent to American cities to attend school to better help lead the Philippines when they returned. While many of them completed their studies and went back home, others chose to remain in the city. Shortly after, in 1906, the first significant numbers of Filipino immigrants or “**Sakadas**” arrived in Hawaii as “cheap” contract laborers to work on the sugar plantations. For the next 30 years, a consistent wave of migrant laborers, “**Alaskeros**” came to work in the Alaskan Salmon Canneries and **Agricultural Workers** in West Coast farms in Seattle, Los Angeles, and San Francisco. Based on agricultural crops and seasons, Filipino farm workers later moved to other areas in the U.S. like Arizona, Utah, Colorado, Montana, New York, and North Dakota, as well as, in Vancouver, Canada. Then in 1934, the Tydings McDuffie Act, which made Philippines a commonwealth, limited the number of immigrant Filipinos to America by 50 per year.

World War II was profound in changing American attitudes toward Filipinos. Initially, Filipinos were denied the opportunity to join the armed forces and fight in the war, but in 1942, President Franklin D. Roosevelt finally allowed Filipinos to be drafted in **Military Service**. Many proudly fought side-by-side with the Americans soldiers in Europe and Asia. It was at this time that 7,000 Filipino soldiers received U.S. citizenship. **Women** were also instrumental in the war selling war bonds. The War Brides Act allowed the Filipino wives of “U.S. Military Personnel” to immigrate and join their husbands in the U.S.

Twenty years later, the Immigration Act of 1965 abolished the national origins quota system, which discriminated against European and non-white nations from immigrating to America. This permitted Filipino professionals, as doctors and engineers, to immigrate to the U.S. to pursue educational and economic opportunities. As a result, these **Post-1965** immigrants brought major changes in gender and class within the Filipino American community in the U.S.

### Resources

1. Bulosan, Carlos. America is in the Heart. Harcourt, Brace and Company, Inc., 1943.
2. Cordova, Fred. Filipinos: Forgotten Asian Americans. Kendall/Hunt Publications. Dubuque, Iowa, 1963.
3. “Filipino Migration to the U.S.” <http://opmanong.ssc.hawaii.edu/filipino/filmig.html>
4. “Filipino Americans.” <http://www.library.ca.gov/assets/acrobat/filipino.pdf#search='filipino%20americans'> (pdf)
5. Filipino American History and Culture. <http://www.filipinoamericans.net/index.shtml>

# UNIT 3:

## BROWN AMERIKA

---

Unit 3 explores the waves and experiences of Filipinos who immigrated to the United States. Filipinos, like other ethnic groups left their homes to pursue the “American dream.” They came to find employment, gain an education, and join family members. They established communities across the nation in the midst of much racism and discrimination contributing to the color of American society.



# A Century of Challenge and Change: The Filipino American Story

---

## Unit 3: Brown Amerika

### Lesson 1: Tug-of-War: The Push and Pull of Migration

Developed by Judith Miguel

---

#### Background

Throughout human history and the world, people have been moving in and out of places. The patterns of movement reflect the conditions of a dynamic world, impacting the cultural landscapes of the places they leave and the places they settle.

#### Connections to NCSS Standards

*People, Places, and Environment:* The students will analyze human behavior in relation to its physical and cultural environment.

*Individual Development and Identity:* The students will refocus the issues of personal identity in relation to others in society and culture.

*Individuals, Groups, and Institutions:* The students will examine the ways in which institutions change over time, promote social conformity, and influence culture.

#### Lesson Objectives

The students will be able to:

- define and discuss the concepts of Migration, Immigration, and Emigration
- explain migration in terms of Push and Pull Factors
- relate migration patterns to economic, political, social, and environmental factors

**Time:** three 1-hour sessions

#### Materials

Teacher

- wall map of *The World* (for reference)
- 10 feet rope (for Push and Pull activity)
- 2 large cards (for Push and Pull activity)
- copy of *Carlos Bulosan: Biography* ([www.bulosan.org/html/bulosan\\_biography.html](http://www.bulosan.org/html/bulosan_biography.html))

Student

- “Journey Through the World” Journal (for discussion reflections)
- 3 x 5 index cards (for Push and Pull activity)
- color tools (for painted writing)

#### Procedure

##### A. Opening: The Decision Dilemma

1. Begin the lesson by asking the class the following questions:
  - a. How do we make decisions?
  - b. What values do we hold on to when we think about our options?
  - c. What are some of the factors that motivate us to make certain decisions?
  - d. What are some ways we organize the key factors to our decision-making?
2. Have the students think of a “big” decision they had to make in the past, and write out their “question/problem” and “decision-making process” before they share with the class.
3. As each student shares, keep an on-going list of each student’s question and decision-making process.
4. After, have the students look at the class chart and see if they notice any patterns to their decision-making processes, and label them:
  - a. T-Chart of Pros and Cons
  - b. Flow Chart of Consequences
  - c. Venn Diagram of Comparisons

## A Century of Challenge and Change: The Filipino American Story

---

- d. Cause and Effect Diagram
- e. Mind Mapping
5. Have the students think and write about a place they would move to after graduating from high school and explain all the reasons why.
6. As the students share their places and reasons out loud, write their responses:
7. Conclude by asking the students:
  - a. What patterns or commonalities and differences do we see within our chart?
  - b. As a class, what values do we find important?
  - c. Based on our chart, what can we infer about the values we are willing to give up in order to move?

### B. Migration: Push and Pull Factors

1. Introduce the concept of “Human Migration” as “the movement of people from one place to another for the purpose of taking up permanent or semi-permanent residence.”
2. Have the class brainstorm a list of reasons people might migrate to a different place. Examples include:
  - a. War at home
  - b. Climate, famine at home
  - c. Financial opportunities, unemployment at home
  - d. Political, religious, ethnic persecution
  - e. Following family/friends
  - f. Educational opportunities
  - g. Favorable immigration laws
  - h. Booming economy
3. Tell the students that these reasons for moving can be organized into “Push” and “Pull” factors.
4. Explain that “Push” factors are the reasons (because of difficulties) that motivate people to leave or “emigrate” from their home. “Pull” factors are the reasons (usually

- desirable) that attract people to move or “immigrate” to a new place.
5. Have the students look at their list of reasons and challenge them to organize them as a “push” or “pull” factor:
    - a. Push Factors
      - Natural disasters
      - War
      - Religious persecution
      - Famine
      - Political oppression
    - b. Pull Factors
      - Financial opportunities (LABOR)
      - Educational opportunities (LEARNING)
      - Family/ friend already residing there (LOVE)
  6. Challenge the students to further breakdown the migrating factors into the following categories:
    - a. Environmental – climate, famine
    - b. Political – war
    - c. Economical – widespread unemployment
    - d. Cultural – religious freedom, education
  7. Ask the class how our breakdown of factors compare with our class values: Do they differ or are they more similar with each other?

### C. Migrating: Being Pushed or Pulled

1. Tell the students that they will experience what one may be thinking and feeling as one’s current life results in a “push and pull effect” on their decision of whether to move or not.
2. Divide the class into 3 groups and assign their group task:  
Group 1: think of factors that may “push” someone to leave their home  
Group 2: think of factors that may “pull” someone to move to a new place



## A Century of Challenge and Change: The Filipino American Story

---

“Determined to help support his family and further his education, Carlos decided to come to America with the dream to fulfill these goals.

“Traveling by ship, Carlos arrived in Seattle on July 22, 1930 at the age of seventeen. With only three years of education from the Philippines, Carlos spoke little English and had barely any money left. Desperate to survive, he soon began working various low-paying jobs: servicing in hotels, harvesting in the fields, and even embarking to the Alaskan canneries. During his hardships in finding employment, Carlos experienced much economic difficulty and racial brutality that significantly damaged his health and eventually changed his perception of America.

“From several years of racist attacks, starvation, and sickness, Carlos underwent surgery for tuberculosis in Los Angeles. His health condition with tuberculosis forced him to undergo three operations where he lost most of the right side of his ribs and the function of one lung. Yet, he recovered and stayed in the hospital for about two years where he spent much of his time reading and writing.

The discrimination and unhealthy working conditions Carlos had experienced in many of his workplaces encouraged him to participate in union organizing with other Filipinos and various workers. Carlos became a self-educated and prolific writer determined to voice the struggles he had undergone as a Filipino coming to America and the struggles he had witnessed of other people. Like many of his fellow Filipinos in his time, Carlos never had the opportunity to return to the Philippines. After years of

hardship and flight, he passed away in Seattle suffering from an advanced stage of bronchopneumonia. He is buried at Queen Anne Hill in Seattle.”

15. Emphasize that as people migrate to different parts of the world, they may have to move once, twice, or more times until they find a place to finally settle.
16. Have the students refer back to their original thoughts about decision-making and allow them to revise their responses:
  - a. What values do we hold on to when we consider our options?
  - b. What values are we willing to let go of?
  - c. What are some of the factors that motivate us to make certain decisions?
  - d. How can we learn to adjust to changes?

### D. Closing: Impacts of Migration

1. Remind students that now, more than ever, the world is dynamic and ever-changing.
2. Share that according to the *Population Reference Bureau's 2006 report*, “Human Population: Fundamentals of Growth Effect of Migration on Population Growth,” “Most Americans are immigrants or descendants of immigrants who arrived here over the past 200 years. Only a fraction of the population is related to the American Indians who were here when the first European settlers arrived in the 1,600s.”
3. Based on the class responses, ask: Is migration (relocation, immigration, and emigration) necessary or important? Collect the students' ideas.
4. Next, pose the question: Based on our class responses, what are the impacts of migration?
5. Write down the students ideas, which may include:

## A Century of Challenge and Change: The Filipino American Story

---

**Diffusion:** The process through which certain characteristics (e.g., cultural traits, ideas, disease) spread over space and through time.

**Relocation Diffusion:** Ideas, cultural traits, etc. that move with people from one place to another and do not remain in the point of origin.

**Expansion Diffusion:** Ideas, cultural traits, etc., that move with people from one place to another but are not lost at the point of origin, such as language.

**Cultural markers:** Structures or artifacts (e.g., buildings, spiritual places, architectural styles, signs, etc.) that reflect the cultures and histories of those who constructed or occupy them.

“Human Migration Guide: Impacts of Migration.” (2005). National Geographic Society.

<http://nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf>

6. Share that “Human migration affects population patterns and characteristics, social and cultural patterns and processes, economies, and physical environments. As people move, their cultural traits and ideas diffuse along with them, creating and modifying cultural landscapes (Human Migration Guide, 2005).”
7. Tell the students that they will be creating a class painted writing (a picture created using the words in a poem, depicting the theme of the poem) of our class “cultural landscape.”
8. Have the student become responsible for one line or phrase in the class poem, which reveals their contribution to the class cultural landscape.
9. After the students engage in the writing process, allow some time for each student

to design their “Our Cultural Landscape” painted writing using the final draft of the class poem.

### Suggested Assessment

Each student will articulate in written format, how push and pull factors affect migration between countries, states, regions, cities, towns, as well as, how migration directly impacts the changes in social, cultural, and physical patterns of the world.

### Enrich/Expand

Challenge students to interview a person (new student from school, family member), who migrated (relocated, emigrated, or immigrated). Have the students develop a series of questions to gather background information on them, including the push and pull factors that motivated the person/family to move. The students will give an oral presentation of their written report. The class will keep an ongoing frequency chart of the push and pull factors for migrating.

### References and Resources

#### Print

1. Frank, Marjorie. [If You're Trying to Teach Your Kids How to Write.](#)

#### Online

1. “Population Reference Bureau: Human Population: Fundamentals of Growth Effect of Migration on Population Growth.” (2006). [http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human\\_Population/Migration2/Migration1.htm](http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human_Population/Migration2/Migration1.htm)
2. “National Geographic: Xpeditions: Human Migration Guide.” <http://nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf>

## A Century of Challenge and Change: The Filipino American Story

---

3. "Carlos Bulosan: Biography."  
[www.bulosan.org/html/bulosan\\_biography.html](http://www.bulosan.org/html/bulosan_biography.html)
4. "National Geographic: Atlas of the Human Journey."  
<http://www.nationalgeographic.com/genographic/atlas.html>
5. Smithsonian Institution: Migrations in History.  
<http://smithsonianeducation.org/migrations/start.html>

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 3: Brown Amerika Lesson 3: Assimilation vs. Acculturation and Integration

Developed by Farzana Nayani

---

### Background

The movement of peoples to and from the Philippines means that people come into contact with other cultures and must adapt with the differences presented by the new environment. The challenges of assimilation and acculturation are especially apparent in the adaptation of Filipinos in their experience of colonization by the Spanish and the Americans, contact with globalization while in traditional rural areas, as well as their own migration to the United States. The role of the “Filipino American” is also one that must be considered by individuals negotiating both the Filipino and American cultures.

### Connections to NCSS Standards

*Culture:* The students explore and ask questions about how people create culture, learn about culture, and adapt culture over time. They will also examine how culture is dynamic and changes to accommodate different ideas and beliefs. Students will also understand the complex cultural concepts involved with how culture and cultural systems function.

*Time, Continuity, and Change:* Students investigate the historical roots of people and make connections between how the past may affect present-day circumstances, and may also construct the future.

*Individual Development and Identity:* Students expand their understanding of the relationship between one’s personal identity and social norms. Students explore how people’s identity is shaped by one’s culture, groups, and institutions, and how social processes are in turn affected by people.

*Individuals, Groups, and Institutions:* Students will explain how people and groups organize themselves around common needs, beliefs, and interests, and how social institutions play a role in their lives.

### Lesson Objectives

The students will be able to:

- Understand and utilize the concepts of assimilation, acculturation, integration, and marginalization
- Experience the feelings and challenges of assimilating to a new culture through a simulation
- Apply their knowledge and understandings in assessing the assimilation and acculturation of Filipino peoples within America
- Present their understanding of the Filipino acculturation experience in the form of a play and share these stories with their families and community

**Time:** Four 1.5 hour sessions

### Materials

Teacher

- Index cards prepared for simulation activity (have circles, fruits, and numbers drawn on them for *alpha* group; have blank cards and paper badges for *beta* group)
- Butcher paper for vocabulary explanation
- Historical photos of Filipino immigrants to American from books / websites

Student

- Pencil
- Journal books

### Procedure

#### A. Opening: Simulation of Entering a New Culture

1. Discuss with students if they have ever entered a new group of friends, a new

## A Century of Challenge and Change: The Filipino American Story

---

- neighborhood, or traveled to another country. How did they adapt to the new environment?
2. Explain that they will now be in a simulation, and from this point forward, must act and pretend like they are in a new culture, based on the instructions given.
  3. Separate class into 2 groups: one is called "alpha" and one is called "beta". The *alpha* group stays in the classroom, while the *beta* group is in another room or in the hallway.
  4. Teacher assigns *alpha* group their cards, and the rules: a) they cannot speak to one another verbally, b) they can only trade one card at a time with one person at a time, c) they can only show the card that they want to trade, not the card that they want. The goal is that they must trade cards to get the most of their fruit category.
  5. Teacher assigns *beta* group their blank cards and the rules: a) this group enjoys socializing and talking about the weather or their families, b) if any member of the group tries to talk about something other than the weather or their families, another member of the group will write a tally mark on their card. The goal is to have the least number of tally marks on their card as possible.
  6. Step one: students interact in their own groups, getting used to their own culture.
  7. Step two: eventually, the teacher will guide two students at a time to be immersed into another culture.
  8. Step three: after being immersed in another culture for a few minutes, the pair of students will return to their original culture and report back what they observe is happening.
  9. Step four: pairs of students enter a new culture and return to their original culture until everyone has had a turn.
  10. Teacher gathers students and leads a large-group debrief: "How did it feel to enter another culture? What were the skills that you used to try to succeed in that other culture? What was the goal of each culture? What frustrations or emotions did you feel while entering the new culture? Do you adapt to the new culture completely, keep elements of both, or were left out?" Debrief carefully and thoroughly, to ensure that students feel at ease after experiencing this simulation firsthand.
  11. Introduce the concepts of: *acculturation* (the general process of modification of the culture of a group or individual as a result of contact with a different culture), *assimilation* (the process of being incorporated into a new culture), *integration* (the process of maintaining ties to your original culture while adapting to the new culture), and *marginalization* (being rejected from both cultures). Explain concepts of a *majority* and *minority* culture.
  12. Allow students to think and reflect on their experience. Encourage students to write a journal entry about: a) their experiences in this simulation, and b) connecting to any experiences they have had, entering a new culture or peer group. Suggest to students to incorporate their new vocabulary about acculturation and assimilation.
- B. Filipino Acculturation Stories**
1. Explain the historical waves of migration of the Filipinos to America (use Chapter 6 and 7 of Pinoy Teach as a reference). Explore the questions: "why did Filipinos immigrate to another country? What attracted Filipinos to America?"
  2. Encourage students to think about the vocabulary learned about acculturation and assimilation. Discuss as a class: how did Filipinos assimilate or integrate into American culture? How were they marginalized? How were they resourceful and resilient?
  3. Share with students a variety of historical photos of Filipino immigrants from the Cordova book: [Filipinos: Forgotten Asian](#)

# A Century of Challenge and Change: The Filipino American Story

---

Americans or from the Smithsonian Filipino American Curriculum website. Invite students to imagine the life and times of these individuals, back in that era.

4. Ask students to write a story based on a selected picture. Suggest to students to utilize the vocabulary learned, and to capture the feelings associated with assimilation, integration, and marginalization that one may experience through the process of acculturation.
5. Emphasize that these feelings of acculturation are a common experience that many people share, and that one can adapt to reach one's goals, even in challenging situations.

## C. Closing: Sharing Our Stories

1. Organize the stories into themes of migration (e.g. for plantation labor, study, etc.) and encourage students to rewrite their work into a format that can be put into a play.
2. Allow students to share their stories with the rest of the class, and invite parents and families of students as well as other classes for a culminating show of Filipino acculturation stories. Display original pictures used around the room or on a digital slideshow so the audience can see the inspiration for these stories.
3. Allow parents, families, and audience members to bring in photos of their own, and share similar stories in an informal discussion or presentation about their migration to America. Encourage students to ask questions about these experiences, and close with the idea that this is a common experience that many people in our community share.

Assess stories and journal entries for their understanding of the experience of assimilation and acculturation of Filipino immigrants, as well as within their own lives. Ask students to write a reflection piece on their experience viewing the stories and pictures from others in their classroom.

## Enrich/Extend

Encourage students to compare events of assimilation and acculturation in other cultures, such as the colonization of the Pacific Islands by European nations, or the movement of other Asian immigrants to Europe or the Americas in search of opportunities and work.

## Resources

### Print

1. Theodore M. Singelis. Teaching About Culture, Ethnicity, & Diversity: Exercises and Planned Activities.
2. Susan Gage & Don McNair. Colonialism in Asia: A Critical Look.
3. Dr. Garry Shirts. BaFaBaFa: Educational Edition. Simulation Training Systems (STS).
4. Cordova, T. & Espiritu, P. C. Pinoy Teach: Multicultural Curriculum, 4th Ed.
5. Fred Cordova. Filipinos: Forgotten Asian Americans.

## Suggested Assessment

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 3: Brown Amerika

### Lesson 4: Discrimination and Racism: A Filipino American Experience

---

#### Background

“Discrimination includes a variety of restrictive treatments such as racism, sexism, ageism, etc. To discriminate is human nature. Prejudice, discrimination, and racism are major themes and issues in the history and contemporary experiences of U.S. ethnic groups. Differing values and economic concerns can create tensions and conflict between individual, groups, or nations. Everyone has experienced and practiced some form of discrimination. Filipino Americans were victims of prejudice and discriminatory immigration laws.”

Pinoy Teach: Teachers Manual:  
“Racism and Discrimination”  
Patricia Halagao and Timoteo Cordova  
(2001)

#### Connections to NCSS Standards

*Individual Development and Identity:* The students will explain one’s self in relation to others in the society and culture.

*Time, Continuity, and Change:* The students will expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Civic Ideals and Practices:* The students will expand their ability to analyze and evaluate the relationships between ideals and practices.

#### Lesson Objectives

The students will be able to:

- understand the meaning of racism, prejudice, discrimination, and stereotype
- explore and discuss personal experiences with discrimination and racism
- examine discrimination and racism from a Filipino American historical context
- take social action against discrimination and racism

**Time:** four 1-hour sessions

#### Materials

Teacher

- 2 large butcher papers
- graffiti wall
- Discrimination Matrix chart
- black markers (water based)
- spray bottle filled with water
- *Pinoy Teach* printed text:
  - “Rising Tides”
  - “Low Tide”
  - “World War II”

Student

- “Journey Around the World” Journal

#### Procedure

##### A. Opening: The Writings on the Wall

1. As the students are settled at their seats, in big, bold letters, write on a large butcher paper: PREJUDICE, DISCRIMINATION, STEREOTYPE, RACISM.
2. Allow the students to react to the written words for a minute, then ask the students to share their observations of the first impressions of the class: gasping, laughing, whispering, wide-eyed stares, closed lips, etc.

## A Century of Challenge and Change: The Filipino American Story

---

3. Allow the students to explain their first impressions of the words presented:
  - a. Why did some of us behave in certain ways?
  - b. What feelings did the words give you?
  - c. Did the words remind you of a past experience or observation?
4. As the students point out a word to talk about, allow the students to use the black marker to write descriptive words – adjectives, verbs, nouns, ideas, and feelings next to it, creating a “graffiti wall.”
5. Have the students look at the words on the wall and ask them to help develop a class definition for each of the four words to write on the board:
  - a. Prejudice – a negative or hostile attitude towards a person or group without just or sufficient knowledge
  - b. Discrimination – the restrictive treatment of a person or group based on prejudice
  - c. Stereotype – preconceived or oversimplified generalization about an entire group of people disregarding individual differences
  - d. Racism – a belief that humans can be grouped on the basis of biological traits and that these differences produce inherent superiority or inferiority of one race to another
6. After writing the class definitions of the words, ask the students to think of examples for each term (encourage the students to think and write their out thoughts in their “Journey Around the World” Journal).
7. Ask the class, “What is the difference between prejudice and discrimination?” and guide them to understand their differences:
  - a. Prejudice – an attitude
  - b. Discrimination – the action
8. Tell the students that discrimination includes a variety of restrictive treatments as racism, sexism, and ageism.

9. Write the class definition of “Discrimination” on the top of another sheet of butcher paper and invite the students to add on to the list of discriminating acts.
10. Write the list of “Discriminating Acts” as the first column of the three-column matrix.

### **B. Discrimination: Student Experiences**

1. Ask the students if they’ve experienced or witnessed discrimination, and encourage them to share what happened, what they did about it, and their feelings of their experience.
2. Allow all the students who wish to share their story to do so, and write up the student examples for the second column, “Student Experiences.”
3. Have the students look at the stories and connect them with the list of discriminating acts in column one.

### **C. Discrimination and Racism: A Filipino Experience**

1. Remind the students that we’ve defined Prejudice, Discrimination, Stereotype, and Racism, discussed examples, and shared our personal experiences. Emphasize that we’ve all experienced discrimination at different times and in different ways.
2. Next, tell the students that we will examine discrimination and racism experienced by Filipino’s in America by reading the following texts from Patricia Espiritu Halagao’s and Timoteo Cordova’s student textbook, Pinoy Teach, “Rising Tides,” “Low Tide,” and “World War II” (pass out copies of printed text).
3. After the students have finished reading “Rising Tides,” ask the students to describe the types of discrimination the Filipinos in America experienced and what actions they took. Write the students’ responses in the

## A Century of Challenge and Change: The Filipino American Story

---

third column, "Filipino American Experience."

4. Continue the discussion, talking about the Filipino American experiences as described in the next two texts, and write the students' responses on the matrix.
5. Allow time for the students to connect each experience with an act from column one, and share that in the early period of immigration, Filipinos experienced racial discrimination and were discriminated against at work, on the road, in hotel and restaurants, and in almost any place in the United States.
6. As the class completes the matrix, tell the students that our reactions and responses to an issue, event, or problem are based on our own understanding of what is happening to us. Follow this by asking the students:
  - a. How does discrimination affect an individual (yourself)?
  - b. How does it affect a group of people who are being (racially) discriminated?
  - c. How could the Filipino Americans be treated more fairly?
  - d. How can people change their perceptions about each other?

### D. Closing: True Colors

1. Share an excerpt from America Is In the Heart: A Personal History by Carlos Bulosan (1943), a writer, editor, and radical labor organizer, on his experience with discrimination and prejudice as a Filipino in America:

"I came to know afterward that in many ways it was a crime to be a Filipino in California. I came to know that the public streets were not free to my people: we were stopped each time these vigilant patrolmen saw us driving a car. We were suspect each

time we were seen with a white woman. And perhaps it was this narrowing of our life into an island, into a filthy segment of American society, that had driven Filipinos like Doro inward, hating everyone and despising all positive urgencies toward freedom." (Note: Doro was Bulosan's companion in a car on way to Lompoc, California.)

2. Have the students take some time to reflect on one of their personal experiences with discrimination that they've written about earlier in their journal, and allow time for students to share their thoughts.
3. As the students share, have them recall some of the feeling and emotions created by the act of discrimination and include these words on top of the graffiti wall.
4. Finally, tell the class that humans have been grouped into our similarities, which unite us, but we are also grouped by our differences, which makes us diverse.
5. Have a student volunteer take a spray bottle filled with water and saturate the graffiti wall.
6. Have the students take a minute or two to see what happens with the wet wall.
7. End the lesson by asking the class:
  - a. Can we be a diverse people and still be united?
  - b. Is it possible to be a diverse group of people and experience an appreciation of each other rather than be discriminated against?
  - c. In what ways can we show an appreciation for the diversity that is clearly evident in our country?

### Suggested Assessments

The students will be able to explain the relationship and differences between prejudice, discrimination, stereotype, and racism, and provide examples for each.

# A Century of Challenge and Change: The Filipino American Story

---

The students will be able to articulate in written format the following questions:

1. Can we be a diverse people and still be united?
2. Is it possible to be a diverse group of people and experience an appreciation of each other rather than be discriminated against?
3. In what ways can we show an appreciation for the diversity that is clearly evident in our country?
4. In what ways can you take action against discrimination and racism?
5. How will this action be helpful in your personal growth? Society?

## Enrich/Expand

Using an example from the “Discrimination Matrix” chart, take the point of view of someone who has experienced a different type of discriminating act from their own, and have them write a letter about your feelings, thoughts, and hopes for moving towards a more equal and just America. Some key information for students to keep in mind:

1. Who are you writing to?
2. What is your purpose?
3. Do you want to convince someone of something?
4. To describe an experience, emotion, reflection, observation?

## References and Resources

### Print

1. Halagao, Patricia and Timoteo Cordova. (2001). Pinoy Teach: Teachers Manual: “Racism and Discrimination.”
2. Bulosan, Carlos. (1943). America Is In the Heart: A Personal History.

### Online

1. “Filipino Tragedy Continues.” <http://www.washington.edu/uwired/outreach/cspn/curaaw/aawdoc43a.html>
2. “Movement History: Filipinos Build a Movement for Justice in the Asparagus Fields.” <http://www.lib.berkeley.edu/~ljones/UFW/documents/itliong.html>
3. “The Filipino Americans: Yesterday and Today.” [http://www.filipinoamericans.net/yes\\_today.shtml](http://www.filipinoamericans.net/yes_today.shtml)
4. “The Philippine History Site: Filipino Migration to the U.S.” <http://opmanong.ssc.hawaii.edu/filipino/filmig.html>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **DISCRIMINATION MATRIX: A Filipino American Experience**

<b>Discriminating Acts</b>	<b>Student Experiences</b>	<b>Filipino American Experiences</b>

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 3: Brown Amerika Unit on “Small Kid Time”: Sakadas of Hawaii’s Plantation

Developed by Judith Miguel

---

**Curriculum Areas:** Social Studies, Language Arts, Science, Drama, Art

**Grade Level:** 5<sup>th</sup> - 7<sup>th</sup> Grade

### Purpose/Essential Questions:

How did Hawaii’s Plantation Life effect/impact the lifestyle of the different ethnic groups who lived in Hawaii? How can we build in our students an awareness and appreciation for Hawaii’s Plantation Culture and have them apply its values to their lives today?

**Time Frame:** 4+ weeks

### General Learner Outcomes:

- Ability to be responsible for one’s own learning
- Understanding that it is essential for human beings to work together
- Ability to be involved in complex thinking and problem solving
- Ability to recognize and produce quality performances and products

### Content Standards and Benchmarks:

#### Social Studies:

- *Culture:* Students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior
- *Time, Continuity, and Change:* Students expand their understanding and appreciate differences in historical perspectives, recognizing that

interpretations are influenced by individual experiences, societal values, and cultural traditions

- *People, Places, and Environments:* Students relate their personal experiences to happenings in other environmental contexts, and use data and apply skills in analyzing human behavior in relation to its physical and cultural environment
- *Individual Development and Identify:* Students examines oneself in relation to others in society and culture
- *Individuals, Groups, and Institutions:* Students examine ways in which institutions change over time, promote social conformity, and influence culture
- *Science, Technology, and Society:* Students explore the complex relationships among technology, human values, and behavior
- *Civic Ideals and Practices:* Students expand their ability to analyze and evaluate the relationships between ideals and practice

### Language Arts: Reading and Literature

- *Comprehension Processes:* Students use strategies within the reading processes to construct meaning
  - Infer ideas from text
  - Modify initial interpretations in light of new information and prior experience
- *Response:* Students respond to texts from a range of stances: initial understanding, personal, interpretive, critical
  - State the important ideas and interpret author’s message, theme, or generalization
  - Compare own ideas with ideas in text, and analyze similarities and differences
  - Demonstrate a critical response by representing text in another form, genre, or medium

# A Century of Challenge and Change: The Filipino American Story

---

- *Diversity*: Interact thoughtfully with texts that represent diversity in language, perspective, and/or culture
  - Interact thoughtfully with each other about texts that represent diverse perspectives

## Language Arts: Writing

- *Range*: Students write using various forms to communicate for a variety of purposes and audiences
  - Write to create understanding of ideas and information for self
  - Write to communicate information, express opinions, and influence others

## Language Arts: Oral Communication

- *Convention and Skills*: Students apply knowledge of verbal and nonverbal language to communicate effectively
  - Apply knowledge of verbal and nonverbal language to create and interpret messages

## Science: Domain I: How humans think while understanding the natural world

- *Habits of the Mind*: Students apply the values, attitudes, and commitments characteristic of an inquiring mind

## Science: Domain II: What we know today about the world

- *Understanding Ourselves and the World Around Us*: Students explain what influences learning and human behavior

## Fine Arts: Drama

- Students understand and apply artistic collaboration in drama
- Collaborate in groups to plan and improvise scenes, demonstrating social and interpersonal skills

- Students understand and apply the skills of acting
- Assume roles in drama activities

## Fine Arts: Visual Arts

- Students understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, and opinions
- Students identify, understand, and apply multiple combinations of elements and principles of art using the language of the visual arts
- Students exhibit visual understanding in their evaluation and use of visual symbols

## “Small Kid Time”:

## Generalizations and Essential Questions

**Concept:** Perspectives

## Ethnic/Cultural Perspectives

Hawaii’s “Plantation Culture,” which includes the Hawaiian culture and cultures from immigrants of China, Japan, Philippines, Korea, and Portugal, were major influences in the workforce of Hawaii’s Sugar and Pineapple Plantation Industries in the early 1900’s, as well as, in the livelihood of the people living in Hawaii during this time.

## Generalizations

- Each culture is unique in traditions and customs
- People in a community depend on each other for survival and to accomplish common goals
- When people interact, they are able to share ideas, learn, change, and grow
- “You get out of a place what you put into it” – Yasushi “Scotch” Kurisu
- Invention grows from necessity and imagination

# A Century of Challenge and Change: The Filipino American Story

---

## Essential Questions

- What was early plantation life like?
  - What are the contributions/traditions of the different cultural/ethnic groups found in Hawaii?
  - How did/can people of different ethnic groups/backgrounds get along harmoniously?
  - What were some of the negative aspects of Hawaii's Plantation workforce?
  - What were some of the stereotypes that developed from the Plantation time period?
  - What qualities make for a successful community?
  - Why is it important to learn about our ancestors and where they came from?
  - What values can we learn from people of past generations? People of the early plantation days?
  - How can we apply what we've learned from the people of early plantation life in our own lives today?
  - How can we preserve our "local" lifestyle?
  - How does time affect cultural traditions and values?
  - What determines the continuation of these cultural/family traditions and values?
- b. Where did these ideas come from?
  - c. How do these ideas connect together?
3. Have students share questions with their parents/grandparents/family members, and take notes of their discussion in their "Journey Through the World" Journal. Students will share what they learned during their "talk story" time with their family on the next class day.

## Day 2

1. Begin with having the students share their family discussion with a friend, and after, allow for any thoughts about how their family discussions compared with each others in a class discussion
2. Share in a gallery walk format photographs of people during the early plantation era, working, playing, eating, living
3. Have students take a gallery walk through the collection of photographs and have students collect in their journal:
  - a. What can you observe?
    - people, plants, animals
    - colors, patterns, artifacts, clothing
    - actions, activities
  - b. What sounds can you hear?
    - transportation – trains, railroad tracks, bicycles, running, jeeps, cars
    - labor – working in the fields, machinery
    - leisure - musical instruments, games
    - language – everyday talk, songs
  - c. What can you smell and taste?
    - traditional recipes
    - local produce
  - d. What textures can you feel?
    - artifacts, tools, implements, fabric, clothing
    - game, singing, dancing, cooking, arts and craft demonstrations
  - e. What does picturing yourself inside this time and place feel like?
    - emotions

## Building Background: "Bento," "Shaka," "Pidgin"

### Day 1

1. Ask:
  - a. What is meant by "living local"?
  - b. Where did this term originate and by whom?
2. Ask:
  - a. What are some other terms or ideas that we can relate to as "local"?
    - mixed plate, plate lunch, bento
    - shaka
    - pidgin
    - rubber slippers

## A Century of Challenge and Change: The Filipino American Story

---

4. Bring class together to share their collection of observations and reflections, and create a class chart
5. Share that these pictures represent a time of people/children of the plantation life and labor in Hawaii in the 1900's

### Day 3

1. Using the collection of observations from the gallery walk, discuss and collect responses:
  - a. What is "Plantation"?
  - b. Who were the people living and working on this plantation?
  - c. How and why did they come over?
  - d. What did they do at home and at work?
2. In small groups, have students discuss how they could organize the photographs in some logical order and have them explain their thinking behind it
  - a. chronological order
  - b. ethnic groups
  - c. age groups
  - d. groups by activities
  - e. progression of technology
3. Remind students that we will be revisiting our thinking about what is "plantation" and "plantation life," as we continue to learn more about this era in Hawaii.

### Deepening the Understanding: Bringing "Home" to Hawaii

#### Day 4

1. Place some artifacts from each of the ethnic groups who came to Hawaii in the early 1900's in "Learning Stations." Some examples can include the following:
  - a. Hawaiian: tapa cloths, working tools (opihi shells, etc.),
  - b. Japanese: kagami mochi with tangerine, tatami mats, sakura cards, kadomatsu

- (gates of pine), ikebana (flower arrangements), paintings, Japanese writing (hiragana, katakana, kanji), origami crane
  - c. Chinese: jade, tea set/bags, red envelope, gau, calligraphy
  - d. Philippines: parole (Christmas star), sungka (children's game), sipa (children's game), barong tagalog (men's dress clothing)
  - e. Korea: duk, cheyong (doll), yut-nori (children's game), kim chee, hanbok (traditional clothing), Korean alphabet
  - f. Portuguese: Portuguese song lyrics, bregina (guitar like instrument), churros, sweet basil, sweet bread
2. Assign small groups into Learning Stations and have students collect data on each artifact in their journal
    - a. What does it look like? What are the unique/common features you notice?
    - b. What is it made of? How was it made? Who made it?
    - c. What is it? What is it used for?
    - d. Sketch artifacts in journal
  3. Allow time for the small groups to rotate to the different learning stations
  4. Bring class together to share their data and based on the data, have class come up with a general understanding or generalization of the items observed
  5. Share the different ethnic/culturally diverse people who arrived to Hawaii by sharing the origin of each item, and in small groups, allow time for students to explore and experience these items
  6. If possible, invite grandparents, parents, or students to volunteer in sharing the origin, use for, and experiences with the items
  7. Leave these items on display throughout the rest of the unit, as the students can develop an appreciation for them over time

## A Century of Challenge and Change: The Filipino American Story

---

### Day 5-6-7

1. Tell students that soon we will be visiting the Hawaii's Plantation Village located in Waipahu, so they will begin developing a greater understanding of each cultural group by researching an assigned group and building a "Plantation Home"
2. Divide students into small groups and assign them to research the ethnic/cultural groups of Hawaii's Plantation Era, which their research should include finding information on the following:
  - a. Where did they come from?
  - b. When did they immigrate to Hawaii?
  - c. What were the characteristics of the people who immigrated (gender, education, religion, profession)?
  - d. Why did they migrate? What factors influenced their movement?
  - e. Did the group face difficulties adjusting to their new environment? What were they? Did they resolve them? How?
  - f. Did the migrants stay in Hawaii or return home? Why or why not?
3. Also, have the students research what the cultural groups brought with them from their homeland:
  - a. artifacts – tools, toys, religious amulets
  - b. clothing
  - c. language
  - d. food
  - e. arts, science
  - f. traditions and customs
4. Encourage students to bring in photographs, artifacts, clothing, and other items representative of their researched culture for their "Plantation Home" to share with the class

### Day 8-9

1. While small groups share research information, have the audience take notes from each presentation
  - a. Something new I learned...
  - b. Something important I learned...
  - c. Something interesting I learned...
  - d. Something insightful I learned...
2. After small groups share information, allow time for the students to reflect and collect inquiry questions to ask at the Hawaii's Plantation Village in their journal

### Day 10

1. Learning Experience Trip to Hawaii's Plantation Village:
  - a. Have students bring their journal to collect more information, as well as, to ask their questions with their tour guides/experts
  - b. Encourage students to use the digital camera to take photographs of artifacts and activities
2. After returning from the plantation trip, have students reflect on their experience

### Day 11

1. Have printed photographs of our trip to the Plantation Village posted along the walls of the classroom for the students to observe and recollect their experience of the trip
2. Gather students to share their reflections, feelings, new questions, discovered answers, new information as a result of the trip
3. Ask:
  - a. How did the trip help us to understand more about life during the plantation time?
  - b. Was there anything that surprised you?
  - c. Compare and contrast between the houses and artifacts and the different ethnic groups that existed in the village
  - d. What patterns did you notice throughout the village?

## A Century of Challenge and Change: The Filipino American Story

---

- e. What feelings did you experience at the village and why so?
4. Allow time for students to share their thoughts and connections

### Deepening the Understanding: Life and Labor in Hawaii

#### Day 12

1. Have students take out their journal and open to their last entry, where they will be given 3 minutes to circle key words and phrases that they feel best describes the home life, work life, feelings, and actions of the plantation people
2. Point out that the living areas or “camps” during the plantation period in Hawaii were organized (segregated) based on ethnicity; ethnicity was also segregated in the work fields, as well
3. Tell the students that we will be simulating how home and work life was like during the plantation period in Hawaii
4. Assign separate areas in the room for each assigned ethnic group and have them bring their items collected from their on-going research into their “Plantation Home” and work space
5. Share rules to be enforced by labor supervisors or “Lunas”
  - a. Only live and work in assigned areas
  - b. The first whistle will signal for work, second whistle for lunch or “kau kau” time, and a third whistle to signal the end of work day or “pau hana”
  - c. Everyone will have a short lunch time, where the different ethnic group can get together to eat or “kau kau” and “talk story”
6. In same groups, have students go to assigned areas and spend time with each other for home and work life, and have them share new findings and artifacts with each other
7. As the teacher in role of the “Luna,” share that the pay rates have been finalized and reveal each ethnic group’s pay rate by passing out the information in an envelope to each group
8. Allow for ethnic groups to view, and the other groups to act on their curiosity
9. Simulate a day in the life of the plantation workers using the key words and phrases to create frozen images and pantomimes of the plantation people:
  - a. home life
  - b. work life
  - c. feeling, emotions
10. Have students reflect on their “day” in our simulated “Plantation Village” in their Plantation Journal, taking on the perspective of a plantation worker
11. Allow time for the students in their respective ethnic group to share out loud:
  - a. What happened at home? At work?
  - b. What did you like or didn’t like? Why?
    - divide and rule
    - discrimination
    - inequality
  - c. How did you feel acting like a character during the plantation times?
  - d. What values do you think the plantation people needed to have in order to survive the hardships of plantation life with each other and move towards racial harmony?
    - Close family ties
    - Community, cooperate with neighbors, communication
    - Trust, respect, honesty, communication
    - Hard work
    - Appreciate land
    - Live simply
  - e. How do you think life back then and life now are similar and different?
12. In their journal, have the students create a Venn Diagram that compares and contrasts between “Plantation Life” and “Life Today”

# A Century of Challenge and Change: The Filipino American Story

---

\*"Kau Kau" time played an important role in the socialization between ethnic groups. It was a time when people were able to share their homemade foods, reflecting their ethnic backgrounds. This partaking of offerings was an act of acceptance and the beginning of the "Plantation Culture."

\*"Talking Story" is the telling of stories between immigrants, where the shared and adaptation of each other's languages created a common form of language, in which the plantation workers could communicate and understand each other through "pidgin" talk.

\*Speaking "Pidgin English" among friends in the Plantation Village was a language of warmth, intimacy, and informality.

## Deepening the Understanding: Making "Something" Out of "Nothing"

### Day 13

1. Share that in the early plantation days, the parents had to work long hours, from the early whistle to the "pau hana" whistle, and even so, money was hard to come by
2. With no specialty shops for games, electronics, or toys (and no money), the youth during the plantation days were forced to play games and make things/toys with whatever they had, with whatever was available to them at home or in their environment
3. Simulate an environment with materials that would have been available to kids during the plantation days and pose: "You are bored, with no games or toys to play with. So, what do you do for fun?"
4. Have students scan area/environment and plan how they can use the materials around them to create their own means for fun, emphasizing on applying the values as kids living during the plantation times
5. After some time for creating and playing, ask:
  - a. What were some the challenges you faced as a plantation kid? Celebrations?
  - b. What skills did you have to use in order to create/invent your game/toy?
  - c. How would these skills help you to deal or cope with some of the challenges you face today?

- creativity
  - imaginative
  - resourceful
  - innovative
  - ability to communicate
  - ability to cooperate
- d. How was the life of the youth during the early plantation days similar and different with the life of the youth today?
6. Have students share inventions
  7. Pose question: "How do you think the different ethnic groups (adults and kids) were able to communicate, work, and play together?"

### Day 14

1. Reintroduce the posing question: "How do you think the different ethnic groups (adults and kids) were able to communicate, work, and play together?"
2. Collect ideas of students, and if it isn't brought up, share the terms "Pidgin" and "Talk Story"
3. Share some short stories of people who have integrated the pidgin language into their writing and have students try to figure out the meanings of the pidgin words to collect into their journal
4. After we have reviewed each pidgin word collected and all students have agreed on the meaning, tell them that we will now write "pidgin" phrases to use for our "Pidgin Pictionary" game
5. When all students have had their phrases turned into a box, divide the class into two groups and begin the game
6. After the game, have students take the time to reflect in their journal on how it feels to read and talk pidgin, and challenge them to write out their thoughts incorporating the pidgin language
7. Allow time for students to share their reflections out loud

## Applying the Learning: The Power of the Plantation People

# A Century of Challenge and Change: The Filipino American Story

---

## Week 3-4

Since our families have moved to, worked, and settled in Hawaii, many ethnic groups all share Hawaii as "Our Home." "Living local" then, has become our way of life, which is colored by the traditions and values of all our ethnic families, brought together in hopes to survive the Plantation Life. In Hawaii, people participate in many different traditions and customs as if they belonged to each of us. The Plantation Culture grew from the blending or mixing of each other's traditions and customs, and is what has made living in Hawaii truly special.

Over time, one by one, our plantation fields have shut down, and only those who lived through Hawaii's Plantation Era, hold the stories to our plantation roots and its "local" ties with Hawaii. Over time, the importance and authenticity of our Plantation Culture is being diluted, and only bits and pieces have been passed on. Today, our younger generations will never get the chance to experience first hand, the Plantation life...

1. Is it worth it to share the stories of the Plantation People?
2. How can we preserve our "local" lifestyle?
3. What can we do to ensure the continuation of our unique cultural/family traditions and values?

---

**~ Independently or in small groups,  
have the students select one of the ideas below  
to pursue ~**

### **Culminating Activity: Idea #1:**

Videotape interviews with plantation people to honor their life in Hawaii and to share lessons they wish to pass on to the future generations of Hawaii.

\*The University of Hawaii's College of Social

Smithsonian Asian Pacific American Project

Sciences welcomes educational institutions and students to take advantage of their Center of Oral History. Students will find a wealth of support in the interview process and in developing the final product of their oral history report:

"Guidelines for Oral History Interviews: The History Channel."

<http://www.historychannel.com/classroom/oralhistguidelines.pdf>

University of Hawaii: College of Social Sciences:  
Center of Oral History.

<http://www.oralhistory.hawaii.edu/>

### **Culminating Activity: Idea #2:**

Create and publish a class book on the people, places, ideas, and things we can collect from our on-going research (what do we want to know, learn, share) from the plantation days and present/distribute to community.

Collect plantation ideas for playing/toys/games to publish and share book with other classes/community.

### **Culminating Activity: Idea #3:**

Providing materials available during the plantation days, have students create/invent games/toys to put into our "Small Kid Time" Game/Toy Box. The students can share their creations with other students in the school or invite people of the plantation times to come and learn from us what values we've learned from them through the creations we've made, encouraging students to apply values practiced by people of this time.

Consider applying for a patent for games/toys invented.

### **Culminating Activity #4:**

Filipino American Curriculum Project, 2006

# A Century of Challenge and Change: The Filipino American Story

---

Find plantation (Grandma, Grandpa) pen-pals to write letters to each other to share and “talk story” or invite them to talk story with kids in the school.

## Resources & References

### Print:

1. “Small Group Research.” (pdf form)
2. “Independent Investigations.” (pdf form)
3. Hawaii Hiroshima Heritage Study Group. Fun and Games: Small Kid Time in Hawaii
4. Waipahu Centennial Committee. Waipahu: Its People and Heritage
5. Chinen, Karleen, Arnold T. Hiura. From Bento to Mixed Plate
6. Chock, Eric, and James Harstad, et al. Growing Up Local
7. Clarke, Joan. Family Traditions in Hawaii
8. Halagao, Patricia Espiritu and Timoteo Cordova (2001). Pinoy Teach
9. Kiehm, Eve Begley. Plantation Child and Other Stories
10. Kurisu, Yasushi “Scotch”. Sugar Town: Hawaii Plantation Days Remembered
11. Takaki, Ronald. Pau Hana: Plantation Life and Labor in Hawaii

### Online:

1. “The Lasting Legacy: The SAKADA.”  
<http://www.k12.hi.us/~grojo218/portfolio-gerald.html>

2. Nagtalon-Miller, Ph.D. (1997). “Plantation Legacy In Hawaii: Filipino-American Culture In Hawaii.”

<http://members.tripod.com/philippines/haw2.htm>

3. Magaoay, Michael. (2006). “Way of Life Dies with Plantation.”  
<http://the.honoluluadvertiser.com/article/2006/Feb/05/op/FP602050308.html>
4. “Guidelines for Oral History Interviews: The History Channel.”  
<http://www.historychannel.com/classroom/orahistguidelines.pdf>
5. “NASAexplores: Invention Convention: Teacher Sheets”  
[http://www.nasaexplorers.com/show\\_58\\_teacher\\_st.php?id=040126150341](http://www.nasaexplorers.com/show_58_teacher_st.php?id=040126150341)
6. “NASAexplores: Invention Convention: Student Sheets.”  
[http://www.nasaexplorers.com/show\\_58\\_student\\_st.php?id=040126150341](http://www.nasaexplorers.com/show_58_student_st.php?id=040126150341)

### Places:

1. Hawaii’s Plantation Village.  
[www.hawaiiplantationvillage.org](http://www.hawaiiplantationvillage.org)  
(808) 677.0110
2. The Filipino Community Center, Inc. Waipahu, Hawaii.  
<http://www.filcom.org/index.shtml>  
(808) 847.6401
3. The Honolulu Academy of Arts: The Lending Collection. Honolulu, Hawaii.  
[www.honoluluacademy.org](http://www.honoluluacademy.org)  
(808) 532.8736

## A Century of Challenge and Change: The Filipino American Story

---

\*The Collection is open to educational institutions and non-profit organizations only; not open to the general public.

4. University of Hawaii: College of Social Sciences: Center of Oral History. Honolulu, Hawaii. <http://www.oralhistory.hawaii.edu/>

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 3: Brown Amerika Unit on World War II: Untold Stories

Developed by Patricia Espiritu Halagao

---

**Curriculum Areas:** Social Studies: U.S. History, Language Arts

### **Purpose/Essential Question:**

How did WW2 impact the status and lives of ethnic minorities in the United States?

**Grade Level:** 8<sup>th</sup> Grade

### **Resources:**

1. "An Untold Triumph" Documentary Directed by Noel Izon and Written by Noel Izon & Stephanie Castillo (2002)
2. [Pinoy Teach](#), Ch 6,7,&8
3. [Filipino Americans: Forgotten Asian Americans](#)
4. [Takaki, R. \(2001\). Double Victory: A Multicultural History of WW2](#)

**Time:** 3-4 weeks

### **General Learner Outcomes:**

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products

### **Content Standards and Benchmarks:**

#### **Social Studies:**

*History: Change, Continuity, Causality:* Students employ chronology to understand change and/or continuity and cause and/or effect in history.

- Analyze cause-and-effect relationships and multiple causation of change.
- Explain how change occurs at varying rates during different time periods and in different regions of the world.

*History: Historical Empathy:* Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision making.

- Apply knowledge of historical periods to assess present-day issues and decision making.

*History: Historical Inquiry:* Students use tools and methods of historians to transform learning from memorizing historical data to "doing history."

- Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the sources.
- Use appropriate evidence gathered from historical research in written, oral, visual, or dramatic presentations.

*History: Historical Perspectives and Interpretations:* Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.

- Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.

*Geography: Human Systems:* Students analyze how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.

- Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflict.

#### **Language Arts:**

*Reading and Literature - Range:* Read a range of literary and informative texts for a variety of purposes.

# A Century of Challenge and Change: The Filipino American Story

---

- Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).
- Read to research an issue, theme, or thesis using technological and traditional informational sources.

*Writing - Range:* Write using various forms to communicate for a variety of purposes and audiences.

- Write a variety of responses to reflect on learning.

*Oral Communication - Range:* Students will communicate orally using various forms – interpersonal, group, and public – for a variety of purposes and situations.

- Take and defend a position in a debate to consider an issue from differing perspectives.
- Participate in informal and formal groups (e.g., forum, symposium, parliamentary procedure) for a variety of purposes.

## **Technology:**

*Educational Technology:* Students will use internet to research information.

## **Generalizations:**

- Immigrants move to a new place for a better life.
- Immigrants face prejudice, discrimination.
- Ethnic minorities experienced unfair treatment.

## **Essential Questions:**

- Why do people move to a new place?
- What was it like being an immigrant?
- Why does anyone want to be an American citizen?
- Why did the military segregate ethnic groups?
- What ethnic groups fought in segregated battalions during World War 2?
- What was the effect of ethnic groups fighting in WW2?

- How did WW2 change the relationships between countries and people around the world? In the United States? Hawaii?

## **Building the Background**

### **Day 1**

#### **Starter Activity: Simulation of War**

1. Begin by assessing and listing student interests and questions:
  - a. What do students know about WW2?
  - b. What do they want to know?
2. Show headline of newspaper of the bombing of Pearl Harbor.
3. Read a primary source document about the United State's call for joining the army.
4. Ask students how they would feel if they learned that their place was bombed. How many would want to join the war?
5. Tell them that they are not allowed to join the war because of the racist military policy. What do they do now?
6. Allow students to brainstorm ideas of what to do.
7. After brainstorming, share primary source documents that decree the creation of segregated battalions – Filipino, Japanese, African American, and Navajo.
8. Have students divide up into these different groups to research the separate but similar experiences of each group.

### **Day 2**

#### **Explanation of Culminating Activity: WW2 Multimedia Oral History Project**

1. Tell the students that the men of WW2 are beginning to pass away without their stories being told and that the need to document their stories is pressing.
2. Ask:
  - a. Do you think it is important that their stories are told?

# A Century of Challenge and Change: The Filipino American Story

---

- b. What were some of the “untold triumphs” of the men of Regiments and other veterans who served in World War 2.

## Day 3

### Concept: Immigration

1. Ask:
  - a. What is immigration?
  - b. How many of you have moved to a new place?
  - c. Why did you move?
2. As a class, develop a list of interview questions to ask immigrants:
  - a. Where they are from and the context of their homeland
  - b. Why they moved to the United States
  - c. Why and how they became a U.S. citizen
  - d. Experiences in the U.S., issues:
    - discrimination
    - civil rights
    - memories
  - e. Have immigrants create a timeline of their life with key events.
3. Tell the students that this interview will prepare them to interview WW2 veterans.
4. Discuss the difference between voluntary/ involuntary immigrants (Involuntary immigrants are slaves).
5. Expose students to the notion of being indigenous compared to being immigrants.

## Day 4

### Concepts: Prejudice, Discrimination, Racism

1. Define terms.
2. Have students think of personal experiences with these concepts.
3. Have students complete their interview questions adding questions around prejudice, discrimination, and racism.

## Day 5

### Reporting of Immigration Results

1. Have the students document immigrants on a map.
2. Next, have the students develop a general profile of immigrants on butcher paper, followed by a class historical timeline of the lives of immigrants.
3. Ask the students: What are big categories that we need to know when looking at the experiences of immigrants?

## Day 6

1. Have the students create a data retrieval chart for immigrant groups to the United States. Focus on African Americans, Japanese Americans, Filipino Americans, and Native Americans.

## Day 7

### Model the Filipino American immigrant experience

1. Have the students examine CSE Filipino American Chronology & Timeline.
2. Next, read Pinoy Teach, Ch. 6 &7.
3. Complete the “Packing Suitcase Activity.”

## Day 8

1. Allow the students to view the Filipinos: Forgotten Asian Americans photographs or watch 15 minutes of “Untold Triumph” (the section on historical context of Filipino American communities in Hawaii and California).
2. After, have the students simultaneously begin to conduct research to fill in the class data retrieval chart.

## Day 9

Continue with researching data

## Day 10

1. Have the students write a skit to present the life and experiences of their assigned immigrant group.

## Day 11

Continue to prepare/practice skit

# A Century of Challenge and Change: The Filipino American Story

---

## Day 12

### Presentation of skit to class

## Day 13

1. After the students present their skit, discuss the events leading up to U.S. involvement in WW 2.
2. Watch the "Bombing of Pearl Harbor" Video
3. Students create dialogues or scenes depicting the following incident within a family or group:
  - a. A teenage son asking permission to go to the service.
  - b. A family meeting to discuss that Father (a Japanese language teacher) will be sent to a location camp for the duration of the war because martial law is being declared.
  - c. A son asking his parent's permission to work on a defense project instead of remaining on the plantation workforce.
  - d. A group of women discussing ways to organize workforces to help prolong the strike against the "Bosses of the Plantation."
  - e. A group of multiracial students discussing "I Am American."
  - f. A teenaged veteran discussing with his family his plans to leave Hawaii.
  - g. A teenaged veteran introducing his war bride of a different racial background to his family.

## Deepening the Experience

## Day 14

### Research living survivors of WW2

### Prepare interview protocol

## Day 15

### Concept: Segregation

1. Simulate segregation in the classroom by having the students create historical signs such as:
  - a. "No Filipinos Allowed."
  - b. "Colored Drinking Fountains."
  - c. "No Japs served."

Smithsonian Asian Pacific American Project

2. Define certain areas for certain groups.
3. As the students work in different groups, remind the students that they are not allowed to interact with other groups.
4. When done, ask the different groups how did that restriction make them feel?

## Day 16

1. Discuss the Creation of Segregated Regiments.
2. Model Filipino American example then read the accompanying text.
3. Next, have the students watch the "Untold Triumph" video on the formation of the 1<sup>st</sup> & 2<sup>nd</sup> Filipino Infantry Regiments.
4. After the video, allow the students to fill out the worksheet that discusses why and how the regiments got started.

## Day 17

Research the formation of other ethnic groups.

Contact survivors - perhaps organize a panel of speakers.

## Day 18

### Concept: Contributions

1. Have the students examine present day military:
  - a. Who makes up the military?
  - b. When were people of color allowed to join?
  - c. Women?
2. Discuss the Filipino American contributions to the U.S. in World War 2. - read the accompanying text.
3. Review the "Untold Triumph" video on the formation of the 1<sup>st</sup> & 2<sup>nd</sup> Filipino Infantry Regiments, then fill out the worksheet that discusses their contributions.

## Day 19

Research contributions of other ethnic groups

Continue to fill out data retrieval chart

Filipino American Curriculum Project, 2006

# A Century of Challenge and Change: The Filipino American Story

---

Examine Ronald Takaki's "Double Victory: A Multicultural History of America in WW2"

## **Day 20**

Compare & Contrast Experiences

Formulate final interview questions and send questions to panelist to answer

## **Culminating Activity**

## **Day 21**

Panel of survivors share their experiences in WW2

Breakout and interview individual survivors

Take pictures of survivors

## **Day 22**

Create multimedia project to represent the stories of WW2 veterans

## **Day 23**

Begin WW2 Multimedia Oral History Project

## **Day 24**

Continue WW2 Multimedia Oral History Project

Day 25

Continue WW2 Multimedia Oral History Project

## **Day 26**

Continue WW2 Multimedia Oral History Project

## **Day 26**

Present Multimedia Oral History Project to World War 2 veterans, families, and school audience

## **Online**

An Untold Triumph Teaching Resources & Tools

\*Timeline & Lesson Plans

<http://www.csus.edu/aas/filipinos/viewers%20guide/>

# UNIT 4:

## KICK IT UP! MAKE HISTORY

---

Unit 4 explores the many contributions Filipino Americans have made to the fabric of American society. They have impacted all professions and pop culture. Filipino Americans have stood up for the American values of democracy, justice, and freedom. This unit challenges students to act on concepts and issues that uplift and contribute to the betterment of the larger Filipino American community.



# A Century of Challenge and Change: The Filipino American Story

---

## Unit 4: Kick it Up! Make History Lesson 1: Famous Faces of the Future

### Background

With all the famous people highlighted in magazines, commercials, advertisements, and on television, sometimes it's difficult for our youths to pick a role model to look up to, and to make thoughtful choices and decisions about their own lives for the future. However, while it may be difficult to vision themselves as "famous," through education and guidance, hard work, and perseverance, great things can happen for our youths, and they can become our great leaders of the future.

### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Individual Development and Identity:* The students explain self in relation to others in society and culture.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

### Lesson Objectives

The students will be able to:

- research notable Filipino Americans

Smithsonian Asian Pacific American Project

- use notable Filipino Americans as a motivation for working towards their own dreams
- design a poster to promote themselves as "Famous Faces" of the future
- gain a self-awareness of one's interests, skills, talents, and future goals

**Time:** 4-5 one-hour sessions

### Materials

Teacher

- poster board
- tempera paint, containers, brushes
- magazines for advertisement examples

Student

- pencil
- color tools – markers, pencils, Craypas, crayons

### Procedure

#### A. Opening: Notable Filipino Americans

1. Ask the students to write the top 10 notable people they know of in the world and what they are "notable" for.
2. Have each student read their list out loud, and write each name shared and the reason they are "notable" on the board. If the same name is repeated, make a tally mark right next to their name.
3. After, have the students look at their "Notable People" list and ask: What can we say about "why" they are notable?
  - a. type of job are similar
  - b. allowed for big changes
  - c. provides a different perspective on issues
4. Next, ask: What are the ethnicities we can recognize of these "Notable People"?
5. Have the class go down the list to write what they think their ethnicities are.
6. Then ask: What do we notice from the ethnicities of these "Notable People"?
7. Share that there are, in our American community, a great number of "notable"

Filipino American Curriculum Project, 2006

## A Century of Challenge and Change: The Filipino American Story

---

Americans doing a great number of “notable” things, and these Americans are not limited to certain ethnicities.

8. On the board, write: “Notable Filipino Americans.”
9. Have the class write a list of notable Filipino Americans that they are aware of, including what they are “notable” for.
10. Next, have the students generate another list, this time, under “Notable Filipino Americans” and why they are “notable.”
11. As it may be a short list, have the students learn about the life of “Notable Filipino Americans” through research and reading a biography about them.
12. Tell the students that they will write a summary of that person, including:
  - a. significant events or issues
  - b. quotes
  - c. characteristics, qualities, personality
13. After their research, have the students create a poster to display the information they gathered about their “Notable Filipino American” and share with the class.
14. Tell the students that they, too, can possess the skills and knowledge to be able to have a significant and positive affect on American society in the future.

### B. My Famous Face

1. Challenge the students by asking: Do you believe that it is our responsibility to use our talents, skills, and knowledge to improve on our current situation?
2. Add: If “yes,” in what ways can we positively contribute to American society? Encourage students to seek from within, their hopes in terms of playing a vital role in America’s future. Write down the students’ ideas.
3. Share quote: “Your journey is just beginning and all of the world awaits your touch.”
4. Ask the class to quietly and carefully think about how they can vision themselves as a “Famous Face” of the future:
  - a. What will you be doing?

- b. What will people read about you?
5. Allow the students to sketch what they can visualize about themselves. Then give each student a poster board to design a “marquee” of themselves. Encourage the students to allow for self-discovery and self-expression as they work on their poster:
  - a. pencil in a portrait of how they imagine themselves in the future:
    - significant facial features
    - facial expression
    - clothing
  - b. add words to describe their talents and/or contributions to American society
  - c. use different color mediums to match their skin tone and to complete a life-like poster

### C. Closing: Our Future’s Famous Faces

1. Invite the students’ families and school body (student and faculty) to watch the class proudly present their poster.
2. Challenge the students to keep courageous and be diligent as they persevere towards their future goals.
3. Display the posters on a large wall as a visual reminder of our “Future’s Famous Faces.”

### Suggested Assessment

Have the students write a letter to their future self about the top three factors that helped him/her to persevere through adversity, and the reason for his/her contribution to American society.

### Enrich/Extend

Encourage students to research other “Notable Americans” of a different ethnic background.

### Resources

Online

## A Century of Challenge and Change: The Filipino American Story

---

1. "Notable Filipino Americans."  
<http://www.filipinoamericans.net/notables.shtml>
2. "Notable Filipino Americans."  
[http://www.seattleu.edu/lemlib/web\\_archives/Filipino/biog.html](http://www.seattleu.edu/lemlib/web_archives/Filipino/biog.html)
3. "Filipino Inventors."  
<http://www.txtmania.com/trivia/inventions.php>
4. "Virtual Gallery of All Filipino Artists Around the World." <http://www.philippineartists.com/>
5. "Fil-Ams In The Spotlight."  
<http://www.epilipinas.com/spotlights.htm>
6. "Filipino Achievers in the U.S.A. and Canada."  
<http://www.bookhaus.com/achieve2.html>

## Notable Filipino Americans: Contributions to American Society

For 100 years, from 1906 to 2006, Filipino Americans have made significant contributions to American society, and contends to be an integral force in America's social, economical, political, educational, artistic, literary, scientific, medical, and entertainment communities.

Filipino Americans have made vital contributions in the progression of Science and Technology in America. Fe del Mundo, the first Asian to attend Harvard University's School of Medicine, is credited for her studies that led to the invention of the incubator and jaundice-relieving device. Diosdado Banatao, an electrical engineer, introduced the first single-chip graphical user interface accelerator, which resulted in faster working computers. This "computer chip" played a critical role in the development of the Ethernet controller chip – making the Internet possible.

Filipino Americans also reside among the notable literary writers in America. Author and poet, Carlos Bulosan, used his prolific literary abilities to become the voice of Filipinos who struggled with discrimination and racism in America, as profoundly written in his personal history, America is in the Heart. A novelist, poet, and performance artist, Jessica Hagedorn, emigrated from the Philippines at 14 years old. She gained national attention with the publication of her first novel, Dogeaters, published in 1990, earning her a nomination for the National Book Award.

A growing list of Filipino Americans can be found in the entertainment field, as well. Lou Diamond Philips starred as a 1950's teenage rock singer, Ritchie Valens, in the movie, "*La Bamba*," and narrated the "Untold Triumph," written by Stephanie Castillo and directed by Noel Izon. Lea Salonga, actress, singer, and Tony Award Winner of "Miss Saigon," is also credited for being the singing voice for Disney's animated movies "Mulan" and "Aladdin."

Filipinos Americans have also become more visible in Culture and the Arts, both in the U.S. and internationally. Manuel Rodriguez holds the title as "Father of Philippine Graphic Arts," while Jose Romero is a world-renowned acrylic-impressionistic artist.

On the rise in the sports arena, Brian Villoria, a Filipino American boxer in the light flyweight class, won the U.S. National Title in 1999. Known internationally as the "Hawaiian Punch," he was ranked No. 1 in the world in his class. Benny Agbayani was first drafted to play for the New York Mets in 1999 and was a definite crowd pleaser. He later got drafted to play for the Colorado Rockies in 2002 as a baseball outfielder.

Filipinos also have national representation when it comes to beauty. After her reign as Miss America 2001, Angela Perez Baraquio-Grey founded the "Angela Perez Baraquio Education Foundation," a non-profit organization, which promotes character education and provides scholarships and grants for teachers and students.

Filipino Americans proved to be effective union labor leaders. Philip Vera Cruz, who worked side by side with United Farm Workers Union leader, Cesar Chavez, as vice-president and highest-ranking Filipino officer, embodied the experiences of the "*Manong*" Generation. This generation comprised of a large wave of Filipino immigrants who came to the U.S. between 1910 and 1930, and experienced racial discrimination, deplorable living conditions, and oppressive labor practices. Larry Itliong, another labor activist, devoted his life to improving the lives of retired Filipino farm workers, as well as, to a wide variety of community and civic projects, many being Filipino related.

Filipino Americans also hold important positions in the medical field. Enriquez M. Ostrea is a famed Pediatrician, Neonilo Tejano, M.D. is a well-known orthopedic surgeon, while Ananias C. Diokno performs as a Urological Surgeon.

In addition, Filipinos have obtained and continue to pursue more political representation in America, with Gene Canque Liddel being the first U.S. Filipino American Mayor. Hawaii's former Governor, Benjamin Cayetano, is also the nation's first Filipino American governor. In 1979, Dolores Sibonga became the first Filipino American to pass the Washington Bar Exam and the first minority woman to serve on Seattle's City Council.

In the masses, Filipino American soldiers proudly serve in the U.S. Military. Edward Soriano was the first

Philippine-Born soldier to become a General in the U.S. Armed Forces, followed second by Antonio Taguba.

Also a Filipino American soldier, particularly in World War II, Domingo Los Banos later became the first Filipino principal and district administrator in Hawaii. A true documentarian, he continues to share the heroic efforts of the Filipino soldiers who fought to free the Philippines from the Japanese during the 1945 war. Dr. Patricia Espiritu Halagao is the co-author and executive director of "Pinoy Teach" - the only multicultural and pedagogical curriculum on Filipino Americans in America, and has been awarded for her innovative work with Filipino Americans and education.

As those who came before them, these are only a few of the Filipino Americans who have made momentous contributions to our nation. Their experiences and perspectives continue to be a driving force, helping to build a U.S. society that makes it even more possible for others to live the "American Dream."

## Resources

1. Filipino Americans.net: "Notable Filipino Americans." <http://www.filipinoamericans.net/notables.shtml>
2. Filipino American Resources: "Notable Filipino Americans." [http://www.seattleu.edu/lmlib/web\\_archives/Filipino/biog.html](http://www.seattleu.edu/lmlib/web_archives/Filipino/biog.html)
3. "Filipino Inventors." <http://www.txtmania.com/trivia/inventions.php>
4. "Carlos Bulosan Exhibit." [http://www.bulosan.org/html/bulosan\\_biography.html](http://www.bulosan.org/html/bulosan_biography.html)
5. "Jessica Hagedorn." <http://www.tribo.org/bookshop/hagedorn.html>
6. "Meet the Artist: Lou Diamond Philips." <http://www.2g.org/home/news/meettheartist/currentnews-loudiamondphilips.shtml>
7. "Lea Salonga." <http://www.leasalonga.com/>
8. "Virtual Gallery of All Filipino Artists Around the World." <http://www.philippineartists.com/>
9. "Fil-Ams In The Spotlight." <http://www.epilipinas.com/spotlights.htm>
10. "Angela Baraquio Perez Education Foundation." <http://www.apbef.org/board.html>
11. "Asian American Revolutionary Movement Ezine: Philip Vera Cruz." <http://www.aamovement.net/history/eastwind/11/veracruz.html>
12. "Filipino Achievers in the U.S.A. and Canada." <http://www.bookhaus.com/achieve2.html>
13. "Los Banos." <http://the.honoluluadvertiser.com/specials/filipino100/losbanos/>
14. "Pinoy Teach." <http://www.pinoyteach.com/Authors/index.htm>

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 4: Kick it Up! Make History Lesson 2: Comparing Filipino American History to Today

Developed by Rudy Acoba

---

### Background

#### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*People, Places, and Environments:* The students relate their personal experiences to happenings in other environmental contexts. They use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

*Power, Authority, and Governance:* The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

*Production, Distribution, and Consumption:* The students expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the fundamental economic questions.

*Science, Technology, and Society:* The students explore the complex relationships among technology, human values, and behavior.

*Global Connections:* The students examine policy alternatives that have both national and global implications.

*Civic Ideals and Practices:* The students expand their ability to analyze and evaluate the relationships between ideals and practice.

### Lesson Objectives

The students will be able to:

- compare and contrast early Filipino American experiences in America with present day Filipino Americans
- appreciate the struggles and successes of Filipino Americans in the past, so that Filipino Americans may enjoy the freedoms they have today
- contribute to improving the life of Filipino Americans today and for the future

**Time:** three 1-hour sessions

### Materials

- access to the internet for researching
- copy of the “Venn Diagram”

### Procedure

#### A. Opening: Foundations of a Society

1. Introduce the following terms:
  - a. Economic – labor for financial security
  - b. Social – living in an organized community
  - c. Cultural – heritage of a people, a way of preserving the past
  - d. Education – learning
  - e. Political – engaged in government

## A Century of Challenge and Change: The Filipino American Story

---

2. In small groups, have the students look for the above words in today's newspaper, and see how they are being used in the articles they find them in.
3. When all the groups are done, have them share a sentence using each word in relation to their article.
4. As each group shares their sentences out loud, ask the audience to share key words they heard relating to the focused terms.
5. After all have shared, revisit the class definitions and allow for them to modify and clarify their meanings.
6. Tell the students that these are significant concepts to a society. Changes in any one of them can help to improve or impede the growth of a society.
7. In their own words, have the students write what they know about society today in relation to each of these terms.

### B. Foundations of Filipinos as Americans

1. In the same groups, have the students research the individuals highlighted on this Filipino American Curriculum Project website (Unit 3 & 4) and categorize them under the concepts: Economic, Social, Cultural, Educational, or Political Influences.
2. Have the students discuss the reasons why each person is listed under a particular category, as well as, share the struggles and successes they experienced along the way.
3. Remind the students of the prejudice, racism, and discrimination the first Filipinos in America experienced.
4. Ask, "How may have these experiences affected their efforts to improving the life for other Filipino Americans? To contributing to American society?"

### C. Filipino Americans Today

1. Pose the following question: Do you know of any Filipino Americans in our society or community today that has made significant contributions in the Filipino American community or to American society?
2. Create a class list as the students share.
3. Tell the students that they will be using a Venn Diagram to compare the successes and struggles of Filipino Americans of the past to those of present day society.
4. In their research groups, assign a contemporary Filipino American for them to research on. Remind the groups to decide what societal "influence" they would best represent.
5. When the groups have collected substantial information on their person, have them create a Venn Diagram, with the first circle highlighting a Filipino American of the past, as discussed in class, and the second circle highlighting a Filipino American identified in society today.
6. Tell the students that through a Venn Diagram, they can Compare and Contrast both individuals – with contrasting experiences – struggles and successes in their individual circles, and how they are similar in the shared space where the circles overlap.
7. Challenge the students by asking: How has life for Filipino Americans changed over the years?

### Suggested Assessment

Write an essay articulating the following question: Have things changed from Filipino Americans to present day Filipino Americans? Encourage the students to use the collective information shared from the Venn Diagrams.

1. If yes, how much has it changed?
2. If no, why haven't we changed?

## A Century of Challenge and Change: The Filipino American Story

---

### **Enrich/Extend**

Challenge the students: What more can be done to improve life for Filipino Americans today and for the future? Have them research Filipino Americans who are doing just that, and ask what can they do as part of the Filipino American community?

### **Resources**

Famous Filipino Americans from Unit 3 & 4

# A Century of Challenge and Change: The Filipino American Story

---

## Unit 4: Kick It Up! Make History!

### Lesson 3: Sipa!

Developed by Rudy Acoba and adapted from the A&B Sugar Museum, Puunene, Maui

---

#### Background

SIPA is a popular game in the Philippines and it has become common on playgrounds across the United States. This lesson uses the making and playing of SIPA as a metaphor for social action and community. Students create their own and community SIPA ball to represent the knowledge they have learned from the previous lessons and from one other as a class. Students are challenged to keep the SIPA ball moving forward by sharing their acquired knowledge with others and contributing to the making of history.

#### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

*Time, Continuity, and Change:* The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*People, Places, and Environments:* The students relate their personal experiences to happenings in other environmental contexts. They use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over

time, promote social conformity, and influence culture.

*Science, Technology, and Society:* The students explore the complex relationships among technology, human values, and behavior.

*Global Connections:* The students examine policy alternatives that have both national and global implications.

*Civic Ideals and Practices:* The students expand their ability to analyze and evaluate the relationships between ideals and practice.

#### Lesson Objectives

The students will be able to:

- learn how to make a Sipa ball, and play and teach the game of Sipa
- connect the idea of Sipa to important aspects in their own life
- relate the Sipa ball to vocabulary and concepts learned throughout “The Filipino American Curriculum Project,” and connect Sipa with their plan to share their new knowledge with others

**Time:** three 1-hour sessions

#### Materials

Teacher

- strips of 1.5 by 18 inches oaktag
- clear heavy-duty tape

Student

- color tools

#### Procedure

## A Century of Challenge and Change: The Filipino American Story

---

### A. Opening: Sipa Ball of the World

1. Share the word “Sipa” with the class and ask if they can make any connections with the word.
2. Tell the class that “sipa” is a Tagalog term meaning “kick.” There are many variations to this game, but basically, the idea is to keep the *sipa sipa* ball in the air with the feet as long as possible.
3. Ask the students if there are any games that they’ve played that involved the same game concept. Assure them that the game is very similar to playing hacky sack.
4. Moreover, share that Sipa is a traditional sport of the Philippines, which dates back to the Pre-Hispanic period and is related to the game “Sepak Takraw.”
5. Tell the class that before we can “Kick It Up,” we need to make our own sipa balls – one class ball to represent our world’s diversity coming together as one (“different, but same”), and later, one each for ourselves to practice and share with our friends and families.
6. Divide the class into 6 groups and provide each group with 1 strip of 1.5 by 18 inches strip of oaktag paper.
7. Have each person in the group designate an area on one side of the strip to themselves, and with a color tool (preferably a marker or colored pencil), have them respond to the theme of: How I plan to kick up and keep up my part as a responsible citizen of the world OR What can you do to keep our cultures and history alive and be able to pass it on to our community and future generations?
8. As the first group completes their strip, have them match one edge to the other, creating a ring, and join with clear heavy-duty tape.
9. For the second strip, do the same, but interlock with the first strip, and perpendicularly fasten a “blank” section of the face with the inside face of the first ring.
10. For the third, tape one edge onto where the first two strips attach together, and weave the strip between the other strips, until it is met with the other end, and fasten.
11. Do the same to the next three until all the empty spaces are covered, creating the class’ “Sipa Ball of the World”!
12. To play a simple version of the Sipa game with the class ball, have the class stand in a circle – barefoot. The teacher can gently kick the ball in the air, and whoever catches it before it falls to the ground can begin the game by sharing their response to the theme, then gently kick the ball to another student in the circle.
13. Each time the ball is kicked to a student, the students shares what he/she has written on their part of the strip. Remind the students that, along with learning of each others’ personal “plan” to the world, the main point of the Sipa game is to keep the ball and our “plan” from falling to the ground.

### B. My Very Own Sipa

1. Tell the students that today, they will be able to create their own Sipa ball!
2. Provide each student with 6 strips of oaktag paper and have them write what the “Sipa” represents to them on each of their strips.
3. Share examples of what it may represent, in terms of what they have learned throughout their “Filipino American Curriculum Project” experiences. Encourage them to use vocabulary and concepts they have learned as it relates to what they value in their own life:
  - a. Cause and Effect → “My choices may affect others, therefore, I need to be thoughtful with them.”
  - b. Diversity → “People may look different from me, but we may also share the same dreams and ideals.”
  - c. Culture → “Sipa represents my Filipino Heritage”

## A Century of Challenge and Change: The Filipino American Story

---

- d. Perspective → “A circle has many sides, as an event or issue. It is important for me to know of the different perspectives of an issue, so that I can make an informed decision.”
4. When all students have created their own Sipa, have each of them share one way they can relate Sipa to their own life.

### C. Closing: Let’s Play Sipa!

1. Tell the students that the class will work to master the game of Sipa.
2. Share that the sport requires speed, agility and extremely good ball control. When playing alone, each kick scores one point. If a very good player can keep the ball up in the air beyond one hundred counts in one try, he/she can earn over one hundred points!
3. For practice, have the students get together in pairs. Have the partners stand facing each other at a convenient distance. One player tosses the Sipa ball and the ball is kicked back and forth until it touches the ground. The purpose of the game is to keep the Sipa ball in the air as long as possible.
4. To challenge the students, have pairs combine together into a small group and try to kick the ball to each other without letting the ball fall to the ground. As teams may last longer than others, have the “audience” encourage them to “Keep it up and kick it up! Make History!”

### Suggested Assessment

In pairs, have the students volunteer to share their concept of the Sipa to another class, demonstrate how to create their own Sipa ball, and teach them how to play the game.

### Enrich/Extend

A variation of the game includes having the students in teams of 1, 2, or 4, and playing together on a large court area. The aim of the game is to kick the ball back and forth over a net placed in the middle of the court, similar to that of volleyball or ping pong. The object of the game is to send the ball over to the opponent’s court and hope the opponent will not be able to return it, earning the team one point. The scoring is up to 21 point and is played on a best-of-three games basis.

### Resources

1. *A&B Sugar Museum*, Puunene, Maui
2. “Sipa.” <http://en.wikipedia.org/wiki/Sipa>

# APPENDICES

---

## PHILIPPINE & FILIPINO AMERICAN STUDIES RESOURCES

# A Century of Challenge and Change: The Filipino American Story

---

## Suggested Philippine Resources

### Curriculum Materials and Children's Resources

Cordova, T., & Espiritu Halagao, P. E. (2001). *Pinoy Teach: A multicultural curriculum exploring Filipino history and culture* (4th ed.). Seattle: Filipino Youth Activities, Inc. ([www.pinoyteach.com](http://www.pinoyteach.com))

Halagao, P. E., & Cordova, T. (2005). *Pinoy Teach Activity Booklet*. 2<sup>nd</sup> Edition. Seattle: Filipino Youth Activities, Inc. ([www.pinoyteach.com](http://www.pinoyteach.com))

Halagao, P. E., & Cordova, T. (2002). *Teacher Manual for Pinoy Teach: A multicultural curriculum exploring Filipino history and culture* (4th ed.). Seattle: Filipino Youth Activities, Inc. ([www.pinoyteach.com](http://www.pinoyteach.com))

Lucas, A. (Ed.) (1995) *Mga Kuwentong Bayan: Folkstories from the Philippines*. San Francisco: San Francisco Study Center.

Mendoz, L. (1999). *Philippines: Festivals of the World*. Gareth Stevens Publishing.

Solis, M. M. (1995). *A Barangay Activity Book: Pilipinas A to Z*. Salinas: SRMNK Publishers.

Wei, D., Pinguel, B., Hattori, A., & Kamel, R. (Eds.). (1998). *Resistance in Paradise: Rethinking 100 Years of U.S. Involvement in the Caribbean and the Pacific*: American Friends Service Committee.

# A Century of Challenge and Change: The Filipino American Story

---

## Philippine History & Culture

Agoncillo, T. (1990). *History of the Filipino People* (8th ed.). Quezon City: Garotech Publishing.

Constantino, R. (1975). *A history of the Philippines: From Spanish colonization to the second world war*. New York: Monthly Review Press.

Cruz, E. B., & Baluyut, P. R. S. (Eds.). (1998). *Confrontations, Crossings, and Convergence: Photographs of the Philippines and the United States 1898-1998*. Los Angeles: UCLA Asian American Studies Center and the UCLA Southeast Asia Program.

Delmendo, S. (2004). *The Star-Entangled Banner: One Hundred Years of America in the Philippines*. New Brunswick: Rutgers University Press.

Ignacio, A, de la Cruz, E., Emmanuel, J. & Toribio, H. (2004). *The forbidden book: the Philippine-American war in political cartoons*. San Francisco: T'Boli Publishing and Distribution.

Ileto, R. (1979). *Pasyon and Revolution*. Quezon City: Ateneo de Manila Press.

Karnow, S. (1989). *In our image*. New York: Ballantine.

Custodio, T. (1998). (Project Director). *Kasaysaysan: The story of the Filipino people*. Volumes 1-10, New York: Asia Publishing Limited (Reader's Digest)

San Juan, Jr. E. (1996). *The Philippine Temptation: Dialectics of Philippine: U.S. Literary Relations*. Temple Press.

## A Century of Challenge and Change: The Filipino American Story

---

Scott, W. H. (1994). *Barangay: 16th Century Philippine Culture & Society*. Manila: Ateneo University Press.

Shaw, A. & Francia, L. (Eds). (2002) *Vestiges of War: The Philippine-American War and the Aftermath of an Imperial Dream 1899-1999*, New York: NYU Press.

### **Decolonization and Ethnic Identity**

Constantino, R. (1982). *The miseducation of the Filipino*. Quezon City: Foundation for Nationalist Studies.

Fujita-Rony, D. (2003). *American Workers, Colonial Power: Philippine Seattle and the Transpacific West, 1919-1941*, Berkeley: University of California Press.

Strobel, L. M. (2001). *Coming full circle: The process of decolonization among Post-1965 Filipino Americans*. Quezon City: Giraffe.

### **Philippine Literature**

Francia, L. (2001). *Eye of the fish: A personal archipelago*. New York: Kaya Press.

Holthe, T. U. (2002). *When the elephants dance*. New York: Crown Publishers.

Ordonez, V. M. (2002). *With Hearts Aflame*. Manila: Anvil Publishing.

Rizal, J. *Noli Me Tangere* (reprint 1996). translated by Ma. Soledad Lacson-Locsin. Makati City: Bookmark, Inc.: Ateneo de Manila University

## A Century of Challenge and Change: The Filipino American Story

---

. Rizal, J. *El Filibusterismo* (reprint 1997) translated by Ma. Soledad Lacson-Locsin.  
Makati City: Bookmark, Inc.: Ateneo de Manila University.

# A Century of Challenge and Change: The Filipino American Story

---

## Suggested Filipino American Resources

### Curriculum Materials and Children's Resources

Brainard, C. (Ed). (2003). *Growing up Filipino: Stories for young adults*. Santa Monica: PALH.

Cordova, T., & Espiritu Halagao, P. E. (2001). *Pinoy Teach: A multicultural curriculum exploring Filipino history and culture* (4th ed.). Seattle: Filipino Youth Activities, Inc. ([www.pinoyteach.com](http://www.pinoyteach.com))

Halagao, P. E., & Cordova, T. (2005). *Pinoy Teach Activity Booklet*. 2<sup>nd</sup> Edition. Seattle: Filipino Youth Activities, Inc. ([www.pinoyteach.com](http://www.pinoyteach.com))

Halagao, P. E., & Cordova, T. (2002). *Teacher Manual for Pinoy Teach: A multicultural curriculum exploring Filipino history and culture* (4th ed.). Seattle: Filipino Youth Activities, Inc. ([www.pinoyteach.com](http://www.pinoyteach.com))

Wei, D., Pinguel, B., Hattori, A., & Kamel, R. (Eds.). (1998). *Resistance in Paradise: Rethinking 100 Years of U.S. Involvement in the Caribbean and the Pacific*: American Friends Service Committee.

Robles, A. (2003). *Lakas and the Manilatown Fish*. CA: Children's Books Press

Robles, A. (2006). *Lakas and the Makibaka Hotel*. CA: Children's Books Press

Tintiangco-Cubales, A. (2006). *Pin@y Educational Partnerships: A Filipina/o American Studies*. San Francisco: Phoenix Publishing House International.

## A Century of Challenge and Change: The Filipino American Story

---

### Filipino American History, Culture & Identity

Agbayani-Siewert, P. & Revilla, L. (1995). Filipino Americans. In Pyong Gap Min (Ed.) Asian Americans: Contemporary Trends and Issues, (pp. 134-168), Thousand Oaks: Sage.

Bonus, R. (2000). *Locating Filipino Americans: Ethnicity and the Cultural Politics of Space*. Temple University Press.

Churchill, T. (1995). *Triumph over Marcos: a Story based on the lives of Gene Viernes & Silme Domingo, Filipino American cannery union organizers, their assassination, and the trial that followed*. Seattle: Open Hand Publishing.

Cordova, F. (1983). *Filipinos: Forgotten Asian Americans*. Dubuque, IA: Kendall/ Hunt.

Guevarra, R. (2003). *Burritos and Bagoong: Mixipinos and Multiethnic identity in San Diego, CA*. In Guevarra, R, Coronado, M. Moniz, J. & Szantao, L. (Eds). Crossing Lines: Race and Mixed Race Across the Geohistorical Divide. Santa Barbara: UC Santa Barbara Multiethnic Student Outreach.

Espina, M. (1988). *Filipinos in Louisiana*. New Orleans: A.F. Laborde and Sons.

Espiritu, A. (2005). *Five Faces Of Exile: The Nation And Filipino American Intellectuals*. Stanford University Press

Espiritu, Yen Le. (1995). *Filipino American Lives*. Philadelphia: Temple University.

Espiritu, Yen Le (2003). *Home Bound: Filipino American Lives Across Cultures, Communities and Countries*. University of California Press.

## A Century of Challenge and Change: The Filipino American Story

---

Ignacio, E. (2005). *Building Diaspora: Filipino Community Formation on the Internet*. Rutgers University Press.

Manalansan, M. (2003). *Global Divas: Filipino Gay Men in the Diaspora*. Duke University Press.

Okamura, J. (1998). *Imagining the Filipino American Diaspora: Transnational Relations, Identities, and Communities*. Garland.

San Juan, E. (1994). Configuring the Filipino diaspora in the United States. *Diaspora*, 3(2), 117-133.

Stoeff, R. (1994). *In the Heart of Filipino America: Immigrants from the Pacific Isles*. New York: Chelsea .

Gonzalves, T. (1998). When the walls speak a nation: Contemporary murals and the narration of Filipina/Filipino. *Journal of Asian American Studies*, 31-63.

Posadas, B. (1999). *The Filipino Americans*. Westport: Greenwood.

Root, M. (1997). *Filipino Americans: Transformation and identity*. Thousand Oaks: Sage Publications.

Takaki Ronald (1989). *Strangers from a different shore: A history of Asian Americans*. Boston: Little Brown and Company.

Tiongson, A., Gutierrez, R. & Gutierrez, E. (Eds.) (2006), *Positively No Filipinos Allowed: Building Communities and Discourse*. Temple University Press.

## A Century of Challenge and Change: The Filipino American Story

---

Vallangca, R. V. (1977). *Pinoy: The First Wave, 1898-1941*. San Francisco: Strawberry Hill Press.

Vallangca, C. C. (1987). *The Second Wave: Pinay, Pinoy*. San Francisco: Strawberry Hills Press

Yusan, A & Gamalinda E. (Eds). (1999). *Fil-Am: The Filipino American Experience*, Manila: Publico, Inc.

### Filipino American History Documentaries

*Ancestors in the Americas*, Berkeley, Ca: Center for Educational Telecommunications, 2 videos

*Bontoc Eulogy* (1995) New York:, Cinema Guild, 1995.

Castillo, S., & Izon, N. M. (2002). *An Untold Triumph: The Story of the 1st and 2nd Filipino Infantry Regiments, U.S. Army*. In N. M. Izon (Ed.). Hyattsville.

*Dollar a Day, Ten Cents a Dance*. (1995). San Francisco, CA: NAATA, 1995

Filipino American National Historical Society. (1994). *Filipino Americans: Discovering their Past for the Future*. Seattle: National Video Profiles, Inc and JF Wehman & Associates/ MoonRae Production.

### Oral History

Raymundo, R. (Ed.) (2003). *Tomorrow's Memoirs A Diary, 1924-1928 of Angeles Monrayo*. Honolulu: UH Press.

## A Century of Challenge and Change: The Filipino American Story

---

Filipino American National Historical Society Hampton Roads Chapter (2004). *In our Auntie's Words: The Filipino Spirit of Hampton Roads*. San Francisco: T'Boli Publishing & Distributor.

Cordova, J.M. & Canillo, A.S. (Eds). (2000). *Voices: A Filipino American Oral History*. Stockton: Filipino Oral History Project.

### **Filipino American Literature**

Bacho, P. (1991). *Cebu*. Seattle: University of Washington Press.

Bulosan, Carlos (1996). *America is in the heart*. Seattle: University of Washington Press.

Francia L. H. & Gamalinda, E. (1996). *Flippin' Filipinos on America*. New York: Asian American Writers' Workshop

Guillermo, E. (1999). *Amok: Essays from an Asian American Perspective*. San Francisco: Asian Week Books.

Roley, Brian (2001). *American Son*. New York: WW Norton & Company.

Hagedorn, J. (1990). *Dogeaters*. Toronto: Penguin Books.

Santos, B. (1955, reprint 1979). *Scent of Apples*. Seattle: University of Washington Press.

Zamora, R. (1995) *Rolling the R's*. New York: Kaya Press

# A Century of Challenge and Change: The Filipino American Story

---

## Filipino American Women

Brainard, Cecilia (1989). *Philippine Women in America*. San Francisco: Cellar Book Shop.

Villaneuva, M & Cerenio, V. (Eds). (2003). *Going home to a landscape: Writings by Filipinas*. Corvallis: Calyx Books.

Choy, C. (2003). *Empire of Care: Nursing and Migration in Filipino American History*. Duke University Press, 2003.

de Jesus, M. (2005). *Pinay Power: Peminist Critical Theory* (New York: Routledge, 2005).

Parreñas, R (2001). *Servants of Globalization: Women, Migration and Domestic Work* Stanford: Stanford University Press.

***For a more complete listing of suggested reading on Filipina American Women, please see:***

Filipino American National Historical Society Hampton Roads Chapter (2004). *In our Auntie's Words: The Filipino Spirit of Hampton Roads (2004)*. San Francisco: T'Boli Publishing & Distributor.

## Filipinos in Hawaii

Alcantara, R. (1981). *Sakada: Filipino Adaptation in Hawaii*. Washington: University Press of America.

## A Century of Challenge and Change: The Filipino American Story

---

Felipe, V. M. (2002). *Hawaii: A Pilipino Dream*. Honolulu: Mutual Publishing.

Okamura, J. (Ed.). (1996). *Social Process in Hawaii: Filipino American History, Identity & Community in Hawaii* (Vol. 37). Honolulu: Department of Sociology, UH.

Okamura, J. & Labrador, R. (Ed.). (1996). *Pagdiriwang 1996: Legacy and Vision of Hawaii's Filipino Americans*. Honolulu: Student Equity, Excellence & Diversity and Center for Southeast Asian Studies.

Ponce, D. E. (1980). The Filipinos. In J. F. McDermott. et. al. (Ed.), Peoples and cultures of Hawaii: A psychocultural profile. Honolulu: University of Hawaii.

Revilla, L. (1996). *Filipino Americans: Issues for Identity in Hawaii*. In J. Okamura & R.N. Labrador (Ed.), Pagdiriwang 1996: Legacy and vision of Hawaii's Filipino Americans (pp. 27-30). Honolulu: Student Equity, Excellence & Diversity and Center for Southeast Asian Studies.

Teodoro, L. V. (Ed.). (1991). *Out of this struggle: the Filipinos in Hawaii*. University of Hawaii Press.

Tria-Kerkvliet, M. (2003). *Unbending Cane: Pablo Manlapit - Filipino Labor Leader in Hawaii*. Honolulu: UH Press.

### **Filipino Americans & Education**

Adams, G. Y. & Ogilvie, A. (2003). *Working with Filipino American students: A handbook for k-12 teachers, counselors, and all educators*. Bellevue: Paperworks Press.

## A Century of Challenge and Change: The Filipino American Story

---

Chattergy, V. Ongteco, B. (1991). Educational Needs of Filipino Immigrant Students, *Social Process in Hawaii* (Vol. 33). Honolulu: University of Hawaii at Manoa.

Cordova, F. The Legacy: Creating a knowledge base on Filipino Americans. In Pang, V.O. & Cheng, L.R. L. (Ed.), *Struggling to be Heard: The unmet needs of Asian Pacific American Children* (pp. 165-180). New York: State University of New York Press.

Cordova, J. M. (2000). The language situation of Filipina/os: Complexity and Diversity. In McKay, S. & Wong, S. (Eds). *New Immigrants in the United States*. Cambridge: Cambridge University Press.

Halagao, P.E. (2004). Holding up the mirror: The complexity of seeing your ethnic self in history. *Theory on Research and Social Education*. 32 (4), pp. 459-483.

Halagao, P.E. (2004). Teaching Filipino American students. *Multicultural Review*. 13 (1). pp 42-48.

Lee-Chua, Q. N. (2001). Mathematics in tribal Philippines and other societies in the South Pacific. *Mathematics Teacher*, 94(1), 50-55.

Libarios, N. (2002). The Overrepresentation of Filipinos in the University of Hawai'i Community College System: Filipinos and Social Constructivism. In E. Tamura & V. Chattergy & R. Endo (Eds.), Asian and Pacific Islander American Education: Social, Cultural, and Historical Contexts (pp. 133-148). South El Monte: Pacific Asia Press.

## A Century of Challenge and Change: The Filipino American Story

---

Litton, E. (1999). Learning in America: The Filipino-American Sociocultural Perspective. In Park, C.(Eds.), *Asian American Education: Prospects and Challenges* (pp. 131-153). Connecticut: Bergin & Garvey.

Park, C. C. (1997). Learning style preferences of Asian American (Chinese, Filipino, Korean, and Vietnamese) students in secondary schools. *Equity and Excellence in Education*, 30(2), 68-77.

### **National Magazines and Journals**

*Filipino American National Historical Society Journal*. Seattle:Washington: Filipino American National Historical Society (FANHS)

*Filipinas Magazine*. San Francisco, CA.