



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Theses

CGSTER

January 2023

Using Reading Like a Historian Method in Teaching Rizal Course Among Foreign Students

Robert Manjares Nova

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Nova, R. M., & Culminas, M. V. C. (2023)
Using Reading Like a Historian Method in Teaching Rizal Course Among Foreign Students
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/1496

**USING READING LIKE A HISTORIAN METHOD IN
TEACHING RIZAL COURSE AMONG FOREIGN STUDENTS**

A Thesis Paper Presented to the
Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Education
with Specialization in Teaching History

ROBERT MANJARES NOVA

January 2023

APPROVAL SHEET

This thesis entitled “**USING READING LIKE A HISTORIAN METHOD IN TEACHING RIZAL COURSE AMONG FOREIGN STUDENTS**” prepared and submitted by **ROBERT M. NOVA** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Teaching History**, is hereby recommended for approval and acceptance.

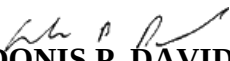


PROF. MARIA VICTORIA CULMINAS COLIS
Adviser

Approved in partial fulfillment of the requirements for the degree **Master of Arts in Education with Specialization in Teaching History** by the Oral Examination Committee.



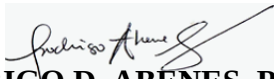
ARLYNE C. MARASIGAN, Ph.D.
Chairperson



ADONIS P. DAVID, Ph.D
Member



INERO V. ANCHO, Ph.D.
Member



RODRIGO D. ABENES, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree **Master of Arts in Education with Specialization in Teaching History**.

January 11, 2023
Date



MARILYN U. BALAGTAS, Ph.D.
Dean
College of Graduate Studies and
Teacher Education Research

ACKNOWLEDGMENTS

First and foremost, praises and thanks to Almighty God, for His showers of blessings throughout this journey for the completion of this research;

I would like to express my deepest and sincerest gratitude to my research adviser, **Prof. Maria Victoria Colminas Colis** for her untiring support, sharing her expertise, valuable assistance and technical insights for the realization of this study. Her time spent in reviewing and checking the manuscript is appreciated wholeheartedly;

To **Dr. Agnes D. Francisco**, English critic for the support and patience in editing the manuscript;

To my panelists, namely: **Dr. Ireneo Ancho**, **Dr. Adonis David** and **Dr. Rodrigo Abenes** for the comments, suggestions and recommendations for the improvement of the study from colloquium defense to my final defense;

To my immediate supervisor, the chair of the Department of Social Sciences, **Prof. Armie Grace B. Desigaño**, for signing the letters, for the support, and for allowing three of my colleagues to be the process observers of the study;

To **Dr. Bettina Joyce P. Ilagan**, dean, College of Arts and Sciences, Cavite State University, Main Campus, for the support, for signing the letters, for giving me permission to go to my graduate school when necessary and for the conduct of the study in the college;

To **Dr. Vicente Villan**, **Dr. Emmanuel Calairo** and **Prof. Daniel Anciano**, for authenticating all the primary documents used in the study;

To **Dr. Maria Corazon B. Sigua**, **Dr. Wesley Reyes**, and **Dr. Renato Pelorina** for validating the lesson exemplars and all the instruments used in the conduct of the study;

To **Sir Aldrin Baes, Sir Leonido Orsal** and **Sir Alfred Alcantar**, who acted as ProcessObservers of the study, for their knowledge, wisdom and patience in facilitating the try-out;

To **Sir Philip Lejano**, for his statistical expertise and technical support in improving the study;

To the **faculty and staff of the Graduate Research Office of the Philippine NormalUniversity**, for the quality service they offer to graduate students amidst the pandemic;

To the **participants** of the study for the time, active participation, and cooperation in theof the study;

To **my mother, my wife** and **my children**, for the support and encouragement allthroughout this journey;

To **everyone** who made this study successful and unforgettable, this humble piece of workis whole-heartedly dedicated to you.

TABLE OF CONTENTS

Title Page	i
Approval Sheet.....	ii
Acknowledgments.....	iii
Table of Contents.....	v
List of Tables	viii
List of Figures	ix
List of Appendices	x
ABSTRACT.....	xi
 Chapter 1: THE PROBLEM AND LITERATURE REVIEW	 2
1.1 Background of the Study	2
1.2 Literature Review	6
1.2.1 Learning Approaches in History Discipline	6
Constructivism in Education	6
Critical Theory	8
Critical Theory in the Classroom.....	8
Theories of Teaching and Learning History	9
1.2.2 Understanding Philippine History in the Context of Education	10
Republic Act 1425.....	10
Teaching Philippine History with Primary Sources.....	11
Teaching History for Historical Understanding.....	12
Student's Perspective in Learning History	13
1.2.3 Analyzing History	14
The Nature of Historical Knowledge	14
Primary Sources in the Social Sciences	15
Primary Source analysis.....	18
Critical Reading of Primary and Secondary Sources	19
Historical Thinking Skills.....	21
Evaluating Sources	23
Historical Inquiry, Scrutinizing Primary Sources and Interpretation	26
Historical Consciousness	28

Reading Like A Historian Method	29
1.2.4 Diversity of Culture	31
Benefits of Studying and Understanding Other Cultures	31
Etic and Emic Perspectives in Culture	32
Academic and Language Barriers	34
Synthesis	36
1.3 Conceptual Framework	38
1.4 Significance of the Study	43
1.5 Scope and Limitation of the Study	44
1.6 Statement of the Purpose	45
1.7 Definition of Terms	46
CHAPTER 2: METHODOLOGY	48
2.1 Research Design and Method	48
2.2 Research Locale	49
2.3 Selection Criteria and Participants	49
2.4 Instrument	50
2.5 Data Collection	51
2.6 Procedure	51
Pretesting/Decision Phase	51
Development Phase	54
Validation Phase	55
Try-out Phase	58
Ethical Considerations	59
CHAPTER 3: RESULTS AND DISCUSSION	62
3.1 Development of the Five Lesson Exemplars in Rizal Course for the Foreign Students Based on “Reading Like a Historian “Method	62
3.2 Validation of the Lesson Exemplars in Developing Historical Skills Through Primary Sources Analysis Using the “Reading Like a Historian Method”	64
3.3 Try-out of Lesson Exemplars to Foreign Students	91
3.4 Post-Tryout	94
CHAPTER 4: SUMMARY, CONCLUSION, AND RECOMMENDATIONS	95
4.1 Summary of the Study	95
4.2 Summary of Results	96

4.3 Limitations.....	97
4.4 Conclusion.....	97
4.5 Recommendations	97
REFERENCES	99
APPENDICES	103

List of Tables

1	Historical Thinking Chart Adopted from Stanford History Education Group(2012).....	257
2	Historical Thinking Skills Scoring Rubric – Secondary.....	261
3	Process Observer’s Evaluation Sheet.....	268
4	Student’s Evaluation Checklist.....	270
5	List of primary and secondary sources.....	274
6	Five Lesson Exemplars.....	63
7	Validation of Lesson Exemplars.....	64
8	Summary of Scores.....	66
8.1	Student Performance on Rizal and Propaganda Movement.....	67
8.2	Student Performance on Rizal in Dapitan.....	71
8.3	Student Performance on The Entrapment.....	73
8.4	Student Performance on The Trial of Rizal.....	75
8.5	Student Performance on The Execution of Rizal.....	77
9	Overall Student Performance.....	80
10	Sourcing Performance of Participants using RLH Method.....	81
11	Contextualization Performance of Participants using RLH Method	82
12	Corroboration Performance of Participants using RLH Method	83
13	Close Reading Performance of Participants using RLH Method	85
14	Reading Like Historian Skills.....	87
15	Process Observer Ratings on Lesson Exemplars.....	88
16	Students Evaluation on Lesson Exemplars	90

List of Figures

1	Conceptual Framework of the Study.....	43
2	Reading Like a Historian Lesson Plan Outline... ..	277
3	Research Model of the Study	60

List of Appendices

A	Request for Permission to Conduct Research to the School.....	104
B	Informed Consent Form to the Participants.....	107
C	Endorsement for Oral Defense.....	111
D	Sample Lesson Exemplars.....	113
E	Reading Like a Historian Lesson from Stanford University Education Group (2012).....	210
F	Request for Validation of Lesson Exemplars.....	238
G	Result of instrument Validation.....	242
H	Authenticity Certificate.....	248
I	Certificate of Compliance.....	250
J	Language Editor's Certificate.....	252
K	Clearance to Proceed.....	254
L	Tables.....	256
M	Reading Like a Historian Outline.....	276
N	Data Analysis.....	278
O	Request for Panelist.....	283

ABSTRACT

Name: Robert Manjares Nova

Title: USING READING LIKE A HISTORIAN METHOD IN TEACHING RIZAL COURSE AMONG FOREIGN STUDENTS

Keywords: Foreign Students, Historian, Method, Reading, Rizal, Reading Lika a Historian

Degree: Master of Arts in Education with specialization in Teaching History

Adviser: Prof. Maria Victoria Colminas Colis

The main focus of the study is to improve the historical thinking skills of the foreign students in Rizal course using Reading Like A Historian Method. The study sought to (1) develop lesson exemplars out of primary documents through Reading Like A Historian Method, (2) validate lesson exemplars and authenticated historical sources in developing historical reading skills utilizing primary source analysis through ‘Reading Like A Historian Method’ and (3) try-out and evaluate the lesson exemplars.

In this study, the participants were four (4) foreign students of Cavite State University, Indang, Cavite enrolled in Rizal course for the Second Semester of Academic Year 2020 – 2021 and have been residing in the Philippines for two or more years. Additionally, the participants were deemed less familiar with Rizal as Philippine National Hero, knowing only little of his life and accomplishments when they took up General Education 04 (Readings in Philippine History).

Utilizing the descriptive-development research design, the research study developed and implemented lesson exemplars using primary documents and applying Reading Like A Historian approach. The process of implantation underwent stages, namely: Design Phase, Development

Phase, and Evaluation and Validation Phase. The result of the try-out showed that Reading Like A Historian Method from Stanford University is very acceptable and efficient for the foreign students since it made them engage appropriately in any particular historical source. Moreover, the foreign students learn the history and culture of the host country by employing the four reading strategies, namely: sourcing, contextualization, corroboration, and close reading. They learned how to assess historical facts/events, and how to dissect numerous viewpoints of any historical issues. The four skills made them study Rizal course more critical and analytical.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

1.1 Background of the Study

Historically, since the 19th century, the instructional potential of primary sources has been taken into account when history was included as a standard subject in the school curriculum. In 1899, as cited by Reisman (2012), the American Historical Association's Committee of Seven maintained that sources could show "the nature of historical process and at the same time may make the people and events of bygone times more real" (p. 11). Furthermore, in 1902, the New England Teachers' Association insisted that engaging with primary sources was "not as plain as reading; inquisitiveness, patience, imagination, must all be invoked" (Hazen et al., 1902). Yet, neither this early enthusiasm nor later efforts to design history curriculum around "inquiry". History teachers, then and now, have relied predominantly on recitation and lecture (Cuban, 1993; Goodlad; 1984; Osborne 2003; Stodolsky, 1998).

Currently, scholars in most parts of the globe see the necessity and inclusion of primary and secondary sources in studying history. The use of sources has received support from research suggesting that students need exposure to multiple genres beyond the fictional text they encounter in Language Arts classes (Moje, 2007; Shanahan & Shanahan, 2008), to achieve advanced literacy. However, Reisman (2012) and Colis (2016) pointed out that exposure to primary and secondary documents is not enough, and that students need skills to examine, evaluate and interrogate sources.

This strategy should cover all students who are taking up history classes especially now

that education has become global. Global in the sense that there is a rapid increase of students from different countries studying in foreign lands. The Philippines, for example, accounted for 6,258 foreign students in 2014 and ballooned to 18,713 in 2017. They are enrolled in both public and private educational institutions in the country from elementary to tertiary level. They take up required subjects in the curriculum where they are in and some subjects may be unfamiliar to them like history (in which the history of the host country is concerned) and other social science subjects like Rizal by which they have limited knowledge about. Consequently, educational settings become less conducive that leads to less participative students.

This paper utilized primary sources on teaching foreign students to advocate cultural sensitivity, adaptability and efficiency of strategy in teaching Rizal course. Though the subject is not a history course, the said strategy can be applied since studying Rizal entails so many primary sources to deal with, and that the author sees such strategy fitted. Moreover, Rizal's life and works are always treated in historical context, so it is always just to treat the subject as such for the teachers and students to build knowledge constructively based on the dissected sources. Reading Like A Historian Method (RLHM) fits the participants since the primary sources to be used are already translated into English, the language they are more familiar with. Thus, in-depth reading and critical analysis of primary sources are more highly expected.

For decades, since the enactment and implementation of Republic Act 1425 commonly known as Rizal Law, it has been observed that teaching of the course was merely spoon-feeding, reading prescribed text books by the teachers, and dramatizing chapters to mention a few. This is not to say that those methods are not effective, but this study thinks that it limits students' interests in the topics since "everything" is provided by the teacher. It takes away an opportunity for the students to discover historical facts on their own, experience the learning process, and interpret

historical accounts on their own. In this study, a student-centered approach was utilized

Specifically, the RLH Method in teaching Rizal Course was utilized in the conduct of the study. This is a method that emphasizes historical skills such as sourcing, contextualization, corroboration, close reading, and utilizing primary sources and evidence. Primary documents related to topics were provided on lesson exemplars as well as the working text for the application. Primary documents are first-hand in Philippine History that provides the students with direct evidence about an event, object, person or a work of art. In this paper, documents about Rizal's life, works and writings were the object of the study. Students were given their time and space to scrutinize the validity and veracity of the sources.

Moreover, constructivists' theory of education served as the philosophical foundation of the study since it is a student-centered approach. This study also serves as a continuation of previous research which considered a student-centered approach in social sciences catering foreign students in the Philippines. It only differs on the target respondents, academic levels and the subject. This study focused more on mature foreign students who are already in the college level and taking Rizal course. The study is relevant to other studies that made use of foreign students as participants in the Philippine setting of education. However, the researcher focused on the foreign students who are in the tertiary level since most of the studies published were either in elementary or in secondary level. The researcher made use of a student-centered approach in its conduct of study through the use of primary sources which are inserted on the lesson exemplars.

With the implementation of Outcome-Based- Education in the tertiary level, education is now focused more on the outcomes, and for it to realize a more relevant and more effective strategy is a necessity. For this reason, students should learn to construct knowledge on their own, be problem-solvers themselves, be inquiry-based learners, and eventually be able to draw best

conclusions on their own, and finally come up with an outcome based on the topic that they have studied.

As per Commission on Higher Education (CHED) Memorandum Order No. 46, Series of 2012 and Memorandum Order No.20, Series of 2013, it is clearly stated that studying any course shall deal more on the development of skills and producing relevant outcomes and the use of primary sources is highly suggested. With these reasons, the author sees it as an opportunity and necessity for the conduct of this study. Moreover, this paper intends to further increase the understanding of other people from different parts of the world in learning the Filipino culture and history. Thus, by providing them with the experience of learning through the use of a more student-centered approach, the Reading Like a Historian method which the author thinks is more effective and efficient strategy would give the learners a fresh self-paced learning and discovery with little to no guidance of instructors, making it more suitable and convenient teaching methodology especially during this pandemic for both learners and educators. Additionally, Ali et al. (2020) found that international students' one hindrance to learning is language as they need to grapple with both competency in the target language and comprehension of the subject matter. Wajid (2017) also reported that international students face different problems such as coping with the receiving countries' academic format and other social and cultural challenges that result in isolation, emotional issues and anxiety hindering their academic capability. Hence, this could be observed by providing appropriate and validated reader-friendly instructional materials. Thus, this study sought to develop a more suitable learning condition and learning material for foreign students.

Lastly, this research emphasizes the need for foreign students to know the country's heritage, culture and history as mandated by the Constitution in Article XIV, Sections 1 and 3.

However, it should be in a manner that they are motivated and interested and not the way they feel they are forced to do so. With these, Reading Like A Historian Skills are necessary to be taken as the best strategy.

1.2 Literature Review

The field of education continuously evolved and constantly being updated through research to address the existing dilemmas in the society. In this literature review, four major topics were categorized: learning approaches in history discipline, understanding Philippine history in the context of education, analyzing history and diversity of culture. Review of this studies underpins the need for the use of lesson exemplars in teaching Rizal course.

Learning Approaches in History Discipline

As the study deals with an approach on how to improve the delivery of instruction on Rizal Course, different theories were considered, these are Constructivism in Education that stresses learning as an active contextualized process, Critical theory that emphasizes the examination and critique of society and culture, Critical theory in the classroom which promotes critical thinking, and lastly Theories of Teaching and Learning History which encourages student-centered learning.

Constructivism in Education

Learning, according to constructivism as a paradigm or worldview, is an active and constructive process. The learner is a creator of information. People construct or generate subjective representations of objective reality on a daily basis. Mental representations are subjective because new information is linked to prior knowledge. Learning, according to constructivism, is an active, contextualized process of building knowledge rather than gaining it. Personal experience and environmental hypotheses are used to develop knowledge. Learners put

these ideas to the test on a regular basis through social negotiation. Each person interprets and constructs knowledge in their own unique way. The learner does not start with a clean slate (*tabula rasa*), but rather contributes previous experience and cultural elements to the situation.

Constructivism has been increasingly applied to learning and teaching in recent years. Learning theory's history shows a shift away from environmental factors and toward human elements as explanations for learning. This transition began with the introduction of cognitive psychology, which challenged behaviorism's notion that stimuli, responses, and consequences were sufficient to explain learning. As a key cause of learning, cognitive theories lay a strong emphasis on learners' information processing. Some academics argue that, despite their elegance, these theories fail to represent the complexity of human learning. A growing number of learning researchers are focusing their efforts on learners. They talk about how knowledge is constructed rather than how it is obtained.

Because constructivism is viewed as a process, this study adapts the current curriculum to address students' propositions, negotiated goals and objectives with learners, posed problems of emerging relevance to students, emphasized hands-on and real-world experiences, sought and valued students' point of view, and emphasized the social context of content (Christie, 2005; Honebein, 1996).

Constructivism was a method used in education and produced mental construction. As such, students learn by fitting new data along with what they know. Constructivists accept that learning is influenced by the setting wherein a thought is instructed as well as students' convictions and perspectives. Constructivism is a learning theory which involves mental processes which clarifies how individuals could procure information and learn. It hence has direct application to schooling. The hypothesis proposes that people develop information and importance from their

encounters. Constructivism is certifiably not a particular instructional method. Piaget's hypothesis of Constructivist learning range affects learning speculations and showing strategies in training and is a fundamental topic of numerous schooling change developments (Bada & Olusegun, 2015).

Critical Theory

Critical theory challenges predominant approaches to investigating and rationalizing organizational phenomenon (Scherer, 2009). While having a long legacy and a plural body of thought, critical theory is usually linked to the Institute of Social Research at the University of Frankfurt. The Frankfurt School arose during the 1930s. A vital topic of critical theory is to undermine prevailing assumptions of understanding by surfacing hidden suppositions and delivering power relations unequivocal. Drawing on the diverse scholarly practice, critical theory looks to uncover the mastery, control and concealment that takes cover behind that which seems impartial, moderate and fundamental. Embodying this inclination, the rationale and reason for positivism is much of the time a center object of scrutiny for basic scholars. Partnered to this is an emancipatory aim; critical theory reconsiders existing requests as well as offers choices methods of understanding and being which free those quieted and shackled by regular hypothesis (Harney, 2012).

Critical Theory in the Classroom

In a book by Paulo Freire, he painstakingly examined the student and teacher relationship inside or even outside the school and it was figured out that it is essentially an account in character. This elaborates a describing Subject as the educator and listening objects as the students. The contents whether values or empirical elements of the real world. Hence, the process states lifeless and immovable. Education suffered from a state of sickness.

The educator discusses reality as though it was not moving, static, compartmentalized and unsurprising. Or, more than likely the instructor clarifies a theme totally strange to the existential experience of the learners. His undertaking is to "fill" the learners with the substance of his portrayal - substances which are disengaged from the real world, detached from the entirety that induced them and could give them importance. Words are emptied of their concreteness and become hollow, alienated, and alienating verbosity (Freire, 1970).

The Educator's narration drives the learners to remember precisely the described substance. Furthermore, it transforms them into "compartments," into "containers" to be filled by the educator. The more totally he fills the containers, the better an educator he is. The more submissively the containers grant themselves to be filled, the better learners they are.

Schooling hence turns into a demonstration keeping, in which the learners are the storage of information and the educator is the contributor. Rather than conveying, the instructor issues a report and puts aside installments which the learners carefully receive, memorize, and rehearse. The main idea of this kind of education is only to the extent of permitting the learners to acquire knowledge and lacks critical thinking. Learners become collectors of knowledge of what educators have stored and can be considered as a misguided system at best. Knowledge arises just through creation and re-development, through the fretful, restless, proceeding, confident request, individuals seek after on the planet, with the world, and with one another.

Theories of Teaching and Learning History

Booth (2003) points-out seven different ways from different lecturers in which teachers should represent teachings. "These are (1) teaching as presenting information, (2) teaching as transmitting information (from teacher to students, (3) teaching as illustrating the application of theory to practice, (4) teaching as developing concepts/principles and their relations, (5) teaching

as developing the capacity to be expert, (6) teaching as exploring ways of understanding from different perspectives, and (7) teaching as bringing about conceptual change.”

From this scientific categorization of learning, the third strategy which is illustrating the application of hypothesis into practice is seen contributing for the study. In this regard, teaching is considered to be inseparably connected to learning through a bunch of intricate association between students, instructor, the learning circumstance and the subject. The role of the instructor is to work cooperatively with students to assist them with drawing in interests in their subject and give them a deeper sense. A student-centered approach perspective that makes a setting which urge students to connect effectively with the topic and be conceivable.

Understanding Philippine History in the Context of Education

The collective memory of the past shall provide wisdom on how people should deal with the present. The roots of the nation and its people will help engage with the present and future with the right decision making and never repeat the wrong doings made in the past. Thus, with the reinforcement of the law it is now empowering the education sector in building this ideology.

Republic Act 1425

R.A. 1425, mandates that the life of Rizal should be taught at higher educational levels. These include Rizal’s biography and his important writings such as his essays and different correspondences. The course provides a definite outcome to discuss Rizal’s life in the Philippines within the context of the nineteenth century. Hence, it also includes examination of Rizal’s notable works such as his novels, structuring Rizal’s ideas into various themes, displaying a critical analysis on primary sources, interpretation of the values that can be drawn out of his life and works, and showing appreciation for education and love for the country.

In 2012, the OBE was implemented by the CHED Memorandum Order No.46 which set

the norms to upgrade the quality of higher education by applying the learning-based competency and outcome-based system. CHED defined quality as the alignment of consistency of the learning environment with HEI's vision, mission and goals shown by exceptional learning and service outcomes and the development of a quality culture.

As mentioned by Castillo (2014), the Commission on Higher Education (CHED) mandates a shift from teaching-or instruction-centered paradigm in higher education that would focus more on the learned with a lifelong learning paradigm. Latter framework is described as more input-oriented based on the course content, to outcome-based education whereas it was developed with the alignment to learning outcomes. In this framework, the students must be aware that they are about to learn, comprehend and what to do after finishing a unit of study. Teaching together with assessment are geared towards acquisition of suitable knowledge and ability, and molding competencies among students. The expected outcome of higher education programs demands to be student-centered and must utilize outcome-based approach.

Teaching Philippine History with Primary Sources

On a curriculum provided by the Commission on Higher Education it is mandated that History will be taught with the use of primary sources. This implies that learning about the past will involve the views of participants, contemporary sources, and papers such as legal documents.

Ocampo (2019) reiterated that Rizal as a course had been taught for a long time with the use of primary sources instead of traditional textbooks. This provides a better understanding to know Rizal with the use of the documents that Rizal has written. This includes Rizal's letters, diaries, among others. Moreover, today's generation learners are fond of learning through visual images rather than traditional texts.

It is awful to see that Rizal is a subject often taught to students by having an approach that only requires memory. Coercive as it may seem, students are asked to remember Rizal's full name, the family members especially the siblings in reverse order, and even his pet dog. Perhaps, it would be better learned by looking at his life and works that led him to be the Father of the Filipino Nation. This strategy had already been used before. For instance, in 1965, Jesuit historian Horacio de la Costa wrote the "Readings in Philippine History" composed of different primary source documents that tell the narrative of the Philippines. Moreover, there were also some others who followed his footsteps such as Jesuits John Schumacher, Miguel Bernad and Pedro Achutegu. Locally, there was also Gregorio Zaide together with her daughter Sonia, who published a 12-volume compilation entitled "Documentary Sources for Philippine History".

Teaching History for Historical Understanding

Seixas (2013) as cited in Brooks (2013) enumerated six key elements of historical understanding and each of which is worthy of attention in the classroom: 1) determining historical significance, 2) considering epistemology and evaluating evidence, 3) assessing continuity and change, 4) judging progress and decline, 5) displaying empathy and moral judgement, and 6) assigning historical agency. Once given an opportunity to question the past, analyze related historical evidence and create their own historical narratives and arguments; students were able to develop and show their historical comprehension. Students must be encouraged to examine and assess historical narratives made by other people. Scholars believed that history education relied on the creation of historical understanding to effectively engage students in democratic societies by equipping them with skills necessary to show tolerance, display empathy and engage in deliberation.

Overwhelming as it may seem, the claims of the research suggested that teachers that

promote historical understanding in their classrooms are exceptions rather than a standard. History taught in K-12 classrooms only took form in knowledge type of learning. Worries about satisfied inclusion and homeroom control rule history educator's informative independent direction. Indeed, even educators who have a modern comprehension of the interpretive idea of history and a conviction that the subject be educated through request works out, critical thinking exercises, discussion, conversation, and agreeable learning, frequently embrace a conventional style of direct guidance and depict history as a proper assortment of information. Information from the 2010 National Assessment of Educational Progress (NAEP) in U.S. History shows that talks stay the predominant type of guidance. Course readings keep on being the essential educational apparatus utilized. On the other hand, essential sources like letters, journals, or expositions of verifiable individuals are utilized considerably less.

Student's Perspective in Learning History

Boadu (2015) found that effective history education claims to be a major concern for most history teachers. This is because most history teachers do not use the proper method of teaching the subject. As a result, the majority of learners describe history as a boring subject. In his study, he examined the student perspective of history teachers on effective history education. In the final year, a focus group discussion was held with five future history teachers. The results showed that in the preparatory stage, student teachers recognized effective education as knowledge acquisition, learner knowledge, proper planning, and collaboration with other teachers. In the engagement phase, successful history teachers demonstrate content acquisition, show enthusiasm, correlate education with student prior knowledge, provide content using multiple teaching methods and resources, create a supportive learning environment, and create and use an alternative evaluation method. In addition, the follow-up phase showed that successful history teachers were open to

student concerns after class, gathering feedback from students, and updating their content and pedagogical knowledge. His research concluded that future history teachers have a considerable understanding of what constitutes an effective history education. Introduction Teachers are an important part of education, and effective education is a hallmark of good teachers. However, there are disagreements about what constitutes effective education. Therefore, it is very difficult to properly portray an effective teacher, as there are many diverse opinions about who is an effective teacher. Lumpkin and Multon (2013 as cited in Boadu, 2015) highlighted that the difficulty that arises in drawing out and assessing teacher effectiveness may have something to do with the “multidimensional, highly individualized, and seldom observed” nature of teaching. Lumpkin and Multon (2013) argue that there is no such thing as a universal standard on how to effectively teach history and how it is going to be measured. A causative factor for this obstacle is that different subjects were arranged in different manners and require a different approach when it comes to inquiry and analysis.

Analyzing History

In understanding history, it is important to keep in mind that the pieces of information that will be gathered were not drawn on random. Hence, it requires a systematic method and a wide view of understanding that requires a person to think thoroughly and possess certain skills to clearly narrate and understand of what really happened in the past. Moreover, with the help of the right sources a person could grasp concrete information and develop his or her own understanding from previous events. Furthermore, a rightful approach will enhance one's capability to think over the events that occurred, its causes and effects.

The Nature of Historical Knowledge

Wineburg (2010) stressed that there are variations on how historians and students read

documents. The differences traced on a sweeping belief about historical inquiry. For the case of students, reading history was only on the level of acquisition of information and does not intend to acquire the intention of the author. Prior, students see subtext, they must first believe they exist. Without doing so, students disregard and do not even know how to perceive the way the events were written in a certain way. This case presents the students failed to engage in the reading but was able to process the text provided.

On the other hand, historians relied on sourcing almost 98 percent of the time as compared to students with 31 percent; text attribution for students does not seem to matter to them at all. As for historians, sources were viewed differently as if it was an organic being like people which represents the belief that those texts are defined by their authors. If the text were viewed the same way historians did, what was said becomes inseparable from the one who spoke.

In understanding the difference, it could be compared to a courtroom. Historians working on the documents as if they were lawyers, listening to testimonies and actively describing the documents side by side, locating inconsistencies, questioning sources and investigating motives. Meanwhile, Students were like jurors, patiently listening to testimonies and questioning what they have heard, but unable to interrogate the witness directly for cross examination. Student's authority is in the text, while historians lie in the query they come up with.

Primary Sources in the Social Sciences

Cowgill (2015) states that it is imperative for students to be equipped with appropriate historical thinking skills in the classroom which include the ability to read, write, listen and accomplish research-based projects and to examine carefully primary and secondary sources to create generalizations on what has happened during a certain historical event.

It is a challenging task to develop an instructional technique to one of the dullest subjects'

secondary students encounter in school (social studies) that will address their needs (Chiodo & Byford, 2006). The advancement of instructional techniques enhances students' engagement and has prompted the push for the incorporation of study hall tasks requiring dynamic student commitment, for instance a book backdrop (Library of Congress, 2010), that requires students to examine primary and secondary sources together with a few children's literature used as background essays. In line with this, a change is occurring in the American educational system on the kind of skills to be assessed. Norms have been established to assure that high school graduates will succeed in college and future career wherever they are. Part of the standards was constructed to determine the skills of students needed to be enhanced to be successful in fields such as English or Language, Arts and History or Social Studies. It is fundamental in the 21st century that students display thinking skills and make educated arguments that rely on factual data and communicate through those arguments in a unique way.

Executing the use of primary sources in the classroom engages students in investigating history by examining documents of a particular timeline in which historical events took place. This investigation offered students a paradigm for seeking a relationship between historical evidence and construction of events that happened in the past (Barton & Levstik, 2003). Students engaged in historical inquiry were able to acquire necessary historical thinking skills and were able to comprehend the vital underlying information, concepts and conclusions of historical knowledge (Lee et al., 2006). Students exposed to primary sources were able to ground their encounters in genuine world concepts and understand various sources from the same time period can have clashing records of what really occurred (Morgan & Rasinski, 2012).

Today's online primary source databases grant instructors the ability to not only find previously obscure primary sources but also to implement them into the classroom with ease,

allowing students a firsthand account of historical events. Online document sources provide teachers with vast primary sources, including pictures, maps, cartoons, video, music, and speeches, etc. Currently, online primary sources enable instructors to find what is said to be concealed before and use them within the classroom setting with ease allowing them to experience firsthand accounts of historical data. Online documents sources also provide instructors with plenty of primary sources which includes pictures, maps, videos and music etc. This access is given to primary documents and tools that enable teachers to gain an ability to make a learner centered experience whereas they were able to facilitate knowledge rather than handing it out (Lee, 2002).

Cribb et al. (2018) claimed that disciplinary literacy includes ability to read the text of a certain discipline as well as engaging in discourse and practices. At the center of it is the inquiry. Within the community of inquiry lies historians practicing their craft in which they brought up their humor, paradigm and process of inquiry to investigation. Essential to historian's craft is reading of primary sources together with other works of fellow historians' academic articles and the likes. They handle impressive and arrange text types, letters, speeches and other documents. With this incomplete remnant of the past that a historian performs his investigation by selecting evidence, using reason and creating interpretations. This investigation of historians tried to comprehend the complicated yet significant human experience. For students to develop disciplinary literacy, they need to engage in the practices of history and learn to think like historians. Developing disciplinary literacy requires practices of history and grasp of an attitude that of a historian. Just like a ninth-grade expectation moving towards an authentic approach in history must have the capability to read and grapple a variety of history texts.

Luckily, there was educational research that offered direction. The history team of PROJECT READI reviewed the literature on the epistemology, or knowledge building practices,

of history; on the reading processes of both experts and novices; and on the pedagogies, texts, and tasks that support historical reading and reasoning. Sam Wineburg, draws out mental reading processes that differentiates expert readers of history from those newbie students based on a set of well-known researches.

Cribb et al. (2018) allowed students to engage in sourcing, corroboration, and contextualization showing that students in the fifth and sixth grade were able to utilize historical reasoning and were capable of “sophisticated learning in science and history.”

Moreover, sourcing, corroboration, and contextualization are key historical thinking processes found in several studies that develop students’ interpretive processes.

Primary Source analysis

Bean and Anderson (2012) emphasized the use of primary sources to test research skills and learning strategies for finding, evaluating, and using information. The department’s collective experience teaching college students about archives and research over the years reveals a key lesson on what resonates with them: experiencing history and historical research “up close” through working with actual primary sources, letting the documents speak for themselves, is much more effective than listening to staff presentations about archival materials. Increasing demand for class sessions posed the challenge of continuing to create a meaningful educational experience with primary sources that was based on this strategy but worked for a much larger group of students.

Moreover, the ASC made three class modules in which learners are occupied with an active investigation and examination of a bunch of essential sources. Modules were intended for reasoning abilities to make history immediate and personal, sparks students’ interest in primary

sources, and build critical thinking skills that they can apply to all sources. In view of the experience of University of Minnesota between 2005-2008, a campus wide drive for information literacy was advocated, student learning outcomes, instructional support, interdisciplinary projects, and learning styles awareness. This established an optimal environment in the use of primary sources for instructions. Likewise, this drive made accessible preparation and assets that assisted ASC with recognizing the need to all more reliably and purposefully convey key messages and foster abilities and to ponder instructional methods and results.

Critical Reading of Primary and Secondary Sources

Helping students to develop well-founded interpretations, and a sense of history as an ongoing conversation with the available sources, is a core task of history education (Berkhofer, 1999). Frederick (1999) advocates modelling the process oneself with students using handouts or overheads of a piece of text. He then invites students, “either ahead of time or at the start of the class, to “find one or two passages from the text you found particularly significant and be prepared to justify your choice.” Or “find one quotation you specially liked or disliked.” Or “identify the passage which you think best illustrates the major thesis of the chapter (article or book), and why.” Students are likely to identify different passages or interpret them in different ways, which leads to lively discussion. This can be done in lectures or seminars with primary and secondary sources, proceeding from the simple and descriptive. “What does it say?” to the more complex interpretative issue “What does it tell us?” to “What are its implications for understanding the topic?” Davies (2000) suggests asking students to work in a small group to simplify or paraphrase a text, such a Declaration of the Rights of Man of 1789 or terms of a treaty. Ideas are written on to a poster, with each clause or point to be represented in more than three words. Key words in a text can also be written on to Post-its and stuck on the wall, with the students justifying their choice.

Stovel (1999) describes similar activities including a paraphrasing of a document by pairs of students. King and Kitchener (1994) similarly recount one teacher's attempt to encourage critical reading and reflexivity by asking students to read two reports of a battle in the Vietnam War, and then posing questions such as "When two accounts differ can you believe one more than the other?" Using this exercise in association with reflective journals brought to the surface not only issues of historiography and interpretation but also emotional responses affecting historical judgement. Calder (2002) employed the same on an American history survey course, providing students with two divergent secondary texts and focusing discussion throughout the course around these and associated primary sources.

The University of Cambridge, Faculty of History (2019) asserts that no statement about the past can carry conviction unless it can be supported by reference to the historical sources, the evidence upon which historians base their ideas and interpretations. Historians inevitably spend a lot of time reading each other's writings, but the real historical work is done – and the real enjoyment is to be had – in studying the sources, the actual 'stuff' of history.

Source material is popularly used in studying history; however, it may be different from the real thing. For instance, using it in school, sources were cut down in length to the extent where some lines were omitted and the language were being simplified whereas each source was given a label: such as Source A or B, etc. Behind these were good reasons and real source materials whereas students are exposed in university may come shocking its readers. Moreover, it is not just primary sources that were not edited in the way their school equivalents are, hence may seem to be different as well. This includes a change in structure. For example, an extract from a nineteenth-century letter will be printed and legible or else it will not be appreciated when reading. In contrast, the original source provides a difficult way for readers, especially the way the readings were

written and can be difficult for modern eyes to read. Different handwriting style or font also causes hindrance for readers like that of the Nazi's script written in gothic. Handwriting from earlier times greatly differs from the modern times due to the cost of parchment and paper which characterizes medieval and early modern writings which are full of abbreviations that could create confusion for the readers.

Although effort is appreciated in reading original documents such as those that were written centuries ago, the thrill it gives as if you were the first to read and allows readers to extract more rather than the short extracts provided by history books. It is essential to see the context of quotations; it might affect the sense or reveal more about the original writer's intentions compared to the abbreviated versions. Hence, it will provide more rounded understanding (Getting Started: Reading Primary Sources n.d.)

Historical Thinking Skills

The AP U. S. History Curriculum Framework (2014), indicates that students have historical reasoning skills by examining the past in a way that reflects the discipline of history, especially through the investigation and interpretation of a wide variety of primary and secondary texts, and through the regular development of written historical reasoning. Skills can also be developed by teachers through clear attention to historical thinking in individual or group activities, free-form research and writing assignments, and ability-based formative assessment strategies. And to refer to skills, they are (1) chronological reasoning, (2) comparison and contextualization, (3) historical discussion from historical evidence, and (4) historical interpretation and analysis.

Chronological reasoning consists of three sub skills namely (1) historical causality which emphasizes the ability to identify, analyze, and evaluate relationships between multiple historical causes and consequences, and to distinguish between long-term, immediate, and coincidence; (2)

Causality and correlation that refers to continuity and patterns of aging. This includes the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over time of varying lengths, as well as the ability to associate these patterns with larger historical processes or themes; and (3) Period classification that puts more emphasis on the ability of historians to describe, analyze, evaluate, and build models used to organize history into separate periods.

Comparison involves abilities that allow readers to describe, compare and evaluate different historical events within a society, and even across different societies and in various chronological and geographical contexts. Hence, it also incorporates the ability to identify, compare and assess multiple views in a given historical experience. Furthermore, contextualization emphasizes man's ability to connect historical events and processes to those circumstances that have to do with time and from regional up to global.

Crafting historical arguments from historical evidence requires two sub skills which involves (1) the ability to define and frame a question of what has happened and address the question through argument construction. This requires a clear, comprehensive and analytical thesis supported by historical evidence. Moreover, historical arguments should also involve (2) the appropriate use of relevant historical evidence which highlights the ability to draw out and assess evidence from the past from an array of different sources and require students to emphasize on the content, authorship, purpose, format and audience of such sources. Hence it also involves the extraction of useful information, creating an inference and drawing conclusions based on evidence while looking at the context where the conclusion was derived and identifying its limitation by examining the viewpoints it showed.

Historical interpretation and integration. Historical interpretations emphasize the ability to describe, analyze, evaluate, and construct different interpretations of the past, and how individual

historians work and write specific situations and contexts to shape the interpretation of past events. recognizing. Historical interpretation requires analysis of evidence, reasoning, determination of context, and evaluation of perspectives found in both primary and secondary sources. Integration, on the other hand, applies all other historical reasoning skills, appropriately draws ideas and methods from different research disciplines in the field, and is a diverse, relevant, and sometimes contradictory primary source of evidence. And secondary research. In addition, integration may include applying insights into the past to other historical contexts or situations, including the present.

Evaluating Sources

Tokdemir (2017) emphasizes the utilization of divergent thinking and questioning. Beyond the process of transferring information from the source to the learner, education is about investigating how the information was made, in selecting the right information. Interrogating sources, comparing, empathic association and historical imagination are elements to be considered in the process of producing knowledge in the field of social sciences. Moreover, it is possible to consolidate structured ideas through utilizing discussions, cross-examination and animated activities.

Bono (1992) as cited in Tokdemir (2017) stressed that divergent thinking involves critical and imaginative thinking that has sub-dimensions such as lateral, reverse, empathic and hypothetical thinking, This initiates thoughts by broadening the limits of knowledge. Choosing different options and creating new and original ideas is part of the divergent thinking process. The latter is defined as an anomalous arrangement of information from the original perspective, so there is a strong relationship between divergent thinking and lateral thinking. This is about tackling problems from different perspectives by combining creativity, art, humor, and intelligence. It is a

form of hypothetical thinking created in the context of provocative thinking, guessing, and reverse thinking. Content that begins with the second conditional expression, such as "If I was, yes, if I was in his place, if you were in his place, etc.", is lateral thinking.

There is a contradiction with divergent thinking as Woodcock (2011) as cited in Tokdemir (2017) emphasized that speculating events which did not exist in the past is against history. It should deal with what has really happened, not edited or manufactured regarding the past. However, even if history does not welcome creativity, it can still be used in teaching.

When used in a causal context, divergent questions are a powerful tool in history education. Divergent questions infer events that did not actually happen and create new holistic fiction. In this way, students have their own explanations and insights into how and why events have occurred in the past. Fictitious thinking allows students to see differences and conflicts and better understand conflicting situations. It also facilitates learning by keeping historical dilemmas alive for learning causality (Woodcock, 2011).

One of the activities that can be used in connection with the development of divergent thinking skills is to ask students questions. Divergent questions that lead to divergent thinking allowing students to justify their claim using analogies and cross-border comparisons (Barak, 2006). Divergent questions enhance comprehension of historical events and add up to historical thinking ability. History science is an inquiry method that links history teaching and divergent thinking. Moreover, studying history provides opportunities to accustom higher level thinking skills which includes recognizing views, generating generalization, uncovering biases and thinking critically (Wineburg, 2010). Fordham (2007) as cited in Tokdemir (2017) pointed out that one essential goal of history lessons is to incorporate thinking. With the use of divergent tasks in history classes it will stir in depth thinking and improve comprehension ability. This is one of the pivotal

aspects of the history of science to enable one to think about what could have happened if history took off another course. With the use of divergent thinking and questioning in history lessons students will be able to observe the possible effects and differences.

Moreover, Tokdenir (2017) claimed that divergent questions should be assessed. The main ideas of these tests include (1) fluency which is concerned about the creation of ideas, solutions and choice within a time frame. Closely related in the reproduction of large amounts of information, to use knowledge when needed and creating different solutions. (2) Flexibility of ideas, a dimension that refers to the ability to view events differently and have different approaches. These use fundamental questions to determine its dimensions such as How many different opinions were produced, and how many type responses were created? (3) Originality of Idea, uniqueness and unorthodox ideas which gives synthetic information and lastly (4) Enrichment of ideas, which gives details, sample creation and expansion and collection of thoughts.

Since the History subject is considered boring by most students almost everywhere in the world, teachers should always make the subject interesting and worthy. Shopkow (2017) highlighted what it is to think historically as provided by recent scholars and in the event that they do not altogether agree as characterized, it would appear as a horizon of expectations which is exceptionally valuable.

Formulation of hypotheses by the student matters as it creates assumptions and misconceptions on history. From a student's perspective, school papers serve only as exercises that should be answered and do not serve a purpose after. Students compose paper essentially in light of the fact that the instructor needs them, not composing a paper since they have decided not to do as such. The motivation behind composing a paper is not to communicate thoughts or to learn

things. It is a custom interaction. Moreover, they should possess the item and compose the paper for themselves, so they advance more than much from doing as such.

In the event that a student imagines history as an informational collection of realities which together give a record of what occurred, the student question is entirely sensible. This stops the inquiry on the number of sources the student needs to furnish them with a suitable arrangement of realities to let the educator know what occurred in a specific historical event. Moreover, from the outlook of the students, paraphrasing and describing others to sprinkle in anything that facts cannot be found in the fundamental source appears to be legit. It is perhaps mysterious to students that a few sources incorporate specific realities and others don't, yet to the extent that students see what they read as genuine instead of contentious. They have no genuine premise whereupon to make sense of these distinctions, which sought that some historians are better than others. This explains the tendency of certain students to view textbooks, provided that their evidences collected were well organized, more authoritative compared to those of historians, they are unquestionably more valuable for real portrayal and the inclination of different students to consider primary sources to be more precise in light of the fact that, all things considered, the writers were "there".

Historical Inquiry, Scrutinizing Primary Sources and Interpretation

Bickford and Bickford (2015) mentioned that the civic involvement and historical thinking were expected to be met by students as the state and national educational initiatives wanted. However, several problems arise such as it was observed that teachers were unprepared and the content was too rigorous and creates confusion. Towards these ends, it is necessary to direct attention to the antecedent of discovery and this is confusion. Hence, confusion was the reason why man explores and solves the unknown. Engaging students with mysteries gives students an area for discovery. The role of teachers is to identify the enigma of the documents and they should

recognize and make it easier for students by providing clues on how to approach the text as they might feel frustrations. Social studies is seen as a metaphorical puzzle with the age of primary and secondary sources as the pieces that will provide the learning. Educators must not feed everything to the students, but should provide sufficient substance to induce students' learning interest and inquiry. Making students act like investigators that search for clues using previous knowledge and new insights simply by scrutinizing the documents which completes the puzzle. With the help of investigative tools provided by educators, students can now uncover new contents from various sources similar to a child clustering puzzle pieces on what seemed to fit together. An absence of a piece will engage students to seek more for an answer. As international planning positions students to come up with as many explanations as they could from a mystery instead of providing a single answer, this will help students' ability to think critically with a more heuristic approach.

Students are willing to listen when they are told that history trade books are like non-witness's evaluation of a recess conflict. The non-witness would form a conclusion based on the findings obtained from the primary source such as testimonies and the like. Each trade book's author similarly reviewed various primary sources and created a narrative in which conflict of interest may play a role. As such, students may come up with a different perspective based on their own biases regarding the same conflict. The narrative clarified to students that non-witness conclusions could have the same limitation as the primary source. The narrative also facilitated students' realization that they had reviewed secondary, and not primary sources.

Primary sources contribute in completing the puzzled mind of students. Whereas, the analysis of complicated primary sources indeed helps in refining their understanding and opens up for new questions or inquiry which will introduce them to examine and solve the placement of puzzle pieces. The role of educators is to guide them in scrutinizing the primary sources for its

source, context, representations and intended audience more than anything else.

The notion that teaching students by history educators, researchers and experts in literature to read and write like historians was repeatedly raised as it is proven to improve their ability to learn about history on their own and develop their own historical thinking and actively participate in this evolving world. They claimed that students who were able to grasp and think historically about the print and non-print primary, secondary, and tertiary sources and those who were able to learn on how to communicate with their ideas from the sources will be at a more advantageous position compared to students who do not involve themselves.

It is a common problem for teachers in history to see their students experiencing difficulty in reading history textbooks, primary sources and even artifacts that served as the backbone of history subjects. It is troublesome for students who cannot read a single document well, as well as when asked to synthesize across various documents wherein they have to look for disparities among accounts, formulate reasoning, form an evidence based on their own interpretation and engage in historical issues. How can a teacher help a student who cannot even help themselves? This is one reason why teachers in history shy away from assigning readings. The scenario could be one of the two: it is either one student does the task of reading while the class passively listens or the teacher spoon feeds everything (Shanahan, 2016).

Historical Consciousness

Letizia (2016) highlighted that in order to engage students from high school and college in the discipline of history is by writing. Whereas, one needs to defend his or her position that requires articulation. Writing dispels myths such as Luckhardt's "memory history", that history is all about memorization of dates, people and events. According to Brooks (2013) the current curriculum of schools in K-12 reinforces a memorization view of history which is also prevalent at the college

level. These brought about the reinforcement of previous perceptions and even lay that the subject is nothing more but a memorization of facts. Troubling indeed, as history is vital on the foundation of citizenship for it is based on assessing ideas and thinking critically as argued by Thomas Jefferson two centuries ago.

Historical consciousness and misconception of history were broken as students in high school and college level were engaged in writing. The presence of historical consciousness could engage the students more in the discipline of history and will serve its purpose as the foundation of citizenship. Though the connection may not be automatic the teacher may introduce it. Introducing historical consciousness is essential however it may not be enough to form a link between history to citizenship. With the help of self-authorship which calls for the fostering of critical evaluative capabilities of students which enables them to think critically of the norms set by society. Hence, self-authorship empowers students by providing an expansion of the domain of knowledge to draw on when to critique external formulas.

Reading Like A Historian Method

Colis (2016) claimed that history is a subject with a rich content that is fundamental for effective cognitive skill acquisition since it requires a higher level of thinking ability for historical investigation. The thinking skills were formed when students think beyond what was given in their historical studies including the formation and practice of analytical thought, and synthesize ideas and apply the ability to think critically in a unique manner.

Colis (2016) claimed that Reading Like a Historian is a suitable technique in developing historical thinking skills for it captivates students' historical inquiry. The method teaches students in investigation of historical questions by utilizing strategies namely sourcing, contextualization, corroboration and close reading. Rather than memorizing factual data, students evaluate the

reliability of multiple accounts of different historians on historical issues. They now learn to create historical assertions based on empirical evidence found in documentaries. Moreover, he suggested that RLH should also be done with other history courses and other grade levels. It is seen as a significant factor to improve the learning conditions of students and help boost the academic achievement of students enrolled in history courses.

Reisman (2012) demonstrated the advantages of using RLH curriculum instructional materials in studying history. RLH contributed an unorthodox way of learning compared to traditional textbook-driven discussion. Hence, with a document-based lesson, the students were able to use prior knowledge to examine and to make resolutions across multiple historical accounts.

The study departed from previous implementation of explicit strategy instruction by modeling the disciplinary strategies of historical reading, rather than generic reading, this study of Reisman dignified four dimensions, namely, (1) students' historical thinking, (2) their ability to transfer historical thinking strategies to contemporary issues, (3) their mastery of factual knowledge, and (4) their growth in general reading comprehension.

Monte-Sano (2015) highlighted that the focus of social studies and history class is basic reading and understanding. However, it inhibits the perceived idea of history as an interpretative discipline that is evidence based which is being analyzed and not easily accepted. Analysis requires patterns, a test of prepositions and sought for another exposition. A grounded interpretation of the past requires students to focus on historical evidence and viewpoints. And there were these three teaching strategies which highlight historical thinking such as annotation of primary sources, regular informal writing prompts and feedback. She recommends that reading and writing improve students' comprehension in history and can contribute to acquiring advanced literacy skills.

Stanford History Education Group (2013) developed a lesson that uses RLH which the

teacher implemented in class. This covers American atrocities to Filipino soldiers during the Filipino-American War by lending primary documents to answer the central historical questions: “What accounted for American atrocities during the Philippine War?” A timeline was used to give a background of the basic information necessary about the Philippine occupation and the hearings that were conducted by the Senate during 1902. Different sources were given to students that came from witnesses and participants of war. In which, students were able to write hypotheses which are convincing for them with the use of textual observations.

Stanford History Education Group (2016) indicated that students were advised by the teacher to examine political cartoons to answer the central historical question “Why did the United States annex the Philippines after the Spanish-American War?” The method was also repeated but this time in groups. The class investigated the cartoons and explained the side of the cartoonist.

Diversity of Culture

Culture has become an integral part of the learning process. Its ability to be transmitted and adapted is vital in the field of education. Understanding different cultures will enable a person to be more flexible and knowledgeable thus making them more fit to live comfortably in a given environment. However, it is not easy to learn such culture especially if the person belongs to another nation. Factors such as differences in perspective and language barriers has been a constant problem in the field of education.

Benefits of Studying and Understanding Other Cultures

According to LESADMIN (2019) the world has transformed into a global village that is enjoyed by many because of a high level of cultural diversity. Understanding different cultures is one of the tasks of an individual for it promotes coexistence with other people of the world. As

men get to know more about their differences, they could work on it and build a better environment rather than creating a stereotype for individuals. Engaging one's self with another culture allows him/her to empathize with the community and rethink all of the previous assumptions made; promoting personal growth and learning more about life which one was never familiar with. In today's ever-changing world, it is significant to realize the necessity for understanding and learning and appreciating diverse cultures for it develops communities that greatly perform in problems experienced by the society. As one gets to understand the world better, they now learn to minimize stereotypes, prevent ethnic and racial divisions, enhance communication, opportunity to meet new people and be exposed to new experiences. Individually and mentally, understanding different cultures helps stimulate the mind of a person that provides them with various ways to do things and become more prepared in an ever-changing world. For this reason, more students should engage themselves in learning and understanding new cultures. This is not just about improving themselves but also societal conditions.

Etic and Emic Perspectives in Culture

An etic perspective on culture is the viewpoint of an outsider examining. For instance, assuming that an American anthropologist went to Africa to examine nomads, his/her subsequent contextual investigation would be from an etic point of view if he/she didn't coordinate themselves into the way of life they were noticing. A few Anthropologists make take this approach to try not to change the way of life that they are examining by direct interaction. The etic viewpoint is information gathering by pariahs. One issue that anthropologists might run into is that individuals will generally act diversely when they are being noticed.

An emic perspective on culture is eventually a viewpoint centered around the intrinsic social distinctions that are significant to the individuals from a given society, regularly viewed as

an "insider's" viewpoint. While this viewpoint originates from the idea of inundation in a particular culture, the emic member isn't generally an individual from that culture or that society. Concentrates on a frame according to an emic viewpoint regularly incorporate more definite and socially rich data than studies done according to an etic perspective. Since the onlooker places themselves inside the way of life of the expected review they can go further top to bottom on the subtleties of practices and convictions of a general public that might have in any case have been disregarded. Notwithstanding, the emic point of view has its ruins. Studies done according to an emic viewpoint can make predisposition with respect to the participant particularly in the event that said individual is an individual from a culture they are concentrating on consequently neglecting to remember how their practices are seen by others and potentially making significant data be forgotten about.

Richardson (2015) emphasized that an emic-etic view of motivation defines universal qualities of motivation allowing some comparison across cultural groups, yet pays attention to the individuality of cultural groups and people. Educational achievement is mediated through a variety of variables that determine achievement behavior of the student. These include social pressures, affect, incentives, and consequences.

It is important to determine if students who do not seem to be motivated to learn are displaying behaviors based on their personal motivational beliefs. On the other hand, folkloric tradition and cultural stereotyping of students must be avoided. These can prove to be very detrimental to the educational experience of the students. Folkloric traditions about cultures are sometimes inappropriately passed down orally from teacher to teacher. This stereotyping usually includes generalizations about behavior, academic ability, and motivation to learn. Often, these explanations are based on a certain educational or motivational viewpoint without understanding

the cultural perspective of the student.

Mainstream schools and teachers typically focus on mastery of academic subjects, competition, success, individuality, and future goals. Yet, some students from other cultural backgrounds may put greater value on harmony, anonymity, submissiveness to the needs of the group, maintenance of the status quo, the present and past goals and values of their culture. These conflicting cultural perspectives of educational goals and motivation to learn can cause clashes and misunderstandings which may predispose these students to drop out of school. In the study, Graham (1990) as cited by Richardson (2015) it was concluded that teachers can unknowingly communicate their predisposed attitudes about a student's ability. The teacher's expectations for that individual student can affect their instructional practice for him or her. Such unwitting academic prejudices, sometimes based on culture and race, can inhibit the educational process for these students.

To avoid the trap of cultural stereotyping, teachers need to be culturally sensitive. In a culturally sensitive educational environment, a teacher feels the responsibility of engaging every student in purposeful learning experiences that support their curiosity and creative expression. In order to understand what learning experiences students will find meaningful, teachers need to establish a meaningful rapport with each student. Even when a student is difficult or trying, a teacher will be persistent in giving emotional and academic support. It is more important to give more emphasis on student effort than student ability. Finally, teachers should reflect and learn from their past mistakes and triumphs.

Academic and Language Barriers

Wu et al. (2015) asserted that international students usually face many difficulties in their scholarly and social adaptation when studying abroad. Then again, these difficulties add

motivation to foreign students to foster procedures to take care of issues. Whenever they become independent learners, they foster new learning methodologies to manage challenges. The changes and adaptations of foreign students take time and require support from different areas. The university is typically the primary spot where resources can be provided; along these were challenges encountered by foreign students in which they need adequate support.

In a study conducted by Ibragimova and Tarasova (2017), it was found that foreign students encounter serious problems in dealing with language related problems in academic tasks. To resolve the issue, the Kazan Government College made several measures. The quantity of hours for learning the language in the structure of the courses of Russian was expanded. Three educators are associated with the work with unfamiliar understudies, so it could assist with being more loose and conquered timidity. The students must feel loose at the illustration. It is the longing and eagerness of the understudies to take part in the intercultural correspondence in the objective language, not simply information and authority of the language and discourse material that decide the adequacy of the language variation. It is conceivable assuming that one of the types of instructive action isn't just tuning in, talking, perusing and writing in an unknown dialect, yet in addition energetic, dynamic correspondence with the educator and with one another. Also, the division of Russian language for worldwide students coordinated interviews helping understudies in various issues on specific disciplines, and thirdly, they are occupied with various get-togethers and activities in the college and in the city.

The authors suggested that organizations that cater foreign students should sort out a genuine arrangement of language support administration for foreign students and encourage their participation in events sponsored by universities which will enable them to enhance their

adaptability to the native language and host nation. Involving them in joint projects, theoretical materials, tutorials and group work.

Gatwiri (2015) emphasizes in her review that foreign student's performance is restricted because of language barriers. They are probably going to encounter more anxiety connected with getting scholastic and syntactic language and the general course of acclimation to the Australian homeroom environment. Difficulties to adapt in a strange educational system may result in poor performance compared to what they achieved previously. Moreover, this might affect their ability to accomplish tasks which involve learning, critical thinking, verbal communication and problem solving which are essential in the academe.

Maggudayao (2018) concluded that several factors concerning language such as barriers, adjustment, acculturation and adaptation etc. arises the need for intercultural exposure of foreign students. She also found out that teachers were aware of the learning needs of students and did not have a concrete approach on addressing the issue. Innovations in classroom practices and strategies were needed to be included in the curriculum to engage and reach the full potential of foreign students. Hence, will help in exploring the fit in both strategies and possibilities.

Synthesis

Constructivism as a philosophy adheres to student-centered learning, since it promotes experiential learning. It is more of an active process since students construct their own learning. The teachers, on the other hand, create new understanding through coaching, moderating and suggesting. To simply put, teachers act as facilitators of learning, and not just like the old times when spoon feeding was rampant.

The coming of foreign students has been getting ordinary in the current educational setting worldwide. Due to globalization, classrooms have become culturally plural. Students become more

multicultural; thus, sensitivity and strategy of teaching should be taken into consideration. This is to say that the curriculum shall consider factors that may affect the learning process of the students. It must promote a strategy for a more student-centered learning that can motivate them.

Reading primary sources has been considered by different institutions to hone the skills of the students in history and social sciences. Different theories and strategies have been applied to make history subjects/social science more appealing to the learners and to break the notion that these subjects are boring.

Though the Reading Like a Historian (RLH) Method is applied in secondary schools or in K-12 programs abroad, the author believes that it is applicable in the tertiary level of the Philippine educational system. For some time now, much weight has been given to Science, Math and English subjects in all levels of education. Less attention is given to social sciences/history. As a matter of, the present educational system has lessened the teaching contact hours for the said subjects. Students are taught just to memorize dates, places, and persons more often than not. They are not taught to study history critically and constructively. Moreover, due to the decreasing number of teachers specializing in history and social sciences, subjects under the discipline are given to teachers inclined to other disciplines.

Reading Like a Historian is adapted in this study since this is more likely to be more effective since it describes the process more specifically that would lead to clearer understanding of primary sources. Historical reading skills that RLH method attempts to promote include: (1) Sourcing which makes the reader embolden to measure how the author's perspectives and motives for writing affect their interpretation of events; (2) Contextualization which encourages students/learners to comprehend the complete picture of what is happening on the phase of historical event; (3) Corroboration which boosts students/learners to classify opposing views and

testimonies; and (4) Close reading which encourages students/learners to absorb the text deliberately and profoundly by constructing words and sentences for meaning.

Five topics in the Rizal course were chosen in the study which are in line with the syllabus mandated by CHED through CMO No. Series of 2013, namely, (1) Rizal and Propaganda Movement, (2) Rizal in Dapitan, and (3) The Entrapment, (4) The Trial, and (5) The Execution of Rizal. The topics were selected for the reason that these were the points of Rizal's life by which he was already familiar with nationalism in its real essence. Topic 1 (Rizal and Propaganda Movement) stresses the ideals of the movement, internal conflict and retirement of Rizal as its honorary President. Topic 2 emphasizes Rizal as a simple man, but being simple could still be even more productive. Topics 3 to 5 could make the students more critical in their judgement by scrutinizing the primary documents presented from his entrapment, trial, and execution. The primary sources used in this study are available online, in books authored by some respected historians like Zaide (2014) and Ocampo (2019) as well as books published by the National Historical Commission. Finally, the study considered the CHED's implementation of OBE in Higher Education Institutions since it also focuses on the outcomes after using and developing the skills of the Reading Like a Historian method which is the main thrust of the study.

1.3 Conceptual Framework

The present study works under the theoretical framework of constructivism, an educational theory where the learners are the information instructors creating their own understanding.

Constructivism states that learning is an active contextualized process of constructing knowledge rather than acquiring it. Constructivists believe that learning is affected by the content in which an idea is taught as well as by students' attitude and beliefs. Constructivism as a learning

theory found in psychology which explains how people might acquire knowledge and learn. It therefore has a direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences.

Since constructivism is also considered a process, this study adapted the current curriculum in the collegiate level which promotes the use of primary documents and outcomes-based education. Using primary sources will make the participants more interested, motivated and attached since they are the ones that will read, dissect, analyze, and evaluate sources given to them. This will make them more independent learners and critical readers. And to test their efficiency and competence, exercises and activities are made to measure their learnings in a more objective manner.

Figure 1 shows how the study progresses. It clearly shows that the study involves the use of lesson exemplars in selected themes in Rizal Course. The lesson exemplars progress through Reading Like A Historian Method which are mixtures of four historical reading skills namely sourcing, contextualization, corroboration, and close reading. The author believes that the said skills are highly necessary to enhance the historical reading skills of foreign students in Rizal Course.

However, using the primary documents does not promise an ideal learning goal since students may just read the documents as they are written. There must be some skills to be acquired before proceeding in reading the document. In this regard, the author adapted and applied the Reading Like A Historian Method, a method of history teaching that was created by Stanford History Education Group (2012). This method is emphasized by the four skills/branches for the optimum understanding of reading primary documents. These are (1) sourcing, which refers to historical skills that encourage students to measure the authors' perspective and motivations to

writing that affect their interpretation of events, (2) corroboration, which encourages students to classify opposing views and testimonies, (3) close reading, which encourages students to absorb the text deliberately and profoundly by constructing words and sentences for meaning, and (4) contextualization, a historical skill that emboldens students the complete picture of what is happening at the phase of historical event.

The above-mentioned historical skills are highly recommended for the participants of the study who were the foreign students taking up Rizal. (1) sourcing- they would be more critical and objective in judging which primary document is more credible and plausible; (2) corroboration- did not happen only in Philippine History, it happened also in the grand narrative of every nation; learning this skill would make them validate and confirm any historical writing; (3) close reading- making them more critical in dissecting primary sources; since the documents used in the study were translated in English, the participants would be able to comprehend well what the authors wanted to emphasize on the document; and lastly (4) contextualization- among the four historical skills, this is the most critical skill used in the study, since this skill is the one that brings the students in the context of any historical event that made an impact of the history of the nation and its heroes, it is highly recommendable that this will be perfectly acquired and be practiced. The participants are expected to understand the context of Rizal's time in political and social aspects for them to appreciate his heroism. In doing so, this skill would augment their historical appreciation in their own heroes of their own countries.

Historical skills are applicable to the study of Rizal course since it treats Rizal as a historical icon and utilizes primary sources that uproot historical facts that shed light in historical controversies or arguments. This also helps students to critically inquire and interrogate selected topics/themes and come up with their own understanding on the controversies that took place in

the particular epoch of history of historical Rizal. In the study, there were five topics considered, namely: (1) Rizal and Propaganda Movement (2) Rizal in Dapitan and (3) The Entrapment, (4) The Trial, and (5) Execution of Rizal. The researcher considered the topics since he wanted to point out the transformation of Rizal from academe, to a reformist, an ordinary man, a traitor, or a hero.

After using the RLH method in studying five selected themes in the Rizal course, the lesson exemplars which are the ends of the study would be suggested to be included in the syllabus of the course. Likewise, outcomes-based activities were also included for each theme based on the questions obtained and modified through the RLH method. These include written outputs such as reaction paper, reflection paper, or a corroborative paper.

Reaction paper is taken into consideration as an outcome in the study since it provides already a central historical question that the student may argue or support against the topics or themes as presented by the primary documents.

Individual reflection paper offers the students/learners the opportunity to consider how their personal experiences and observations shape their thinking and accept new ideas. In this study, students are encouraged to explore their own ideas about a text to express their own opinion rather than summarize the opinion of others. In general sense, the purpose is for the students to elicit their informed opinions about ideas presented in the text and to consider how it affects the students' interpretation.

Corroborative paper creates student skills to evaluate evidence/information from multiple primary sources that are useful for their historical argument.

All the above outputs are in line with the CHED Memorandum Order No.46 Series of 2012. Memorandum Order No.20 Series of 2013, which clearly states that studying any course shall deal

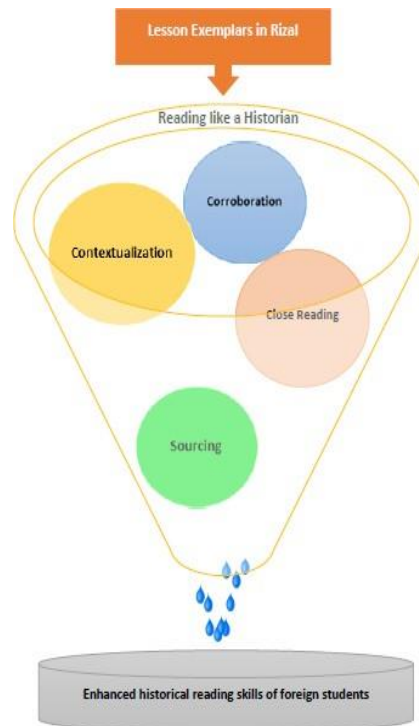
more on the development of skills and producing relevant outcomes.

With the help of Reading Like a Historian Method and thorough selection and validation of historical sources, a better understanding of Filipino culture is expected by utilizing these lesson exemplars in carefully developing an instructional material that will suffice the needs of international students. Since RLH is not yet known to the public, the need to ease the learning in this pandemic is urgent and necessary. It clearly needs to be developed. Thus, the foreign student's ability to corroborate, contextualize, close-read and study sources was tested on a try-out that would help strengthen the instructional materials' validity.

Figure 1

Figure 1 shows a structure on how lesson exemplars will be processed throughout the study. The figure presents different elements or aspect that will be cultivated as the research progress.

Conceptual Framework of the Study



The conceptual framework of the study as shown in Figure 1 presents how the Lesson Exemplars in teaching Rizal course will be utilized by applying Reading like a Historian method to enhance the historical reading of foreign students. This involves the process of corroboration, contextualization, close reading and sourcing that will provide a better learning mode for students.

1.4 Significance of the Study

The result of this study is deemed contributory to the researchers about the essence of primary documents in line with outcomes - based curriculum which measures students' capability in constructing their own knowledge and understanding.

For the **foreign students** as participants of the study, they would be able to grasp the topics

more efficiently since they will be given the opportunity to scrutinize primary sources that promote independent learning. Also, primary documents used in the study were translated in English for easier understanding and comprehension.

In **terms of teaching**, this study provides teachers/instructors an alternative teaching strategy that would develop the historical thinking skills of their students in teaching Rizal through primary documents analysis in reference to “Reading Like a Historian Program.”

For **school administrators**, with the institution’s commitment to offer relevant and equitable education, the approach of the study can be adopted in other areas of learning since it promotes student-centered and outcomes-based education.

For the **CvSU- Social Sciences Department**, for its commitment to offer quality education, this would improve the delivery of knowledge and would somehow modify the department’s syllabus that could be of great help in developing experts in teaching the course.

For **curriculum developers**, this research may help them not only to focus on learning outcomes that show knowledge and understanding but also additional methodologies in teaching the course.

For **future researchers**, the study could help them in the sense that it can be used as a source in any related field of research that will involve the use of primary sources.

For **Graduate school students**, this research may help them in case that their study would be dealing with scrutinizing and evaluating historical facts and documents.

1.5 Scope and Limitation of the Study

This study was focused on the teaching of Rizal course to foreign students using constructivism as an educational philosophy and utilizing the “Reading Like A Historian Method” as its strategy. The researcher initially identified the five topics that coincide with the course

syllabus as suggested by CHED Memorandum Order No. 20, Series of 2013, with consideration of its objectives and outcomes. The researcher looked for primary documents and requested some experts for their authentication. The authenticated historical documents fully utilized the RLH method that resulted in lesson exemplars manifested by group written output, reflective writing (thought paper), and corroborative paper. For its try-out and evaluation, the study covered the period April 2020– June 2021 at Cavite State University Indang, Cavite, but due to the COVID 19 pandemic, this was done through online classes, specifically on tutorial mode. The number of foreign students in the study was also limited to four students including one from Nigeria, two from Rwanda, and one from Zimbabwe.

The study also limited its scope in the level of participation and comprehension of the students using the strategies. Acceptability and relevance of the topics reflecting the participants' academic performance was not the concern of the study. In addition, the try-out part of the study only involved a small scale rather than a large-scale group which may influence the results of the study due to the limitation of classes implemented by the government to control the COVID19 pandemic. Time constraint was also a factor in the try-out of the study since it was observed that plenty of primary documents were inserted in the lesson which gave the participants allot more time in finishing each lesson.

1.6 Statement of the Purpose

The purpose of the study is to develop lesson exemplars for foreign students in Rizal course utilizing the Reading Like A Historian Method.

Specifically, it aimed to:

1. develop lesson exemplars out of primary documents through Reading Like A Historian Method;

2. validate lesson exemplars and authenticated historical sources in developing historical reading skills utilizing primary source analysis through ‘Reading Like A Historian Method’; and
3. try-out and evaluate the lesson exemplars.

1.7 Definition of Terms

The following terms listed are defined conceptually and operationally as used in the study.

Close Reading. This term conceptually refers to encourage students to absorb the text deliberately and profoundly by constructing words and sentences for meaning. The same definition is used in this study.

Contextualization. This term conceptually refers to a historical skill that emboldens students to comprehend the complete picture of what is happening at the phase of a historical event. The same definition is used in this study.

Corroboration. This term conceptually refers to encourage students to classify opposing views and testimonies. The same definition is used in this study.

Foreign Students. This term conceptually refers to persons admitted by a country other than their own, usually under special permits or visas, for the specific purpose of following a particular course of study in an accredited institution of the receiving country (OECD Glossary of Statistical Terms, 2001). For this study, foreign students are those from other countries currently enrolled at Cavite State University, Indang, Cavite.

Historical Inquiry. This term conceptually refers to the inquiry done by the students using the primary documents in the Rizal course that leads to development of knowledge and understanding on the topics selected. Students were guided by the Central Historical Question of each lesson. The same definition is used in this study.

Historical Thinking Skills. This term is conceptually defined as the progress of the student in studying historical Rizal through examination and analysis of selected primary sources from Rizal's and other authors, through writing, thought paper, or any skill-based strategies. The same definition is used in this study.

Lesson Exemplars. This term is conceptually defined as an inquiry- based investigations that engage students while helping them develop science-process and communication skills. These include standards-based rubrics that provide clear guidelines for assessing student work. In this paper, it refers to selected themes on the Rizal Course that are created from primary sources.

Outcome-based Education. This term conceptually refers to the activities done by the participants after utilizing the skills, such as group written report, thought/reflection paper and position paper and other classroom activities. The same definition is used in this study.

Primary Sources. This term conceptually refers to primary documents that are utilized by the students such as poems, essays, correspondence, etc. in developing their historical thinking skills. The same definition is used in this study.

Reading Like A Historian Method. This term is conceptually defined as a method of history teaching that is created by Stanford History Education Group (2012). This method emphasizes that historical skills consist of (1) sourcing (2) contextualization (3) corroboration, and (4) close reading. These skills are interrelated and associated, and what historians have determined as necessary since expert historians practice to extrapolate and to examine primary source documents (Reisman, 2012). The same definition is used in this study.

Sourcing. This term conceptually refers to a historical skill that encourages students to measure how the author's perspective and motives to writing affects their interpretation of events. The same definition is used in this study.

Chapter 2

METHODOLOGY

In this chapter, the methods and procedures employed are discussed. This includes the research design, participants of the study, and the research instrument evaluated by experts.

2.1 Research Design and Method

The study utilized the design and development research approach since its very purpose is to create and propose lesson exemplars for foreign students in teaching Rizal course. The design and development research first proposed by Brown and Collins in the 1990s, is currently among the well-known methods in educational research to test theory/strategy and validate its practicality. This method possesses conceptual underpinning and practical aspects of the “what” and “how” of doing.

Specifically, the researcher utilized the Reading Like a Historian Method and developed lesson exemplars for the product. This study made full emphasis on both the strategy (acceptability and efficiency) and outcomes, which are the lesson exemplars. Strategy for the study promotes critical thinking and objective judgement which were deemed more objective since the participants of the study were foreign students who are not yet a pro or anti Rizal as a hero, therefore, bias is less or non-existent. Primary sources were first validated and authenticated and working texts were integrated with the sources and thus, the development and creation of the lesson exemplars for the course.

2.2 Research Locale

The study took place at Cavite State University – Don Severino Delas Alas Campus, Indang Cavite from April-May of the Academic Year 2020-2021.

2.3 Selection Criteria and Participants

In utilizing the constructivist paradigm to conduct the study, the method of sampling used was purposive or deliberate sampling. Purposive sampling is where a researcher selects a sample based on knowledge about the study and population. The participants are selected based on the purpose and needs of the study.

In this study, the participants were four (4) foreign students of Cavite State University, Indang, Cavite enrolled in Rizal course for the Second Semester of Academic Year 2020 – 2021 (see Appendix A) and have been residing in the Philippines for two or more years. There were two Rwandans, who are taking up Bachelor of Science in Industrial Engineering, one Zimbabwean an architecture student and one Nigerian, a midwifery student. The author chose this group of students since the author personally observed that foreign students show less interest in the subject that leads to poor participation and also for a fact that even instructors are having a hard time looking for a strategy in teaching them. Moreover, the author considered the Reading Like A Historian Method to be used in the conduct of the study since CMO No. 20 series of 2013 suggests that General Education 09 (Rizal's Life and Writings) be taught using primary sources. Additionally, the participants were deemed less familiar with Rizal as Philippine National Hero, knowing only little of his life and accomplishments when they took up General Education 04 (Readings in Philippine History). Considering those factors, the author thought that it would be more efficient in achieving the objectives of the course. Likewise, this would help the foreign students to appreciate Rizal

whom they know little about.

2.4 Instrument

For the validation of the learning exemplars, the researcher adapted the instrument used by Colis (2016). The said instrument was intended for experts for the validation of the lesson exemplars. It comprised the different criteria in evaluating the aspects of the lesson exemplars, namely: (a) objectives of the lesson exemplars, (b) content of primary sources, (c) presentation and utilization of primary sources, and (d) usefulness of primary documents.

This study utilized Historical Thinking Skills Scoring Rubric – Secondary (See Appendix L Table 2) that was utilized in the conduct of the study, as adapted from the works of the Stanford History Education Group (2012) and Vansledright (2014) Assessing Historical Thinking and Understanding – Innovative Ideas for New Standards. This rubric was used by the observers/evaluators to measure the degree or magnitude of the skills that the author wanted to develop for his students/participants. This was used in all the outcomes of each topic applying the RLH method.

The **Process Observer Checklist** was also used as an instrument of the study as a triangulation tool to counter-validate the try-out of the Reading Like a Historian Learning Exemplars in Rizal course. The said instrument was adapted from the works of Colis (2016). This instrument (see Appendix L Table 3) supported the assessment of the actual conduct of the study and observation based on the comments and suggestions of three process observers. The Process Observer Checklist is divided into two categories: (A) teaching using RLH lesson exemplars, and (B), assessing student's learning using RLH method. The author adapted Collis' (2016) instrument to obtain observers/evaluators degree of agreement on the statements for both categories. Scaling is as follows: 5- strongly agree, 4 – agree, 3 – neither agree or disagree, 2 – disagree and 1 – strongly disagree.

Students' Evaluation Checklist on the strategy and comprehension was also utilized. This instrument is a five-point Likert checklist adapted from the skills focus of Colis (2016) as shown in

Appendix Table 4. Unlike the experts' evaluation form, the checklist for students focused only

on the format of the lesson exemplar as well as the level of comprehension of the students on the strategy that was utilized.

With this instrument, the two different areas for evaluation were covered: (A) the format of the lesson exemplars, and (B) the skills that are to be developed and used by the students/participants in the conduct of the study. Each item for both areas was rated by students from the same scale used in the Process Observer Checklist.

2.5 Data Collection

The study utilized the instructional framework of Reading Like Historian Method. This method utilizes the use of primary sources as the core of its instruction where students are expected to develop higher order historical skills, namely: sourcing, contextualization, corroboration, and close reading.

2.6 Procedure

Pretesting/Decision Phase

The researcher checked on the course syllabus for the themes to be considered in the research if they are compatible with the strategy to be used and in the learning outcomes as well. The researcher referred to the list of primary and secondary sources given through CHED Memorandum Order No. 20 Series of 2013. These historical documents were used in developing lesson exemplars in teaching some selected topics in Rizal course; however, other primary documents were utilized to support claims and evidence of each theme. Moreover, it provided more exposure and practice of the skills for the participants. After deciding what themes to be considered, scrutiny on the sources was done if all were fitted to Reading Like a Historian Method

as well as the learning competencies and learning objectives as stated in the course syllabus prescribed by CHED. The author did not only consider the number of primary sources available for each topic but also the topics/themes that were thought to be more necessary to be given emphasis on students' learning. In this study, Rizal's struggle and heroism were chosen to be the center of learning for it was the most interesting, highlight and colorful part of his life.

Table 5 shows the listing of primary and secondary sources that coincide with the topics as per CHED Memorandum Order (See Appendix L Table 5).

The themes identified in the study are as follows: (1) Rizal and Propaganda Movement which has five identified primary documents, (2) Rizal's Exile which has six, (3) The Entrapment which has 2 primary documents, (4) The Trial which accounts 9, and (5) The Execution which has six. The topics were divided due to their broadness and richness of primary documents.

The five themes were selected based on the researcher's perspective that these topics are somewhat interrelated to each other and that these provide continuity. Furthermore, the topics are considered to be the highlights of the life of historical Rizal. Lesson Exemplar No. 1 presents Rizal as a leader who was very nationalistic but failed to lead for some uncompromising principles with his fellow nationalists. This led to his resignation in the organization. The topic intends to teach the students that even in that period, unity was a problem, which only proves of them as being human with individual differences, with flaws and weaknesses.

Lesson Exemplar No. 2 was the consequence of their nationalistic writings that were considered as the watershed of nationalistic sentiment in the Philippines. However, the topic shows that even when a man was living as simple or as ordinary as it maybe, a man could make a difference.

Lesson Exemplar No. 3 discusses trust and betrayal- trust on the part of Rizal and betrayal

on the part of Spanish authorities. More importantly, it discusses how the colonizers treat someone despite their educational attainment and his advocacy for peace and progress.

Lesson Exemplar No. 4 educates the participants on how the rule of law was carried out for the non-Spaniards in the context of 19th century Philippines. This allows them to see the loopholes of the evidences against Rizal but this however, would help them realize the supremacy and brutality of the colonizers.

Lesson Exemplar No. 5 discusses the saddest event of the hero's life but is considered as one of the turning points of Philippine history which serves for more passionate sense of nationalism.

To sum up the five topics, and to show the interrelatedness of each one to the other, each topic shows the strong sense of nationalism for each page of history as being supported by the primary documents from different epochs. The topics also strongly educate how historical Rizal should be considered as one of the famous nationalists or a hero in the real sense of the word.

In compliance with CHED Memo No.4, Series of 2020, all the lesson exemplars were designed for flexible learning due to COVID 19 pandemic. As a result, the researcher utilized the online platform for the instructional setting such as Zoom or Google Meet.

The author solicited the expertise of at least three seasoned historians, one from the University of the Philippines and De La Salle University – Dasmariñas and one from a respected historian in Cavite to prove the authenticity of the primary sources.

Instructors assigned to teach Rizal course with foreign students were identified for the arrangement and approval of the try-out. Schedule of classes and participants were also considered. Moreover, cost estimation was also considered for both primary documents printout and evaluation instruments.

Development Phase

The author primarily considered both the CHED Memorandum Order No. 20 Series of 2013 and CHED Memorandum Order No. 46 Series of 2012. The two memoranda enforce both the methods and learning outcomes in teaching the course. Since the study dealt with primary sources, the author selected topics that can provide it. And for the reason that the whole educational system is suffering from the COVID-19 pandemic, the study is compliant to CHED Memorandum Order No. 4, Series of 2020 which states the implementation of flexible learning in the tertiary level.

In addition, the author prepared the instruments for evaluation of experts and students. These are Reading Like a Historian Rubric – Secondary for the validation of the five lesson exemplars, The Process Observer Checklist for the counter-validation on Reading Like a Historian Rubric, and lastly, the Students' Observer Checklist to determine the acceptability of the strategy. More importantly, lesson exemplars for the try – out were also prepared by the author based on the Reading Like A Historian Lesson Plan outline. Lesson exemplars were designed for a tutorial home-based learning due to the ongoing pandemic which made face-to-face learning impossible. Worksheets/exercises for each topic were also prepared to complete the output of the study. Specifically, these were written output, reaction paper, reflective essay and corroborative paper. Each of the activities was backed up with corresponding criteria/rubric for more objective evaluation.

Scaffolding for each reading was also provided in the lesson exemplars for the participants to have a background knowledge of the topics to be read and scrutinized. Figure 2 (see Appendix M) illustrates the Reading Like a Historian Lesson Plan Outline used in the study as adopted from Colis (2016) and Reisman (2012).

Validation Phase

Before the author implemented the study, he ensured that he had a level of mastery on the method that he wanted to relay to the participants. He read many articles about Reading Like A Historian method and even enrolled on the online Stanford History Education Group (SHEG). He had to be on the higher level of mastery since the success of the study is dependent on him.

The author provided the Central Historical Question for each topic, overview/ background which served as the scaffolding for the students on the selected topics as well as the desired output after applying the skills which are sourcing, corroboration, contextualization and close reading. In this study, the expected outputs include written output, individual thought/reflective paper and corroborative paper.

For the study to be more effective and justifiable, the author solicited comments and suggestions from three well-respected instructional development experts in Social Sciences, two of whom from Philippine Normal University, Manila and one from Cavite State University, Indang, Cavite. Drafts of the Lesson Exemplars and Research Instruments were first sent to them for improvement. The instruments for this study utilized the RLH exemplar from the research of Colis (2016) but since the author's target participants came from the tertiary level, he made some modifications on the instruments.

The researcher considered the three experts from the above-mentioned academic institutions to ensure that the lesson exemplars and the instruments were more reliable and acceptable based on its purpose. After considering all the corrections and comments, selected themes and instruments were finalized.

Before the try-out of the study, the researcher familiarized the participants on the strategy to be used. He requested three instructors/observers handling Rizal course to carry-out the familiarization prior to its implementation upon the permission of the department chairperson and the approval of the dean of the College of Arts and Sciences. He considered topics from Reading Like A Historian Lessons from Stanford History Education Group (2012). These are (1) Lunchroom Fight 1, (2) Lunchroom Fight 2 (3) Snapshots Autobiography, (4) Evaluating Sources, and (5) Homestead Strike. These lessons were considered by the author since it would make the participants and Instructors/Observers more familiar on the skills that are intended to be developed. Lunch Room Fight 1 lesson familiarized the participants in a situation where one has to decide when a particular evidence or testimony is believable/plausible since history per se involves different stories from different people, which eventually creates confusion. In this topic, the participants learned on how to deal with conflicting accounts that led to correct historical judgment. Time element was also considered for the lesson since some stories change over time that is, what one remembers after the event may be different a week or a month later. Physical evidence was also taken into account in the lesson.

All of these things apply to history: How events are interpreted, remembered, explained, and judged to be trustworthy. Studying history involves considering people's perspective and biases; evidence trustworthiness. Similar to the principal, historians try to figure out what happened in the past.

Lunch Room Fight 2 lesson taught the participants a much deeper understanding on the skills they should develop. It trained them to scrutinize sources and evidence from an eye witness accounts for a sound historical judgement. For this lesson, they used sourcing, corroboration, and contextualization.

They read and compared multiple pieces of evidence in order to figure out which are more reliable and how these evidences fit together to fill out the story of what really transpired in any particular event.

The Snapshot Autobiography lesson explained that history is not merely a study of the past, huge collection of names and dates, that students are expected to memorize. The topic brought history on the higher ground in discovering the other meaning of history and to recognize why it is important to study the subject. The lesson made students think about the meaning of history by describing several events from their own life, finding a witness to provide another description of the events from their own and thinking about similarities and differences between the two descriptions.

Evaluating Sources as the topic made the students to be more critical in evaluating sources. The key purpose of this lesson is that historical understanding is intertextual. Though students are asked to choose one source over the other in this activity, they would intimately need to corroborate their sources with additional evidence in order to adequately answer the prepared historical questions.

Lesson 5, Homestead Strike, dealt with three specific historical thinking skills, namely sourcing, close reading and corroboration while looking at two different accounts. Background information was given through lecture as well as the timeline of the event. Key concepts were given emphasis for easier understanding of the content and context of the documents. Two documents were presented with different perspectives on a particular event. The students read the documents which offer different accounts and they decided which account is more plausible. The author believed that the preceding topics best describe the historical thinking skills that the participants would develop prior to the try-out of the study. It is very significant that they have a

prior practice on what would take place during the try-out for a better execution and a better result. Moreover, in order for the study to be objective and to avoid bias on the same time, familiarization and implementation of the study was facilitated by the subject instructors/observers upon the request of the author.

The author provided the Central Historical Question for each topic, overview/ background which served as the scaffolding for the students on the selected topics as well as the desired output after applying the skills which are sourcing, corroboration, contextualization and close reading. In this study, the expected outputs include written output, individual thought/reflective paper and corroborative paper.

Try-out Phase

Thus, before the try-out proper, the researcher invited the instructors/observers through a formal letter approved by the Department Chairperson and dean of the College to make the familiarization formal and official. Invited instructors for the try-out were the ones who have foreign students in their classes who facilitated the exemplars. Since the study involved five themes, they were to implement the study in five tutorial online sessions. In the assumption that they are also not yet familiar with the RLH Method, they were familiarized by the author through a group discussion via social media platform, since they are on Work from Home scheme. Hand-outs were sent to them through Google Drive weeks ahead before the try-out. Validated instruments for the score and evaluation for the study were likewise given to them before the try-out, and again through social media platforms.

Soon after the researcher had oriented and familiarized the subject instructors/observers through group discussion, try-out proper followed in reference with the course syllabus. The try-out for all of the selected themes totaled 7.5 hours (1.5 hours per theme). Since the study was not

focused on the academic performance of the participants, the acceptability and efficiency of the study were given depth and emphasis in the conduct of the study.

After the try-out phase, all the accomplished instruments for both the instructors/observers and students were collected, analyzed, evaluated and interpreted. Moreover, the author limited himself on the evaluation phase to avoid bias in the study. Rewards were also provided for the participation of international students and instructors.

Ethical Considerations

The researcher considered any ethical impediments in conducting the study. This includes the respect for the people involved, especially the participants by giving them utmost respect for their well-being and giving them opportunity to represent or withdraw from the study which was indicated in the informed consent. Moreover, the researcher-maintained integrity during the conduct of study and adhered to professional and scientific responsibilities in the society explaining the purpose of the study to the participants involved. It was particularly ensured to the participants that the data collected would be used to promote beneficence and non-maleficence, be kept confidential and will be used for educational purpose only, and that any form of misuse, conflicts between Ethics and Law, Regulations and Governing bodies, Harassment and Discrimination and violation of Privacy would not be tolerated.

Figure 3

Figure 3 shows how the exemplars undergo different phases to develop a suitable learning material for foreign students.

Research Model of the Study

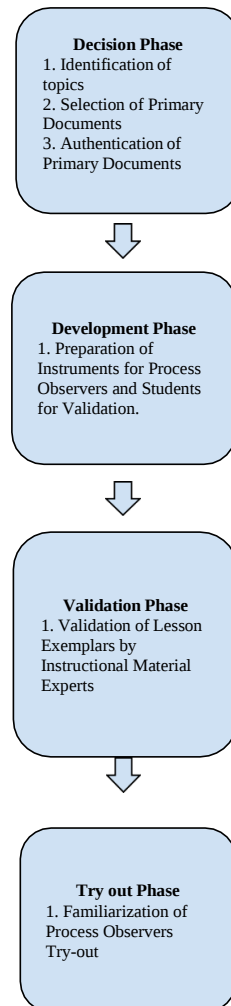


Figure 3 shows different phases consists of decision phase, development phase, validation phase and try-out phase. Decision phase is concerned with the careful selection of topics that will be used in the study which requires extensive planning and research. On the other hand, development phase is concerned with the validation from process observes and students of the said topics or exemplars. Meanwhile, validation phase focuses on the credibility of the materials that will be utilized on the try-outs. Lastly, the

Try-out phase will test the exemplars acceptability which requires familiarization of process observers and where the results will matter.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the findings and discussion of how the teachers make use of Reading Like A Historian Method in teaching Rizal Course to foreign students. Selection of topics was primarily considered to assess the availability of the primary documents. Lesson exemplars were prepared and were authenticated and validated by experts. Data show the significant acceptance and efficiency of the students using Reading Like A Historian skills, namely: sourcing, contextualization, corroboration, and close reading.

3.1 Development of the Five Lesson Exemplars in Rizal Course for the Foreign Students Based on “Reading Like a Historian “Method

The study started upon the approval of the institution. The researcher immediately reviewed the CHED Memorandum and syllabi to make sure that the lesson exemplars were aligned to the objectives. Topics were identified with the use of themes for the possible subject to be used in the study and decided a method for the conduct which is through on-line because of the COVID-19 pandemic. Afterwards, possible validators of the instrument as well as instructors and students for the try-out were tapped.

An estimation of the cost for the conduct of the study was made to see if it is feasible.

The researcher intensively sought the topic that would best suit the study and made a careful selection and decided to utilize Rizal’s life where most of the parts were controversial and the highlight was when Rizal was still alive.

Furthermore, there were four aspects considered in the development of the lesson exemplars, namely: (a) Objectives of the Lesson Exemplars, (b) Content of primary sources, (c)

presentation and utilization of primary sources, and (d) usefulness of the primary sources. Five successive topics in Rizal subject were taken into consideration by the author with various primary sources available. The following are the topics that were taught in an on-line platform and tutorial mode: (1) Rizal and the Propaganda movement, (2) Rizal in Dapitan, (3) The Entrapment, (4) The Trial of Rizal and (5) The Execution of Rizal.

Table 6

Table 6 shows the five lesson exemplars and the number of primary sources that were used in the study.

Five Lesson Exemplars

Lesson Exemplars	Number of Primary Sources
Rizal and Propaganda Movement	7
Rizal in Dapitan	7
The Entrapment	2
The Trial of Rizal	9
The Execution of Rizal	6

After a thorough selection of the topics, the instrument was subjected for validation of the experts for its content and applicability in the study (see Appendix L Table 7). A Likert scale with a set of criteria (See Appendix L Table 1 and 2) was used by the experts to score and identify which section needs improvement. Hence, the instrument was returned to the researcher for improvement and it was fortified and sent back to the experts for their approval. The result of the validation is shown in Table 7.

3.2 Validation of the Lesson Exemplars in Developing Historical Skills Through Primary Sources Analysis Using the “Reading Like a Historian Method”

Table 7

Table 7 shows different aspects of the lesson exemplars and corresponding mean with verbal interpretations.

Validation of Lesson Exemplars

Aspect of Lesson Exemplars	Mean	Verbal Interpretation
Objectives of the Lesson Exemplars	4.6	Very Satisfactory
Content of Primary Sources	4.3	Very Satisfactory
Presentation and utilization of Primary Sources	4.6	Very Satisfactory
Usefulness of the Primary Documents	4.3	Very Satisfactory
Total Mean:	4.4	Very Satisfactory

Based on the data, lesson exemplars gathered a mean of 4.6 on the evaluator's perspective. This implies that the objectives are met and stated in a behavioral form, well-planned, formulated and organized that would enable students to grasp the desired data. Moreover, the objectives were specific, measurable and attainable and clear in purpose. Hence, it contains documents which are highly relevant with the objectives and cater the needs of students in learning.

Table 7 shows in terms of the content in primary sources which earned a very satisfactory rating of 4.3 which indicates that the contents of each reading were highly recommended and relevant to the objectives that need to be met; it is comprehensible and reader friendly; the issues are widely acceptable; the guide questions were clear and suitable for the readers and every topic

was emphasized properly to the full understanding of students.

Moreover, data also shows that the presentation and utilization of primary sources had a very satisfactory rating with a mean score of 4.6. This indicates that the topics are presented in a logical manner which is comprehensible for students; it is unique in terms of its form; it presents the outcome clearly; the historical skills are being applied in every topic; and it provides adequate information for each topic for students to gain a better understanding.

Furthermore, it was shown that the usefulness of primary documents was very satisfactory as it gained a mean score of 4.3. This indicates that the primary documents have a huge potential for motivating students to study the Rizal course. Hence, the documents would help students to construct their own knowledge and understanding about Rizal, substantial in helping the students to use their time more effectively, and would be able to develop a higher level of thinking which involves critical and analytical skills of students in studying Rizal's works and writings. The presence and abundance of primary documents were seen and served as the instructional material that caters to the needs of the students.

With a mean score of 4.4, the overall results implied that the lesson exemplars are very satisfactory, recommended by the experts, and suitable for engaging foreign students in studying the Rizal course. It shows efficiency on the perspective of validators in meeting the demands and objectives of the subject, has relevant primary sources which are presented logically, and would be able to harness historical skills for each topic being presented that will help students to critically analyze and construct their own understanding about Rizal.

Upon the approval of the validators, the researcher then proceeded with the conduct of the study. The researcher held a meeting and familiarized the instructors on how to use the RLH and its implementation on the students. The result is shown in Table 8.

Table 8

Table 8 shows the performance of the participants in answering the lesson exemplars using the Reading like historian method.

Summary of Scores of Participants

Lesson Exemplars	Participant 1	Participant 2	Participant 3	Participant 4	TOTAL
Rizal and Propaganda Movement	23	20	20	25	88/100
Rizal in Dapitan	20	20	16	20	76/80
The Entrapment	10	10	6	10	36/40
The Trial of Rizal	30	30	25	30	115/120
The Execution of Rizal	20	20	20	20	80/80

Table 8 shows that all of the students were able to pass and get a satisfying mark in the given assessments.

Table 8.1

Table 8.1 shows the mean performance of the participants in answering the lesson exemplars using the Reading like historian method and the verbal interpretation based on the researcher's criterion.

Student Performance on Rizal and Propaganda Movement

Lesson Exemplars	Mean	Interpretation
Rizal and Propaganda Movement	22.00	High

It can be gleaned from the table that the overall mean score of students was 22.00 with high as verbal equivalent. This implies that the students were able to collect, analyze and comprehend what is intended to be learned and were able to meet the demands of the lesson.

In Sourcing, the participants were able to identify the purpose of the letters of Rizal, especially the ones written for his compatriots. Whereas, the responses of the respondents were somewhat very similar to one another when asked:

1. Who was Rizal speaking to in this letter? What do you think is the purpose of this letter?

Participant 1:

"In this letter, Rizal was speaking to the members of La Solidaridad, especially officers. The purpose of the letter is to correct some of the mistakes which are being made by members of La Solidaridad, reminding them that everything they do has to be done on their own sake, not waiting for reward and never resent defeat."

Participant 2:

"He was writing to the members of Asociacion La Solidaridad. The purpose of this letter might have been to emphasize the humility and commitment of La Solidaridad. He wanted

them to understand the principle of tolerance and integrity.”

On the other hand, the participants were able to contextualize what was intended by the primary sources.

When asked regarding *“Imagine what his receivers might have been thinking and feeling as they read the letter. Describe it.”*, the students responded:

Participant 1:

“If I were the receiver of this letter, I would feel and think that the association is lacking in unity within the members. This was because Rizal is suggesting that members should not be affected by small problems and will become the cause of larger problems in the association.”

Participant 2:

“They might have been disappointed because he was encouraging them not to resent defeat and moreover, he was depriving them rewards for their accomplished duties.”

It is clearly seen that they were able to give interpretations as if they were members of the said group during that period.

Furthermore, upon looking at the Close reading aspect, it could be observed that the participants were able to comprehend the content and meaning of the letters and mention several passages whereas when asked:

1. What is the main idea of this letter? What do you think Rizal means when he says, “the individual should give way to the welfare of the society.”

The participants responded:

Participant 1:

“I do not wish to say that this is a defect” by using this statement, Rizal realizes the need

to highlight that this was not to be seen as a problem, however he goes on to say but so that he may calmly address his issue of concern.

Participant 2:

“I fear much that we are fighting for a useless illusion” This statement shows that Rizal was frustrated by the lack of cooperation and focus on the goal due to the Filipino men who were gambling in Spain.

Participant 3:

“The main idea of the letter was unity and understanding within the association. If La Solidaridad was united and understood every situation of members; and if all members were pursuing one goal and had one mind set they would successfully attain the objectives of the association. Rizal means that every individual should mind the welfare of most people. Society should be the number one priority in the organization because there would be the most beneficiary”.

In addition, two of the participants displayed remarkable reflections and reactions when asked *“If you are going to change something, it may be a response, a letter or a situation in Rizal’s life that may lead for him to not quit and continue to the Propaganda Movement, what would it be and why?”.*

Participant 1:

“The content of my letter was about Rizal's influence...He should prove himself as a leader because as the time goes by, they will realize what they are fighting for....He should not leave the association because of what he sees because it is just the beginning that the association may encounter.... If Rizal is not persuaded by my message, I hope he will continue to support the Propaganda”.

The participant showed that he/she was able to understand the situation that Rizal went through and was able to provide sufficient data which showed how effective the close reading strategies were especially with sourcing. Moreover, the participant was able to do it not just from a single source and was able to bridge, compare and contrast the situations that other Filipino heroes like Graciano Lopez Jaena and Antonio Luna had been through using various sources. This only proves that though they are not Filipinos, such an observation on these foreign students strengthens the claim of corroboration and contextualization. Furthermore, it was evident on the statement that they were able to make claims and provide evidence on their synthesis on the life of different heroes to persuade Rizal in taking a different path.

However, despite having a high remark, two of the participants failed to meet the outcome aspect of the lesson. Two of the participants were somewhat passive and not enabling in their responses such as:

Participant 1:

“No, I won’t change any response, letter, or situation in Rizal’s life for the reason that he is smart enough to make a choice for himself and for the better. Isn’t it good that he left the Propaganda Movement? Because the allowance they are giving him will now go to other stuff and could be more helpful for them”. Moreover, the other student did not answer the question properly.

Table 8.2

Table 8.2 shows the mean performance of the participants in answering the lesson exemplars using the Reading like historian method and the verbal interpretation based on the researcher's criterion.

Student Performance on Rizal in Dapitan

Lessons Exemplars	Mean	Interpretation
Rizal in Dapitan	19	High

It can be seen that the mean score of the students was 19 which means high. This implies that the students were able to collect, analyze and comprehend what is intended to be learned and were able to meet the demand of the lesson.

As a proof, one of the participants was moved by Rizal's life in Dapitan through the primary sources which the researcher provided. In the corroborative assessment, one of the participants responded: Participant 1:

“Upon doing this activity, I am really amazed by Rizal. Even though unfortunate things happened to him, he still worked hard and helped other people.....”

Moreover, the participant was able to highlight and indicate the source of his claims such as this passage as the answer provided,

Participant 1:

“According to the letter of Mr. M.H. Cameron, Rizal does not have any equipment to blast those hard rocks...”

In addition, it is clearly seen that the participant was able to establish his close reading skills especially in terms of critical thinking, noticing that the source did not provide sufficient information about Rizal's agricultural life in Dapitan, and consequently was able to engage and seek answers for himself.

Participant 1:

“It was not mentioned in the documents provided above that Rizal was also an agriculturist in Dapitan. He devoted time in planting important crops and trees in his land...”

It could also be observed that the participant was able to provide evidence and claim based on the sources that were given which strengthened the procedural concept. Whereas, the sample response was:

Participant 1:

“During his four-year stay in Dapitan, he really does a lot of things. It is so impressive. He is really smart. Although he was busy with a lot of things, he did not forget his passion for writing. He still writes poems and letters for his friends and family...We cannot deny the fact that during his stay in Dapitan, he really left an impressive remark.... He was able to maximize his time and help a lot of people.”

Table 8.3

Table 8.3 shows the mean performance of the participants in answering the lesson exemplars using the Reading like historian method and the verbal interpretation based on the researcher's criterion.

Student Performance on The Entrapment

Lessons Exemplars	Mean	Interpretation
The Entrapment	9	High

The mean score of the students was 9 which is high. This implies that the students were able to collect, analyze and comprehend what is intended to be learned and were able to meet the demand of the lesson.

The RLH method enabled the participants to think critically and reflect about the previous events, and to contextualize and synthesize new information by providing claims and evidence. A statement that supports the claim was based on the participant's response;

Participant 1:

"I can only recall Agathe Uwilingiyimana, the first woman prime minister of Rwanda. She was a political moderate from an opposition political party who rejected ethnic extremism. She dedicated her life promoting women's equality, removing obstacles to girls' education and speaking on behalf of the poor... Unlike, Rizal who undergone arrest by the Spanish Military, Uwilingiyimana was murdered with her husband by her political opponents... but for our hero, who fought for so many things in our country was killed without legal process".

Moreover, it was observed that close reading strategies enabled the participants to give straightforward answers and to comprehend what was being fed through the readings. When asked about, why do you think Rizal left his faith to God? One of the respondents answered,

Participant 1:

“He left his fate to God because he believed in Him to make Justice but at the same time, he had no choice because he couldn’t do anything else and he wanted peace not fights”.

Sourcing was answered in great detail such as when asked about the diary of Rizal, “Who was Rizal when he wrote this document? When and where was it written? The respondent responded in this manner:

Participant 1:

“At that time Rizal was a volunteer Physician, the document was written on October 8th.1896 in Spain.”

This is a good indicator that the participant responded well in terms of attribution. Furthermore, contextualization was answered correctly and was able to bring out different reflections from the participants. When asked about “If you were able to read Rizal’s diary in that time how would you feel reading it? Participants responded:

Participant 1:

“If I was to read Rizal’s Diary at that time, I would find him a very committed and strong man who will always confront and face his problems rather than going away from them and He always was trusting God to make justice for him.”

Participant 2:

“If I was to read Rizal’s Diary at that time, I would feel blessed and encouraged.”

Table 8.4

Table 8.4 shows the mean performance of the participants in answering the lesson exemplars using the Reading like historian method and the verbal interpretation based on the researcher's criterion.

Student Performance on The Trial of Rizal

Lessons Exemplars	Mean	Interpretation
The Trial of Rizal	28.75	High

As reflected in the above table, the mean of scores of students falls to 28.75 which indicates high. This implies that the students were able to collect, analyze and comprehend what is intended to be learned and were able to meet the demand of the lesson.

In Sourcing, the participants displayed a detailed answer on the attribution, perspective and identification aspect which is a good indicator that the participants were able to exercise their close reading strategies and respond well. To justify, when asked regarding “What was the purpose of the letter? When was it written? (A letter of Laurel to Rizal)” the participants responded:

Participant 1:

“The letter was written on September 3, 1892... The purpose of this letter was to express how the people back in Manila look up to Rizal and assure him of the loyalty of his countrymen... Ildefonso Laurel was recently initiated in the Katipunan...designated to form a Katipunan Chapter in Hong Kong. I presume that this was how he knew of Rizal's situation and his actions to be in service to their country.”

Participant 2:

Ildefonso Laurel wrote this letter to Jose Rizal on September 3, 1892 when he arrived in

Manila. He wanted to tell Rizal the good news that Rizal's father told him that he will be pardoned soon. He also wants to send his regards to him... and their fellow countrymen believe in him and are waiting for his return".

Furthermore, in close reading, it was also noticeable that the respondent highlighted the sources and/or the author's persuasive words, and was able to cite some of the lines used in the documents. For instance, one of them responded in this manner:

Participant 1:

"The sentence "Do not doubt the loyalty of your countrymen, for all bewail the treachery of which you have been a victim and all are ready to shed their blood for the salvation of our motherland and of yours" ... Rizal was incriminated in his participation in the outbreak of revolution..." might have been noted as well relating to the revolutionary movement. The line "considering you their redeemer and savior..."

Hence, one of the participants was able to prove a good standpoint on whether Rizal was guilty or not on the trial. The judgment made was based on critically analyzing the primary sources given. A justifiable answer given by one of the participants is hereby presented:

Participant 1:

"Before the trial started, they already came up with the conclusion that he is guilty of his alleged crimes. He was not even allowed to cross-examine all those who testified against him... Lastly is conspiracy (a secret plan by a group to do something unlawful or harmful), but the organizations and groups he established such as La Liga Filipina and the Propaganda Movement were all non-violent pro-reform organizations... With these in

mind, all the oral and document testimonies against Rizal will all be meaningless”

Table 8.5

Table 8.5 shows the mean performance of the participants in answering the lesson exemplars using the Reading like historian method and the verbal interpretation based on the researcher’s criterion.

Student Performance on The Execution of Rizal

Lessons Exemplars	Mean	Interpretation
The Execution of Rizal	20	High

A mean of 20 with a verbal interpretation of high implies that the students were able to collect, analyze and comprehend what is intended to be learned and were able to meet the demand of the lesson.

In sourcing, it is evident that the participants were able to understand the meaning why Rizal created such letters. Hence, on the perspective aspect they were able to view the perspective of the writer on when and why they were produced. For instance, a letter made by Rizal to his family and brother Paciano, the participants' responses were:

Participant1:

“In the last hours of Rizal, he finally wrote a letter for his family...These said documents are both Rizal asking for forgiveness.... Moreover, the other reason for writing this letter was his last wish for the sake of the family. Lastly, he included about the tranquility of his conscience and even if he ends with death he still has integrity of himself until last.”

Participant 2:

Rizal was in his last hours when the letters were written. The documents were written to bid farewell/ final regards to his family and brother. He asked for their forgiveness for the pain he had caused unwillingly.

In the contextualization aspect, the participants were observed to have had a full grasp on the situation Rizal had during the day of his execution. When asked (1) When and where were the letters made? and (2) How did the circumstance affect the content? One of the participants responded:

Participant 1:

“The letters were made on December 30, 1896. There was no exact address but it must have been written in Fort Santiago shortly before his execution in Bagumbayan.

Participant 2:

Rizal was in his last hours when the letters were written. Considering this circumstance, he might have felt emotional in writing his final regards to his family. He deeply asks for their forgiveness, he reminded them to take care of their well-being, and assured them that he was fine and they do not need to worry.”

As for the Close reading strategy, the participants were able to highlight different phrases from the passage of the letters. It could be observed that the critical thinking skills of the participants were utilized. For instance, one of the respondents responded in the question: (1) What words/phrases manifest in the correspondence which show the strong emotional state of the author? (2) How do these words/phrases indicate the author’s perspective? The words/phrases which showed the strong emotional state of Rizal are as follows:

Participant 1:

“I ask for your forgiveness for the pain I cause you... hoping that with my death you will be left in peace”

Participant 2:

“It is better than to live suffering”

Participant 3:

“Treat your old parents as you would like to be treated by your children later... to tell you how sad I am to leave you alone in life”

Participant 4:

“These words denote his strong affection to his family and concern for their well-being. They were straight-forward yet meaningful”.

This is the only assessment where all of the participants were able to get a perfect score. In addition, they provided good insights through corroboration of documents where they were able to answer the central historical question by analyzing thoroughly the sources that the researcher has given. They were able to synthesize and incorporate new information which helped strengthen their claim which proves that RLH is an engaging method. Furthermore, one of the responses of the participants on the question “Did Rizal die a hero or a traitor?”, the response was:

Participant 1:

“Some researchers say that the José Rizal Martyr and just picked by the Americans people...However, Rizal is much more than an accidental hero... José Rizal was the first writer among others who died for the country fighting for the basic human rights... He was the one who led the Filipinos to start a revolution against the Spanish Government to

finally acquire freedom... Personally, with my limited knowledge all I could say was, I admire Dr. Jose P. Rizal because he made a difference for the Philippines to have that freedom”.

Table 9.

Table 9 shows the mean performance of the participants in answering the lesson exemplars using the Reading like historian method and the verbal interpretation based on the researcher’s criterion.

Overall Student Performance on Lesson Exemplars

Lesson Exemplars	Mean Percentage	Interpretation
Rizal and Propaganda Movement	88%	Very High
Rizal in Dapitan	95%	Very High
The Entrapment	90%	Very High
The Trial of Rizal	96%	Very High
The Execution of Rizal	100%	Very High
Total Mean:	93.8%	Very High

Table 9 shows an overall mean of 93.8 percent which is interpreted as very high. This implies that the lesson exemplars served its purpose. The participants were able to fully understand the meaning and content of sources, stirred the mind of the reader, were able to construct their own interpretation of events by using different perspectives through multiple sources and were able to identify consistencies among various accounts. Moreover, this also implies that students were able to apply prior and new knowledge to determine the historical setting of sources and make use of the setting to interpret the sources within the historical context as opposed to a present-day mindset, hence, formulates a plausible interpretation or claim based on the evaluation of evidence found in

a variety of primary and secondary sources, and can justify claims using appropriate direct evidence from a variety of reliable sources.

Table 10

Table 10 shows the performance of the participants and its interpretation using RLH method on the dimension of sourcing.

Sourcing Performance of Participants using RLH Method

Sourcing	Lesson Exemplars				
	Rizal and Propaganda Movement	Rizal in Dapitan	The Entrapment	The Trial of Rizal	The Execution of Rizal
Participant					
1	7	6	2	8	5
2	7	6	2	8	5
3	7	6	2	8	5
4	7	6	2	8	5
Mean	7	6	2	8	5
Total: 28/28					
Percentage:100%					
Verbal Interpretation: Very High					

With the use of the RLH method, the following data were gathered and presented. In sourcing the following topics, the results were as follows: Rizal and Propaganda Movement with an average mean of 7, Rizal in Dapitan with 6, The Entrapment with 2, Trial of Rizal with 8 and the execution of Rizal with 5. This implies that the participants fully understood the meaning and content of sources provided by the researcher, were able to cite all authors and all original dates of primary and secondary sources, and were able to effectively evaluate the reliability of sources based on the author's perspective, and when and why they were produced.

Positive results were also seen in the study of Colis and Reyes (2016) utilizing the RLH method in terms of sourcing. Majority of their respondents were able to indicate all of the authors and the dates of the sources which the researcher provided. Moreover, they were able to criticize its reliability based on the author's perspective and only a few were not able to meet what is intended by the dimension.

Table 11

Table 11 shows the performance of the participants and its interpretation using the RLH method on the dimension of contextualization.

Contextualization Performance of Participants using RLH Method

Contextualization	Lesson Exemplars				
	Rizal and Propaganda Movement	Rizal in Dapitan	The Entrapment	The Trial of Rizal	The Execution of Rizal
Participant					
1	7	6	2	8	5
2	7	6	2	8	5
3	7	6	2	8	5
4	7	6	2	8	5
Mean	7	6	2	8	5
Total: 28/28					
Percentage:100%					
Verbal Interpretation: Very High					

With the use of the RLH method, the following data were gathered and presented. In the contextualization of topics, the results were as follows:

Rizal and Propaganda Movement with an average mean of 7, Rizal in Dapitan with 6, The Entrapment with, Trial of Rizal with 8 and the execution of Rizal with 5. This implies that the participants were able to effectively and deal with ease the application of new knowledge to

determine the historical setting of sources. Hence, they can use that setting to interpret the sources within the historical context as opposed to a present-day mindset.

The same results were seen in the study of Colis and Reyes (2016) where a vast majority of the respondents were able to showcase their previous and new knowledge to identify the historical setting of the sources. Only a few were able to oppose the present-day mindset and only one was not able to do the skill. Its rating showed how contextualization has been vital in historical thinking and that students are perfectly capable of doing contextualization.

Table 12

Table 12 shows the mean performance of the participants and its interpretation using the RLH method on the dimension of corroboration.

Corroboration Performance of Participants using RLH Method

Corroboration	Lesson Exemplars		
	Rizal in Dapitan	The Trial of Rizal	The Execution of Rizal
Participant			
1	2	2	2
2	2	2	2
3	2	2	2
4	2	2	2
Mean	2	2	2
Total: 6/6			
Percentage:100%			
Verbal Interpretation: Very High			

With the use of the RLH method, the following data were gathered and presented. In the corroboration of topics, the results were as follows: Rizal in Dapitan with 2, Trial of Rizal with 2 and the execution of Rizal with 2. Meanwhile, two of the topics were not included since the

corroboration was not applicable.

This implies that the participants were able to effectively and deal with ease on the construction of interpretation of events using information and perspectives in multiple sources. Hence, they were able to master the consistencies among various accounts given by the researcher.

To strengthen the claim of this study, the findings of Colis and Reyes (2016) affirmed the result of this study and proved that many among or majority of the respondents were able to investigate and cross-examine the differences and similarities of different sources that were provided. Only a few were not able to corroborate conflicting evidence.

Hence, it could be observed that the foreign students were able to meet the demands of corroboration. One of the participants was able to answer the Central Historical Question, “How did Rizal spend his life as an exile in Dapitan” using all the primary documents provided to them and to quote Participant 1:

“Generally, answering these activities have helped me to understand the real situation Rizal has been in Dapitan...knowing that he was exiled. It also amuses me how he was able to apply his knowledge in engineering from the books... Rizal was able to construct an excellent aqueduct in short in Dapitan...He was able to continue creating wonderful literary works about his loved ones...he was still capable of writing a lot of essays, having scheduled chores for the day, and most importantly helping the people in the land of Dapitan. I can not help but be bewildered with his intelligence.”

Another participant also utilized the skill by answering the Central Historical Question, Did Rizal Die A Hero or a traitor? Using the documents presented, his answer was that:

Participant 2:

“Dr. Jose Rizal died a hero...In document B, the letter to Prof. Ferdinand Blumentritt, it was true that he was innocent for the crime of rebellion. Denying being a part of the rebellion wasn’t an act of betrayal to his fellow Filipino brothers... He also wanted to give liberty to the nation...In document E, the third stanza of his farewell poem – Mi Ultimo Adios, he was willing to die for the nation to achieve liberty...Furthermore, in document F, the poem of Cecilio Apostol – To Rizal, the lines “Because if a bullet destroyed your cranium, Likewise, your idea destroyed an empire!” marked his legacy and greatness.”

Table 13

Table 13 shows the performance of the participants and its interpretation using the RLH method on the dimension of contextualization.

Close Reading Performance of Participants using RLH Method

Close Reading	Lesson Exemplars				
	Rizal and Propaganda Movement	Rizal in Dapitan	The Entrapment	The Trial of Rizal	The Execution of Rizal
Participant					
1	7	6	2	9	5
2	7	6	2	9	5
3	7	6	2	9	5
4	7	6	2	9	5
Total Mean	7	6	2	9	5
Total	29/29				
Percentage	100%				
Verbal Interpretation	Very High				

With the use of the RLH method, the following data were gathered and presented. In close

reading of the following topics, the results were as follows: Rizal and Propaganda Movement with an average mean of 7, Rizal in Dapitan with 6, The Entrapment with 2, Trial of Rizal with 9 and the execution of Rizal with 5. This implies that the participants were able to effectively and deal with ease of questioning the author's thesis and were able to determine viewpoints and evidence to evaluate claims, highlighting what the author leaves out. Hence, the participants cite accurate examples of how the author uses persuasive language and specific words and phrases to influence the reader. Moreover, the participants were able to answer the questions by the author that was left unanswered.

Compared to the study of Colis and Reyes (2016) where *“Out of ten sourcing and close reading activities given, 69.63% of the 54 pupils were able to identify all authors and all original dates of primary and secondary sources. They also evaluated the reliability of the sources based on the authors' perspective and on when and why they were produced. Almost a quarter (24.07%) of the class identified most of the authors, 5.54% identified some and 0.56% identified a few and did not attempt to evaluate the reliability of the sources.”* The foreign students were able to perform better than the locals.

All the results presented for each RLH Skill used the formula $\bar{x} = \frac{\Sigma x}{N}$, where $\bar{x}$ is the mean average, Σx is the sum of x which are the scores of the participants combined and N is the total number of participants. It is noticeable that results vary from very high to high since each topic had a different number of items for each Reading Like A Historian skill. Corroboration for example had only six items on the entire try-out of the study, unlike sourcing and contextualization which garnered 28 items respectively and close reading which had a total of 29 items.

Table 14

Table 14 shows the reading like historian skills performed by the students which is displayed through scores, its corresponding percentage and interpretation.

Reading Like Historian Skills

RLH	Scores	Percentage (%)	Interpretation
Sourcing	28/28	100	Very Satisfactory
Contextualization	28/28	100	Very Satisfactory
Close Reading	29/29	100	Very Satisfactory
Corroboration	6/6	100	Very Satisfactory
Total Percentage: 100			
Interpretation: Very Satisfactory			

Table 14 shows the RLH skills performed by the students where they got perfect scores for all skills tested. This implies that the RLH method was able to deliver its purpose and the four key skills were developed and carried out throughout the whole study. This further indicates that the participants were emboldened and measured how the author 's perspectives and motives for writing affect their interpretations of events, had comprehended the complete picture of what is happening on the phase of the historical event, were able to classify opposing views and testimonies, and were able to absorb the text deliberately and profoundly constructing their own words and sentences for meaning, and were able to use primary sources to develop their own elucidations to historical contents with great accuracy.

However, despite having garnered perfect scores in the RLH skills, it is noticeable that they were not able to get the perfect score for the whole assessment. The outcome desired for each topic was sometimes not met by some of the participants. The cause is yet to be known and this will

give way for future studies.

After the try-out, the researcher handed over an evaluation of the lesson exemplars to the process observers consisting of instructors and the students who experienced the RLH at first hand.

Table 15

Table 15 shows the process observer rating on lesson exemplars which includes its mean and corresponding verbal interpretation

Process Observers Rating on Lesson Exemplars

	Mean	Verbal Interpretation
On Teaching Using RLH Lesson Exemplars	5	Very Satisfactory
On Student's Learning RLH	4.8	Very Satisfactory
Total Mean:	4.8	Very Satisfactory

Table 15 shows the process observers' rating in which teaching using Reading like historian lesson exemplars gained a perfect average of 5 from three instructors which means very satisfactory. This holds true to students learning Reading like historian experience with a mean score of 4.6.

This implies that all the observers strongly agreed that lesson exemplars are 100 percent academically fitted for educators. The first criterion measures the quality of delivering the lessons which shows or explains the step-by-step process on how students would learn using the RLH method, that is, it begins with motivation, actual reading of the documents and finishes with the intended outcome of the lesson. The second criterion demonstrates a good quality of learning where the participants were able to grasp each lesson well through critically dissecting the documents, analyzing historical facts and giving their own historical judgment. The third criterion validates the introduction of "doing history" as an instructional methodology in studying the course. The fourth criterion shows the continuing improvement of participants' skills in dealing

with primary documents. Lastly, the fifth criterion checks the accomplishment of learning standard which reveals the target output based on whether the objectives were met or not.

Moreover, on participants' end, based on their extent of participation it can be said that the method applied was highly accepted. Since the study was student-centered, all the primary documents about the topics were given to the participants with the guide questions for them to independently read, analyze, interpret, and judge using the RLH method.

The confirmation of the participants on the values of social construct was rated very satisfactory. This means that the observers only validated how the social construct influenced and affected the life of the hero. Meanwhile, in using primary sources, all the observers agreed that participants would all respond well as they are guided by the lesson exemplars.

In addition, the assessment of the development of participants' historical learning skills in reading primary documents was given a 4.6 rating. The observers all agreed that RLH skills were intended to be learned by the participants and this was done by utilizing the RLH rubrics, since it ranked the degree of learning the skills. This implies that students were observed to have fully understood the content of the sources and this showed their excellent skills in citing and evaluating sources, critical thinking, analysis and interpretation of data based on multiple perspectives of sources, synthesizing new information and justifying their claim.

Table 16

Table 16 shows the evaluation made by students on the lesson exemplars, its mean and corresponding verbal interpretation.

Students' Evaluation on Lesson Exemplar

	Mean	Verbal Interpretation
On Format of Learning Exemplars	4.22	Very Satisfactory
In Adopting and Using Reading like a Historian Method	4.37	Very Satisfactory
Sourcing	4.12	Satisfactory
Contextualization	4.37	Very Satisfactory
Close Reading	4.50	Very Satisfactory
Corroboration	4.50	Very Satisfactory
Total Mean:	4.48	Very Satisfactory

Table 16 shows the students' evaluation on the material the researcher provided. Format of the Learning Exemplars gained a mean of 4.22 which indicates a very satisfactory rating. This implies that the layout of the learning exemplars was satisfying for the learner in which it was arranged in a logical and sequential manner. Moreover, the topics were clear, the instructions were concise and reader friendly, was seen as unique, and the presence of central historical questions that engage learners. Furthermore, it has an interesting preliminary background for readers, relevant primary and secondary sources, learning activities and sufficient time allotted for readings.

Data also shows that students were successful and found it easy to adopt and use reading like a historian method in learning Rizal. Students were able to grasp the meaning of content sources easily, and can easily cite sources such as authors and dates of primary sources, and can evaluate with ease on the reliability of sources based on the author's perspective on when and why they were produced. Moreover, students were able to find answers to questions left unanswered.

Furthermore, it was shown that participants were able to contextualize and get a grasp of the background information, to draw more meaning from the documents given, all of the participants were able to deduce historical context from documents, and were able to recognize how documents reflect one's moment in changing past. In addition, they fully understood the meaning behind words on a greater scale.

On the other hand, close reading got a mean score of 4.50 which is also very satisfactory. All of the participants were able to establish what is true by comparing documents to each other but took a long period of time. Hence, participants were able to recognize disparities between sources with a little bit of confusion.

Lastly, the table shows corroboration to be very satisfactory with a mean of 4.50 which implies that participants were able to identify the author's claim about the event having or experiencing a slight confusion. They were also able to evaluate the evidence or reasoning that the author uses to support their claims with a slight confusion, and were able to acquire skills in author's word choice, and understanding of the language is used deliberately.

Overall, the mean rating was 4.30 which still falls under very satisfactory. This implies that students were able to learn effectively with the use of reading like a historian method.

3.3 Try-out of Lesson Exemplars to Foreign Students

Based on the narrative provided by the educators on the try-out, it was found that the

exemplars were able to help them and the students in such a way that things were working for them despite the different time zones. Moreover, since everything was laid out, the facilitators were able to expound more of the topics; and with the help of the exemplars, students were able to grasp additional details of Rizal's heroism, thus, providing them with ideas of being a scholar, Rizal's principles, and the condition of the country.

Below are the narratives of the process observers:

Process Observer 1

The COVID-19 pandemic brought great disruption to all aspects of life specifically on how classes were conducted both in offline and online modes. The sudden shift to purely online method of teaching and learning was a result of the lockdowns that were imposed by the Philippine government. While some institutions have dealt with the situation by shutting down operations, others continued to deliver instructions and lessons using the Internet and different applications that support online learning. The continuation of classes online had caused several issues from students and teachers ranging from lack of technology to mental health issues.

At Cavite State University, where I teach, blended learning modalities (synchronous and asynchronous) are in place. Due to this, students and teachers had to grapple with access to the internet and to technological devices.

Last semester, I was tasked to handle foreign students in one of my classes which is Life and Works of Rizal using a specified module. At first, it was very critical on my part because the students that I handled are in their country with different time zones. Because of that, most of our class sessions went offline but thanks to the module because it was made easy on my end as well as the students because it is very organized, from the timeline of Rizal to the articles that need to be read to the activities that they need to answer. We don't have a hard time guessing on the next topic. Because everything is already laid on the module. Furthermore, it allowed me to discuss the

reasons behind the heroism of Rizal, and after every class, students have things to ponder and a guide for them to better understand every story in full detail.

Lastly, after using the module, I noticed that the students get the idea of being a scholar in a foreign land same as Rizal, uplift their spirits toward nationalistic conscience; it also nurtures their nationalistic principles from the perspective of Rizal and allows them to understand the situations and realities in the Philippines.

Process observer 2

Distance learning allows the teachers and students to access and engage with quality educational content, all from the comfort and convenience of their homes. While it is easy to see both the benefits and relevance of distance learning education, such as increased flexibility, mobility, and affordability, it is also equally important to acknowledge the challenges with distance learning for students.

Studying the life and works of Jose Rizal is salient and needed particularly among the Filipino youth. It is essential to know the characteristics of Dr. Jose Rizal that made him a hero like his bravery and patriotism that are worth appreciating and emulating.

Last semester, I was given the opportunity to handle a foreign student and teach him about the Rizal subject. Using the modules given to me, I was able to discuss the rationale behind having to take up a Rizal course in college. The modules helped me a lot in opening the mind of my foreign student to different ideas, it helped him see that Rizal wanted Filipinos to awaken their minds to the problems of life and learn to make better choices.

At first, my biggest challenge in implementing the modules is to meet the needs of my foreign students. In any given classroom, there is such a wide range of readiness levels, language levels, and backgrounds. But as we went on with our discussion, the modules gave my student to

plan ahead, and to be fully aware of what topics will be covered in each module, as opposed to just guessing what will be taught next. It also encourages my student to fully absorb and understand what he is learning, therefore it is easier for him to process information in segments.

And lastly, after implementing the modules on my foreign student, I noticed that it helped him remember the main ideas, relevant information, and material covered in the course module which is why teaching him the life and works of Dr. Jose Rizal is a huge success for me.

3.4 Post-Tryout

Ethical considerations were fully observed in this study. Reward or token was also provided to the study participants. The information gathered were kept with utmost confidentiality and all participants' privacy was ensured and maintained.

Chapter 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter includes the summary of the results in the previous chapter, as well as the conclusions that were derived from the gathered and collected data. Recommendations for actions in addition to further studies are also included in this chapter.

4.1 Summary of the Study

The study which was conducted during the second semester of Academic Year 2020-2021, aimed to (1) develop lesson exemplars out of primary documents through Reading Like A Historian Method, (2) validate lesson exemplars and authenticated historical sources in developing historical reading skills utilizing primary sources analysis through “Reading Like A Historian Method”, and (3) try-out and evaluate the lesson exemplars.

Expertise from three seasoned historians was solicited for the authenticity of the historical documents that were utilized in the study. These documents needed to be authenticated, since these were inserted to the lesson exemplars used by the participants. Moreover, for the lesson exemplars to be more effective and justifiable, the author also solicited comments and suggestions from three well-respected instructional development experts in the Social Sciences. After the validation of the lesson exemplars, all suggestions and recommendations were considered.

This study utilized a research and design approach since its purpose was to create and propose lesson exemplars in teaching Rizal course for foreign students. Specifically, it used the RLH Method, a method which utilizes four historical reading skills namely, sourcing, close reading, contextualization, and corroboration.

For the study to be realized, after the authentication and validation, the author requested

three Rizal Course professors who were handling foreign students in their class to conduct the try-out. There were four foreign students, one Ghanaian, two Rwandan and one Zimbabwean. Before the try-out proper, the author asked permission from the dean of the College of Arts and Sciences as well as from the Department of Social Sciences for the try-out to be official.

Since the participants of the study were under different instructors and in different schedules, as well as online learning set-up was in effect, the try-out was done through online and in tutorial mode.

4.2 Summary of Results

Authenticated primary documents were inserted in the lesson exemplars for the validation of experts in Instructional Materials. Three experts validated and rated lesson exemplars with a general rating of 4.4 having a verbal interpretation of Strongly Agree. This means that every aspect of the lesson exemplars was very beneficial to the participants. These include (a) Objectives of the Lesson Exemplars, (b) Content of the Primary Source, (c) Presentation and Utilization of the Primary Source, and (d) Usefulness of the primary sources.

The Process Observers rated the lesson exemplars 5 for the aspect on Teaching Using the RLH Lesson Exemplars, and 4.6 On Students' Learning Using RLH. This only means that all the three Process Observers strongly agreed that all criteria listed on these aspects were all significant in developing historical skills of the students.

From the students' standpoint, they rated the Lesson exemplars 4.22 on the format of the lesson exemplars, which include the lay-out, the topics, the instructions, among others which only shows that they strongly agreed on the framework of the lesson exemplars. In adopting and using Reading Like A Historian Method, the participants rated it with 4.37 which is equivalent to a verbal interpretation of Strongly Agree. They are academically convinced that using sourcing, close

reading, contextualization and corroboration are really efficient in studying the course.

4.3 Limitations

In the conduct of the study, the limited number of participants was one of the considerations made in view of the decreased enrollment among foreign students due to the pandemic. Also, a face-to-face mode of the conduct of the study would have been preferred by the researcher; however, due to the same reason, this greatly affected easier communication and feedback among the participants. Time was also considered a hindrance since students were only given a week to do the task.

4.4 Conclusion

Based on the results of the study, the following conclusions were drawn:

The lesson exemplars created from the primary documents proved to be very appropriate in studying Rizal Course and an effective tool for understanding the history of Filipino people and culture. The use of the lesson exemplars allowed the participants to make their own understanding about a particular historical fact through reading critically the primary sources. The use of the RLH method allowed the students to dissect historical events efficiently using the four skills such as sourcing, close reading, contextualization and corroboration. These skills made them more critical and analytical in studying Rizal. They are free from learning history through rote memory, but instead assess historical facts through primary documents on their own judgement.

The study proved that it is highly acceptable and efficient in studying the Rizal course.

4.5 Recommendations

The study recommends the inclusion of local students in future studies since it will improve the teaching-learning situation. This would enable students in the tertiary level to consider the subject not just a requirement but also to appreciate historical Rizal and his works. Moreover, the

use of a larger sample for the conduct of the study is recommended.

This study also recommends the use of the exemplars and RLH method for teaching history subjects such as Rizal and other related subjects.

For the GE curriculum, the researcher recommends on the implementation of the said exemplars since it demonstrated an excellent performance with foreign students.

In addition, the researcher would like to recommend the adaptation of RLH and exemplars in the pedagogy since this new method is appropriate with the new norm of learning and thus, providing an innovative way of learning.

REFERENCES

- Ali, S. & Yoenanto, N., & Nurdibyandaru, D. (2020). Language Barrier cause stress among International Students of Universitas Airlangga. *PRASASTI: Journal of Linguistics*. 5.10. 20961/prasasti.v5i2.4435
- American Historical Association. (2016). Guidelines for the preparation of teachers of history. <https://www.historians.org/jobs-and-professional-development/standards-and-guidelines-of-the-discipline/guidelines-for-the-preparation-of-teachers-of-history-> (2016)
- Bada, & Olesgun, S. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. Etic and Emic Perspective on Culture <https://www.semanticscholar.org/paper/Constructivism-Learning-Theory-%3A-A-Paradigm-for-and-Bada-Olusegun/1c75083a05630a663371136310a30060a2afe4b1>
- Bean, R. & Anderson, L. (2012) *The Pedagogy*. Chicago: Association of College Research and Libraries. <https://conservancy.umn.edu/handle/123258>
- Boadu, G. (2015). Effective teaching in history: the perspective of student-teachers. *International Journal of Humanities and Social Sciences*, 3(1). https://www.researchgate.net/.../279537543_Effective_Teaching_in_History_The_Pe_r
- Booth, A. (2003). *Teaching history at university. Enhancing learning and understanding.*: Routledge, Taylor and Francis Group.
- Brickford, J.H. & Brickford, M.S. (2018). Evoking students' curiosity and complicating their historical thinking through manageable, engaging confusion. *The History Teacher* 52(1) <https://www.thehistoryteacher.org/>
- Brooks, S. (2013). Teaching for historical understanding in the advanced placement program, *The History Teacher* 47(1) <https://www.thehistoryteacher.org/>
- Castillo, R. (2014). A paradigm shift to outcomes-based higher education: Policies, principles and preparations. *International Journal of Sciences: Basic and Applied Research*, 14 (1). <https://gssrr.org/index.php?journal=JournalOfBasicAndApplied&page=article&op...>
- Colis, M., Reyes, W., & Garcia, E. (2016). Teaching historical thinking skills through "Reading Like a Historian" method. *The Normal Lights*, 10(1). <https://pnuresearchjournal.org/ejournal/index.php/normalights/article/view/174>
- Course hero. *Cultural Anthropology* (n.d.). <https://www.coursehero.com/study-guides/culturalanthropology/two-views-of-culture-et-emic/>
- Cowgill II, D. A. (2015). *Primary sources in the social science classroom: historical inquiry with book backdrops*. *Social Studies Research and Practice*, 10 (1). <https://www.socstrpr.org/wp-content/uploads/2015/04/MS-06604.pdf>
- Cribb, G., Maglio C., & Greenleaf, C. (2018) *Collaborative argumentation*. *The History Teacher*, 51(3) <https://www.thehistoryteacher.org/>

- Freire, P. (1970) *Pedagogy of the oppressed*. https://selforganizedseminar.files.wordpress.com/.../Freire_pedagogy_oppressed.pdf
- Gatwiri, G. (2015). *The influence of language difficulties on the wellbeing of international students: An interpretative phenomenological analysis*. *Inquiries Journal/StudentPulse* 7(05) <http://www.inquiriesjournal.com/a?id=1042>
- Getting started: *Reading Primary Sources* | Faculty of History University of Cambridge. (n.d.). www.hist.cam.ac.uk. <https://www.hist.cam.ac.uk/getting-started-reading-primary-sources#:~:text=Source%20material%20is%20widely%20used%20in%20history%20teaching>
- Giesen, J. (n.d.). *Constructivism: A Holistic Approach to Teaching and Learning*. Faculty Development and Instructional Design Center. Northern Illinois University. https://www.niu.edu/facdev/_pdfconstructivism.pdf
- Harney, B. (2012). *Encyclopedia of management*. Dublin City, Dublin City University Business School. https://www.researchgate.net/publication/261697559_Critical_Thoery
- Ibragimova, E. & Tarasova, A. (2017). *Language-related problems of international students of Elabuga Institute of Kazan Federal University* <https://www.revistaespacios.com/a18v39no2/a18v39n02p18.pdf>
- Killen, R. (2000). *Outcomes-based education: Principles and possibilities*. Unpublished manuscript. University of New Castle, Faculty of Education. https://drjj.uitm.edu.my/.../OBE%20FSG%20Dec07/OBEJan2010/.../2-Killen_paper_good-%20...
- Lesadmin. (2019, November 4). *What Are the Benefits of Understanding Different Cultures*. <https://www.leselfes.com/understanding-different-cultures/>
- Leticia, A. (2016). *Writing about the past is essential for the future: fostering student writing for citizenship in k-12 and community college classrooms*. *The History Teacher*, 49(2) <https://www.thehistoryteacher.org/>
- Maguddayao, R. (2018). *Social lived experiences and coping mechanisms of the foreign students in the Philippines: A phenomenological approach to intercultural communicative practices*. *Asia Pacific Journal of Multidisciplinary Research*, 6(4) www.apjmr.com/wp-content/uploads/2018/APJMR-2018-6.4.03.pdf
- Monte Sano, C. (2015). *Beyond reading comprehension and summary: Learning to read and write history by focusing on evidence, perspective, and interpretation*. *Curriculum*

Inquiry, 41 (2). <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-873X.2011.00547.X>

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*.

Ocampo, A. (2019, January 30). *Philippine history from primary sources*. Philippine Daily Inquirer <https://opinion.inquirer.net/Columnists>

Ocampo, A. (1996). *The trial of Rizal: A century after*. Paper presented at the Annual Conference of the Philippine Historical Association

Olusegun, S. (2015). *Constructivism learning theory: A paradigm for teaching and learning*, <https://pdfs.semanticscholar.org/1c75/083a05630a663371136310a30060a2afe4b1.pdf>

Reisman, A. (2011) *Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High School*. *Cognition and Instruction*, 30(1), 86-112.

- Stanford History Education Group (2014). *Historical thinking skills scoring rubric-secondary*. [https://www.umbc.edu/che/arch/images/ARCH_Historical_Thinking%20Skills_Rubric_Secondary_rev_2-17-14 .pdf](https://www.umbc.edu/che/arch/images/ARCH_Historical_Thinking%20Skills_Rubric_Secondary_rev_2-17-14.pdf).
- Stanford History Education Group (2016). *Philippine-American war political cartoons*. <https://sheg.stanford.edu/sites/default/files/.../Historical%20Thinking%20Chart.pdf>
- Stanford History Education Group (n.d). *Historical thinking chart*. <https://sheg.stanford.edu/sites/default/files/.../Historical%20Thinking%20Chart.pdf>
- The AP U.S. History Curriculum Network (2014). *Historical Thinking Skills* [https://www.whrhs.org/uploaded/Social Studies/Historical_Thinking-Skills.pdf](https://www.whrhs.org/uploaded/Social%20Studies/Historical_Thinking-Skills.pdf)
- Tokdemir, A. (2017). *Divergent activities in history teaching: history teachers perceptions and initiative for evaluation as preparing rating scale*. Universal Journal of Educational Research 5(7). [https://files.eric.ed.gov/fulltext/EJ1147543pdf](https://files.eric.ed.gov/fulltext/EJ1147543.pdf)
- Wajid, N. (2017, November 29). *Problems faced by international students*. <https://cchowler.com/2697/editorial/problems-faced-by-international-students/>
- Wu, H., Garza, E., & Guzman, N. (2015). *International student's challenge and adjustments to college*. Educational Research International 2015(202753) <https://www.hindawi.com/journals/edri/2015/202753/>
- Zaide, G., & Zaide, S. (2014). *Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero*. (2nd ed.).

APPENDICES

APPENDIX A

Request for Permission to Conduct Research to the School



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

[REDACTED]
Dean, College of Arts and Science
Cavite State University
Indang, Cavite

Dear Mam:

Greetings!

This is regarding my impeded try-out of my thesis last March of 2020 due to Covid-19 Pandemic. Currently, I am able to seek permission from the Graduation Research Office of Philippine Normal University as well as my panelists to re-align my thesis through flexible learning. The study is originally designed through face-to-face classes.

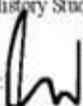
In this connection, I am humbly requesting your good office that I may be given the permission to finally try-out the five modular lesson exemplars in Rizal course. Participants of the study are foreigners enrolled in the subject. Arrangement with assigned instructors will be very planned so as not to hinder his current flow of the delivery of the subject matter, since all the participants belong to different program and sections. Subject matters in the lesson exemplars also follow what is prescribed in the syllabus of the course. Try-out of the study will be five sessions.

I fervently hope for your positive response regarding this matter.

Thank you very much.

Sincerely yours,


Robert M. Nova
MAED History Student, Philippine Normal University

Noted by: 
Dr. Ma. Victoria Culminas-Colis
Thesis Adviser

Approved: 
10 April 2021
BETTINA JOYCE P. ILAGAN
CAS Dean



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

Chairperson, Department of Social Sciences and Humanities
Cavite State University
Indang, Cavite

Dear Mam:

Greetings!

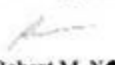
This is regarding my impeded try-out of my thesis last March of 2020 due to Covid-19 Pandemic. Currently, I am able to seek permission from the Graduation Research Office of Philippine Normal University as well as my panelists to re-align my thesis through flexible learning. The study is originally designed through face-to-face classes.

In this connection, I am humbly requesting your good office that I may be given the permission to finally try-out the five modular lesson exemplars in Rizal course. Participants of the study are foreigners enrolled in the subject. Arrangement with assigned instructors will be very planned so as not to hinder his current flow of the delivery of the subject matter, since all the participants belong to different program and sections. Subject matters in the lesson exemplars also follow what is prescribed in the syllabus of the course. Try-out of the study will be five sessions.

I fervently hope for your positive response regarding this matter.

Thank you very much.

Sincerely yours,


Robert M. Nava
MAED History Student, Philippine Normal University

Noted by: 
Dr. Ma. Victoria Culminas-Colis
Thesis Adviser

APPENDIX B

Informed Consent Form to the Participants



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

[REDACTED]
Social Science Instructor
Cavite State University, Indang, Cavite

Sir:

I am Robert M. Nova, currently enrolled at Philippine Normal University, Taft Avenue, Manila, with Master of Education in Teaching, History. Currently, I am about to start the try-out of my thesis this coming April – June, 2021 entitled “Teaching Rizal Course Through Reading Like A Historian Method Among Foreign Students.” The primary aim of the study is to develop lesson exemplars utilizing primary documents in Rizal Course.

In this connection, I am humbly asking for your approval that your foreign student be part of my study as a participant. Rest assured that the prepared topics in the study follow what is prescribed in the syllabus of the course so as not to adjust or interrupt your planned schedule for the semester. Moreover, the five lesson exemplars will be given to you ahead of the try-out for you to be familiarized on the strategy that will be used. The study is designed for five sessions that is equivalent to five regular meetings.

Moreover, attached herewith are the process observer evaluation sheet as well as the student’s sheet that you are you going to score respectively after the try-out.

I fervently hope for your positive response regarding this matter.

Sincerely yours,


Robert M. Nova
MAED History Student, Philippine Normal University

Noted by:

Dr. Ma. Victoria Culminas-Colis
Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



March 30, 2021

[REDACTED]
Social Science Instructor
Cavite State University, Indang, Cavite

Sir:

I am Robert M. Nova, currently enrolled at Philippine Normal University, Taft Avenue, Manila, with
Master of Education in Teaching History. Currently, I am about to start the try-out of my thesis this
coming April – June, 2021 entitled “Teaching Rizal Course Through Reading Like A Historian
Method Among Foreign Students.” The primary aim of the study is to develop lesson exemplars
utilizing primary documents in Rizal Course.

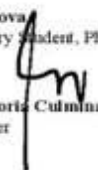
In this connection, I am humbly asking for your approval that your foreign student be part of my study
as participant. Rest assured that the prepared topics in the study follow what is prescribed in the syllabus
of the course so as not to adjust or interrupt your planned schedule for the semester. Moreover, the five
lesson exemplars will be given to you ahead of the try-out for you to be familiarized on the strategy that
will be used. The study is designed for five sessions that is equivalent to five regular meetings.

Moreover, attached herewith are the process observer evaluation sheet as well as the student's sheet
that you are you going to score respectively after the try-out.

I fervently hope for your positive response regarding this matter.

Sincerely yours,


Robert M. Nova
MAED History student, Philippine Normal University

Noted by:

Dr. Ma. Victoria Culminas – Colis
Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

[REDACTED]
Social Science Instructor
Cavite State University, Indang, Cavite

Sir:

I am Robert M. Nova, currently enrolled at Philippine Normal University, Taft Avenue, Manila, with Master of Education in Teaching History. Currently, I am about to start the try-out of my thesis this coming April – June, 2021 entitled "Teaching Rizal Course Through Reading Like A Historian Method Among Foreign Students." The primary aim of the study is to develop lesson exemplars utilizing primary documents in Rizal Course.

In this connection, I am humbly asking for your approval that your two foreign student be part of my study as participants. Rest assured that the prepared topics in the study follow what is prescribed in the syllabus of the course so as not to adjust or interrupt your planned schedule for the semester. Moreover, the five lesson exemplars will be given to you ahead of the try-out for you to be familiarized on the strategy that will be used. The study is designed for five sessions that is equivalent to five regular meetings.

Moreover, attached herewith are the process observer evaluation sheet as well as the student's sheet that you are you going to score respectively after the try-out.

I fervently hope for your positive response regarding this matter.

Sincerely yours,



Robert M. Nova
MAED History Student, Philippine Normal University

Noted by:


Dr. Ma. Victoria Culminas – Collis
Thesis Adviser

APPENDIX C

Endorsement for Oral Defense

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 local: 539 gradres.cester@pnu.edu.ph www.pnu.edu.ph	Reference No.	PNU-MN-2017-GRO-FM-008
	Issue No.	01
	Rev. No.	03
	Date:	09/23/2020
	Page	1 / 1
GRO	ADVISERS' ENDORSEMENT FOR ORAL DEFENSE	DC. No. CC09232020-1161

April 4, 2022

(Date)

DR. ARLYNE C. MARASIGAN

Director, Graduate Research Office
PNU, Manila

This is to recommend the oral defense of Robert Nova. He/ She is a candidate for the degree MA in Teaching History for his/her study titled Teaching Rizal Course Through Reading Like A Historian Method Among Foreign Students.

May I further request that the oral defense be scheduled tentatively on April 22, 2022 at 10:00 a.m. subject to the availability of the panelists and Dean, CGSTER schedule.

Thank you very much.

Truly yours,

MA.VICTORIA CULMINAS-COLIS

(Printed name over signature)
Adviser

(Printed name over signature)
Adviser



**CONTROLLED
COPY**

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX D

Sample Lesson Exemplars

LESSON PLAN

Rizal and the Propaganda Movement

I. OBJECTIVES

At the end of the discussion, the learners will be able to:

1. Describe what really happened in the Propaganda Movement;
2. Interpret Rizal's reasons why he quit from Propaganda Movement;
3. Relate themselves to Rizal's response in his situation and;
4. Apply their own version of responding and solving a problem in a given life situation.

II. SUBJECT MATTER

Rizal and Propaganda Movement: Why Rizal Quit from Propaganda Movement?

III. MATERIALS

Copies of Propagandists Documents:

1. Document A (Rizal Letter to the Members of the Asociacion La Solidaridad)
2. Document B (Rizal Criticizes Filipinos in Madrid for Gambling)
3. Document C (Retirement from Propaganda Movement)
4. Document D (Marcelo H. del Pilar's Letter to Jose Rizal)
5. Document E (Rizal's reply to Marcelo G. del Pilar)
6. Document F (Graciano Lopez Jaena's Letter to Rizal)
7. Document G (Anotonio Luna's Letter to Rizal)

IV. PROCEDURE

A. DAILY ROUTINE

- a) Greeting
- b) Checking of Attendance

B. ACTIVITY (SHOW ME WHAT YOU'VE GOT)

The teacher prepares a short power point presentation/pictures about propaganda movement and will give five minutes to the student to write all the related names, words, and information about the said topic.

C. ANALYSIS

READING ACTIVITY

The student will be tasked to read the primary documents and answer the guiding questions as they read the text. The questions are stated after each primary documents.

Document A (Rizal Letter to the Members of the Asociacion La Solidaridad)

Document B (Rizal Criticizes Filipinos in Madrid for Gambling)

Document C (Retirement from Propaganda Movement)

Document D (Marcelo H. del Pilar's Letter to Jose Rizal)

Document E (Rizal's reply to Marcelo G. del Pilar)

Document F (Antonio Luna's Letter to Rizal)

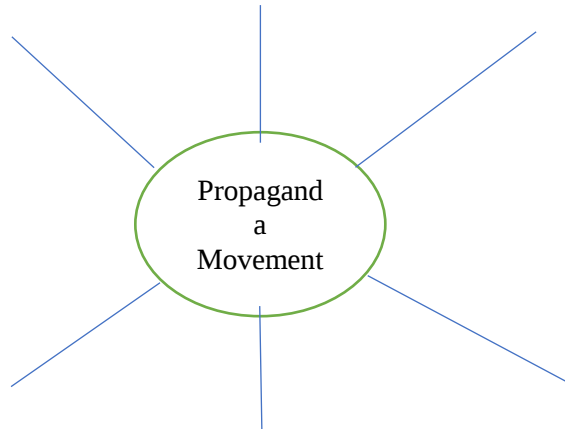
D. ABSTRACT

After the activity, the student will share his/her insights about the text that he/she has read. He/She are to

consider the following pieces of documents:

1. Time frame
2. Author's perspective/purpose
3. Content and Context
4. Claims/evidence/language and phrases use.

E.



F. OUTCOME (IF ONLY IF)

“If you are going to change something, it may be a response, a letter or a situation in Rizal’s life that may lead for him to not quit and continue to the Propaganda Movement, what would it be and why?”

Rizal and Propaganda Movement

Central Historical Question:

Why did Rizal Quit from Propaganda Movement?

Materials:

- Copies of Propagandists Documents
 1. Document A (Rizal Letter to the Members of the Asociacion La Solidaridad)
 2. Document B (Rizal's Letter to M.H. del Pilar Criticizing Filipinos in Madrid for Gambling)
 3. Document C (Retirement from Propaganda Movement)
 4. Document D (Marcelo H. del Pilar's Letter to Rizal)
 5. Document E (Rizal's Reply to Marcelo H. del Pilar)
 6. Document F (Graciano Lopez Jaena's Letter to Rizal)
 7. Document G (Anotonio Luna's Letter to Rizal)

Plan of Instruction:

1. Warm- up. Assessment of students' knowledge about the Propaganda Movement. (Students are assumed to have learned about the Movement in their Philippine History Class)
2. Mini – lecture
 - a. Propaganda movement was established by Filipino patriots studying in Europe in the year 1880, and lasted in 1891.
 - b. Its reason of existence is to campaign for reforms.
 - c. They founded the publication named La Solidaridad as their official organ.
 - d. They were composed of different members with varying principles and ideologies.
 - e. Just like any other organization, leadership struggle arose in their rank.
3. Hand out all the documents along with the guide questions.

Document A. As the leader of his countrymen in Europe, Rizal wrote a letter addressed to the members of *Asociacion La Solidaridad*, on **January 28, 1889**. And the letter goes:

London, 28 January

1889

**TO THE MEMBERS OF SOLIDARIDAD
MY DEAR COMPATRIOTS:**

Gratefully acknowledging the great honor that you have just accorded me – appointing me Honorary President of the association you have recently founded and which I wish a prosperous future – I now have the great pleasure of greeting the members of the Executive Board, whom I believe are very well chosen, certain that in their hands the destiny of La Solidaridad is assured.

Though I have no doubt that my advices are useless, for every member of La Solidaridad is worth as much as I and more, considering that they are right on the spot, nevertheless, just to fill a sheet of paper, I will allow myself to write you some common observation which all of you undoubtedly know, but which cannot annoy by being written on a sheet.

1. In young associations, the spirit of tolerance ought to prevail when it concerns trifles that do not affect the essential part of a thing; in the discussions, the conciliatory tendency ought to dominate before the tendency to oppose. No one should resent defeat. When any opinion is rejected its author, instead of despairing and withdrawing, should on the contrary wait for another occasion in which justice may be done him. The individual should give way to the welfare of the society.
2. A great deal of integrity and much goodwill. No member should expect rewards or honors for what he does. He who does his duty in the expectations of rewards, is usually disappointed, because almost no one believes himself sufficiently rewarded. And so that there may not be discontented or ill-rewarded members, it is advisable for each one to do his duty just for its own sake and at best expect to be later treated unjustly, because in anomalous countries, injustice is the prize for those who fulfill their duties.

Thrift, thrift, thrift.

Seriousness and equal justice for all.

These are my admonitions, if the members of La Solidaridad have no objection.

J. Rizal

Honorary President of La Solidaridad

Guide Questions:

Document A:

1. **Sourcing:** Who was Rizal speaking to in this letter? What do you think is the purpose of this letter?
2. **Contextualization:** Imagine what his receivers might have been thinking and feeling as they read the letter. Describe it.
3. **Close Reading:** What is the main idea of this letter? What do you think Rizal means when he says, “**the individual should give way to the welfare of the society.**”

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document B. In Brussels, Rizal received news from Juan Luna and Valentin Ventura that the Filipinos in Spain were destroying the good name of their nation by gambling too much. These two compatriots from Paris urged him to do something about it. Accordingly, Rizal wrote M.H. del Pilar on **May 28, 1890** and his letter run as follows:

Brussels, 28 May

1890

Champagne
[Marcelo H. del Pilar]

MY FAVORITE FRIEND:

I have purposely refrained from sending you any article for *La Solidaridad* so that the readers can rest and our fellow countrymen who should be known by all can write. We have many hidden pearls or uncut diamonds who only need to step out into the light to be seen by all. It is for this reasons that I wish to say in the shade so that others might emerge into the light.

Give my sincerest thanks to Mr. Ramiro Franco (Dominador Gomez) for the kind words he dedicates to me his *Pongale titulo*. He is one of our few compatriots, who like you in and forward eagerly to reading the continuation of your novel.”

If you allow me to make a friendly remark, which I pray you not to take ill, I should say that in your writings the aristocratic-sportsmanlike note is very noticeable, as when you describe the details of the carriage and house or the scenes, and reproduce the dialogues of your personages. I do not wish to say that this is a defect, no; it is even a virtue if the one writing it were not a Filipino. But in our present condition, when we are writing the to enlighten the poor masses of our country and lift up their spirit, to speak of gilt, the reflection of the mirrors and the groom and luxurious carriages in preferences to our social and political status is like telling one suffering from eye-trouble of paintings, sculpture, and spectacles, and panoramas. Undoubtedly, the continuation will be worthy of the beginning, for the novel begins with much vigor and promises to be a critical study of the life of the Filipinos in Europe. It would be desirable that these articles be reprinted in the form of booklets and sold in the Philippines.

Our fellow countrymen in Paris are complaining because they are not receiving copies of *La Solidaridad*. Whenever I receive copies, I send them there. Send the paper to Mme. Boustead, 3 Rue de Bassins

When Calvo Muñoz introduces his bill, send me copies of the newspaper which report the session of congress.

Luna in Paris complains of the gambling of the Filipinos in Madrid, so does Ventura.

They say that, according to news from the Philippines, the parents are very much disgusted...I am afraid we are saving the friars' scheme. There is nothing a home to remind that the Filipino does not come to Europe to gamble and amuse himself, but to work for his liberty and dignity of his race. It is not necessary to leave the Philippines to gamble, for there they already gamble very much. If we who are called upon to do something, if we in whom the poor people place their modest hopes, spend our time in these things precisely when the years of youth should be employed in something more noble and lofty, I fear much that we are fighting for a useless illusion and that instead of being worthy of liberty, we are worth of slavery.

I appeal to the patriotism of all Filipinos to give the Spanish people proof that we are superior to our misfortune and that neither are we capable of being brutalized, nor can our noble sentiments be deafened with corruption of customs.

Yours.

RIZAL

Guiding Questions:

Sourcing:

1. When and why the letter was made?

Contextualization:

1. How might the circumstance affect the content of the letter?

Close Reading:

1. Were the use of words/sentences indicated Rizal frustrations and dismay?
How?
Cite 2-3 sentences and expound your answer.

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document C. Retirement from the Propaganda Movement. From Brussels, on May 1, 1891 he notified the Propaganda authorities in Manila to cancel his monthly allowance and devote the money to some better cause. His notification was contained in a letter addressed to Mr. A. L. Lorena (pseudonym of Deodato Arellano), as follows:

Brussels, 1 May 1891

38 Rue, Phil. de

Champagne

MR. A. L. LORENA
Manila

MY DEAR BROTHER,

Through the kindness of J.A.; I received your letter of 13 February with a draft of P100 that the Propaganda is sending me for the months of January and February and I thank you for such attention.

In order to avoid increasing its attention I believe my retirement is necessary. I will establish myself and earn my living. My chosen place is either in the Philippines, Hong Kong or Japan, because Europe seems to me a place of exile and I am hereby notifying the Propaganda of my intention so that it may make its decision.

With the P50 that it sends me monthly it could do something better, which is to defray the cost of education of another young man who is not in the same situation as I am. Though such amount is sufficient to live on in any place of Europe, it is not enough for one who wishes to accomplish something and to carry out the plans that he may cherish.

Consequently, I have asked Friend Basa to furnish me with the funds for my return, so that I can start earning a small fortune. If at last, after the end of a few years, I become financially independent, I shall be able to undertake a more vigorous and effective campaign than that I have been doing until now.

In the enclosed letter to the assistant director I go into more detail. Please inform the Propaganda and express to it my profound gratitude.

Your attentive servant,

Dimas Alang

Guiding Questions:

Sourcing:

1. What might provoke Rizal in writing this letter?
2. What was his perspective?

Contextualization:

1. In what particular situation of his life does Rizal write this letter?

2. Do you think it affected the content of the correspondence?

Close Reading:

1. How did Rizal express his resignation in Propaganda Movement?

Historical Reading Sills		
Sourcing	Contextualization	Close reading

Document D. Rizal stop writing for La Solidaridad. Simultaneous with his retirement in the Propaganda Movement, Rizal also stop writing in La Solidaridad. With Rizal’ s retirement from organization both, Marcelo H. Del Pilar, realizing the importance of Rizal’s collaboration for the Filipino cause, wrote to Rizal dated **August 7, 1891** requesting him to resume his writing for the La Solidaridad, and the letter goes...

Madrid, 7 August

1891

MR. JOSE RIZAL
Ghent

MY DEAR FRIEND,

I have on hand your letter of the 4th instant and through it I have learned who has won the prize you proposed to Manila. I have yet to carry out the order you gave me as soon as I receive it. What I have received refers to Graciano, who is returning. Perhaps what refers to Luna may come by the next mail. In that case rest assured our Taga-ilog will not wait too long.

What they tell me from Manila is that we got reconciled; and as I understand that there is no resentment between us, I do not know how to begin. Many times I have wished to write you about this, but as many times I have had to desist, sorrowful and even dismayed at disagreeing with my best friend. "without eating it or drinking it", as it is often said. I short, if you have any resentment, I beg you to put it aside; if you consider me at fault, and this fault is pardonable, forgive me.

I appreciate your felicitation to *La Solidaridad*, and I endorse it to the authors of the beautiful articles and the pungent hash. Our newspaper would have more worthy of congratulation had you not deprived it of your articles. We would much like that you resume writing for it; not only would we strengthen *La Solidaridad* but we would defeat the friar intrigue in the Philippines, according to which complete disagreement reigns among u and Mr. Miguel Morayta has aboned us.

Regards to Alejandrino and command your friend

Pilar

(Marcelo H. Del Pilar)

Guiding Questions:

Sourcing:

- 1. What was del Pilar’s purpose in writing Rizal?

Contextualization:

- 2. How does the situation affect the content of the letter?

Close Reading:

- 3. What does Del Pilar’s try to claim in the document?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document E. Rizal's Reply to Marcelo H. del Pilar

MR. MARCELO H. DEL PILAR
[Madrid]

MY DEAR FRIEND,

I am extremely surprised at your letter, telling me about resentments, disagreements, and reconciliations, etc. I believe it is useless to talk about what does not exist, and if it has existed, it ought to have evaporated in the past. I think like you do, that there being nothing, one ought not to waste time talking about it.

If I stopped writing for La Solidaridad, it was because of several reasons: 1st, I need time to work on my book; 2nd, I wanted other Filipinos to work also; 3rd, I considered it very important to the party that there be unity in the work; and as you are already at the top and I also have my own ideas, it is better to leave you alone to direct the policy such as you understand it and I do not meddle in it. This has two advantages: It leaves both of us free and it increases your prestige, which is very necessary, inasmuch as men of prestige are needed in our country. This does not mean to say that I need not work and follow the course of your work. I am like an army corps who, at needed moment, you will see arrive to descend upon the flanks of the enemy before you. Only I ask God to give me means to do it. Besides, frankly I do not want to waste time attacking and fighting private enterprises like that of Fr. Font, Ouyoiap, and others. I fight for the nation, the Philippines.

If Ponce still has copies of the Noli, I beg him to send one with the enclosed letter to Mr. Vigi; and if this gentleman asks for one more copy, please send him without asking for payment. In case he has more, do me the favor in informing my cousin Rianzares who ought to have still some copies.

Here we are all well. Alejandrino and Evangelista are working and studying. On Sunday afternoons, we foregather and eat in Filipino style and we spend the evening talking and discussing Philippines problems, mathematics, and political principles. Until now it has not occurred to us to buy playing cards or play chess.

This is all, regards to all our friends, there and command your friend.

Rizal

Guiding Questions:

Sourcing:

1. What was Rizal's purpose in writing this letter?

Contextualization:

2. Do you think that the predicament that Rizal has affects the content of the letter? Why?

Close Reading:

3. What Rizal tries to claim in this letter? Why?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document F: Graciano Lopez Jaena's Letter to Rizal

Barcelona, 26 August 1891

MR. JOSE RIZAL

Ghent

DEAR RIZAL,

I received your letter of the 20th instant. I am answering it to explain the purpose of the conference.

The conflict between you and Marcelo has caused deep sensation in Manila and within the committee of the Hermandad de S. Patricio it was regretted. They asked me for the cause and motive of the conflict, but, as I did not know, I could only tell them conjectures and what I have heard from others. The majority in the committee, being influenced by Marcelino, blamed you. I defended you. In Marilao, at the Doroteo Jose's daughter-in-law, where I attended a meeting to which I was invited, a very long letter of Marcelo addressed to the committee was read. It gave an account of the origin of the displeasures that arouse between you and him and the Filipino colony of Madrid. The facts were so twisted by him in his favor that my companion at the meeting, Moisés Salvador, intervened and defended you warmly.

But this was not the only object of the meeting.

On the one of my four unlucky days stay in Manila, Mr. Basilio Teodoro requested a secret interview with me and for that purpose we went in a vehicle to Lucena at night. There he asked me what I thought of the attitude of the Spanish Government toward the Philippines. I answered him that nothing can be expected from Spain or from its government, that if the Philippines wishes to enjoy rights and liberties, she herself must work for her redemption. And speaking about you, he entreated me to explain to you the following proposition:

For you to stay in Europe and America traveling to find out the opinion of the government of other nations on the Philippines and their idea of her.

For this they will give you two hundred pesos monthly in addition to your traveling expenses.

Such was the purpose of the interview. If you are agreeable, write Basilio Teodoro secretly, for this gentleman says that he is doing this at his own and some friends' initiative and not in behalf of the committee.

Another thing.

Basa asked me to tell you his relation to this new committee. The old committee took from him all the copies of Morga you sent him and the new committee seems to evade their payment. Until now Mr. Basa has not received a cent for the Morgas in spite of the many letters he has sent to committee asking it for an accounting. It replied that it will investing ate the matter and will send him the money as soon as it can collect from a gentleman, former member of the committee, now out of it, in whose possession is the money from the Morgas.

He also requested me to tell you the idea of the telegram sent you at the beginning of June and drafted by me: That, for the printing expenses of the second part of the Noli you may get money from a commercial firm of Brussels which has relations with one in Hong Kong and charge it against him. He did not send you a draft because he had the impression that you would immediately be on the way home.

The committee, without my request, is giving me an allowance of ₱40 monthly. It is little, very little, for the work I am engaged in, politics, because you know very well that to move among distinguished personages and to be in politics entail much expense. This allowance is also uncertain, for to tell you the truth, I distrust greatly that committee as it has neither base nor foundation; it is moreover as a whole, the image of Marcelo and considering Basa's experience with it. If I accepted this modest allowance, it was because, while at Manila, it was the first offered to me and in order to get our as soon as possible from that life of perils and sudden assaults in which I was found. Within 24 hours of my stay in Manila, everybody knew about my presence and despite my precautions, the members of the same committee who hid me and tried to conceal me were the same ones who told their friends sotto voce that I had arrived so that it was an open secret , and everybody wanted to see me, greet me, and shake my hand. While still in Manila, I was sought extra officially by the Government and hardly that I left, an order for my arrest was issued.

If I could have stayed a couple of weeks in Manila, and had not the committee spontaneously made the offer to me, I could have obtained a little more, for the father of Moisés, Captain Ambroiso, with other friends planned to give me an allowance. I am still negotiating so that Captain Ambroiso and other friends may carry out that plan, because I foresee that the committee would fail to fulfill its commitments with me. Already I have observed its first failure. While I was at Manila, it promised to send me Brussels to see you confer with you and from Brussels to Madrid to see Marcelo in order to pacify both of you. And I am uneasy about my future.

And those people want me to write a book, but they do not understand that without tranquility and without freedom, one cannot produce a meritorious work. I do not know what is their idea of writing a book; they fancy that writing a book is like drinking a glass of water. So that, if you can convince them that I need more than the allowance in order to travel and to search libraries and to write a book.

Captain Beltràn of the steamer Don Juan whose boat I boarded wrapped up, sends you regards and embraces. He tells me that he remembers you very well. Thanks to this good tao I escaped the danger.

The committee, in its letter to Basa, says that in its letter of June it sent you four or five hundred pesos which Marcelo will deliver to you and it will continue giving you one hundred

pesos provided you do not go to Hong Kong or Japan. I do not know if you have received the money.

With regard to the Philippines, I observe that there is more fear there than anything else. The friars are emboldened before such timorous attitude of those who are said to be the guides of the future of the Philippines. A proof by the side: I requested the committee to send three or four of its member to Hong Kong for a conference of the notables in order to guide the campaign and put a base to that committee, and they did not dare do it for fear. Chariman Cortès was the first to be filled with fear.

What do you think of the enclosed two works of mine? They did not dare allow to circulate in Manila one of them, the small one, for excessive fear.

With regard to what I think, I have proposed to Basa that he negotiate with the rich in Manila, outside of the committee, about the maintenance of a newspaper that I plan to establish here or abroad with the name El Baguio under the auspices of the revolutionary party, because, according to my criterion, the Philippines cannot get anything except through revolution.

Also I have noted that our names and above all yours are being exploited by some, since they have told Basa, Olaguivel, Lozada, and others that those of Batangas are giving you much money in Manila but those sums do not appear. Basa will tell you about it when you get to Hong Kong.

If you can, before you leave, pass through Barcelona. If I can. I will bid you farewell at Marseille.

I beg you to keep secret all that I have written. Let it be only for guidance, so that I will not be discredited before the eyes of the committee.

Moisès has asked me to tell you that the Morgas are in the Civil Government and he will write you.

I am now studying English, for if things go badly with me here, perhaps I may return to Hong Kong.

Basa with the entire colony in Hong Kong and also Lecaroz send you regards. Answer me.

Yours

GRACIANO

Guiding Questions:**Sourcing:**

1. Who is Graciano Lopez Jaena?
2. What do you think was the purpose of Graciano of writing the letter to Rizal?

Contextualization:

1. In what particular historical context that letter was produced?
2. Do you think that circumstances in that period affect the content of the letter?
How?

Close Reading:

1. What was Graciano Lopez Jaena tried convey to Rizal?
2. What were his claims? Did he used evidences to convince Rizal in his intentions? How?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document G. Antonio Luna's Letter to Rizal

Hortaleza 14 & 16, 2nd Floor
Madrid, 12 September 1861

MR. JOSE RIZAL
Ghent

DEAR RIZAL,

Today I have learned that you are leaving for Manila this coming month of October for very sad reasons, according to information I have gathered. The prize for this work of ours is the destruction of our future and speaking jestingly and seriously, we serve as a screen so that others may be able to pillage in the shadow. In short, man's exploitation of man, synthetically speaking I refer particularly to the situation of the staff writers of *La Solidaridad*, I being one of them. They say that the society has money and sends much money to Spain to pay those who work and write. Letters they read to me say so. Consequently, if this is true, it seems that we are playing the part of simpletons, in as much as in the Philippines they give in the belief that *La Solidaridad* pays and remunerates. And it is not worthwhile to talk here of patriotism for what happens here is the following: Personal enthusiasm and activity are exploited for the simple reason that what is assigned to one is taken away from him. All this has made me rebel, for here I am told that I am playing a rather sad role, according to the news received from Manila. As a special favor that come from you, they assigned me 8 *ducaros* a month. In exactly one year that, despite my fulfillment of my duties and working more than is required, I have not received any promotion that will encourage me to continue. I write two, three, or more articles for each issue, as you will see, and nevertheless, despite stealing time from school duties, I find myself with the salary of a *carromata* driver (as I call him) without hope of rising it further. If it is true that they are sending thousands of *duros*, on what are they are spent, where are they invested? My book is dying of laughter, neither books nor pamphlets are being printed, the pay is wretched . . . what is this? On the other hand, great waste of money, useless trips, complete abandon, no initiative dead campaign. This is complete suicide. This very day the fortnightly is in my hands and the two issues published while I am here have only one article by Naning. Here in its true light is all the work of all the laborers of the *Propaganda*. Today it has really been scandalous. There was almost no material and I have had to write on one day four articles, because both del Pilar and Naning are doing absolutely nothing. This is a blessing. The question of the prizes would not have been stirred up if it were not for your letter and all those projects for encouragements would have evaporated in the middle of passive resistance that is the best rampart. What is more natural, correct, and pleasant than for me to have been initiated in the mysteries of the *Propaganda*, if it has mysteries. Well no. Complete monopoly, so that we may remain in the lucky doubt about money, boasting we count on larger funds to say later (our Director's words): There's money, but to whom it is going to be given? Is anyone doing any work? Anybody

understands the *zambra*. This absolutist administration is worse than that of the State: It wants employees to work and sacrifice and it does not find a person to pay. Tableau! In view of this anomalies, it will become necessary to resolve the present situation in one way or the other, and we have almost agreed to go on a friendly strike, but a strike nonetheless. Now that encounter passive resistance we will quit work as friends and each one goes his own way and it will not be strange that one day you will be surprised with the following news: Mr. So and So, I, and others have ceased to be members of the editorial staff. We shall then see the monopoly and the gratuitous exploitation. Letters from Manila say that the *Asociacion H. P.* ought to receive funds from there, for they owe the treasurer some money and they are not paid and there they blissfully believe that here we work faithfully, diligently, patriotically, disinterestedly and . . . monopolistically. If our campaign will consist of this, if the ideals I believe in and have believed to be holy and sacred have impious worshippers in the style of Chinese *clistianos*, I prefer to disavow completely my opinions, because, before such a great enormity, it is necessary to remove and pull out the last hair. Pity the efforts, the rights, the liberties, to my regret, that we are not worthy either of liberty or of anything. We will live a long time as an enslaved people, being the humble servant of our masters who will hack our faces with the whip. It is sad, but it is true I am anxiously awaiting the coming of Graciano in order to examine things together and when we are informed and we are loaded with arguments, we will begin our general attack along the entire line. We shall see how they will defend themselves. I am ready to give up my writing in *La Solidaridad*, for if I should continue, it would be to consent in good faith and knowingly that they continue to treat us like servants. Synthesis: "Work, come patriotism, intellectual work; expose your skin, put yourself in front, that from time to time I will give you something with which to buy biscuits, and with these I shut your mouth." Man of God, by the nails of the Christ, this is not funny and it is very insulting! Biscuits for the patriots? What will be for those who work? *Ensaimada*? With butter or without it? I do not know yet how this affair will turn out, but it is taking in large proportions that its limit cannot be defined.

Enough for today; if the Philippine Propaganda has an interview with you, you may read these lines I am writing you line by line, with a smile in your lips, but with sorrow in your heart and disabuse in your mind.

In short, lad, until next. I suppose you write me before you leave. I have received your last letter; I will try to leave as soon as possible.

Regards to Alejandrino, Evangelista and Abreu.

An embrace from your friend.

Antonio

Guiding Questions:**Sourcing:**

1. Who is Antonio Luna?
2. What do you think was his purpose in sending Rizal this letter?

Contextualization:

1. Do you think the content speaks for the context of the time when the letter was written? How?

Close Reading:

1. What Luna tries to claim in his letter to Rizal?
2. Were there word/s or sentence/s that shows a strong emotional state of the sender? Identify and Explain your answer.
3. What might Antonio Luna want to say on an phrase “**man’s exploitation of man.**”

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Outcome: (If only if)

“If you are going to change something, it may be a response, a letter or a situation in Rizal’s life that may lead for him to not quit and continue to the Propaganda Movement, what would it be and why?

Citations

Document A

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Rizal's Letter to the Members of La Solidaridad. pp. 268-269.

Document B

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Rizal's Letter to Marcelo H. del Pilar. pp. 464-466

Document C

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Rizal's Letter to A. L. Lorena about his retirement from Propaganda Movement. pp. 559-560

Document D

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Marcelo H. del Pilar's Letter to Jose Rizal Requesting Him to Resume His Writing in La Solidaridad. pp. 572-573

Document E

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Rizal's Reply to Marcelo H. del Pilar. pp. 576 – 577.

Document F

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Graciano Lopez Jaena's Letter to Jose Rizal. pp. 586 – 590

Document G.

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Antonio Luna's Letter to Rizal. pp. 591-594

LESSON PLAN

RIZAL IN DAPITAN

I. OBJECTIVES

At the end of the session, the learner will be able to:

1. Identify the main reason why Rizal was exiled;
2. Assess the kind of life Rizal had in Dapitan;
3. List the reasons and ways of writings of Rizal in writing specific poems and letters and;
4. Evaluate Rizal's passion in expressing himself through writings.

II. SUBJECT MATTER

Central Historical Question: How did Rizal Spend His life as an Exile in Dapitan?

III. REFERENCES

IV. MATERIALS

- a. Map of Dapitan
- b. Letter of Rizal to Blumentritt dated December 19,1893
- c. Rizal's Letter to his Brother-in Law, Manuel T. Hidalgo
- d. A praised of an American engineer, Mr. H. F. Cameron
- e. A poem "Hymn to Talisay"
- f. My Retreat
- g. Josephine, Josephine

V. PROCEDURE

1. Review/Discussion on why was Rizal was exiled in Dapitan.
2. Analyze Rizal's life as an exile in Dapitan, 1892-1896
3. Hand out all the Documents and Guiding questions.

A. DAILY ROUTINE

- a) Greeting
- b) Checking of Attendance

B. ACTIVITY

Short discussion on why Rizal was sent as an exile in Dapitan.

C. ANALYSIS

The learner will be reading texts, poems and other writings of Rizal that was written in his stay in Dapitan.

Document A. Describing his life In Dapitan, Rizal wrote to Blumentritt on December 19, 1893

Sourcing: What is Rizal's condition when he wrote this letter? Why did he write this?

Contextualization: When and where was the document was created? How might the circumstances in which the document was created affect its content?

Document B.

Sourcing: Why did Rizal conveyed this to his brother-in-law? What was his reason for such correspondence?

Contextualization: Reading the content of the document, how would you assess the circumstance that Rizal went through?

Close Reading: What Rizal wants to prove/claim about the document?

Document C. In Dapitan, he applied his knowledge of engineering (which he read only from books) by constructing a system of waterworks in order to furnish clean water to the townspeople. An American engineer, **Mr. H.F. Cameron**, praised Rizal's engineering feat in the following words:

Sourcing:

1. Who wrote the document?
2. What do you think was the author's perspective in writing the document?

Contextualization:

1. When and where the document was created?
2. How did the author described his subject in that particular period of the past?

Close Reading:

1. What does the author claim about the document?
2. Did the author use evidence to support his claim?

Document D. HYMN TO TALISAY

Sourcing:

1. Who was Rizal in writing this poem? Why it was entitled "Hymn to Talisay"?
2. What was his standpoint in writing this poem?
3. Why do you think Rizal wrote the poem? What was his purpose?

Contextualization:

1. In what historical context the poem was made?
2. How might the circumstances in which the document was created affect its content?

Close Reading:

1. What kind of language and phrases did the author used to persuade his intended audience? Why?
2. What did Rizal mean in this stanza?

We are youth not long on earth
 But our souls are free from sorrow;
 Calm, strong men we'll be tomorrow,
 Who can guard our families' rights.
 Lads are we whom naught can frighten,
 Whether thunder, waves, or rain
 Swift of arm, serene of mien
 In peril, shall we wage our fights.

Document E. Rizal's poem sent to his Mother dated **October 22, 1895.**

Sourcing:

1. Why did Rizal write this poem to his mother?
2. What was his purpose?

Contextualization:

1. How did Rizal narrate/describe his life in Dapitan thru the poem?
2. What do you think was different, what was the same?

Close Reading:

1. What words, phrases, images, symbols that Rizal used in addressing this poem to his beloved mother?
2. How does the document language indicate Rizal's perspective?
3. What might Rizal wanted to say in the stanza below?

*Hurl'd out into exile from the land I adore,
 My future all dark and no refuge to seek;
 My roseate dreams hover, round me once more,
 Sole treasures of all that life to me bore;
 The faiths of youth that with sincerity speak.*

D. ABSTRACTION

After the discussion, the teacher will ask the main question that needs to be answered. Considering all the documents presented to you. Can you now answer the Central Historical Question, how did Rizal spend his life as an exile in Dapitan?

E. APPLICATION

An essay on how Rizal spent his days as an exile in Dapitan, using all the presented primary documents.

Topic : Rizal in Dapitan

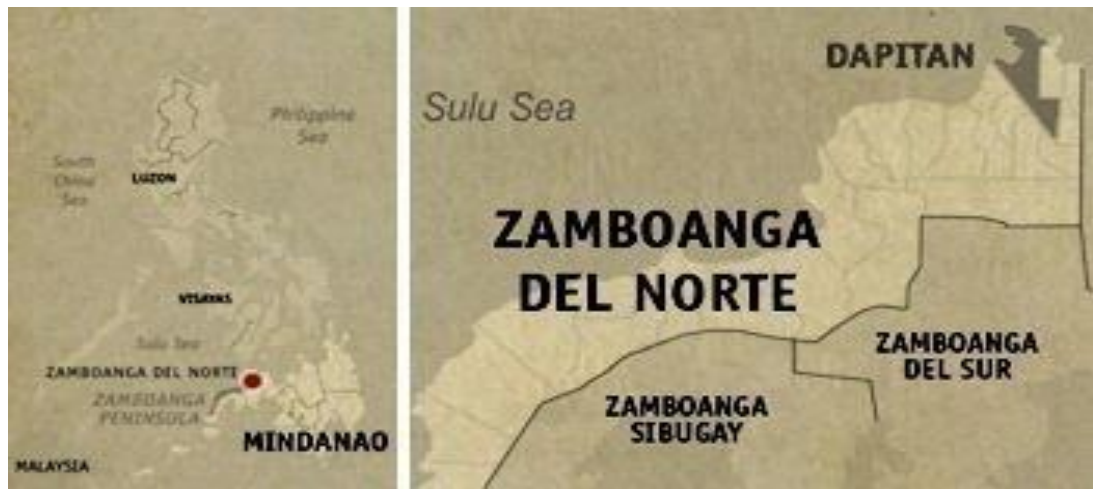
Central Historical Question

How did Rizal spend his life as an exile in Dapitan?

Materials:

- Map of Dapitan
- Letter of Rizal to Blumentritt dated December 19, 1893
- Rizal's Letter to his Brother-in Law, Manuel T. Hidalgo
- A Document of Recognition From American Engineer, Mr. H. F. Cameron
- A Poem "Hymn to Talisay"
- A Poem "My Retreat"
- A Poem "Josephine, Josephine"
- Plan of Instruction:

1. Review/Discussion on why was Rizal was exiled in Dapitan.
2. Analyze Rizal's life as an exile in Dapitan, 1892-1896



Rizal's Relief Map of Dapitan

Source: *lakadpilipinas.com*

3. Hand out all the Documents and Guiding questions.

Document A. Describing his life In Dapitan, Rizal wrote to Blumentritt on December 19, 1893:
I shall tell you how we live here, I have three houses: one square, another hexagonal, and third octagonal, all of bamboo, wood and nipa. In the square house we live, my mother, sister Trinidad, and a nephew and I; in the octagonal live my boys or some good youngsters whom I teach arithmetic, Spanish and English; and in the hexagonal live my chickens. From my house I hear the murmur of a crystal, clear brook which comes from the high rocks; I see the seashore, the sea where I have small boats, two canoes or barotos, as they say here. I have many fruit trees, mangoes, lanzones, guayabanos, baluno, nanka, etc. I have rabbits, dogs, cats, etc. I rise early --- at five ---visit my plants, feed the chickens, awaken my people and put them in movement. At half-past seven we breakfast with tea, pastries, cheese, sweatmates, etc. Later Itreat my poor patients who come to my land; I dress, go to the town in my baroto, treat the peoplethere, and return at 12, when my luncheon awaits me. Then I teach the boys until 4 P. M. and devote the afternoon to agriculture. I spend the night reading and studying.

Sourcing: What is Rizal’s condition when he wrote this letter? Why did he write this?

Contextualization: When and where was the document was created? What was different then, what was the same when Rizal was in Europe?

Close Reading: How this letter proved the kind of life Rizal had in Dapitan?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document B.

My Dear Brother-in-Law Maneng,

I was not able to write by the previous mail for lack of time, for the boat left unexpectedly.

With regard to Pablo Mercado. I tell you that he came here presenting himself as a courteous friend in order to get from me letters, writings, etc ; but I found him out soon and if I did not throw him out of the house brusquely, it was because I always want to be nice and polite to everyone. Nevertheless, as it was raining. I let him sleep here, sending him away very early the next day. I was going to let him alone in contempt but the rascal went around saying secretly that he was my cousin or brother-in-law, I reported him to the Commandant who had him arrested.

It was revealed in his declaration that he was sent by the Recollects who gave him P72, and promised him more if he succeeded in wresting from me my letters for certain persons of Manila. The rascal told me that he was a cousin of one Mr. Litonjua, son of Luis Chiquito, according to him and brother-in-law of Marciano Ramirez. He wanted me to write to these gentlemen. He brought along besides a picture of mine, saying that it was given to him by one Mr. Legaspi of Tondo or San Nicolas. I don't remember exactly. It seems that he belongs to a good family of Cagayan de Misamis. Be careful of him, he is a tall boy, somewhat thickset, slightly squint-eyed, dark, slender, broad-shoulders, and of imprudent manners. He smokes much, spits more, and has thin lips.

.....
Merry Christmas and Happy New Year

Your brother-in-law who loves you,
(Signed) Jose Rizal

Sourcing: Why did Rizal convey this to his brother-in-law? What was his reason for such correspondence?

Contextualization: Reading the content of the document, how would you assess the circumstance that Rizal went through?

Close Reading: What Rizal wants to prove/claim about the letter?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

--	--	--

Document C. In Dapitan, he applied his knowledge of engineering (which he read only from books) by constructing a system of waterworks in order to furnish clean water to the townspeople. An American engineer , **Mr. H.F. Cameroon**, praised Rizal’s engineering feat in the following words:

Another famous and well known water supply is that of Dapitan, Mindanao, designed and constructed by Dr. Rizal during his banishment in that municipality by Spanish authorities...This supply comes from a little mountain stream across the river from Dapitan and follows the contour of the country for the whole distance. When one considers that Dr. Rizal had no explosives with which to blast the hard rock and no resources to save his own ingenuity, one cannot help but honor a man, who against adverse conditions, had the courage and tenacity to construct the aqueduct which had for its bottom the fluted tiles from the house roofs, and was covered with concrete made from lime burned from the sea coral. The length of this aqueduct is several kilometers, and it winds in and out among the rocks and is carried across gullies in bamboo pipes upheld by rocks or brick piers to the distribution reservoir.

Sourcing:

1. Who wrote the document?
2. What do you think was the author’s perspective in writing the document?

Contextualization:

1. When and where the document was created?
2. How did the author described his subject in that particular period of the past?

Close Reading:

3. What does the author claim about the document?
4. Did the author use evidence to support his claim?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document D.

HYMN TO TALISAY

At Dapitan, the sandy
And rocks aloft on mountain crest
Form thy throne, O refuge blest,
That we from childhood days have known.
In your vales that flowers adorn
And your fruitful leafy shade,
Our thinking powers are being made,
And soul with body being grown.

We are youth not long on earth
But our souls are free from sorrow;
Calm, strong men we'll be tomorrow,
Who can guard our families' rights.
Lads are we whom naught can frighten,
Whether thunder, waves, or rain
Swift of arm, serene of mien
In peril, shall we wage our fights.

With our games we churn the sand,
Through the caves and crags we roam,
On the rocks we make our home,
Everywhere our arms can reach.
Neither dark nor night obscure
Cause us fear, nor fierce torment

That even Satan can invent
Life of Death? We must face each!

“Talisayans”, people call us!
Mighty souls in bodies small
O’er Dapitan’s district all
No Talisay like this towers.
None can match our reservoir.
Our diving pool the sea profound!
No rowing boat the world around
For a moment can pass ours.

We study sciences exact;
The history of our motherland;
Three languages or four command;
Bring faith and reason in accord.
Our hands can manage at one time
The sail and working spade and pen,
The mason’s maul – for virile men
Companions – and the gun and sword.

Live, live, O leafy green Talisay!
Our voices sing thy praise in chorus
Clear star, and precious treasure for us.
Our childhood’s wisdom and its balm.
In fights that wait for every man,
In sorrow and adversity,
Thy memory a charm will be,

And in the tomb, thy name, thy calm.

CHORUS

Hail, O Talisay!

Firm and untiring

Ever aspiring,

Stately thy gate.

Things, everywhere

In sea, land and air

Shalt thou dominate.

Guiding Questions

Sourcing:

1. Who was Rizal in writing this poem? Why it was entitled “Hymn to Talisay”?
2. What was his standpoint in writing this poem?
3. Why do you think Rizal wrote the poem? What was his purpose?

Contextualization:

1. In what historical context the poem was made?
2. How might the circumstances in which the document was created affect its content?

Close Reading:

1. What kind of language and phrases did the author used to persuade his intended audience? Why?
2. What did Rizal mean in this stanza?

**We are youth not long on earth
But our souls are free from sorrow;
Calm, strong men we'll be tomorrow,
Who can guard our families' rights.
Lads are we whom naught can frighten,
Whether thunder, waves, or rain
Swift of arm, serene of mien
In peril, shall we wage our fights.**

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document E. Rizal's poem sent to his Mother dated **October 22, 1895.**

MY RETREAT

By the spreading beach where the sands are soft and fine
At the foot of the mouth in its mantle of green
I have built my hut in the pleasant grove's confine;
From the forest seeking peace and calmness divine,
Rest for the weary brain and silence to my sorrows keen.

Its roof of the frail palm-leaf and its floor the cane.
Its beam and posts of the unhewn wood;
Little there is of value in this hut so plain,
And better by far in the lap of the mount to have lain,
By the song and the murmur of the high sea's flood

A purling brook from the woodland glade
Drops down o'er the stones and around it sweeps,
Whence a fresh stream is drawn by the rough cane's aid;
That in the still night its murmur has made,
And in the day's heat a crystal fountain leaps.

When the sky is serene how gently it flows,
And it zither unseen ceaselessly plays;
But when the rains fall a torrent it goes
Boiling and foaming through the rocky close,
Roaring unchecked to the sea wide ways.

The howl of the of the dog and the song of the bird,
And only the kalao's hoarse call resound;

Nor is the voice of vain man to be heard;
My mind to harass or my steps to begird;
The woodlands alone and the sea wrap me around.

The sea, ah the sea! For me it is all,
And it massively sweeps from the world's apart;
Its smile in the morn to my soul is a call
And when in the evening my faith seems to pall
It breathes with its sadness on echo to my heart.

By night an Arcanum; when translucent it glows,
All spangled over with its millions of lights,
And the bright sky above resplendent shows;
While the waves with their sighs tell of their woes –
Tales that are lost as they roll to the heights.

They tell of the world when the first dawn broke,
And the sunlight over the surface played;
When thousands of beings from nothingness woke
To people the depths and heights to cloak,
Wherever its life-giving kiss was laid.

But when in the night the wild winds awake,
And the waves in their fury begin to leap,
Through the air rush the cries that my mind shake;
Voices that pray, songs and moans partake
Of laments from the souls sunk down in the deep.

Then from their heights the mountains groan,
And the trees shiver tremulous from great unto least;
The groves rustle plaintive and the herds utter moan,
For they say that the ghost of the folk that are gone
Are calling them down to their death's merry feast.

In terror and confusion whispers the night,
While blue and green flames flit over the deep;
But calm reigns with the morning's light,
And soon the bold fisherman comes into sight,
And his bark rushes on and waves sink to sleep.

So onward glide the days in my lonely abode;
Driven forth from the world where once I was known,
I muse o'er the fate upon me bestowed;
A fragrant forgotten that the moss will corrode,
To hide from mankind the world in me shown.

I live in thought of the lov'd ones left,
And of their names to my mind are borne;
Some have forsaken me and some by death are reft;
But now 'tis all one, as through the past I drift,
That past which from one never be torn.

For it is the friend that is with me always,
That ever in sorrow keeps the faith in my soul;
While through the still night it watches and prays,

As here in my exile in my one hut it stays
To strengthen my faith when doubts o'er me roll.
That faith I keep and I hope to see shine
The day when the Idea prevails over might;
When after the fray and death's show decline.
Some other voice sounds, far happier than mine,
To raise the glad of the triumph of right.

I see the sky glow, refulgent and clear,
As when it forced on me my first dear illusion;
I feel the same wind kiss my forehead sore,
And the fire is the same that is burning here
To stir up youth's blood in boiling confusion.

I breathe here the winds that perchance have pass'd
O'er the fields and the rivers of my own natal shore
And mayhap they will bring on the returning blast
The sighs that lov'd being upon them has cast –
Messages sweet from the love I first bore.

To see the same moon, all silver'd as of yore
I feel the sad thoughts within me arise;
The fond recollections of the troth we swore,
Of the field and the bower and the wide seashore,
The blushes of joy, with the silence and sighs.

A butterfly seeking the flowers and the light,
Of other lands dreaming of vaster extent;

Scarce a youth, from home and love I took flight,
To wander unheeding, free from doubt of affright –
So in foreign lands were my brightest days spent.

And when like a languishing bird I was fain
To the home of my fathers and my love to return,
Of a sudden the fierce tempest roar'd amain;
So I saw my wings shattered and no home remain,
My trust sold to others and wrecks round me burn.

Hurl'd out into exile from the land I adore,
My future all dark and no refuge to seek;
My roseate dreams hover, round me once more,
Sole treasures of all that life to me bore;
The faiths of youth that with sincerity speak.

But not as of old, full of life and of grace,
Do you hold our hopes of undying reward;
Sadder I find you, on your lov'd face.
Though still sincere, the pale lines trace
The marks of the faith it is yours to guard.

You offer now, dreams, my gloom to appease,
And the years of my youth again to disclose;
So I thank you, O storm, and heaven – born breeze,
That you knew of the hour my wild flight to ease,
To cast me back to the soil whence I rose.

By the spreading beach where the sands are soft and fine,
At the foot of the mount in its mantle of green;
I have found a home in the pleasant groves confine,
In the shady woods that peace and calmness divine,
Rest for the weary brain and silence to my sorrow keen.

Sourcing:

1. Why did Rizal write this poem to his mother?
2. What was his purpose?

Contextualization:

1. How did Rizal narrate/describe his life in Dapitan thru the poem?
2. What do you think was different then, what was the same?

Close Reading:

1. What words, phrases, images, symbols that Rizal used in addressing this poem to his beloved mother?
2. How does the document language indicate Rizal's perspective?
3. What might Rizal wanted to say in the stanza below?

*Hurl'd out into exile from the land I adore,
My future all dark and no refuge to seek;
My roseate dreams hover, round me once more,
Sole treasures of all that life to me bore;
The faiths of youth that with sincerity speak.*

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document F. At one time, Rizal wrote a poem for Josephine, which run as follows;

Josephine, Josephine

Who to these shores have come
Looking for a nest, a home,
Like a wandering swallow;
If your fate is taking you
To Japan, China or Shanghai,
Don't forget on these shores
A heart for you beats high.

Guiding Questions:

Sourcing:

1. When and why the poem was created?
2. In what stature of his life was Rizal when he wrote the poem?

Contextualization:

1. How might Rizal's situation affect the poem?

Close Reading:

1. How do the words/phrases reflect the emotion of Rizal?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Corroboration:

Considering all the documents presented to you can now answer the Central Historical Question,
“How did Rizal spend his life as an exile in Dapitan?”

Citations

Document A. December 19, 1893

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document B. December 20, 1893

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document C. Recognition from an American engineer.

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document D. Hymn to Talisay

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document E. My Retreat, October 22, 1895

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document F. Josephine, Josephine

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

LESSON PLAN
THE ENTRAPMENT

I. OBJECTIVES:

At the end of the lesson, the learners are expected to:

1. Describe Rizal's situation by means of his account on his diary;
2. Determine how Rizal overcome his everyday struggles in his life and;
3. Assess how the authorities treated him.

II. SUBJECT MATTER:

Rizal's Entrapment and Arrest

III. MATERIALS:

Document A. Written in his diary October 8, 1896.

Document B. Written in his diary November 2, 1896

IV. PROCEDURES:

A. Routine Activity

1. Greetings

2. Checking of Attendance

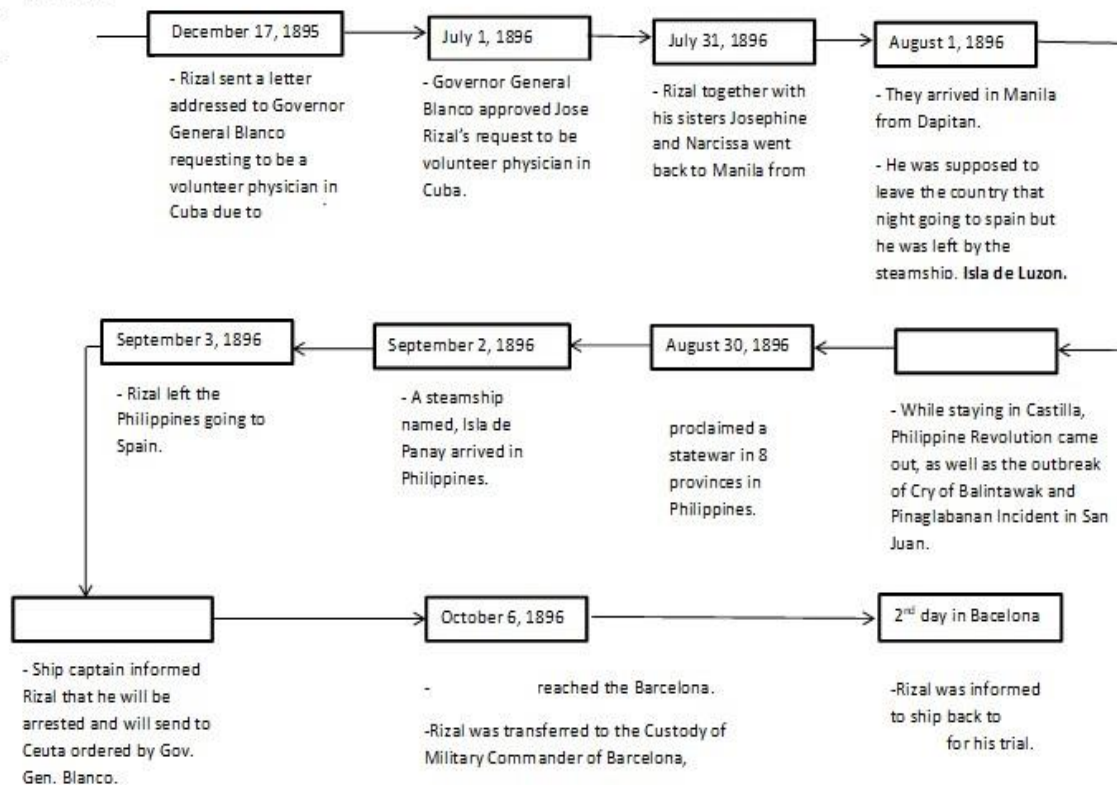
B. Motivational Activity: TWO TRUTHS AND ONE LIE

The teacher will give three statements about the topic, two true statements and a false statement. The student/s will identify which statement presented by the teacher is not true.

C. Activity

The student will supply the needed information in the chart about the previous lesson.

The Trap



D. Abstraction

1. When and where the documents were written?
2. In what situation was Rizal when he wrote this in his diary?

E. Analysis

The teacher will distribute the two documents which are excerpt from Rizal's diary. He/She will be given time to read wherein they are going to analyze and understand Rizal's situation, reasons of writing, and main idea of the documents. The teacher will ask the questions that follows.

Document A. Written in his diary October 8, 1896.

When Rizal's name was implicated in the Philippine Revolution of 1896, he was sent home from Barcelona for his alleged participation on the said uprising to face charges of rebellion. Instead of being afraid, Rizal welcomed it and thanked God since it would allow him to clear his name and to disprove unjust public opinion. Moreover, to confront his slanderers; he wrote in his **diary** dated **October 8, 1896**, and this is as follows;

I believe that what God is doing to me is blessing, allowing me to go back to the Philippines in order to be able to destroy such accusations. Because, either they do me justice and recognize my innocence and then I will be rehabilitated or they sentence me to death and thereby, before the eyes of the society, I atone for my supposed crime. Society will forgive me and later, without any doubt, justice will be done me and I will one more martyr. At any rate, instead of dying abroad or

in the Manigua (jungle in Cuba). I'll die in my own country. I believe that what is happening is the best that can happen to me. Always let God's will be done! I feel more calm with regard to my future...I feel that peace descended upon me, thank God! Thou art my hope and consolation! Let your will be done; I am ready to obey it. Either I will be condemned or absolved. I am happy and ready.

Guiding Questions

1. **Sourcing:** Who was Rizal when he wrote this document? When and where it was written?
2. **Contextualization:** If you were able to read Rizal's diary in that time how would you feel reading it?
3. **Close Reading:** What was the main idea of the document? Why do you think Rizal left his fate to God?

Document B. Rizal's diary was confiscated by the authorities on his way back to Manila. The Spanish authorities were curious to what was recorded in his diary. It was seized from him on October 11, 1896 and handed it back to him on November 2, 1896. As Rizal lamented on that day;

Monday, 2 November – Today, they returned to me this notebook which they took away on the 11th of last month before reaching Port Said. For this reason, my diary was interrupted. They searched me and inspected thoroughly my luggage. They took away all my papers and afterwards they put me behind bars and they did not take me out until we reach the Red Sea. That was what they did to me in 16 hours before our arrival. Also twice they put me in four or six hours before and they take me out when we are already in the high seas. However, at Singapore they put me in 16 hours before our arrival. Also twice they put handcuffs on me.

Guiding Questions:

1. Sourcing:

1. In what situation was Rizal when he wrote this in his diary?
2. What do you think was his perspective writing it?

2. Contextualization:

1. When and where it was written?
2. How he was treated by the authorities, what was different? What was the same?

3. Close Reading:

1. What was Rizal tried to claim in this document?
2. Do you think that Rizal was to trying to emphasize something out of the incidence?

F. Application

Central Historical Question

How did Rizal Reacted on Spanish deception?

Materials:

Entrapment

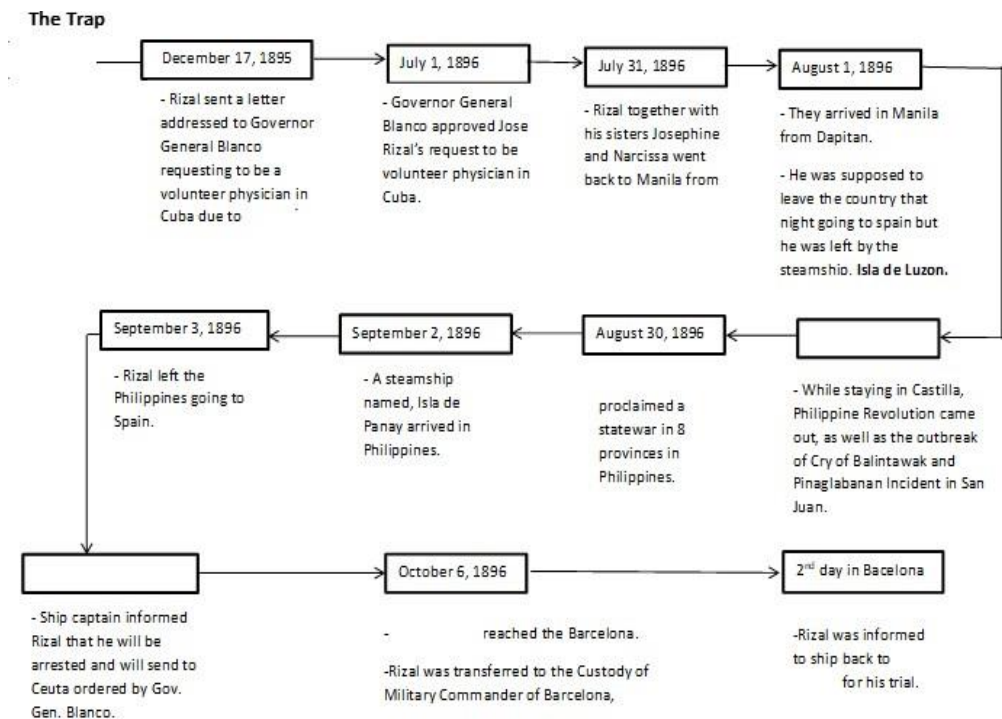
- Document A. Written in his diary October 8, 1896.
- Document B. Written in his diary November 2, 1896

Plan of Instruction:

1. Throw back on the last lecture regarding of Last Trip Abroad by which Rizal was absolved to his involvement in a raging revolution in 1896.
2. The planting of evidences on him.
3. His last homecoming in the Philippines

Hand out of all documents and guiding questions.

Document A. When Rizal's name was implicated in the Philippine Revolution of 1896, he was sent home from Barcelona for his alleged participation on the said uprising to face charges of rebellion. Instead of being afraid, Rizal welcomed it and thanked God since it would allow him to clear his name and to disprove unjust public opinion. Moreover, to confront his slanderers; he wrote in his **diary** dated **October 8, 1896**, and this is as follows;



I believe that what God is doing to me is blessing, allowing me to go back to the Philippines in order to be able to destroy such accusations. Because, either they do me justice and recognize my innocence and then I will be rehabilitated or they sentence me to death and thereby, before the eyes of the society, I atone for my supposed crime. Society will forgive me and later, without any doubt, justice will be done me and I will one more martyr. At any rate, instead of dying abroad or in the Manigua (jungle in Cuba). I'll die in my own country. I believe that what is happening is the best that can happen to me. Always let God's will be done! I feel more calm with regard to my future...I feel that peace descended upon me, thank God! Thou art my hope and consolation! Let your will be done; I am ready to obey it. Either I will be condemned or absolved. I am happy and ready.

Document A. Guiding Questions

1. **Sourcing:** Who was Rizal when he wrote this document? When and where it was written?
2. **Contextualization:** If you were able to read Rizal's diary in that time how would you feel reading it?
3. **Close Reading:** What was the main idea of the document? Why do you think Rizal left his fate to God?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Document B. Rizal's diary was confiscated by the authorities on his way back to Manila. The Spanish authorities were curious to what was recorded in his diary. It was seized from him on October 11, 1896 and handed it back to him on November 2, 1896. As Rizal lamented on that day;

Monday, 2 November – Today, they returned to me this notebook which they took away on the 11th of last month before reaching Port Said. For this reason, my diary was interrupted. They searched me and inspected thoroughly my luggage. They took away all my papers and afterwards they put me behind bars and they did not take me out until we reach the Red Sea. That was what they did to me in 16 hours before our arrival. Also twice they put me in four or six hours before and they take me out when we are already in the high seas. However, at Singapore they put me in 16 hours before our arrival. Also twice they put handcuffs on me.

Guiding Questions:

Sourcing:

1. In what situation was Rizal when he wrote this in his diary?
2. What do you think was his perspective writing it?

Contextualization:

1. When and where it was written, do you think the time and place affect the content of the document?

Close Reading:

1. What was Rizal tried to claim in this document?
2. Do you think that Rizal was to trying to emphasize something out of the incidence?

Historical Reading Skills		
Sourcing	Contextualization	Close reading

Application (OUTCOME)

Recall any nationalist from your own country who had been accused and arrested for any alleged criminal involvement. Compare and contrast it with Rizal's experience and reaction.

Citations

Document A

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document B

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

LESSON PLAN
THE TRIAL OF RIZAL

V. OBJECTIVES:

At the end of the lesson, the learners are expected to:

1. Demonstrate skills in scrutinizing and dissecting primary documents;
2. Analyze how the documents pinned down Rizal in the trial;
3. Formulate the document in a creative way

VI. SUBJECT MATTER:

Trial of Rizal: Guilty or Not Guilty?

VII. MATERIALS:

List of Documentary Evidence

Testimonial Evidences against Rizal

VIII. PROCEDURES:

G. Routine Activity

3. Prayer

4. Greeting

5. Checking of Attendance

H. Activity:

Reading of primary sources.

I. Abstraction

1. To whom he wrote and gave letters?
2. What are the contents and reasons of the letters he received and the letters he sent?
3. Was Rizal guilty or not?

J. Analysis

The teacher will provide the primary documents to the students used in the trial of Rizal to for scrutiny, dissection and analysis.

The following are the documentary and testimonial evidences that were presented in the trial of Rizal, December 26, 1896.

A. A letter for Mr. Juan Zulueta.

Hong Kong, 24 May 1892

[MR. JUAN ZULUETA]

BROTHER TEULUZ

Manila, Philippines

Rizal, after censuring an article of Lete in *La Solidaridad* that he found offensive and whose apology he leaves to the discretion of the Committee, adds: I repeat once more: I do not understand the reason for the attack, inasmuch as I devote myself now to prepare our countrymen for a secure refuge in case of persecution (the agricultural colony of North Borneo) and to writing some propaganda works which will shortly be published. Besides the article is highly indiscreet and prejudicial to the Philippines. Why say that the first thing we need is money? What is known need not be said and dirty linen is not washed in public. Fraternal greetings to all.

Affectionately yours,

DIMASALANG

Guide Questions:

Sourcing:

1. What do you think was Rizal's purpose in writing this letter to his friend?

Contextualization:

1. When and where the was document created? Why?
2. In what context did Rizal write this letter?

Close Reading:

1. What do you think was Rizal's want to emphasize when he wrote "What is known need not be said and dirty linen is not washed in public."

B . Letter to Rizal from Ildefonso Laurel

Manila, 3 September 1892

MR. JOSE RIZAL

Dapitan

DEAR FRIEND AND COMPATRIOT,

Upon my arrival at this city, in the bay I learned about the sad mishap that has fallen you. Your father, one night I was at his house on a visit, told me that you will be pardoned shortly. How happy we would be if the news turn out to be true! Our excited people always trust in you, considering you their redeemer and savior. Do not doubt the loyalty of your countrymen, for all bewail the treachery of which you have been a victim and all are ready to shed their blood for the salvation of our motherland and of yours. All greet you through me and send you an embrace of patriotic love with which someday all united they wish to die.

ILDEFONSO LAUREL

P. s.

Our mutual friend Deodato Arellano told me that that he has received two letters from Madrid addressed to you, which until now, for lack of means, he has been unable to send you. He is awaiting your decision on the matter.

Guiding Questions:

Sourcing:

1. What was the purpose of the letter? When it was written?
2. What was the sender's position in this particular event?

Contextualization:

1. In what particular period of Rizal's life does the document was written?
2. In what historical context that the letter was written?

Close Reading:

1. Identify line/sentence by which do you think that the Military Court considered this document as evidence against Rizal.

C. Depositions of Captured Katipuneros:

“Martin Constantino a policeman from Bulacan said in Manila on 9 September 1896, that the object of Katipunan was the massacre of all Spaniards and the proclamation of independence of the country that soon as the Spaniards have all been massacred the Supreme Head would be Rizal, who would come to establish his headquarters in the city.”

“Aguedo del Rosario, a bookbinder from Mindoro stated, ‘Rizal is the honorary president of the Katipunan . His portrait hangs in the session hall of the Supreme Council. Pio Valenzuela informed Rizal that the people kept demanding an armed uprising...’ “

Guiding Questions:**Sourcing:**

1. Why do you think that the document was produced?
2. Who produced it?
3. Do you think it is reliable?

Contextualization:

1. When the document was produced?
2. Do you think that the circumstance has a serious effect on the case against Rizal? Why?

Close Reading:

1. What does the document claim?
2. Are these claims can stand its position to be used as evidence against Rizal? How?

D. Transcript from the speech of Pinkian (Emilio Jacinto) and Tik-Tik (Jose Turiano Santiago) on July 23, 1896.

“In the meantime, let us keep our spirits up with these battle cries: Long live the Philippines! Long live Liberty! Long live Dr. Rizal! Unity!

Let us all shout with one voice: Long live the Philippines! Long live Liberty! Long live the great Dr. Rizal! Death to oppressor Nation!

Guiding Questions:

Sourcing:

1. What were the speakers’ perspective/purpose in including those phrases in their speech?
2. What were their position in this particular historical event?

Contextualization:

1. When and where the documents were created?
2. What was different then, what was the same?

Close Reading:

1. What claims do the speakers want to emphasize?
2. Were there languages/phrases that were strongly used to make it a valid evidence against Rizal?

E. . Rizal's poem entitled Kundiman. This poem was allegedly written by Rizal in Manila on September 12, 1891. This poem is as follows:

KUNDIMAN

In the Orient Pearl beautiful
Where the sun is born,
In a land of beauty
Full of enchantments
But bound in chains.
Where the despot reigns,
The land dearest to me.
Ah! That is my country,
She is a slave oppressed
Groaning in the tyrant's grips;
Lucky shall he be
Who can give her liberty!

Guide Questions:

Sourcing:

1. What do you think is Rizal's perspective in writing this poem?
2. What might be the reason why Rizal wrote this poem?

Contextualization:

1. Do you think that circumstance/s in that particular time has a strong impact on the content of the document? Why?

Close Reading

1. What language/phrase did Rizal use to persuade his audience, for the Spanish authorities to be used this as evidence against him? **Identify lines or phrases in the document to justify**

F. Rizal's "Hymn to Talisay" Lines

“We are youth not long on earth
But our souls are free from sorrow
Calm, strong men we'll be tomorrow,
Who can guard our families' rights.
Lads are we whom naught can frighten.
Whether thunder, waves, or rain
Swift of arm, serene of mien
In peril, shall we wage our fights.

Guiding Question

1. Close Reading

1. What lines/phrases did the author tried to emphasize that the document becomes an evidence against him?

G. Rizal's Manifesto to His People. On December 15, Rizal wrote a manifesto to his people appealing to them to stop the necessary shedding of blood and to achieve their liberties by means of education and industry.

This manifesto, written in his prison cell at Fort Santiago, runs as follows.

My Countrymen:

On my return from Spain, I learned that my name had been used as a war cry among some who were in arms. The news painfully surprised me, but believing it was all over, I kept silent over what I consider irremediable. Now I hear rumors that the disturbance continue, and lest any persons should still go on using my name in good or bad faith to remedy this abuse and to undeceive the unwary, I hasten to address you these lines so that the truth may be known.

From the beginning when I had news of what was being planned, I opposed it, fought it, and demonstrate its absolute impossibility. This is the truth, and witnesses to my words are still living. I was convicted that the idea was highly absurd and, was worse, would bring great suffering. I did more. When later, in spite of my counsels, the movement broke out. I spontaneously offered not only my services, but my life, and even my name so that they might use them in the manner they saw fit to suppress the rebellion, for, convinced of the evils that

would befall them. I considered myself fortunate if, at any sacrifice, I could prevent such useless misfortune. This is equally of record.

My countrymen: I have given proofs, more than anybody else, of desiring liberties for our country and I still desire them. But I place as a premise the education of the people so that by means of education and of labor they might have a personality of their own and make themselves worthy of liberties. In my writings I have recommended redemption. I have also written (and my words have been repeated) that reforms, to be faithful, have to come from above, that those that come from below are irregular and unstable. Imbued with this ideals, I cannot but condemn and I do condemn this absurd, savage uprising planned behind my back, which dishonors us, the Filipino, and discredits those who may advocate our cause. I abhor its criminal methods and disclaim all participation, therein, pitying from the bottom of my heart the unwary who have allowed themselves to be deceived. Return then to your homes, and may God forgive those who have acted in in bad faith.

Guiding Questions:

Sourcing:

1. In what stage of his life was Rizal, when he wrote the document?
2. Why did he write the document?

Contextualization:

1. When did Rizal wrote the document, where was him?
2. What was happening in the Philippines in the last quarter of 1896, how did Rizal react thru his Manifesto?
3. Did the event of 1896 affect the document?

Close Reading:

1. What did Rizal claim in writing this document?
2. What evidence/s did he use in this manifesto?
3. Identify words/phrases/sentences that Rizal used to encourage his audience.

Corroboration: Documents E, F. and G.

4. Compare and contrast E, F, and G in terms of Rizal's perspective in his love for the country?
5. Have you seen disparity among three sources? If yes or no, what might be the reason/s? Explain your answer.

H. Rizals' Manifesto to the Filipino people was not published and instead it was used as evidence against him. The Judge Advocate General made the following comments

“1....devoid of that patriotic indignation against all separatist demonstration and tendencies which should be conspicuous in every loyal son of Spain.

2. Consistent with his publish opinion, Dr. Jose Rizal limits himself to criticizing the present insurrectionary movement as premature and because he believes its success to be impossible at the present time.

3. But he suggests pretty clearly that the independence they dream of can be achieved means less dishonorable than those currently being employed by the rebels, that is to say when the cultural level of the people shall have been raised to the point where it will be a decisive factor in the struggle and a guarantee of success.

4. As far as Rizal is concerned, the whole question is one of opportunity, not of principles or objectives. This manifesto can be summarized in these words. Faced with a clear prospect of defeat, my fellow countrymen, lay down your arms; later on, I myself will lead you to the land of promise.

5. A message of this sort, far from promoting peace, is likely to stimulate for the future spirit of rebellion.”

Guiding Questions:

Sourcing:

1. Who wrote the document? When it was written? Why it was written?
2. What do you think was the author's perspective in writing the document?

Contextualization:

1. Where it was written?
2. How might the circumstances in which the document was created affect its content?
3. What was different then? What was the same?

Close Reading:

1. What claims does the author make?
2. What evidences does he use to discredit the Manifesto of Rizal?

I. Summary/Comments on Rizal's Investigation.

December 12, 1896, Summary of Report of Rafael Dominguez (Investigating Officer)

“It appears that the accused Jose Rizal Mercado is the principal organizer and the very soul of the Philippine insurrection; the author of associations, periodicals and books dedicated to the cultivation and dissemination of ideas instigating the people to rebellion and sedition; and supreme head of the national revolutionary movement.”

Summary of the Prosecution the same month written by Enrique de Alocer says:

“... Rizal is a prime mover of the crime of rebellion . . . Honorable Judges we can see in Rizal nothing less than the very soul of this rebellion. His fellow countrymen . . . render this man *liege himage* and look up to him as a superior being whose sovereign commands are obeyed without questions . . . he was looked up to by all of them as one of their principal leaders..... These men in their accounts of the progress and development of the insurrection make it perfectly clear that the central direction of the insurrection was always linked with the person of the accused.”

Report of Office of the Governor General Sent to the Military Court, December 22, 1896.

“.....the great agitator of the Philippines, who is not only personally convicted that he is called to be the chosen vessel of a kind of redemption of his race, but who is considered by the masses of the native population to be a super human being, a being incapable of being subjected to any restraint that might prevent him from fulfilling his providential mission.”

Final Comments of the Judge Advocate General to Rizal dated December 26, which says:

“Rizal neither a competent writer nor a profound thinker. The products of his pen . . . betray most imperfect command of the language and give little evidence of intellectual activity. And yet Rizal became the World Incarnate of the Revolution, the most intelligent leader of separatist movement, the idol, in short, of the ignorant rabble . . . who saw in this professional agitator as superhuman being a worthy to be called *Supremo*.”

Guiding Questions:**Sourcing:**

1. Who are the authors of the documents?
2. What were their perspectives about Rizal?
3. What do you think were their reasons in writing the documents?

Contextualization:

1. When and where the documents were created?
2. How might the content of the documents may affect the circumstance?

Close Reading:

1. What did the authors claim about Rizal?
2. What evidences they have considered to make sure that Rizal will be convicted on the crime charged against him?

Corroboration:

Reading all the summaries and comments (C.8) that pertain to Rizal's alleged participation on Revolution of 1896, do the authors agree or disagree? Justify your answer

K. Application .

The Trial of Rizal
Central Historical Question
Guilty or Not Guilty?

Materials:

- **Document A.** Rizal's Letter to Deodato Arellano
- **Document B.** Letter to Rizal from Ildefonso Laurel
- **Document C.** Depositions of Captured Katipuneros
- **Document D.** Transcript from the speech of Pinkian (Emilio Jacinto) and Tik-Tik (Jose Turiano Santiago) on July 23, 1896.
- **Document E.** Rizal's poem entitled Kundiman.
- **Document F.** Rizal's "Hymn to Talisay" Lines
- **Document G.** Rizal's Manifesto to His People
- **Document H.** Comments of The Judge Advocate General on Rizal's Manifesto.
- **Document I.** Summary/Comments on Rizal's Investigation.

Plan of Instruction:

Chronology of the trial of Rizal.

- 2 December** Blanco endorses the case to Dominguez
- 3 December** Dominguez formally opens the case
- 5 December** Dominguez submits her report.
- 5 December (Same day)** Blanco endorses the case to the Auditor General de Guerra Nicolas de la Peña.
- 7 December** Peña submits *dictamen*.
- 8 December** (Feast of the Immaculate Concepcion: official and religious holiday). Blanco appoints Enrique de Alocer *fiscal* (prosecutor).
- 9 December** Alocer submits his judgement on the merits of the case.
- 9 December (Same day).** The fiscal instructs the juez instructor to prepare all materials for trial.

9 December (Same day). A list is drawn up to 106 officers below the rank of captain who are considered eligible to become Rizal's defense counsel.

10 December The list is shown to Rizal who chooses Luis Taviel de Andrade

10 December (Same day). Taviel accepts.

11 December The juez instructor (Dominguez) decides that it is "unnecessary" for Rizal to confront his accusers.

11 December (Same day). Rizal is formally arraigned.

11 December (Same day). The procedure begins for the confiscation of Rizal's properties and other assets to "reimburse" the government in the amount of one million pesos for the "damage" that Rizal has inflicted on the nation.

12 December The juez instructor declares the case ready for trial.

At this point there was a change of administration. Blanco was relieved of his post and the new governor and captain general assumed office. This was the newly arrived Camilo de Polavieja, Marquis of Tenerife and former Governor of Cuba. But the change of governors did not break the speed with which Rizal's case was rushed through. On the same day that he assumed office (12 December 1896) Polavieja endorsed the case to Auditor General de Guerra Nicolas de la Peña for final action. The remaining events were as follows.

17 December Peña's decision.

21 December Alocer (Fiscal) submits his Brief for the Prosecution.

22 December The prosecutor's Brief is shown to Rizal and his defense counsel.

24 December (Christmas Eve). The judges of the court martial are appointed.

25 December (Christmas Day). Rizal is shown the list of judges.

26 December The court martial is held. The judges listened to the prosecutor's Brief, the defense counsel's Brief and Rizal's "Adiciones a mi defense."

26 December (Same day) Sentence of death is pronounced.

26 December (Same day) The death sentence is communicated to Polavieja.

26 December (Same day) Polavieja endorses the death sentence to Auditor General de Guerra Peña for comment.

27 December Peña recommends approval of death sentence.

28 December Polavieja orders the death sentence to be carried out. He specifies the day, the hour, the place and the manner of death. (30 December at 7a.m. in Bagumbayan field, by firing squad.)

29 December The death sentence is read to Rizal. He is placed “en capilla.”

4. Hand out of all documents and guiding questions.

Document A. Rizal’s Letter to Deodato Arellano

Hong Kong, 24 May 1892

[MR. JUAN ZULUETA]

BROTHER TEULUZ

Manila, Philippines

Rizal, after censuring an article of Lete in *La Solidaridad* that he found offensive and whose apology he leaves to the discretion of the Committee, adds: I repeat once more: I do not understand the reason for the attack, inasmuch as I devote myself now to prepare our countrymen for a secure refuge in case of persecution (the agricultural colony of North Borneo) and to writing some propaganda works which will shortly be published. Besides the article is highly indiscreet and prejudicial to the Philippines. Why say that the first thing we need is money? What is known need not be said and dirty linen is not washed in public. Fraternal greetings to all.

Affectionately yours,

DIMASALANG

Guide Questions:

Sourcing:

2. What do you think was Rizal's perspective in writing this letter to his friend?

Contextualization:

3. When and where the was document created? Why?
4. In what context did Rizal write this letter?

Close Reading:

1. What do you think was Rizal's want to emphasize when he wrote **“What is known need not be said and dirty linen is not washed in public.”**

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document B. Letter to Rizal from Ildefonso Laurel

Manila, 3 September 1892

MR. JOSE RIZAL
Dapitan
DEAR FRIEND AND COMPATRIOT,

Upon my arrival at this city, in the bay I learned about the sad mishap that has fallen you. Your father, one night I was at his house on a visit, told me that you will be pardoned shortly. How happy we would be if the news turn out to be true! Our excited people always trust in you, considering you their redeemer and savior. Do not doubt the loyalty of your countrymen, for all bewail the treachery of which you have been a victim and all are ready to shed their blood for the salvation of our motherland and of yours. All greet you through me and send you an embrace of patriotic love with which someday all united they wish to die.

ILDEFONSO LAUREL

P. s.

Our mutual friend Deodato Arellano told me that that he has received two letters from Madrid addressed to you, which until now, for lack of means, he has been unable to send you. He is awaiting your decision on the matter.

Guiding Questions:

Sourcing:

3. What was the purpose of the letter? When it was written?
4. What was the sender's position in this particular event?

Contextualization:

3. In what particular period of Rizal's life does the document was written?
4. In what historical context that the letter was written?

Close Reading:

- J. Identify line/sentence by which do you think that the Military Court considered this document as evidence against Rizal.

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document C. Depositions of Captured Katipuneros:

“Martin Constantino a policeman from Bulacan said in Manila on 9 September 1896, that the object of Katipunan was the massacre of all Spaniards and the proclamation of independence of the country that soon as the Spaniards have all been massacred the Supreme Head would be Rizal, who would come to establish his headquarters in the city.”

“Aguedo del Rosario, a bookbinder from Mindoro stated, ‘Rizal is the honorary president of the Katipunan . His portrait hangs in the session hall of the Supreme Council. Pio Valenzuela informed Rizal that the people kept demanding an armed uprising...’ “

Guiding Questions:**Sourcing:**

4. Why do you think that the document was produced?
5. Who produced it?
6. Do you think it is reliable?

Contextualization:

3. When the document was produced?
4. Do you think that the circumstance has a serious effect on the case against Rizal? Why?

Close Reading:

3. What does the document claim?
4. Are these claims can stand its position to be used as evidence against Rizal? How?

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document D. Transcript from the speech of Pinkian (Emilio Jacinto) and Tik-Tik (Jose Turiano Santiago) on July 23, 1896.

“In the meantime, let us keep our spirits up with these battle cries: Long live the Philippines! Long live Liberty! Long live Dr. Rizal! Unity!

Let us all shout with one voice: Long live the Philippines! Long live Liberty! Long live the great Dr. Rizal! Death to oppressor Nation!

Guiding Questions:**Sourcing:**

3. What were the speakers’ perspective/purpose in including those phrases in their speech?
4. What were their position in this particular historical event?

Contextualization:

3. When and where the documents were created?
4. What was different then, what was the same?

Close Reading:

3. What claims do the speakers want to emphasize?

4. How does this transcript provide an evidence against Rizal?
5. Were there languages/phrases that were strongly used to make it a valid evidence against Rizal?

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document E. Rizal's poem entitled Kundiman. This poem was allegedly written by Rizal in Manila on September 12, 1891. This poem is as follows:

KUNDIMAN

In the Orient Pearl beautiful
Where the sun is born,
In a land of beauty
Full of enchantments
But bound in chains.
Where the despot reigns,
The land dearest to me.
Ah! That is my country,
She is a slave oppressed
Groaning in the tyrant's grips;
Lucky shall he be
Who can give her liberty!

Guide Questions:

Sourcing:

3. What do you think is Rizal's perspective in writing this poem?
4. What might be the reason why Rizal wrote this poem?

Contextualization:

2. Do you think that circumstance/s in that particular time has a strong impact on the content of the document? Why?

Close Reading

2. What language/phrase did Rizal use to persuade his audience, for the Spanish authorities to be used this as evidence against him? **Identify lines or phrases in the document to justify**

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document F. Rizal's "Hymn to Talisay" Lines

“We are youth not long on earth
But our souls are free from sorrow
Calm, strong men we'll be tomorrow,
Who can guard our families' rights.
Lads are we whom naught can frighten.
Whether thunder, waves, or rain
Swift of arm, serene of mien
In peril, shall we wage our fights.

Guiding Question

2. Close Reading

2. What lines/phrases did the author tried to emphasize that the document becomes an evidence against him?

Historical Reading Skill
Close Reading

Document G. Rizal's Manifesto to His People. On December 15, Rizal wrote a manifesto to his people appealing to them to stop the necessary shedding of blood and to achieve their liberties by means of education and industry.

This manifesto, written in his prison cell at Fort Santiago, runs as follows.

My Countrymen:

On my return from Spain, I learned that my name had been used as a war cry among some who were in arms. The news painfully surprised me, but believing it was allover, I kept silent over what I consider irremediable. Now I hear rumors that the disturbance continue, and lest any persons should still go on using my name in good orbad faith to remedy this abuse and to undeceive the unwary, I hasten to address you theselines so that the truth may be known.

From the beginning when I had news of what was being planned, I opposed it, fought it, and demonstrate its absolute impossibility. This is the truth, and witnesses to my words are still living. I was convicted that the idea was highly absurd and, was worse, would bring great suffering. I did more. When later, in spite of my counsels, the movement broke out. I spontaneously offered not only my services, but my life, and even

my name so that they might use them in the manner they saw fit to suppress the rebellion, for, convinced of the evils that would befall them. I considered myself fortunate if, at any sacrifice, I could prevent such useless misfortune. This is equally of record.

My countrymen: I have given proofs, more than anybody else, of desiring liberties for our country and I still desire them. But I place as a premise the education of the people so that by means of education and of labor they might have a personality of their own and make themselves worthy of liberties. In my writings I have recommended redemption. I have also written (and my words have been repeated) that reforms, to be faithful, have to come from above, that those that come from below are irregular and unstable. Imbued with this ideals, I cannot but condemn and I do condemn this absurd, savage uprising planned behind my back, which dishonors us, the Filipino, and discredits those who may advocate our cause. I abhor its criminal methods and disclaim all participation, therein, pitying from the bottom of my heart the unwary who have allowed themselves to be deceived. Return then to your homes, and may God forgive those who have acted in in bad faith.

Guiding Questions:

Sourcing:

3. In what stage of his life was Rizal, when he wrote the document?
4. Why did he write the document?

Contextualization:

4. When did Rizal wrote the document, where was him?
5. What was happening in the Philippines in the last quarter of 1896, how did Rizal react thru his Manifesto?
6. Did the event of 1896 affect the document?

Close Reading:

6. What did Rizal claim in writing this document?
7. What evidence/s did he use in this manifesto?
8. Identify words/phrases/sentences that Rizal used to encourage his audience.

Corroboration: Documents E, F and G.

9. Compare and contrast E, F and G in terms of Rizal's perspective in his love for the country?
10. Have you seen disparity among three sources? If yes or no, what might be the reason/s? Explain your answer.

Historical Reading Skills			
Sourcing	Contextualization	Close Reading	Corroboration

Document H. Rizal's Manifesto to the Filipino people was not published and instead it was used as evidence against him. The Judge Advocate General made the following comments

- "1....devoid of that patriotic indignation against all separatist demonstration and tendencies which should be conspicuous in every loyal son of Spain.
2. Consistent with his publish opinion, Dr. Jose Rizal limits himself to criticizing the present insurrectionary movement as premature and because he believes its success to be impossible at the present time.
3. But he suggests pretty clearly that the independence they dream of can be achieved means less dishonorable than those currently being employed by the rebels, that is to say when the cultural level of the people shall have been raised to the point where it will be a decisive factor in the struggle and a guarantee of success.
4. As far as Rizal is concerned, the whole question is one of opportunity, not of principles or objectives. This manifesto can be summarized in these words. Faced with a clear prospect of defeat, my fellow countrymen, lay down your arms; later on, I myself will lead you to the land of promise.
5. A message of this sort, far from promoting peace, is likely to stimulate for the future spirit of rebellion."

Guiding Questions:

Sourcing:

3. Who wrote the document? When it was written? Why it was written?
4. What do you think was the author's perspective in writing the document?

Contextualization:

4. Where it was written?
5. How might the circumstances in which the document was created affect its content?
6. What was different then? What was the same?

Close Reading:

1. What claims does the author make?
2. What evidences does he use to discredit the Manifesto of Rizal?

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document I. Summary/Comments on Rizal's Investigation.

December 12, 1896, Summary of Report of Rafael Dominguez (Investigating Officer)

“It appears that the accused Jose Rizal Mercado is the principal organizer and the very soul of the Philippine insurrection; the author of associations, periodicals and books dedicated to the cultivation and dissemination of ideas instigating the people to rebellion and sedition; and supreme head of the national revolutionary movement.”

Summary of the Prosecution the same month written by Enrique de Alcocer says:

“... Rizal is a prime mover of the crime of rebellion . . . Honorable Judges we can see in Rizal nothing less than the very soul of this rebellion. His fellow countrymen . . . render this man *liege himage* and look up to him as a superior being whose sovereign commands are obeyed without questions . . . he was looked up to by all of them as one of their principal leaders . . . These men in their accounts of the progress and development of the insurrection make it perfectly clear that the central direction of the insurrection was always linked with the person of the accused.”

Report of Office of the Governor General Sent to the Military Court, December 22, 1896.

“ . . . the great agitator of the Philippines, who is not only personally convicted that he is called to be the chosen vessel of a kind of redemption of his race, but who is considered by the masses of the native population to be a super human being, a being incapable of being subjected to any restraint that might prevent him from fulfilling his providential mission.”

Final Comments of the Judge Advocate General to Rizal dated December 26, which says:

“Rizal neither a competent writer nor a profound thinker. The products of his pen . . . betray most imperfect command of the language and give little evidence of intellectual activity. And yet Rizal became the World Incarnate of the Revolution, the most intelligent leader of separatist movement, the idol, in short, of the ignorant rabble . . . who saw in this professional agitator as superhuman being a worthy to be called *Supremo*.”

Guiding Questions:

Sourcing:

4. Who are the authors of the documents?
5. What were their perspectives about Rizal?
6. What do you think were their reasons in writing the documents?

Contextualization:

3. When and where the documents were created?
4. How might the content of the documents may affect the circumstance?

Close Reading:

3. What did the authors claim about Rizal?
4. What evidences they have considered to make sure that Rizal will be convicted on the crime charged against him?

Corroboration:

1. Reading all the summaries and comments Document I that pertain to Rizal's alleged participation on Revolution of 1896, do the authors agree or disagree? Justify your answer.

Historical Reading Skills			
Sourcing	Contextualization	Close Reading	Corroboration

Outcome/Application: After reading the documents/evidences, presented on the trial of Rizal, was he guilty or not from your own judgment? Justify your answer.

Citations

Document A

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Rizal's Letter to Juan Zulueta. p. 689

Document B

National Historical Commission of the Philippines. (2011). *Jose Rizal Correspondence with Fellow Reformists*. Letter to Rizal from Idelfonso Laurel . p. 708

Document C

Ocampo, A. M.(1996, November) *The trial of Rizal: a century after*. A paper presented at the Annual Conference of the Philippine Historical Association.

Document D.

Ocampo, A. M.(1996, November) *The trial of Rizal: a century after*. A paper presented at the Annual Conference of the Philippine Historical Association.

Document E

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document F

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document G

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document H

Ocampo, A. M.(1996, November) *The trial of Rizal: a century after*. A paper presented at the Annual Conference of the Philippine Historical Association.

Document I

Ocampo, A. M.(1996, November) *The trial of Rizal: a century after*. A paper presented at the Annual Conference of the Philippine

LESSON PLAN 5

THE EXECUTION OF RIZAL

IX. OBJECTIVES:

At the end of the lesson, the learners are expected to:

7. Analyze the documents presented if Rizal is really a hero or a traitor;
8. Assess what kind of writer, friend, brother and son Rizal was and;
9. Illustrate the documents in a very creative way.

X. SUBJECT MATTER:

The Execution of Rizal

XI. MATERIALS:

- Document A. Polavieja signs Rizal's execution
- Document B. Rizal's Letter to Blumentritt
- Document C. Rizal's Letter to His Family
- Document D. Rizal's Letter to His Parents
- Document E. Third Stanza of His Poem Mi Ultimo Adios
- Document F. A Historical Text From Cecilio Apostol

XII. PROCEDURES:

L. Routine Activity

6. Greetings

7. Checking of Attendance

M. Activity: SAY IT WITH LETTERS

The teacher will instruct his students to make a short letter for their love ones assuming that they are far from them and as if it was written long ago. The letter must contain updates and show some personal information and background about what kind of living, era and what's their relationship to the recipient of their letters.

N. Abstraction

6. To whom he wrote and gave letters?
7. What are the contents and reasons of the letters he received and the letters he gave?

8. Did Rizal die a hero or a traitor?

O. Analysis

The students will be given the primary documents for dissection and critical analysis.

Document A. Polavieja Signs Rizal's Execution

Manila, December 28, 1896:

Conformably to the foregoing opinion, I approve the sentence dictated by the Court Martial in the present case, by virtue of which the death penalty is imposed on the accused Jose Rizal Mercado, which shall be executed by shooting him at 7:00 o'clock in the morning of the 30th of this month in the field of Bagumbayan.

For compliance and the rest that may correspond, let this be returned to the Judge Advocate, Captain Don Rafael Dominguez.

CAMILO G. de POLAVIEJA

Guiding Questions:

Sourcing:

1. What is the purpose of the document? Who created it?
2. Who is the undersigned?

Contextualization:

1. What was different then, what was the same in terms of punishment?

Document B. Rizal's Letter to Blumentritt, December, 29, 1896.

Prof. Ferdinand Blumentritt:

My dear Brother:

When you receive this letter, I shall be dead. Tomorrow at seven I shall be shot; but I am innocent, of the crime of rebellion.

I am going to die with tranquil conscience.

Goodbye, my best, my dearest friend, and never think ill of me.

Fort Santiago, December 29, 1896.

(Signed) Jose Rizal

Regards to the entire family, to Sra. Rosa, Loleng, Conradito and Federico.

I am leaving a book for you as a last remembrance of mine.

Guiding Question:

Sourcing:

1. In what point of his life was Rizal when he wrote this letter to Blumentritt?
2. What was his purpose for writing this?

Contextualization:

1. Did the circumstance affect the content? Why?
2. If you are to receive this kind of letter, or assuming that you were Blumentritt how would you react?

Close Reading:

1. What might Rizal want to say when he said **"I am going to die with tranquil conscience."**

Document C. Rizal's Letter to his family, dated December 30, 1896, at 3:00 o' clock am.

To My Family,

I ask for your forgiveness for the pain I cause you, but someday I shall have to die and it's better that I die now in the plenitude of my conscience.

Dear Parents, Brother and Sisters. Give thanks to God that I may preserve my tranquility before my death. I die resigned, hoping that with my death you will be left in peace. Ah! It is better than to live suffering. Console yourselves.

I enjoin you to forgive one another the little meannesses of life and try to live united in peace and good harmony. Treat your old parents as you would like to be treated by your children later. Love them very much in my memory.

Bury me in the ground. Play a stone and cross over it. My name, the date of my birth, and of my death. Nothing more. If later you wish to surround my grave with a fence, you can do so. No anniversaries. I prefer *Paang Bundok*.

Have pity on poor Josephine.

Rizal's last letter to Paciano is as follows:

My Dear Brother:

It has been four years and a half that we have not seen each other nor we have communicated with each other. I do not think it is due to lack of affection on my part nor on yours, but because, knowing each other so well, we do not need to talk to understand each other.

Now I am about to die, and it is to you that I dedicate my last lines, to tell you how sad I am to leave you alone in life, burdened with the weight of the family and our old parents.

I am thinking now how hard you have worked to give me a career; I believe I have tried not to waste my time. Brother of mine: if the fruit has been bitter, it is not my fault, but the fault of circumstances. I know that you have suffered much on my account, and I am sorry.

I assure you, brother, that I die innocent of this crime of rebellion. If my former writings have contributed., I do not deny it absolutely; but then, I thought I have explained for the past with my deportation.

Tell our father I remember him, and how! I remember my whole childhood, of his affection and his love. Ask him to forgive me for the pain that I have unwillingly caused him.

Your Brother,
(Signed) Jose Rizal

Guiding Questions:

Sourcing:

1. In what stature was Rizal when he wrote these letters?
2. What were his reasons in writing the documents?

Contextualization:

1. When and where the letters were made?
2. How did the circumstance affect the content?

Close Reading:

1. What words/phrases that manifest in the correspondence which show strong emotional state of the author?
2. How do these words/phrases indicate the author's perspective?

Corroboration: Documents B and C.

1. What are the issues that the two documents tried to point-out to his audience?
2. Do you recognize disparity or similarity among the documents? State it and expound your answer.

Document D. At 6:00 AM, December 30, 1896, as the soldiers were getting ready for the death march to Bagumbayan, Rizal wrote his last letter to his beloved parents, as follows.

My beloved Father,

Pardon me for the pain with which I repay you

For sorrows and sacrifices for my education.

I did not want nor I did prefer it.

Goodbye. . . Father, goodbye

Jose Rizal

To my very dear Mother,

Sra. Dña. Teodora Alonzo

6 o'clock in the morning, December 30, 1896

Jose Rizal

Guide Questions:**A. Sourcing:**

1. Where the document was written?
2. How it was written?

B. Contextualization

1. How the letter was written?
2. Does the condition of the author affect the document? How?

C. Close Reading:

1. How might be his parents be affected by this letter?

Document E. Rizal died as he described in his farewell poem, third stanza:

“I die just when I see a dawn break,
Through a gloom night to herald the day;
And if color is lacking my blood thou shalt take,
To dye with its crimson the waking ray”.

Guiding Question:**Close Reading:**

As a Filipino student how would you take this stanza of “Mi Ultimo Adios” that comes from the hero’s mouth before his death?

Document F. True that the Spanish bullet which killed Rizal destroyed his brain, but the libertarian ideas germinated in his brain demolished the Spanish rule in the Philippines. As Cecilio Apostol, a greatest Filipino epic poet in Spanish, aptly rhapsodized:

“Rest in peace in the shadow of oblivion,
Redeemer of a country in the bondage!
In the mystery of the grave, do not cry,
Heed not the momentary triumph of the Spaniard
Because if a bullet destroyed your cranium,
Likewise your idea destroyed an empire!”

Guiding Questions:

A. Sourcing:

1. Who is Cecilio Apostol?
2. What was his purpose in writing the document?
3. When and why it was written?

Contextualization:

1. Do you think that the content was influenced by historical situation? Why?

Close Reading:

1. Are there words/phrases that the author uses on how he describes the hero and his legacy? What are those? Justify if these words/phrases really catch your attention.

Corroboration:

Using the documents presented to you how would you answer/assess the Central Historical Question which is “Did Rizal die a hero or a traitor”

Note: Indicate which documents you are going to corroborate to justify your answer.

- XIII. **APPLICATION (Individual Position Paper)** Through the corroboration of documents make a position paper about the Central Historical Question.

Execution of Rizal

Central Historical Question

Did Rizal Die A Hero?

Materials:

- Document A. Polavieja signs Rizal's execution
- Document B. Rizal's Letter to Blumentritt
- Document C. Rizal's Letter to His Family
- Document D. Rizal's Letter to His Parents
- Document E. Third Stanza of His Poem Mi Ultimo Adios
- Document F. A Historical Text from Cecilio Apostol

Plan of Instruction:

1. Since the historical event in Rizal's life that will be discussed was the consequence of the of the last topic which was "The Trial of Rizal" the teacher, after a motivational activity directly proceeds to the topic.
2. Hand out all the documents along with the guide questions.

Document A. Polavieja Signs Rizal's Execution

Manila, December 28, 1896:

Conformably to the foregoing opinion, I approve the sentence dictated by the Court Martial in the present case, by virtue of which the death penalty is imposed on the accused Jose Rizal Mercado, which shall be executed by shooting him at 7:00 o'clock in the morning of the 30th of this month in the field of Bagumbayan.

For compliance and the rest that may correspond, let this be returned to the Judge Advocate, Captain Don Rafael Dominguez.

CAMILO G. de POLAVIEJA

Guiding Questions:**Sourcing:**

1. What is the purpose of the document? Who created it?
2. Who is the undersigned?

Contextualization:

1. What was different then, what was the same?

Historical Reading Skills	
Sourcing	Contextualization

Document B. Rizal's Letter to Blumentritt, December, 29, 1896.

Prof. Ferdinand Blumentritt:

My dear Brother:

When you receive this letter, I shall be dead. Tomorrow at seven I shall be shot; but I am innocent, of the crime of rebellion.

I am going to die with tranquil conscience.

Goodbye, my best, my dearest friend, and never think ill of me.

Fort Santiago, December 29, 1896.

(Signed) Jose Rizal

Regards to the entire family, to Sra. Rosa, Loleng, Conradito and Federico.

I am leaving a book for you as a last remembrance of mine.

Guiding Question:

Sourcing:

1. In what point of his life was Rizal when he wrote this letter to Blumentritt?
2. What was his purpose for writing this?

Contextualization:

1. Did the circumstance affect the content? Why?
2. If you are to receive this kind of letter, or assuming that you were Blumentritt how would you react?

Close Reading:

1. What might Rizal want to say when he said **"I am going to die with tranquil conscience."**

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document C. Rizal's Letter to his family, dated December 30, 1896, at 3:00 o' clock am.

To My Family,

I ask for your forgiveness for the pain I cause you, but someday I shall have to die and it's better that I die now in the plenitude of my conscience.

Dear Parents, Brother and Sisters. Give thanks to God that I may preserve my tranquility before my death. I die resigned, hoping that with my death you will be left in peace. Ah! It is better than to live suffering. Console yourselves.

I enjoin you to forgive one another the little meannesses of life and try to live united in peace and good harmony. Treat your old parents as you would like to be treated by your children later. Love them very much in my memory.

Bury me in the ground. Play a stone and cross over it. My name, the date of my birth, and of my death. Nothing more. If later you wish to surround my grave with a fence, you can do so. No anniversaries. I prefer *Paang Bundok*.

Have pity on poor Josephine.

Rizal's last letter to Paciano is as follows:

My Dear Brother:

It has been four years and a half that we have not seen each other nor we have communicated with each other. I do not think it is due to lack of affection on my part nor on yours, but because, knowing each other so well, we do not need to talk to understand each other.

Now I am about to die, and it is to you that I dedicate my last lines, to tell you how sad I am to leave you alone in life, burdened with the weight of the family and our old parents.

I am thinking now how hard you have worked to give me a career; I believe I have tried not to waste my time. Brother of mine: if the fruit has been bitter, it is not my fault, but the fault of circumstances. I know that you have suffered much on my account, and I am sorry.

I assure you, brother, that I die innocent of this crime of rebellion. If my former writings have contributed., I do not deny it absolutely; but then, I thought I have explained for the past with my deportation.

Tell our father I remember him, and how! I remember my whole childhood, of his affection and his love. Ask him to forgive me for the pain that I have unwillingly caused him.

Your Brother,

(Signed) Jose Rizal

Guiding Questions:

Sourcing:

1. In what stature was Rizal when he wrote these letters?
2. What were his reasons in writing the documents?

Contextualization:

1. When and where the letters were made?
2. How did the circumstance affect the content?

Close Reading:

1. What words/phrases that manifest in the correspondence which show strong emotional state of the author?
2. How do these words/phrases indicate the author's perspective?

Corroboration: Documents F and G.

1. What are the issues that the two documents tried to point-out to his audience?
2. Do you recognize disparity or similarity among the documents? State it and expound your answer.

Historical Reading Skills			
Sourcing	Contextualization	Close Reading	Corroboration

Document D. At 6:00 AM, December 30, 1896, as the soldiers were getting ready for the death march to Bagumbayan, Rizal wrote his last letter to his beloved parents, as follows.

My beloved Father,

Pardon me for the pain with which I repay you

For sorrows and sacrifices for my education.

I did not want nor I did prefer it.

Goodbye. . . Father, goodbye

Jose Rizal

To my very dear Mother,

Sra. Dña. Teodora Alonzo

6 o'clock in the morning, December 30, 1896

Jose Rizal

Guide Questions:**D. Sourcing:**

3. Where the document was written?
4. How it was written?

E. Contextualization

3. How the letter was written?
4. Does the condition of the author affect the document? How?

F. Close Reading:

2. How might his parents be affected by this letter?

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Document E. Rizal died as he described in his farewell poem, third stanza:

“I die just when I see a dawn break,
Through a gloom night to herald the day;
And if color is lacking my blood thou shalt take,
To dye with its crimson the waking ray”.

Guiding Question:**Close Reading:**

As a foreign student studying other country’s hero how would you take this stanza of “Mi Ultimo Adios” that comes from the hero’s mouth before his death?

Historical Reading Skill
Close Reading

Document F. True that the Spanish bullet which killed Rizal destroyed his brain, but the libertarian ideas germinated in his brain demolished the Spanish rule in the Philippines. As Cecilio Apostol, a greatest Filipino epic poet in Spanish, aptly rhapsodized:

“Rest in peace in the shadow of oblivion,
 Redeemer of a country in the bondage!
 In the mystery of the grave, do not cry,
 Heed not the momentary triumph of the Spaniard
 Because if a bullet destroyed your cranium,
 Likewise your idea destroyed an empire!”

Guiding Questions:

B. Sourcing:

4. Who is Cecilio Apostol?
5. What was his purpose in writing the document?
6. When and why it was written?

Contextualization:

2. Do you think that the content was influenced by historical situation? Why?

Close Reading:

2. Are there words/phrases that the author uses on how he describes the hero and his legacy? What are those? Justify if these words/phrases really catch your attention.

Historical Reading Skills		
Sourcing	Contextualization	Close Reading

Using the documents presented to you how would you answer/assess the Central Historical Question which is “Did Rizal die a hero or a traitor.”

- XIV. **Outcome:** Through corroboration of documents make a reaction paper about the Central Historical Question.

Note: Indicate which documents you are going to corroborate to justify your answer.

Citations

Document A

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document B

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document C

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document D

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document E

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

Document F

Zaide, G.F, Zaide, S. M. (2014). Jose Rizal: Life , Works and Writings of a Genius, Writer, Scientist and National Hero (2nd ed.). Mandalluyong City. Anvil Publishing, Inc.

APPENDIX E

Reading Like A Historian Lessons from Stanford University Education Group (2012)

Lesson 1. Lunchroom Fight Lesson Plan

Materials:

- Copies of Lunchroom Fight Worksheet

Plan of Instruction:

1. Introduction:

Imagine that you are the principal of a school and you just found out that there was a fight in the lunchroom during lunch. You have asked many students and teachers who witnessed the fight to write down what they saw and who they think started the fight. Unfortunately, you have received many conflicting accounts that disagree not only as to who started the fight, but also as to who was involved and when the fight even started. It's important to remember that NO ONE is just plain lying.

2. Assignment. In pairs, students must answer the following questions.

- Why would there be different stories of the event if no one is just plain lying.
- What are the different types of people who might have seen this fight? (e.g. friends of those involved versus people who don't know the kids who were fighting; those who were fighting versus those who were witnesses; adults versus kids)
- What might make one person's story more believable or plausible than another person's?

3. Debrief. Issues to discuss

- a. Why might people see or remember things differently?
- b. Who has an interest in one kid getting in trouble instead of another kid? Who was standing where?
Could they see the whole event?

- c. The plausibility of the stories themselves (e.g. issues of exaggeration and how the stories fit into what is known about the students prior histories.) Is the story believable, trustworthy?
- d. Time: Do stories change over time? How might what we remember right after the event differ from what we remember a week later? Does time make the way someone remembers something more or less trustworthy?
- e. Physical Evidence: what kinds might have an effect on what you believe: bruises, missing objects, etc.
- f. All of these things apply to history: How events are interpreted, remembered, explained, and judged to be trustworthy. Studying history involves considering people's perspective and biases; evidence trustworthiness. Similar to the principal, historians trying to figure out what happened in the past.

Lunchroom Fight

Imagine that you are the principal of a school and you just found out that there was a fight in the lunchroom during lunch. You've asked many students and teachers who witnessed the fight to write down what they saw and who they think started the fight. Unfortunately, you have received many conflicting accounts that disagree not only as to who started the fight, but also as to who was involved and when the fight even started. It is important to remember that NO ONE is just plain lying.

Name: _____

Date: _____

In your group, answer the following questions:

Why would there be different stories of the event if no one is just plain lying?

What are the different types of people who might have seen the fight? (e.g. friends of those involved; people who don't know the kids who were fighting; those who were fighting; teachers; students)

What might make one person's story more believable or plausible than another person's?

Lesson 2. LUNCHROOM FIGHT II

MATERIALS

- Student Handout – Lunchroom Fight: The Evidence
- Student Handout – Lunchroom Fight: Evidence Context Handout
- Student Handout – Suspension Report

PLAN OF INSTRUCTION

1. Introduce Lunchroom Fight.

When we did the first Lunchroom Fight Activity, we focused on sourcing. You wondered how two accounts of the same event could be different if no one was lying and you considered why some accounts might be more reliable or trustworthy than others.

Today you're going to receive evidence from eyewitness and others connected to the fight in the lunchroom. Your job is to figure out who should get suspended for starting the fight. In order to figure that out you're going to need to source, contextualize and corroborate in other words, you're going to need to read and compare multiple pieces of evidence in order to figure out which are more reliable and how they all fit together to fill out the story of what happened in the lunchroom that day.

2. Hand out “Lunchroom Fight: The Evidence” and Lunchroom Fight: Evidence Context Handout.”

Explain:

Read through the headnote and all the evidence. Then go back and identify pieces of context that shed light who started the fight. Write each piece of context in the correct part of the first column of the handout.

For example, from the headnote we learn that Justin's father fired Max's mom and dad. So we are going to write that in the “Town context” part of the handout.

Continue doing that for all the evidence. You need at least TWO additional pieces of context for each of the areas of context.

Review student answers. Potential answers:

(a) Outer Circle Town

- *Justin's dad fired Max's mom and dad*
- *The economy is not strong*
- *Max mentors younger boys and helps out at church*
- *Justin has moved around a lot*

(b) Middle circle School

- *Justin is a new kid and shy.*
- *Max is popular but lately has been depressed and withdrawn.*
- *Max and his friend are mean to Justin in the hall and glare at him in English class.*
- *There is tension in the school as a result of the reorganization plan.*

(c) Inner Circle Cafeteria:

- *The fight happened while the boys were in line.*
- *Max pushed Justin.*
- *Justine punched Max.*

3. After students share their answers, have them go back and fill in the second and third columns.

Discuss student answers. Students will likely say that Max, Justin, their parents, Max's friend are all unreliable because they are clearly aligned with one side.

- (a) Students may say that Jamie, the cafeteria worker, and the bystander are reliable because they don't have a vested interest in either side.

- (b) Some interesting discussion may come up around Max's girlfriend (who would predict would side with Max, but in fact says that he's been mean recently), and the English teacher (who would predict would be neutral, but whose comments suggest that he feels for the boys whose parents lost their jobs, and might have turned a blind eye to their teasing of Justin).
- (c) The important point to discuss here is the role that context plays in painting a full picture of what happened and why. If students eliminate all the "unreliable" evidence they would throw away some critical contextual information. (e.g. that Justin moved around a lot or that Max's friend thathe's weird). It would be difficult to paint.

Note: Students may question whether the information in the headnote is reliable or not. Students would be right to question the reliability of the headnote information. If they do so, congratulate them on their impressive sourcing skills, but tell them that for the purposes of this exercises, they can assume that the headnote gives reliable information. They should focus on which sources corroborate information in the headnote and whether those sources are reliable.

- 4. Have students fill out the "Suspension Report" independently.

Have students share out their answers.

- (a) As students share answers (and potentially disagree about who should be suspended), encourage them to use the terminology of historical thinking (context, source, reliable, corroborate, evidence, etc.)
- (b) Explain that all the lessons in this unit on Reconstruction will be about using all the skills of historical thinking to evaluate evidence and come to conclusions about what happened in the past.

LUNCHROOM FIGHT: THE EVIDENCE

NAME: _____ DATE: _____

BACKGROUND INFORMATION

You are a principal who is trying to figure out the truth about a lunchroom fight. The fight was between Justin and Max. Justin is a new student. He is shy, quiet, and does not have many friends. He moved to town last month because his father was hired to take over the town's main business. Justin's father fired many people, including Max's parents, when he reorganized the business. Max is a popular student, who is known for his friendliness and good humor. In the past few weeks, however, he has been withdrawn and somewhat depressed.

THE SOURCES

Justin. *"That kid started it. Max. I was just standing in line waiting to pay for my food, and he shoved me super hard. And, like for no reason. He just freaked out on me. I don't even know the kid, and he's been weird to me ever since I started going to this school. He and his friends glare at me in English class for no reason."*

Max. *"That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around and he turned around and punched me for no reason. He's messed up and creepy. Ask anyone."*

Eric (Max's good friend). *"The new kid definitely started it. He really just attacked out of nowhere. He's a freak and seriously thinks that he's better than everyone because of his dad."*

Anthony (bystander): *“I was pretty far back in the line, but Max and his friends were being kind of loud and joking around. I couldn’t really hear what they were saying. And then all of the sudden I saw people pulling Justin and Max apart.”*

Megan (Max’s girlfriend): *“I wasn’t there. All I can say that Max has been different lately and kind of mean. I don’t know what’s going on, but he’s not himself.”*

Cafeteria worker: *“The group of boys were pushing each other around. I think it was an accident, and one of them pushed into the new boy, and he took it the wrong way.”*

Max’s mother: *“Max would never start a fight. He’s the sweetest boy. I know he’s had a time lately with me and his dad losing our jobs, but he still would never start a fight with anyone. He’s a mentor to younger boys and helps out at church. You can ask anyone in this town.”*

Justin’s father: *“I can guarantee 100% that Justin would never lay a finger on anyone unless he was really provoked. Trust me. And I know because we’ve had to move around quite a bit in the last few years because of my job, so unfortunately, Justin knows what it’s like to be the new kid. And I’ve watched him go through these adjustment periods at each new school. He just lies low, and pretty soon the other kids see what a great kid he is. So I know as a fact that Justin would not stir up trouble. It’s really not his nature.”*

Jamie (student in English class with Max and Justin in the period right before lunch): *“I wasn’t in the cafeteria today, and I’m not friends with any of those guys, but I’ve seen Max and his friends be mean to Justin in the hallways and in class when the teacher isn’t looking. Not physical or anything, but they’ll like say jokes under their breath and then laugh and stuff like that. They make him uncomfortable.”*

English teacher: *“To be completely honest with you, I’m not surprised that this happened. There has been a lot of tension in the school and in the town, in general, with reorganizational plan. A lot of people are very upset with the decision of the new management to fire people, and I must say that I myself am very surprised that they’ve done this. It’s a tremendous strain on the community, and I feel for all the boys.”*

LUNCHROOM FIGHT: EVIDENCE CONTEXT HANDOUT

NAME: _____ DATE: _____

DIRECTIONS

Use the evidence from the Lunchroom Fight Evidence sheet to complete the table below. Each row in the table should have at least two pieces of evidence.

Town Context: What is happening in the town that might explain in the lunchroom fight?	Who said this?	Explain if this source is reliable or not and why.

School Context: What is happening in the rest of the school (for example, in English)?	Who said this?	Explain if this source is reliable or not and why.

Cafeteria Context: What happened in the cafeteria?	Who said this?	Explain if this source is reliable or not and why.

LUNCHROOM FIGHT: SUSPENSION REPORT

NAME: _____ DATE: _____

SUSPENSION REPORT

(1) What happened in the cafeteria? (Please identify sources of information.)

(2) In my judgment, the following student/s should be suspended:_____.

(3) My reasoning is as follows:

Principal Signature

Date

Lesson 3. SNAPSHOT AUTOBIOGRAPHY

Materials: Copies of Snapshots Autobiography Project

Note: This lesson is designed to span two class periods.

First Day Plan of Instruction:

1. Journal free – write: What is a story about a significant moment in your life from your early childhood

? For example, this could be the story of your birth, an older cousin’s wedding, your first day at school, the adoption of an old family pet, etc.
2. Pair/Share
3. Whole class discussion:
 - *How do you know the story of this life event?*
 - *What evidence do you have to back your story?*
 - *How might someone else remember this story?*
4. Pass out and explain directions for the Snapshot Autobiography. Students begin to design pamphlets.

Homework: Students finish pamphlets and interview someone for second perspective.

Second Day Plan of Instruction:

1. Explain that we will first begin by sharing one of our important events. It does not necessarily have to be the one that you asked another person about.
2. Students each share one event. (Given time constraints, you might need to divide class or only ask for volunteer to share an event).
3. Discussion questions:

- Why did students choose certain events and not others? What made some events more important or memorable than others?
 - Was it difficult to select events? Why or why not?
 - What types of evidence would be necessary to corroborate that your selected event actually happened?
 - What happened when you asked someone about the event? Did they agree with your version? Did they remember things differently?
4. Closing comments. *This is what history is like. History is what happened in the past, just like the events in your life. Different accounts may conflict or agree with one another. Our work this year is to figure out how we can gather enough evidence to get the clearest picture possible of what happened in the past.*

Snapshot Autobiography Project

What is history? Many people describe history as the study of the past, a huge collection of names, dates, and facts that you are expected to memorize. The goal of this assignment is for you to discover other meanings of history and to recognize why it is important to study history.

In this project you will think about the meaning of history by describing and illustrating several events from your own life, finding a witness to provide another description of one of those events, and thinking about similarities and differences between the two descriptions.

Part I: Snapshot Autobiography

- 1) Take blank, regular size piece of paper and fold so that it. Counting front and back, you should have six panels.
- 2) The first panel is the cover for your Snapshot Autobiography.
 - Give your autobiography a title, for example, “Snapshots from the Life of Kathy.”
 - You may illustrate it if you wish.
- 3) On the back panel write a brief “About the Author” section. Include your name, school, date of birth, and anything else you want people to know about you. You may include a self-portrait if you like.
- 4) This leaves four panels. In these panels, write about four important events that are significant to your personal or family history.
 - You will be interviewing another person about one of these events, so make sure to pick at least one event that someone else knows about.

- For each of these three events, write a narrative (story) describing what happened. Make sure you describe it from the start to finish. Pretend that someone who doesn't know you will be reading your story and trying to understand it. Be sure to include details.
- Illustrate each event with a small hand-drawn picture.

Lesson 4. EVALUATING SOURCES

Materials:

- Evaluating Sources Worksheet

Plan of Instruction:

1. Introduction: *As we've seen In the Lunchroom Fight I and II and Snapshot Autobiography lessons, different people often have different accounts of what happened in the past. One question that historians face all the time is who to believe. What makes one account more trustworthy than another.*
2. Hand out Evaluating Sources Worksheet and divide students into three groups. Have them complete the worksheet.
3. Discussion: Review student answers. Use the following answer key to guide discussion.

NOTE: *The key takeaway from this activity is that historical understanding is intertextual. Though students are asked to choose one source over the other in this lesson, they would intimately need to corroborate their sources with additional evidence in order to adequately answer these historical questions.*

Answer Key:

1. Source 2: Historians base their accounts on multiple primary and secondary documents and extensive research. Hollywood films have no standards for historical accuracy.
2. Source 1: Our audience shapes the story we tell. We can imagine that event in 1936, a former slave would be wary of criticizing slavery to a white government official. That is not to say that Source 1 is necessary accurate; we can imagine a former slave might exaggerate account or possibly not remember details so well. Of the two sources, however, Source 1 will probably be more trustworthy.
3. Source 2: Human memory is notoriously unreliable. A map of concentration is technically an “objective” source. On the other hand, there is no guarantee that the map perfectly mirrored the layout of the map.
4. Source 2: Any government film created 1942 to explain internment would propaganda. The declassified evidence in the Congressional report makes Source 2 more reliable.
5. Source 1: Although first person testimony can be corrupted by lying, coercion, and the shakiness of human memory, in this instance Source 1 is more reliable than a public speech by a General whose reputation is on the line.
6. Neither: Textbooks from the 1980s tended to overlook and/or neglect the experiences and accounts of Native Americans. On the other hand, a newspaper account from 1876 would likely have lacked credible evidence about the battle and/or have been biased towards Custer and his men.

Name: _____

Date: _____

EVALUATING SOURCES

1. **Historical Question:** Who was present at the signing of the Declaration of Independence?

Source 1. Hollywood movie about the American Revolution made in 2001.

Source 2. Book written by a famous Historian who is an expert on the American revolution, published in 1999.

Which do you trust more? Why?

2. **Historical Question:** What was slavery like in South Carolina?

Source 1: Interview with former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers' Project.

Source 2: Interview with former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers' Project.

Which do you trust more? Why?

3. **Historical Question:** What was the lay-out of the Nazi concentration camp Auschwitz?

Source 1. Interview with 80 year-old Holocaust survivor in 1985.

Source 2. Map of concentration camp found in Nazi files.

Which do you trust more? Why?

4. **Historical Question:** Why were Japanese Americans put in internment camps during WWII?

Source 1: Government film explaining internment from 1942.

Source 2: Government report on Japanese Internment from 1983 based on declassified government documents.

Which do you trust more? Why?

5. **Historical Question:** Did American soldiers commit atrocities during the Vietnam War in 1969?

Source 1: Sworn testimony by American Sergeant in Congressional hearings in 1969.

Source 2: Speech by American General touring the United States in 1969.

Which do you trust more? Why?

6. **Historical Question:** What happened at the Battle of Little Bighorn?

Source 1: High school history textbook from 1985.

Source 2: Newspaper account from the day after the battle in June 1876.

Which do you trust more? Why?

,

Lesson 5. Homestead Strike

Materials:

- Transparencies of Document A and B
- Copies of Documents A and B
- Copies of Guiding Questions
- Copies of Homestead Timeline

Plan of Instruction:

1. (NOTE: This lesson should follow a more thorough lecture on labor and industry that includes the following concepts: rise of industrialism (including railroad expansion, steel, oil, etc.): monopolies/trusts; unions and strikes).

Review key concepts about labor/industry relations:

- a. Workers formed unions to protect their rights and to give them power to collectively bargain.
- b. Business owners saw labor unions as unfair because they prevent competition.
- c. Throughout the industrial era, unions were involved in a number of strikes; often, these strikes turned violent.

Today, we're going to practice the skills of SOURCING, CLOSE READING AND CORROBORATION, while looking at different accounts of one of the most violent strikes of the time. The Homestead Strike.

2. Hand out Homestead Timeline. Have students follow as you lecture on background on homestead.
 - *Andrew Carnegie (robber baron, captain of the steel industry) owned a steel mill in Homestead, PA, near Pittsburgh.*

- *Union at the steel mill, the Amalgamated Association (AA), formed and won a couple of early strikes.*
- *Homestead was run by Henry Clay Frick whose goal was to break the union.*
- *When the union's contract was up in 1892, Frick refused to negotiate a new contract and locked workers out.*
- *Frick hired the Pinkertons detective to provide security and break the strike.*
- *When the Pinkertons tried to enter the mill there was conflict. The conflict lasted for 14 hours and left 16 people dead.*
- *The strike lasted four more months until the union gave in. Frick succeeded in breaking the union.*

3. Transition:

Today we are going to look at two documents with different perspectives on the Homestead Strike. As we look at these documents offer such different accounts of the strike and which account is more believable.

4. Cognitive modelling/guided practice. Document A: Emma Goldman

Hand out copies of Emma Goldman document and put transparency on overhead projector.

a. Guided practice: Sourcing

- *We see here that she's an anarchist and supports labor rights. What position do you expect her to take on the strike?*
- *When was this written? How does that make you feel about the reliability of the document?*

b. Cognitive modelling: Close reading

- *Now I'm going to demonstrate close reading. I've already determined that Goldman probably supports the workers. Now I'm going to see if I am right. I'm going to circle all the words that seems particularly strong and think about what effect these words have.*

- Read through document. Circle powerful phrases, for example:
- “men of decision and grit”
- “great wealth and prosperity”
- “open declaration of war”
- “manly”; rebellious forebears”
- “slaughter of steelworkers”
- *Do these words make one side seem “right” or “wrong”? How do I know?*
- *I’m also going to ask: whose perspective is missing in this document?*

5. Guided practice on Document B. Henry Frick:

Hand out copies of Henry Frick document and put transparency on overhead projector.

Now we are going to look at the document written by Henry Frick.

a. Sourcing:

- *Who wrote this? What’s his perspective?*
- *How might this description and his language differ from Goldman’s?*

b. Close Reading:

- *What words stand out? [“final” “impossible” – sounds like he’s talking to children].*
- *Is there any evidence that he’s trying to sound reasonable and logical? Why might he want to sound reasonable?*

6. Corroboration between Goldman and Frick: Students complete Guiding Questions. (Skip to discussion if time is limited).

7. Discussion:

- Why did the Homestead Strike turn violent?
- What are the differences between Goldman's account and Frick's account?
- Which account do you find more believable? Why?
- Can we ever know what happened?
- What other materials would you want to look at in order to try to figure out what happened at homestead?

Homestead Strike Timeline

Where: Homestead, Pennsylvania

Union: Amalgamated Association of Iron and Steel Workers

Company: Carnegie Steel Company

1876: Amalgamated Association, union for iron and steel workers, forms.

1881: Carnegie put Frick in charge of the Homestead factory.

1882 and 1889: Amalgamated Association won two big strikes against the Carnegie Company. After 1889, the union became very powerful and organized. They had a very strong union contract.

February 1892: Amalgamated Association asked for a wage increase. Frick responded with a wage decrease.

June 29, 1892: The old contract expired without the two sides reaching an agreement. Frick locked the workers out of the plant, using a high fence topped with barbed wire.

June 30, 1892: Workers decided to strike and they surrounded the plant to make sure that no strikebreakers would enter.

July 6, 1892: After the local sheriff was unable to control the strikers, Frick hired guards from the National Pinkerton Detective Agency to secure the factory so that strikebreakers could enter.

The Pinkertons arrived by boat in the middle of the night, hoping to surround the factory unnoticed.

The strikers knew they were coming. Shots were fired and people killed on both sides.

Document A: Emma Goldman (Modified)

It was May 1892. Trouble had broken out between the Carnegie Steel Company and its workers, organized in the Amalgamated Association of Iron and Steel Workers. Amalgamated Association was one of the biggest and most efficient unions in the country, consisting mostly of strong Americans, men of decision and grit, who stood up for their rights. The Carnegie Company, on the other hand, was a powerful corporation. Andrew Carnegie, its president, had turned over management to Henry Clay Frick, a man known for his hatred of unions and workers. The Carnegie Company enjoyed great wealth and prosperity. Wages were arranged between the company and the union, according to a sliding scale based on the current market price of steel products. Andrew Carnegie decided to abolish the sliding scale. The company would make no more agreements with the Amalgamated Association. In fact, he would not recognize the union at all. Then, he closed the mills. It was an open declaration of war. The steel-workers declared that they were ready to take up the challenge of Frick: they would insist on their right to organize and to deal collectively with their employers. Their tone was manly, ringing with the spirit of their rebellious forebears of the Revolutionary War. Then the news flashed across the country of the slaughter of steelworkers by Pinkertons. In the dead of night, Frick sent a boat packed with strike-breakers and heavily armed Pinkerton thugs to the mill. The workers stationed themselves along the shore, determined to drive back Frick's hirelings. When the boat got within range, the Pinkertons had opened fire, without

warning, killing a number of Homestead men on the shore, among them a little boy, and wounding scores of others.

Source: Emma Goldman was political activist and radical who fiercely supported workers' rights. The document above comes from her autobiography, written in 1931, where she remembers her reaction to the Homestead strike, thirty-nine years later.

Homestead Strike Document B: Henry Frick

I can say as clearly as possible that under no circumstances will we have any further dealings with the Amalgamated Association as an organization. This is final. The workmen in the Amalgamated Association work under what is known as a sliding scale. As the price of steel rises, the earnings of the men also rise; as the prices fall, their wages also fall. The wages are not allowed to fall below a certain amount, which is called the minimum. Until now, the minimum has been \$25 per ton of steel produced. We have recently changed the minimum to \$23 instead of \$25. We believe this is reasonable because the Carnegie Company has spent a lot of money on new machinery that allows workers to increase their daily output, and therefore increase their earnings. The Amalgamated Association was unwilling to consider a minimum below \$24, even though the improved machinery would enable workers to earn more. We found it impossible to arrive at any agreement with the Amalgamated Association, so we decided to close our works at Homestead. The Amalgamated men surrounded our property and blocked all of the entrances and all roads leading to Homestead. We felt that for the safety of our property, it was necessary for us to hire our own guards to assist the sheriff. We brought our guards here as quietly as possible; had them taken to Homestead at an hour of the night when we hoped to have them enter without any

interference whatever and without meeting anybody. All our efforts were to prevent the possibilities of a confrontation between the Amalgamated Association and our guards. We have investigated and learned that the Amalgamated men and their friends fired on our guards for twenty-five minutes before they reached our property, and then again after they had reached our property. Our guards did not return the fire until after the boats had touched the shore, and after three of our guards had been wounded, one fatally.

Source: In this newspaper interview in the Pittsburgh Post on July 8, 1892, Frick explains his opposition to the union's demands.

Guiding Questions

Name_____

1. How are Goldman and Frick's claims about the Homestead strike different?
2. Whose claim is more believable? Why?

APPENDIX F

Request for Validation of Lesson Exemplars



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

██████████
Assistant Vice Chancellor For Research
De La Salle University
Dasmariñas City

Dear Sir:

Greetings!

I am Robert M. Nova, currently enrolled at Philippine Normal University, Taft Avenue, Manila, with Master of Education in Teaching History. Presently, I am about to start my thesis implementation entitled "Teaching Rizal Course Through Reading Like A Historian Method Among Foreign Students" this April - June, 2021. The primary aim of the study is to develop lesson exemplars utilizing primary documents in Rizal course.

In this connection with this, I am soliciting your wisdom and expertise as a seasoned and well-respected historian in proving the validity and authenticity of the documents that I will be using in the conduct of the study. With this letter is the envelope containing all the readings that will be used in the conduct of the study.

I fervently hope for your positive response regarding this matter.

Thank you very much.

Respectfully yours,


Robert M. Nova
MAED History Student, Philippine Normal University

Noted by: 
Dr. Ma. Victoria Culminas – Colis
Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

██████████
Associate Professor III
College of Social Sciences and Philosophy
University of the Philippines, Diliman

Dear Sir:

Greetings!

I am Robert M. Nova, currently enrolled at Philippine Normal University, Taft Avenue, Manila, with Master of Education in Teaching History. Presently, I am about to start my thesis implementation entitled "Teaching Rizal Course Through Reading Like A Historian Method Among Foreign Students" this April - June, 2021. The primary aim of the study is to develop lesson exemplars utilizing primary documents in Rizal course.

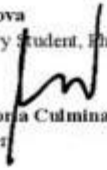
In this connection with this, I am soliciting your wisdom and expertise as a seasoned and well-respected historian in proving the validity and authenticity of the documents that I will be using in the conduct of the study. Attached hereinafter all the readings that will be used in the conduct of the study.

I fervently hope for your positive response regarding this matter.

Thank you very much.

Respectfully yours,


Robert M. Nova
MAED History Student, Philippine Normal University

Noted by:

Dr. Ma. Victoria Culminas-Colis
Thesis Adviser



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



April 08, 2021

History Professor
Learning Links Academy
Silang, Cavite

Dear Sir:

Greetings!

I am Robert M. Nova, currently enrolled at Philippine Normal University, Taft Avenue, Manila, with Master of Education in Teaching History. Presently, I am about to start my thesis implementation entitled "Teaching Rizal Course Through Reading Like A Historian Method Among Foreign Students" this April - June, 2021. The primary aim of the study is to develop lesson exemplars utilizing primary documents in Rizal course.

In this connection with this, I am soliciting your wisdom and expertise as a seasoned and well-respected historian in proving the validity and authenticity of the documents that I will be using in the conduct of the study. Attached hereinafter are all the readings that will be used in the conduct of the study.

I fervently hope for your positive response regarding this matter.

Thank you very much.

Respectfully yours,


Robert M. Nova
MAED History Student, Philippine Normal University

Noted by:

Dr. Ma. Victoria Cominas - Celis
Thesis Adviser

APPENDIX G

Results of Instrument Validation



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



CERTIFICATION

This is to certify that the Lesson Exemplars developed by Robert M. Nova for his thesis try-out has undergone content validity by the undersigned expert.

Given this 22nd of March 2021

Certified:

A handwritten signature in black ink, appearing to read "Renato N. Pelorina".

Dr. Renato N. Pelorina
University Faculty Researcher
Cavite State University



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



CERTIFICATION

This is to certify that the Lesson Exemplars developed by Robert M. Nova for his thesis try-out has undergone content validity by the undersigned.

Given this 22nd of March 2021

Certified:

A handwritten signature in black ink, appearing to read "Wensley Reyes".

Wensley Reyes, PhD
Associate Professor, FBeSS
Philippine Normal University



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



CERTIFICATION

This is to certify that the **primary documents** used in the Lesson Exemplars developed by Robert M. Nova for his thesis try-out has undergone **authentication** by the undersigned expert.

Given this 15th of March 2021

A handwritten signature in black ink, appearing to read "Daniel Anciano".

Certified

Mr. Daniel Anciano
Principal, Learning Links Academy, Silang, Cavite



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



CERTIFICATION

This is to certify that the **primary documents** used in the Lesson Exemplars developed by Robert M. Nova for his thesis try-out has undergone **authentication** by the undersigned expert.

Given this 26nd of March 2021

Certified:

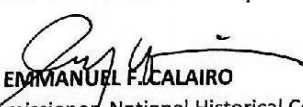
Dr. Vicente C. Villan
Professor 11, Department of History
University of the Philippines, Diliman

CERTIFICATION

This is to certify that the documents about Dr. Jose Rizal used in the study of Mr. Robert Nova titled **Teaching Rizal Course Through Reading Like a Historian Method Among Foreign Students** is in order. The researcher used the National Historical Commission of the Philippines publication titled *Jose Rizal, Correspondence with Fellow Reformist*. The said compilation which is considered as primary source is actually reprinted several times owing to its value in the study of the life of Jose Rizal. The second reference used in the study titled *Jose Rizal: Life, Works and Writings of the Genius, Writer, Scientist and National Hero* by Gregorio Zaide and Sonia Zaide (second edition) is likewise a credible publication about the study of our national hero. In fact, this book is already used as textbook nationwide.

In light of the above, we could say that authentication of the said reference is not an issue if used as teaching material since it was already published by reputable agencies and authored by reputable authors. Question of credibility on its usage rests on how the researcher copied the said materials. It is therefore the responsibility of the researcher to faithfully and conscientiously adopt what was already published in the mentioned volumes.

Thank you very much.


DR. EMMANUEL F. CALAIRO

Commissioner, National Historical Commission of the Philippines

July 15, 2021

APPENDIX H
Authenticity Certificate

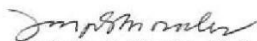


AUTHENTICITY RESULT

Date of Release: March 22, 2022
Result Code: 2022-0845
Submission ID: 1789133020
Title of Output: Teaching Rizal Course Through
Reading Like a Historian Method
Among Foreign Students
author (s): Robert Nova
Authenticity Report:

Similarity Report: 19%

- Interpretation: A similarity of 19% means that 19% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (18%), publications (5%), and student papers (10%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director



APPENDIX I
Certificate of Compliance

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 ▲ eprdc@pnu.edu.ph ▲ www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CERTIFICATE OF COMPLIANCE	QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	04112022-020
Title of the Research Project/Thesis/Dissertation:	Teaching Rizal Course Through Reading Like A Historian Method among Foreign Students
Researcher/Project Leader and Designation/Affiliation:	Robert M. Nova

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
☐ Dissertation
☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **April 11, 2022**


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX J

Language Editors Certificate



Republic of the Philippines
CAVITE STATE UNIVERSITY
Don Severino de las Alas Campus
Indang, Cavite

C E R T I F I C A T I O N

This is to certify that the undersigned has
proofread/edited the thesis manuscript of:

MR. ROBERT M. NOVA

Issued this 28th day of March 2022 upon the request of Mr.
Nova for whatever purpose this may serve.

AGNES C. FRANCISCO
Associate Professor V
Cavite State University
Indang, Cavite

APPENDIX K
Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	CLEARANCE TO PROCEED	QAC No. CC-09242018-023

BASIC INFORMATION

REC Code:	03052020-531
Research Proposal Title:	Teaching Rizal Course through Reading Like a Historian Method among Foreign Students
Researcher / Project Leader and Designation/Affiliation:	Robert M. Nova

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **March 5, 2020**

Dr. TERESITA T. RUNGDUIN (SGD)
 Secretary
 Research Ethics Committee

Dr. RENE R. BELECINA (SGD)
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX L

Tables

Table 1 below serves as a guide for the students to critically analyze the primary documents.

Table 1.

Historical Thinking Chart Adopted from Stanford History Education Group (2012)

Historical Reading Skills	Questions	Students should be able to...	Prompts
Sourcing	.Who wrote this? .What is the author's perspective? .When it was written? .Why was it written? .Is it reliable? Why? Why not?	.Identify the author's position on the historical event. .Identify and evaluate the author's purpose in producing the document .Hypothesize what the author will say before reading a document .Evaluate the source's trustworthiness by considering the	.The author probably believes... .I think the audience is... .Based on the source information, I think the author might... .I do/don't trust this because...

		genre, audience, and purpose	
Contextualization	.When and where was the document created? .What was different then? What was the same? .How might the circumstances in which the document was created affect its content?	.Understand how context/background information influences the content of the document .Recognize that the documents are products of particular points in time.	.Based on the background information, I understand this document differently because... .The author might have been influencing by _____ (historical context)... .This document might not give me the whole picture because...

Corroboration	.What do other documents say? .Do the documents agree? If not, why? .What are the other possible documents? .What documents are most reliable?	.Establish what is probable by comparing documents to each other? .Recognize disparities between two accounts	.The author agrees/disagrees with... .These documents all agree/disagree about... .Another document to consider might be...
Close Reading	.What claims does the author make? .What evidence does the author use? .What language (words, phrases, images, symbols) does the author use	.Identify the author's claims about an event .Evaluate the evidence and reasoning the author uses to support claims .Evaluate author's word choice; understand that	.I think that author chose these words in order to... .The author is trying to convince me... .The author claims... .The evidence used to support

	to persuade the document's audience? .How does the document language indicate the author's perspective?	language is used deliberately	the author's claim is...
--	---	--------------------------------------	---------------------------------

Table2*Historical Thinking Skills Scoring Rubric – Secondary*

	Close Reading Strategies		Strategies/Procedural Concepts		Procedural Concepts	
Criteria	Sourcing	Critical Thinking	Corroboration	Contextualization	Claim	Evidence
4	Identification: Fully understand the meaning and content of sources. Attribution: Cites all authors and all original dates of primary and secondary sources. Perspective: Evaluates	Questions the author's thesis and determine s viewpoint and evidence to evaluate claims, highlighting what the author	Construct an interpretation of events using information and perspectives in multiple sources. Identifies consistencies among various accounts.	Applies prior and new knowledge to determine the historical setting of sources. Uses that setting to interpret the sources within the historical context as opposed to a present-day mindset.	Formulates a plausible interpretation or claim based on the evaluation of evidence found in a variety of primary and secondary sources.	Justifies claims using appropriate direct evidence from a variety of a reliable sources.

	the reliability of sources based on the author's perspective and when and why they were produced.	leaves out. Cites accurate examples of how the author uses persuasive language and specific words and phrases to influence the leader. Seeks answer to question left				
--	--	---	--	--	--	--

		unanswered				
3	Identification: Mostly understands the meaning and content of sources. Attribution: Cite most authors and most original dates of primary and secondary sources. Perspective: Examines the reliability of sources based on	Analyzes the author's thesis, determine the viewpoint and evidence to evaluate the claims may highlight what the author leaves out. Cite examples of how	Explains similarities and differences by comparing information and perspectives in multiple sources.	Applies prior and new knowledge to determine the historical setting of the sources. May attempt an interpretation of some sources with a present-day mindset or with a limited application to the historical context.	Generates a reasonable interpretation, argument, or claim based on the evaluation of the evidence found in selected primary source and secondary sources.	Justifies claims using some appropriate direct evidence from a variety of reliable sources.

	the author's perspective and when and why they were produced.	the author used persuasive language and specific words and phrases to influence the reader. Notes that the author has left some questions unanswered.				
2	Identification: Understand	States the author's claims	Identifies similarities and	Attempts to determine the historical	States an interpretation,	Justifies claims using

	the meaning of content of sources with appropriate scaffolding and support. Attribution : Cites some authors and some original dates of primary and secondary sources. Perspective : Attempts to evaluate the reliability of sources.	and evidence presented to prove those claims. Determines the author's viewpoint . Notes how language is used to persuade.	differences in information in multiple sources.	setting of sources without fully understanding the historical context.	argument or claim that may or may not be based on evidence found in selected primary and secondary sources.	generalizations or limited appropriate direct evidence.
--	--	--	--	---	--	--

1	Identification: Attempts to understand the meaning and content of sources with the appropriate scaffoldings and support. Attribution : Cites few authors and few original dates of primary and secondary sources. Perspective : Does not adequately	Attempts to identify the author's claims, viewpoint, or evidence.	Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.	Demonstrate no attempt to understand the historical setting of sources.	Does not state an original claim, argument, or interpretation.	Does not justify or support claims using appropriate direct evidence.
----------	--	--	--	--	---	--

	examine reliability.					
--	-------------------------	--	--	--	--	--

Table 3*Process Observer's Evaluation Sheet*

On Teaching Using The RLH Lesson Exemplars	Rank				
Measure the quality of delivering the procedure of the lesson.	5	4	3	2	1
Evaluate the effectiveness of using primary documents as instructional tool in teaching history.	5	4	3	2	1
Validate the introduction of “doing history” as an instructional methodology in teaching Rizal course.	5	4	3	2	1
Assess the usefulness of documents in developing students’ historical thinking skills.	5	4	3	2	1
Check the accomplishment of the learning standard	5	4	3	2	1
On Student's Learning Using RLH					

Measures the extent of participation of the students in the activity.	5	4	3	2	1
Confirms the value of social construction in the learning of the students.	5	4	3	2	1
Validates student's responses in using primary documents	5	4	3	2	1
Evaluates student's performance.	5	4	3	2	1
Assess the development of the student's historical thinking using primary documents.	5	4	3	2	1

Scaling:

- 5 - strongly agree
- 4 - agree
- 3 – neither agree or disagree
- 2 – disagree
- 1 – strongly disagree

Table 4*Student's Evaluation Checklist*

On Format of Learning Exemplar	Rank				
The lay-out of the learning exemplar is arranged in logical and sequential manner.	5	4	3	2	1
The topics are clearly stated in the lesson exemplars.	5	4	3	2	1
The instructions of the lesson exemplars are concise and easy to follow.	5	4	3	2	1
The presentation of the topics is unique and in original form.	5	4	3	2	1
The Central Historical Questions are really motivational and challenging to dissect primary sources.	5	4	3	2	1
The overview/background gives an interesting preliminary to read the primary documents.	5	4	3	2	1

The primary and secondary sources are really relevant on the topics to be discussed.	5	4	3	2	1
The learning activities are presented clearly.	5	4	3	2	1
The time allotted for readings is adequate for applying the strategy.	5	4	3	2	1
Key points and key concepts are well highlighted to focus attention while reading.	5	4	3	2	1
In Adopting and Using Reading Like A Historian Method.					
Sourcing					
I fully understand the meaning of content and sources.	5	4	3	2	1
I was able to cite all authors and all dates of primary sources.	5	4	3	2	1
I learned how to evaluate the reliability of sources based on the author's perspective and when and why they were produced.	5	4	3	2	1
I was able to seek answers to questions left unanswered.	5	4	3	2	1

Contextualization	
I utilized the use of context/background information to draw more meaning from document.	5 4 3 2 1
I was able to deduce historical context from document/s	5 4 3 2 1
I recognized that the document reflects one moment in changing past.	5 4 3 2 1
I fully understood that words must be understood in a larger context.	5 4 3 2 1
Corroboration	
I was able to identify the author's claim about the event.	5 4 3 2 1
I learned to evaluate the evidence/reasoning that author uses to support claims.	5 4 3 2 1
I acquired skills in evaluating in author's word choice, understanding on the language is used deliberately.	5 4 3 2 1
Close Reading	

I was able to establish what is true by comparing documents to each other.	5	4	3	2	1
I was able to recognize disparities between sources.	5	4	3	2	1

Table 5*List of primary and secondary sources*

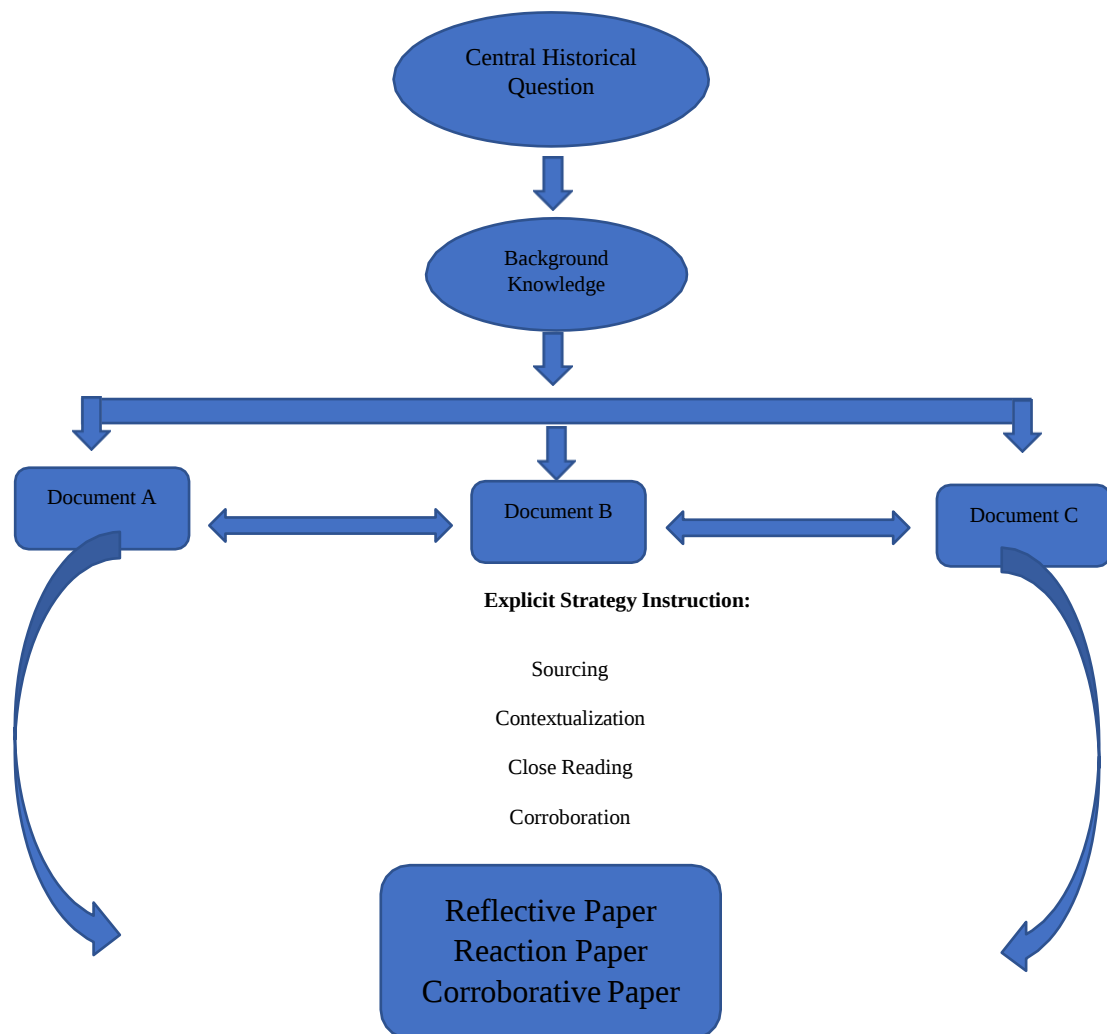
General Education 09 (Rizal's Life and Writings) Course Outline	No. of Primary Sources
Introduction to the course: Republic Act 1425	4
19 th Century Philippines in Rizal's Context.	7
Rizal's Life Family, Childhood and early education.	4
Rizal's Life: Higher Education and Life Abroad	5
Rizal's Life: Exile, Trial and Death	23
Annotation of Antonio Morga's Sucesos de las Islas Filipinas	4
Noli Me Tangere	1
El Filibusterismo	1
The Philippines: A Century Hence (Other possible topics: Letter to the Young Women of Malolos/The Indolence of the Filipinos)	3

Jose Rizal and Philippine Nationalism: Bayani and Kabayanihan	4
Jose Rizal and Philippine Nationalism: National Symbol	1

APPENDIX M

Reading Like a Historian Outline

Figure 2. The Reading Like a Historian Lesson Plan Outline



APPENDIX N

Data Analysis

Data Analysis

Descriptive Statistics

Table 2. Validation of Lesson Exemplars

Objectives of the Lesson Exemplars	4.6
Content of Primary Sources	4.3
Presentation and Utilization of Primary Sources	4.6
Usefulness of the Primary Documents	4.3

Descriptive statistics

	<i># 1</i>
Count	4
Mean	4.450
sample standard deviation	0.173
sample variance	0.030
Minimum	4.3
Maximum	4.6
Range	0.3

Table 3. Process Observer Rating

On teaching Using RLH Lesson Exemplars 5

On Student's Learning RLH 4.8

Descriptive statistics

	<i># 1</i>
count	2
mean	4.800

Table 4. Students Evaluation

On Format of Learning Exemplars	4.22
In Adopting and Using Reading like a Historian Method	4.37
Sourcing	4.12
Contextualization	4.37
Close Reading	4.5
Corroboration	4.5

Descriptive statistics

	<u># 1</u>
count	6
mean	4.3467
sample standard deviation	0.1520
sample variance	0.0231
minimum	4.12
maximum	4.5
range	0.38

Table 6.1 Student Performance on Rizal and Propaganda Movement

Participant 1	23
Participant 2	20
Participant 3	20
Participant 4	25

Descriptive statistics

	<u># 1</u>
count	4
mean	22.00
sample standard deviation	2.45
sample variance	6.00
minimum	20
maximum	25
range	5

Table 6.2 Student Performance on Rizal in Dapitan

Participant 1	20
Participant 2	20
Participant 3	16
Participant 4	20

Descriptive statistics

	<u># 1</u>
count	4
mean	19.00
sample standard deviation	2.00
sample variance	4.00
minimum	16
maximum	20
range	4

Table 6.3 Student Performance on The Entrapment

Participant 1	10
Participant 2	10
Participant 3	6
Participant 4	10

Descriptive statistics

	<u># 1</u>
count	4
mean	9.00
sample standard deviation	2.00
sample variance	4.00
minimum	6
maximum	10
range	4

Table 6.4 Student Performance on The Trial of Rizal

Participant 1	30
Participant 2	30

Participant 3	25
Participant 4	30

Descriptive statistics

	<i># 1</i>
Count	4
Mean	28.75
sample standard deviation	2.50
sample variance	6.25
Minimum	25
Maximum	30
Range	5

Table 6.5 Student Performance on The Execution of Rizal

Participant 1	20
Participant 2	20
Participant 3	20
Participant 4	20

Descriptive statistics

	<i># 1</i>
count	4
mean	20.00
sample standard deviation	0.00
sample variance	0.00
minimum	20
maximum	20
range	0

APPENDIX O
Request for Panelist