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TEACHING HISTORICAL THINKING SKILLS TO GRADE SIX PUPILS THROUGH
“READING LIKE A HISTORIAN” METHOD

A THESIS
Presented to
College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfilment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
with Specialization in Teaching History

MA.VICTORIA CULMINAS-COLIS

March 2015

APPROVAL SHEET

This thesis attached hereto, titled **TEACHING HISTORICAL THINKING SKILLS TO GRADE SIX PUPILS THROUGH “READING LIKE A HISTORIAN” METHOD**, prepared and submitted by **MA.VICTORIA CULMINAS-COLIS** in partial fulfilment of the requirements for the degree **MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION IN TEACHING HISTORY**, is hereby recommended for approval and acceptance.

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ORGANIZATIONAL DIMENSION**ABSTRACT**

NAME : Ma.Victoria Culminas-Colis

TITLE : Teaching Historical Thinking Skills To Grade Six Pupils
Through “Reading Like A Historian” Method

KEY CONCEPT : Historical Thinking Skills

DEGREE : Master of Arts in Education

SPECIALIZATION : Teaching History

ADVISERS : Enrico B. Garcia, PhD
Wensley M. Reyes

SUMMARY

The study envisioned to give grounding in historical thinking skills using “Reading Like a Historian” approach to Grade 6 pupils.

Using the descriptive-development research design, the research study developed and implemented a learning exemplar to grade six pupils utilizing the “Reading Like a

Historian” framework as a tool in primary source analysis in teaching historical thinking skills.

The process of writing the learning exemplar consisted of four stages: Design Phase, Developmental Phase, Evaluation/Validation Phase and Dissemination Phase.

The result of the try-out revealed that the Reading Like a Historian Method from Stanford University was very appropriate since it engaged pupils in historical inquiry. This method taught pupils how to investigate historical questions by employing reading strategies such as *sourcing*, *contextualizing*, *corroborating*, and *close reading*. Instead of memorizing historical facts, pupils assessed the reliability of numerous viewpoints on historical issues. They learned to create historical assertions supported by documentary substantiation.

Based on the results derived from the data gathered in this research, it may be inferred that the “Reading Like a Historian” method may be used to develop learner’s historical thinking skills. This conclusion yields to recommend further studies on teaching historical thinking skills using “Reading Like a Historian” method should be done in other History subjects and with other grade levels, for this will improve the teaching-learning situations and help in the academic achievements of the students in learning History.

ACKNOWLEDGEMENT

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Special thanks go to my husband, Rashid and my son Chuon-Chuon, who have supported me throughout my years of education. Words cannot express how grateful I am for all the sacrifices that they made on my behalf. I will be grateful forever for all their love.

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Similarly, I would like to express gratitude to all the participants in this research, who have willingly shared their precious time during the process of validation and try-out.

To all my relatives, friends, classmates, and colleagues, for their unending support and trust that I could finish this study. I thank Pastor Wilde E. Almeda for the continuous prayer.

Lastly, I offer this work for the glory of Our Heavenly Father for His overflowing mercy and grace.

Ma.Victoria Culminas-Colis

DEDICATION

This study is wholeheartedly dedicated to my only child Chuon-Chuon for giving me the inspiration to pursue my goals especially during adversities; to my Sweetheart, Rashid, who has been a constant source of support and encouragement during the challenges of my graduate school life. This work is also dedicated to my parents, Tatay Paul and Nanay Carlita, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve; to my brothers and sisters; and to all of my nephews and nieces for their unending prayers and support. Lastly, to my ever dearest Hope who is my constant guardian angel in heaven.

MV.C.C

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CHAPTER I

THE PROBLEM AND ITS SETTING

1.1 Introduction

Learning history is a vital and vitalizing process: everything has a history and our subject is endlessly intriguing, mind-opening and educative - to be bored with history, is, as it were, to be bored with life. (Chapman, 2009, p.1)

Traditional history instruction tends to emphasize important people, places, and events. Pupils are invigorated to remember historical data as a means to learn history. In this process, students are often overwhelmed by the abundance of information and their inability to make sense of it all.

The Philippine Constitution Article XIV, Section 3 (2) stated that one of the educational aims of the schools is to encourage critical and creative thinking. Students must be taught high order thinking skills to grasp the very complex social issues and problems in which they live (Krug,1970). They should learn how to filter information critically, to seek credible sources of the knowledge, and to use data and facts creatively so that they can endure, overcome poverty, raise their personal and national self-esteem, and realize a gracious life in the global community (K-12 Program). This skill may be traced to the information explosion and demands of modern-day living.

History subject has the richness of content so basic for effective thinking skills acquisition since it requires higher thinking skills for the historical analysis and interpretation research, and decision making. These thinking skills are manifested when

students think historically within and beyond their historical studies. This involves the construction application of analytical thought and not merely the ability to question but to generate ideas and apply critical thinking in a creative fashion (Navarro, 2008).

Hence, historical thinking, in conjunction with historical content can be acquired for tangible goalmouths for teaching and learning. To help pupils think historically means to immerse them as far as possible in the moral and cultural ethos of the past. Pupils reflect historically by getting out of their contemporary time into the manners of real choice people met in the past (Booth and Hyland, 2000). For their part, teachers are expected and required to teach not only history, but also the critical skills of thinking through history. The course of increasing critical thinking skills in the classroom is one of the educators must also contribute (Chowen, 2005)

In the forum on Social Studies Curriculum on the Basic Education, (2010) Dr. Maria Serena Diokno pointed out that most of Filipino students lack appreciation and the enthusiasm to cram in any course of history because they were involuntary asked to swallow facts without analysis and interpretation.

Such indication was expressed based on the low result of 2011-2012 National Achievement Test or NAT. As derived from the results, a significant number of schools were recognized as High Performing School (HPS) with an MPS of 86% and above while Low Performing Schools have an MPS of 34% and below. (Dep Ed Memo 16, s.2012). The HEKASI subject got the lowest percentage result which has a 65.97 percent, 14.69 percent of the whole population of grade six pupils nationwide who took the test belong to mastery level. In the Division of Quezon City, the level of mastery was on the average

level, with an MPS of 61.71%, which was not also far from the result garnered by Culiati Elementary School which was mostly the same mastery level, with an MPS of 60.35 % which raw scores of the pupils fell on 24.14 (National Education Testing and Research Center or NETRC). These figures indicate only a low achievement level of the required competencies in all learning areas which should be 75%. This circumstance seems to mirror poor performance not only in the content of the subject but also in the skills of critical thinking. The results of the tests are dismal and expected, which makes us wonder: Why we continue with this practice?

Do repeated tests of facts based upon historical dates, places, and events adequately represent what students know and understand about history? It would seem the answer is a hearty “no,” but differing opinions on this point surprisingly continue. Two decades of research have produced a multitude of books, research studies, journal, articles, reports, and lectures encouraging teachers to concentrate less on historical “facts” and to proceed in teaching their students to think historically. Many of these research-based publications display titles such as *Research into Action or Research and Practice*, which suggested that teachers might be reading this research and using the findings in their classrooms. This, nonetheless, seems not to be the circumstance (Barton & Levstik, 2010; Hynd, 1999; VanSledright, 2002, 2004, 2010).

Although many teachers of history understand the value of having students read and interpret primary and secondary source documents, most history teachers still cling to the practice of using only textbooks on a daily basis (Hicks, 2004). Exhausting and

covering gargantuan texts remains the most collective scheme of teaching history unrelatedly of teachers' disciplinary understanding.

At topmost, several of these teachers use primary sources, videos, photographs, and so forth to substantiate the story told by the textbook (VanSledright, 2002). This sustained practice of teaching history is frustrating. Why do we see this disconnect between theory, research, and practice?

The practical consequence of this condition is that history teachers today are expected to design courses and teaching strategies that engage students in historical cognition (Bain, 2000). Such epistemic approach challenges teachers to merge a substantive understanding of the discipline of history with an equally sophisticated understanding of learning (Bain,2000), Therefore, teachers are required to process not only a sensitivity to the value and potential of teaching and but also skills in careful planning-thinking through the condition which can generate such student learning , and designing teaching and assessment practices which help and expect students to demonstrate high order abilities (Booth and Hylad,2000).

Unfortunately, however, instruction in school doesn't exhibit an impressive level of skills in critical and creative thinking. Dr. Nilo Rosas (2002) himself pointed out that the studies of Sibayan(1988), Edcom Report (1991) and PCER (2000) proved that Filipino students lack the cognitive and metacognitive skills they need to learn and perform better (as cited by Navarro,R., 2008).

These reasons motivated the researcher to conduct this study. As history teacher, she wants to take advantage of a unique opportunity to propose an intervention program

that might expose a new dimension of the complex relationship between the teaching strategies and students historical thinking abilities. If the students are to make sense of the past, to build up on historical knowledge, to develop historical perspectives and to make informed judgments about current situations, it is inferred that history teachers enhance the students skills in historical thinking once they have acquired and have developed them.

1.2 Conceptual Framework

This study is designed to teach pupils to develop historical thinking skills through inquiry process. These skills will go beyond the teaching space and benefit pupils gauge their time and place in the world at present. Wineburg (2001) contends that realizing established historical understanding hinge on our capability to traverse the potholed backdrop of history and our capacity to analyze what may sound acquainted and what essentially happened in our past.

Based on the “Reading Like a Historian Program”, developed by Stanford History Education Group (2012), historical thinking skills consist of (1) *Sourcing*, (2) *Contextualization*, (3) *Corroboration*, and (4) *Close Reading*. These skills, all interrelated and associated, are what historians have determined as necessary since expert historians practice to infer and to examine primary source documents.

The pupils together with the teacher- researcher applied historical thinking skills to analyze a primary source document in discussing the topics in Philippine History from

the K-12 Learning Curriculum for grade six. The topics were identified by the distinct historians based on the survey done by the researcher.

The pupils were provided with primary and secondary sources and operate their historical thinking skills (*Sourcing, Contextualization, Corroboration, Close Reading*) to evaluate the particular document. Pupils must clearly substantiate the use of these skills both in writing and in verbal form. Pupils must demonstrate historical thinking with evidence taken from the primary source documents to support their claims.

Pupils will make use of the Reading Like a Historian framework (Stanford History Education Group, 2012) as they evaluate and infer primary and secondary source documents in order to grasp and diagnose history written from a range of different standpoints. Pupils must see history as an agglomeration of stories and interpretations of different people in different viewpoints. (Gewertz, 2012). Through repetition, pupils will progress in their higher order thinking skills, such as synthesis, analysis, and evaluation, while studying contents of history. Pupils will practice these higher-order thinking skills to construct discrete versions of historical narratives grounded in the investigation of evidences.

In analyzing the primary sources using the “Reading Like a Historian” Method, as pupils read a group of documents, it becomes clear that they can yield multiple interpretations (Gewertz, 2012). By focusing on the development of historical thinking skills while utilizing primary and secondary source documents, educators are able to break the stranglehold of the textbook which often reduces primary source documents to decorations (Reisman, 2012). Unlike primary and secondary source documents that

provide multiple views of the past, a textbook-only approach shuts down inquiry (Monte-Sano, 2012). Instead, pupils must see history as an agglomeration of stories and interpretations (Gewertz, 2012). Pupils need to be given a chance to investigate historical data through designed learning opportunities by reading historical sources that present manifold perspectives (Monte-Sano, 2012). When given an opportunity to select these types of sources to enrich and expand on the content from their textbook, students will do so (Hernández-Ramos & De La Paz, 2009). Pupils work together, share thoughts and convey connotation through primary source analysis and are skilled to comprehend history as an account of human experiences. The Reading Like a Historian Program, led by Avigshag Reisman, Samuel Wineburg and their team of educators at the Stanford History Education Group (2012), takes primary-source documents as its centerpiece and shifts textbooks into a supporting role. Students in the Reading Like a Historian Program are encouraged to obtain four key skills in their primary and secondary source analysis: (1) *Sourcing*, (2) *Contextualization*, (3) *Corroboration* and (4) *Close Reading*.

Sourcing emboldens pupils to measure how the author's perspectives and motives for writing affect their interpretations of events. This skill focuses on the following:

- Identify author's position on historical event
- Identify and evaluate author's purpose in producing the document
- Predict what author will say before reading document
- Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose

Contextualization encourages pupils to comprehend the complete picture of what is happening at the phase of the historical event. This skill focuses on the following:

- Use context/background information to draw more meaning from document
- Infer historical context from document(s)
- Recognize the document reflects one moment in changing past
- Understand that words must be understood in a larger context

Corroboration encourages pupils to classify opposing views and testimonies. This skill focuses on the following:

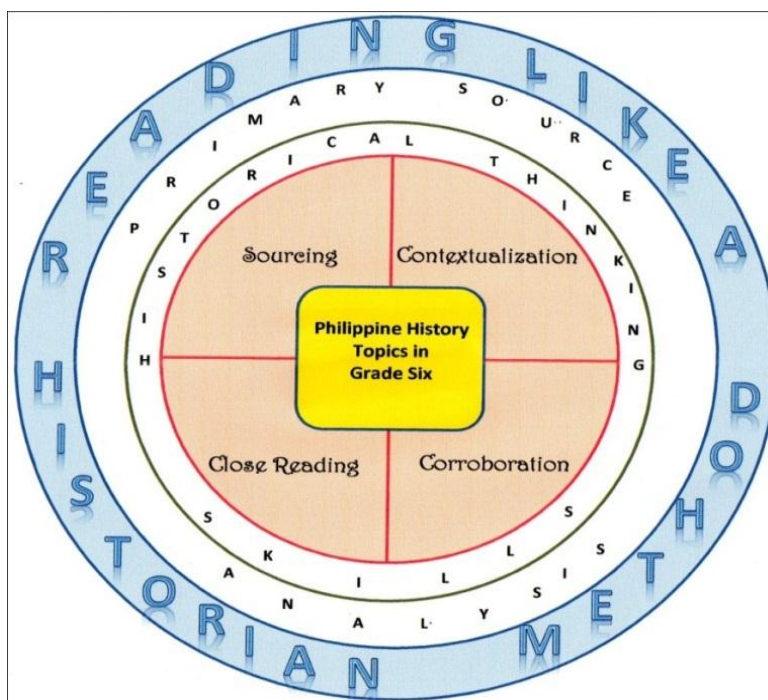
- Identify author's claims about event
- Evaluate evidence/reasoning author uses to support claims
- Evaluate author's word choice; understand that language is used deliberately

Close reading encourages pupils to absorb the text deliberately and profoundly by construing words and sentences for meaning. Pupils give emphasis on these skills as they use primary sources to develop their own elucidations to historical content. This skill focuses on the following:

- Establishing what is true by comparing documents to each other
- Recognize disparities between two accounts.

1.3 Conceptual Paradigm

Figure1



1.4 Statement of the Problem

The purpose of the study is to teach historical thinking skills using “Reading Like a Historian” method to Grade 6 pupils.

Specifically, the study sought to:

1. Develop lesson exemplars based on “Reading Like a Historian” method.
2. Validate exemplar lesson in developing historical thinking skills through primary source analysis using the “Reading Like a Historian” method.
3. Try-out the validated learning exemplar.

1.5 Significance of the Study

This study will contribute to the researches about history education in the Philippines, in that it attempts to do a descriptive study about Filipino student's skills in historical thinking.

In terms of teaching, the study will help to provide teachers an intervention program that will develop the historical thinking skills of the pupils. Also, they will learn how to assess the historical thinking skill of their students through primary source analysis in reference to "Reading Like a Historian" Program (2012).

In terms of student learning, the study hopes that students will view history not as a body of knowledge to memorize but as a process to attain higher thinking skills. Hence, such skills will help them to become competent and engaged citizens.

For school administrators, master teachers, head, coordinators of HEKASI, the result of this study may provide them the opportunity to take a look on how the subject may be taught and handled and to make use of the interventions in developing students' historical thinking skills in teaching history since the new curriculum- K-12 program mandated that such skills should be developed through the use of primary source analysis instead of merely textbook reading.

The study also hopes to enable curriculum developers to realize the need to give due attention to skills in historical thinking in formulating educational objectives and in identifying the competencies to be developed particularly in history where emphasis has always been on the coverage of the required content.

For the other researchers, this study may provide a ready reference on conducting further study in assessing their student's historical thinking skills and to develop programs to enhance such skills through the framework and process skills of the "Reading Like a Historian" method.

1.6 Scope and Delimitation of the Study

The study will focus on (1) identification, and (2) assessment of student's historical thinking skills using primary sources. Primary sources are in various forms such as written, oral, pictorial, or archeological (Gottschalk, 1967). This study will not limit the use of different primary sources.

The primary sources will be used as instructional tools to examine the learning process in Philippine History classroom of a teacher whose focus will be on teaching students to use historical thinking skills. The goal of this study is descriptive, and will not attempt to evaluate the K-12 curriculum to determine its efficiency or effectiveness in learning. The examination of lesson activities, instructional methods and classroom decisions is used to determine what teaching and learning process that will occur during the discussion of the chosen topic in the Philippine History in grade 6 K-12 curriculum.

Since the K-12 curriculum for grade six did not provide any primary source analysis strategy, the researcher limited the assessment of historical thinking skills using the "Reading Like a Historian" method in teaching history. The researcher collected data that provide understanding about student view of history and the historian's dexterities. In addition, student reaction to certain lessons, instructional activities, and historical evidences are also included.

To accomplish this study, the researcher acted both researcher and teacher. Heterogeneous group of pupils in one specific section was included.

1.7 Definition of Terms

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

Historical Inquiry. Historical inquiry is the process by which pupils use the same methods as a professional historian when investigating an aspect of history

Historical Thinking. Historical thinking is a set of intellectual abilities used to understand and interpret history. As defined by the scholars of Stanford History Education Group (2012), these skills stem from a pupil's capacity to construe historical documents and ascertain the basis of the evidence presented; identify the framework in which the document is written; understand the course of disregarding superfluous information; and interpret sentences in historical documents to develop denotation.

Reading Like a Historian Method. The Reading Like a Historian method is an instructional process and skill to investigate historical questions by engaging reading approaches such as sourcing, contextualizing, corroborating, and close reading.

Primary Sources. The testimony of an eyewitness- of one who was present at the events of which he tells. It may also consist of actual objects used in the past which can be directly scrutinized or examined (Gotcchalk, 1967)

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Conceptual Literature

In this chapter, a wide range of topics, reflecting theories and attitudes about history education and its methodology for elementary, and using primary source documents in assessing historical thinking skills through Reading Like A Historian Program were covered. These areas helped the researcher to abstract the study.

On Historical Thinking and Grade Schoolers

Historical thinking is multifaceted and demanding. Can elementary school-aged children really do this? Lee and Ashby (2000) studied a large experiment on elementary school pupils learning with historical sources. Their findings indicated that young students could indeed develop historic sense, but they must be taught explicitly to understand cause and effect. Numerous teachers have qualm on the competences of their pupils to comprehend historical sources, but many scholars have suggested that beginning pupils can be directed to read and construe historical sources through careful teacher scaffolding of the use of suitable thinking tools (e.g. Barton, 1997; Drake & Brown, 2003; Levstik & Barton, 1996; VanSledright, 2002). Correspondingly, various teachers distrust their own capacity to guide pupils through the “complex regimen of investigative techniques necessary for building contextualized interpretations of the events being studied” (VanSledright, 2002, p. 6).

Unnerving as it may seem, teachers can start by impending historical thinking in two rather simple ways, proposed by Parker (2012), by means of the analogy of an airplane for teaching history. The plane will not fly without two operational wings. On one wing, kids read and “are wide-open to historical accounts that others have created; however, children are betrothed directly with historical reasoning as they are abetted to conceptualize their own narratives” (p. 125). On one wing pupils are associating to understanding, reading, and enthralling history; on the other wing they are constructing, writing, or what many call “doing” history. Both reading and writing must occur, as must listening and storytelling. The “doing” is frequently missing out, which leaves learning history a flaccid chore and adds to students’ outlooks that history is tedious. “Doing” history requires the socially constructed learning provided in effective classrooms (Barton & Levstik, 2004).

Absorbing history begins at very early ages in social settings, such as in homes, schools, and museums. Young children are reading picture books regarding people, events, and concepts. Older children read historical narratives by themselves and to others. Teachers tell stories from memory to their pupils and encourage pupils to tell stories from memory to other classmates. These stories are gears educators use to accelerate students’ learning of history. Educators use the similarly good instructional methodologies for understanding of historical texts that they use in all good literature instruction (Parker, 2012). These interceded activities where teachers do exemplar, think aloud and use scaffold direction are at the principle of worthy history instruction for beginners. These actions include all good literacy strategies, such as before, during, and

after reading activities. Materials or tools, such as primary sources including photographs, journals, letters, diaries, newspaper articles, etc. can be read, examined, discussed in an entire group, small group, associates, or independently. Communicating stories can be done by reading, telling, dramatizing, and singing. Reading and listening to historical narratives and historical fiction adds depth of knowledge and opportunities for students to make text-to-self connections.

Preferably, pupils not only read, investigate, inquire, and equate historical narratives; on the other hand, also they are directed to produce historical narratives and arguments of their own. To truly engage in writing and creating essays, articles, presentations, media projects, and other types of historical accounts, students must exhibit sound historical perspectives and knowledge. Teachers lead pupils in using tools to promote interpretation of sources and artifacts. Pupils analyze the strength of sources and the perspective of authors by what is included and what is left out of a narrative. Pupils learn to compare alternative views of an issue or conflict and to consider the views, beliefs, and practices of different groups of people in a particular historical time period. Through dynamic discussion and analysis pupils are not imparted basically what happened, however, invigorated they are to figure out what might have happened by means of varied expertise of real historians (Parker, 2012).

Pupils in the intermediate level profit impressively from the careful scaffolding of educators in using the tools essential to read and deduce sources. Drake and Brown (2003) proposed that a logical approach is indispensable for pupils to become detectives

of sources. Historical thinking is more than reading or telling a historical story, although it involves both.

Studies from the past few years have suggested that “there is slight opinion in basically conveying a story of the past to pupils in optimism that they will recollect it and repeat it (Barton & Levstik, 2010, p. 33). This practice offers no opportunity for historic elucidation. Barton and Levstik were persistent with this explanation of what pupils who are educated to think historically should be betrothed throughout their history classes.

“Instead, students should learn how such stories are developed in the first place: They should be involved in historical investigations, they should analyze and interpret primary sources, and they should understand the relationship between historical evidence and the construction of accounts—both their own and those of others”. (p. 33)

This kind of history training has as its objective that pupils comprehend that viewpoints may diverge according to the definite evidence discovered, due to the diverse analysis of this evidence, and/or because of the conflicting viewpoints of different people during the course of history.

As Levesque (2009) noted, every so often teachers reflect historical thinking as merely the skills required to process the content and the content to be “irrefutable facts.” Levesque demarcated historical thinking as “the intellectual process through which an individual masters and ultimately appropriates the concepts and knowledge of history and critically applies such concepts and knowledge in the resolution of contemporary and historical issues” (p. 27). This sort of learning would seem is much more challenging and

convoluted than remembering content or utilitarian knowledge that has been read and/or conveyed through major archives.

Fundamental understanding, which centers on what history is about, is represented in forms such as textbooks, stories, movies, oral stories and retellings. It is typically understood as what pupils need to know about people, events, themes, ideas, etc. Procedural knowledge is not what history is about, but rather it is what pupils do to understand and process history. Historical thinking encompasses through equal types of knowledge in tandem and does not presume either fundamental or procedural knowledge can be used alone to construe past events (Levesque, 2009).

Levesque (2009) constructed these five essential questions to help lead teachers and pupils to an understanding of what he denoted to as the procedural knowledge essential for understanding history. Each question is followed by a related procedural concept.

1. *What is important in the past?*—Historical significance
2. *What changed and what remained the same?*—Continuity and change
3. *Did things change for better or worse?*—Progress and decline
4. *How do we make sense of the raw materials of the past?*—Evidence
5. *How can we understand predecessors who had different moral frameworks?*—Historical empathy (p. 37).

These five questions, according to Levesque, can assist the teachers to interpret historical thinking as “a careful, analytical process” that necessitates pupils to utilize both functional and procedural knowledge. Levesque was acclaimed by VanSledright (2009)

concerning his notion of the five questions. He noted that Levesque provided teachers with explicit guidance in unloading each concept and in helping beginners in emerging profounder understandings. In analysis of Levesque's work, VanSledright claimed, that Levesque is cautious to situate his guidance in the context of a variety of studies that have reconnoitered how novices come to augment their understandings of these procedural ideas and concepts.

VanSledright (2010) presented a definition of historical thinking related to that of other historians, "Historical thinking is a very close relative to active, thoughtful, critical participation in text- and image-rich democratic cultures" (p. 118). In giving meaning to historical thinking, he unraveled a rich explanation of what historical thinkers can do:

They are careful, critical readers and consumers of the mountains of evidentiary source data that exists in archives and that pours at us each day via the media. Respectable historical thinkers are tolerant of conflicting perceptions since these perspectives aid them create sense of the past.... They also know how to construct and support evidence-based arguments because of practice constructing elucidations entrenched in source data. (p. 118)

VanSledright, as did Parker (2010) and Barton and Levstik (2010), correspondingly described the significance of pupils in constructing and writing their own elucidations of past events as a critical part of historical thinking.

On Using Primary and Secondary Source Documents

Students will use primary and secondary source historical documents to develop historical thinking skills. The K-12 Basic Education Curriculum in Araling Panlipunan 6

demand that pupils must master challenging nonfiction and build strong arguments based on evidence (K-12 BEC 2013). As pupils read a collection of documents, it converts clearly that they can produce manifold interpretations (Gewertz, 2012). Once set an enormous file of primary and secondary sources, several pupils go further beyond what is expected from the textbook for a significant portion of their resources (Hernández-Ramos & De La Paz, 2009). By way of concentrating on the development of historical thinking skills while consuming primary and secondary source documents, teachers are able to halt the ‘throttlehold of the textbook’ which often diminishes primary source documents to decorations (Reisman, 2012).

Pupils must understand history as an agglomeration of stories and elucidations (Gewertz, 2012). Pupils need to be given a chance to investigate historical data through designed learning opportunities reading historical sources that present manifold perspectives (Monte-Sano, 2012). When given an opportunity to select these types of sources to enrich and expand on the content from their textbook, students will do so (Hernández-Ramos & De La Paz, 2009). Pupils work together, share thoughts and convey connotation through primary source analysis and are skilled to comprehend history as an account of human experiences. The Reading Like a Historian Program, led by Avigshag Reisman, Samuel Wineburg and their team of educators at the Stanford History Education Group (2012), takes primary-source documents as its centerpiece and shifts textbooks into a supporting role. Students in the “Reading Like a Historian Program” are encouraged to obtain four key skills in their primary and secondary source analysis: (1) *Sourcing*, (2) *Contextualization*, (3) *Corroboration* and (4) *Close Reading*.

Sourcing emboldens pupils to measure how the author's perspectives and motives for writing affect their interpretations of events. *Contextualization* encourages pupils to comprehend the complete picture of what is happening at the phase of the historical event. *Corroboration* encourages pupils to classify opposing views and testimonies. *Close reading* encourages pupils to absorb the text deliberately and profoundly by construing words and sentences for meaning. Pupils give emphasis on these skills as they use primary sources to develop their own elucidations to historical content.

As identified in the K to 12 Basic Education Curriculum (2013), a variety of key skills are addressed in the Reading Like a Historian Program. Regarding sourcing, Reading, Informational Texts, Grade level Standard 6 / Core Learning Standard states “pupils must be capable to conclude an author's opinion or purpose in a text and investigate how the author concedes and retorts to conflicting evidence or perspectives” (Key Skills, K-12 BEC 2013, p. 7-8).

Regarding contextualization, the following are the key skills under “*Pagsususri at Interpretasyon ng Impormasyon*”: 1-2: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; 8-9: Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text; and 11: Analyze how a text makes connections among distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories) (K-12 BEC, 2013).

On the subject of corroboration, the following Key Standards are aligned: 12: Explain and gauge the argument and specific claims in a text, weighing whether the reasoning is comprehensive and the evidence is pertinent and appropriate; diagnose when superfluous evidence is introduced; 10: Examine a case in which two or more texts provide discordant information on the same topic and ascertain where the texts disagree on matters of fact or interpretation (K-12 BEC, 2013).

Regarding close reading, the Key Standards under *Pagsusuri at Interpretasyon ng Datos* are aligned: 3: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; *Pagsusuri at Interpretasyon ng Impormasyon*: 4-6 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept (K-12 BEC, 2013).

Ultimately, by the end of the year, given ample opportunities evaluating and analyzing primary and secondary source documents, pupils should be able to read and comprehend literary nonfiction at the high end of the grade 6 text complexity band independently and proficiently (K-12 BEC, 2013).

As discussed on forum on Social Studies Curriculum on the Basic Education by Dr. Maria Serena Diokno (2010), pupils could not “communicate reasoned interpretations of past events, using historical evidence effectively to support their positions.” She pointed out that lack of appreciation and the willingness to learn in any course of history happens because students are forced to swallow facts without analysis and interpretation.

Pupils are having a hard time with critical, evaluative, or creative thinking; compelling clear positions and consistently supporting them; in utilizing facts and explanation to support the main notion of an article (Monte-Sano, 2012).

Document-based analysis and writing ought to be entrenched into lessons, with teachers utilizing the conclusions to amend instruction, while pupils absorb skills like supporting their claims with evidence (Gewertz, 2012). According to Monte-Sano (2012) learning to craft an assertion and backing it with explicit and pertinent evidence will develop a pupil's historical thinking skills. According to Levesque (2009) evidence-based claims are signs of incipient historical reasoning in pupils.

On Assessing Historical Thinking Skills – “Reading Like A Historian Program”

Samuel Wineburg and his colleagues in the Stanford History Education Group (SHEG), developed assessments for historical thinking coined “HATs,” or “historical assessments of thinking”. HATs empower educators to gauge students using groundbreaking assessments that scale historical thinking in easy to use, classroom-friendly ways (Stanford History Education Group, 2012). In this activity, pupils are asked to critique documents to answer historical questions, and teachers utilize short essays to estimate how thriving pupils are absorbing the lesson (Gewertz, 2012). Assessments such as these, which center on answering a guiding question, provide teachers with a window into students' thinking.

Historical thinking skills, as explored in the “Reading Like a Historian Program” (2012), consist of the following: Sourcing, Contextualization, Corroboration, and Close

Reading. To be equipped in the skill of sourcing, pupils must be able to precisely identify who created the document, the author's standpoint, when the document was produced, and for what purpose the document was created. To be equipped in the skill of contextualization, pupils must be able to reflect on the document's historical context, piecing together the major events, themes and people that distinguish the era in which the document was created. As regards skill of corroboration, pupils must be able to delimit significant details across numerous sources to conclude points of agreement and disagreement. In close reading, pupils must be able to absorb a primary or secondary source text deliberately and profoundly by construing words and sentences for meaning. These skills based on the "Reading Like a Historian Program" (2012) are interconnected and related and are key in the development of historical thinking.

Comparable to the Reading Like a Historian framework (2012), further studies classify historical thinking skills in a related manner. According to Monte-Sano (2012) historical thinking skills entail the ability to place evidence in its historical context, contemplate the dependability of the evidence, elucidate historical perspectives, ascertain cause-effect relationships, and reason out for conflicting evidence. Researchers (e.g., Monte-Sano, 2012; Gewertz, 2012; Gilles et al., 2013) agree that historical thinking process containing these elements should all be evident in the student's writing. Scholars from a variety of diverse perspectives approve that historical thinking skills are entrenched in the evaluation of evidence and are directly assessed in the pupil's writing.

2.1 Research Literature

Studies on Teaching Historical Thinking

Reading a historical account presented in only one text can color students' historical perspective. Stahl, Hynd, Britton McNish, and Bosquet (1996) studied 10th grade students in advanced placement history classrooms who were taught using a multiple text approach to history learning. Even though these pupils had exposure to numerous diverse texts the researchers found that this alone did not encourage the pupils to contextualize and engross in historical analysis. According to Stahl and colleagues, pupils did not seem to improve disciplinary knowledge due to the fact that they had not been taught the skills of corroborating, sourcing, or contextualizing—the skills used by historians. It appears that whether one text or many tools are available and read by pupils, the interceded actions of interpretation and analysis must be definitely modeled and scaffolded by teachers.

VanSledright's (2002) experiences as a teacher-researcher in a fifth-grade class revealed that "children of this age can learn and do investigative processes and critical reading practices." VanSledright directed pupils to interrogate the accuracy of historical accounts through investigations and inquiry. Although group work including all students was important in the study and used extensively, 8 of the 23 students in this class were targeted to acquire a more in-depth understanding of how students learn to think historically. The constant involvement of these pupils in practicing history as historians afforded them heuristics essential for analyzing historical evidence. The document analysis skills of these eight students were measured throughout the school year as they

explored the history of the American colonies. VanSledright noted improvement in the “powerful history-critical reading and analytic practices” (p. 134) of pupils as they become knowledgeable in investigating the events of the past.

Students may lack reading skills that would allow them to critically investigate such a document and may also lack the necessary background knowledge to understand the language or content of the document. In such cases, more damage than good can occur in motivating students to learn about history. Once more, Barton gives emphasis on using original sources for the purpose of investigating assertions and finding evidence.

Writing constructivist notions of history is also a difficult task for students. Hynd (1999), in her work as a basic education teacher, found out that students necessitate to be overtly taught how to write about history. Hynd found students struggles in writing about numerous documents; they inclined to oversimplify and they failed to denote diverse viewpoints presented in the texts they had read. Pupils need thoughtful teacher guidance in writing about history as well as reading about history. Writing about different perspectives and reading about them go hand in hand and many times the two are not experienced together.

Perhaps one of the most notable studies was Wineburg’s (1991) effort at understanding differences in the historical thinking of high school students (novices) and historians (experts). Wineburg (2001) reported that there is a vast difference between how students and historians analyze and interpret texts. The expertise displayed by the historians involved the cognitive process of –“sourcing heuristic” and the “corroboration heuristic”. When historians scrutinize sources, they would betroth in the sourcing

heuristic by asking questions about an author's credentials, motivations, and involvement in events at the time a document was written and the audience for whom the document was projected. Using corroboration, historians make interweaves while reading documents, noting validation among primary sources as well as among other historian's accounts. Conversely, the high school students displayed only rudimentary indications, if any, of these forms of expert historical thinking. The novices were more apt to accept the texts at face value, as though the source of the authority was in the text itself (Wineburg, 1991)

This discrepancy indicates that there are historical habits of mind that are learned, and therefore can be taught. First, the student must understand that there can be a multiplicity of interpretations of a single historical event based on the same sources, and that more than one of the interpretations can be valid. Second, students must learn the steps through which these interpretations are created.

In this light, Wineburg (2001) provided operational definition of historical thinking skills that include sourcing, contextualization, corroboration and drawing conclusions, and making judgments. Sourcing involves examining who wrote the text and identifying biases. Contextualization means placing the events in a particular time and place. Corroboration entails conforming information and validating viewpoints across several accounts. Drawing conclusions and making judgments are generic skills hence, they can be defined in a general sense. Drawing conclusions implies deriving relationships from given information. Making judgments needs rendering value judgments on the source and contents.

Moreover, Wineburg expanded the list of particular skills in each category as follows:

Sourcing

1. examining who wrote the texts (writer's qualification, background, nationality)
2. identifying when the text was written
3. locating where the text was written
4. determining the purpose of the author
5. establishing author's sources of information
6. explaining the conditions under which the documents was written
7. checking for other versions.

Contextualization

1. placing the vents in a particular time
2. situating the events in a particular place

Corroboration

1. checking accuracy/consistency of information
2. confirming information from different accounts or sources

Drawing Conclusions

1. deriving the relationships between the author and his narrative
2. deriving relationships among the events

Making Judgment Based on Evidences

1. rendering personal value judgement on the reliability of the source
2. rendering personal value judgement on the meaning of the events

Grant (as cited in Kohlmeier, 2003) also presented another aspect of historical thinking. To Grant, historical thinking can be regarded into three main aspects- historical knowledge, historical significance, and historical empathy. For Grant, historical knowledge infers an epistemological understanding that history is an interpretative discipline consisting of a rich trove of stories, instead of a stagnant and indisputable narrative. Historical significance incorporates evaluating the implication of a document or story to the greater historical record and appreciating the value of that account by employing it in the extensive context of the past. Historical empathy goes beyond historical thoughts to value more the standpoint of people of the past and trying to fathom their reasons, beliefs and manners.

The foregoing studies conclude the historical thinking that leads to historical understanding appears to require a range of cognition that can be used by both experts and novices. The cognitions are comprehensive, multifaceted and interrelated to each element. Each element includes the capacity to contextualize the past, while simultaneously employing the necessary tools to employ the process of historical inquiry (Rogers, 1987). Contextualizing the past involves the use of imagination, empathy, and moral judgment in order to avoid unwarranted exercises in “presentism” (Seixas, 1996). Lurking believed all these cognitions about historical thinking are complex questions that necessitate thinking about how it can be developed to the students’ prior knowledge of the past. Deeply tied to these forms of thinking is a level of procedural knowledge that requires history teachers and scholars to employ tools of inquiry using historical evidence (Wineburg, 1991).

Synthesis

In summary, the related literature reviewed here directly identifies the use of primary and secondary source documents as a tool for developing historical thinking skills. As pupils learn to construe historical documents and make sense of the facts, they see that history is an agglomeration of stories and interpretations (Gewertz, 2012). Thus, learning the essential content literacy skills to construe these historical documents is vital for pupils during their historical thinking skills development.

Pupils necessitate the chance to do history as historians do, which includes investigation and elucidation of pertinent evidences, but as we see with any new learning process, such a shift is not that easy. (Gewertz, 2012). Teaching evidence-based claims to support arguments will provide pupils with a grander historical perspective and further advance their historical thinking skills. By learning history as an agglomeration of human narratives, pupils are able to further improve their own self identity. Pupils are able to acquaint the narratives of their own lives with the stories of the historical figures and develop grander meaning as a result.

The consolidated ideas presented in this research also showed that students find difficulty in developing historical thinking skill, but they are still “perfectly capable” of doing so and will improve with practice (Vanledright, 1999, Levstick & Baton, 2001, Wineburg, 2001, Booth 2002). In this regard Chowen (2005) has claimed that pupils can learn to reflect historically from the commencement of their introduction to history. VanSledright (1999) expressed on his study that elementary pupils are capable of thinking historically with appropriate guidance and practice.

These findings were also consistent with other researches which found that “real history can be taught to pupils of a variety of ages and abilities and that the pupils can come to terms with the “strangeness” of the past and use “historical imagination” to think effectively in history (Yeager and Foster, 1998).

In other research findings, however, the study found that students historical thinking “develops unevenly and in specific contexts and not in a Piagetian age-stage developmental framework” (Foster and Yeager, 1998)

Despite these assertions, the researcher believes that more researches and data are still needed to reveal the intricacies of teaching historical thinking in the (Philippines) classroom. It also asserts that it is helpful to examine the specific elements of historical thinking, review current research in order to determine the extent and nature of student’s work with these elements, and suggest ways in which teachers could engage students in meaningful tasks that would build their understanding of history.

The research study aims to add to the body of knowledge about teaching historical thinking in classroom by adding specific data about learner’s performance utilizing primary source and focusing on historical thinking. Moreover, the possibility arises that through studies such as this one, it could, and should be given opportunities to use history to think critically.

In the Philippines, the study of Cristobal (2004) is the first research done to measure the historical thinking skills of the Filipino students. Like other preceding

studies, Cristobal also focused on measuring the thinking skills among secondary students. Using Wineburg's (2001) historical standards of sourcing, contextualization, corroboration, drawing conclusions and making judgments, Cristobal study proved that teaching historical thinking is very viable. What is needed though, is sustained learning situation in history classes characterized by activities that will generate and sharpen thinking skills among students.

The review of related literature also supports the recent trends in history teaching that moves away from treating history simply as a body of knowledge towards viewing it as a process of inquiry. These trends make it imperative that students use source materials, especially primary sources. Engagement with source materials entails the use of certain skills. In the exercise of these skills, variations in thinking levels get manifested, as students become involved in the different classroom activities. Research in student's historical thinking skills is, therefore, necessary to find out how cognitively sounds history instruction can proceed.

CHAPTER III

METHODOLOGY

This chapter presents the research design, the setting of the study, the participants, the research instruments, the procedure of data gathering and data analysis.

3.1 Research Design

This study utilized a descriptive-developmental research. Descriptive research is used to obtain information concerning the existing framework and the instructional process in teaching primary source analysis using the “Reading Like a Historian” method. It is developmental, in a sense, because it is concerned with the development and implementation of a learning exemplar based the determined framework of the “Reading Like a Historian”.

3.2 Participants of the Study

Student Participants

The designed research is intended for a target population currently in the sixth grade of Culiati Elementary School in Quezon City. Pupils in the target population are assumed to have basic skills for sixth grade students regarding their ability to read and write. Since public schools do the class sectioning through heterogeneous grouping of 54 pupils, the researcher used one of her sections for the try-out of the exemplar.

Experts / Peers

One expert professor in Philippine History from Philippine Normal University and two Araling Panlipunan from Culiati Elementary were asked to validate the learning

exemplar. They personally conferred and explained to the researcher the points which they deem were of utmost importance. Their recommendations and suggestion served as bases for the improvement and revisions of the exemplar.

3.3 Instrument of Data Collection

The following instruments were used for the data gathering: (1) Reading Like a Historian Method Learning Exemplar Rubric and (2) Process Observer Checklist- *ARCH Historical Thinking Skills Rubric for Elementary*

1. Reading Like a Historian Method Learning Exemplar Rubric

This instrument is intended to validate the Reading Like a Historian Method learning exemplar used by experts. It contains the different criteria in evaluating the four elements of the learning exemplar. The elements are: (1) Historical Content; (2) Historical Thinking (*Sourcing, Corroboration, Contextualization and Close Reading*); (3) Scaffolding; and (4) Lesson Structure (see **Appendix E**)p.151

2. Process Observer Checklist

This instrument is used as a triangulation tool. Designed to counter validate the try-out of the Reading Like Historian Learning Exemplar, the POC will help the researcher to assess her actual conduct and observation of the lesson based on the comments and suggestions of the two process observers. (see **Appendix F**) p. 153

3. *ARCH Historical Thinking Skills Rubric for Elementary*

The ARCH Historical Thinking Skills Rubric is designed to be used holistically. It was designed along a continuum, moving from the more accessible to the most complex skills. The historical thinking skills are organized into *strategies* and *procedural* concepts. Strategies are tools for analyzing and interpreting historical documents. In the ARCH rubric, the strategies are close reading and some aspects of *corroboration* and *contextualization*. Procedural concepts are the comprehension and application of historical practices (VanSledright and Limon, 2006). They are represented by the categories of *claim* and *evidence* but also overlap with *corroboration* and *contextualization*. (see Appendix G) p. 154

3.4 Data Gathering Procedure

The researcher utilized the Johnson's Model of development and evaluation of learning exemplar (Cristobal, 2004) which consists of four (4) phases which are: (1) Design Phase; (2) Development Phase; (3) Validation Phase; and (4) Dissemination Phase.

Phase 1- Design Phase

For the process, *identification* means setting the criteria in choosing a topic for study. The researcher referred to the content of the K-12 Curriculum Guide of Araling Panlipunan. On September 8, 2014, as per advised by the thesis advisers, a survey with ten (10) distinct Historians in the country was done to determine appropriate primary

sources to be utilized in the lesson exemplar (see **Appendix C**) p.145. Out of ten historians given the survey, (six) 6 of them responded, five (5) from De La Salle University and one (1) from University of the Philippines, Diliman. They openhandedly shared primary sources documents of the Philippine History and cited websites, where the researcher can find other primary sources of the country's history.

After the survey, the researcher met with her advisers for initial consultation about their opinion if the topic based on the result of the survey is ideal and relevant for the study. The advisers automatically approved and permitted the researcher to start the selection of the primary sources.

After the preliminary talk, the researcher started to browse on the source documents given by the historians. Written historical documents such as speeches, diaries, memoirs, interviews, journals and other references containing primary sources were consulted. Having done with this step, the researcher came up with the short list of problems and at least two proposed topics for the study.

Selection means choosing which those identified topics would suit classroom situation: (1) time (2) level of students (3) readability of documents (4) the content essential for the development of historical thinking skills and (5) the arguments ideal for inquiry method that will provide pupils with experience in supporting their ideas with evidence.

The aforementioned considerations helped the researcher to choose the topic on the views on the Death of Andres Bonifacio and The Filipino-American War. With the

approval of the thesis advisers, the researcher started to collate all the primary sources about the Death of Andres Bonifacio and Filipino-American War on September 27, 2014.

Preparation means finalizing the source documents for the study. Original historical source has been changed into educational resource (Nichol, 1987). Since most of the documents were long speeches, letters, journals and interviews, the researcher chose only a portion of the document relevant to the arguments. The edited source documents were finished, submitted and approved by the thesis advisers on October 4, 2014.

Phase 2- Development Phase

After the plan and resources have been laid out, the “Reading Like a Historian curriculum” practically turned the pupils into historical investigators. Pupils may find this change shuddering after a stable diet of reading textbook and responding to questions. The teacher/researcher first prepared lesson plan and taught the five (5) introductory lessons: (1) Lunchroom Fight; (2) Snapshot Autobiography; (3) Evaluating Sources; (4) Make Your Case!; and (5) Lunchroom Fight II, to help students recognize skills of historical inquiry that they will be practicing during the entire try-out, such as reconciling conflicting claims and evaluating the reliability of narrative accounts. Additionally, the Reading Like a Historian classroom posters were displayed to prompt pupils what questions they should probe as they read historical documents.

Having done with the introductory lesson, the researcher developed two learning exemplars. Both introductory lesson plans and the two learning exemplars have been shown to the advisers to solicit their suggestions for the improvement and development.

The lesson exemplar follows the three-part structure of the Reading Like a Historian Lesson Plan. (The whole content was lifted from the SHEG website to ensure the completeness of the totality of the framework used by the researcher.)

Three-part structure of Reading Like a Historian Lesson Plan

1) Establishing relevant background knowledge and posing the central historical question. Each lesson approaches background knowledge differently. Many lessons ask students to read a relevant selection from their textbook and answer questions. Establishing background knowledge is the first step in the inquiry process. This background frames the central historical question, and motivates students to investigate the documents that accompany the lesson.

2) Reading documents, answer guiding questions or completing a graphic organizer. Lesson plans include documents that address the central historical question. Most lessons draw on two or more documents with conflicting perspectives. The teacher's decisions on how or whether to assign homework plays a big part in pacing the lesson. Depending on the lesson plan, students will engage in different activities as they read and interpret the documents. The Reading Like a Historian curriculum is built around four basic lesson structures:

a) Opening Up the Textbook (OUT): In these lessons, students examine two documents: the textbook and a historical document that challenges or expands the textbook's account.

b) Cognitive Apprenticeship: These lessons are based on the idea that ways of thinking must be made visible in order for students to learn them. In lessons following this format, teachers first model a historical reading skill, then engage students in guided practice, and ultimately lead them to independent practice.

c) Inquiry: The lesson includes elements of historical inquiry where students investigate historical questions, evaluate evidence, and construct historical claims. Some, however, are designed around an explicit process of inquiry, in which students develop hypotheses by analyzing sets of documents. Such inquiries are best suited for block or multiple class periods.

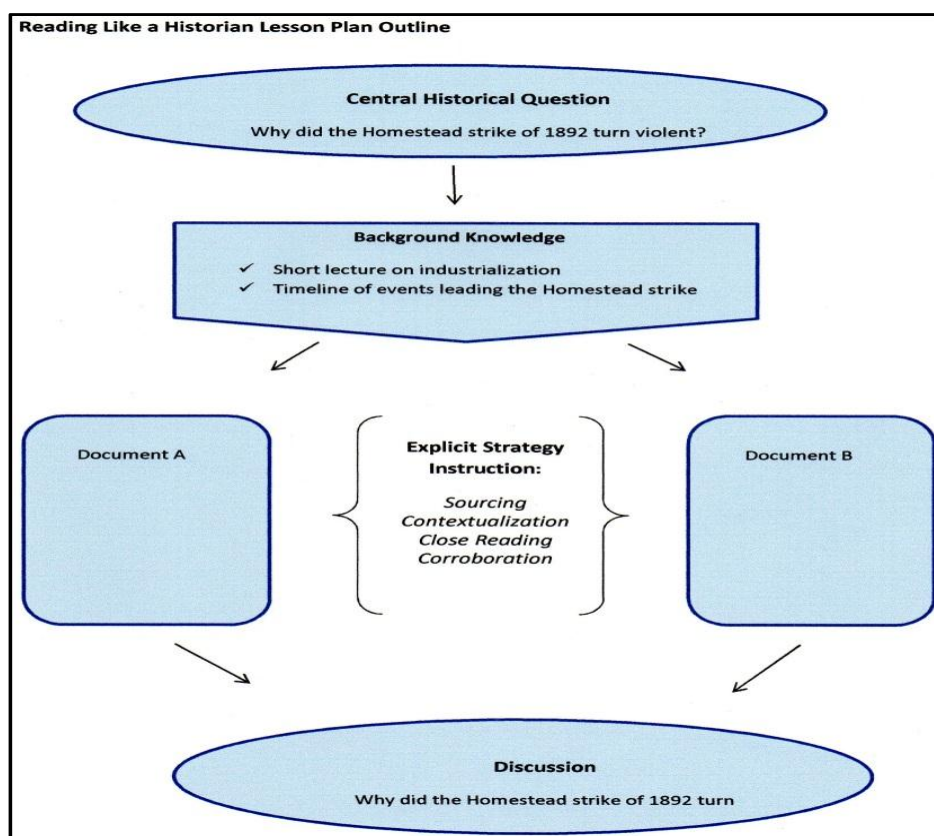
d) Structured Academic Controversy (SAC): For these lessons, students work in pairs and then teams as they explore historical questions. After taking opposing positions on a question, they work to gain consensus or at least to clarify their differences. These lessons are well suited to block or multiple class periods. They work best after students have gained experience working with primary documents.

3) Whole-class discussion about a central historical question. *The final segment of the Reading Like a Historian lesson plan is the most important. Too often, however, it is dropped due to time constraints. It is better to eliminate one of the documents than cut such a valuable opportunity to practice historical thinking skills, articulate claims and defend them with evidence from the*

documents. Only in whole-class discussion can students see that history is open to multiple interpretations, and that the same piece of evidence can support conflicting claims. Students often find this activity foreign and uncomfortable at first. But through practice they gain an understanding of their role as knowledge-makers in the history classroom.

The researcher used *Cognitive Apprenticeship* since grade six pupils are to be taught in the try-out. This lesson structure ensures the pupils to learn the four basic skills of Reading Like a Historian method with the teacher as facilitator.

Figure 2 Reading Like a Historian Lesson Plan Outline



Phase 3 Validation Phase

Having completed the five (5) introductory lessons of “Reading Like a Historian” and the two (2) learning exemplars in Philippine History for grade six, the researcher presented the exemplars to her thesis advisers, who approved the lesson exemplars for validation week after. (November 10, 2014). The researcher then presented the lesson exemplars for validation to the three (3) experts in the field of teaching History and lesson planning. *Reading Like a Historian Method Learning Exemplar Rubric* was used to validate learning exemplar. It contains the different criteria in evaluating the four elements of the learning exemplar. The elements are: (1) Historical Content; (2) Historical Thinking (*Sourcing, Corroboration, Contextualization and Close Reading*); (3) Scaffolding; and (4) Lesson Structure (**see Appendix E**) p.151

The experts who evaluated and validated the exemplars were: 1) “Expert A”, Chair of the Department of Professional Education at Philippine Normal University, an expert in the field of Social Studies and Curriculum Development; 2) “Expert B”, a Social Science major, former HEKASI Coordinator and teacher of HEKASI 6 at Culiati Elementary School; and 3) “Expert C”, a Master Teacher II, and the HEKASI Consultant at Culiati Elementary School. The validation process lasted from November 10 to November 17, 2014.

The purpose of the evaluation was to seek more comments, suggestions and recommendations for each part of the exemplar to further improve its content. The

evaluation also aimed to validate the learning exemplar as a model lesson plan for HEKASI 6 using the “Reading Like a Historian” method.

Phase 4 Dissemination Stage

This is the last phase in the development of the lesson exemplars in teaching history using “Reading Like a Historian” method which includes the try-out of the

validated exemplars in the actual classroom situations. Since the lesson exemplars have been validated, the lessons are now ready to be tried-out in the actual classroom. The researcher tried out the five (5) introductory lessons and two (2) learning exemplar of Philippine History. The researcher tried-out the lesson plans to a heterogeneous group of pupils consisting of 54 grade six pupils in Culiati Elementary School. The try-out lasted for eight (8) days, from November 24-28, 2014 and December 1-3, 2014.

The 40 minutes a day period gave the researcher ample time to cover all the components and procedures of the learning exemplar.

The following procedures guided the researcher in doing the try-out of the “Reading Like a Historian” learning exemplar.

1. Permission and approval to conduct the study

Before the actual conduct of the study, the researcher sought the permission of the principal of Culiati Elementary School to conduct the study. A letter to conduct the study signed by the thesis advisers was given and approved by the principal on November 18,

2014. (see **Appendix K**) p.163. After the approval, the researcher prepared the printing of all the pupil's worksheets for the try-out.

2. Reading Like a Historian Introductory Lesson Implementation

The *Reading Like a Historian* curriculum aims at turning pupils into historical investigators. Pupils may find this change erroneous after a steady diet of reading a textbook and answering questions, due to this matter, as per guided by the adapted curriculum, the researcher conducted the introductory lessons on November 24-28, and December 1, 2014. The lessons in the Introduction aimed at aiding pupils to be familiar with skills of historical inquiry that they already practice everyday, such as reconciling contradictory claims and appraising the dependability of narrative accounts. Additionally, the *Reading Like a Historian* classroom posters were posted to remind pupils what questions they should ask as they read historical documents.

3. The Process Observers

During the try out, the researcher invited two process observers to accompany her in the conduct of the "Reading Like a Historian" lesson exemplar serve as evaluators to assess the try out. They were given the process observer checklist (POC) wherein they rated the conduct of the "Reading Like a Historian" lesson exemplar on scale of 1-3 based on the following criteria: very appropriate (3points), appropriate (2points), and not appropriate (1point)

At the end of the try out, the researcher collected the POC from the process observers. The researcher computed the scores given by the process observers on the two components of the POC and their corresponding elements.

4. Triangulation with the process observers (PO)

The researcher also conducted a triangulation meeting with the process observers right after the try-out.

According to Cohen et al., (2000), triangulation denotes the usage of more than one approach to the analysis of a research in order to augment sureness in the ensuing conclusions. It involves checking what one hears and sees by comparing one's source of information (Frankel and Wallen, 2003). Purposely, triangulation in qualitative research seeks to improve the quality of the collected data and the accuracy of the researcher's interpretations. Best and Kahn (1998) vie that triangulation "provides additional comprehensive and balance picture of the circumstances."

Using this method, the researcher used an investigator type of triangulation which employs more than one observer (or participant) in a research setting (Cohen and Manion, 1994). The purpose of using multiple observers is to decrease the potential bias in gathering, reporting, coding, or analyzing data and to contribute to internal validity of the study. Flick (2002) adds that "cross-checking and verifying the interpretation of data by multiple observers serves not only to amplify the findings and increases validity, but also add the reliability."

The triangulation meeting served as a post conference evaluation of the actual conduct of the “Reading Like a Historian” Learning Exemplar. The researcher conducted the triangulation right after the try-out of the last lesson exemplar on December 3, 2014. During the triangulation, the researcher facilitated an open discussion for the sharing of comments and suggestions with the two process observers. At this phase, the researcher, together with the process observers, exchanged observations, comments, and suggestions on how to improve the “Reading Like A Historian” Learning Exemplar.

5. Learners’ Responses Assessment

After the try-out the teacher-researcher evaluated the pupil’s responses on the activities. The *ARCH Historical Thinking Skills Rubric for Elementary* (adapted from the work of the Stanford History Education Group) was utilized. The assessment was done holistically. In holistic scoring, a single score is based upon the overall impression of a product or performance. The scale is from 4 being the highest and 1 being the least. The criterion was divided into 3 elements: (1) Close Reading Strategies: *Sourcing and Critical Reading* (Author’s Craft); (2) Strategies/Procedural Concepts: *Corroboration and Contextualization*; and (3) Procedural Concepts: *Claim and Evidence* which overlaps with the strategies and procedural concepts.

The formula of frequency distribution and percentage was used to compute the overall performance of the pupils on the historical thinking activities given in the learning exemplar.

Research Paradigm of the Study

Figure 3 Johnsons Model of Development and Validation of Learning Exemplar

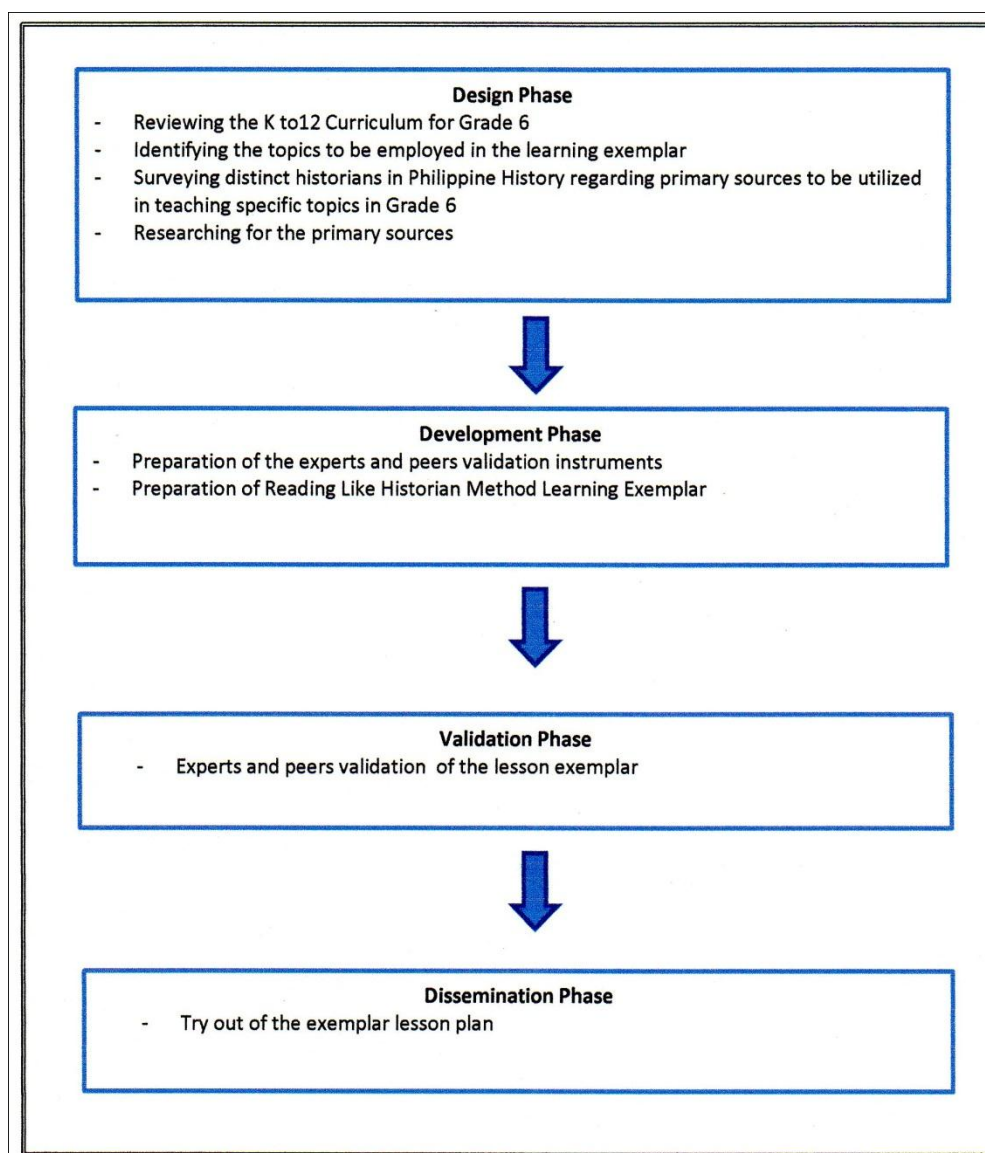


Table 1 Time Frame of the Research Procedure

Research Procedure	Time Frame
1. Identification, selection, gathering and preparation of source documents.	3 weeks
2. Experts and peers validation of the research instruments (Reading Like a Historian Method Learning Exemplar, ARCH Assessment Rubric, Process Observer Checklist and Primary Source Validation Rubric	2 weeks
3. Try out of the Reading Like Historian Method Learning Exemplar Lesson Plan	4 weeks
4. Assessment of Student's Historical Thinking Skills after the try-out of the Reading Like a Historian Method Learning Exemplar	2 weeks
5. Finalization of the Reading Like a Historian Method Learning Exemplar	1 week

3.6 Data Analysis

The assessment of experts and peers regarding the Reading Like Historian Learning Exemplar were analyzed using frequency distribution and percentage.

1. Frequency of distribution is an arrangement of the data which indicates the frequency of different values of an item. Frequency of an item is the total number of respondents who answered the pertaining item. Frequency under each item will be computed and analysed.
2. Percentage is a useful indicator for determining which item is the strongest and least component of the learning exemplar.

The formula for computing the percentage is:

$$\% = (f/n) (100)$$

Where:

% = percentage

f = frequency of correct responses

n= total number of respondents

CHAPTER IV

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

This chapter presents in detail the findings, and the analyses on the answer to the given statement of the purpose of the study presented in Chapter I.

4.1 Develop lesson exemplars based on “Reading Like a Historian” method.

The main consideration in determining the content and competencies used in the study is the K-12 Basic Education Curriculum which will be implemented on school year 2017-2018 in Grade 6.

The researcher conducted a survey on September 8, 2014 with ten (10) distinct Filipino Historians from the prime universities in the country such as University of the Philippines and De La Salle University. These historians were tasked to identify the primary sources of the curriculum content such as written historical documents- speeches, diaries, memoirs, interviews, journals, etc.

In the process of survey the researcher had a hard time communicating with the historians since they are very busy professionals, but fortunately through “Historian A” (a distinct professor and a known consultant of Philippine History movies and television shows) in behalf of his colleagues from De La Salle University, and from “Historian B” (known in specializing on exploring various issues in Philippine social history such as Philippine women's social history) from University of the Philippines, Diliman, they openhandedly gave many sources where the researcher can locate evidences and accounts of Philippine History and

some samples of primary sources that the teacher-researcher could use in the study based on the affirmations of Monte-Sano (2012) that learning to craft an assertion and backing it with explicit and pertinent evidence will develop a pupil's historical thinking skills.

Through a very short conversation over the phone with “Historian A” when he first recognized the permission letter survey for him, he commended the teacher-researcher for doing the research since he is a known advocate of awakening Filipinos to the crucial role of history in the society, he feels it was indeed necessary for the basic education teachers to do some efforts to improve the pedagogical aspects of teaching the subject. He mentioned that after he has read the letter, he automatically acknowledged it because “primary source analysis” method in teaching History in elementary level can be of great help to alleviate the lack of interest of young Filipino learners in learning the History subject in schools. Hence, the teacher-researcher became more inspired and eager to do the study.

Moreover, when the teacher-researcher had an opportunity to meet with “Historian B”, she likewise extolled the teacher-researcher for doing the research, which can be linked to the assertions of Reisman, 2012, that by way of concentrating on the development of historical thinking skills while consuming primary and secondary source documents, teachers are able to halt the ‘throttlehold of the textbook’ which often diminishes primary source documents to decorations.

After the survey, two topics with the most listed primary sources were drawn and were chosen to be the topics for preparing the learning exemplar. These are the Death of Andres Bonifacio and the Filipino-American War (see **Appendix D**).p 147

The following are the competencies and content of the two lesson exemplars that were used in teaching history through the Reading Like a Historian method:

1. Pagkamatay ni Andres Bonifacio

- Pagsusuri at interpretasyon ng impormasyon:1-14
- Nahihinuha ang implikasyon ng kawalan ng pagkakaisa sa himagsikan/kilusan at pagbubuo ng Pilipinas bilang isang bansa: AP6PMK-Ic-5.4

2. Digmaang Pilipino-Amerikano

- Pagsusuri at interpretasyon ng impormasyon:1-14
- Nasusuri ang mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikao: AP6MK-Ig 10

4.2 Validate exemplar lesson in developing historical thinking skills through primary source analysis using the “Reading Like a Historian” method.

After developing the prototype learning exemplars to be used in the teaching historical thinking skills through Reading Like a Historian method, the researcher prepares (five) 5 introductory lesson plans based on the actual content

provided by the Reading Like a Historian Curriculum of Stanford University, to help pupils recognize skills of historical inquiry that they will be practicing during the entire try-out, such as reconciling conflicting claims and evaluating the reliability of narrative accounts, but these were translated into Filipino, and the setting was also changed to suit with Filipino-learners perspective. The introductory lesson plans are: (1) Lunchroom Fight; (2) Evaluating Sources; (3) Snapshot Autobiography; (4) Make your case! ; and (5) Lunchroom Fight II

In teaching the historical thinking skills, two (2) prototype learning exemplars in Philippine History using the lesson plan framework of the Reading Like a Historian Curriculum of Stanford University were prepared. This was done from October 1, 2014 to October 7, 2014. After preparing the two learning exemplars on *Pagkamatay ni Bonifacio* and *Phil-AM War*, the researcher distributed the two learning exemplars to the three experts in the field of HEKASI/Araling Panlipunan to validate the exemplars. The five introductory lesson plans were not subjected to validation since these were originally adapted to the “Reading Like a Historian” program.

Table presents the experts validation results using the Lesson Plan Rubric in Teaching History used in “Reading Like a Historian” Curriculum at Stanford University.

Table 2 Experts Validation Result

Element	Criteria	Score	P	Comments
Historical Content	Is historically accurate	3/3	100 %	
	Requires students to read and write	3/3	100 %	
Historical Thinking	Requires students to analyze or construct interpretations using primary source evidence	3/3	100 %	
<i>Sourcing/ Close Reading</i>	Requires close reading and attention to source information	3/3	100 %	
<i>Contextualization Contextualization Contextualization Corroboration Corroboration</i>	Requires students to do one or more of the following:			
	• establish historical significance	3/3	100 %	
	• identify continuity and change	3/3	100 %	
	• analyze cause and consequence	3/3	100 %	
	• take historical perspective			
	• understand the moral dimension of historical interpretation			
Scaffolding	Is appropriate and/or appropriately modified for stated audience	3/3	100%	
	Includes materials and strategies for scaffolding and supporting student thinking	3/3	100%	
Lesson Structure	Defines clear learning goals (aligned with state standards) and processes logically	3/3	100%	
	Includes assessment criteria and strategies that focus on historical thinking	3/3	100%	
	Includes background information and directions for implementing the lesson:			
	• time frame	3/3	100%	
	• procedure	3/3	100%	
	• technology/materials	3/3	100%	
	• handouts	3/3	100%	
	• bibliography	3/3	100%	

write. According to the three experts the framework used in the exemplar was the same with the components of the lesson plan that are presently used in the Philippines, although at first the two validators from Culiab were asking for a clearer explanation regarding the flow of the lesson since different terminologies on the salient parts of the lesson exemplar were somewhat different from the terms that are usually found in the lesson plans they are using at present in teaching the subject. For instance, as regards the posting of the central historical question, the teacher-researcher elaborated that this part was the part one of the lesson plan which consists of the objective of the lesson, where the pupils should realize the concepts and skills after the discussion. Furthermore, “Expert A” cited during the validation that the lesson exemplar was very good since it does not deviate from the components such as the objectives, subject matter, procedure and assignment/homework that the teachers should prepare in the Philippine setting. She reiterated that all of these components still should be present even though the exemplar being prepared was adapted in other curriculum abroad. Since she had seen all of these components, there was no other things that should be revised as per the preparation of the whole exemplar was concerned.

2. *Historical Thinking*

The historical thinking component of the exemplar received a rating of 100% from the evaluators. This favorable rating only implies that the

evaluators agreed that the activities in the lesson requires students to analyze or construct interpretations using evidence and also requires close reading and attention to source information. The four instructional processes/skills such as *sourcing*, *corroboration*, *contextualization* and *close reading* were evident in all the activities of the learners.

3. *Scaffolding*

The scaffolding component covers the materials used in the classroom activities which help the pupils develop their historical thinking skills. The 100% rating signifies the general perception of the experts about the appropriateness of the materials to the learners and can be perfectly utilized for scaffolding and supporting student thinking. “Expert A” commented that she will no longer look into the details of all the primary sources to be used in the lesson exemplar due to the fact that all of these were collected from the accounts of the distinct historians of the country. The other validators did not comment on this. The two other validators did not comment on this.

4. *Lesson Structure*

The component lesson structure received 100% rating. The perfect rating simply signifies how the experts viewed that the evaluation part of the exemplar includes assessment criteria and strategies that focus on historical understanding, defines clear learning goals and progresses logically and includes clear directions and is realistic in normal class room settings.

“Expert A” recommended to the teacher-researcher to indicate the objectives in the worksheets in every lesson so that the learners or observers of the lesson should be given notice on a particular competency/s that the learners are working on.

On the overall characteristics of the lesson exemplar and on its degree of structure, we can glean from the 100% rating given by the validators that the lesson exemplar was a directive lesson that tells teachers what to do and when to do it.

The learning exemplar was perfectly approved by the three experts since there were no revisions done in all the learning exemplars.

As the validation was nearing its end, one of the validators from Culiati Elementary School, in congruency with the affirmations of VanSledright, 2002 also distrusts that teacher’s capacity in the near future specially in the full implementation of K-12 curriculum in Grade Six to guide pupils through the “complex regimen of investigative techniques necessary for building contextualized interpretations of the events being studied”. In this matter the teacher-researcher relentlessly adheres to the assertions of Drake and Brown (2003) that the learners in the intermediate level profit impressively from the careful scaffolding of educators in using the tools essential to read and deduce

sources and logical approach is indispensable for pupils to become detectives of sources.

History teachers should not practice as Levesque (2009) noted, that every so often teachers reflect historical thinking as merely the skills required to process the content and the content to be “irrefutable facts”. Instead they should think of this as sort of learning that would seem is much more challenging and elaborate than remembering content or practical knowledge that has been read and/or conveyed through major archives.

4.3 Try-out the validated exemplar lesson teaching - *Ang Pagkamatay ni Andres*

Bonifacio and Ang Digmaang Filipino Amerikano.

After experts’ validation of the prototype learning exemplars employing the “Reading Like a Historian” method, the researcher tried out the lesson plans to fifty four (54) grade six pupils grouped as heterogeneous class in Culiati Elementary School. Two peer observers were invited to counter validate the try-out of the Reading Like Historian Method Learning Exemplar, the Process Observer Checklist was used to help the researcher to assess her actual conduct and observation of the lesson.

This is needed to validate the effectiveness of the exemplars in the actual classroom situations. The try- out lasted from November 24, 2014-December 3, 2014.

During the try out, the teacher-researcher invited two process observers to accompany her in the conduct of the “Reading Like a Historian” lesson exemplar. They served as evaluators to assess the try out. They were given the process observer checklist (POC) wherein they rated the conduct of the “Reading Like a Historian” lesson exemplar on scale of 1-3 based on the following criteria: very appropriate (3points), appropriate (2points), and not appropriate (1point)

At the end of the try out, the researcher collected the POC from the process observers. The researcher computed the scores given by the process observers on the two components of the POC and its corresponding elements.

Table 3 Process Observer evaluation on teaching using the RLH Learning Exemplar

A. On teaching using the RLH Learning Exemplar: The indicators	Mean
1. Measure the quality of delivering the procedures of lesson.	3
2. Evaluate the effectiveness of using primary documents in instructional tool in teaching history.	3
3. Validate the introduction of “doing history” as instructional methodology in teaching history.	3
4. Assess the usefulness of documents in developing student’s historical thinking skills.	2.5
5. Check the accomplishments of the learning standard.	3
Average	2.9

The above results the process observers’ impression on the conduct of the “Reading Like a Historian” Learning Exemplar. It also reflects the effectiveness use of source documents as instructional tool in “doing” history. Moreover, the average rating of **2.9** further asserts the reliability of the design of the “Reading

Like A Historian” Learning Exemplar, more so especially since it was based on the actual observation of co- HEKASI teachers.

The below presents the process observers’ evaluation on the pupil’s learning component.

Table 4 Process Observer evaluation on student’s learning

B. On student’s learning: The indicators	Mean
1. Measure the extent of participation of students in the activity.	3
2. Confirm the value of social construction of learning students.	3
3. Validate the student’s response in using primary documents.	3
4. Evaluate the student’s performance	3
5. Assess the development of student’s historical thinking using primary documents.	3
Average	3

The results above show how the process observers view on how pupils response on the use of primary sources. Based on the average rating of **3** and on their actual observation, it shows that both observers agreed that the pupils enjoyed the activity of “doing” history. The very satisfactory rating also reflects their view on how the lesson developed the pupil’s cognitive skills of thinking like a historian.

The results show the process observers’ impression on the conduct of the “Reading Like a Historian” Learning Exemplar. It also reflects the effectiveness use of source documents as instructional tool in “doing” history. Moreover, the average rating of **2.9** further asserts the reliability of the design of the “Reading

Like A Historian” Learning Exemplar, more so especially that it was based on the actual observation of co- HEKASI teachers.

The results also show the process observers’ view on how pupils respond to the use of primary sources. Based on the average rating of **3** and on their actual observation, it shows that both observers agreed that the pupils enjoyed the activity of “doing” history. The very satisfactory rating also reflects their view on how the lesson developed the pupils’ cognitive skills of thinking like a historian.

The researcher also conducted a triangulation meeting with the process observers right after the try-out. According to Cohen et al., (2000), triangulation denotes the usage of more than one approach to the analysis of a research in order to augment sureness in the ensuing conclusions. It involves checking what one hears and sees by comparing one’s source of information (Frankel and Wallen, 2003). Purposely, triangulation in qualitative research seeks to improve the quality of the collected data and the accuracy of the researcher’s interpretations. Best and Kahn (1998) view that triangulation “provides additional comprehensive and balance picture of the circumstances”.

Using this method, the researcher used an investigator type of triangulation which employs more than one observer (or participant) in a research setting (Cohen and Manion, 1994). The purpose of using multiple observers is to decrease the potential bias in gathering, reporting, coding, or analyzing data and to contribute to internal validity of the study. Flick (2002) adds that “cross-

checking and verifying the interpretation of data by multiple observers serves not only to amplify the findings and increases validity, but also add reliability”.

The triangulation meeting served as a post conference evaluation of the actual conduct of the “Reading Like a Historian” Learning Exemplar. The researcher conducted the triangulation right after the try-out of the last lesson exemplar on December 3, 2014. During the triangulation, the researcher facilitated an open discussion for the sharing of comments and suggestions with the two process observers. At this phase, the researcher, together with the process observers, exchanged observations, comments, and suggestions on how to improve the “Reading Like A Historian” Learning Exemplar. The teacher-researcher carefully noted the process observer’s comments and suggestions to establish the validity of the observation.

Below is the brief narrative report of triangulation including the comments and suggestions of the process observers.

1. The pupils really do engage in the activities like historians, investigating about issues in Philippine history, which was according to them is not ordinary in a classroom setting in HEKASI subjects at present.
2. The observers asked the researcher on how a non-History major teacher could engage to this kind of methodology especially in the elementary, since teachers are generalist educators in majority.
3. One of the observers commented that according to his observation, it seems that it is more difficult and taxing for the teacher to do this method

since teachers will be required to look for primary sources from distinct historians and after doing so, they have to interpret the documents to adjust with the pupil's capacity to understand.

4. Another observer commented that this kind of methodology would boost the pupil's sympathy to the people who have shaped our history. According to him, this will be the very tool to develop nationalism for the future generations who will be under this kind of methodology in teaching history because pupils will no longer be bored while learning the past.

4.3.1 Result of the Try-out among Students

After the triangulation the teacher-researcher used the *ARCH Historical Thinking Skills Rubrics for Elementary* to assess the learner's performance in all the activities of each lesson using the historical thinking skills (*sourcing, contextualization, corroboration and close reading*) in the "Reading Like a Historian" method. (see **Appendix H**).p 155

Table 5 Analysis of Scores on Students' Performance

Criteria	Sourcing and Close Reading (10 items)	Corroboration/ Claims and Evidences (10 items)	Contextualization/ Claims and Evidences (6 items)
4	69.63 %	81.46 %	83.64 %
3	24.07 %	12.41 %	12.35 %
2	5.74 %	2.78 %	2.47 %
1	0.56 %	0.74 %	0.62 %
no answer	0	2.59 %	0.62 %

Sourcing and Close Reading

Out of ten sourcing and close reading activities given, 69.63% of the 54 pupils have identified all authors and all original dates of primary and secondary sources. They have also evaluated the reliability of the sources based on the author's perspective and when and why they are produced. Almost quarter (24.07%) of the class identified most of the authors, 5.54% identified some and 0.56% identified few and did not attempt to evaluate the reliability of the Source. All the pupils were able to do the skills.

Corroboration

Vast majority of the pupils (81.46%) were able to analyze the multiple accounts of the same event or topic and noted important similarities and differences in the numerous evidences given. It was 11.83% higher than their

skills of sourcing and close reading. However, it was observed that 2.59% of the pupils did not attempt to examine the sources for corroborating or conflicting evidence. Out of 54 pupils, 12.41% only cannot thoroughly analyze multiple accounts and note important similarities and differences but can do the skills through comparing information and perspectives in multiple sources. Very small percentages (3.52%) have demonstrated little to no attempt to do the skill.

Contextualization

It is notable that 83.64% of 54 pupils showed that they applied prior and new knowledge to determine the historical setting of sources. They have used the setting to interpret the sources within that historical context, as opposed to present day mindset. Very little percentages (14.82%) who attempted to interpret and determine the historical setting of the sources. Only one (1) pupil was not able to do the skill and (one) who demonstrated no attempt to understand the historical setting of sources.

The ratings show that pupil's strong point in doing the historical thinking skills is the ***Contextualization***. There are a very small percentage of pupils who cannot completely do the activity but tried to implement the skill. This confirmed the fact that the researcher insured that the learning process in the method were applied within the scope of the grade 6 pupils.

From the result it can be gleaned that in this research showed that pupils find difficulty in developing historical thinking skills, but they are still “perfectly capable” of doing so and will improve with practice (Vansledright, 1999, Levstick & Barton, 2001, Wineburg, 2001, Booth, 2002). Pupils can learn to reflect historically from the commencement of their introduction to history Chown (2005). Elementary pupils are capable of thinking historically with appropriate guidance and practice VanSledright (1999).

The researcher may affirm that “real history can be taught to pupils of a variety of ages and abilities and that the pupils can come in terms with the “strangeness” of the past and use “historical imagination” to think effectively in history (Yeager and Foster, 1998).

Table 6 Examples of Observed Pupils’ Responses During Try-out

✓ engaged and motivated in relating to the story and doing the role as historians	• <i>“Kasi baka maraming batang nag-away kaya iba-iba ang kanilang mga bersyon, at saka baka may pinagtatangol ang mga nagkuwento sa mga nag-away, at iba-iba ang oras ng pagdating nila kaya iba-iba ang nasaksihan nila sa pag-aaway.”</i> • <i>“Ang aking hinuha ay sinasadya nila pahirapan ang mga Pilipino dahil sa liham ng isang sundalo na Amerikano para sa kanyang kapatid na lalaki sa kanyang pahayag ay masaya sila sa kanilang ginagawang brutal sa pamamagitan ng pagbaril at pagpatay sa mga Pilipino.”</i>
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	• <i>“Ipinahihiwatig na hindi maayos o makatarungan ang pagpatay kay Andres Bonifacio at kanyang kapatid ng mga grupo ni Aguinaldo, batay sa kwento ni Gregoria de Jesus. Maaring ang pagpatay sa kanila ay hindi nagustuhan ng iba pang mga katipunero.”</i>
✓ thought critically	• <i>“Ang makatotohanan ay ang “Hello Garci” tape, andun lahat ng pinag-usapan nila at bakit siya magsosorry kung wala siyang kasalanan sa election o nandaya.”</i> • <i>“Ang kopya ng tala ni Pigafetta dahil siya ang isa sa mga saksi sa kanilang pagdating sa Pilipinas.”</i> • <i>“sadyang di makatao ang sundalong Amerikano sa mga Pilipino dahilan sa minamaliit ng mga Amerikano ang mga Pilipino, halimbawa nito ang dyaryo, sinasabi sa dyaryo na Amerikano ang nagpapaligo sa mga Pilipino at ang pagbaril sa batang nakasakay sa kalabaw ng mga sundalong Amerikano.”</i>
✓ compared alternative views of an issue or conflict and considered the views, beliefs, and practices of different groups of people	• <i>“Salasay B dahil mismo ang kalaban ang nakakita sa buong Team Eagle na kumakain sa Jollibee nang maganap ang paninira.”</i> • <i>“Ang salaysay A at B ay magkatugma ng salaysay dahil ang dalawang nakasaksi ay nagsasabi na nakita nila ang Team eagle na kumakain sa Jollibee ng maganap ang paninira ng lockerroom ng Team Tamaraw.”</i> • <i>“Naniniwala ako sa sinulat ni Gregoria De Jesus, dahil hindi po naging makatarungan ang</i>

	<i>pagpatay sa kanyang asawa na si Andres Bonifacio, dahil maaring naiinggit lamang ang grupo nina Emilio Aguinaldo sa kanya at para sila na ang maging pinuno ng KKK, dahil dito hindi nagkaroon ng pagkakaisa ang mga Katipunero noon.”</i>
✓ produced historical narratives and arguments of their own	• <i>“Ayon sa aming pagsasaliksik at pagtitimbang sa mga nangyari si Max ang dapat masuspende dahil sa kanilang pagkawala ng disiplina at ang kanilang ginagawang kalokohan ng kanyang mga kaibigan laban kay Justin. Ang pag-iiba nga kanyang ugali at ang mga pangyayaring hindi karapatdapat.”</i> • <i>“Sa aming pagdedesisyon, ang mga sumusunod na mga mag-aaral na nararapat na masuspende ay sina Max at mga kaibigan dahil naghihiganti si Max kay Justin dahil sa pagpapalis sa tatay ni Max sa pabrika kaya pinagtritripan ni Max at tropa niya sa English class pa lang nila si Justin at hanggang sa kantina at kaya’y nagkapikunan na at nahantong sa away at gulo.”</i> • <i>“Dahil sa aming mabubsisisng pag-iimbistiga ay nalaman naming na dapat isuspende si Max at mga kaibigan n’ya sa kadahilanana dahil dapat hindi niya pingatritripan, iniinsulto o pananakit kay Justin na kanyang bagong kaklase.”</i>

During the try-out the pupils work in dyad and in groups. Not only was it highly engaging but it was also exciting since the pupils can relate to the story and the role of the historians, since they established an appreciation for the challenges a historian has to engage in their effort to arrive at the truth. The pupils also attained the concept that historians must be fair and unbiased in their efforts as their written work can stimulate exactly how the forthcoming generations reflect about the history.

It is undeniably very evident that according to Lee and Ashby (2000), that young student could indeed develop historic sense but they must be taught explicitly to understand cause and effect. Beginning pupils can also be directed to read and construe historical sources through careful teacher scaffolding of the use of suitable thinking tools (e.g. Barton, 1997; Drake & Brown, 2003; Levstik & Barton, 1996; VanSledright, 2002).

During the activities, not only did it get students thinking about history, and how to be critical thinkers, it also allowed the researcher to get a good idea of the pupil's writing skills. The aforementioned activities were great and they appreciated them, especially when they did the interview portion of the activity.

It is very true as proposed by Parker (2012), through of the analogy of an airplane for teaching history. The plane will not fly without two operational wings. On one wing, kids read and "are wide-open to historical accounts that others have created; however, children are betrothed directly with historical reasoning as they are abetted to conceptualize their own narratives" (p. 125). On

one wing pupils are associating to, understanding, reading, and enthralling history; on the other wing they are constructing, writing, or what many call “doing” history. Both reading and writing must occur, as must listening and storytelling. The “doing” is frequently missing out, which leaves learning history a flaccid chore and adds to students’ outlooks that history is tedious. “Doing” history requires the socially constructed learning provided in effective classrooms (Barton & Levstik, 2004).

The activities allowed the pupils for excellent conversations. The kids really enjoyed it, especially regarding the “Hello Garci” incident, even though they knew nothing about any of the events.

Based on Parker (2012), these stories/ documents are gears educators use to accelerate students’ learning of history. Educators use similar good instructional methodologies for understanding of historical texts that they use in all good literature instruction.

In the activities pupils not only read, investigate, inquire, and equate historical narratives; they are also directed to produce historical narratives and arguments of their own. To truly engage in writing and creating essays, articles, presentations, media projects, and other types of historical accounts, students must exhibit sound historical perspectives and knowledge. Teachers lead pupils in using tools to promote interpretation of sources and artifacts. Pupils analyze the strength of sources and the perspective of authors by what is included and what is left out of a narrative. Pupils learn to compare alternative views of an issue or

conflict and to consider the views, beliefs, and practices of different groups of people in a particular historical time period. Through dynamic discussion and analysis pupils are not imparted basically what happened, however they are invigorated to figure out what might have happened by means of varied expertise of real historians (Parker, 2012).

The pupils were very engrossed in doing the activity and made the link to studying history, particularly in the circumstance of assessing primary sources. The entire order taught them an extraordinary set of critical thinking tools that they will be able to use for the next two topics of Philippine History which was prepared by the researcher. The teacher-researcher really enjoyed working with the pupils. Most of the pupils said that they liked the activity because it was a good way to think about history! The researcher thinks that the pupils realized that they can and often use the skills of a historian.

The result of the lesson was very tangible based on Gewertz's (2012) assertions that as pupils learn to construe historical documents and make sense of the facts, they see that history is an agglomeration of stories and interpretations). Learning the essential content literacy skills to construe these historical documents is vital for pupils during their historical thinking skills development.

Pupils necessitate the chance to do history as historians do, which includes investigation and elucidation of pertinent evidences. But as we see with any new learning process, such a shift is not that easy. (Gewertz, 2012). Teaching evidence-based claims to support arguments will provide pupils with a grander

historical perspective and further advance their historical thinking skills. By learning history as an agglomeration of human narratives, pupils are able to further improve their own self identify. Pupils are able to acquaint the narratives of their own lives with the stories of the historical figures and develop grander meaning as a result.

As a result of activities the teacher-researcher also proved that pupils find difficulty in developing historical thinking skill, but they are still “perfectly capable” of doing so and will improve with practice (Vanledright, 1999, Levstick & Baton, 2001, Wineburg, 2001, Booth 20023). As Chowen (2005) has also claimed that pupils can learn to reflect historically from the commencement of their introduction to history. Elementary pupils are really capable of thinking historically with appropriate guidance and practice. (VanSledright , 1999).

“Real history can be taught to pupils of a variety of ages and abilities and that the pupils can come to terms with the “strangeness” of the past and use “historical imagination” to think effectively in history (Yeager and Foster, 1998)

The teacher-researcher proved based on the assertions of Hernández-Ramos & De La Paz, (2009), that once set an enormous file of primary and secondary sources, several pupils go further beyond what is expected from the textbook for a significant portion of their resources. As pupils read a collection of documents, it converts clearly that they can produce manifold interpretations (Gewertz, 2012). By way of concentrating on the development of historical thinking skills while consuming primary and secondary source documents,

teachers are able to halt the ‘throttlehold of the textbook’ which often diminishes primary source documents to decorations (Reisman, 2012).

Pupils must understand history as a agglomeration of stories and elucidations (Gewertz, 2012). Pupils need to be given a chance to investigate historical data through designed learning opportunities by reading historical sources that present manifold perspectives (Monte-Sano, 2012). When given an opportunity to select these types of sources to enrich and expand on the content from their textbook, students will do so (Hernández-Ramos & De La Paz, 2009). Pupils work together, share thoughts and convey connotation through primary source analysis and are skilled to comprehend history as an account of human experiences.

At the end of the eight-day try-out the teacher-researcher affirmed that Samuel Wineburg and his colleagues in the Stanford History Education Group (SHEG) “HATs,” or “historical assessments of thinking” was very effective. HATs empower educators to gauge students using ground-breaking assessments that scale historical thinking in easy to use, classroom-friendly ways (Stanford History Education Group, 2012). In this activity, pupils are able to critique documents to answer historical questions, and teachers utilize short essays to estimate how thriving pupils are absorbing the lesson (Gewertz, 2012). Assessments such as these, which center on answering a guiding question, provide teachers with a window into students’ thinking.

Historical thinking skills, as explored in the Reading Like a Historian Program (2012), consist of the following: Sourcing, Contextualization, Corroboration, and Close Reading are very beneficial to learners in learning the past. In sourcing, pupils are able to precisely identify who created the document, the author's standpoint, when the document was produced, and for what purpose the document was created. In contextualization, pupils are able to reflect the document's historical context, piecing together the major events, themes and people that distinguish the era in which the document was created. In corroboration, pupils are able to delimit significant details across numerous sources to conclude points of agreement and disagreement. In close reading, pupils are able to absorb a primary or secondary source text deliberately and profoundly by construing words and sentences for meaning. These skills based on the Reading Like a Historian Program (2012) are interconnected and related and are key in the development of historical thinking.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the highlights of the study such as the summary, conclusions and recommendations.

5.1 Summary of Findings

Two (2) Philippine History learning exemplars and five (5) introductory lesson plans using the Reading Like a Historian method were developed and implemented in fifty four (54) grade six pupils. These learning exemplars underwent validation by experts who have specialized in the field and have been teaching History for many decades. Result showed that the learning exemplars were acceptable to the experts since they rated 100% in all its elements such as historical content, historical thinking skills (sourcing, contextualization, corroboration and close reading), scaffolding (materials) and lesson structure. These results seem to reflect that “Reading Like a Historian” method is very appropriate to use in teaching primary sources analysis that develops historical thinking skills of the learners in elementary level.

The “Reading Like a Historian” method although adapted from abroad suited the needs of grade six Filipino learners. It was very appropriate since it engaged pupils in historical inquiry. This method taught pupils how to investigate historical questions by employing reading strategies such as *sourcing*, *contextualizing*, *corroborating*, and *close reading*. Instead of memorizing historical facts, pupils assessed the reliability of numerous viewpoints on historical issues. They learned to create historical assertions supported by documentary substantiation.

5.2 Conclusions

In the light of the findings, the following conclusions were drawn.

1. To determine the content and competencies to be included in the lesson exemplars the K-12 Basic Education Curriculum was reviewed. The researcher concluded that K-12 Basic Education Curriculum will be the most effective guidepost to be the benchmark of the study. The K-12 Basic Education Curriculum was the main determinant in the selection of the topic for other reason that when a lesson exemplar is based on the curriculum, it can be used by the majority of the Araling Panlipunan teachers in Grade Six, most especially during on its implementation on school year 2017-2018, as a model of lesson planning.

Having identified the topics and competencies it is very significant to seek the expertise of the distinct Historians of the country to identify and validate the primary sources that can be used in a specific topic. Only they have all the sole authority to identify the appropriate accounts to be utilized in teaching the country's history.

The “Reading Like a Historian” Method from Stanford University was adapted because this method is very appropriate since it engages pupils in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents intended for groups of pupils with diverse reading skills and abilities.

This method teaches pupils how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, pupils assess the reliability of numerous viewpoints on historical issues. They learn to create historical assertions supported by documentary substantiation.

The conclusion that “Reading Like a Historian” method was appropriate in teaching historical thinking skills to the grade six pupils is based on the result of the validations and try-outs made.

2. Preparation of the learning exemplar was considered the very crucial phase of the study. The following reasons are: (1) substantial research is needed to gather enough information about the “Reading Like a Historian” method to be adapted in the Philippine classroom setting is very challenging, due to the fact that the said methodology has not yet ever been introduced in the field of teaching in the country; (2) It was indeed very demanding to conduct surveys from ten (10) distinct historians, since these experts have different hectic schedules; and (3) Researching for the primary sources was also arduous, since the historians did not provide all the actual accounts for the topics, and the researcher should find it herself. Time and effort should be fully exerted.

After the preparation of the learning exemplar, the validation stage of the learning exemplars went easy since the framework was adapted by an established curriculum in abroad- Stanford University and also it has the same areas of concern with the lesson planning used in the Philippines.

3. After the validation of the experts, each of the lesson exemplars was tried out. No changes and revisions were made based on the result of the try-outs. Historical thinking skills were obviously taught to the pupils through the method of Reading Like a Historian, as per the outputs being the basis of the conclusion.

This research showed that pupils find difficulty in developing historical thinking skills, but they are still “perfectly capable” of doing so and will improve with practice (Vansledright, 1999, Levstick & Barton, 2001, Wineburg, 2001, Booth, 2002). Pupils can learn to reflect historically from the commencement of their introduction to history Chowen (2005). Elementary pupils are capable of thinking historically with appropriate guidance and practice VanSledright (1999).

The researcher may affirm that “real history can be taught to pupils of a variety of ages and abilities and that the pupils can come in terms with the “strangeness” of the past and use “historical imagination” to think effectively in history (Yeager and Foster, 1998).

5.3 Recommendations

Based on the findings and conclusions of the study, the following are hereby suggested.

1. In developing lesson plan exemplar, it is important to review the learning continuum of the education system. In the case of the study, the K-12 Basic

Education Curriculum has been used to serve as guide in the selection of the topics and competencies to be included in the lesson exemplars. Having identified the topics from the continuum, the expertise of the distinct historians is to be sought to identify and validate the primary sources that can be used in a teaching a specific topic in Reading Like a Historian method.

2. Intensive researches must be done to determine the appropriateness of the foreign methodology to be employed in the learning exemplar. In this case, the researcher used the “Reading Like a Historian” method since this suits and adapts to the needs stated in the curriculum. There are handfults of methodologies in teaching history using primary source analysis, but not all of these can be used specially for elementary pupils.

In preparing the lesson exemplar, all the possible materials that can be used should be evaluated and validated well to come up with very intensive lesson exemplars. Rigorous readings and researches should be employed to come up with a better one.

3. In order to legitimize the lesson exemplars, validation and try-outs should be made. Validation should be given enough time and effort to determine the effectiveness of the lesson exemplars. Expert evaluators should be tapped to help validate the lesson exemplars. Try outs should also be undertaken to establish the validity of the lesson exemplars in the existent classroom situation.
4. Recommendations and suggestions of the experts should be taken consideration in the finalization of the format of the learning exemplar if there as such. The result

of the try-out should also be taken into account for the preparation of the final well-prepared lesson exemplars.

5. Further try outs should be made to other group of pupils to establish more of the validity and effectiveness of the learning exemplar.
6. Further study on teaching historical thinking skills using Reading Like a Historian method should be done in other History subjects and with other grade levels. This will improve the teaching-learning situations and help in the academic achievements of the students in learning History.

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Appndix A- Lesson Exemplars

PANIMULANG ARALIN: "LUNCHROOM FIGHT"

MGA KAGAMITAN

- Pupil's Handout – Lunchroom Fight

PAGHAHANAY SA BATAYANG KASANAYAN SA KURIKULUM

1. Pagsusuri at interpretasyon ng impormasyon:1-14 (pahina 7 ng 120, K-12)

PLANO NG PAGTUTURO

1. Panimula

Paghahanda ng kaisipan ng mga mag-aaral:

Isipin ninyong kayo ang punong-guro ng paaralan, at bigla ninyong napag-alaman na nagkaroon ng matinding pag-aaway sa oras ng inyong recess. Ikaw ay nagtanong-tanong sa maraming mga mag-aaral at mga gurong nakasaksi sa pangyayari. Inutusan mo silang ilahad sa pamamagitan ng pagsulat ang kanilang nasaksihan at kung sino sa kanilang palagay nagpasimula ng kaguluhan. Sa kasamaang loob, nakatanggap ka ng iba't ibang pahayag na nagdedetalye ng mahahalagang pangyayari sa nasabing kaguluhan tulad ng : kung sino ang nagpasimula nito, kailan ito nagsimula at kung sinu-sino ang kabilang sa gulong ito. Tandaan na mahalagang isipin na WALANG SINO MAN sa mga naglahad ang nagsisinungaling.

2. Magkakaparis na pagtutulungang sasagutin ng mga mag-aaral ang mga katanungan:

(a) Papaano magkakaroon ng *iba't ibang bersyon* ng kwento ang isang pangyayari na kung saan ay walang nagsisinungaling sa kanilang mga kuwento?

(b) Sinu-sino ang *mga iba't ibang taong nakasaksi* sa nasabing kaguluhan? (hal. kaibigan ng mga batang nakipag-away laban sa bersyon ng mga batang hindi nakakikilala sa mga batang kasangkot; ang mga batang mismong kasangkot sa away laban sa bersyon ng mga nakasaksi; at mga nakakatandang saksi laban sa mga batang saksi)

(c) Ano ang maaring maging batayan upang masabing mas kapani-panilawala ang inilalahad ng isa kaysa sa isa pang saksi?

3. Pagpapaalala sa mga isyung dapat talakayin:

(a) Bakit maaring *magkakaiba ang pananaw o mga bagay na naalala* ng isang tao sa isang pangyayari.

(b) Sino ang may interes na mas mapahamak ang isa kaysa sa isa? Sino ang nakatayo kung saan? Nakita ba nila ang kabuoang pangyayari?

- (c) Kaninong bersyon ang ***katanggap-tanggap***? (hal. isyu ng pag eeksaherado, at papaanong ang kwento ng pangyayari ay umaangkop sa pagkatao ng mag-aaral bago pa man siya nasangkot sa awayan). Kapani-paniwala ba ang kwento? Wala bang halong pagsisinungaling ito?
- (d) ***Panahon***: Nagbago ba ang kuwento matapos lumipas ang panahon? Mayroon bang pagkakaiba sa pag-alala sa mga bagay na nangyari kamakailan lang o sa pangyayaring naganap na makalipas lamang ang isang linggo? Ang panahon ba ay nakaaapekto sa pag-aalala sa isang pangyayari ng isang tao, at ito ba ay nakaapeto sa paglalahad ng katotohanan.
- (e) ***Aktuwal na ebidensya***: Ano ang mga pisikal na ebidensya na maaring magamit upang malaman kung sino at kung ano ang karapt-dapat na paniwalaan (pasa, nawawalang bagay, atbp.)?
4. Pagbibigyang puntos ang mga sumusunod habang nagtatalakay:
- (a) Kailangang bigyang konsiderasyon ng punong-guro ang maaring mas kapanipaniwalang kuwento upang malaman kung sino talaga ang nagsimula ng away. Hindi lamang mahalagang malaman kung sino ang nagsimula (kung mayroon man) ng away upang maparusahan, kundi ito ay mahalaga rin upang hindi na maulit pa sa sususnod na panahon.
- (b) Ang mga historyador ay sumusubok na alamin ang pangyayari sa nakalipas, ganun din ang punong-guro sa pangyayaring ito, wala na siyang paraan na balikan pa ito upang muli niyang masaksihan ang pangyayari, kung kaya tulad

ng mga historyador ay kailangan niyang gamitin ang mga naiwang ebidensya ng mga taong nasangkot sa mga pangyayari at mga aktuwal o pisikal na tira sa pangayayari na maaring magamit upang masagot ang mga katanungan.

- (c) Pag-alam sa pinagmulan (*Sourcing*), ito ay isang paraan ng pagtatanong kung ang isang ebidensya ay karapat-dapat at kapani-paniwala ba. Kung isinasagawa ito, mahalang malaman ang humuhubog na perspektibo ng isang tao sa kanyang pagsasalaysay. Hindi nangangahulugang siya ay nagsisinungaling o di kaya ay mayroon siyang partikular na pagtingin sa isang pangyayari. Maaring mayroon silang maaring mahalagang ambag upang maunawaan ang kasaysaysayan. Subalit bilang **mambabasa**, mahalagang ilagak sa isipan na ang bawat tao ay may iba't ibang papanaw sa mundong kanyang nakikita. Habang ito'y isinasagawa ay nagagawa ang tina tawag na pag-alam ng pinagmulan o *sourcing*.

WORKSHEET - "LUNCHROOM FIGHT"

Pangalan:_____

Petsa:_____

Panuto:

Isipin ninyong kayo ang punong-guro ng paaralan, at bigla ninyong napag-alaman na nagkaroon ng matinding pag-aaway sa oras ng inyong recess. Ikaw ay nagtanong-tanong sa maraming mga mag-aaral at mga gurong nakasaksi sa pangyayari. Inutusan mo silang ilahad sa pamamagitan ng pagsulat ang kanilang nasaksihan at kung sino sa kanilang palagay ngpasimula ng kaguluhan. Sa kasamaang loob, nakatanggap ka ng iba't ibang pahayag na nagdedetalye ng mahahalagang pangyayari sa nasabing kaguluhan tulad ng : kung sino ang nagpasimula nito, kalian ito nagsimula at kung sinu-sino ang kabilang sa gulong ito. Tandaan na mahalagang isipin na WALANG SINO MAN sa mga naglahad ang nagsisinungaling.

Sa inyong pangkat ay sagutin ang mga sumusunod na katanungan.

Mga Katanungan:

- (1) Papaano magkakaroon ng ***iba't ibang bersyon*** ng kwento ang isang pangyayari na kung saan ay walang nagsisinungaling sa kanilang mga kuwento?

- (2) Sinu-sino ang *mga iba't ibang taong nakasaksi* sa nasabing kaguluhan? (hal. kaibigan ng mga batang nakipag-away laban sa bersyon ng mga batang hindi nakakikilala sa mga batang kasangkot; ang mga batang batang mismong sangkot sa away laban sa bersyon ng mga nakasaksi; at mga nakakatandang saksi laban sa mga batang saksi?

- (3) Ano ang maaring maging batayan upang masabing mas kapani-panilawala ang inilalahad ng isang kaysa sa isa pang saksi?

PANIMULANG ARALIN: "SNAPSHOT AUTOBOIGRAPHY"

MGA KAGAMITAN

- Kopya ng proyektong *Snapshot Autobiography*

PAALALA

Ang araling ito ay idinesenyong isinasagawa para sa dalawang sesyon ng pagtuturo.

PLANO NG PAGTUTURO SA UNANG SESYON

1. Malayang pagsulat ng *journal*: Ano ang kwento ng iyong kapanganakan?

Paalala: Para sa ilang kadahilanan, maari ang ilang mga mag-aaral ay hindi nakakaalam ng kanilang kwento ng kapanganakan sapagkat sila ay nagdaan sa proseso ng pag-aampon. Hinihikayat na ilahad din ang kanilang kuwento upang magkaroon nang mas malawak at alternatibong pananaw ang mga bata sa mga pangyayari ng buhay, lalo na kung ito ay kinakailangan.

2. Pagbabahagi.

3. Malayang talakayan:

- Papaano mo nalaman ang kuwento ng iyong kapanganakan?
- Anu-ano ang mga ibedensyang maaring mong gamitin na magpapatunay sa iyong kuwento?

➤ Papaanong paraan maaring maalala ng iba ang iyong kuwento?

4. Pamamahagi at pagpapaliwanag sa pamamaraan ng pagsagot sa proyektong “Snapshots Autobiography”. Magdidisenyo ng polyeto ang mga mag-aaral batay sa kanilang kuwento.

Gawaing-Bahay:

Tatapusin ng mga mag-aaral ang kanilang mga polyeto at magtanong ng panibagong impormasyon sa ibang taong nakaaalam tungkol sa kanilang kapanganakan. (Gagamitin ito sa susunod na gawain).

PLANO NG PAGTUTURO SA IKALAWANG SESYON

1. Pagbabahagi ng mga mahahalagang pangayayari mula sa mga kuwento ng mga mag-aaral. Hindi kinakailangang isama rito ang mga nakalap na bagong impormasyon mula sa mga ibang tao.
2. Ang mga mag-aaral ay magbabahagi lamang ng tig-iisang pangyayari, upang hindi maubos ang oras ay maari itong gawin sa pamamagitan lamang ng pagtawag sa mga batang nais maglahad.
3. Mga katanungan sa talakayan:
 - Bakit mo napili ang bahaging iyon ng iyong kuwento at bakit hindi ang ibang bahagi nito? Ano ang dahilan kung bakit mas mahalaga o mas naalala mo ito kaysa sa ibang bahagi ng iyong kuwento?
 - Mahirap bang mamili ng bahagi ng kuwentong iyong nais ilahad? Bakit?
 - Anong mga ebidensya ang maari mong gamitin upang mapagtibay ang napili mong bahagi ng iyong kuwento?

- Ano ang nangyari habang ikaw ay nagtatanong tungkol sa iyong kapanganakan? Tinanggap ba nila ang iyong bersyon ng kuwento? Nagkapareho ba kayo ng kasagutan?
4. Pangwakas na paglalahat: *Sa gawaing natapos, ganito maipakikita kung ano ang kasaysayan. Ang kasaysayan ay mga pangyayari sa nakalipas, tulad ng mga pangyayari sa kapanganakan ng isang tao. Maari mayroong hindi nagkaksundo at mayroon din naming nagtutugmang bersyon ng mga kuwento. Ang ating gawain ay kung paano tayo makapangangalap ng mga ebidensya na siyang magbibigay linaw kung ano ang tunay na pangyayari sa kasaysayan.*

Worksheet- "SNAPSHOT AUTOBIOGRAPHY PROJECT"

Pangalan: _____

Petsa: _____

Ano ang kasaysayan? Maraming tao ang nagsasabing ang kasaysayan ay ang mga pangyayari sa nakalipas, ito ay maraming koleksyon ng mga pangalan, petsa at mga impormasyon na kinakailangang sauluhin. Ang layunin ng proyektong ito ay para matuklasan mo ang tunay na kahulugan ng kasaysayan at upang mabatid mo ang kahalagahan kung bakit kailangang pag-aralan ang kasaysayan.

Sa proyektong ito mahihinuha mo kung ano ang kahulugan ng kasaysayan sa pamamagitan ng paglalarawan ng ilang bahagi ng iyong sariling buhay. Ikaw ay maghahanap ng isa pang saksi na siyang magalalahad sa pangyayaring ito ng iyong buhay upang makita mo ang pagkakaiba at pagkakapareho sa inyong paglalahad ng kuwento.

Unang Bahagi:

1. Kumuha ng buong papel at itupi ito ng tatlong beses (itupi na parang ilalagay sa sobre).
2. Ang unang bahagi ng lupi ay sulatan ng pamagat, halimbawa "Ang Maikling Sulyap ng Buhay ni Ria"
(Maari mo itong guhitan at kulayan)

3. Sa likurang bahagi ng lupi ay sumulat ng maikling diskripsiyon tungkol sa manunulat. Isama ang iyong pangalan, lugar ng kapanganakan at kung kalian ka ipinanganak, at iba pang impormasyon na gusto mong malaman tungkol sa iyo ng ibang tao. Maaring ka ring maglagay ng iyong larawan kung iyong mamarapatin.
4. Sa apat na natitirang bahagi, sa unang lupi ay magsulat tungkol sa iyong kapanganakan. Sa iba pang mga bahaging lupi ay magkuwento ng mga mahahalagang pangyayaring na sa iyong palagay ay napakahalaga sa pagkakabuo sa iyong pagkatao. Ibig sabihin nito ay pipili ka ng mga mahahalagang bahagi ng iyong buhay, maliban sa iyong kapanganakan.
 - Ikaw ay mag-iinterbyu ng isa pang tao tungkol sa napili mong pinakamahalagang pangyayari ng iyong buhay. Mula sa tatlo ay pumili lamang ng isa, at tiyakin na ang taong iyong tatanungun ay nakaaalam sa pangyayaring ito ng iyong buhay.
 - Batay sa tatlong napili mong pinakamahalagang bahagi ng iyong buhay ay gumawa ng pagsasalaysay tungkol sa mga ito. Ilahad ito mula sa umpisa hanggang sa matapos. Isipin mong mayroong ibang magbabasa nito na hindi nakakikilala sa iyo at nais kang kilalanin at unawain. Siguraduhing isulat lahat ng detalye ng iyong kuwento.

Pangalan: _____

Petsa: _____

Ikalawang Bahagi: Proyekto – “Snapshot Autobiography – Another Perspective”

Ito ang pagkakataon na magtanong ka sa ibang taong nakakaalala sa isang napili mong mahalagang pangyayari sa iyong buhay.

1. Pumili ng isa mula sa tatlong mahahalagang pangyayaring iyong naisulat.
2. Pumili ng taong nakakaalam ng pangyayari iyong napili, maaring ang iyong magulang, lolo o lola, kapatid o kaibigan na may kaalaman tungkol sa napili mong pangyayari.
3. Tanungin mo ang taong iyong napili sa kanyang sariling bersyon ng pagkakaalala sa mahalagang pangyayaring iyong napili. Para makasigurado na nakukuha mo ang tamang bersyon, ay tanungin siya ng direkta tungkol sa pangyayari, halimbawa. “Nay, naalala mo pa po ba kung papaano kami naging magkaibigan ni Joy noong grade 5 pa kami? Maari mo po bang sabihin sa akin yaong bagay na naalala mo kung paano kami nagkakilala?”
 - Isulat ng maigi ang kaniyang mga tugon. Bigyang tuon ang mga bahagi ng kaniyang kuwento na kakaiba sa iyong sariling bersyon.
 - Huwag kalimutang magpasalamat sa taong iyong kinapanayam upang matapos ang iyong proyekto.

Pangalan ng taong kinapanayam: _____

Relasyon sa taong kinapanayam: _____

Napiling pangyayari mula sa “Snapshot AutoBiography” para sa gagawing pagpapatunay
(corroboration/cross checking) sa pangyayari:

➤ Mga naitalang tugon:

➤ Mga magkakatugmang salaysay mula sa sarling bersyon at mula sa tugon:

➤ Mga magkakaibang salaysay mula sa sarling bersyon at mula sa tugon:

Evaluating Sources

KAGAMITAN

- Evaluating Sources Worksheet

PLANO NG PAGTUTURO

Panimula: *Batay sa mga araling **Lunchroom Fight at Snapshots Autobiography**, kadalasan ang mga tao ay may iba't ibang perspektibo at pagkaka-alala sa mga pangyayari sa kasaysayan. Karaniwan ang mga historyador ay madalas na nahaharap kung sino ang dapat na paniwalaan? O kung sino ang mas higit na nagsasabi ng katotohanan?*

Pagpapangkat ng mga mag-aaral at ipamimigay ang sagutang papel. Kinakailangang masagot ang lahat ng katanungan.

Malayang Talakayan: Balik-aralan ang mga kasagutan ng mga mag-aaral.

Paalala: Ang mga kasagutan ay maaring magmula sa iba't ibang batayan sapagkat ang mga pangkasaysayang pag-unawa ay nagkakaiba batay sa manunulat nito. Ang mga bata ay bibigyan lamang ng isang batayan, subalit kinakailangan din niyang sulyapan ang iba pang isinasaad sa iba pang aklat upang mapatunayan ang isinasaad ng ebidensyang ginamit upang masagot ang katanungan sa kasaysayan.

Worksheet- "Evaluating Sources"

Pangalan:_____

1. Historical Question: Kailan ang petsa ng pagdating ni Ferdinand Magellan sa Pilipinas?

Unang Batis: Kopya ng tala ni Pigaffeta

Ikalawang Batis: History of the Filipino People ni Teodoro A. Agoncillo

Alin ang mas makatotohanan? Bakit?

2. Historical Question: Tunay nga bang nanalo sa halalan si Presidente Gloria Macapagal Arroyo noong 2014?

Unang Batis: Bahagi ng "Hello Garci" Tape

Ikalawang Batis: *video* ng paghingì ng tawad ni Presidente Gloria Macapagal Arroyo

Alin ang mas makatotohanan? Bakit?

Kopya ng Dokumento:

1. Kailan ang petsa ng pagdating ni Ferdinand Magellan sa Pilipinas?

Unang Dokumento: *Pigaffeta: First Voyage Around the World by Magellan, 1874 (bahagi)*

- At dawn on Saturday, March 16, 1521, we came upon a highland at a distance of three hundred leguas from the island of Latroni an island name Zamal [i.e. Samar]

Ikalawang Dokumento: *A Short History of the Philippines, 1975* ni **Teodoro A. Agoncillo**

- On March 17, 1521, the expedition reached Samar, marking the arrival of the first Spaniards in the Philippines. (March 16b according to Pigafetta, but he did not know about the International dateline. He should have added one day upon crossing the line)

PANIMULANG ARALIN: “Make Your Case!”

MGA KAGAMITAN

- Pupil’s Handout – Make Your Case!

PAGHAHANAY SA BATAYANG KASANAYAN SA KURIKULUM

Pagsusuri at interpretasyon ng impormasyon:1-14 (pahina 7 ng 120, K-12)

PLANO NG PAGTUTURO

Panimula

Ipaliliwanag sa mga mag-aaral na ang gawaing ito (*corroboration*) ay pagtitimbang at pag-aanalisa sa mga ebidensya upang ito ay maging katanggap-tanggap at makatutuhanan. Kung mayroong nakalap na iba’t ibang ebidesya subalit may iisang tugon, masasabing mas malakas ang mabubuong kaso, subalit sa ganitong pangyayari ay maaring magkulang o magkamali ang iyong paghihinuha.

Sa ganitong pagkakataon isinasagawa ng mga historyador ang ***corroboration*** upang malaman nila ang tunay na pangyayari sa kasaysayan. Patuloy silang nangangalap ng ebidensyang magpapatunay sa kanilang hinuha, subalit kung nagiging limitado ang isinasaad ng nasabing ebidensya ay muli silang maghahanap ng iba pang interpretasyon at pagpapaliwanag.

Nang dahil sa ang kahalagahan ng **corroboration** ay mapatatag ang argumento ng isang hinuha, sa ganitong paraan ay kinakailangan ding isagawa ang tinatawag na **sourcing** o pagkilala sa taong naging saksi sa pangyayari. Isinasagawa ito sa kadahilanang (1) nais mong ang bawat ebidensya ay kapanipaniwala at (2) nais mong malaman kung ang dalawang taong may magkaibang perspektibo o pananaw ay nagkakaroon ng pagkakasundo sa isang bagay tungkol sa isang pangyayari.

Pagpapamahagi ng mga “*Make Your Case! Handouts*”

Sasagutin ng mga mag-aaral ito nang magkakaparis.

Pagpapaalala sa mga isyung dapat talakayin:

- A. Parehong ebidensya ang nagsasabing kumain sa Jollibee ang Team Eagles nang maganap ang pagsira sa *locker room* ng Team Tamaraw.
- B. Ang ebidensya B ay mas malakas sapagkat ang testigong ito ay mula sa grupo ng Team Tamaraw, at masasabing walang personal na motibo upang kampiyan ang Team Eagle.

Worksheet "Make Your Case!"

Pangalan: _____

Petsa: _____

Panuto:

Batay sa pangyayaring inilahad ipaliwanag kung papaano natitimbang at naipaghahambing ang mga ebidensya. Pagkatapos ay pumili ng isang ebidensya na sa palagay mo na iyong magagamit upang mas maging malakas ang iyong kaso.

Sitwasyon:

Isang hapon bago maganap ang pinaka huling laban ng basketball game sa inyong sports fest, sa pagitan ng iyong team-Team Eagle at ang inyong kalaban na Team Tamaraw ay may naganap na paninira sa *locker room* ng Team Tamaraw, naniniwala silang ang sumira ng nasabing *locker room* ay ang inyong grupo, subalit batay sa pagsasalaysay ng Team Eagle ay lumabas sila para kumain sa Jollibee nang maganap ang nasabing pangyayari. Narito pa ang iba pang salaysay:

Salaysay A:

Batay sa Ate ng *captain ball* ng Team Eagle ay sinamahan niya ang buong grupo patungong Jollibee para kumain.

Salaysay B

Batay sa *point guard* ng Team Tamaraw, nakita niya ang buong Team Eagle na kumakain sa Jollibee nang maganap ang paninira sa lockerroom.

Mga Katanungan:

1. Papaano nagkakatugma sa salaysay ng Team Eagle ang kasgutan ng dalawang saksi?

2. Alin sa dalawang salaysay ang sa tingin mong makatutulong saiyo sa paglutas ng kaso? Bakit?

PANIMULANG ARALIN: “LUNCHROOM FIGHT II”

MGA KAGAMITAN

- Pupil’s Handout- Mga Ebidensya: “Lunchroom Fight”
- Pupil’s Handout- *Evidence Context Handout*
- Pupil’s Handout- Kopya ng Suspensiyon

PAGHAHANAY SA BATAYANG KASANAYAN SA KURIKULUM

Pagsusuri at interpretasyon ng impormasyon:1-14 (pahina 7 ng 120, K-12)

PLANO NG PAGTUTURO

Panimula

Muling babalikan ang pangyayari sa unang aralin - “Lunchroom Fight”

Noong talakayin natin ang unang aralin tungkol sa “Lunchroom Fight”, tayo ay nakatuon sa kung sino at anong uri ng tao ang naging saksi sa kaganapan (sourcing). Napag-isip tayo na bakit nagkakaroon ng pagkakataon na nagiging magka-iba ng bersyon ng mga kuwento kahit iisa ang nasaksihang kaganapan, subalit maituturing nating walang sino man sa kanila ang hindi nagssabi ng katotohanan, sa ganitong pagkakataon, kailangang ikonsidera na ang isang salaysay ay mas kapani-paniwala kaysa sa isa.

Ngayon ay makatatanggap kayo ng iba’t ibang ebidensya mula sa mga saksi at mga taong may kaugnayan sa pangyayaring naganap. Ang iyong

*gawain ay alamin kung sino ang karapat-dapat na sususpendihin dahil sa pagpapasimula ng gulo. Upang maisagawa ito ay kinalailangang isagawa ang mga sumusunod na hakbang (1) **sourcing**, (2) **contextualizing**, at (3) **corroborating**. Sa pagsasagawa ng **Sourcing** ay kinakailangang kilalanin kung sino at ano ang pagkatao ng saksi, ano ang kinalaman niya sa mga nasangkot at sa mismong kaguluhan. Sa pagsasagawa naman ng **Contextualization** ay kinakailangang alamin mo kung ano ang iba pang mga kaganapan noon sa lugar na pinangyarihan. At ang para sa pinaka huling proseso ang **Corroborating** ay kinakailangang timbangin at isagawa ang “cross examination” ng mga ebidensyang nakalap mula sa mga saksi sa pamamagitan ng pagbibigay tuon sa mga pagkakapareho at pagkakaiba-iba ng mga salaysay ng bawat isa tungkol sa pangyayari, upang mapagtibay ang magiging hinuha sa kaso.*

Pagbabahagi ng mga *handout*

Ipaliwanag:

Ihanay sa tamang konsepto ng lugar ng pangyayari ang mga ebidensya, halimbawa kung ito ay naganap sa kanilang baranggay, paaralan o sa kantina. Isulat ito sa unang hanay.

Balik-tanawan ang maaring maging kasagutan ng mga mag-aaral:

(a) Unang Pangkat: Baranggay

- Tinaggal sa trabaho ng ama ni Justine ang mga magulang ni Max.
- Ang paktorya ay unti-unti ng nalulugi.
- Tinutulungan ni Max ang mga mas nakakabata at tumutulong siya sa kanilang simabahan
- Si Justin ay palagiang gumagala.

(2) Ikalawang Pangkat: Paaralan

- Si Justin ay bago sa paaralan at mahiyain.
- Kilala si Max sa paaralan, subalit kamakailan lang ay naging malulungkutin at naging mapag-isa.
- Inaasar ni Max at ng kanyang mga kaibigan si Justin sa labas ng sliid-aralan, at siya'y tinititigan nila ng masama noong oras ng *English*.
- Mayroong tensyon sa paaralan dahil sa resulta ng pagtatanggal ng mga empleyado ng paktorya.

(3) Ikatlong Pangkat: Kantina

- Naganap ang pag-aaway habang naka pila ang mga bata.
- Itinulak ni Max si Justin.
- Sinuntok ni Justin si Max.
- Si Max at ang kanyang mga kaibigan ay nagbibiruan.

Matapos na mailahad ng mga bata ang kanilang mga kasagutan ay tumungo sa ikalawa at ikatlong hanay. Talakayin ang kasagutan ng mga mag-aaral

Ipatapos sa mag-aaral ang suspensiyon, gagawin ito ng indibidwal. Ipalahad sa mga bata ang kanilang naging desisyon at hikayatin silang gamitin ang mga katagang *sourcing*, *corroborating*, *contextualizing*, ebidensya, kapani-paniwa, atbp.

Ipaliwag sa mga mag-aaral na ang isinagang ito ay ang magiging basehan ng pag-aanalisa ng mga primaryang batis o mga ebidensiya upang malaman ang tunay na pangyayari sa kasaysayan.

Worksheet - "LUNCHROOM FIGHT": MGA EBIDENSIYA

Pangalan: _____

Petsa: _____

Pangunahing Impormasyon:

Ikaw ang punong-guro na nagnanais na malaman ang tunay na pangyayari sa kaguluhang naganap sa kantina. Ang away ay sa pagitan ng dalawang mag-aaral na sina Justin at Max. Si Justin ay isang bagong lipat na mag-aaral. Siya ay tahimik at mahiyain at wala pang masyadong kaibigan. Siya ay lumipat sa barangay dalawang buwan pa lamang ang nakalilipas sapagkat ang kanyang ama ay nabigyan ng trabaho bilang "manager" ng paktorya. Dahil sa naging kalugian sa paktorya ay nagtanggag ng mga empleyado ang ama ni Justin at kasama sa mga natanggag ang mga magulang ni Max. Si max ay kilalang mag-aaral bilang isang masiyahin at palakaibigang mag-aaral. Makalipas ang ilang linggo ay bigla siyang nagbago at naging malulungkutin at mapag-isa.

Mga Batis:

Justin: " Sinimulan ni Max ang lahat, Nakatayo lamang ako sa pila habang naghihintay na bayaran ang aking pagkain at bigla niya akong itinulak ng malakas, nang wala man lang dahilan. Bigla lang siyang nagwala sa harap ko. Hindi ko nga siya kilala, kakaiba talaga ang pakikitungo niya sa akin mula pa lamang nang pumasok ako sa paaralang ito."

Max: " Sira-ulo ang batang 'yan. Bigla siyang tumalikod at sinuntok akong bigla. Ako at ang mga kaibigan ko ay magkakasamang nagbibiruan habang nasa

pila, sinuntok niya ako nang walang dahilan. Siya ang nanggulo. Kahit itanong n'yo pa sa iba."

Eric (matalik na kaibigan ni Max): *"Siguradong yang bagong lipat na yan ang nagsimula ng gulo. Totoong bigla lang siyang umatake ng hindi namin namamalayan. May sumpong yan, at akala niya na mas magaling siya sa lahat ng nandirito dahil sa tatay niya."*

Anthony (nakatayo lamang sa lugar ng pangyayari): *"Medyo nasa hulihan ako ng pila, pero napansin kong masyadong maingay at nagbibiruan ang barkada nina Max. Hindi ko talaga marinig kung ano ang pinag-uusapan nila. Tapos bigla na lang nakita ko na inaawat at pinaghihiwalay sina Justin at Max".*

Megan (kasintahan ni Max): *"wala ako doon ng mangyari iyon, ang masasabi ko lang ay may talagang kakaiba sa pag-uugali ni Max kamakailan lang. Hindi ko alam kung ano ang problema, pero parang hindi na siya ang kakilala kong Max.*

Trabahador sa kantina: *"May mga batang nagtutulakan, sa palagay ko, aksidenteng naitulak yung bagong lipat na bata, at mali lang ang kayang pagkakaintindi sa pangyayari."*

Nanay ni Max: *"kahit kalian hindi magsisimula ng away si Max, napaka sweet n'yang bata. Alam kong nitong nakalipas ay hindi naging magaaan sa kanya ang pagkakatanggal namin ng papa n'ya sa trabaho, pero hindi niya magagawang magsimula ng away kahit kanino man. Siya ay tumutulong sa mas nakakabata sa*

kanya at tumutulong din siya sa aming simbahan. Puwede kayong magtanong sa aming lugar.”

Ama ni Justin: *“ Magagarantiyahan ko ng 100% na hindi kahit kalian man dadampian ni Justin ng kanyang kamay ang kahit sino man, huwag lamang siyang gagalitin. Maniwala kayo sa akin. Alam ko ito, sapagkat ilang beses na kaming nagpalipat-lipat ng lugar dahil sa aking trabaho, kung kaya’t nakalulungkot mang isipin, sanay na si Justin na maging laging bago. Lagi ko itong nasusubaybayan sa tuwing nakikita ko siyang nag-aadjust sa mga bago niyang paaralan. Sa simula ay tahimik lamang siya, pero kapag nagtagal ay nagiging maayos na siya at nasasanay. Kung kaya alam kong hindi siya magsisimula ng kahit anong gulo. Totoong hindi niya ito kinaugalian.*

Jamie (kaklase nina Justin at Max sa English bago ang oras ng lunchbreak):

“Wala ako sa kantina kanina, wala akong kaibigan sa kanilang dalawa, pero nakita ko si Max at ang mga kaibigan niya na hindi maganda ang ginagawa kay Justin habang hindi nakatingin ang aming guro sa English. Hindi nila siya kinakanti o nilalapitang pisikal pero nagbubulungan sila tapos bigla silang tumatawa ng malakas na nakatingin sa kanya. Sinasadya nilang maging inkomportable si Justin.”

Guro sa English: *“Sa totoo lang, hindi na ako nagtataakang nangyari ito. Ang dami ng naging tensyon sa paaralang ito at sa barangay na ito dahil sa reorganisasyon sa pabrika. Maraming tao ang nagalit dahil sa desisyon ng namamahala na magtanggali ng mga manggagawa, ako nga mismo ay nagtaka*

din kung bakit nila ito ginawa. Talagang problema ang dinulot nito sa buong komunidad , at naaawa ako sa inyo mga bata.”

Worksheet- "LUNCHROOM FIGHT": EVIDENCE CONTEXT

Pangalan: _____

Petsa: _____

Panuto:

Gamitin ang mga ebidensiyang ginamit sa Lunchroom Fight sa pagkumpleto ng talahanayang ito. Ang bawat hanay ay kinakailangang nagsasaad ng dalawang (2) ebidensya.

Konteksto sa Baranggay: Ano ang pangyayaring naganap sa baranggay na maaring makapagpaliwanag kung bakit naganap ang pag-aaway?	Sino ang nagsabi nito?	Ipaliwanag kung katanggap-tanggap ba ang batis na ito? Bakit?

Konteksto sa Paaralan: Ano ang nangyayaring nagaganap sa paaralan? (hal. ang pangyayari sa <i>English class</i>)	Sino ang nagsabi nito?	Ipaliwanag kung katanggap-tanggap ba ang batis na ito? Bakit?

Konteksto sa Kantina: Ano ang pangyayaring naganap sa kantina?	Sino ang nagsabi nito?	Ipaliwanag kung katanggap-tanggap ba ang batis na ito? Bakit?

Worksheet- "LUNCHROOM FIGHT":

Pangalan: _____

Petsa: _____

SUSPENSION REPORT

(1) Ano ang nangyari sa kantina? (Isulat ang mga pinagmulan ng mga impormasyon)

(2) Sa aking pagdedesisyon, ang mga susmusunod na mga mag-aaral na nararapat na masuspende: _____

_____.

Ang mga kadahilanan ay ang mga susmusunod:

Lagda ng Punong-guro

Petsa

PAGKAMATAY NI BONIFACIO

CENTRAL HISTORICAL QUESTION:

Naging makatarungan ba ang paraan ng pagpatay ng mga kapwa Katipunero kay Andres Bonifacio bilang isang sakdal?

MGA KAGAMITAN

- Dokumento A- Pahayag ni Koronel Agapito Bonzon (Isa sa mga humuli kay Andres Bonifacio)
- Dokumento B- Pahayag ni Kapitan Mariano Salvador (tauhan ni Andres Bonifacio)
- Dokumento C- Liham ni Gregoria De Jesus kay Emilio Jacinto (Asawa ni Andres Bonifacio)

PAGHAHANAY SA BATAYANG KASANAYAN SA KURIKULUM

Pagsusuri at interpretasyon ng impormasyon:1-14 (pahina 7 ng 120, K-12);

Nahihinuha ang implikasyon ng kawalan ng pagkakaisa sa himagsikan/kilusan at pagbubuo ng Pilipinas bilang isang bansa : AP6PMK-Ic-5.4

PLANO NG PAGTUTURO

Panimula

Magulo ang naging resulta ng pagpupulong sa Tejeros na kung saan natanggal sa kanyang posisyon sa rebolusyon si Bonifacio at napalitan siya ni Emilio Aguinaldo. Dahil sa pang-iinsulto ni Daniel Tirona, dineklara ni Andres Bonifacio na walang bisa ang eleksyong ginanap sabay alis kasama ang mga kapanalig. Hindi malaman ng mga naiwan kung ano ang gagawin sa harap ng mainit na kalagayan sa pagitan ng mga panig ng Magdiwang at Magdalo. Dito nagsalita si Santiago Rillo de Leon, isa sa mga pinuno ng delegasyong Batangas, na kung hindi kayang ipatupad ng mga taga-Cavite ang napagkasunduan ay silang mga taga-Batangas ang magpapatupad! Dahil dito nagdesisyon si Aguinaldo at mga kasama at bumuo ng isang Consejo de Guerra at inakusahan si Andres Bonifacio at mga kapatid ng di-pagkilala sa kapangyarihan ng gobyerno revolucionario at senitensyahan ng kamatayan en absentia! Ang nasabing desisyon ay ipinatupad noong 23 ng Abril 1897

Ano ang sakdal laban kay Andres Bonifacio? Ang alam ng madla si Andres Bonifacio ay hinuli sa kanyang kampamento . Limbon Indang, dinala sa Naik at nilitis ng isang Consejo de Guerra at hinatulan ng kamatayan. Si Komandante Lazaro Makapagal ang umano'y inatasan na isakatuparan ang nasabing utos. Ani Komandante Makapagal nang basahin niya at marinig ni Andres Bonifacio and hatol na kamatayan ito'y “nagpaluhod-luhod, sinasabing

Kapatid patawarin mo ako.” Nang hindi aniya pakinggan ang pagmamakaawa ay tumakbo si Bonifacio at tinangkang tumakas. Dahil mahina na sanhi sa kanyang mga sugat, inabutan nila ito at noon din ay binaril at namatay.

Alamin natin kung totoo nga ang mga naging pahayag na ito mula sa.

Paglalabas ng Dokumento A- Pahayag ni Koronel Agapito Bonzon (isa sa mga kasama ni Komandante Lazaro Makapagal na naatasang humuli sa supremo) mula sa *Trial Records*.

Ipakikita ito ng guro sa mula projector. (Ipaliliwanag sa mga bata na ang guro ang siyang magsasagawa upang ipakita ang paraan ng pagbasa ng dokumento).

Unang Pamamaraan: ***Sourcing***

- Sino ang may pahayag nito? Ano ang alam natin tungkol sa kanya?
- Saan nagmula ang dokumentong ito?
- Kailan ito naisulat?
- Ano sa inyong palagay ang pananaw ng nagpahayag nito tungkol sa tunay na pagkakadakilang/pagkamatay ni Bonifacio?
- Kapani-paniwala ba ito o Hindi? Bakit?

Ikalawang Pamamaraan: ***Contextualization***

- Ano ang nagaganap noon sa lugar na pinangyarihan batay sa pahayag?
- Ano ang dahilan ng pagpunta nina Makapagal at Bonzon sa kampamento ni Andres Bonifacio?

- Ano ang naging pahayag ni Bonzon tungkol sa naging reaksiyon ni Bonifacio matapos marinig ang paanyaya mula kay Makapagal?
- Bakit daw nila agad na binaril si Andres Bonifacio?
- Totooo kaya ang mga deklarasyon nina Makapagal at Bonzon? Bakit?

Paglalabas ang Dokumento B Pahayag ni Kapitan Mariano Salvador, isa sa mga tauhan ni Andres Bonifacio

(Ipaliliwanag sa mga mag-aaral na sila ay makikilahok sa pagsasagawa ng **sourcing** at **contextualization**)

Paglalabas ng Dokumento C Deklarasyon ni Gregoria De Jesus (Asawa ni Andres Bonifacio)

(Ipaliliwanag sa mga mag-aaral na sila lamang ang magsasagawa ng **sourcing** at **contextualization**. Isasagawa nila ito ng magkakapares)

Talakayan

Corroboration

- Matapos na masuri ang mga dokumento tungkol sa pagkamatay ni Andres Bonifacio ay muling beberipikahin ang mga ito sa pamamgitan ng mga sumusunod na katanungan:
 1. Nagkakaisa ba ang nilalaman ng mga dokumento?
 2. Nagsasaad ba ang mga ito ng pareho o magkakaibang pahayag?

Ipaliwanag.

3. Alin sa mga sumusunod ang higit na kapani-paniwalang dokumento tungkol sa pagkamatay ng Supremong si Andres Bonifacio? Bakit?

Kopya ng mga Dokumento

Dokumento A

“Nang kanyang (Lazaro Makapagal) makita ang nasabing Supremo, ginamitan niya ng matatamis na wika upang mapahinuhod sa maganda niyang anyaya, datapwa’t di rin po niya napalambot ang matigas na puso, na bukod sa pagtatanggong ito’y gumawi ng parang tunay na kaaway ito na ipinag-utos na bumaril ang mga kawal niya, na sinagot naman ng atin; kaya nga’t sinapit ang kahambal-hambal na pagkalat ng dugo na di sana nais na sapitin ang gayon, sa pagmamahal sa kapatid, ngunit sa pagganap ng kaniyang katungkulan, minarapat niya ang ganitong gawi.

- Koronel Agapito Bonzon (kasama ni Makapagal)
- Maguagui, April 28, 1879
- Trial Records

Dokumento B

“Kami’t pinagtalakupan at inabanse na, at binaril ng Koronel Intong ang Supremo at tinamaan sa brasong kanan at sa tiyan, ang ginawa nila’y sinaksak ng bukaweng matulis sa lalamunan ay siyang pagkabulagta sa tabi ng isang kanal...at ang G. Ciriaco pinagsabayan nilang binaril, na ang tama’y sa dibdib at sa ulo, at nahandusay sa gitna ng daan ng Barrio ng Limbon. “

- Kapitan Mariano Salvador, isa sa mga tauhan ni Andres Bonifacio, ay may pahayag din tungkol sa naganap sa kampamento ni Bonifacio sa Limbon, Indang, Cavite noong Abril 23, 1897
- Hango sa mga batis ni Teodoro Agoncillo –Revolt of the Masses (1930)

Dokumento C

“ ng magmamadaling araw ay paputok na ng paputok sila sa kabilang ibayo ang ginawa ko ay siyay (Andres Bonifacio) aking ginising, ng manaog na ay may nasalubong ng sundalo na ang sabi ay na nagkakagulo na ang tropang darating at sinabing malapit na po, kayat ng siya’y dumating ay nagsisi putok na ang karamihan at ginarillo nila kami, kaya ang utos niya(Andres Bonifacio) sa ating sundalo ay huag puputok ni isa at ang sigaw ng lahat nating kasamahang mga kapatid huag kayong puputok at magusap usap tayong mahusay kung ano ang inyong gusto hindi, inasikaso ang sigaw at nang nalalapit na ay siya (Andres Bonifacio) ang pinagsabayang binaril at ng matumba na ay sinaksak nila ng puñal at kinulata pa at ang aking bayaw na si Ciriaco ay hinawakan ng dalawa at binaril kaya nila napatay at si Prokopio ay ginapos at pinagsasaksak ng revolver ng matapus yaon ay isinakay sa duyan ang may sugat at pati ng mga gapos ay dinala nila sa bayan.....”

“kami ay pinagpasapasa mula sa Yndang hangang Marigondong tuloy ng Naik, ay mga kapatid! ng kami ay dumating sa bayang yaon ay itinuloy kami sa kuartel ng kalaban, ng kami ay dumating doon ay may dalawang oras kami sa pinto bago pinapasok at may isang oras sa puno ng hagdan, ng matapos yaon inaakyat kami sa itaas tuloy ng kosina sa lugar ng baño ng kura at doon

siya(Andres) kinulong na parang bartolina, na halos ayaw akong palapitin, ng magpipilit akong lumapit at akoy ibinilango sa isang kuarto at inilagay akong enkomunicado.....”

“Ng magtapos ang pag sumaria nila ay sinabi raw ni Capitang Emilio na pag dating ng 24 oras ay barilin, ni ayaw nilang pangatuiranin at ang hinihiling ni Padrino ay ayaw payagang lumabas.....”

“at akoy tumawid ng ibayo at aking hahanap ay nasalubong ko ang nangag hatid nadala ang papalimusan kong damit na siya kong ibinibihis pati kumot gamot sa katawan ng aking bayaw ng akoy itanong kung saan naroon ang kanilang dala ang sagot sa akin ay naroon sa Bondok sa isang bahay ng tiniente, itinanong ko kung bakit nila dala ang damit ang sagot ay ako na raw ang siyang bilang magdala, Ay mga kapatid! minulan kuna ang hanap sa pinajeruan sa akin ay natagpuan ko pag dating doon ay itinuro ako sa kabilang Bondok na labis ng taas ang inakyat ng kami ay dumating ay wala lakad na naman kami, ay mga kapd. may dalawang Linggo kong hinahanap sa Bundok na walang tigil kami kundi gabi, ng diko makita ay walang makapagsabi kami ay sumunod sa kanilang tropa at kahit ang aking pagtanungan sa kanila ay kung saansaan ako itinuturo magpahangang ngayon kaya lamang ako natuluyang ng paglabas ay ng nakausap ko ang aking amain na sinabi sa akin na tapat at siya pang nagpakain bago inaalis sa pinagtigilan nila, kaya isipin ninyo mga kapatid. kung katoiran o hindi ang kanilang ginagawa pag api sa amin”

- Liham ni Gregoria De Jesus kay Emilio Jacinto
- Hunyo, 1897

Worksheet – Sourcing, Contextualization, and Corroboration

PAGKAMATAY NI BONIFACIO

Layunin: Napatutunayan ang hinuha sa tunay na pangyayari sa pagkamatay ni Andres Bonifacio batay sa mga isinasaad ng mga primaryang batis.

Pangalan: _____

Gabay sa Pagtatanong

1. (*Sourcing*) Sino ang may pahayag? Naging makatarungan ba sa kanya ang paraan ng pagpatay kay Andres Bonifacio? Paano mo ito nasabi?

2. (*Contextualization*) Batay sa kanyang mga pahayag, ano ang mga kaganapan ng panahong iyon, noong 1897? Ano implikasyon ng pangyayari sa kanyang buhay? Magsabi ng ebidensiya mula sa dokumentong binasa.

3. Naniniwala ka ba sa kanyang mga pahayag? Magbigay ng isang dahilan kung bakit mo pinaninwalaan ang kanyang pahayag o kung bakit hindi?

4. (*Corroboration*) Papaano mo maikukumpara ang mga pahayag na ito sa nilalaman ng mga pahayag sa Dokumento A at B? Sa iyong palagay nagustuhan kaya ng ibang mga Katipunero ang paraan ng pagkakapatay kay Andres Bonifacio, o iisipin lamang nilang tama lamang iyon dahil hindi siya sumunod sa patakaran ng kanilang samahan?

Digmaang Pilipino-Amerikano

CENTRAL HISTORICAL QUESTION:

Ano ang mga dahilan ng mga Amerikano bakit labis silang naging brutal sa mga Pilipino noong panahon ng kanilang pananakop sa ilalim ng kanilang programang “Mapagkawangawang Paglagom o Benevolent Assimilation?”

MGA KAGAMITAN

- Dokumento Set A: Testimony mula sa pagdinig sa Senado (Pinaikli)
- Dokumento Set B: Liham ng isang sundalong Amerikano
- Dokumento C: Salaysay ng isang Pilipinong Historyador
- Dokumento D: Liham ni General J.M. Bell

PAGHAHANAY SA BATAYANG KASANAYAN SA KURIKULUM

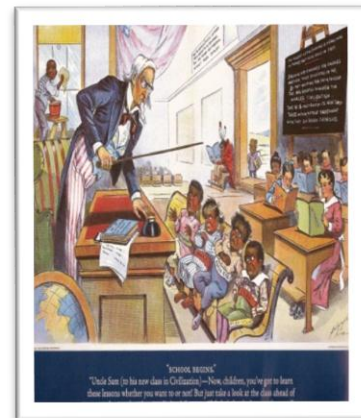
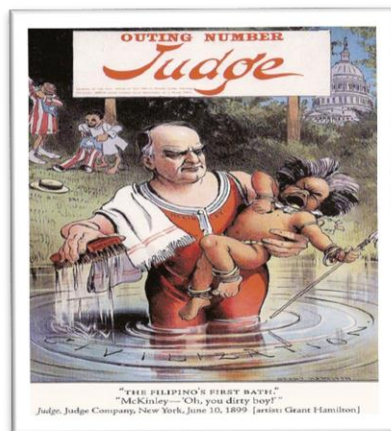
1. Pagsusuri at interpretasyon ng impormasyon:1-14 (pahina 7 ng 120, K-12);
2. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano: AP6MK-Ig 10

PLANO NG PAGTUTURO

Panimula

- Bibigyang tuon ang konsepto ng Mapagkawanggawang Paglagom o *Benevolent Assimilation* sa pamamagitan pagsusuri sa ilang editorial cartoon mula sa mga pahayagan sa Estados Unidos noong panahon ng kanilang panankop sa Pilipinas. Tutukuyin ang implikasyon nito batay sa sinabi ni Mc Kinley na napanaginipan niya si San Gabriel na inilahad sa kanya ang utos ng diyos: (mula sa Agos ng Dugong Kayumanggi, ni Jaime Veneracion)

“Huwag mong pabayaang ang Pilipinas na manatiling mangmang at disibilisado”



Ipaliliwanag sa mga mag-aaral ang kanilang susunod na gawain.

Sa mga batayang aklat na ating nababasa sa ting kasaysayan, karaniwan na inilalahad na ang Pilipinas ay tinulungan ng mga Amerikano mula sa Estados Unidos upang makalaya ang bansa sa pananakop ng Espanya. Sila ang nabigay

ng pagkakataon sa lahat ng uri ng Pilipino, ano mang antas ng buhay nito, na magkaroon ng wastong edukasyon. Dagdag pa rito ay ang kanilang kabutihan na turuan ang mga Pilipino na matutong mamahala ng sariling gobyerno . Subalit sa mga nakalahad na ito sa ating kasaysayan, muli nating balikan ang mga pangyayaring dinanas ng maraming Pilipino sa kamay ng mga sundalong Amerikano upang maisagawa nila ang sinasabing naging ambag nila sa ating kasaysayan.

Paglalabas ng dokumento A-D

Sourcing / Contextualization

- Pagbasa at pagsusuri sa mga ebidensya

Paalala: Matapos na basahin ang mga sumusunod na mga ebidensya ay bumuo ng konklusyon kung bakit naging labis ang pagiging brutal ng mga sundalong Amerikano sa mga Pilipino noong panakon ng kanilang pananakop. Punuan ng kasagutan ang *graphic organizer* upang makabuo paglalagom at hinuha.

Pagsusuri sa mga larawan na nagpapakita ng kalunos-lunos na sinapit ng mga Pilipino sa mga Amerikanong sundalo.

Talakayan

Corroboration

Gamit ang nasagutang *graphic organizer* ay susuriin ang mga hinuha sa mga kasagutan kung bakit naging labis na naging brutal ang mga sundalong mga Amerikano sa mga Pilipino noong panahon ng kanilang pananakop.

Konklusyon:

Ano ang dahilan kung bakit labis na naging brutal ang mga sundalong Amerikano sa mga Pilipino noong panahon ng kanilang pananakop? Gumamit ng ebidensya para sa iyong kasagutan?

Kopya ng mga Dokumento

Dokumento Set A: Testimonya mula sa pagdinig sa Senado (Pinaikli)

Sa pagitan ng Enero at Hunyo 1902, ang senado sa Estados Unidos ay nagsagawa ng mga pagdinig tungkol sa digmaan ng mga Pilipino at Amerikano sa Pilipinas. Ang mga sumusunod ay mga bahagi ng mga pahayag sa pagdinig.

Testimonya ni Corporal Richard T. O'Brien

“ We entered the town. It was just daybreak. The first thing we saw was a boy coming down on a water buffalo, and the first sergeant . . . shot at the boy. . . . The boy jumped off the water buffalo and fled. . . . Everybody fired at him. . .

.That brought the people in the houses out, brought them to the doors and out into the street, and how the order started and who gave it I don't know, but the town was fired on. I saw an old fellow come to the door, and he looked out; he got a shot in the abdomen and fell to his knees and turned around and died. . . . After that two old men came out, hand in hand. I should think they were over 50 years old, probably between 50 and 70 years old. They had a white flag. They were shot down."

Testimonya ni Sergeant Riley

"Arriving at Igbaras at daylight, we found everything peaceful; but it shortly developed that we were really "treading on a volcano." The Presidente (or chief), the priest, and another leading man were assembled, and put on the rack of inquiry. The presidente evaded some questions, and was soon bound and given the "water cure". This was done by throwing him on his back beneath a tank of water and running a stream into his mouth, a man kneading his stomach meanwhile to prevent his drowning. The ordeal proved a tongue-loosener, and the crafty old fellow soon begged for mercy and made full confession. ... The presidente was asked for more information, and had to take a second dose of "water cure" before he would divulge."

Pinagmulan: Evidence of War Crimes. Liham ni Sergeant Riley noong November 1900.

Dokumento Set B: Liham ng isang sundalong Amerikano

Ito ang bahagi ng liham ni A. A. Barnes, isang Amerikanong sundalo, para sa kanyang lalaking kapatid noong March 20, 1899.

“ The town of Titatia was surrendered to us a few days ago and two companies occupy the same. Last night one of our boys was found shot and his stomach cut open. Immediately orders were received from Gen. Wheaton to burn the town and kill every native in sight, which was done to a finish. About 1,000 men, women, and children were reported killed. I am probably growing hard-hearted, for I am in my glory when I can sight my gun on some dark skin and pull the trigger. ”

Pinagmulan : A. A. Barnes, published by The Standard, Greensburg, Indiana, May 8, 1899.

Dokumento C: Salaysay ng isang Pilipinong Historyador

“The guerillas, in violation of [Philippine President Emilio] Aguinaldo’s orders and circulars, captured Americans with barbaric cruelty. Noses and ears were lopped off and the bleeding wounds seasoned with salt. In some cases, American prisoners were buried alive. Kicking, slapping, spitting at the faces of American prisoners were common, the hatred of the American being such that the guerillas

forgot or conveniently forgot Aguinaldo's injunctions regarding the good treatment to be accorded the prisoners."

Piangmulan: Salaysay mula sa isang Pilipinong Historyador na si Teodoro Agoncillo sa kanyang aklat na *Malolos: The Crisis of the Republic*, written in 1960.

Dokumento D: Mula sa liham ni General J.M. Bell, noong Disyembre 1901

"I am now assembling in the neighborhood of 2,500 men who will be used in columns of about fifty men each. I take so large a command for the purpose of thoroughly searching each ravine, valley and mountain peak for insurgents and for food, expecting to destroy everything I find outside of towns. All able bodied men will be killed or captured. ... These people need a thrashing to teach them some good common sense; and they should have it for the good of all concerned."

Worksheet- Corroboration**Digmaang Pilipino-Amerikano**

Layunin: Nahihinuha ang isinasaad ng mga ebidesyang magpapatunay sa mga pangyayari sa Digmaang Pilipino-Amerikano.

Pangalan: _____

	Unang Hinuha: Sumusunod lamang sa mga ipinag-uutos ang mga sundalong Amerikano kung kaya brutal nilang pinapatay ang mga Pilipinop.	Ikalawang Hinuha: Sadyang hindi makatao ang mga sundalong Amerikano sa mga Pilipino.	Ikatlong Hinuha: Gumaganti lamang ang mga Amerikanong sundalo sa mga ginagawa sa kanila ng mga Pilino.
Unang Ebidensiya	Pinagmulan: Pahayag:	Pinagmulan: Pahayag:	Pinagmulan: Pahayag:
Ikalawang Ebidensiya	Pinagmulan: Pahayag:	Pinagmulan: Pahayag:	Pinagmulan: Pahayag:
Batay sa mga ebidensiya, katanggap-tanggap ba ang isinasaad ng mga hinuha? Ipaliwanag.			

Worksheet- Close Reading**Digmaang Pilipino-Amerikano**

Layunin: Naipapahayag ang sariling saloobin tungkol sa mga pangyayari batay sa hinuhang nabuo mula sa mga primaryang batis.

Pangalan: _____

Hinuha: Ano sa iyong palagay ang dahilan nang labis na pagiging brutal ng mga sundalong Amerikano sa mga Pilipino noong panahon ng kanilang pananakop?

Appendix B – K-12 Curriculum

Mga Kakayahan

K to 12 BASIC EDUCATION CURRICULUM

Ang mga kakayahan ng bagong AP kurikulum ay nakaugat sa mga layunin ng batayang edukasyon: ang kapaki-pakinabang (functional) na literasi ng lahat; ang paglinang ng "functionally literate and developed Filipino," at ang pangmatagalang pagkatuto pagkatapos ng pormal na pag-aaral (lifelong learning). Makikita ang mga pangkalahatang layuning ito sa mga partikular na kakayahan ng AP katulad halimbawa, ng pagsisiyasat at pagsusuri. Samakatuwid, ang AP kurikulum ay di lamang base sa nilalaman (content-based) kundi rin sa mga kakayahan (competence-based). Sadyang inisa-isa ang mga kakayahan ng AP upang: (a) ipakita ang ugnayan nito sa mga layunin ng batayang edukasyon, at (b) bigyang diin ang mga mapanuring kakayahan na hindi maliliang sa pamamagitan ng pagsasaulo ng impormasyon.

Sa ibaba ang kabuuan ng mga pangkalahatang kakayahan sa AP kurikulum at sa bawat kakayahan, ang mga partikular na kasanayan. Magkakaugnay ang mga kakayahan at kapwa nagpapatibay ang mga ito sa isat isa. Nilalayong lihangin ang mga kakayahan sa depektibong pamamaraan na angkop sa bawat antas ng batayang edukasyon at sa proseso ng scaffolding, upang maitatag ang pundasyon ng mga kasanayan para sa mas malalim (at mas kompleks) na kakayahan.

Kakayahan	Partikular na Kasanayan
Pagsisiyasat	1. Natutukoy ang mga sanggunian o pinagmulan ng impormasyon 2. Nakagagamit ng mapa at atlas upang matukoy ang iba't ibang lugar, lokasyon at ibang impormasyong pangheograpiya 3. Nakagagamit ng mga kasangkapan teknikal upang makalikha o makahanap ng mga sanggunian ng impormasyon
Pagsusuri at interpretasyon ng datos	1. Nakababasa ng istatistikal na datos 2. Nakagagamit ng pamamaraan istatistikal o matematikal sa pagsuri ng kwantitatibong impormasyon at ng datos penomenong pang-ekonomiya 3. Nakababasa sa mapanuring pamamaraan upang maunawaan ang historikal na konteksto ng sanggunian at ang mobilo at pananaw ng may-akda
Pagsusuri at interpretasyon ng impormasyon	1. Nakaunawa ng kahulugan, uri at kahilagahan ng primaryang sanggunian at ang kaibahan nito sa sekundaryang sanggunian 2. Nakabubuo ng kamalayan sa mga pagpapahalaga, gawi at kaugalian ng panahon at nakikilala ang impormasyon pagkakaiba at/o pagkakatulad ng mga iyon sa kasalukuyan 3. Nakikilala ang historikal na perspektibo ng awtor o manlikha 4. Natutukoy ang pagkakaiba ng opinyon at fact 5. Nakatutara ng impormasyon sa pamamagitan ng pagkilala sa bias o punto de bista ng awtor/manlikha 6. Nakakukuhin ng datos mula sa iba't ibang primaryang sanggunian 7. Nakahihinuha mula sa datos o ebidensya 8. Nakapag-aayos at nakagagawa ng buod ng impormasyon—pangunahing katotohanan at ideya sa sariling salita 9. Nakaunawa ng ugnayang sanhi at epekto (cause and effect) 10. Nakapaghihambing ng impormasyon mula sa mga magkakaugnay na sanggunian at nakikilala ang mga punto ng pagkakasundo at di pagkakasundo 11. Nakabubuo ng interpretasyon tungkol sa magkakaiba at posibleng magkasalungat na paliwanag ng isang pangyayari 12. Nakapagbibigay ng historikal na kahilagahan sa mga tao, grupo, pangyayari, proseso o kilusan at institusyon 13. Napag-iisipan ang sariling ideya o pagtingin tungkol sa pineg-uusapan at mga natutuhan mula sa sanggunian 14. Nakapaghihambing ng sariling kaisipan sa kaisipan ng awtor/manlikha at napalihiwanag kung saan at bakit sumasang-ayon o hindi ang dalawang kaisipan 15. Nakaunawa ng papel at epekto ng heograpiya sa pagbabagong panlipunan at pangkalkasan

K to 12 BASIC EDUCATION CURRICULUM

Partikular na Kasanayan

Kakayahanan	
	16. Nakagagamit ng pamamaraang matematikal sa pag-unawa ng mga batayang konsepto ng Ekonomiks at sa pagsusuri ng kwantitatibong datos 17. Nakabubuo ng konklusyon base sa interpretasyon ng impormasyon
Pagsasaliksik	1. Nakasasagot ng tanong base sa angkop at sapat na ebidensiya 2. Nakapag-aayos ang resulta ng pagsasaliksik sa lohikal na paraan 3. Nakagagamit ng teknolohikal na instrumento sa pagsasaliksik, pagsusuri ng datos, pagsulat ng sanaysay o papel, at paghanda ng presentasyon ng pananaliksik
Komunikasyon	1. Nakapag-uugnay ng sari-saring impormasyon mula sa mga angkop na sanggunian 2. Naipakikilala ang sipi mula sa sanggunian at nagagamit ito nang tama 3. Naipararating sa malinaw at maayos na paraan ang sariling kaisipan tungkol sa kaganapan o isyung pinag-aaralan na pinatibay ng nararapat na ebidensiya o datos 4. Nakabubuo ng maikli ngunit malinaw na introduksyon at konklusyon kapag nagpapaliwanag 5. Nakasulat ng sanaysay (na may habang 3-5 pahina sa mataas na baitang) na nagpapaliwanag ng isang pangyayari, isyu o penomeno, gamit ang nararapat at sapat na impormasyon o ebidensiya sa angkop na pamamaraan
Pagtupad sa pamantayang pang-etika	1. Nakauunawa ng karapatan at tungkulin bilang mamamayan upang makalahok sa makabuluhang paraan sa buhay ng pamayanan, bansa at dagidig 2. Naigagalang at nabibigyang kahalagahan ang pagkakaiba ng mga tao, komunidad, kultura, at paniniwala, at ang kanilang karapatang pantao 3. Nagiging mairingat sa sariling naisin, paniniwala, punto de bista o posisyon 4. Nakapagpapakita ng pantay na pakikitungo at paggalang sa mga may ibang pag-iisip kahit hindi ito sumasang-ayon sa sariling ideya, posisyon o pagtutuin 5. Natutukoy ang sangguniang ginamit sa papel (reaksyon, maikling sanaysay) bilang pagkilala sa karapatan sa pag-aaring intelektuwal ng awtor/manlilikha

Pamantayan sa Programa (Core learning Area Standard):

Naipamamalas ang pag-unawa sa mga konsepto at isyung pangkasaysayan, pangheograpiya, pang-ekonomiya, pangkultura, pampamahalaan, pansibiko, at panlipunan gamit ang mga kasanayang nalinang sa pag-aaral ng iba't ibang disiplina at larangan ng araling panlipunan kabilang ang pananaliksik, pagsisyasat, mapanuring pag-iisip, matalinong pagpapasya, pagkamalikhain, pakikipagkapwa, likas-kayang paggamit ng pinagkukunang-yaman, pakikipagtatalsasan at pagpapalawak ng pandagdigang pananaw upang maging isang mapanuri, mapagnilay, mapanagutan, produktibo, makalikasan, makabansa at makatao na papanday sa kinabukasan ng mamamayan ng bansa at dagidig.

K to 12 BASIC EDUCATION CURRICULUM

Pamantayan sa Pagkatuto

Baitang	
4	Naipagamamalagi ang pagka-Pilipino at ang bansang Pilipinas na may pagpapahalaga sa pagkakaiba-iba ng mga kulturang Pilipino batay sa paggamit ng mga kasanayan sa heograpiya, pag-unawa sa kultura at kabuhayan, pakikilahok sa pamamahala at pagpapahalaga sa mga mithiin ng bansang Pilipinas.
5	Naipamamalas ang pag-unawa at pagpapahalaga sa pagkabuo ng kapuluan ng Pilipinas at mga sinaunang lipunan hanggang sa mga malalaking pagbabagong pang-ekonomiya at ang implikasyon nito sa lipunan sa simula ng ika-labing siyam na siglo, gamit ang batayang konsepto katulad ng kahalagahang pangkasaysayan (historical significance), pagpapatuloy at pagbabago, ugnayang sanhi at epekto tungo sa paglilang ng isang batayang mamamayang mapanuri, mapagmuni, responsible, produktibo, makakalikasan, makatao at makabansa at may pagpapahalaga sa mga usapin sa lipunan sa nakaraan at kasalukuyan tungo sa pagpanday ng maunlad na kinabukasan para sa bansa.
6	Naipamamalas ang patuloy na pag-unawa at pagpapahalaga sa kasaysayan ng Pilipinas mula sa ika-20 siglo hanggang sa kasalukuyan, tungo sa pagbuo ng tyak na pagkakakilanlan bilang Pilipino at mamamayan ng Pilipinas Naipamamalas ang malalim na pag-unawa sa kasaysayan ng Pilipinas base sa pagsusuri ng sipi ng mga piling primaryang sangguniang nakasulat, pasailta, awdyo-biswal at kumbinasyon ng mga ito, mula sa iba-ibang panahon, tungo sa pagbuo ng makabansang kaisipan na siyang magsisilbing basehan ng mas malawak na pananaw tungkol sa mundo
7	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa kamaayan sa heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya
8	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa sama-samang pagkilos at pagtugon sa mga pandaigdigang hamon sa sangkatauhan sa kabila ng malawak na pagkakaiba-iba ng heograpiya, kasaysayan, kultura, lipunan, pamahalaan at ekonomiya tungo sa pagkakaroon ng mapayapa, maunlad at matatag na kinabukasan
9	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga pangunahing kaisipan at napapanahong isyu sa ekonomiks gamit ang mga kasanayan at pagpapahalaga ng mga disiplinang panlipunan tungo sa paghubog ng mamamayang mapanuri, mapagmuni, mapanagutan, makakalikasan, produktibo, makatarungan, at makataong mamamayan ng bansa at daigdig
10	Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pang-ekonomiya, pangkalikasan, pampolitika, katarapatang pantao, pang-edukasyon at pananagutang sibiko at pagkalamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matatlong pagpapasya

K to 12 BASIC EDUCATION CURRICULUM					
NITALAMAN <i>(Content)</i>	PAMANTAYANG PANGNITLALAMAN <i>(Content Standard)</i>	PAMANTAYAN SA PAGGANAP <i>(Performance Standard)</i>	PAMANTAYAN SA PAGKATUTO <i>(Learning Competencies)</i>	CODE	LEARNING MATERIALS
B. Kilusang Propaganda, Katipunan at Himagsikan (1815-1901) Rebolusyong Pilipino ng 1896 1. Ang Deklarasyon ng Kalayaan sa Kawit 2. Ang Lupang Hinirang 3. Ang Pamansang Bandila 4. Ang Pamansang Bayani 5. Ang Republika ng Malolos 6. Ang Saligang Batas ng Malolos 7. Ang Simbahang Iglesia Filipina Independiente			5. Nasusuri ang mga ginawa ng mga makabayang Pilipino sa pagkamit ng kalayaan 5.1 Natatalakay ang kilusan para sa sekularisasyon ng mga parokya at ang Cavite Mutiny (1872) 5.2 Naipaliwanag ang ambag ng Kilusang Propaganda sa pagpukaw ng damdaming makabayan ng mga Pilipino (Ihal. La Liga Filipina, Asociacion Hispano Filipino) 5.3 Natatalakay ang pagtatag at paglaganap ng Katipunan 5.4 Nahihinuha ang implikasyon ng kawalan ng pagkakaiba sa himagsikan/kilusan at pagbubuo ng Pilipinas bilang isang bansa	AP6PMK-1c-5	
			6. Nasusuri ang mga pangyayari sa himagsikan laban sa kolonyalismong Espanyol 6.1 Sigaw sa Pugad-Lawin 6.2 Tejeros Convention 6.3 Kasunduan sa Biak-na-Bato	AP6PMK-1d-6	
			7. Natatalakay ang mga ambag ni Andres Bonifacio, ang Katipunan at Himagsikan ng 1896 sa pagbubuo ng Pilipinas bilang isang bansa	AP6PMK-1e-7	
			8. Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyon Pilipino	AP6PMK-1e-8	
			9. Napapahalagahan ang pagkakatatag ng Kongreso ng Malolos at ang deklarasyon ng kasarinlan ng mga Pilipino	AP6PMK-1f-9	

K to 12 BASIC EDUCATION CURRICULUM					
NILALAMAN (Content)	PAMANTAYANG PANGNILALAMAN (Content Standard)	PAMANTAYAN SA PAGGANAAP (Performance Standard)	PAMANTAYAN SA PAGKATUTLO (Learning Competencies)	CODE	LEARNING MATERIALS
C. Panghihimasok ng Amerikano 1. "Battle of Manila Bay at Mock Battle of Manila" 2. Negosasyon at Pagpapatibay ng Kasunduan sa Paris 3. Pagpapahayag ng Benevolent Assimilation Proclamation 4. Pagsisimula ng digmaang Pilipino-Amerikano sa Kalye Sociego at Kalye Silencio			10. Nasusuri ang mga mahahalagang pangyayari sa pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano 10.1 Natutukoy ang mga pangyayaring nagbigay daan sa digmaan ng mga Pilipino laban sa Estados Unidos 10.2 Napapahalagahan ang pangyayari sa Digmaang Pilipino-Amerikano Hal: o Unang Putok sa panulukan ng Silencio at Sociego, Sta. Mesa o Labanan sa Tirad Pass o Balangiga Massacre 10.3 Natatalakay ang Kasunduang Bates (1830-1901) at ang motibo ng pananakop ng Amerikano sa bansa sa panahon ng paglawak ng kanyang "political empire"	AP6PMK-Ig-10	MISOSA Lessons 17-21 (Grade V)
IKALAWANG MARKAHAN - Pagpupunyagi sa Panahon ng Kolonyalismong Amerikano at Ikalawang Digmaang Pandaigdig (1899-1945)					
A. Pamamahala ng mga Amerikano sa Pilipinas 1. Pagbabago ng patakaran ng kalakal,	Naipamamalas ang mapanuring pag-unawa sa pamamahala at mga pagbabago sa lipunang Pilipino sa panahon ng	Nakapagpapahayag ng kritikal na pagsusuri at pagpapahalaga sa konteksto, dahilan, epekto at pagbabago sa lipunan ng	1. Nasusuri ang mga pagbabago sa lipunan sa panahon ng mga Amerikano 1.1 Natatalakay ang sistema ng edukasyong ipinatutupad ng	AP6PMK-Ih-11 AP6KDP-IIa-1	

Appendix C- Survey for Historians

SURVEY

Panuto: Batay sa mga paksang nakapaloob sa kurikulum ng K-12 sa ika-anim na baitang hinihiling po na makapagbahagi po kayo ng limang pinaka mahahalagang primaryang batis. Ang mga sumusunod na inyo pong mababanggit ay magsisilbing gabay kung anong paksa sa kasaysayan ng Pilipinas ang higit na dapat pagtuonan ng mga mag-aaral sa elementarya sa pamamagitan ng malalimang pagsususri at pag-aanalisa ng mga primaryang dokumento.

Paksa sa K-12 (Grade 6)	Primaryang Batis
Teritoryo ng Pilipinas Batay sa Kasaysayan	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Rebolusyong Pilipino ng 1896	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Panghihimasok ng mga Amerikano	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Pamamahala ng Kolonyalismong Hapon	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Paksa sa K-12 (Grade 6)	Primaryang Batis
Ikatlong Republika ng Pilipinas	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Suliranin at Hamon sa Kalayaan at Karapatang Pantao sa Batas Militar ni Ferdinand Marcos	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Hamon ng Kasarinlan at Pagkabansa sa Kasalukuyan	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Pangalan: _____

Designasyon: _____

Petsa: _____

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Appendix E- Reading Like A Historian Learning Exemplar Rubric

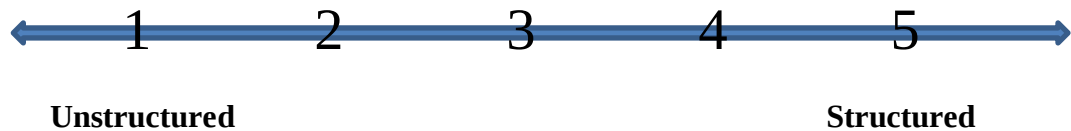
Element	Criteria	Score	P	Comments
Historical Content	Is historically accurate			
	Requires students to read and write			
Historical Thinking	Requires students to analyze or construct interpretations using primary source evidence			
<i>Sourcing/ Close Reading</i>	Requires close reading and attention to source information			
<i>Contextualization Contextualization Contextualization Corroboration Corroboration</i>	Requires students to do one or more of the following: • establish historical significance • identify continuity and change • analyze cause and consequence • take historical perspective • understand the moral dimension of historical interpretation			
Scaffolding	Is appropriate and/or appropriately modified for stated audience			
	Includes materials and strategies for scaffolding and supporting student thinking			
Lesson Structure	Defines clear learning goals (aligned with state standards) and processes logically			
	Includes assessment criteria and strategies that focus on historical thinking			
	Includes background information and directions for implementing the lesson: • time frame • procedure • technology/materials • handouts • bibliography			

PART II: FROM THE LIST BELOW, CIRCLE THOSE CHARACTERISTICS THAT ARE FOUND IN THE LESSON.

- Multiple Sources
- Focus on historical thinking
- Opportunity to analyze causation
- Scaffolding for close analysis of text
- Useful for differentiating instruction
- Useful for English language learners
- Further resources for teaching this content
- Inclusion of multiple perspectives

PART III: RATE THE LESSON ON ITS DEGREE OF STRUCTURE.

Please rate this lesson on a scale of 1-5. A score of 1 would be a lesson that is primarily useful as a packet of materials from which to design instruction and a score of 5 would be a directive lesson that tells teachers what to do and when to do it.



Appendix F- Process Observer Checklist

Process Observer evaluation on teaching using the RLH Learning Exemplar

On teaching using the RLH Learning Exemplar: The indicators	Mean
1. Measure the quality of delivering the procedures of lesson.	
2. Evaluate the effectiveness of using primary documents in instructional tool in teaching history.	
3. Validate the introduction of “doing history” as instructional methodology in teaching history.	
4. Assess the usefulness of documents in developing student’s historical thinking skills.	
5. Check the accomplishments of the learning standard.	
Average	

Process Observer evaluation on student’s learning

On student’s learning: The indicators	Mean
1. Measure the extent of participation of students in the activity.	
2. Confirm the value of social construction of learning students.	
3. Validate the student’s response in using primary documents.	
4. Evaluate the student’s performance	
5. Assess the development of student’s historical thinking using primary documents.	
Average	

Appendix G- ARCH Historical Thinking Skills Rubric- Elementary

ARCH Historical Thinking Skills Rubric – Elementary

Close-Reading Strategies		Strategies/Procedural Concepts		Procedural Concepts		
Criteria	Sourcing	Critical Reading (Author's Craft)	Corroboration	Contextualization	Claim	Evidence
4	- Identifies all authors and all original dates of primary and secondary sources. - Evaluates the reliability of sources based on the author's perspective and when and why they were produced.	- Identifies the author's viewpoint and claims based on what is written and what the author leaves out. - Cites examples of how the author uses persuasive language and specific words and phrases to influence the reader.	Analyzes multiple accounts of the same event or topic, noting important similarities and differences.	- Applies prior and new knowledge to determine the historical setting of sources. - Uses the setting to attempt an interpretation of the sources within that historical context, as opposed to a present-day mindset.	Formulates a plausible interpretation, argument, or claim based on an evaluation of the evidence found in a variety of primary and secondary sources.	Justifies claims using appropriate direct evidence from a variety of reliable sources.
3	- Identifies most authors and most original dates of a variety of primary and secondary sources. - Examines the reliability of sources based on the author's perspective and when and why they were produced.	- Identifies the author's viewpoint and claims based on what is written. - Identifies at least one way the author attempts to influence the reader through persuasive language and specific words and phrases.	Identifies similarities and differences by comparing information and perspectives in multiple sources.	- Applies prior and new knowledge to determine the historical setting of sources. - May attempt an interpretation of sources with a present-day mindset.	Generates a reasonable interpretation, argument, or claim based on an evaluation of the evidence found in selected primary and secondary sources.	Justifies claims using some appropriate direct evidence from a variety of reliable sources.
2	- Identifies some authors and some original dates of primary and secondary sources. - Attempts to evaluate the reliability of sources.	- Attempts to identify the author's viewpoint and claim. - Attempts to identify how the author tries to influence the reader.	Identifies similarities and differences in two or more sources.	Attempts to determine the historical setting of sources.	States an interpretation, argument, or claim that may or may not be based on the evidence found in selected primary and secondary sources.	Justifies claims using generalizations or limited appropriate direct evidence.
1	- Identifies few authors and few original dates of primary and secondary sources. - Does not attempt to evaluate the reliability of sources.	Demonstrates little to no attempt to identify the author's viewpoint or claim.	Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.	Demonstrates 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.

Appendix H- Analysis of Learner's Responses

Historical Thinking Skills/ Procedural Concept	Lesson	Learning Activity	Analysis of Learners Responses on Percentage				
			4	3	2	1	0
<u> </u> Sourcing/ Close Reading <u> </u> Corroboration <u> </u> Contextualization <u> </u> Claim <u> </u> Evidence	Lunchroom Fight	Worksheet 1 Sourcing 1. Papaano magkakaroon ng <i>iba't ibang bersyon</i> ng kwento ang isang pangyayari na kung saan ay walang nagsisinungaling sa kanilang mga kuwento? 2. Sinu-sino ang <i>mga iba't ibang taong nakasaksi</i> sa nasabing kaguluhan? (hal. kaibigan ng mga batang nakipag-away laban sa bersyon ng mga batang hindi nakakilala sa mga batang kasangkot; ang mga batang batang mismong sangkot sa away laban sa bersyon ng mga nakasaksi; at mga nakakatandang saksi laban sa mga batang saksi? 3. Ano ang maaring maging batayan upang masabing mas kapani-panilawala ang inilalahad ng isang kayasa sa isa pang saksi? 4.	40.74% (22) 70.37% (38)	44.44% (24) 22.22% (12)	14.81% (8) 7.4% (4)		
<u> </u> Sourcing/ Close Reading <u> </u> Corroboration <u> </u> Contextualization <u> </u> Claim <u> </u> Evidence	Snapshot Autobiography	Worksheet 1 Corroboration 1. Mga naitalang tugon 2. Mga magkakatumang salaysay 3. Mga magkakaibang salaysay mula sa sariling bersyon at mula sa tugon	98.14% (53) 96.29% (52) 83.33% (45)	1.85% (1) 1.85% (1) 1.85% (1)			1.85% (1) 14.81 (8)

Historical Thinking Skills/ Procedural Concept	Lesson	Learning Activity	Analysis of Learners Responses				
			4	3	2	1	0
_____ Sourcing/ Close Reading _____ Corroboration _____ Contextualization _____ Claim _____ Evidence	Evaluating Sources	Worksheet 1 Corroboration 1. Historical Question: Kailan ang petsa ng pagdating ni Ferdinand Magellan sa Pilipinas? Unang Batis: Kopya ng tala ni Pigaffeta Ikalawang Batis: History of the Filipino People ni Teodoro A. Agoncillo Alin ang mas makatotohanan? Bakit? 2. Historical Question: Tunay nga bang nanalo sa halalan si Presidente Gloria Macapagal Arroyo noong 2014? Unang Batis: Bahagi ng "Hello Garci" Tape Ikalawang Batis: <i>video</i> ng paghingi ng tawad ni Presidente Gloria Macapagal Arroyo Alin ang mas makatotohanan? Bakit?	8.33% (45)		16.67% (9)		
			100% (54)				

Historical Thinking Skills/ Procedural Concept	Lesson	Learning Activity	Analysis of Learners Responses				
			4	3	2	1	0
☒ Sourcing/ Close Reading ☒ Corroboration ☐ Contextualization ☒ Claim ☒ Evidence	Make your Case!	Worksheet 1 Sourcing 1. Papaano nagkakatangma sa salaysay ng Team Eagle ang kasigutan ng dalawang saksi? Corroboration 2. Alin sa dalawang salaysay ang sa tingin mong makatutulong saiyong paglutas ng kaso? Bakit?	100% (54)	16.67% (9)			
			83.3% (45)				

Historical Thinking Skills/ Procedural Concept	Lesson	Learning Activity	Analysis of Learners Responses				
			4	3	2	1	0
<u> </u> Sourcing/ Close Reading <u> </u> Corroboration <u> </u> Contextualization <u> </u> Claim <u> </u> Evidence	Lunchroom Fight II	Worksheet 1 Contextualization/Sourcing 1. Konteksto sa Baranggay: Ano ang pangyayaring naganap sa baranggay na maaring makapagpaliwanag kung bakit naganap ang pag-aaway? Sino ang nagsabi nito? Ipalawanag kung katanggap-tanggap ba ang batis na ito? Bakit? 2. Konteksto sa Paaralan: Ano ang nangyayaring naganap sa paaralan? (hal. ang pangyayari sa <i>English class</i>) Sino ang nagsabi nito? Ipalawanag kung katanggap-tanggap ba ang batis na ito? Bakit? 3. Konteksto sa Kantina: Ano ang pangyayaring naganap sa kantina? Sino ang nagsabi nito? Ipalawanag kung katanggap-tanggap ba ang batis na ito? Bakit? Worksheet 2 Corroboration 1. Ano ang nangyari sa kantina? (Isulat ang mga pinagmulan ng mga impormasyon) 2. Sa aking pagdedesisyon, ang mga susmusunod na mga mag-aaral na narapat na masuspende: _____. Ang mga kadahilanan ay ang mga susmusunod: _____.	83.33% (45)	16.67% (9)			
			83.33% (45)	16.67% (9)			
			83.33% (45)	16.67% (9)			
			33.33% (18)	66.67% (36)			
			33.33% (18)	16.67% (9)			

Historical Thinking Skills/ Procedural Concept	Lesson	Learning Activity	Analysis of Learners Responses				
			4	3	2	1	0
<u> </u> Sourcing/ Close Reading <u> </u> Corroboration <u> </u> Contextualization <u> </u> Claim <u> </u> Evidence	Pagkamatay ni Bonifacio	Worksheet 1 Corroboration 1. Papaano mo maikukumpara ang mga pahayag na ito sa nilalaman ng mga pahayag sa Dokumento A at B? Sa iyong palagay nagustuhan kaya ng ibang mga Katipunero ang paraan ng pagkakapatay kay Andres Bonifacio, o iisipin lamang nilang tama lamang iyon dahil hindi siya sumunod sa patakaran ng kanilang samahan?	72.22% (39)	9.25% (5)	5.55% (3)	3.7% (2)	9.25% (5)

Historical Thinking Skills/ Procedural Concept	Lesson	Learning Activity	Analysis of Correct Responses				
			4	3	2	1	0
<u> </u> Sourcing/ Close Reading <u> </u> Corroboration <u> </u> Contextualization <u> </u> Claim <u> </u> Evidence	Digmaang Pilipino-Amerikano	Worksheet 1 Sourcing / Contextualization Pagbasa at pagsusuri sa mga ebidensya Paalala: Matapos na basahin ang mga sumusunod na mga ebidensya ay bumuo ng konklusyon kung bakit naging labis ang pagiging brutal ng mga sundalong Amerikano sa mga Pilipino noong panahon ng kanilang pananakop. Punuan ng kasagutan ang <i>graphic organizer</i> upang makabuo paglalahom at hinuha. Pagsusuri sa mga larawan na nagpapakita ng kalunos-lunos na sinapit ng mga Pilipino sa mga Amerikanong sundalo. Corroboration Gamit ang nasagutang graphic organizer ay susuriin ang mga hinuha sa mga kasagutan kung bakit naging labis na naging brutal ang mga sundalong mga Amerikano sa mga Pilipino noong panahon ng kanilang pananakop. Close Reading Hinuha: Ano sa iyong palagay ang dahilan nang labis na pagiging brutal ng mga sundalong Amerikano sa mga Pilipino noong panahon ng kanilang pananakop?	81.48% (44)	9.25% (5)	5.56% (3)	3.7% (2)	
			81.48% (44)	9.25% (5)	5.56% (3)	3.7% (2)	
			44.44% (24)	51.58% (28)	1.85% (1)	1.85% (1)	

Appendix I- Sample Letter to the Historians



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
 Department of Behavioral and Social Sciences
 Taft Ave, Manila

September 8, 2014

Dr. _____
 Department of History
 University of the Philippines
 Diliman, Quezon City

Dear Ma'am:

Greetings!

I am a student of the College of Graduate Studies and Teacher Education Research- Department of Behavioral and Social Sciences, major in teaching History. I am presently enrolled in EDU 600 (Thesis Writing). The title of my proposed study is **“Teaching Historical Thinking Skills to Grade Six Pupils Through “Reading Like a Historian” Method.**

With your educational background and expertise I am asking for your kind assistance to help me in this endeavor by giving your expert idea on determining the primary sources that should be utilized in teaching Philippine History in the K-12 curriculum for grade six pupils. The result from this survey will be used in preparing the learning exemplar for the research process. Attached herewith is the survey form to be accomplished.

Your ideas would be of great help to the success of this research. Rest assured that I would share willingly the result, if you are interested.

I am looking forward for your preferential response regarding this matter. Thank you very much.

Respectfully,

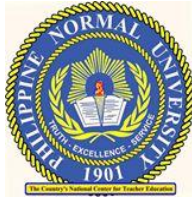
MA. VICTORIA CULMINAS-COLIS
 Researcher

Noted:

DR. ENRICO B. GARCIA
 Adviser

PROF. WENSLEY M. REYES
 Co-Adviser

Appendix J- Sample Letter to the Validator



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
 Department of Behavioral and Social Sciences
 Taft Ave, Manila

October 13, 2014

DR. MA. CORAZON B. SIGUA
 Chair
 Department of Professional Education
 College of Education
 Philippine Normal University

Dear Ma'am:

Greetings!

I am a student of the College of Graduate Studies and Teacher Education Research- Department of Behavioral and Social Sciences, major in teaching History. I am presently enrolled in EDU 600 (Thesis Writing). The title of my proposed study is **"Teaching Historical Thinking Skills to Grade Six Pupils Through "Reading Like a Historian" Method.**

With your educational background and expertise I am asking for your kind assistance to help me in this endeavor by giving your expert ideas in validating my learning exemplar.

Your ideas would be of great help to the success of this research. Rest assured that I would share willingly the result, if you are interested.

I am looking forward for your preferential response regarding this matter. Thank you very much.

Respectfully,

MA. VICTORIA CULMINAS-COLIS
 Researcher

Noted:

DR. ENRICO B. GARCIA
 Adviser

PROF. WENSLEY M. REYES
 Co-Advi

Appendix K- Letter of Permit



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
 Department of Behavioral and Social Sciences
 Taft Ave, Manila

November 18, 2014

MRS. ROSARIO J. SICAM
 Principal
 Culiati Elementary School
 Quezon City

Dear Ma'am:

Greetings!

I am currently in the process of writing and finishing my research paper in partial fulfillment of the course requirements in EDU 600 (Thesis Writing) for my graduate studies at Philippine Normal University. The title of my study is **“Teaching Historical Thinking Skills to Grade Six Pupils Through “Reading Like a Historian” Method.**

The main objective of my study is to try-out a validated lesson plan exemplar using the primary sources in developing historical thinking skills among grade six pupils as preparation for the upcoming implementation of the K-12 curriculum.

In this light, I would like to seek your permission and approval to allow me to conduct my study to the pupils of Grade VI- Rizal on November 24-25, 2014, during their HEKASI time.

Your utmost consideration on this matter will be highly appreciated.

Respectfully,

MA. VICTORIA CULMINAS-COLIS
 Researcher

Noted:

DR. ENRICO B. GARCIA
 Adviser

PROF. WENSLEY M. REYES
 Co-Adviser

Appendix L- Pictures During Try-out













Appendix M- List of Pupil Participants

Boys

1. Alberto, Kristian Jay
2. Andrade, romar
3. Asombrado, Bernard
4. Calagui, Jason Mark
5. Caramat, Jude Arvie
6. Castillo, Peter, John
7. Crisostomo, Karl Cedrick
8. Dineros, Rodel
9. Dumon, Aaron Francis
10. Guialalodin, Hisham
11. Jullano, Jude
12. Magana, Jhandee
13. Magaña, Charles Vincent
14. Olesco, Chris Julyan
15. Paningbatan, Simon
16. Parra, Julius
17. Pungutan, Ramsy
18. Recto, Carl Justine
19. Tenor, Danilo
20. Tesion, David James
21. Villanueva, Henry
22. Yadao, Anthony

Girls

1. Abetria, Carmela
2. Alih, Gemalyn
3. Almeda, Katrina, Mae
4. Andico, Piara Feria
5. Asjali, Nurlinda
6. Austria, Chrisfel
7. Aviles, Jessa Grace
8. Basa, Hannah Bless
9. Cantiller, Rain Fhae
10. Cortez, Roselle
11. Dagami, Allysa Nicole
12. De Vera, Lady Ysabelle
13. Enisisimo, Andrea Kristine
14. Escala, Allieyllhee
15. Garcia, Felicity Mae
16. Guialalodin, Maymanah
17. Jimenez, Mildred
18. Macasilang, Anjeanette
19. Makiraya, Anne Trishia
20. Manzano, Mica Ella
21. Matias, Krishia
22. Monte, Kelly Diana
23. Mushin, Sitti Rhaima
24. Pasilan, Kristine Chryter
25. Tugade, Kaye Jazztine
26. Valenzuela, Justine Marie
27. Yñota, Greizen Marjoe

Appendix N- Pupils' Sample Outputs

Digmaang Pilipino-Amerikano

Pangalan: Jessica Aviles

	Unang Hinuha: Sumusunod lamang sa mga ipinag-utos ang mga sundalong Amerikano kung kaya brutal nilang pinapatay ang mga Pilipino.	Ikalawang Hinuha: Sadyang hindi makatao ang mga sundalong Amerikano sa mga Pilipino.	Ikatlong Hinuha: Gumaganti lamang ang mga Amerikanong sundalo sa mga ginagawa sa kanila ng mga Pilipino.
Unang Ebidensiya	Pinagmulan: Linom ng isang sundalong Amerikano Pahayag: Young maitos ni Gen. Wheaton na sunugin at patayin ang mga nakatira sa bangang ipon.	Pinagmulan: Corporal Richard T.O. Brein. Pahayag: Binoril lang kaagad ng mga sundalong Pilipino ang Pilipino ng walong children at sinasaktan nila.	Pinagmulan: General J.M. Bell Pahayag: Pinatay nila ang mga Pilipino upang gumaganti para sa mga ibang sundalong Amerikanong Pinatay.
Ikalawang Ebidensiya	Pinagmulan: Sergeant Riley Pahayag: Young pinipalit nila at brutal ang pagpatay sa kan, dahil gusto nila malaman ang mga sundalong Pilipino sa kanila.	Pinagmulan: Linom ng isang sundalong Pilipino Pahayag: Young natutuhan pa ang mga Sundalong Amerikano habang pinapatay ang ibang mga Pilipino.	Pinagmulan: Linom ng isang sundalong Amerikano. Pahayag: Noong may nakita ang mga Amerikano na patay na isang sundalong Amerikano at ipinatay nila na labat ng patayin.
Batay sa mga ebidensiya, katanggap-tanggap ba ang isinasaad ng mga hinuha? Ipaliwanag.	Opo dahil sobra ang pananakip nila sa mga Pilipino.	Opo, dahil sadyang hindi makatao ang mga sundalong Amerikano.	hindi, dahil sobra-sohra hamaliyon at tama lang ang ginawa ng mga Pilipino dahil sobra, sobra na ito para sa kanila.

Digmaang Pilipino-Amerikano

Pangalan: Cue Julian C. Cueva

Hinuha: Ano sa iyong palagay ang dahilan nang labis na pagiging brutal ng mga sundalong Amerikano sa mga Pilipino noong panahon ng kanilang pananakop.

Badang hindi makatoto ang mga amerikano sa mga Pilipino dahil magandang ay mga amerikano ang mga Pilipino ngay walang makatoto na Pilipino sa pagpapalaya nila sa Pilipino at walang makatoto sa kanilang plano at ~~magandang~~ ~~magandang~~ dahil walang alam ang mga Pilipino kaysa brutal ang magandang nila.

Worksheet – Sourcing, Contextualization, and Corroboration

PAGKAMATAY NI BONIFACIO

Layunin: Napatutunayan ang hinuha sa tunay na pangyayari sa pagkamatay ni Andres Bonifacio batay sa mga isinasaad ng mga primaryang batis.

Pangalan: Cris Julian C. Alejo

Gabay sa Pagtatanong

1. (Sourcing) Sino ang may pahayag? Naging makatarungan ba sa kanya ang paraan ng pagpatay kay Andres Bonifacio? Paano mo ito nasabi?

Sugaring Ale Jose Hindi po dahil walang silang alam at grabe pa ang ginawang pagpatay sa kanila

2. (Contextualization) Batay sa kanyang mga pahayag, ano ang mga kaganapan ng panahong iyon, noong 1897? Ano implikasyon ng pangyayari sa kanyang buhay?

Magsabi ng ebidensiya mula sa dokumentong binasa.

ang kanyang pinapahiwatig ay hindi maging ang pagpatay sa kanyang asawa at mga bc

3. Naniniwala ka ba sa kanyang mga pahayag? Magbigay ng isang dahilan kung bakit mo

pinaniniwalaan ang kanyang pahayag o kung bakit hindi?

^{Siya}
Opo dahil siya ang mismang asawa ni Andres Bonifacio at kaya mas ang pahayag niya ang payaninwalaan

4. (Corroboration) Papaano mo maikukumpara ang mga pahayag na ito sa nilalaman ng mga pahayag sa Dokumento A at B? Sa iyong palagay nagustuhan kaya ng ibang mga Katipunero ang paraan ng pagkakapatay kay Andres Bonifacio, o iisipin lamang nilang tama lamang iyon dahil hindi siya sumunod sa patakaran ng kanilang samahan?

Dokumento A at B ay inabi nang paraano sila pinatay ng kalaban at sa Dokumento C ay pinapahiwatig na hindi magyas ang pagpatay sa kanila ng kalaban at hindi nagustuhan ng mga katipunero ang pagpatay kay Bonifacio at kanyang mga kapatid

"LUNCHROOM FIGHT"

Pangalan: Kristine Chrysler Pasilan
Mildred B. Jimenez

Petsa: Noviembre 24, 2014

Panuto:

Isipin ninyong kayo ang punong-guro ng paaralan, at bigla ninyong napag-alaman na nagkaroon ng matinding pag-aaway sa oras ng inyong recess. Ikaw ay nagtanong-tanong sa maraming mga mag-aaral at mga gurong nakasaksi sa pangyayari. Inutusan mo silang ilahad sa pamamagitan ng pagsulat ang kanilang nasaksihan at kung sino sa kanilang palagay ngpasimula ng kaguluhan. Sa kasamaang loob, nakatanggap ka ng iba't ibang pahayag na nagdedetalye ng mahahalagang pangyayari sa nasabing kaguluhan tulad ng : kung sino ang nagpasimula nito, kailan ito nagsimula at kung sinu-sino ang kabilang sa gulung ito. Tandaan na mahalagang isipin na WALANG SINO MAN sa mga naglahad ang nagsisinungaling.

Sa inyong pangkat ay sagutin ang mga sumusunod na katanungan.

Mga Katanungan:

- (1) Papaano magkakaroon ng **iba't ibang bersyon** ng kwento ang isang pangyayari na kung saan ay walang nagsisinungaling sa kanilang mga kuwento?

Maaring maging iba't-iba ang kanilang
bersyon, kung ang isang bata na nakipag-
away ay mayroong relasyon sa taong
nakasaksi, halimbawa nilang ng kaibi-
gan.

"LUNCHROOM FIGHT"

Pangalan: Peter John C. Castillo, Cric Julian C. Alejo Etsa: Nov 24, 2014

Panuto:

Isipin ninyong kayo ang punong-guro ng paaralan, at bigla ninyong napag-alaman na nagkaroon ng matinding pag-aaway sa oras ng inyong recess. Ikaw ay nagtanong-tanong sa maraming mga mag-aaral at mga gurong nakasaksi sa pangyayari. Inutusan mo silang ilahad sa pamamagitan ng pagsulat ang kanilang nasaksihan at kung sino sa kanilang palagay ngpasimula ng kaguluhan. Sa kasamaang loob, nakatanggap ka ng iba't ibang pahayag na nagdedetalye ng mahahalagang pangyayari sa nasabing kaguluhan tulad ng : kung sino ang nagpasimula nito, kalian ito nagsimula at kung sinu-sino ang kabilang sa gulong ito. Tandaan na mahalagang isipin na WALANG SINO MAN sa mga naglahad ang nagsisinungaling.

Sa inyong pangkat ay sagutin ang mga sumusunod na katanungan.

Mga Katanungan:

- (1) Papaano magkakaroon ng **iba't ibang bersyon** ng kwento ang isang pangyayari na kung saan ay walang nagsisinungaling sa kanilang mga kuwento?

kasi baka maraming batang nag-away kaya
iba-iba ang kanilang mga bersyon, at baka
baka may pinagtatanyag ang mga nagkuwento
sa mga nag-away, at baka iba-iba ang
araw ng pagditing nila kaya iba-iba ang
nawakikan nila sa pag-away.

- (2) Sinu-sino ang **mga iba't ibang taong nakasaksi** sa nasabing kaguluhan? (hal. kaibigan ng mga batang nakipag-away laban sa bersyon ng mga batang hindi nakakikilala sa mga batang kasangkot; ang mga batang batang mismong sangkot sa away laban sa bersyon ng mga nakasaksi; at mga nakakatandang saksi laban sa mga batang saksi)

Ang mga taong nakasaksi nito ay ang mga taong nasa loob ng canteen, at mga taong nagtitinda at kumatain, nang mangyari ang kaguluhang iyon.

- (3) Ano ang maaring maging batayan upang masabing mas kapani-panilawala ang inilalahad ng isang kaysa sa isa pang saksi?

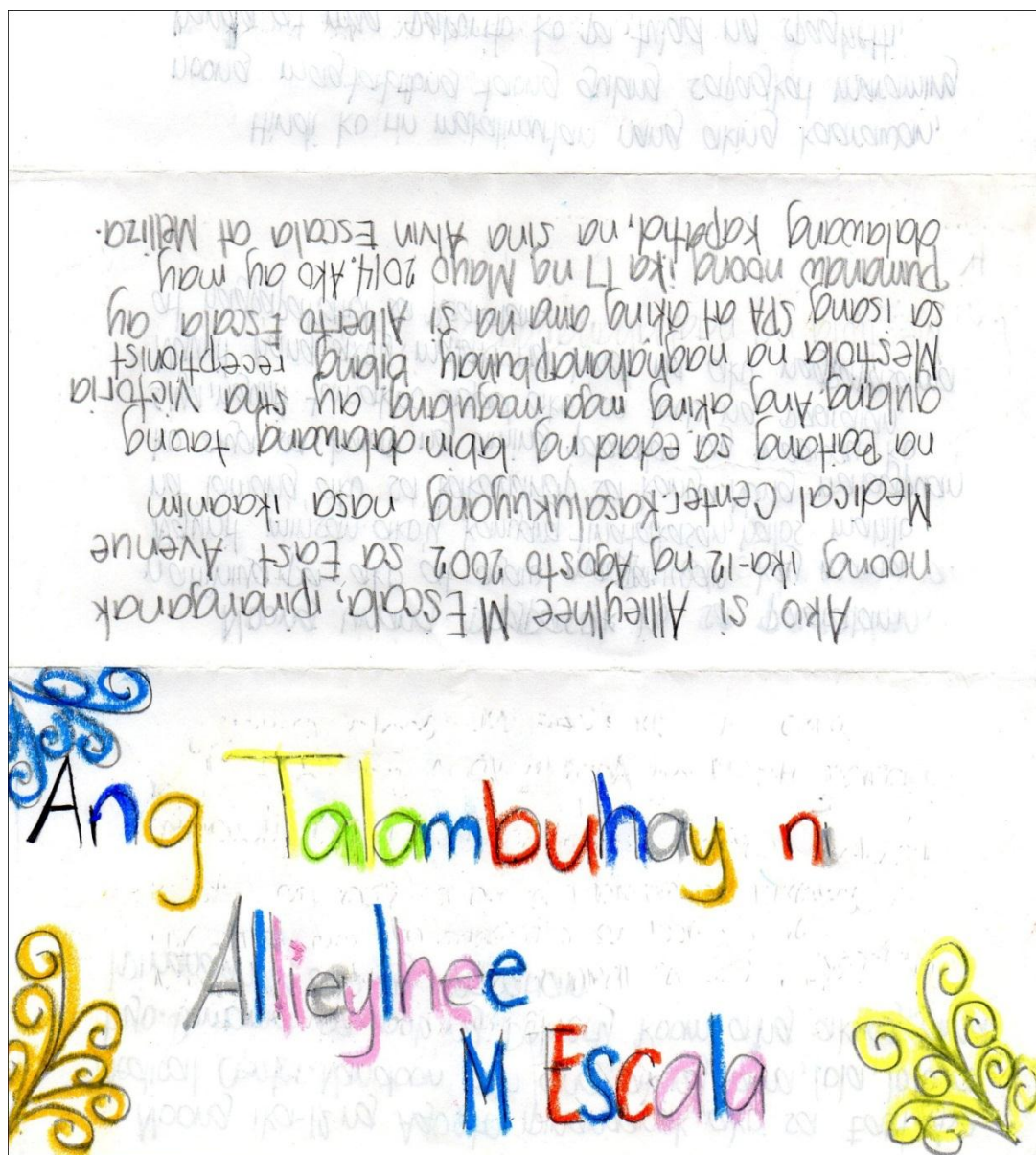
Kung mayroon ^{ibang} taong nakasaksi sa pangyayari, at kung maraming tao ang kumampi (maraming) pumanig sa kanyang bersyon.

- (2) Sinu-sino ang **mga iba't ibang taong nakasaksi** sa nasabing kaguluhan? (hal. kaibigan ng mga batang nakipag-away laban sa bersyon ng mga batang hindi nakakikilala sa mga batang kasangkot; ang mga batang batang mismong sangkot sa away laban sa bersyon ng mga nakasaksi; at mga nakakatandang saksi laban sa mga batang saksi)

mga nagbabantay at, nagtitinda at kusinero
,kusinero sa canteen

- (3) Ano ang maaring maging batayan upang masabing mas kapani-panilawala ang inilalahad ng isang kaysa sa isa pang saksi?

sa aral ng pagdating at pag-away, kung
pareho ang kuwento nila sa mga nagbabantay
,nagtitinda, at kusinero, kusinero sa canteen.



Noong ika-12 ng Agosto ipinanganak ako sa East Ave. Medical Center. Nandoon din ang aking ama, lola, lolo at tiyo. Sumama sa loob ng Delivery Room at ang aking ama. Ipinanganak ako ng C-section.

Noong unang pagpasok ko sa paaralan, nahihiusa pa ako at ayaw magpa-iwan kay mama. Ngunit minsan ako'y kanyang tinatakasan, halos mahilo na lamang ako sa kakahanap sa kanya. Nang matagpuan ko siya sa harap ng aming paaralan ay inaaway ko siya ngunit tumakbo agad ako sa loob ng paaralan. Ngunit nang ako'y malaki na hindi na ako nagpapasama at nagpapahati sa paaralan.

Hindi ko rin makalimutan nang aking kaarawan, noong magtatatlong taong gulang sapagkat maraming handa at mga paborito ko pa tulad ng spaghetti, manok atb. mayroon ding mga lobo noon, na ang nakadrawing ay ang aking paboritong cartoon character. Nandoon rin noon ang aking mga matatalik na kaibigan.

Pangalan: Allieyhee M. Escala

Petsa: Nov. 26, 2014

Ikalawang Bahagi; Proyekto – “Snapshot Autobiography – Another Perspective”

Ito ang pagkakataon na magtanong ka sa ibang taong nakakaalala sa isang napili mong mahalagang pangyayari sa iyong buhay.

1. Pumili ng isa mula sa tatlong mahahalagang pangyayaring iyong naisulat.
2. Pumili ng taong nakakaalam ng pangyayari iyong napili, maaring ang iyong magulang, lolo o lola, kapatid o kaibigan na may kaalaman tungkol sa napili mong pangyayari.
3. Tanungin mo ang taong iyong napili sa kanyang sariling bersyon ng pagkaka-alala sa mahalagang pangyayaring iyong napili. Para makasigurado na nakukuha mo ang tamang bersyon, ay tanungin siya ng direkta tungkol sa pangyayari, halimbawa. “Nay, naalala mo pa po ba kung papaano kami naging magkaibigan ni Joy noong grade 5 pa kami? Maari mo po bang sabihin sa akin yaong bagay na naalala mo kung paano kami nagkakilala?”
 - Isulat ng maigi ang kaniyang mga tugon. Bigyang tuon ang mga bahagi ng kaniyang kuwento na kakaiba sa iyong sariling bersyon.
 - Huwag kalimutang magpasalamat sa taong iyong kinapanayam upang matapos ang iyong proyekto.

Pangalan ng taong kinapanayam: Victoria Escala

Relasyon sa taong kinapanayam: Nanay

Napiling pangyayari mula sa “Snapshot AutoBiography” para sa gagawing pagpapatunay (corroboration/cross checking) sa pangyayari: Tungkol noong ako’y

rosa ika-unang batang at sumali sa patimpalak.

Nag-aaral pa ako sa Mallig Central Sch.
 Pitong taong gulang ako
 Sumali ako sa patimpalak na paggawa ng "Christmas Card"
 Napakasaya ko noong araly nagwagi.
 Nakuha ko rin ang ika-walong karangalan
 Marami akong iginuhit na simbolo ng pasko.
 Idinikit ko ang ito sa bond paper at binuhusan ng mga glitters.
 Malaking medalya ang aking nakuha.
 Iinawad sa akin ang medalya sa "Araw ng Pasko."

sa Mallig Central School pa ako nag-aaral, pitong taong
 gulang, sumali sa paggawa ng Christmas card. Napakasaya
 Malaking medalya ang aking nakuha, Nakakuha rin ako
 na ika-walong karangalan

iviga magkakaibang salaysay mula sa sariling bersyon at mula sa tugon:

Unang baitang ako, marami akong iginuhit na simbolo
 ng pasko, idinikit ko sa bond paper at ~~igina~~ binuhusan
 ng glitters, Iinawad ito sa akin sa Araw ng
 Pasko.

TEAM A

"Make Your Case!"

Pangalan: Piara Fericia T. Andico

Petsa: 11/12/2014

Panuto:

Batay sa pangyayaring inilahad ipaliwanag kung papaano natitimbang at naipaghahambing ang mga ebidensya. Pagkatapos ay pumili ng isang ebidensya na sa palagay mo na iyong magagamit upang mas maging malakas ang iyong kaso.

Sitwasyon:

Isang hapon bago maganap ang pinaka huling laban ng basketball game sa inyong sports fest, sa pagitan ng inyong team-Team Eagle at ang inyong kalaban na Team Tamaraw ay may naganap na paninira sa *locker room* ng Team Tamaraw, naniniwala silang ang sumira ng nasabing *locker room* ay ang inyong grupo, subalit batay sa pagsasalaysay ng Team Eagle ay lumabas sila para kumain sa Jollibee nang maganap ang nasabing pangyayari. Narito pa ang iba pang salaysay:

Salaysay A:

Batay sa Ate ng *captain ball* ng Team Eagle ay sinamahan niya ang buong grupo patungong Jollibee para kumain.

Salaysay B

Batay sa *point guard* ng Team Tamaraw, nakita niya ang buong Team Eagle na kumakain sa Jollibee nang maganap ang paninira sa lockerroom.

Mga Katanungan:

- 1✓ Papaano nagkakatugma sa salaysay ng Team Eagle ang kasgutan ng dalawang saksi?

nagkakatatugma sila sa salaysay ng A & B na ang pinaka matibay na ibendensya ay yung mismong "point guard" ng tamaraw na mismong nakakita sa team Eagle's na kumakain sa Jollibee at yung ate nanian ang mismong sumama sa kanila.

- 2✓ Alin sa dalawang salaysay ang sa tingin mong makatutulong saiyo sa paglutas ng kaso? Bakit?

Ang B. dahil napaka tibay na katibayan dahil sa siya mismo yung nakakita sa team ng Eagles na kumakain sa Jollibee.

"Group C"

"LUNCHROOM FIGHT": SUSPENSION REPORT

Mildred B. Jimenez
Pangalan: Enrico Andrea Kristine N.

Petsa: November 27, 2011

SUSPENSION REPORT

(1) Ano ang nangyari sa kantina? (Isulat ang mga pinagmulan ng mga impormasyon)

Mayroong dalawang estudyante na mag-
away sa loob ng kantina, na sina Justin
at Max.

(2) Sa aking pagdedesisyon, ang mga susmusunod na mga mag-aaral na nararapat na

masuspende: ay Sina Max at ang kaniyang mga
kaibigan niya. Ang mga kadahilanan ay ang mga

susmusunod: Ang pagbabago ng ugali ni Max sa kani-
lang barangay at paaralan, pinagbubulungan
nila si Justin habang nagkaklase o nag-
tutub ng english ang kanilang guro,
Sinasadya nilang maging inkomportable si
Justin.

Lagda ng Punong-guro

Petsa

"LUNCHROOM FIGHT": EVIDENCE CONTEXT HANDOUT

Pangalan: _____

Petsa: _____

Panuto:

Gamitin ang mga ebidensiyang ginamit sa Lunchroom Fight sa pagkumpleto ng talahanayang ito. Ang bawat hanay ay kinakailangang nagsasaad ng dalawang (2) ebidensya.

Konteksto sa Barangay: Ano ang pangyayaring naganap sa barangay na maaring makapagpaliwanag kung bakit naganap ang pag-away?	Sino ang nagsabi nito?	Ipaliwanag kung katanggap-tanggap ba ang batis na ito? Bakit?
Reorganisasyon sa Pabrikang	Guro sa English	Hindi po, dahil marami ang nakaapektuhang mga tao, lalo na ang mga bata.
Pagtatanggal ng mga trabahador sa pabrikang	Guro sa English	Hindi po, dahil nakaapekto ito sa mga bata dahil

Konteksto sa Paalaran: Ano ang pangyayaring nagaganap sa paalaran? (hal. ang pangyayari sa English class)	Sino ang nagsabi nito?	Ipaliwanag kung katanggap-tanggap ba ang batis na ito? Bakit?
Pinagtatawanan at pinagbubulungan nila si Justin, habang nagtuturo ang kanilang Guro sa English	Jamie Chokbase nina Max at Justin sa English bag (ang bras ng lunch break)	Hindi po, dahil ang ginagawa nilang pagbubulungan ay parang nangangahulugang binubully o madasar na nila ito.

Konteksto sa Kantina: Ano ang pangyayaring nagaganap sa kantina?	Sino ang nagsabi nito?	Ipaliwanag kung katanggap-tanggap ba ang batis na ito? Bakit?
Masyadong maingay at nagbibiruh ang barkada nina Max	Anthony (nakatayo lamang sa lugar ng pangyayari)	Hindi po, dahil nakalilitorbo sila sa mga estudyanteng nakapila at bumibili din ng pagkain.
May mga batang nagtutulakan	Trabahador sa kantina	Hindi po, dahil nakasasakit sila ng kanilang kapwa estudyante

Appendix O- Certification for Editing

24 Feb. 2015

CERTIFICATION

This is to certify that I have read and edited in its entirety the thesis of MS. MA. VICTORIA CULMINAS-COLIS on “ Teaching Historical Thinking Skills to Grade Skills Through Reading Like a Historian Method.”

Prof. Ma. Concepcion Y. Raymundo

Name and Signature of Editor

Appendix P- Certification for Anti-Plagiarism



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 (The National Center for Teacher Education)
 College of Graduate Studies and Teacher Education Research
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 Taft Avenue, Manila, 1000, Philippines
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CERTIFICATION

This is to certify that the thesis of MS. MA. VICTORIA C. COLIS entitled "Teaching Historical Thinking Skills Through *Reading Like A Historian* Method" **passed** the authenticity test performed by the office on March 5, 2015 using the Anti-Plagiarism software of the university.


ANTRIMAN V. ORLEANS, Ph.D.
 Director

PNU OR No. 237409
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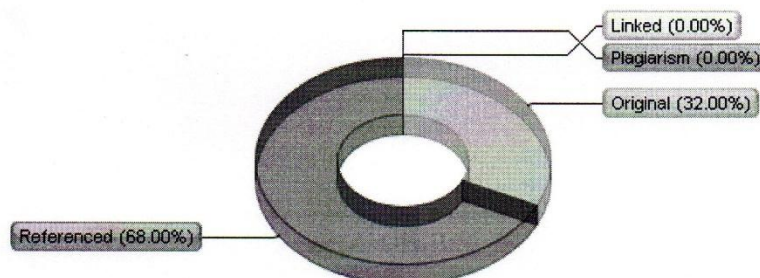
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Appendix Q- Curriculum Vitae**CURRICULUM VITAE****MA.VICTORIA CULMINAS COLIS**

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Middle School Department
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 S.Y. 2000 – 2001

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Student Services
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Moderator

Civic Action Group (Extension of HEKASI Program)
 Grade School Department
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Adviser

YMCA Red Triangle Club (Quezon City Chapter)

Middle School Department

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S.Y. 2002 – 2003

EDUCATIONAL BACKGROUND

- Graduate Studies : **Master of Arts in Education with Specialization
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Philippine Normal University
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- College : **Bachelor of Secondary Education Major in History**
❖ **CUM LAUDE**
Philippine Normal University
Taft Avenue, Manila
1996 – 2000
- Secondary : Culiati High School
❖ **6th Honorable Mention**
Tandang Sora, Quezon City
1992 – 1996
- Elementary : Pasong Tamo Elementary School
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1987 – 1992

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Division of City Schools, District VI – Culiati Elementary School
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November 13, 2003

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Judge

School of Saint Anthony, Lagro, Quezon City

January 29, 2002

❖ **SERVICE AWARD**

Parents’ Council Executive Board – School of Saint Anthony

Lagro High School, Lagro, Novaliches, Quezon City

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❖ **CUM LAUDE**

Philippine Normal University, Taft Avenue, Manila

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❖ **THIRD PLACE**

History Majors Quiz Bee

History Department

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1998

❖ **SIXTH HONORABLE MENTION**

Culiat High School

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❖ **EIGHT PLACE**

Health News Writing – Division Mini-Press Conference

Lagro High School, Lagro, Novaliches, Quezon City

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❖ **SECOND PLACE**

Science News Report – Division Mini-Press Conference
 Lagro High School, Lagro, Novaliches, Quezon City
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❖ **TENTH PLACE MOST OUTSTANDING PHOTOJOURNALIST OF THE YEAR**

Young Men's Christian Association (YMCA)
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CIVIL STATUS : **Married**

SPOUSE NAME : **Rashibin Pestaño Colis**

OCCUPATION : **Teacher**

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