

**TOPIC TITLE: CONTENT AND CONTEXTUAL ANALYSIS OF SELECTED
PRIMARY SOURCES**

LEARNING OBJECTIVES:

At the end of the topic session, the students should be able to:

LO4: Construct a comparison between the context of the primary sources to the current situation of the country; and

LO5: Integrate the contributions of the various primary sources in understanding Philippine history.

MATERIALS/EQUIPMENT:

- Computer with speakers
- LCD projector
- File/s (02 Content and Contextual Analysis of Selected Primary Sources)
 - 02 LCD Slides 1.ppsx
 - 02 Handout 1.pdf
 - 02 Handout 2.pdf
 - 02 Activity 1.pdf
 - 02 Activity 2.pdf
 - 02 Quiz 1 Answer Key.pdf
 - 02 Quiz 1.pdf
 - 02 Video 1.pdf
 - 02 Worksheet 1.pdf
- Software requirements
 - MS PowerPoint
 - Windows Media Player / VLC Media Player

TOPIC PREPARATION:

- The instructor must have an open communication with the students since they will be the ones who will be discussing the following case points in this module, as well as provide seatworks. Therefore, provide the students with appropriate rubrics should they decide to have an essay as seatwork.
- The instructor must review the following case points to aid the students during their reciprocal teaching:
 - Antonio Pigafetta's *First Voyage Around the World*
 - Juan de Plasencia's *Customs of the Tagalogs*
 - Emilio Jacinto's *Kartilla ng Katipunan*
 - Emilio Aguinaldo's *Mga Gunita ng Himagsikan*
 - National Historical Institute's *Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution, and the First Philippine Republic*

- Alfred McCoy's *Political Caricatures of the American Era*
 - Commission on Independence's *Filipino Grievance Against Governor Wood* (as written by Gregorio Zaide)
 - *President Corazon Aquino's Speech Before the US Congress* (as written by Corazon Aquino and Teddy Boy Locsin)
 - *Raiders of the Sulu Sea*
 - *Mga Obra ni Luna at Amorsolo*
- The instructor must log in to their eLMS accounts to obtain a copy of **02 Handout 1** and **02 Handout 2** which will be used in this session as supplementary information.
 - This lesson will utilize both flipped classroom approach and reciprocal teaching. Therefore, the instructor must make sure that the students must read beforehand the contents of their eLMS under Module 02.

PRESENTATION OVERVIEW:

A. Introduction	30 min
B. Instructional Input	
<i>The Importance of the Historical Method</i>	30 min
Explain what the Historical Method is and its importance	
<i>Content Vs Context</i>	30 min
Differentiate content and context, and apply it in analyzing the various case points in this module	
<i>The Author's Perspective</i>	30 min
Identify the author's background, his main argument for writing the content, and his point-of-view	
C. Generalization	50 min
D. Application	200 min
E. Evaluation	160 min
F. Learning Management System	10 min
Total duration	540 min

TOPIC PRESENTATION:

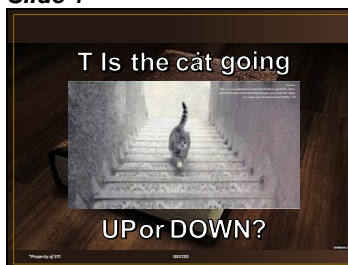
A. Introduction

1. Recall the previous lesson by performing the "Give One, Get One" activity. Tell students to get a sheet of paper, and divide it into two (2) columns. Label the left side as, "Give One," and the right side as, "Get One."
2. Instruct students to write their answers to the question, "What can you remember about our last lesson?"
3. Give them 10 minutes to brainstorm and write their answers. After the given time, tell students to walk around and find a partner. Each partner "gives," or shares, items from his or her list. For example,

Partner A shares his/her responses until Partner B hears something that is not already on his/her list. Partner B writes the new response in the right-hand column on the paper, along with Partner A's name. Once Partner B has "gotten" one, the roles switch. Afterwards, the students will find a new partner, then repeat the same process.

4. Give them 10 minutes to perform this activity. After the given time, call on at least four (4) to five (5) students to share what they have written. Acknowledge their answers, and try to correct any misconceptions, if any.
5. Introduce the lesson by presenting **Slide 1** of **02 LCD Slides 1**. Let the students reflect on the question presented before them.
6. Display the rest of **Slide 1** and explain that the cat is indeed going down the stairs. Call some students who answered correctly and tell them to give their bases of their answer.
7. Set up a mini-discussion by asking the question, "Why do we need to see the perspective of something?"
8. Acknowledge each of their answers. Explain that perspective provides primary information about the author's work. It sets up the opinion, attitude, and background of the writer. It is especially vital to history, since the authors of primary sources have their own takes of the events.

Slide 1

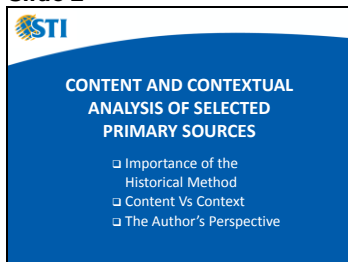


B. Instructional Input

The Importance of the Historical Method

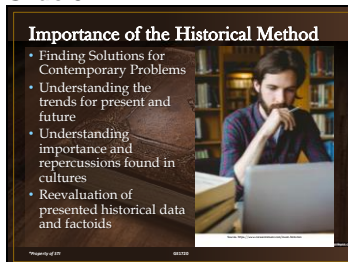
1. Start the class by presenting **Slide 2** and discuss what they would expect on this topic.

Slide 2



2. Recall the historical method in the previous topic as you show **Slide 3**. Historical Method includes the Historical Criticism and the definition of Historical Sources. Discuss that the Historical Method is like the Scientific Method in Science, except that the information is already given to the historians. Set a mini-debate by asking the

Slide 3



students, “Is the Historical Method important in translating the events that have long passed?”

3. Allow the students to debate among themselves for 15 minutes. After the debate, explain the following details presented, using **Page 1 of 02 Handout 1** as a reference for additional information:
 - The historical method helps us in *finding solutions for contemporary problems*. There are some problems in the past that might provide solutions to our current situation. One example is the separation of church and state in the Philippine government. Back then, the church has absolute control over the government. As the country gained its independence, they formally agreed upon that the church won't interfere with government affairs.
 - It also provides an *understanding of the trends that have happened before*. An example is the People Power Revolutions of 1986 and 2001, also known as EDSA 1 and EDSA 2. Both had the ultimate goal of removing the president in his position through a movement.
 - It also provides an *understanding the importance and repercussions found in cultures*. Back at the EDSA 1, it prompted other countries to fight for their independence from their corrupt government, known in political science as the *Third Wave Democracy*. By 1989, three (3) years after the 1986 People Power Revolution (EDSA 1), both Central and Eastern Europe abolished communism in their regions in their revolution called the *Autumn of Nations*.
 - Finally, it provides the *reevaluation of the historical data and facts already presented*. Before, history classes have taught students that the famous Cry led by Gat Andres Bonifacio was done at Balintawak. But, historical inconsistencies contended the already-cemented Cry of Balintawak, resulting in the Cry of Pugad Lawin, and the quest of historians to determine where did the Cry actually happened.
4. Recap the entire topic by giving other examples using one (1) of the given reasons. Each group is assigned with one (1) reason. Instruct students to form four (4) groups, and write down other examples in their notebooks for five (5) minutes. After the given time, call a representative in each group to share their answers.

Content Vs Context

Slide 4



Slide 5



1. Show **Slide 4** to the class. Form a mini-discussion by asking the students, “Is the glass half-empty or half-full?”
2. Acknowledge each of their responses, and deepen their discussion by formulating questions based on their answers.
3. Explain that there is no correct answer in this scenario because it all depends on how the context is explained by the reader using the content provided. Ask the students, “What is the difference, then, between content and context?”
4. Elaborate further on the question by presenting **Slide 5** and using the following discussion points, as well as **Page 1** of **02 Handout 1** as additional reference:
 - The image provided is a quotation originally credited to Bruce Lee, a world-renowned former martial artist and actor. By the image alone, it presents that *content is the material given to us that is left for interpretation*. Meaning, in the image presented, the containers will remain as containers without identity if water is not present, where the water represents the content, literally and figuratively.
 - *Context*, on the other hand, is *the given interpretation of a content*. Therefore, when we put meaning in a given material, it gives us an understanding of what the material is for. Using the same image, a cup is called as such because we give the meaning that this small container can hold enough water to quench our thirst, and so on.
 - Therefore, going back to the “cup half-full or half-empty” scenario, the content remains the same, being a cup filled halfway with water. The context, however, changes from person to person. Some people might say that the cup is half-empty because they saw that the water is slowly being spilled, whereas the ones who saw that the cup is half-full might say that the cup will be slowly filled with water later on. Others might even see some contexts unheard of in the given choices, complete with its own unique interpretations.
5. Recap the lesson by creating a one-by-two (1 × 2) table on the board. The left side will be labeled CONTENT, and the right side will be labeled as CONTEXT. See image below for reference.

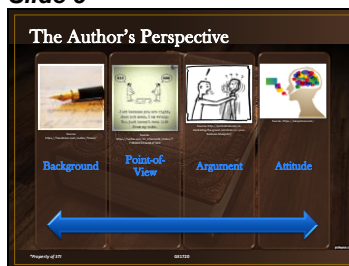
CONTENT	CONTEXT

6. Allow students to write on the table their own definition of content and context. Give them 10 minutes to do this activity.

The Author's Perspective

	<p>Steps 1-3 Activity: Document Analysis Learning Objective(s): LO4 and LO5</p>
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Slide 6



1. Present **Slide 6** to the class. Call on a few students to define each of the sections of the slide. Refer to **Page 1** of **02 Handout 1** for more information. Elaborate further by discussing the following details:
 - The author's *background* consists of the author's early life, his educational attainment, and the kind of environment he or she grew up with.
 - The *point-of-view* is the way how the author addresses the content to the reader. It can be first-person, second-person, or third-person.
 - The author also expresses his or her content with an *argument* in mind. This is the main theme the author intends for the readers to see his or her side of the story.
 - The author's *attitude* reflects the tone or mood of the material at hand. It reflects the current situation in the material at the time of its conception, or the current emotions the author was feeling when he made the material.
2. Instruct students to get their copies of **02 Handout 2**. Group the class into two (2), with Group two (2) focusing on Santiago Alvarez's account found on **Pages 1-3** of the handout. Group one (1) will focus on Teodoro Agoncillo's account, found on **Pages 3-9** of the handout. For their short biographies, refer to **Pages 1-2** of **02 Handout 1** for Group 2, and **Page 2** of **02 Handout 1** for Group 1.

Slide 7

Document Analysis

Get at least two (2) sheets of yellow paper, with the names of your group mates, and write a document analysis essay using the following questions as guide:

- Who is the author?
- What kind of material is the primary source?
 - Is it a book? A diary? Memoir?
- What is the source all about?
 - What is the main event covered by the material?
 - How does this material contribute to our history?
- What did you learn after reading the source material assigned to you?

3. Give them 10 minutes to brainstorm for the background of their respective authors, their points-of-view, their arguments, and opinions/attitudes in the source material. Present **Slide 7** for the format of the document analysis. After the given duration, give each group five minutes (5) to share their analysis.

C. Generalization

**Steps 1-2**

Assessment: Gossips of the Past, History in the Present
Learning Objective(s): LO4 and LO5

1. Wrap up the entire topic by forming the students into groups of three (3). Give the **02 Activity 1** to the class, and call students to read the instructions. Present **02 Video 1** to the class and explain that this video is about Andres Bonifacio and his remains. The duration of the activity is as long as the video itself, which is 18 minutes. Make sure that they are indeed taking notes.
2. Instruct students to accomplish the activity. Once finished with it, instruct them to accomplish **Page 3** individually, making sure that the page must be duplicated to match the number of group mates to be assessed. For example, if there are three (3) members in a group, each member must be assessed twice. To get the final grade, get the average score from the assessment and the activity.

D. Application

**Steps 1-4**

Activity: Reciprocal Teaching
Learning Objective(s): LO4 and LO5

1. Divide the students into 14 groups, with groups 11 to 14 be assigned to Midterm period, and give out the copies of **02 Activity 2** to the groups. Make sure that there is only a maximum of four (4) members per group.
2. Discuss that they will be making a presentation applying the lesson in one of the following case points, which will be assigned per group. Refer to **02 Activity 2** for the group assignment.
3. Remind the presenters that they must present it in a classroom-like setting. With that in mind, instruct the assigned groups must prepare the following:
 - A detailed PowerPoint presentation of their topic;
 - Handouts, either hardcopy or softcopy, regarding their topic;
 - Written activity (individual)
4. Instruct that the students who won't be reporting must accomplish **02 Worksheet 1**. Presenters will get a perfect score on their section in the worksheet.

5. Remind the presenters that their presentation must be presented within 20 minutes. Grade their performance using the activity sheet.
6. Instruct students to accomplish **Page 2** of **02 Activity 2** after the presentation individually, making sure that the page must be duplicated to match the number of group mates to be assessed.

E. Evaluation



Steps 1-2

Assessment: Task Performance

Learning Objective(s): LO4 and LO5

1. Instruct the students to bring out their copies of **01 Task Performance 1**. Remind the groups that they will only be given a maximum time of five (5) minutes to present their task performance.
2. Return the graded sheets back to the students in order for them to see their scores. Explain how they are graded, then tell them to pass the sheets to the instructor.



Step 3

Assessment: Quiz

Learning Objective: LO5

3. Give **02 Quiz 1** to the students. Refer to **02 Quiz 1 Answer Key** in checking their answers.

F. Learning Management System



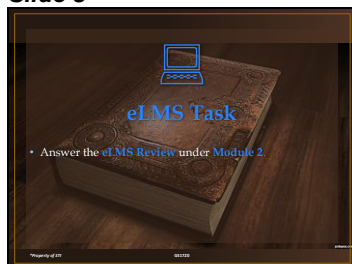
Step 1

Tool: eLMS (Neo - LMS)

Resources: eLMS Review

1. Present **Slide 8**. Instruct students to access their eLMS and answer the **eLMS Review**.

Slide 8



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