

TOPIC TITLE: THE ISSUES OF THE SOCIETY, POLITICS, ECONOMICS, AND CULTURE WITHIN PHILIPPINE HISTORY**LEARNING OBJECTIVES:**

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

- LO9: Communicate effectively, using various techniques and genres, their historical analyses regarding a particular issue or event, that will encourage others to understand their chosen topic;
- LO10: Propose recommendations or solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios; and
- LO11: Display the ability to work in a multidisciplinary team and contribute to a group endeavor.

MATERIALS/EQUIPMENT:

- Computer with speakers
- Speakers
- LCD projector
- File/s (04 The Issues of the Society, Politics, Economics, and Culture within Philippine History)
 - 04 LCD Slides 1.ppsx
 - 04 Skills Checklist.pdf
 - 04 Audio 1.mp3
 - 04 Handout 1.pdf
 - 04 Handout 2.pdf
 - 04 Handout 3.pdf
 - 04 Task Performance 1.pdf
 - 04 Teaching Material 1.pdf
 - 04 Teaching Material 2.pdf
 - 04 Teaching Material 3.pdf
 - 04 Worksheet 1.pdf
 - Socrative.pdf
- Software requirements
 - MS PowerPoint
 - Windows / FLV Media Player

TOPIC PREPARATION:

- The instructor is encouraged to research for materials that will help supplement the topics in this session.
- This session involves information about the progression of various Philippine dilemmas throughout history. The topics are as follows:

- The Philippine Constitution
 - Taxation
 - Agrarian Reform Laws
- This module contains certain topics that may rouse certain strong opinions regarding the topics at hand. Be as objective and as neutral as possible when tackling this module.
 - Take the time to study **Socrative**. Refer to the **Socrative** guide for details.
 - Prepare the questions for the Socrative. Refer to **Page 1** of **04 Teaching Material 1** for the questions. Also, prepare six (6) copies of **04 Teaching Material 2** and **04 Teaching Material 3** for the classroom activities on this topic.
 - Prepare auxiliary questions as well to enhance student learning. The questions may be based on the answers or responses of the students to deepen their understanding.
 - This topic comes with a Family Feud mini-game, which also serves as one (1) of their formal assessments. Familiarize yourselves with the flow, and try to operate on the answers by opening **04 LCD Slides 1**.

PRESENTATION OVERVIEW:

A. Digital Learning	50 min
B. Introduction	70 min
C. Instructional Input	
<i>The Philippine Constitution</i>	110 min
Discuss and analyze the history, laws, and problems of the Philippine Constitution, which are as follows:	
1. 1899 (Malolos Constitution)	
2. 1935 (Commonwealth)	
3. 1973 (Marcos Administration)	
4. 1987 (Current)	
<i>Taxation</i>	110 min
Discuss and analyze the history, laws, and problems of Filipino taxation	
<i>Agrarian Reform</i>	110 min
Discuss and analyze the history, laws, and problems of Agrarian reform	
D. Evaluation	80 min
E. Learning Management System	10 min
Total duration	540 min

TOPIC PRESENTATION:**A. Digital Learning****Steps 1-3****Tool:** Socrative**Resources:** Tablets or mobile devices with Browser app and Internet Connection

1. Prepare the internet connection and distribute the tablets to the students without mobile devices.
2. Give them the classroom code of your **Socrative** account. Instruct them to answer the questions.

B. Introduction

1. Remind the class that they would be using the eLMS extensively in this course. Announce the requirements that can be found only in the eLMS by referring to **F. Learning Management System** of this guide for details.
2. Introduce the lesson by asking students if they watch the news. Acknowledge students' responses. Deepen the question and elicit more student responses by asking the following questions:
 - Why do we associate ourselves with the news?
 - What is the meaning of the word *news*?
3. Explain that news stands for "**Notable Events, Weather, and Sports**" and that it provides us information that has a significant impact on our daily living. Add as well that not all news articles become legitimate news, but some news become so persistent that it becomes an integral crisis, or issue, in the country.
4. Instruct students to raise their hands if they have done the following, making sure to acknowledge their honesty and responses:
 - Read trending news articles using mobile devices
 - Watch news on the television
 - Read newspapers
 - Read or watch at least one (1) of the following news, whether local, national, or international:
 - General – appeals to the general population
 - Crime
 - Political
 - Business – state of the economy, prices, etc.
 - Regional – caters to a specific region in the country
 - Entertainment – celebrities, films
 - Niche-oriented – specialized news

- Health
- Science and Technology
- Children's section
- Women's section
- Travel
- Lifestyle
- Food
- Sports
- Games

5. Explain that each of us has specific areas of interest, which reflect our preferred news articles because we want to associate ourselves with these kinds of news. We want to gain that knowledge to better our living or draw lessons from it.



Steps 6-10

Activity: What's in the News?

Learning Objective(s): LO9 and LO11

6. Group the students into six (6) groups and instruct them to search news in the local periodicals in the library. Remind them that the news must be dated at least two (2) weeks ago, and they can use the Internet. Each group is assigned with a specific news type, as shown below:

- Political
- Business
- Health
- Science and Technology
- Lifestyle
- Sports

Slide 1

Activity: What's in the News?

- You are to write down the following in paragraph form:
 - Title of the article
 - The main idea or the issue of the article
 - Your group's ideas or comments regarding the issue
 - Your group's personal impact regarding the issue

7. Present **Slide 1** of **04 LCD Slides 1** to the class. Call one (1) student to read the instructions. Give them 20 minutes to perform the activity. After the given time, call each group to share their responses.
8. Explain that some news caters to more pressing news. Some of them eventually become headlines if the news provides compelling information and facts.
9. Cluster the groups into two (2), with the following distributions:

- Group 1 – Groups 2, 4, 6
- Group 2 – Groups 1, 3, 5

Slide 2

Activity: What's in the News?

- Get one (1) to three (3) pieces of paper. Make sure that the first page contains the following:
 - Three (3) subgroups with equally divided members per subgroup
 - Group Name

10. Explain that the next slides will present a national headline, and its contents in the handouts to be given. Distribute the copies of **04 Teaching Material 2** to the class, three (3) copies per group. Present **Slides 1-2**, and call a few students to read the instructions. Afterwards, present **Slides 3-5** to formally commence the activity. Do this activity for 30 minutes.



11. Call each group to share their responses, and to pass the group list. Remind them to not throw away immediately their answers in the activity.
12. Explain that young adults must be aware of what is happening with our society, and to our country. Being aware of our social issues provide the same knowledge and lessons we get from our preferred articles. It also helps us understand and dig deeper into the cause for us to gain solutions.
13. Present **Slide 6** to formally introduce the lesson.

Slide 6



C. Instructional Input

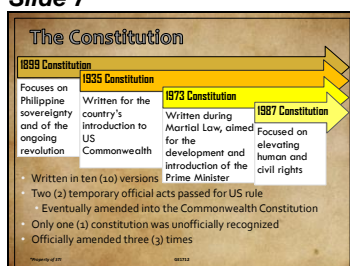
The Philippine Constitution

1. Elicit students' responses by asking students if they know the Constitution in the Philippines. Acknowledge students' responses. Instruct them to look at their activity answers, and identify which article is related to the lesson.
2. Explain that the Philippine Constitution has been one of the major social issues in the country. Elicit student responses by asking why it is a major issue, and let them explain their point of view.
3. Elicit students' responses by asking them if they know their basic human rights that have been stated in the Constitution. Allow a few students to explain their answers.
4. Discuss that they must know their rights as a citizen, and one way to do so is to study the Constitution. Tell that the Philippine Constitution is created **by** Filipinos, **for** Filipinos. **WE** created the Constitution and, as creator, it is expected that we know every single information in it. That's why this document is being published – and explained – in every Philippine history books available, and even in pamphlets; even

if there were simple revisions. Also, this explains Article 3 of Civil Code, “**Ignorance of the law excuses no one**”.

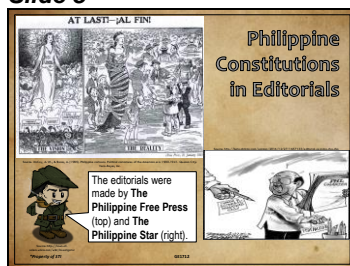
5. Add as well that the Philippine Constitution has evolved over the years. Elaborate on the evolution of the Constitution by referring to **04 Handout 1** for more information. Discuss as well the 1987 Bill of Rights to the students.

Slide 7



6. Proceed to **Slide 7**. Explain that the Philippine Constitution has been through a lot of amendments, seeking to uplift the Filipino people, and stressed the importance of freedom, independence, equality, and democracy. Ask the students, “If you were to read the news about the Constitution, what kind of news do you expect to read?”

Slide 8



7. Acknowledge students’ responses, then proceed to **Slide 8**. Elicit students’ responses by asking the students, “What can you say from these images?”
8. Acknowledge their responses. Explain that the Filipinos back then were not satisfied with the Constitution because it did not address some of its intended purposes. Elaborate further using the key points below:

- The first image was an editorial made by The Philippine Free Press on January 21, 1933. It depicts the acedia (i.e. listlessness or *katamlayan*) of the Filipinos regarding their independence. Due to America’s liberalized and Filipinized rule, the Filipinos were left in a web of political compromise, sycophancy (i.e. *servant-like obedience to gain advantage*), and manipulation, which independence came as a double-edged sword (McCoy & Roces, 1985).
- The second image was an editorial in the Philippine Star, dated December 27, 2016, where it tackled the change of government from unitary to federalism, but opted to change economic policies instead. Many provinces – as well as two (2) presidents – pushed for a change in government, for the sole purpose of increasing foreign investors in the local market. According to former president PNoy, it was a better alternative than to change the constitution altogether.


Steps 9-12
Activity: Family Feud!

Learning Objective(s): LO11

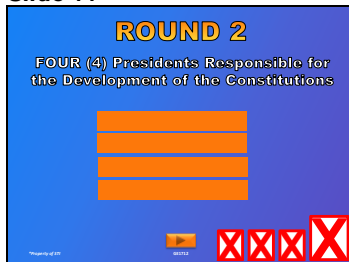
Slide 9


9. Present **Slide 9**. Using the list the students handed earlier, call in the first groups of each team. Explain the rules of the game by referring to **Page 2 of 04 Teaching Material 1**.

Slide 10


10. Begin the activity by showing **Slide 10**. Each answer is worth **10 points**. If the student answers correctly, just click on the box of the answer to reveal it. If the answer is wrong, however, just press the right arrow key on the keyboard. The answers are arranged in this order:

Territory	Suffrage
Bill of Rights	Citizenship
Amendments	Transitory Provisions
Executive	Declaration of Principles
Judicial	
Legislative	

Slide 11


11. To proceed to **Slide 11**, click on the orange arrow in **Slide 10**. Each answer is worth **25 points**. The answers are arranged in this order:

Emilio Aguinaldo
Manuel L. Quezon / Manuel Luis Quezon
Ferdinand Marcos / Ferdinand E. Marcos
Corazon Aquino / Cory Aquino / Corazon Cojuangco-Aquino / Cory Cojuangco-Aquino / Cory C. Aquino / Corazon C. Aquino

12. Tally the scores of both teams in the list. Announce that there will be other rounds.


Steps 13-15
Activity: Brainstorming

Learning Objective(s): LO9, LO10, and LO11

13. Instruct students to return to their respective cluster groups (i.e. the six [6] groups), and assign one (1) member to be their group's secretary. Explain that some laws in the 1987 Constitution are open to any attack since it has loopholes within it. Task them to brainstorm for solutions to one (1) problem of the Philippine Constitution, which is presented in a table below. Give them 20 minutes to finish the activity, and make sure that the group must choose **ONLY** one (1)

problem:

PROBLEMS	SOLUTIONS
<ol style="list-style-type: none"> 1. The Constitution is vaguely worded 2. Some laws were outdated 3. Ex-presidents can run for "re-election" 4. The Commission on Human Rights cannot persecute felons 5. Impeachment can be abused 6. The People's Initiative has no enabling law 	

14. After the activity, call the secretaries and let them share their answers. Acknowledge their responses, and consolidate their answers. Ask the students, "How did History help your group to devise the solutions?"

15. Wrap up the lesson by using the following points:

- The Constitution is the law of the land. It has been written, and ratified, by the Filipino people in the hopes of uplifting the current situation of the masses.

The Constitution is still not perfect, but it doesn't mean that it becomes useless. In an ever-changing world, there will come a time when the constitution may develop loopholes in its provisions.

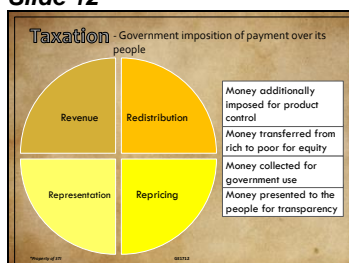
- One example is the proposal of one of the House of Representatives' subcommittee last January 16, 2017, where the subcommittee, led by Leyte Rep. Vicente Veloso, proposed to remove the word "love" in the Preamble of the current Constitution, since "love" has no place in it. Also, since the Duterte administration has been calling for a charter change, there were also proposals of adding the phrase, "Federal Republic of the Philippines", as a means of helping Mindanao, and as grounds for promoting federalism in the country (Colcol, 2018). The people must stand up if the desire for constitutional convention is needed. Although the People's Initiative in the 1987 Constitution is vague by definition, this must not deter the citizens to point out the flaws, so it can be made better.

- Never disregard the 1943 Constitution. Although it has been written and ratified by the enemies back then, never forget that the provisions there were for the well-being and safety of the Filipinos.

Taxation

1. Begin the class by asking the students, "If you won Php 1.5 million, what will you buy?"
2. Encourage students to share their answers, and write their responses on the board, making sure that all identical responses must be grouped accordingly. For example, if the students shared Honda, Ferrari, and Ford, group them into *Cars*.
3. Instruct students to get a sheet of paper, or their notebooks, and task them to classify the ones written on the board in two (2) categories: **Expensive Purchases** and **Affordable Purchases**. Give them 15 minutes to perform the activity.
4. Create the same table on the board. Ask students to give their responses. Assign the items based on the majority of the students' responses.
5. After writing the items on the board, ask the students, "You were slated to win Php 1.5 million, but you instead received Php 1.2 million. Where did the Php 300, 000 go?"
6. Guide the students' answers towards *tax*. Explain that every item we purchase has tax, as well as the tax we often hear to our peers – or family members – who are working in the various industries in the country, among others.
7. Recalling the activity, "What's in the News?", in Week 11, session 1, ask the students which of the articles is related to the lesson and let them explain their answers. Acknowledge their answers.
8. Ask the students for the definition of the word *tax*. Acknowledge their responses. Explain that tax, from the Latin word *taxo*, is defined as a mandatory contribution to the state treasury to be used in various upkeeps, or services, of the state. Add as well that the government is responsible for the collection of these contributions.

Slide 12



9. Present **Slide 12** to the class. Explain that taxation is the way the government operates to gain taxes from its people, and it has several ways of doing so. Instruct students to get their notebooks or paper, and task them to match the four kinds of taxation in the Philippines to its appropriate definitions. Give them ten (10) minutes to do so.
10. After the given time, instruct students to share their answers and allow them to defend why they have chosen that answer. Present the

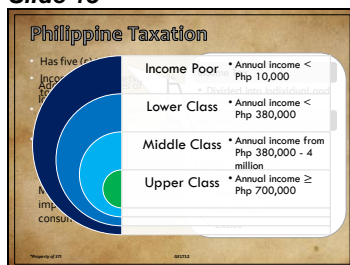
definition of each term onscreen. Elaborate further using the following discussion points:

- *Revenue* is the money collected by the government for their use. This is the most common form of taxation in the country, as it is the tax mostly associated with income tax. It funds most of the national projects of the country, such as supplying a budget for public school improvement, budget for scientific research, and so on.
- *Redistribution* is the money given to the poor as aid for their poverty. Although hardly felt, it provides leverage for the poor to uplift their economic struggles by donating money to those in need. Most non-government organizations (NGOs) have donation drives to give to their beneficiaries.
- *Representation* is the money presented to the people in public. This comes in forms of projects sponsored by the government. But some, according to late-senator Miriam Defensor-Santiago and former-senator Francis Escudero, have been using this method to drastic means, such as placing the official's names on ambulances, trash bins, or even streetlights, giving the impression that the projects were funded personally by said officials. Hence, the *Anti-Epal Law* was made to regulate this.
- *Repricing* – is the money added to certain products to various uses. The government controls the products' prices in order to decrease consumption of products known to debilitate, or weaken, the people's health, such as the implementation of the *Sin Tax Law*, where tobacco- and liquor-based products have higher prices in order to reduce cases of lung and liver cancer to the general public. It can also be used to help people buy the necessary materials for survival, such as the prices of the local market for meat, vegetables, seafood, etc.

**Steps 11-12****Activity:** Short Reaction**Learning Objective(s):** LO9

11. Discuss the History of Taxation in the Philippines, which also became the history of the Bureau of Internal Revenue or BIR. Refer to **04 Handout 2** for details. After discussion, instruct students to write a short reaction regarding the history of taxation in the Philippines using only two (2) sentences.

Slide 13



12. Call on a few students to share their answers. Acknowledge each response. Explain that the Philippines has a maximum income tax of 32%, and a corporate tax of 30% -- one of the highest in the world, especially for the average worker. Elaborate further by presenting the Philippine Taxation by showing **Slide 13**.

13. Ask the students if the taxation in the Philippines has improved. Call a few students to defend their answers, acknowledging their responses. Explain that the problems regarding taxation have not changed, if not slightly improved.

Slide 14



14. Present **Slide 14**. Elaborate further by using the discussion points below:

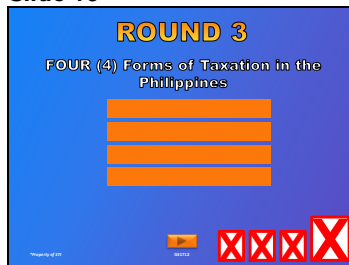
- The first image was an editorial made by The Philippine Free Press on March 11, 1922. It depicts the Filipinos in the country's economic worst during the Great Depression of the 1920's. With the collapse of the global economy after the economic boom of First World War, many Filipinos were left unable to pay taxes, particularly the farmers. The wages and profits of many dropped due to a lack of export, the taxes, however, remained constant. Thus, many suffered during 1920-1921, socially and financially (McCoy & Roces, 1985).
- The second image was an editorial in the Sun Star, dated December 29, 2017, where it tackled the implementation of the Tax Reform for Acceleration and Inclusion (TRAIN) Law, which has been implemented on January 1, 2018. It stated that all who have income of Php 250, 000 and below will be exempted from income tax, but other controlled products will have a surge of price hikes. On the political ground, tax reforms have always been shielded away by some elected officials. An example of it would be the Arroyo administration. Gloria Macapagal-Arroyo endured and took the reins of shouldering the criticism of the masses regarding the value-added tax, or VAT. But, it was one way her administration could get its funding for its infrastructure projects (Sun Star, 2017).

Slide 15

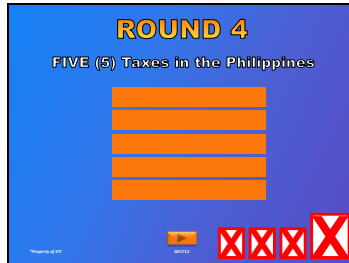
**Steps 15-18****Activity:** Family Feud!**Learning Objective(s):** LO11

15. Present **Slide 15**. Using the list the students handed last meeting, call in the next groups of each team.

Slide 16



Slide 17



16. Begin the activity by showing **Slide 16**. Each answer is worth **25 points**. The answers are arranged in this order:

Revenue
Redistribution
Representation
Repricing

17. Show **Slide 17**. Each answer is worth **20 points**. The answers are arranged in this order:

Income
Value Added / VAT
Percentage
Real Property
Excise

18. Tally the scores of both teams, and add them to their previous scores. Announce that the last two (2) rounds will be on the next meeting.

**Steps 19-20****Activity:** Brainstorming**Learning Objective(s):** LO9, LO10, and LO11

19. Instruct students to return to their respective cluster groups, and assign a new secretary for each group. Explain that tax can be abused. Task them to brainstorm for solutions to one (1) problem of the Philippine Taxation, which is presented in a table below. Give them 20 minutes to finish the activity, and make sure that the group must choose **ONLY** one (1) problem:

PROBLEMS	SOLUTIONS
1. Repricing can cut off some much-needed income from the suppliers	
2. Tax money is not represented properly	
3. The upper class don't pay their taxes fairly	
4. Tax evasion	
5. Smuggling	
6. Income tax rate is too high	

20. After the activity, call the secretaries and let them share their answers. Acknowledge their responses, and consolidate their answers. Ask the students, "How did History help your group to devise the solutions?"

21. Wrap up the lesson by using the following points:

- The Philippines has one of the highest corporate tax in Southeast Asia, which is capped at 30%. The Philippines also has one of the highest maximum income tax of 32%. But, despite the high tax, the country suffers much poverty because the money the taxpayers pay is not pooled properly towards the benefit of the masses.
- Early Filipinos have been paying taxes since the pre-colonial times, but corruption hadn't been that rampant back then.
- Taxes always affect commodities. VAT and excise taxes are the ones that affect the prices of such products. With the introduction of the TRAIN law last January 1, 2018, the taxpayers who have lower income are now tax-free. But, it added new surges of price hikes to compensate for that loss, making the exemption almost nonexistent.

Slide 18


Assignment

Write a short reaction paper about the video, *Aquino - Cojuangco: Facts They don't Want You to Know* on YouTube. The paper must cover the following:

- Main idea of the video
- The video's point of view
- The video's argument
- Inconsistencies and/or falsehoods in the video

Try to make it as **objective** and as **neutral** as possible!

If the video is missing, try searching it online under the tags, "Cory Aquino conspiracy".



22. Proceed to **Slide 18** and give their assignment for the next session. Instruct the students to submit it next meeting.

Agrarian Reform

1. Open **04 Audio 1**. Ask students if they know the Filipino folk song being played.
2. Instruct students to raise their hands if they know the song, and task those who know the song to pick at least two (2) classmates and explain what the song is about. If the number of students who know the song is lower than ten (10), then explain that the song is about farmers who have to earn a living through farming, and that laziness will earn them nothing. Guide the students' answers towards, "*Magtanim ay 'di Biro*".

**Steps 3-5****Activity:** Diorama**Learning Objective(s):** LO9 and LO11

3. Group students into six (6) groups. Instruct them to create a diorama presentation of their interpretation of the song. Hand out copies of **04 Teaching Material 3** to each group, and give them ten (10) minutes to prepare the diorama. Remind the groups that they must have one (1) presenter to explain their scenarios.
4. Task the students to write their names on a ¼ sheet of paper. After the given time, call each group to present their diorama scenario. Give them five (5) minutes to present and explain their scenarios. Take note of the students' explanations.

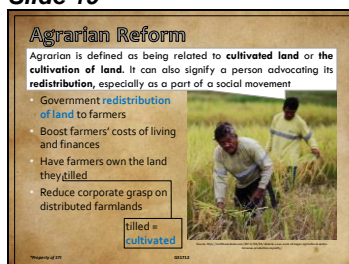
5. Grade their performance on the $\frac{1}{4}$ paper given using the rubric below.

Criteria	Performance Indicators	Points
Organization and Presentation	Presentation is smooth, with confident and prepared presenters leading the performance.	20
Performance	The performance is evidently well-rehearsed and all group members are involved equally. The performance depicts the play proficiently.	30
Enthusiasm	Facial expressions and body language generated a strong and sustained interest and enthusiasm over the staging of the play in the audience	10
Interpretation	The diorama, and the provided explanation gives a clear representation of the intended message.	40

6. Explain that the song provides a lighthearted reflection of the farmers' afflictions. They have been working hard to provide sustenance to both their own families and to their fellow men. Ask them why the Filipino farmer remains poor despite having the job that is basically the backbone of all.

7. Acknowledge the responses of the students, taking note of their answers. The presentations made earlier also tackles one of the country's current problems, which is agrarian reform.

Slide 19



8. Present the bullets in **Slide 19**. Ask the students as well, "What does agrarian mean?"

9. Present the explanation of the term agrarian by presenting the remaining of the slide. Explain as well that agrarian can also be defined using the words in blue-shaded boldface in the slide. Referring to the activity "What's in the News?", ask the students which article is tackling the issue regarding agrarian reform. Let the students explain their answers, and acknowledge their responses.

10. Ask the students if they know any problems that have existed in the history of agrarian reform. Acknowledge their responses. Refer to **04 Handout 3** for details of the history of agrarian reform. The answers are in the discussion points below, with each explanation of each answer (make sure to ask students what are the problems they have identified):

- *Pre-colonial Era* – None. Early settlers were given land by the *datu* or *rajah*, to provide food for the

entire barangay. A portion of their harvest goes to the *datu* as tribute in exchange for protection.

- *Spanish Era* – one was the implementation of the agricultural tenancy system, or the *Laws of the Indies*. Although the Law of the Indies seemed fair on paper, the implementation was different to each landlord. There were abusive landlords who collected more than what was required which also became the form of land rentals for the natives. Another problem was the landholding registration law enacted in 1865, because most native landowners who were poor hadn't been able to register their lands due to them being unaware of the proclamation. As a result, most who have tilled the land centuries before were driven out of their own lands or were forced to work on the land now owned by a new owner.
- *American Era* – the implementation of the various landowning systems enacted. Only a few who have enough resources could own land. Also, it proliferated the ownership of multiple land titles to one entity. This resulted in extended tenancy of the peasant groups.
- *Commonwealth Era* – the implementation of the Homestead Act. Many landlords became richer while the peasant groups remained poorer. Some landowners even became absentee owners, entitling the responsibilities to a confidant, or *katiwala*.
- *Japanese Occupation* – the HUKBALAHAP which stands for **Hukbong Bayan Laban sa Hapon**. Initially considered as a problem, the anti-Japanese group forcefully took over the lands of the landlords but turned the lands over to the poor. Unfortunately, at the end of the war, the poor once again lost the lands due to the military police and civil guards siding with the landlords.
- *Postwar Era* – insufficient budget to both government and peasant groups, as well as the landlords' resistance. The government tried to talk with landlords, but they remained uncooperative over the redistribution of the land to the peasant groups in need. Initially, the government redistributed the lands, but the poor were forced to resell the land because they had no finances for

themselves. Several programs were launched to help the poor, such as LASEDECO, NARRA, MAGKASAKA, BAYAN-ANIHAN, and CARP (eventually CARPer), but because of the resistance of the landlords, most peasant groups still work under them. During the CARP period, many farmers were killed in the promise of land ownership. In the CARPer period, large hectares of lands are still left undistributed, until its deadline last June 30, 2014. The provision of CARPer allows it to still take effect beyond said deadline, however.

11. Create a rapport by asking the students, “If land reform has been the problem of the Filipinos, what do you think was the condition of the Filipinos then and now?”

Slide 20



12. Allow students to defend their answers, acknowledging their responses. Explain that the problems regarding land reform have not changed, if not slightly improved. Agrarian reform-related problems also haven't changed over the course of history. Present **Slide 20**. Elaborate further by using the discussion points below:

- The first image was an editorial made by The Philippine Free Press on June 18, 1938. It depicts the Filipino landlord and farmer going neck-to-neck in a combat standstill, with the personification of the Philippines grieving in between the two (2). The editorial was trying to send out a message to end the conflict between landlords and farmers before Rizal's birthday. Due to Central Luzon's land reform crisis, farmers demanded their rights to land tenancy and ownership, which landowners responded with demonstrations such as goon squad repression and other means (McCoy & Roces, 1985).
- The second image was an editorial in the Philippine Star, dated September 10, 2017, where it tackled the implementation of agrarian reform. The editorial was subsequently published in the ASEANews portal. The Department of Agrarian Reform, as the editorial noted, was waiting for its new head in order to push through the long-unanswered cases of agrarian reform. It also noted that while land reform could potentially solve the increasing poverty, it also pointed out that technology and new farming techniques could also increase harvest, and subsequently uplift the livelihood. The editorial also noted how the government of other countries

supports their agricultural sector, and how it changed their domestic growth.

13. Tell the students to bring out their assignments (i.e. the reaction papers), and call a few students to share their reactions. Acknowledge each students' answers. Explain that the video has tackled the issue of agrarian reform, especially Hacienda Luisita. Explain as well that the government is still trying its best to redistribute the land to landless farmers, although CARP (and CARPer, by extension) has been working for 26 years, and is yet unsuccessful in fulfilling its role.



Steps 14-18

Activity: Family Feud!

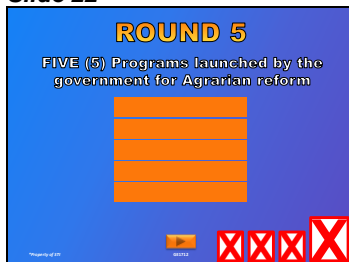
Learning Objective(s): LO11

Slide 21



14. Present **Slide 21**. Using the list the students last meeting, call in the last groups of each team.

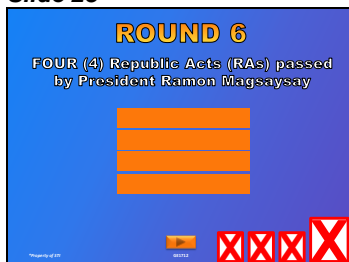
Slide 22



15. Begin the activity by showing **Slide 22**. Each answer is worth **20 points**. The answers are arranged in this order:

LASEDECO / EO No. 355
NARRA / RA 1160
CARP / Proclamation 131
MAGKASAKA
BAYAN-ANIHAN

Slide 23



16. Show **Slide 23**. Each answer is worth **25 points**. The answers are arranged in this order:

RA 1199 / Agrarian Tenancy Act
RA 1160 / NARRA
RA 1400 / Land Reform Act
RA 1266 / Expropriation of Hacienda del Rosario

17. Tally the scores of both teams. Combine the scores of the previous rounds to get the final scores. After getting the sum, return the score sheet to the respective groups, and compute for their recitation score. The formula is shown below:

$$\text{Recitation} = \left[\left(\frac{\text{Score}}{600} \right) \times 50 \right] + 50$$

18. Instruct students to return the group list with their computed recitation score. Congratulate students for finishing the game.

**Steps 19-20****Activity:** Brainstorming**Learning Objective(s):** LO9, LO10, and LO11

19. Instruct students to return to their respective cluster groups, and assign a new secretary for each group. Explain that current actions regarding agrarian reform have been moving really slowly. Task them to brainstorm for solutions to one (1) problem of the Agrarian Reform, which is presented in a table below. Give them 20 minutes to finish the activity, this time, two (2) groups may share with one (1) problem:

PROBLEMS	SOLUTIONS
<ol style="list-style-type: none">1. Some landlords do not cooperate in the reform2. Some of the much needed land for agriculture has been converted into subdivisions and estates3. Farmers are still poor despite reforms	

20. After the activity, call the secretaries and let them share their answers. Acknowledge their responses, and consolidate their answers. Ask the students, "How did History help your group to devise the solutions?"

21. Wrap up the lesson using the following points:

- Land reform has been the primary problem in the country since the Spanish era. Since foreign and unknown entities began to drive out the farmers, who have been cultivating the land for years because they have been privileged to buy it, it has caused a major rift between the rich and the poor.
- Some of the poor farmers driven out by landlords may have legitimate claims of ancestral ownership due to the fact that land ownership has not been into practice until the Spaniards' arrival.
- Land ownership is a form of privilege because land value does not depreciate, or has its price lowered, over time.
- The problems of the past still linger to the present because some do not take in the lessons shared by the past. Reminiscing into the past must be turned into a positive outlook for the future, and must never be dwelt upon and wallow for too long.

22. Should there be remaining time, give it to the students in order for them to practice / plan their task performance.

D. Evaluation



Steps 1-2

Assessment: Task Performance

Learning Objective (s): LO9, LO10, and LO11

1. Instruct students to bring out their copies of **04 Task Performance 1**.
2. Remind the groups that they will only be given a maximum of 20 minutes to show their presentation. If the group chose presentations other than role-playing, the maximum allotted time will be ten (10) minutes.

E. Learning Management System



Steps 1-2

Tool: eLMS (Neo - LMS)

Resources: 04 Task Performance 1, 04 Skill Checklist, 04 Handouts 1-3

1. Instruct students to access their eLMS and perform the **eLMS Task**. Instruct them as well to access **04 Task Performance 1** and accomplish **04 Skills Checklist**.
2. Log in to the eLMS and **GIVE** the eLMS Task. Remind the students that the task is their formal quiz for the entire Pre-final period. As such, submitting during or after Pre-final Exams won't warrant any points, and is considered absent.

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