

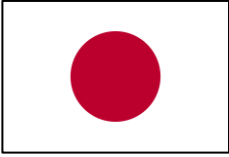


Balilihan's Journey: Three Periods of Colonial Influence

LESSON EXEMPLAR – LESSON 2

Key Concepts/Understandings to be developed:

OBJECTIVES	
At the end of the lesson, students are expected to:	
a. Knowledge:	Identify the significant events during the Spanish, American, and Japanese occupations in Balilihan.
b. Skills:	Present through group reporting and dramatize significant events from the occupation periods in Balilihan incorporating the “Paint Me a Picture” game idea and role-playing.
c. Attitude:	Demonstrate empathy towards the people of Balilihan who lived through the occupation periods, considering their experiences and perspectives.
d. Values:	Establish respect for Balilinhon’s resilience and perseverance in the face of colonization.
LEARNING CONTENT/TOPIC	
Balilihan's Journey: Three Periods of Colonial Influence	
LEARNING RESOURCES	
Instructional Materials: <i>Balilihandumanan</i> app, smartphone, TV, laptop, PowerPoint presentation, reference books and websites	
PRESENTATION AND DEVELOPMENT OF LESSON	
A. Time/Duration/ Day	1 hour – Day 1
B. Activity/ Strategy (5 minutes)	<p>❖ MOTIVATION: Guess that Era!</p> <p>➤ The teacher will instruct the learners to open the <i>Balilihandumanan</i> app (Activities). Learners will read each event description carefully and identify which period of occupation (Spanish, American, or Japanese) it describes. To answer each</p>

	<p>item, they must choose the correct flag by selecting the appropriate option:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>➤ Example: <i>Question: What period saw the construction of a significant landmark, the belfry, atop Mt. Carmel Hill using materials transported from Bacayon, showcasing dedication and effort?</i></p> <p><i>Answer: Spanish Occupation</i></p>
D. Analysis (15 minutes)	<p>❖ GUIDE QUESTIONS: The teacher will ask the following guided questions to the class based on their understanding and reflection on the activity:</p> <ol style="list-style-type: none"> 1. What did you learn about the activity? 2. Can you describe one event from the activity that surprised you, and explain why? 3. Which colonial power do you think had the most lasting impact on Balilihan based on the events described? <p>❖ GROUP REPORTING</p> <ul style="list-style-type: none"> ➤ Each group will present their brief findings to the class of their research and information about Balilihan during the Spanish, American, and Japanese occupations using a PowerPoint presentation or visual aid based on their assignment from the previous meeting. ➤ They will be given a maximum of two (2) minutes of their presentation.
E. Abstraction (10 minutes)	<p>➤ The teacher will ask the following reflective questions based on their group reporting:</p> <ol style="list-style-type: none"> 1. What sources did you use for your research? Were these sources reliable and credible? How did you evaluate the credibility of your sources?

	<p>2. Why is it important to study the history of Balilihan under these different occupation periods? What can we learn from this history?</p> <p>3. Did the events in Balilihan follow a similar pattern to events in other parts of the Philippines during the same period?</p> <p>➤ The teacher will facilitate a brief discussion in the <i>Balilihandumanan</i> (Balilihan and the Colonizers) on the following topics:</p> <p>a. Balilihan during the:</p> <ul style="list-style-type: none"> ➤ Spanish Occupation ➤ American Occupation ➤ Japanese Occupation <p>➤ Reflect on Balilihan's experiences during the Spanish, American, and Japanese colonial periods. Consider the lasting impacts of each period and how they shaped the town's identity and development. Here are the guide questions:</p> <ol style="list-style-type: none"> 1. How did the nature of colonial rule differ across the Spanish, American, and Japanese periods in Balilihan? What were the unique challenges and opportunities presented by each colonial power? 2. What are some of the enduring legacies of each colonial period in Balilihan today? 3. How did the people of Balilihan demonstrate resilience and adaptability in the face of successive colonial regimes?
F. Application (10 minutes)	<p>❖ "PAINT ME A PICTURE" ACTIVITY:</p> <ul style="list-style-type: none"> ➤ The class will be divided into four (4) groups. The teacher will present a specific scenario or situation from one of the three occupation periods in Balilihan. Using only their bodies and personal effects, the group illustrates the scene. In 20 seconds, the teacher will give a signal and everyone freezes. Groups A and B will play the scenarios provided by the teacher, while Groups C and D will be the judges – who will give points to the most creative or

	<p>realistic. They will switch roles after presenting the scenarios.</p> <ul style="list-style-type: none"> ➤ Example: <i>Paint me a picture of Balilinhons constructing the belfry.</i>
G. Assessment (10 minutes)	<p>❖ ROLEPLAYING:</p> <ul style="list-style-type: none"> ➤ Divide the class into three groups, one for each occupation: Group 1 – Spanish Occupation Group 2 – American Occupation Group 3 – Japanese Occupation ➤ Each group will select a specific scenario from the historical contexts of their assigned occupation. Example: <i>The arrival of the American soldiers in Balilihan.</i> ➤ They will develop a short realistic and engaging dialogue that reflects the historical context and use actions to bring the scenario to life.
H. Assignment (5 minutes)	<p>❖ GROUP ASSIGNMENT</p> <ul style="list-style-type: none"> ➤ Read in advance and explore the key events, social changes, and economic developments of Balilihan during the postwar era and beyond. ➤ Please bring any coloring materials and one short bond paper for the next meeting's activity.
I. Concluding Activity (5 minutes)	<ul style="list-style-type: none"> ➤ Summarization of the lesson discussed ➤ Open forum for questions and clarifications