

Denman Middle School
UNIT 2 and 7 L's of Philippines Colonialism

Love

Think:	Know that love can mean many things and can be expressed in many different ways; that Indigenous values related to love may differ (and/or connect to) our own understandings of love
Feel:	Connected & seen, loved, interested in learning more about non-hegemonic ideas of love
Do:	Evaluate how they love others & others love them, and how this might differ or connect to from the ideas of love we learned growing up
Unit Enduring Understandings:	<ul style="list-style-type: none"> ● Provide students with historical content that acts as a framework to explore the impacts of colonialism on different aspects of life in the Philippine archipelago. ● Understand that Indigenous resistance continued throughout the entire colonial period, and through to the present day as well, taking many different forms.
LESSON Guiding Questions:	What did love look like in the Philippines before Spanish Colonization? How do we continue that legacy of love?
LESSON Essential Skills:	<ul style="list-style-type: none"> ● Empathy ● Critical thinking & communication
<u>Cultural Wealth:</u>	<ul style="list-style-type: none"> ● Familial capital ● Social Capital
<u>PEPagogies:</u>	<ul style="list-style-type: none"> ● Culturally Responsive ● Community Responsive ● Kadua/Kapwa Leadership
<u>Ethnic Studies Principles Alignment:</u>	<ul style="list-style-type: none"> ● Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.

	<ul style="list-style-type: none"> • Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth. • Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.
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MATERIALS:

Slides Template for CP	
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Modifications, Accommodations, Resources for Multilingual Students :

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MAIN CONCEPTS:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Love	“The will to extend oneself for the purpose of nurturing one’s own or another’s spiritual growth” (hooks)	
Kagandahang Loob	Shared humanity and good will (Tintiangco-Cubales)	
Pakikiramdam	“Pakikiramdam is the pivotal value of shared human perception. It refers to heightened awareness and sensitivity,” (Enriquez 1992)	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Description:

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time.

We encourage Ethnic Studies lessons start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	Land & Ancestor Acknowledgement	
Step 2	Ate Danerz CE: What are your favorite songs about love?	

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:

Description:

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide/ Step 1	Ate Sairz Brainstorm: classify different forms of love <ul style="list-style-type: none">● Familial● Friendship● Romantic● Love for community● Love for land	(all notes here are for presenting on Wednesday)
Slide/ Step 2	Ate Sairz How the media influences our interpretations of love. Ex: heteroromantic love is highly valued & overrepresented in our society. (in movies, music, art) Ex: how womxn/girls should express love vs. men <ul style="list-style-type: none">● Our ideas of love are deeply influenced by our current society, but indigenous people had their own ways of celebrating and showing love	still Saira lol

Slide/ Step 3	Kuya JRz Indigenous/Pre-Colonial interpretations of love in the Philippines <ul style="list-style-type: none"> ● <u>Kagandahang Loob & Pakikiramdam</u> <ul style="list-style-type: none"> ○ Definition & example from teacher ○ Discussion questions: <ul style="list-style-type: none"> ■ Do you have examples of this representation of love in your life? ■ How is this form of love different than what we've already discussed/what we typically see? 	Migo (for LP on wednesday)
Slide/ Step 4	Ate Danerz Defining love for ourselves <ul style="list-style-type: none"> ● It's important for us to define what love means for ourselves and for our communities because, as y'all will talk about with Friday, people in power can twist the meanings of love to harm other people. ● bell hooks' definition: "The will to extend oneself for the purpose of nurturing one's own or another's spiritual growth" ● What does love mean to you? → transition to CP 	Mae/Kenny (depending)

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):

Description:

How will the students learn and apply the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

Make sure to include links to handouts and worksheets.

STEP	DESCRIPTION	TIME
Step 1	Ate Sopherz Love letter / free write <p>We will give students time to fill out a Google Slides template of a heart, which they will access on the classroom.</p> <ul style="list-style-type: none"> ● How do you like to receive & accept love? 	

	<ul style="list-style-type: none"> • How do you give love? • How does love impact you / make you feel? 	
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C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	This lesson is relevant to our students PERIODT EXCLAMATION MARKT
Assessment: How will the students be assessed?	
Evaluation: How will the effectiveness of this lesson plan be evaluated?	

Resources and Notes

<ul style="list-style-type: none"> • Resources • AAS 353 Handout • Carla 7Ls Make-Up • Carla 7Ls Review • Growing Our Capacity to Hope • hooks, bell, 1952-. All About Love : New Visions. New York :William Morrow, 2000. • Saad, L. (2020). Me and white supremacy: how to recognise your privilege, combat racism and change the world. Quercus. • Notes • Worksheets
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Include Hard or Digital Copies of Background Information, Project Instructions, Tests, Handouts,

Worksheets, and Images.

Lesson Plan Contributors: