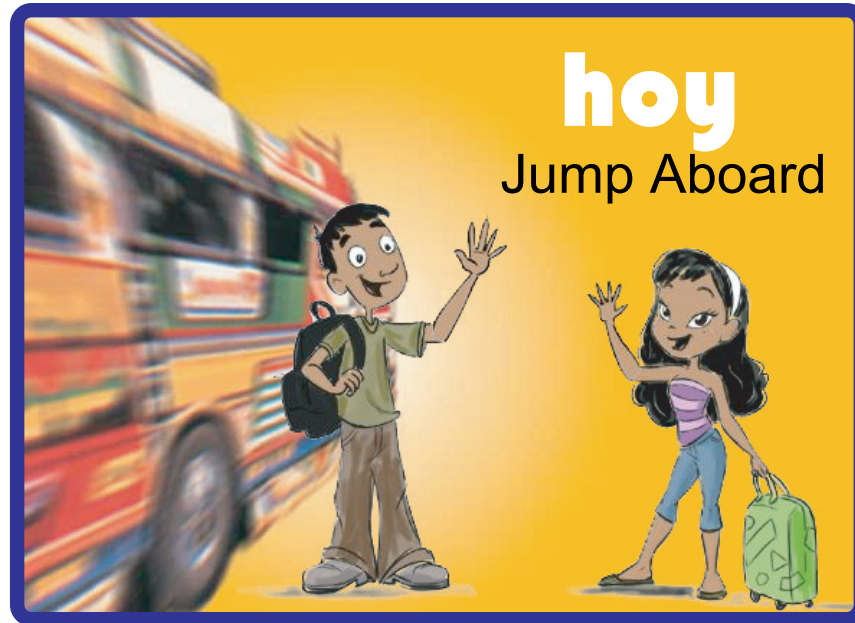


The Filipino American Curriculum Project



The Filipino American Curriculum Project

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Project Guide

www.filam.si.edu/curriculum



Smithsonian Asian Pacific American Program



Filipino American Centennial Commemoration



Smithsonian Asian Pacific American Program

2 *The Smithsonian Asian Pacific American Program owes a major debt of gratitude to many individuals and groups for creating a most exciting Centennial Commemoration of Filipino Immigration to the United States. We had folks from Hawai'i to Florida and San Diego to Boston, working on a wide variety of projects.*

"Singgalot" will travel for several years; we have a great website; we have a network of enthusiastic producers in Honolulu, Seattle, San Jose, Los Angeles, New York City, San Francisco, and Las Vegas; and we plan teacher-training workshops to complement the exhibit as it travels. This level of excitement will surely build as we enter the second century of reclaiming our history.

One of the joys of working in our office is witnessing comparative intellectual and cultural energies being generated. Many people have gained from exposure to Filipino American history and culture. The Smithsonian Institution and communities across the nation look forward to future collaborations.

Franklin Odo
December 2006

Project Overview

Background

Filipino Americans make up the second largest Asian American ethnic group numbering more than 2 million people and represent the third largest group immigrating to the United States. Consequently, Filipino American students have become a significant presence in our schools.

Despite their increased numbers, Filipino American students remain overlooked and underserved in U.S. schools. Teachers rarely incorporate the perspectives and backgrounds of Filipino Americans in their curriculum and pedagogy. Their high drop-out rates and low attainment of higher educational degrees shows us that the needs of Filipino American students are not being met.

Project

3 In 2006, the Smithsonian Institution observed the 100th anniversary of Filipino immigration to the United States. To raise awareness of Filipino American history and culture, the Smithsonian Asian Pacific American Program sponsored the development of the Filipino American Curriculum Project. This project aims to educate and empower teachers and students to advance Filipino Americans and education through the integration of curriculum, culture, and technology.

The project consists of an informative and interactive online Filipino American history and culture curriculum, online tools, and a professional development workshop that accompanies the traveling exhibit, "Singgalot: The Ties that Bind", and a teacher's kit.

This guide will serve as a resource to help navigate through the many facets of the www.filam.si.edu website, curriculum materials, and resources.

A Multicultural Model

Curriculum

"A Century of Challenge and Change: The Filipino American Story" is an online multicultural curriculum focused on the history, culture, and experiences of Filipino Americans. The curriculum consists of four units, focused on Philippine and Filipino American History and Culture for 5th through 8th graders. Units and lessons center on the following big ideas:

Unit 1 - Journey Filipinas

- Philippine History
- Geography
- Cultural Diversity
- Traditions

Unit 2 - Challenge History

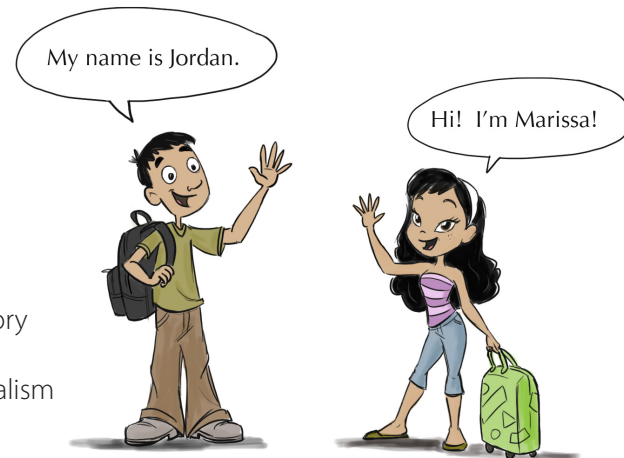
- Colonization
- Revolution
- Imperialism

Unit 3 - Brown America

- Filipino American History
- Immigration
- Labor/Jobs/Professionalism

Unit 4 - Kick It Up! Make History

- Social Action
- Contemporary Issues



Multicultural education places cultural diversity at the center of teaching and learning. It realizes the importance of teaching students about themselves and diversity that exists around them.

The "A Century of Challenge and Change: the Filipino Story" curriculum was developed out of a multicultural framework. The historical and cultural experiences of Filipino Americans are taught within a multicultural and global context by emphasizing ethnic identity and pride, cultural connections, critical thinking, and community activism.

The curriculum strives to reach Dr. James Bank's highest forms of multicultural curriculum reform: the transformative and social actions approach. The social studies curriculum is transformed to view universal concepts from multiple perspectives, including the Filipino perspective. Students are encouraged to make cultural connections and to critically think about what they learn. They question whose voices and experiences are represented and missing. It is not meant to replace mainstream history, but to expand it to be more inclusive of diverse perspectives. By presenting a more representative and balanced perspective of history, all students become contributors, not mere consumers of history.

Finally, this curriculum inspires both ethnic pride and a sense of community in the classroom. Lessons are exploratory, activity-based and cooperative. Gaining individual pride and community spirit becomes a powerful force for spurring community activism and achieving social action.

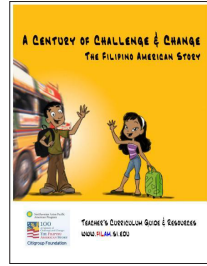
The curriculum framework uses the National Council for Social Studies (NCSS) Standards and other national standards to facilitate the use of lessons to address state standards.

Project Organization

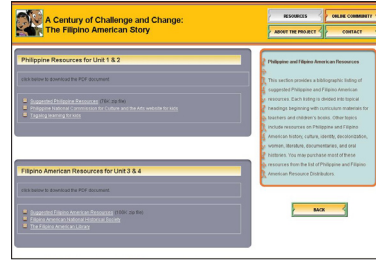
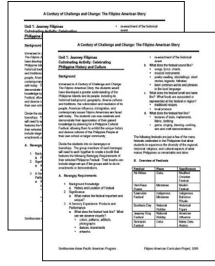
Teacher



Online Curriculum on Filipino American History & Culture



Teacher's Curriculum Unit and Lesson Plans, Guide & Resources Worksheets & Assessments



Online Resources: References and Links



Teacher's Kit: Posters, DVDs, Books & Local Resources



Professional Development Workshops: Website Training & Teaching Strategies

6

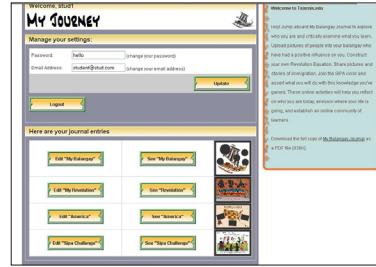
Student



Students Journey through Our Four Online Destinations



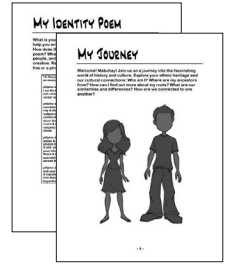
Journey Filipinas • Challenge History Brown America • Kick It Up! Make History



My Balangay Online Journal: Interactive activities



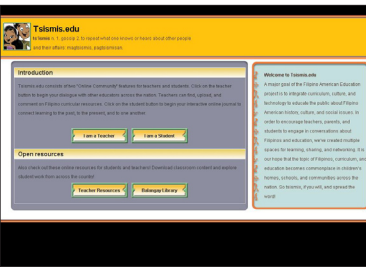
My Balangay Student Journal



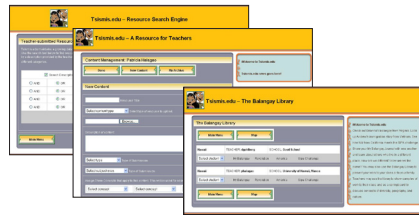
Exercises for Students to Reflect & Make Connections

7

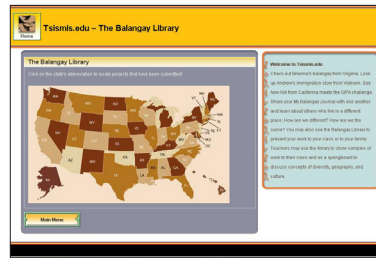
Online Community



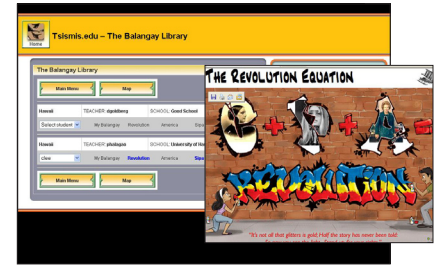
Tsmis.edu: Online Forum for Students & Teachers to Dialogue, Interact & "Gossip"



Find. Share. Comment. Teachers can look for, upload and exchange ideas on Filipino American curricular resources



Balangay Library: Collection of Student Submitted Work Organized by State and Teacher



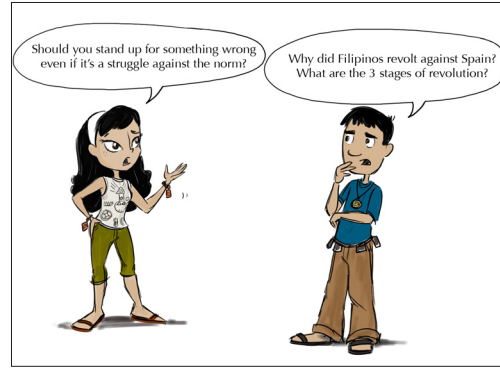
Students join a virtual community where their journeys and experiences can be compared and contrasted

Informative

Unit 1 - Journey Filipinas



Unit 2 - Change History



Unit 3 - Brown America



Unit 4 - Kick It Up! Make History



Unit 1 explores the ancestral roots of Filipino Americans by examining Philippine history and culture. It explores the country's geography and diverse influx of people and how these factors contributed to the development of a multicultural society, a land filled with a colorful mix of faces, languages, customs, beliefs, and religions.

- Who am I?
- Where in the world are you from?
- Where do we come from?
- Geography of the Philippines
- My Barangay, My Goals
- Cultural Influences of the Philippines
- Diversity of Religion
- Diversity of Written Language
- Celebrating Philippine History & Culture

Unit 2 explores how there are multiple sides to every story, however one perspective is usually taught in school. This unit aims to broaden the "lens" of history, particularly when looking at three important events in Philippine history: Spanish colonization, Philippine Revolution, and US Imperialism. In this unit, the traditional representation of history is critically analyzed and debated.

- Fishbone
- The Revolution Equation

Unit 3 explores the waves and experiences of Filipinos who immigrated to the United States. Filipinos, like other ethnic groups, left their homes to pursue the "American Dream." They came to find employment, gain an education, and join family members. They established communities across the nation in the midst of much racism and discrimination contributing to the color of American society.

- Overview of Filipino American and US migration
- Tug of War
- Assimilation vs. Acculturation
- Racism & Discrimination
- Sakadas Unit: Small Kid Time
- World War II Unit: Untold Stories

Unit 4 explores the many contributions Filipino Americans have made to the fabric of American society. They have impacted all professions and pop-culture. Filipino Americans have stood up for the American values of democracy, justice, and freedom. This unit challenges students to act on concepts and issues that uplift and contribute to the betterment of the larger Filipino American community.

- Famous Faces of the Future
- Notable Filipino Americans
- Comparing Filipino American History to Today
- Sipa!
- Philippine Resources
- Filipino American Resources

Interactive

Hoy! Jump Aboard!

Join Marissa and Jordan, your personal guides, on an interactive journey into Philippine and Filipino American history and culture. Each web page will captivate you, expand your knowledge, make you think critically, and allow you to be creative. So jump aboard our jeepney, and explore.

Journey Filipinas | **Geography**

25,000 BC | 3,000 BC | 200 BC | 500 AD | 600 AD | 674 AD | 1100 AD | 1250 AD | 1283 AD | 1300 AD | 1521 AD | 1542 AD

Arrival of Ten Datus (princes) of Bornea

Timeline of key Philippine and Filipino American historical dates

NINYO AQUINO INTERNATIONAL AIRPORT

Jeepney

Manila Airport

Welcome to **Manila**, the capital of the **Philippines**. You, Marissa, Jordan and you are immediately greeted at the airport by a sea of brown faces eagerly stare at all newcomers. Everything is so different: the sights, the sounds, and even the smell. But you immediately feel welcomed. Put on your backpacks and board the **Jeepney** to begin your journey around the Philippines. First stop: **Batanes**, Philippines.

PLAY MUSIC | **STOP MUSIC**

Jeepney button to drive you forward

HOME

Balangay

ba·lang·ghai n.

1. ancient Malayo-Polynesian boats 2. basis of the Filipino socio-political unit, barangay

My Balangay Online Journal

Four online activities help students explore their identity, examine the concept of revolution, trace their family history, and contribute positively to their community and society.

Life is like taking a boat ride on a journey into the unknown.

MY BALANGAY

My short term goal is to have fun at home and go to school. I will be good and listen to my parents and teachers. I will be nice to my baby brother, Jordan. I will take care of him and share with him. I need to make sure that I stay healthy and active. I need to eat right and exercise.

Revolutions do not occur overnight. Most are the culmination of years of oppression and resistance.

THE REVOLUTION EQUATION

It's not all that glitters is gold. Half the story has never been told. So now you see the light. Stand up for your rights.

Consciousness Figure: Jose Rizal
Propaganda Figure: Andres Bonofo
Armed Struggle Figure: Gabriela Silang

Who makes up America? Is your family indigenous to the United States of America or did they emigrate from another country?

Brown America

All of us, from the first Adams to the last Filipinos, native born or alien, educated or illiterate... We are American!

Filling in America

Look around you. Who makes up America? Is your family indigenous to the United States of America or did they emigrate from another country? Where did they settle? Plot your family on the map. If your family members were immigrants, why did they come to America? What was their vision of America? What were some of the challenges they encountered moving to a new place? Now think about what it means to be American.

Instructions: You can upload pictures of your past and present family members and other people who contribute to American society. Write a title about each picture such as who it is, where it was taken, and why you chose it. Use the control boxes to upload your image and resize it until it fits.

Describe the pictures you used

Left Picture

This picture is of a group of doctors

Right Picture

Right Picture

The goal is to keep the Sipa ball in the air as long as possible.

The Sipa Challenge

Have you ever played the game, Sipa? Sipa is the Filipino version of "hacksack." The goal is to keep the Sipa ball in the air as long as possible. Now, imagine that our history is the Sipa ball.

How will you **SHARE** what you've learned?

How will you **CONTRIBUTE** to your community?

What will you do to **MAKE HISTORY**?

Instructions: In the boxes provided below, write about how you will **SHARE**, **CONTRIBUTE**, and **MAKE HISTORY**.

When mouse over the boxes below, a clear box comes up to preview your answers.

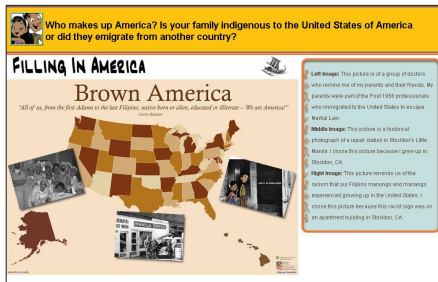
SHARING

Record how you will share history forward to yourself, your family and your community.

Integrated

Brown America

This sample lesson from Unit 3, Brown America, teaches the concept of immigration through an integrated approach. As with all lessons in the curriculum, each of the online and classroom activities revolve around the lesson plan. Every lesson plan meets the the NCSS Standards and provides suggested assessment procedures. "Multicultural Stretches" push teachers and students to view the concept from multicultural perspectives.

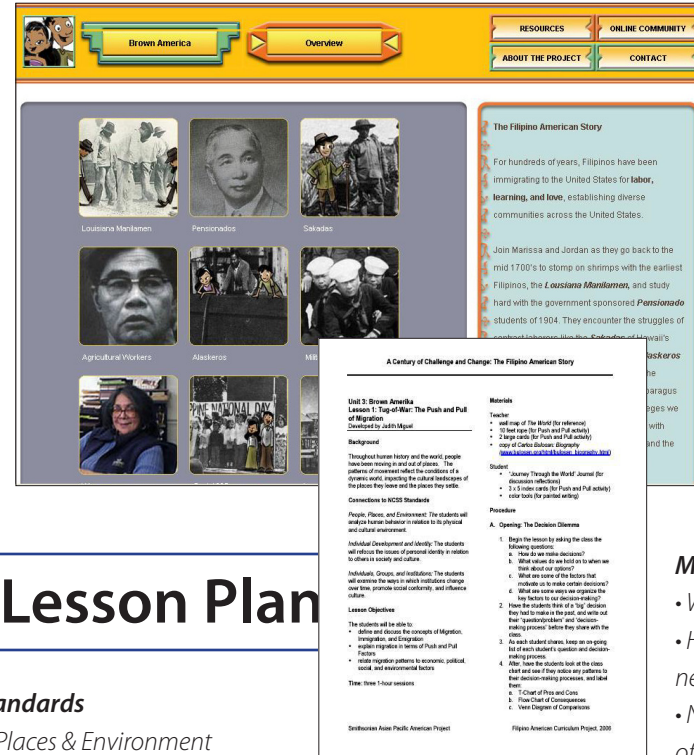


Online Journal

My Balangay Journal encourages students to upload family photos to show who makes up America.

Online Curriculum

Journey with Marissa and Jordan to learn about the different groups of Filipinos who immigrated to America.



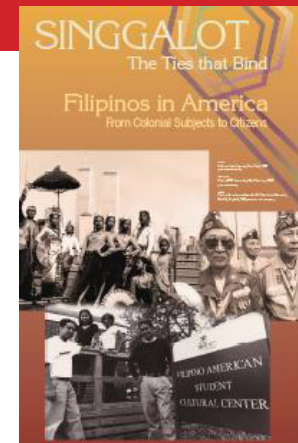
Lesson Plan

NCSS Standards

- People, Places & Environment
- Individual Development & Identity
- Individuals, Groups & Institutions

Assessment

- Effects of Migration
- Conduct Oral Interview
- Individuals, Groups & Institutions



Traveling Exhibit

The "Singgalot: The Ties that Bind" exhibit accompanies our professional development workshop, exposing participants to rare photographs of the Filipino American experience.

Student Journal

Students have the opportunity to write about their family's history in America.



Multicultural Stretches

- What pushed or pulled you to move?
- Has your family ever moved to a new place?
- Name another country made up of immigrants.
- What other groups migrated to the United States for labor, love, or learning?
- Are the experiences for women immigrants from men?

Initiate

Online Community Tools

We have created multiple spaces for learning, sharing, and networking to initiate a dialogue on Filipino Americans and education. It is our hope that these conversations, issues, and topics become commonplace in children's homes, schools, and communities across the nation.

The SIPA Challenge

In Unit 4, students are challenged to keep the ball moving forward. How will they share their knowledge, contribute to their community, and what will they do to make history?

tsis·mis·n.

1. to gossip 2. to repeat what one knows or hears about other people and their affairs

Find.

Share.

Comment.

Online Forum

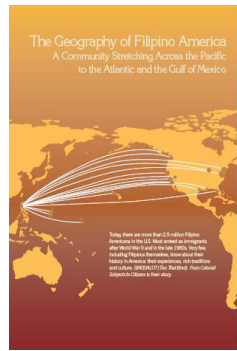
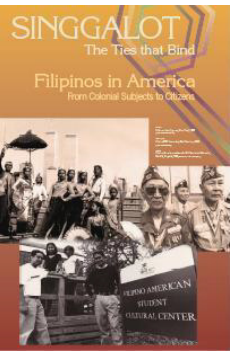
Tsismis.edu is an online forum for teachers and students to find, share, and comment on one another's curricular resources.

Online Library

The Balangay Library allows students to share their Balangay Journal with other students across the country. Teachers can use the library to show sample work, and to compare and contrast student experiences.

Traveling Exhibit

www.filam.si.edu/curriculum



The photographs of "Singgalot" provide a sweeping mosaic that portrays a community's rich history and legacy deeply rooted in American soil and the ties that bind and continue to challenge two countries and peoples across a vast ocean more than a century old.

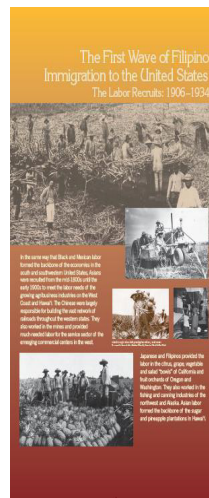
John Melegrito
Filipino American Centennial
Commemoration Committee Member

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The exhibit, created by University of Hawaii Professor Dean Alegado, captures the rich history of Filipino Americans, one of the earliest and largest Asian Pacific immigrant communities in the United States. This exhibit will further educate and enrich the teachers' experience at workshops where the exhibit is shown.

Key Questions

- What can you infer were their visions and experiences from the photographs?
- What were the challenges Filipino immigrants experienced, and how did they overcome them?
- How do Filipino Americans influence your state?
- Why did Filipinos immigrate to America?
- Where did Filipinos migrate and settle?
- What are the similarities and differences between each wave of Filipino immigrants?



This was made possible through the generosity of Citigroup Foundation.