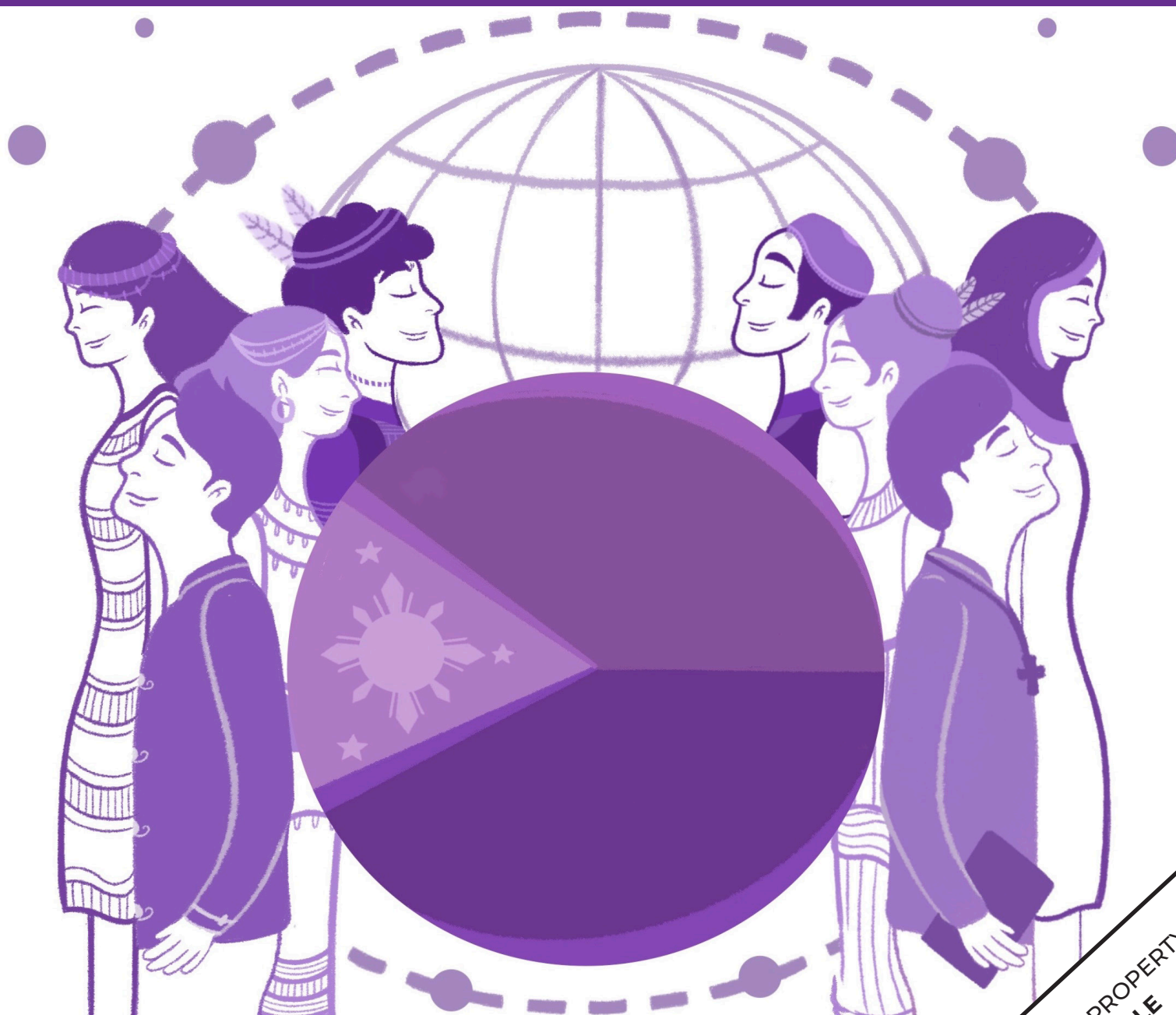


LEARNING STRAND 5 UNDERSTANDING THE SELF AND THE SOCIETY

MODULE 3: UNDERSTANDING THE FILIPINO

ALS Accreditation and Equivalency Program: Junior High School





UNDERSTANDING THE FILIPINO

**UNDERSTANDING THE SELF AND THE SOCIETY
MODULE 3**

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 5: Understanding the Self and Society
Module 3: Understanding the Filipino

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization
UNESCO Office, Jakarta
Jalan Galuh II No. 5, Kebayoran Baru, Jakarta, Indonesia

and

Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines

Copyright © UNESCO and DepEd 2020

This publication is available in Open Access under the Attribution-Share Alike 3.0 IGO (CC-BY-SA) 3.0 IGO license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The selection and presentation of the material contained in this publication, as well as the opinions expressed herein are the sole responsibility of the authors and not necessarily those of UNESCO, nor do they commit the organization in any way.

This educational resource material was developed and printed through the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” with financial support from Korea International Cooperation Agency (KOICA).

Printed by APC Printers Corporation
Printed in Makati City, Philippines

ISBN 888-888-8888-88-8

DEVELOPMENT TEAM



Jenelyn Marasigan Baylon	Master Teacher I, ALS Task Force (On-detail)
Kristine Lee S. Lumanog	Education Program Specialist II, ALS Task Force (On-detail)
Judy R. Mendoza	Project Development Officer III, Bureau of Learning Resources
Reyangie V. Sandoval	Education Program Specialist II, Bureau of Learning Resources
Josephine C. Intino	Senior Education Program Specialist, Bureau of Curriculum Development
Eric U. Labre	Senior Education Program Specialist, Bureau of Learning Resources
Roderick P. Corpuz	Supervising Education Program Specialist, ALS Task Force
Daisy Asuncion O. Santos	Chief Education Program Specialist, Bureau of Learning Resources
Marilette R. Almayda	Director III/Head, ALS Task Force
Ariz Delson Acay D. Cawilan	Officer-In-Charge, Office of the Director IV, Bureau of Learning Resources
G. H. S. Ambat	Assistant Secretary for Alternative Learning System Program and Task Force
Tonisito M. C. Umali	Undersecretary for Legislative Liaison Office, External Partnership Service and Project Management Service
Leonor Magtolis Briones	Secretary



John Michael Santos	Author
Kimberly Malate	Content Expert
Bernadette Sison	Admin and Finance Staff
Mildred Parbo	Project Lead
Ma. Teresita Medado	President

Content and Language Evaluators and Instructional Design Reviewer

Fatima Joyce A. Dollente	Schools Division Office of Zambales, Department of Education
Rodel D. Lintag	Schools Division Office of San Fernando City, Department of Education
Josephine L. Cruz	De La Salle University – Dasmariñas



United Nations
Educational, Scientific and
Cultural Organization

Ade Sandra	Admin and Finance Assistant
Rusyda Djamhur	Project Assistant
Marmon Abutas Pagunsan	National Project Consultant
Remegio Alquitran	National Project Officer
Maria Karisma Bea Agarao	National Programme Coordinator
Mee Young Choi	Head of Education Unit
Shahbaz Khan	Director and Representative

User's Guide

For the ALS Learner:

Welcome to this Module entitled Understanding the Filipino under Learning Strand 5 Understanding the Self of the ALS K to 12 Basic Education (BEC).

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



Let's Get to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



Pre-assessment

This part includes an activity that aims to check what you already know about the lesson. If you get all the answers correct (100%), you may decide to skip this module.



Setting the Path

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



Trying This Out

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



Understanding What You Did

This includes questions that process what you learned from the lesson.



Sharpening Your Skills

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



Treading the Road to Mastery

This is a task which aims to evaluate your level of mastery in achieving the given learning competency.



Don't Forget

This part serves as a summary of the lessons in the module.



Explore More

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Reach the Top

This part will assess your level of mastery in achieving the learning competencies in each lesson in the module.

Answer Key

This contains answers to all activities in the module.

Glossary

This portion gives information about the meanings of the specialized words used in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer the Pre-assessment before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning Facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your ALS Teacher/Instructional Manager/Learning Facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

CONTENTS

Let's Get to Know	1
Pre-Assessment	2
LESSON 1: Filipino Identity	3
Setting the Path	3
Trying This Out	4
Understanding What You Did	5
Sharpening Your Skills	10
Treading the Road to Mastery	12
LESSON 2: People of the Philippines	13
Setting the Path	13
Trying This Out	14
Understanding What You did	15
Sharpening Your Skills	22
Treading the Road to Mastery	23
LESSON 3: Unsung Filipino Heroes	24
Setting the Path	24
Trying This Out	25
Understanding What You Did	26
Sharpening Your Skills	31
Treading the Road to Mastery	33

CONTENTS

Don't Forget	34
Explore More	35
Reach the Top	36
Answer Key	39
Glossary	45
References	47



MODULE 3

LET'S GET TO KNOW

Amihan is born and raised in the river valley of Agusan. She is a young member of the Lumad tribe. As she grows older and goes to different places outside their village, Amihan discovers that there are people who look and act differently from their tribe. Their clothing, spoken language, and manners are different from them. She is curious as to why these people do not follow the culture of her tribe. In this module, you and Amihan will learn about the cultural characteristics of the Filipino people.



Lesson 1 – Filipino Identity

Lesson 2 – People of the Philippines

Lesson 3 – Unsung Filipino Heroes

What Will You Learn From This Module?

After studying this module, you should be able to:

- identify the different traits and practices that need to be dropped or improved (LS5US-NI-PSC-JHS-B.1);
- describe the way of life or culture observed in one's community (LS5USKA-PSD-JHS-1);
- demonstrate appreciation for the country's significant historical events (LS5US-NI-PSC-JHS-E.1); and
- note details in material viewed (LS1CS/EN-V-PSC-JHS-15).



MODULE 3

PRE-ASSESSMENT

Directions: Read each statement carefully and fill in the blank(s) with the correct answer. Choose your answer from the words inside the box. Do this activity on a separate sheet of paper.

1. _____ refers to the characteristics or qualities of a person.

Style	Attitude	Trait
--------------	-----------------	--------------

2. The Philippines is a/an _____ that is composed of numerous islands.

Archipelago	Landlock	Peninsula
--------------------	-----------------	------------------

3. Groups that share similar ethnicity and language pertain to _____.

Ethnolinguistic	Cultural	Spiritual
------------------------	-----------------	------------------

4. _____ peoples are the first people who lived in a particular region, living with distinct culture.

Old	Indigenous	Tribal
------------	-------------------	---------------

5. A person who is admired for courage, excellent achievements, or wonderful qualities is called a/an _____.

Hero	Awardee	Leader
-------------	----------------	---------------



LESSON 1

SETTING THE PATH

FILIPINO IDENTITY

At the end of this lesson, you will be able to:



identify the different traits and practices that need to be dropped or improved.
(LS5US-NI-PSC-JHS-B.1)



LESSON 1

TRYING THIS OUT

Directions: Study the image and answer the question below. Do this activity on a separate sheet of paper.

HOW WOULD YOU DESCRIBE YOURSELF AS A FILIPINO?

1. _____
2. _____
3. _____
4. _____
5. _____





LESSON 1

UNDERSTANDING WHAT YOU DID

ORIGIN OF FILIPINOS

Surrounded by bodies of water, the Philippines is an archipelago that is made up of more than 7,000 islands. It is considered as the world's 6th largest island country. Unlike its neighbors, the Philippines is the only Christian nation and a well-known democratic country in Asia.

Because of its physical geography in which its provinces are separated from each other by water, Filipinos have a rich multi-cultural heritage. There are 171 different native languages spoken in the Philippines. Filipino is the country's official language. However, most of the textbooks, laws, signages, and mass media are either in Filipino or in English.

A recent study published by the Proceedings of the National Academy of Sciences of the United States of America (PNAS) shows that the Philippines was populated by several waves of migration.

The first Filipinos are the Northern and Southern Negritos who entered the country around 40,000 to 50,000 thousand years ago. The Northern Negrito ancestry is detected among the Batak of Palawan Island, Mangyan Iraya of Mindoro Island, and Ayta, Agta, Atta, Alta, Arta, Manide, Dumagat, and Remontado groups of Luzon. The other ancestral Negrito population, the Southern Negritos, became the Mamanwa Negritos of Mindanao



LESSON 1

Second is the Manobo-related groups who entered Mindanao approximately 15,000 years ago. At present, the highest levels of Manobo-related ancestry can be found among the inland ethnic groups of Mindanao such as the Ata Manobo, Bukidnon Matigsalug, and Davao Matigsalug.

Third is the Sama-related groups who entered the southwestern Philippines about 12,000 years ago. They are classified according to their place of origin (Sama Davao, Sama Taluksangay, Sama Mampang, Sama Sulawesi, and Sama Mapun) and to their place of settlement (Sama Deya or Inland Sama, Sama Bihing or Shoreline Sama, Sama Dilaut or Sea Sama).

Fourth is the Cordilleran-related groups who arrived in the country around 7000 to 10,000 years ago following their split from the indigenous Taiwanese. Surprisingly, central Cordillerans (Kankanaey, Bontoc, Balangao, Tuwali, Ayangan, Kalanguya, and Ibaloi) remained to be the only ethnic group in the Philippines who did not show evidence of historical interbreeding with the Negritos and therefore, remained to be the only population in the world regarded as the purest descendants of Basal East Asians.



The said study also discovered minor genetic evidence of Papuan-related ancestry, Indian-related ancestry, and European ancestry in some Filipino ethnic groups. The Papuan-related ancestry (around 2,500 years ago) is observed among the coastal ethnic groups of southeastern Philippines such as Sangil and B'laan. Papuans are the indigenous peoples of New Guinea.

LESSON 1

The Indian-related ancestry (around 500 to 1000 years ago) is detected among Sama Dilaut and other coastal Sama ethnic groups of southwestern Philippines. This shows some genetic impact of the historical maritime trading network with India.

The European ancestry (around 150-450 years ago) is only limited to approximately 1% of all individuals investigated. This indicates that the majority of the Philippine ethnic groups did not have a history of interbreeding with Europeans, particularly during the Spanish colonial period. The only ethnic group detected with significant levels of European ancestry is the Chavacanos.

The recent study presents a complex prehistory of the Filipino people that is characterized by series of interactions between distinct populations across time. Some of these interactions resulted in interbreeding, contributing to the diversity of Philippine ethnic groups.

COMMON FILIPINO TRAITS AND VALUES

It is observed that negative characteristics can be seen among Filipinos such as crab mentality, tardiness, and mañana habit which affect our country's development. On the other hand, we also have positive qualities that make us popular. The following are the good traits and values that make the Philippines a great country:



Hospitability – We are friendly and welcoming to our guests.



Adaptability – We can adjust to any type of environment and socialize with any people from all over the world.



Resiliency – In spite of all the calamities that hit our country, we still manage to rise up and start a new life.



Creativity – We are known for being artistic in many ways, whether in arts, music, science, technology, and business.



Resourcefulness – We know how to come up with good ideas in spite of poverty or the lack of resources.



Spirituality – Whatever our religion is, we do not lose hope for a better tomorrow.

LESSON 1



Unity in Bayanihan Spirit – We have a close relationship with our neighbors which is evident in one community where we belong.



Thriftiness – We have awareness of the price, discounts, and quality of the products we buy.



Politeness – We use the words “po” and “opo” or we say “mano po” to show respect to people.



Family-oriented – We care for the well-being of our family.



Jolliness and Sense of Humor – We manage to smile and make someone smile through our humor in spite of unhappy events in our lives.



Gratefulness – We do not forget to thank the people who have helped us, especially in times of need.



Helpfulness – We offer a helping hand to those who are in need even if we do not know them.



LESSON 1

SHARPENING YOUR SKILLS

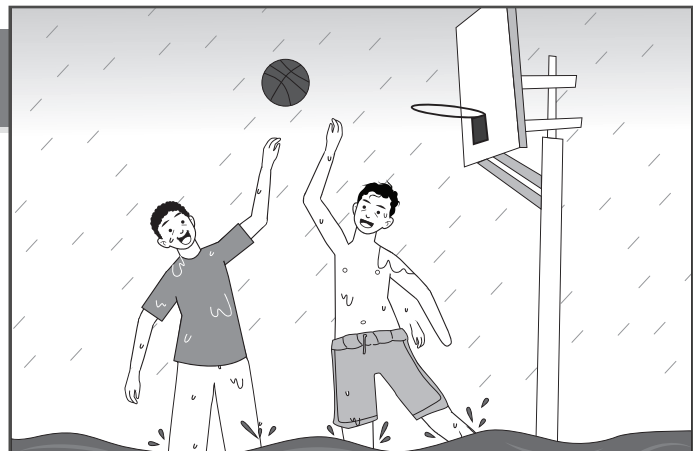
Individual Activity: Analyze each photo and answer the question below. Limit your answers to two (2) or three (3) sentences only. Do this activity on a separate sheet of paper.

HOW DO THESE PHOTOS DESCRIBE THE FILIPINOS?

1

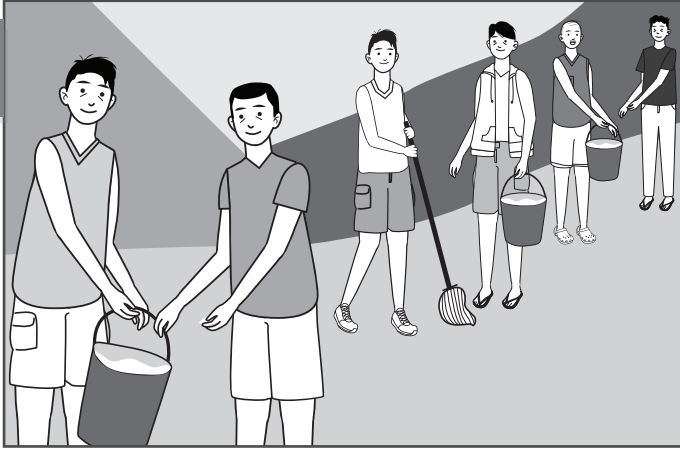


2



LESSON 1

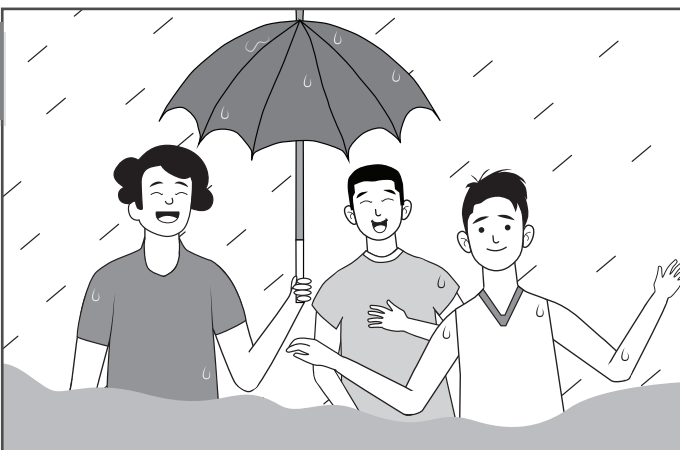
3



4



5





LESSON 1

TREADING THE ROAD TO MASTERY

Directions: Read, analyze, and answer the question below. Write an essay consisting of not more than ten (10) sentences. Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.

?

Are you proud of being a Filipino? Why?

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation or grammatical errors



LESSON 2

SETTING THE PATH

PEOPLE OF THE PHILIPPINES

At the end of this lesson, you will be able to:



describe the way of life or culture observed in one's community (LS5US-KA-PSD-JHS-1);



note details in material viewed (LS1CS/EN-V-PSC-JHS-15).



LESSON 2

TRYING THIS OUT

Directions: Find and encircle the 12 words listed below. The words are hidden in any direction.

I I V J W A R A Y X M Y P V L
E A N I H G F W K H U K K H K
P W M A L D W Z L U M A D I X
A D A V S V Z M A G C E M L D
M G R P Q Z X P E J N T A I I
P Y A K A N U P P O O A N G E
A E N Y F Y Q E N J G X G A N
N Q A I I C Q A G K A F Y Y U
G U O Y L N L E C E B U A N O
O E Q H O O T F G H Q P N O K
B G T K C X K O A X C L R N R
H V G I A K Y T T Y L D L V B
W K B Z N Z W M V P M J T X T
F I F Y O F B A Z D Y D R Y R
R P H B K B I G O R O T I Q Y

CEBUANO
BICOLANO
PAMPANGO
MANGYAN

ILOCANO
WARAY
AETA
LUMAD

HILIGAYNON
MARANAO
IGOROT
YAKAN



LESSON 2

UNDERSTANDING WHAT YOU DID



The Philippines

The Philippines is a country with thousands of islands divided by bodies of water. Back in the days when travelling is not as easy as booking a flight and riding a plane, not all Filipinos were able to travel across the country and observe the practices done in different cities and provinces. Hence, they made their own unique traditions based on their beliefs and practices. There are many factors that can influence these practices—weather conditions, lifestyle, myths and spiritual beliefs, visitation of foreign travelers, colonization, industrialization, and others. The diversity of cultures is evident in almost all areas in the Philippines. If you go to places in Luzon, you will notice how they put a high value on Filipino heroes. If you go to Cebu, you will be taken to tourist spots that tell the story of how the Philippines was colonized by the Spaniards. Mindanao, on the other hand, is proud of their many indigenous tribes. Each place has a unique story to tell, and each story is part of the whole country's identity as the land of the Filipinos.

LESSON 2



The most fascinating thing about being a Filipino is that we all have different identities that constitute us. The Philippines, being a multi-cultural country, is filled with people who can represent more than just one culture. We, as Filipinos, are also a melting pot of culture within ourselves. The word “Filipino” is not an absolute definition of something. Rather, it is a representation of the many ethnic and indigenous groups found in the Philippines. A person can be a Filipino by being a Tagalog speaker, whose mother is from Cagayan de Oro, and whose father was born in Palawan but raised in Makati City. A person who lives in Dumaguete and speaks Bisaya, has a Mangyan mother and an Igorot father is also a Filipino. Even those who were born and raised in foreign countries with parents that are from the Philippines are still Filipinos.

As a Filipino, it is your responsibility to know who you are, and what cultures make up your identity in the many identities of the people of the Philippines.

ETHNOLINGUISTIC GROUPS

With more than 7,000 islands, it is no wonder that we can observe different cultural practices, traditions, and groups in the country. The Philippines has been blessed with various ethnic groups that have their own unique ways of life. Ethnolinguistic groups share common ancestry and language. Here are some of the different Philippine ethnolinguistic groups where many of the country's traditions come from:

TAGALOG

They are considered as the largest ethnic group in the country. Majority of the Tagalog are living in Metro Manila, as well as in the provinces of Rizal, Laguna, Cavite, Batangas, Bulacan, and Nueva Ecija. Filipino, the country's national language is based on Tagalog. These people are into different kinds of agricultural and industrial productions.



CEBUANO

They are considered as the second largest ethnic group in the country. Located at the center of the archipelago, Cebuanos control the businesses in the southern Philippines. Cebuano is the commonly used language in the south.



ILOCANO

Most of the Ilocanos are living in the provinces of Ilocos Norte, Ilocos Sur, La Union, Abra, and Cagayan. These people are mainly producers of rice, tobacco, and garlic. Ilocanos are also active in the political, educational, economic, and religious sectors of the society.



HILIGAYNON

They mostly occupy the province of Iloilo. The largest concentration is in Ajuy, Calinog, Buenavista, and Barotac Nuevo. They are known to be very friendly people.

BICOLANOS

The Bicol speakers include those in the provinces of Albay, Sorsogon, Catanduanes, Camarines Norte, and Camarines Sur. Although they have different languages, Bicol Naga is the common language spoken in the Bicol peninsula. Their economy is also dependent on agriculture.



LESSON 2

WARAY

The islands of Samar and Leyte are inhabited by Warays. These people are known to be brave and strong. Production of copra and the fishing industry sustain their population. Warays also weave beautiful mats using palm leaves.



MARANAO

The “People of the Lake” are one of the largest groups who are professing Islam in the country. Majority of the Maranaos are living around Lake Lanao. They are best known for weaving as well as wood and metal crafts. Maranao textiles are also famous for its complex designs and colors.

PAMPANGO

They are occupying the land near flood plains and marshes of the Pampanga River of Central Luzon. Pampangos are noted for their fishing industry. They are also known for their culinary talents.

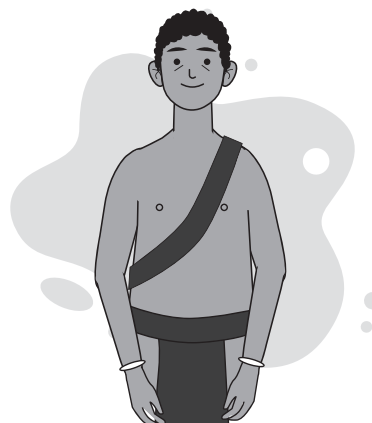


INDIGENOUS PEOPLES

There are numerous sea-based or land-based indigenous tribes in the Philippines. Indigenous peoples are natives who are considered as the first inhabitants or original owners of certain lands in the country. They are the ones who are least influenced by western or Islamic cultures, so they were able to maintain their customs and traditions. Some of the indigenous peoples in the Philippines are as follows:

AETA OR NEGRITO

They are living in the mountainous parts of Luzon. Aetas believe that good and evil spirits are present in the environment, such as the spirits of the river, the sea, the sky, the mountain, and other places.



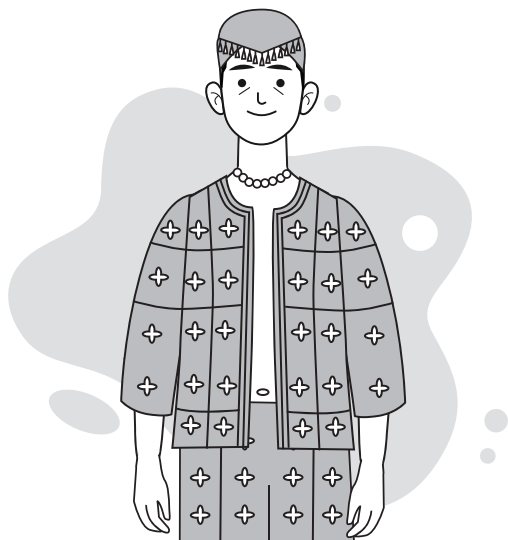
IFUGAO OR IGOROT

They can be seen in the provinces of Abra, Apayao, Benguet, Kalinga, Ifugao, and Mountain Province. Igorots are known for being responsible, honest, and faithful to their ancestors.

LESSON 2

MANGYAN

It is the general name for the eight indigenous groups found in Mindoro. They are Alangan, Bangon, Tau-Buid, Buhid, Hanunoo, Iraya, Ratagnon, and Tadyawan. Each of them has their own language and customs. Like the Aetas, they also believe in the environment spirits.



YAKAN

It is one of the major Muslim groups that live on the hillsides of Basilan. They have an Islamic lifestyle and are known as fierce warriors. The tribe is known to be peaceful and respectful. They believe that Monday, Tuesday, and Wednesday are good working days and that the remaining days of the week are bad working days.

LUMAD

It is a group of natives from Southern Mindanao. Lumad was not influenced by Muslim and Christian cultures. Lumad is composed of 18 tribes, namely: Atta, Bagobo, Banwaon, B'laan, Bukidnon, Dibabawon, Higaonon, Mamanwa, Mandaya, Manguwangan, Manobo, Mansaka, Subanon, Tagakaolo, Tasaday, Tboli, Teduray, and Ubo. Their rich cultural heritage is clearly seen in the clothes and accessories they wear.



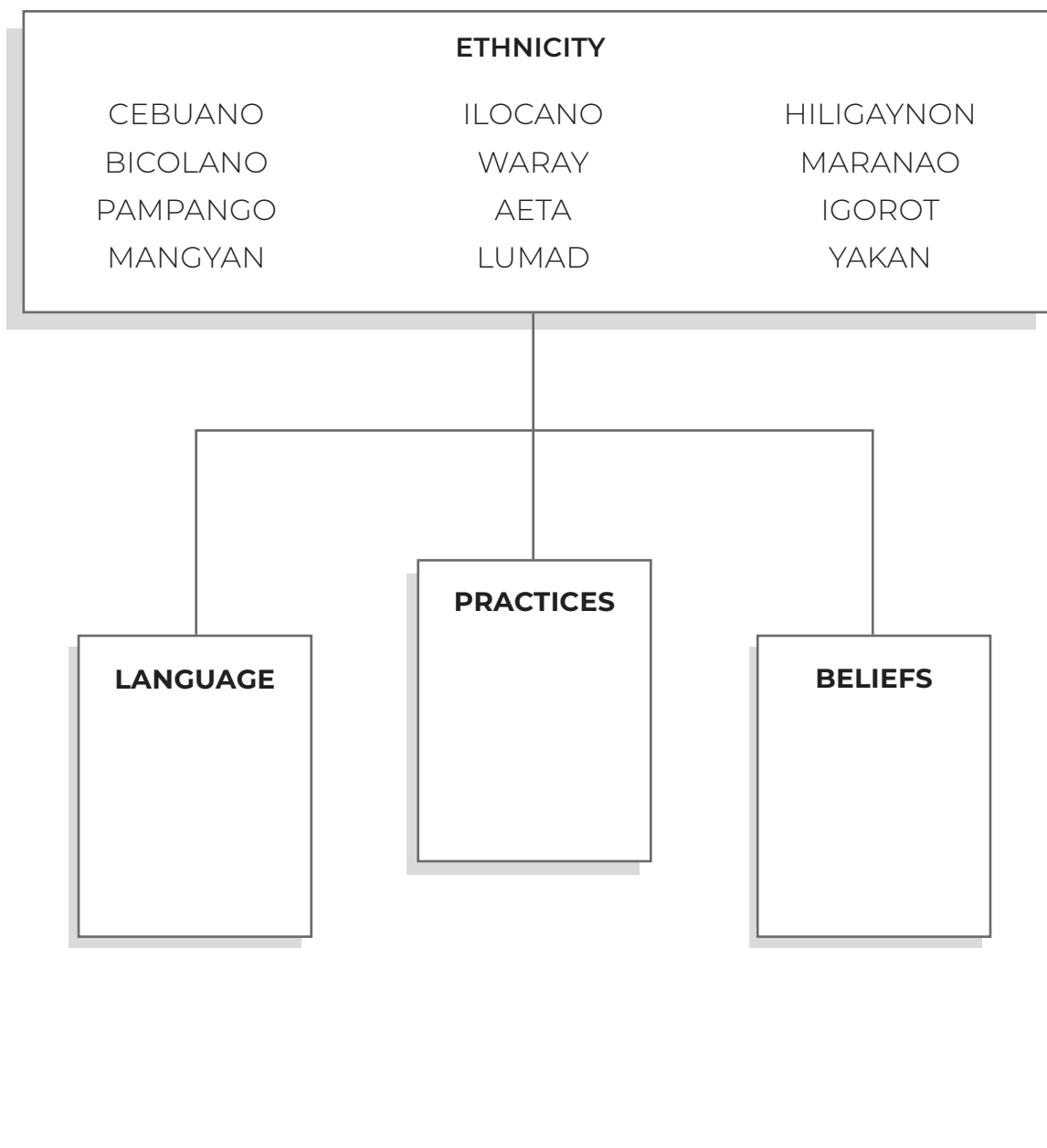


LESSON 2

SHARPENING YOUR SKILLS

Directions: Do a research about your ethnic background. You may surf the internet or interview your family or relatives to describe your ethnic group's traditions. Do this activity on a separate sheet of paper.

MY ETHNIC BACKGROUND





LESSON 2

TREADING THE ROAD TO MASTERY

Directions: Read, analyze, and answer the question below. Write an essay consisting of not more than ten (10) sentences. Your answer will be evaluated using the rubric below. Do this activity on a separate sheet of paper.

?

How can you show care and respect toward the indigenous peoples?

Exceeds Expectations (15 points)	Satisfactory (10 points)	Needs Improvement (5 points)
Meaningful response with specific ideas	Sufficiently developed response with enough explanation	Limited response with minimal explanation
Virtually no spelling, punctuation or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation or grammatical errors



LESSON 3

SETTING THE PATH

UNSUNG FILIPINO HEROES

At the end of this lesson, you will be able to:



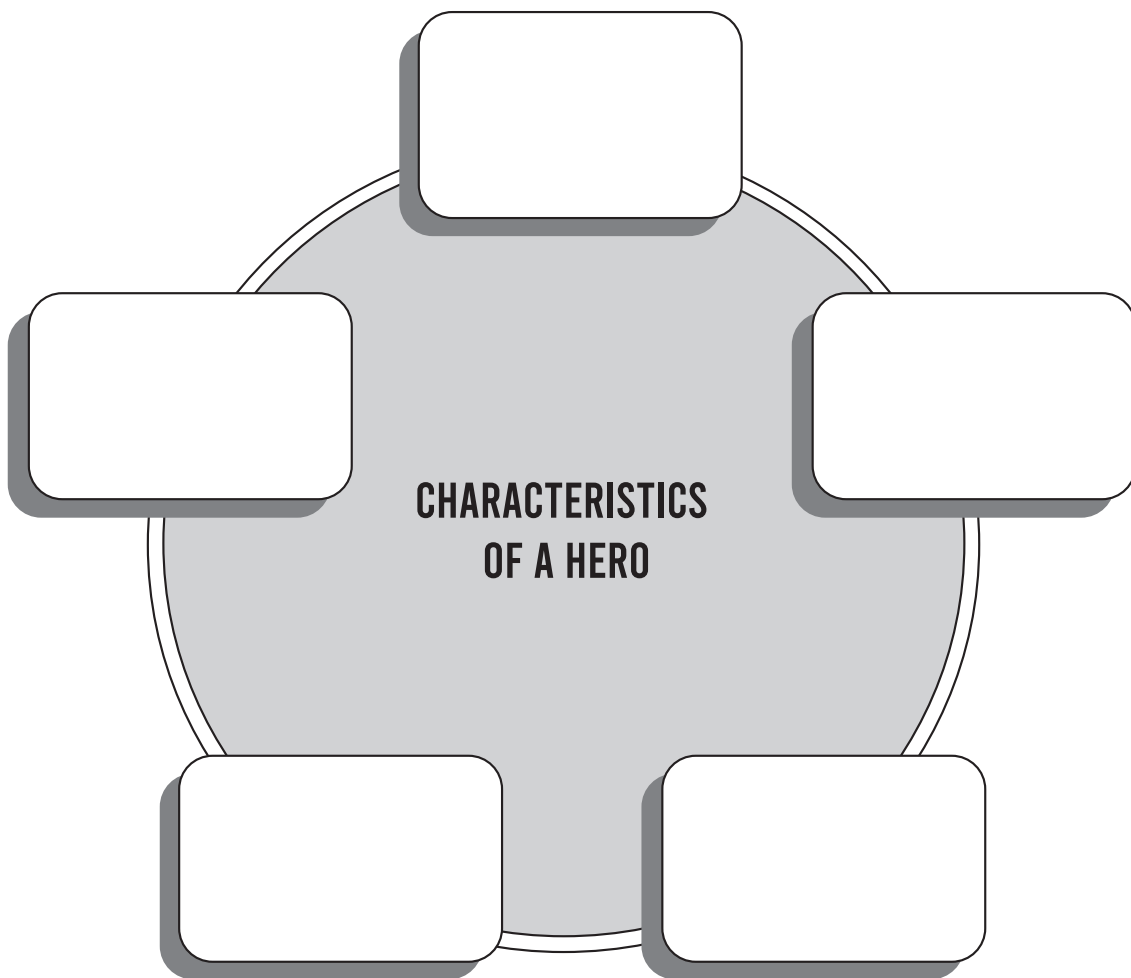
demonstrate appreciation for the country's significant historical events. (LS5US-NI-PSC-JHS-E.1)



LESSON 3

TRYING THIS OUT

Directions: Complete the diagram below by supplying what you think the characteristics of a hero are. Do this activity on a separate sheet of paper.





LESSON 3

UNDERSTANDING WHAT YOU DID

Philippine history is a subject where we learn about the important events and important figures that shaped the Philippines as what it is now today. Jose Rizal, Andres Bonifacio, Antonio Luna, Apolinario Mabini, Melchora Aquino, and Gabriela Silang are the important historical figures who bravely risked their lives and fought for our country. Apart from them, there are many other Filipino heroes whose stories are told in Philippine history textbooks. However, they are not the only people who sacrificed their lives for our country.



There are heroes whose names are lost in the long narratives of the Philippine history. These heroes, although unsung, had contributed to the revolution and helped our fellow Filipinos reclaim our freedom. These are the Filipinos whose victories never made it to general history, but that does not mean that their efforts are lesser than those who managed to populate history textbooks.

Each region in the Philippines probably has a hero that some have never heard of, or whose efforts had been forgotten by many. But that does not mean that it is too late to learn about them. We should not only give them the recognition that they deserve, but we should also study them. Learning about these heroes will not only broaden our knowledge, but it might also give us an idea on how to become active and responsible citizens of our country

UNCELEBRATED HEROES

When we talk about Filipino heroes, it is automatic for us to think about Jose Rizal, Andres Bonifacio, Apolinario Mabini, Gabriela Silang, Antonio Luna, Melchora Aquino, Lapu-lapu, and other famous heroes. We have a lot of forgotten men and women who fought for our freedom and deserve to be recognized for their valuable contribution to our country.

THE NAMELESS HERO OF BANGKUSAY

One of the first battles for independence against Spain was the 1571 Battle of Bangkusay in Tondo, Manila. Historians assumed before that it was Rajah Soliman who led the fight against the soldiers of Governor-General Miguel Lopez de Legazpi. However, it was recently discovered that the battle was won by a nameless young Moro leader with a fleet of 40 large boats.



TERESA MAGBANUA

Instead of taking home courses, which was common for women before, she studied to become a teacher. When her two younger brothers joined the revolutionary army, she also volunteered. She was a known sharpshooter or a person who is skillful in using a sniper rifle. She was the only woman to command combat troops in Visayas during the Philippine revolution. She is recognized as the “Visayan Joan of Arc”.

TRINIDAD TECSON

She joined the Katipunan when she was already 47 years old. She fought with men in bloody battles in Bulacan. She was recognized as the “Mother of Biak-na-Bato” when her camp served as the headquarters and hideout for Aguinaldo and his men. She also earned the “Mother of the Philippine Red Cross” title as she nursed sick and wounded Katipuneros.



AGUEDA KAHABAGAN

A native of Santa Cruz, Laguna, she is the equivalent of Joan of Arc for Tagalog revolutionaries. Because of her skills in battle, she was promoted to the rank of general. In fact, she was the only female general of the armed forces based on the records of Katipunan. She is known in battles for dressing in white and using rifles and bolos.



MACARIO SAKAY

He is known for his long hair and strong looks and spent his youth as a barber, tailor, and stage actor for Moro-Moro plays. Eventually, he joined the Katipunan and was part of Bonifacio's group and disappeared during Aguinaldo's revolutionary government. Later, he became active again during the Philippine-American War. To remind him and his men of how long they had stayed to fight, he grew his hair long.

CESAR FERNANDO BASA

He was only 26 years old when he died in the service of the country. A native of Isabela, Negros Occidental, he took Chemistry at Ateneo. He eventually decided to take a flying course and became a pilot in the Philippine army. On December 1941, 54 Japanese bomber planes attacked the Batangas Air Field. Fresh from a mission, he did not hesitate to join the battle despite having a 15-minute worth of fuel left in his plane tanks. It took seven Japanese planes to shoot him down.



REMEDIOS GOMEZ-PARAISO

She was also known as “Kumander Liwayway.” She was a beauty queen who joined the Hukbong Bayan Laban sa Hapon (HUKBALAHAP) after the Japanese killed her father. She first served as a nurse in the organization and eventually became one of the highest officials of the group. She was known for wearing bright red lipstick and having neatly combed hair during battles. She proved to people that her appearance has nothing to do with her skills.





LESSON 3

SHARPENING YOUR SKILLS

Directions: Read, analyze, and explain the following statements expressed by Filipino heroes. Focus on the importance of their messages in your daily life. Limit your explanation to two (2) to three (3) sentences only. Do this activity on a separate sheet of paper.

1

*"Mag-aral kayo.
Pakinabangan ninyo ang mga
paaralan ng bayan hanggang
sa kung saan ang mabibigay ng
mga ito. Laging maging Pilipino,
isang edukadong Pilipino."*

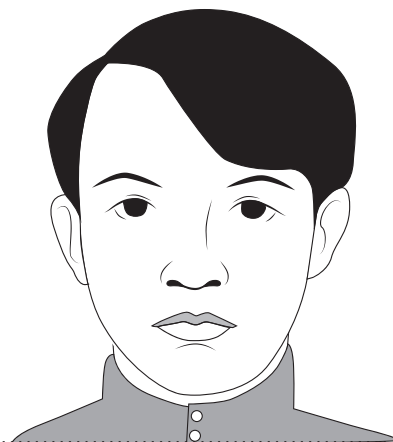
-PADRE JOSE BURGOS



2

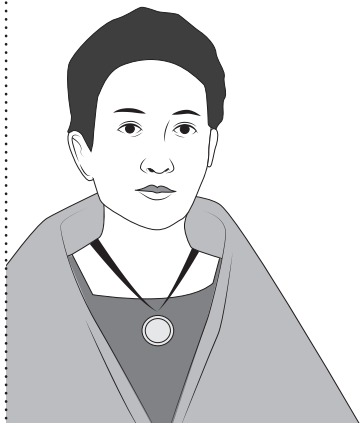
*"Maitim man at maputi ang
kulay ng balat, lahat ng tao'y
magkakapantay; mangyayaring ang
isa'y higitan sa dunong, sa yaman,
sa ganda... ngunit 'di mahihigitan
sa pagkatao."*

-EMILIO JACINTO



LESSON 3

3



"Ang marunong tumanggap ng sisi dahil sa pagkakamali ay tanda ng katatagan at kapakumbabaan."

**-MARCELA AGONCILLO
Y MARIÑO**

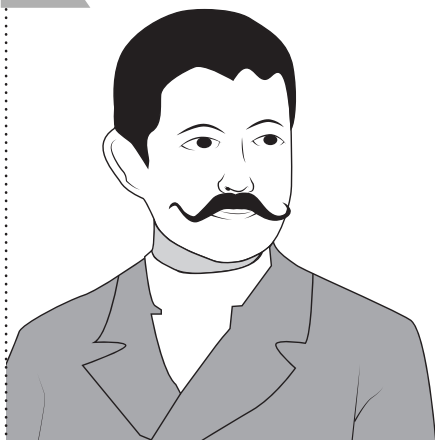
4

"Ang kasipagan sa paghahanapbuhay ay siyang tunay na pag-ibig at pagmamahal sa sarili, asawa, anak, kapatid at kababayan."

-ANDRES BONIFACIO



5



"Huwag hangarin na matampok sa panalo lamang... Huwag lalayo sa katwiran at sa ikagagaling ng bayan... Manalo't matalo, itayo ang puri."

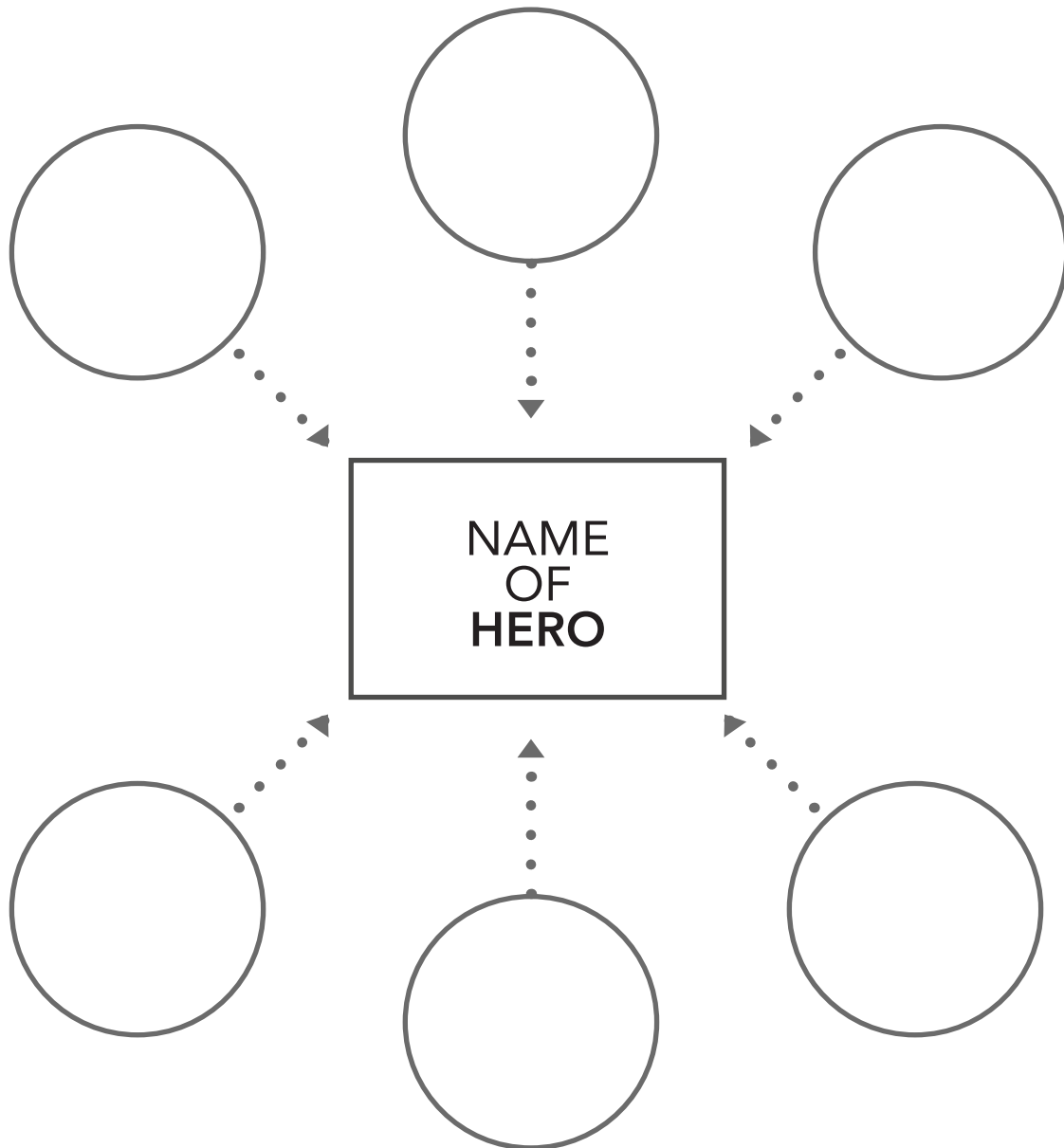
-MARCELO H. DEL PILAR



LESSON 3

TREADING THE ROAD TO MASTERY

Directions: Using the graphic organizer below, write your reason/s for giving recognition to the modern day hero/es. Do this activity on a separate sheet of paper.





MODULE 3

DON'T FORGET



- Filipinos have a rich multi-cultural heritage because of the Philippines' physical geography in which its provinces are separated from each other by waters.
- The Philippines was populated by several waves of migration.
- There is a minor genetic evidence of Papuan-related ancestry, Indian-related ancestry, and European ancestry in some Filipino ethnic groups.
- The Filipinos are hospitable, adaptable, resilient, creative, resourceful, faithful, thrifty, family-oriented, polite, jolly, grateful, and helpful.
- There are different ethno-linguistic groups in the Philippines, among them are: Tagalog, Cebuano, Ilocano, Hiligaynon, Bicolano, Waray, Maranao, and Pampango.
- There are different groups of indigenous people in the Philippines, among them are: Aeta/Negrato, Ifugao/Igorot, Mangyan, Lumad, and Yakan.
- There are unsung Filipino heroes in our country, among them are: Teresa Magbanua, the nameless hero of Bangkusay, Trinidad Tecson, Agueda Kahabagan, Macario Sakay, Cesar Fernando Basa, and Remedios Gomez-Paraiso.





MODULE 3

EXPLORE MORE

For additional activities related to the topics of this module, these resources may be helpful:

It's More Fun in the Philippines | DOT Official AVP

(<https://youtu.be/ADNgEHFDYzo>)

8 Days in the Philippines in 8 Minutes

(<https://youtu.be/P4DTUQZROmc>)

5 Things You Need To Know About Lumads

(<https://youtu.be/zmYB9Xorqmc>)

I-Witness: “Tasaday”, a documentary by Kara David

(<https://youtu.be/qXs7MIAFVo0>)

Trahedya sa Buhay ng mga Bayani | History

(<https://youtu.be/eDrXcCx5PXQ>)

I-Witness: “Ang Huling Heneral”, a documentary by Kara David

(<https://youtu.be/-RuR1fEx-Hw>)



MODULE 3

REACH THE TOP

Directions: Choose the letter of the correct answer. Do this activity on a separate sheet of paper..

1. The Philippines is an archipelago because _____.
 - A. It is surrounded by bodies of water.
 - B. It is made up of 7,000 islands.
 - C. It is the only Christian nation.
 - D. It is a well-known democratic country in Asia.

2. The ethnolinguistic group called as the "People of the Lake" is the _____.
 - A. Waray
 - B. Hiligaynon
 - C. Maranao
 - D. Cebuano

3. She was known as sharpshooter because of her being skillful in using a sniper rifle.
 - A. Agueda Kahabagan
 - B. Trinidad Tecson
 - C. Teresa Magbanua
 - D. Remedios Gomez-Paraiso

4. The only ethnic group in the Philippines who did not show evidence of historical interbreeding with the Negritos is _____.
 - A. Mangyan-related groups
 - B. Manobo-related groups
 - C. Cordilleran-related groups
 - D. Sama-related groups

MODULE 1

5. The second largest ethnic group in the country is the _____.
- A. Bicolano
 - B. Cebuano
 - C. Ilocano
 - D. Pampango
6. Based on the records of Katipunan, _____ is the only female general of the armed forces and was known as the Joan of Arc for Tagalog revolutionaries.
- A. Agueda Kahabagan
 - B. Trinidad Tecson
 - C. Teresa Magbanua
 - D. Remedios Gomez-Paraiso
7. Ryan is a survivor of Super Typhoon Rolly. Despite the bad events in his life, he always manages to smile and makes someone smile too. What trait/value does Ryan have based on the statement?
- A. Jolliness
 - B. Gratefulness
 - C. Helpfulness
 - D. Politeness
8. _____ is an indigenous group of people who have an Islamic lifestyle and are known as fierce warriors.
- A. Mangyan
 - B. Lumad
 - C. Maranao
 - D. Yakan

MODULE 1

9. The following group belongs to the eight indigenous groups found in Mindoro except _____.
- A. Alangan, Bangon, Tau-Buid
 - B. Buhid, Hanunoo, Iraya
 - C. Ratagon, Tadyawan, Iraya
 - D. Bagobo, Manobo, Tboli
10. Filipinos are known for being able to cope up and easily adjust to any environment and socialize with any people from all over the world with different cultures. What is this trait/ value of Filipinos referred to in the statement?
- A. Hospitality
 - B. Adaptability
 - C. Gratefulness
 - D. Creativity

ANSWER KEY

PRE-ASSESSMENT

PAGE 2

1. Trait
2. Archipelago
3. Ethnolinguistic
4. Indigenous
5. Hero

LESSON 1: FILIPINO IDENTITY

TRYING THIS OUT

PAGE 4

Possible answers:

1. I live in a nipa hut or bahay kubo.
2. I usually eat adobo.
3. I have fair skin complexion.
4. I am hospitable to visitors.
5. I love singing through a karaoke machine.

SHARPENING YOUR SKILLS

PAGE 10

Possible answers:

1. The Filipinos are still faithful to God and show their sense of spirituality by following the Catholic Church practices after experiencing natural disasters.
2. Even if there is flood and perhaps their basketball court is destroyed by the storm, the Filipinos are still resourceful in making their own basketball ring and court.
3. The bayanihan spirit of Filipinos is being shown in the photo because they are helping one another to pass the pail of water for their community.
4. Looking at the photo, the Filipinos can be described as creative in making a vehicle that can carry more than two passengers at the same time.
5. The photo is a testament that whatever circumstances Filipinos are facing, they still manage to smile and to be jolly.

TREADING THE ROAD TO MASTERY

PAGE 12

Question:

Are you proud of being a Filipino? Why?

Possible Answer:

Yes, I am proud of being a Filipino. Knowing the values and traits of Filipinos I can say that I can handle whatever challenges I will be facing. As I see it, I am both a fighter and a survivor of different natural disasters, personal challenges and other life obstacles which other race or people can learn from. I am a source of inspiration – I am strong, brave and wise. I am a proud Filipino.

ANSWER KEY

LESSON 2: PEOPLE OF THE PHILIPPINES

TRYING THIS OUT

PAGE 14

I	I	V	J	W	A	R	A	Y	X	M	Y	P	V	L
E	A	N	I	H	G	F	W	K	H	U	K	K	H	K
P	W	M	A	L	D	W	Z	L	U	M	A	D	I	X
A	D	A	V	S	V	Z	M	A	G	C	E	M	L	D
M	G	R	P	Q	Z	X	P	E	J	N	T	A	I	I
P	Y	A	K	A	N	U	P	P	O	O	A	N	G	E
A	E	N	Y	F	Y	Q	E	N	J	G	X	G	A	N
N	Q	A	I	I	C	Q	A	G	K	A	F	Y	Y	U
G	U	O	Y	L	N	L	E	C	E	B	U	A	N	O
O	E	Q	H	O	O	T	F	G	H	Q	P	N	O	K
B	G	T	K	C	X	K	O	A	X	C	L	R	N	R
H	V	G	I	A	K	Y	T	T	Y	L	D	L	V	B
W	K	B	Z	N	Z	W	M	V	P	M	J	T	X	T
F	I	F	Y	O	F	B	A	Z	D	Y	D	R	Y	R
R	P	H	B	K	B	I	G	O	R	O	T	I	Q	Y

ANSWER KEY

SHARPENING YOUR SKILLS

Possible answers:

PAGE 22

I. Ethnicity: Tagalog

II. Language: Tagalog

III. Practices:

- a. **Religious** – Commemorating Feast Day of Saints and Celebrating Fiestas
- b. **Food and Cuisine** – Preparing and eating rice as a staple food
- c. **Tradition** – Doing honoring gesture or pagmamano to older family members

IV. Beliefs:

- d. **Beliefs on dreams** – They believe that each dream has its own meaning or message from God.
- e. **Beliefs on burial** – Usually there is a wake to be held before burying their loved ones. This is to take time to weep for the departed.
- f. **Belief on superstition** – Tagalog utter 'tabi-tabi po' or say a remark to be excused while crossing a path as they believed they are being guarded by engkanto or supernatural beings.

TREADING THE ROAD TO MASTERY

PAGE 23

Question:

How can you show care and respect toward the indigenous peoples?

Possible Answer:

We can show care and respect toward the different indigenous people by understanding their culture and not judging them right away. By doing so, we can appreciate their language, practices and beliefs. Let us also educate other people regarding the identity and culture of indigenous people through promotions and programs.

ANSWER KEY

LESSON 3: UNSUNG FILIPINO HEROES

TRYING THIS OUT

PAGE 25

Possible answers:

1. Strong
2. Wise
3. Compassionate
4. Resilient
5. Skillful

SHARPENING YOUR SKILLS

PAGE 31

1. *Possible Answer:* We should study and maximize all the learning opportunities given by the country whether we are enrolled in public or private school. One of our goals as Filipino is to be an educated Filipino.
2. *Possible Answer:* Character is highly emphasized in this quotation that it is the edge of one person compared to another. Wealth and facial features may fade, but not character.
3. *Possible Answer:* It is better to accept mistakes because this is a sign of strength and humility. We learn from our mistakes, so we must wholeheartedly accept our imperfections.
4. *Possible Answer:* Expressing our love for ourselves, loved ones and fellow Filipinos can be done through working hard, because in the future, it will be beneficial to all of us. Continue serving with love.
5. *Possible Answer:* We must make sure that we can attain our goals in righteous ways and without hurting others. Winning through wicked ways is losing without honor.

ANSWER KEY

TREADING THE ROAD TO MASTERY

PAGE 33

Name of Hero: Teachers

Reasons:

They work beyond official hours to prepare all their materials.

They reach out to students who hardly understand the lessons.

They spend more time with paper works than with their family.

They conduct house visits to students who were absent for so long.

They treat their students as their common children.

They extend their patience and love with difficult students.

They always think and hope for the good future of their students.

REACH THE TOP

PAGE 36

1. A
2. C
3. C
4. D
5. B
6. A
7. A
8. D
9. D
10. B

GLOSSARY

Ancestor	a member of your family who lived a long time ago
Archeologist	a person who studies human history through artifacts
Archipelago	a group of islands
Custom	something that people do for a long time
Democracy	form of government wherein the people hold political power
Ethnolinguistic group	a group united by similar ethnicity and language
Flood plains	low and flat land along a stream or river that may flood
Heritage	composed of practices that are passed down through the years from one generation to another

GLOSSARY

Indigenous peoples	first people who live in any region, living with distinctive cultural traits, customs, and traditions
Marshes	wet and muddy areas of land
Peninsula	area of land surrounded by water on three sides
Physical Geography	study of the natural features of the Earth's surface
Rifle	long, powerful gun that is fired from the shoulder
Textiles	fiber used in making cloth
Traits	personal qualities or characteristics
Values	beliefs about good behavior

REFERENCES

“7 Lesser-Known Heroes in Philippine History”, n.d. Accessed August 27, 2019. <https://www.esquiremag.ph/culture/lifestyle/7-dashing-heroes-to-look-up-to-a1729-20180827-lfrm2>.

“14 Good Filipino Habits That Make the Philippines a Great Country ...”, n.d. Accessed August 26, 2019. <https://faq.ph/good-filipino-habits-that-make-the-philippines-a-greatcountry/>.

Chua, Michael Charleston. “Walking History: We Did Not Come from the Ita, Indones, nor Malay!”, n.d. Accessed August 26, 2019. <https://bangkanixiao.files.wordpress.com/2012/09/chua-walking-history-we-did-not-come-from-the-itaindones-nor-malay.pdf>.

De Guzman, Nicai. “9 Underrated Heroes We Didn’t”, n.d. Accessed August 27, 2019. https://www.esquiremag.ph/culture/lifestyle/9-underrated-heroes-they-didn-t-teach-in-history-class-a1729-20170612-lfrm2?ref=article_related?ref=article_related.

“Ethnic Groups In The Philippines - WorldAtlas.Com”, n.d. Accessed August 27, 2019. <https://www.worldatlas.com/articles/ethnic-groups-in-the-philippines.html>.

“Ethnic Groups of the Philippines”, n.d. Accessed August 27, 2019. <https://www.vigattintourism.com/tourism/articles/Ethnic-Groups-of-the-Philippines>.

REFERENCES

Larena, Maximilian, et al. “Summary Report on Filipino Genetic Origins.” Larena Lab @Uppsala, March 23, 2021. <https://www.larenalab.com/post/report-filipino-genetic-origins>.

“Indigenous Peoples and Ethnic Minorities: Marginalization Is the Norm”, n.d. Accessed August 27, 2019. <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2018/07/Chapter-VIIIndigenous-peoples-andethnic-minorities.pdf>.

“The People: Ethnic Differentiation”, n.d. Accessed August 27, 2019. <https://ncca.gov.ph/wp-content/uploads/2018/10/GLIMPSES-Peoples-of-the-Philippines.pdf>.

The development and printing of this learning resource was made possible with the cooperation of Asia Pacific College. This is a component of the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” implemented by UNESCO Office, Jakarta in partnership with the Department of Education. This initiative received a generous financial support from Korea International Cooperation Agency (KOICA).

For inquiries, please contact:

Department of Education, Bureau of Learning Resources (DepEd BLR)

Office Address : Ground Floor, Bonifacio Building, DepEd Complex,
Meralco Avenue, Pasig City, Philippines 1600
Telefax : +63-2-8631-1072; +63-2-8634-1054; +63-2-8631-4985
Email Address : blr.qad@deped.gov.ph; blr.lrp@deped.gov.ph