

TITLE: Jose Rizal and the Construction of National Identity (Colonialism and Nationalism)

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Course: World History

Additional Resources Used: *American Occupation of the Philippines* reading; *Philippine National Hero* packet; *Filipinos* PowerPoint

Lesson Objective: Students will be able to describe the way in which colonialism affects the development of national identity.

Method/Activities: After reading a brief background on the Philippine-American War and the American occupation of the Philippines, groups of 3 students (representing the 3 Filipino members of the Taft Commission) will select a Philippine national hero.

The teacher will then lead a full class discussion on the implications of colonialism, using the selection of Rizal as the national hero as an exemplar case.

Assessment: On the basis of student contributions to small group and full class discussions.

Procedures:

Before the Lesson:	
What the teacher will be doing:	What the students will be doing:
Prepare copies of readings	-

During the Lesson:	
What the teacher will be doing:	What the students will be doing:
Set Induction: Show <i>Filipinos</i> PowerPoint. Ask students to take a look at pictures of some regular Filipinos, and then at Filipino celebrities. Do they see any differences? Jot them down in their notes.	Set Induction: Look at pictures on <i>Filipinos</i> PowerPoint; jot down possible differences
Body of the lesson:	
Phase 1: Break students into group of 3 and distribute <i>American Occupation of the Philippines</i> reading	Phase 1: Read <i>American Occupation of the Philippines</i> in small groups.
Phase 2: Introduce yourself as American general Adna Chafee, commander of US forces in the Philippines.	Phase 2: Read <i>Philippine National Hero</i> reading packet, and discuss in groups who your commission would like to nominate as the Philippine national hero.

<p>Distribute <i>Philippine National Hero</i> reading packet. As students work to determine the national hero, circulate among the groups.</p> <p>If any students seem to be leaning toward nominating a military man as the national hero, drop veiled hints to demonstrate the coercive power of the American military at this time (<i>e.g.</i>, “So you think Bonifacio [or whoever] should be the national hero? Do you think Filipinos should be fighting the American army? You know, I’ve got a company of troops in your home province right now. Maybe they need to search your home or... “question”... your family members to find out if you are supporting the rebels.”)</p> <p>Your goal is to steer students toward selecting a non-violent hero—ideally, Jose Rizal.</p>	
<p>Phase 3: Lead a full class discussion on the selection process. Questions to ask may include:</p> <ul style="list-style-type: none"> • Who did groups choose and why? (tally on the board) • Was it a free choice? How or how not? • Rizal really is an impressive guy. But consider other countries’ national heroes. How many are poets or writers, instead of military or political leaders? (examples: Napoleon, Churchill, Frederick the Great, etc.—all military/political) • There’s no evidence that General Chafee was actually walking around threatening anyone. But in the midst of the war, would the Filipino members have felt that they had a free choice even if there were no overt threats? 	<p>Phase 3: Participate in discussion</p>
<p>Conclusion: Point out that Rizal is still considered the national hero of the Philippines almost 75 years after the end of the American occupation (and over 100 years after his selection). Since 1956 (post-independence), all Filipino high school and college students have been required to take courses on Rizal’s life and works. He is even considered by some fringe religious groups to have been the 2nd coming of</p>	<p>Conclusion: Listen, and discuss, time permitting.</p>

<p>Christ (cf. <i>Rizalista</i>).</p> <p>The selection of the national hero is not the only way in which colonialism has left its mark on the Philippines. Academic studies¹ have found that the post-colonial mindset has resulted in serious feelings of inferiority and tolerance of anti-Filipino discrimination by Filipinos.</p> <p>Go back to the set induction—ask students what differences they saw between regular Filipinos and Filipino celebrities (re-run the slide show if necessary). The difference they should have found is that celebrities look far more white (or occasionally East Asian) than regular Filipinos. <i>All</i> Filipino skin products include skin whitening components—white is just considered more beautiful than brown, despite the fact that Filipinos are brown.</p>	
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Standards:

<p>Common Core State Standards http://www.corestandards.org/ELA-Literacy/RH/introduction</p>
<p>Standard: CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>How This Lesson Meets the Standard: Students will engage in these discussions both in small groups and as a full class.</p>

¹ *E.g.*,
[http://www.researchgate.net/publication/232597893_The_Colonial_Mentality_Scale_\(CMS\)_for_Filipino_Americans_Scale_construction_and_psychological_implications](http://www.researchgate.net/publication/232597893_The_Colonial_Mentality_Scale_(CMS)_for_Filipino_Americans_Scale_construction_and_psychological_implications)

Filipinos PowerPoint

Slide 1



Slide 2



Slide 3



American Occupation of the Philippines

It is September 1901. You and your groupmates represent Benito Legarda, Trinidad Pardo de Tavera, and Jose de Luzuriaga: the three Filipino members of the American run Philippine Commission.

The Philippines were a Spanish colony from the 16th century until just a few years ago. Beginning in the 1890s, however, Filipinos began to agitate against the corrupt Spanish colonial administration. In 1896, a group of Filipinos began a rebellion against the Spanish.

In 1898, the United States also went to war against Spain. American troops and the Filipino rebels worked together to drive the Spanish out of the Philippines. Many of the rebels thought that the Americans were helping them to gain their independence. In the Treaty of Paris that ended the Spanish-American War, however, the United States purchased the Philippines from Spain for \$20 million.

After the treaty was signed, U.S. President William McKinley announced that the United States would follow a policy of “benevolent assimilation”: that is, the Philippines would temporarily become a U.S. colony while the U.S. helped to prepare the Filipinos for independence.

The Filipino rebel army did not agree with this policy, and in February 1899, the Philippine-American War broke out between the rebel army under General Emilio Aguinaldo and the U.S. Army. The war ended in March of 1901 (just six months ago!) as General Aguinaldo was captured by American troops.

To pursue its idea of “benevolent assimilation,” the U.S. has begun concentrating on providing mass education to Filipinos. A large group of American teachers arrived and spread out across the country just last month.

Preparing Filipinos for independence means—to the Americans—helping to create a Filipino national identity. Part of that is choosing a national hero for the country (like George Washington is for the Americans). Since you are the three Filipino members of the American colonial government, you have been asked to choose this hero.

Your task is to choose the new Philippine national hero from the choices on the following pages.

Philippine National Hero

Candidate #1: Emilio Aguinaldo

In 1894, Emilio Aguinaldo joined a secret society (founded by Candidate #2, Andrés Bonifacio) dedicated to armed rebellion against Spain for Filipino independence called the *Katipunan*. Aguinaldo quickly advanced into the leadership of the Katipunan, and shortly after the revolution began, led a series of victories against the Spanish.

He was elected first president of the Philippine Republic in early 1897, and ordered the arrest (and eventual execution) of Candidate #2, Andrés Bonifacio, for treason shortly thereafter. He was forced into exile in Hong Kong in 1897, and some of the government treasury went missing there. He returned to the Philippines at the start of the Spanish-American War, and led the Filipino rebels against the Spanish and later the Americans. His capture by the Americans in March of this year officially ended the Filipino-American War.

Candidate #2: Andrés Bonifacio

Andrés Bonifacio was one of the initial members of *La Liga Filipina*, an organization that began calling for reforms to Spain's rule of the Philippines as early as 1892. Later that year, he also helped found the *Katipunan*, a secret society dedicated to armed rebellion against Spain for Filipino independence.

Bonifacio was the 3rd leader of the Katipunan, and was the leader when war broke out against the Spanish. He selected the generals, and led troops against the Spanish himself. When the Philippines declared itself independent—before the United States said that the Philippines would be an American colony—he was the runner-up to General Aguinaldo in the election to choose the first President of the Philippines. Shortly after that, he was captured, put on trial, and executed when Aguinaldo was trying to consolidate his power as the first president of the Philippines.

Candidate #3: Marcelo del Pilar

Marcelo del Pilar was a journalist and early critic of Spanish rule in the Philippines. As early as 1882, he founded a newspaper in Tagalog (the national language) criticizing aspects of Spanish rule.

In 1889, he moved to Barcelona Spain and became the editor of a newspaper there (*La Solidaridad*) that was critical of Spanish rule of the Philippines. As the editor of *La Solidaridad*, he became embroiled in a feud with José Rizal (Candidate #6), another leader of Filipinos calling for reform, as he called for more violent resistance against the Spanish. An editorial he wrote for

La Solidaridad in 1895 calling for armed revolt against the Spanish is credited with inspiring the *Katipunan*—the organization that eventually began fighting the Spanish. Del Pilar died of tuberculosis before the fighting actually began.

Candidate #4: Emilio Jacinto

Emilio Jacinto joined the *Katipunan* (a secret society founded by Candidate #2, Andrés Bonifacio dedicated to armed rebellion against Spain for Filipino independence) in 1895 at the age of 19. He was the personal secretary of Bonifacio and eventually became a member of the Supreme Council of the *Katipunan*.

Jacinto served as Secretary of State for the revolutionary government when the war began, and was also a moderately successful general. He refused to accept the leadership of Emilio Aguinaldo (Candidate #1) after Aguinaldo ordered the arrest of Jacinto's mentor Bonifacio (Candidate #2), but continued to fight the Spanish. He died of malaria in 1899 at the age of 23.

Candidate #5: Antonio Luna

Antonio Luna was a medical doctor who was living in Spain in the early 1890s and worked to create propaganda for the Filipino cause. When he was approached about joining a secret society dedicated to rebellion against the Spanish, he initially refused, but changed his mind and joined the rebellion against the Spanish when the Spanish-American War began.

Luna was probably the most talented general—Filipino, Spanish, or American—in the Philippines at this time. He quickly became the Supreme Chief of the Army, and organized both the first military academy of the Philippines and a daily newspaper dedicated to the revolutionary cause. He met with great military success against the Americans until his assassination in June of 1899 (possibly engineered by Candidate #1, Emilio Aguinaldo, who may have been fearful of Luna's success and growing popularity).

Candidate #6: José Rizal

José Rizal was a medical doctor, scientist, author, and poet who was very active in the movement to develop a Filipino national consciousness when he was a student in the 1880s. His 1887 novel, *Noli Mi Tangere* generated a lot of popular support for Filipino independence, both in the Philippines and in Europe.

While living in Europe, he disagreed with the more militant stance of his newspaper editor (Candidate #3, Marcelo del Pilar) and although he was elected president of a Filipino nationalist group, he deferred to allow del Pilar to be president. He was very unpopular with the Spanish authorities because of his critical writings, but eventually returned to the Philippines at great personal risk. He was approached by Andrés Bonifacio (Candidate #2) about joining the

Katipunan, a secret society dedicated to armed rebellion against Spain for Filipino independence, but refused. Nevertheless, when the rebellion broke out, the Spanish government arrested him for treason and executed him.