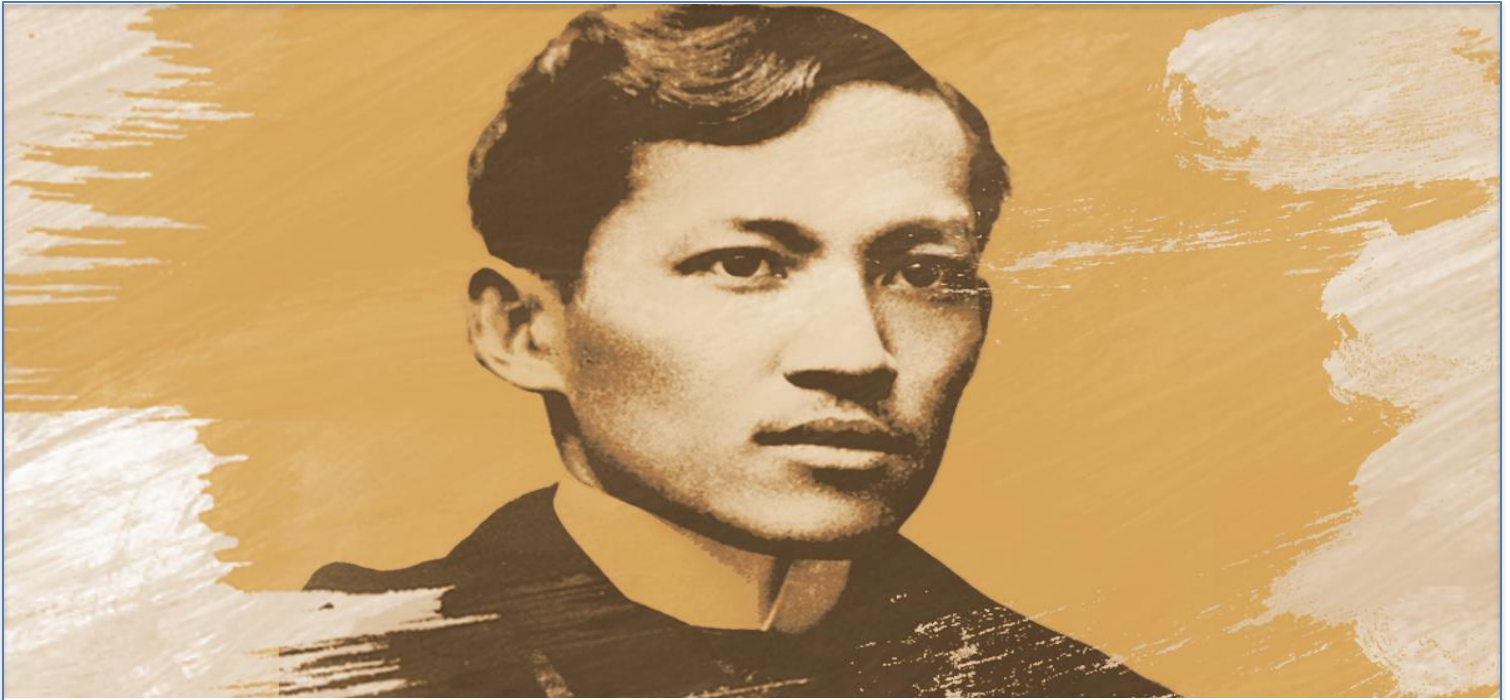




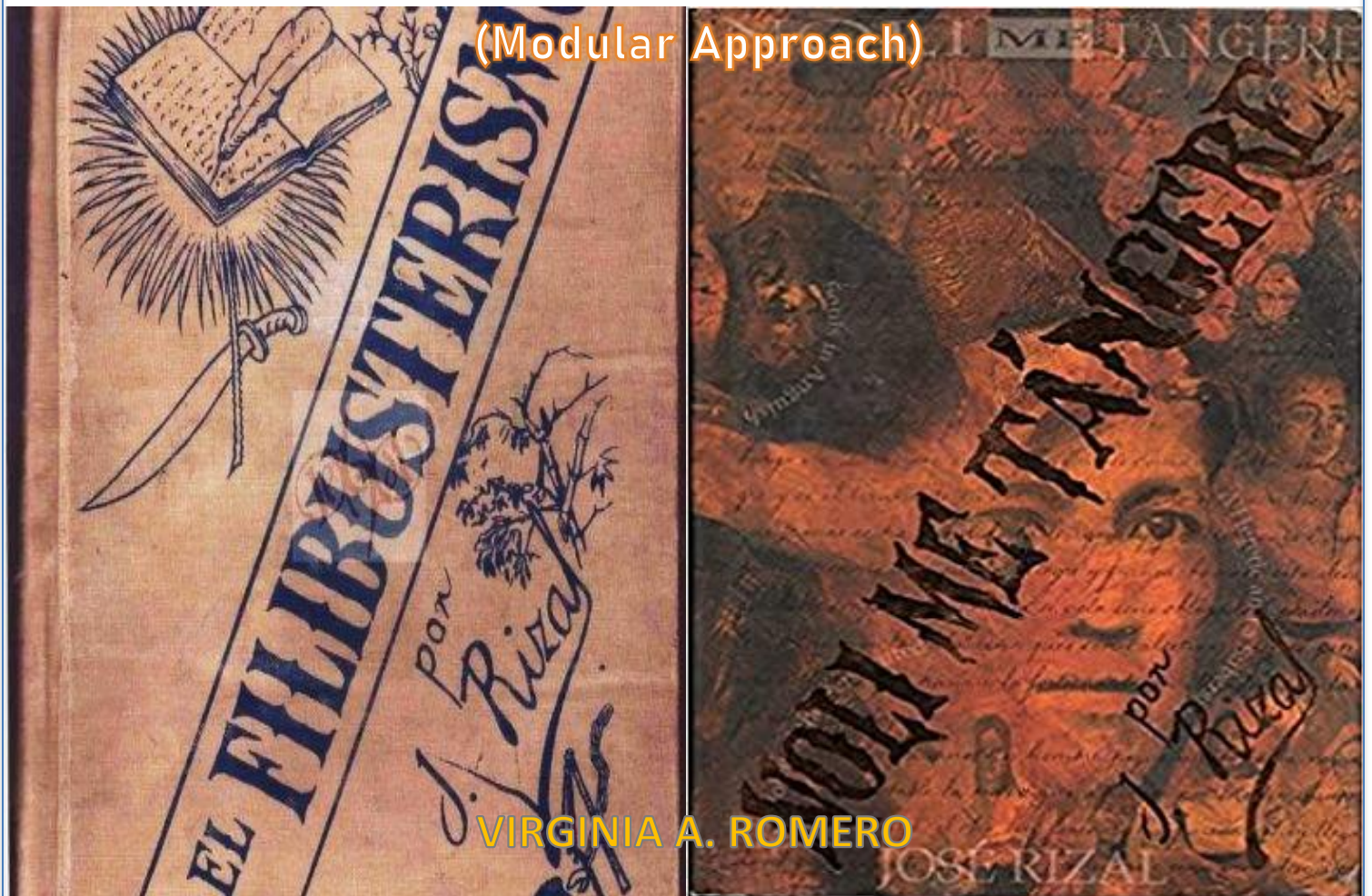
## Module 1: The Life and Works of Jose Rizal

Nursing (University of Nueva Caceres)



# RIZAL'S LIFE AND WORKS

(Modular Approach)



VIRGINIA A. ROMERO

## RIZAL'S LIFE AND WORKS

### COURSE DESCRIPTION

This is a three-unit course on the life, works, and ideals of Dr. Jose P. Rizal which aims to provide students an in-depth appreciation of Rizal's contributions to the building of Filipino nationhood. The course involves the critical and analytical discussion of Rizal in the context of Philippine History.

### OVERVIEW OF THE COURSE

The course begins with an introduction to the Rizal Law and its provisions, then it continues as a study of the life, works and writings of Dr. Jose P. Rizal, the national hero and martyr, as they relate to the socio-political situation of the Philippines during his time and its implication to our present time. It traces the hero's life, ideals, concept of education, good government, and nationalism as embodied in his writings, particularly the *Noli Me Tangere* and *El Filibusterismo*.

### COURSE OUTCOMES

*Upon the completion of the course, you should be able to:*

1. Classify the changes in the 19th Century into political, economic and socio-cultural aspects.
2. Articulate the significance and paradoxes of Rizal's contributions to Filipino nationalism.
3. Explain the circumstances of Jose Rizal's life in the context of the nineteenth century.
4. Explain the context of Rizal's various works, particularly his novels.

### COURSE OUTLINE

- I. The Rizal Law
  - a. The Rizal Bill
  - b. Opposing Arguments against the Rizal Bill
  - c. Supporting Arguments against the Rizal Bill
- II. The Philippines In The 19th Century in Rizal's Context
  - a. Social Situation
  - b. Political Situation
  - c. Economic Situation
  - d. Cultural Situation
- III. Rizal's Family, Childhood, And Early Education
  - a. Family Background
  - b. Childhood Years
  - c. Early Education
- IV. Rizal's Higher Education and Life Abroad
  - A. Ateneo Municipal Years
  - B. UST Years
  - C. Life Abroad
- V. Rizal's Life: Exile, Trial, And Death
  - a. Arrest
  - b. Trial
  - c. Execution
- VI. Annotation of Antonio Morga's *Sucesos De Las Islas Filipinas*
  - a. Antonio Morga
  - b. Annotations
- VII. *Noli Me Tangere*

- a. Plot
  - b. Characters
  - c. Theme / Message
- VIII. El Filibusterismo
- a. Plot
  - b. Characters
  - c. Theme / Message
- IX. Jose Rizal And Philippine Nationalism
- X. Final Assessment

## LIST OF RESOURCES

### Books:

- Alphora, Veronica and Candelaria, John Lee (2018). *Readings in Philippine History*. Francisco, Virlyn Jaime (2015). *Jose Rizal: A College Textbook on Jose Rizal's Life and Writings* Garcia, Clarito (2015). *Rizal and the Development of Filipino Nationalism: A Textbook on the Life, Works and Writing of Our National Hero*. Garcia, Clarito (2015). *The Filipinos and their struggles for freedom and survival: A textbook in Philippine History for College Students*
- Gerona, Danilo Madrid (2014). *La Ciudad de Nueva Caceres: The Rise of a Sixteenth Century Spanish City*. Salum, Roselyn (2015). *El Filibusterismo: Dinisenyo Batay sa Kurikulum ng K-12*
- Salum, Roselyn (2015). *Noli Me Tangere: Dinisenyo Batay sa Kurikulum ng K-12*
- Wani-Obias, Rhodalyn, Mallari, Aaron Abel, and Reguindin-Estella, Janet (2018). *The Life and Works of Jose Rizal*.
- Zaide, Gregorio (2014). *Jose Rizal: Life, Works and Writings of a Genius, Writer, Scientist and National Hero*.

### Web-based Resources:

- Abaya, Marilou Diaz (1998). *Jose Rizal*.  
*Chapter Nine: The Trial and Execution of Dr. Jose Rizal*. From <https://bshmjoserizal.weebly.com/our-herojose-rizal/chapter-nine-the-trial-andexecution-of-dr-jose-rizal>
- Craig, Austin. *Annotations to Dr. Antonio Morga's Sucesos de las Islas Filipinas*. From <https://rizalianyouthcouncilhawaii.weebly.com/annotations-to-sucesos-de-las-islasfilipinas.html>
- De Leon, Mike (1999). *Bayaning 3rd World*
- Dimatulac, Neil Ivan. *Rizal's Annotation of Sucesos de las Islas Filipinas*. From <https://www.emaze.com/@ALLQTTZL>
- National WWI Museum and Memorial (2014). *Why is History Important?*. From <https://www.youtube.com/watch?v=LGEO-fghzcv>
- Pacabis, Coolen. *Focusing on Important Rizalian Traits and Values*. From <https://prezi.com/p/xytgyo44xq99/focusingon-important-rizalian-traits-and-values/> Pedrosa, Carmen. *Rizal on Annotations of Antonio Morga's Sucesos las Islas Filipinas*. From <https://www.philstar.com/opinion/2018/10/28/1863744/rizal-annotations-antonio-morgassucesos-las-islasfilipinas#2zL7i8dX2mPRvkKb.99>
- Pilapil, Vincent. *Nineteenth-Century Philippines and the Friar-Problem*. From [https://www.jstor.org/stable/979040?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/979040?seq=1#page_scan_tab_contents)
- Republic of the Philippines. 1956. Republic Act 1425*. From <http://www.gov.ph/1956/06/12/republiact-no-1425/>
- Rizal's final steps towards heroism | Ilustrado*. From <https://www.youtube.com/watch?v=2O1dOKw rA50>
- Romero, Eddie (1976). *Ganito Kami Noon, Paano Kayo Ngayon*

*The early Education of Rizal.* From <https://www.youtube.com/watch?v=JyYOMzxE19Y> *The Philippines a Century Hence.* From <https://archive.org/details/philippinescentu00ri za/page/40> *The Philippines a Century Hence: Summary and Analysis.* From <http://thelifeandworksofrizal.blogspot.com/2011/08/philippines-century-hence-summaryand.html>

## **COURSE SCHEDULE**

This is an 18-week course with three hours per week covering seven ten modules: Module 1 is an introduction to the Rizal Law, followed by the life of Rizal starting with Module 2 The Philippines In The 19th Century in Rizal's Context then continuing with module 3 Rizal's Family, Childhood, And Early Education followed by Module 4 Rizal's Higher Education And Life Abroad, then followed by Module 5 on Rizal's, exile, trial and execution then followed by his notable works like Module 6 Annotation Of Antonio Morga's *Sucesos De Las Islas Filipinas*. Model 7 on *Noli Me Tangere*, and then Module 8 in *El Filibusterismo*. The course closes with Module 9 Rizal and Philippine Nationalism, and then the final assessment.

## **COURSE REQUIREMENTS**

One of your requirements in this subject is to write essays, narratives or other literary pieces about your meaningful and exciting experiences as a student of UNC. These will be written pieces on your RED Kindler Journal along any of the themes provided by the University Student Affairs and Services. You will submit your outputs towards the end of the period as part of your final requirement in this subject and will form part of your final grade. This will consist of 15% of your final grade. I am sure you have a wealth of joyous and memorable experiences in UNC. Don't hesitate to write about it! You will always go back to your RED Kindler Journal as you try to reminisce about your student life in UNC. Happy writing!

The other 85% of your final grade will be based on your performance in the learning activities in the course including the examinations and other requirements.

## **LEARNING SUPPORT SYSTEM**

The mode of delivery of course depends on the Internet connectivity of the students. For those with zero or poor Internet connectivity, students will be provided with a printed copy of the module or a soft copy of the module in a flash drive.

For students with good connectivity, the course will be delivered through synchronous and asynchronous sessions.

In asynchronous sessions, the learning occurs through online channels without real-time interaction (<https://thebestschools.org>). In UNC, asynchronous engagement is one where the learning activities will be experienced through the use of a Learning Management System (LMS) or a learning platform (such as Coursera and LinkedIn, among others) and these learning activities can happen or can be accessed by the students at any time and at their own pace, given certain time frame.

In synchronous sessions, the learning is online that happens in real time (<https://thebestschools.org>). In UNC, the teaching-learning activities happen in real-time through the use of real-time platforms such as Zoom or Google Meet.

In this modular approach, you are expected to facilitate your own learning. A short discussion on the concepts needed to understand the lesson is given. You may look for the resources mentioned if the short discussion is not yet enough for you to grasp an understanding of the lesson. Learning activities are provided to make you think critically and further deepen your understanding. As with other modular approaches, the modules are designed for self-paced learning.

# MODULE 1

## OVERVIEW TO RIZAL'S LIFE AND WORKS

### INTRODUCTION

This is a course that designed to familiarize you with the role of Rizal and other National Heroes in the development of nationalism and national independence movement. It embraces the youth's role in nation building. It shall also include the important episodes in Rizal's Life with emphasis on his literary works: Novels, Poems, Essays and Letters. It presents a new perspective on Rizal's true worth as a conscientious builder of the Filipino nation with a clear view of its aspirations and as a champion of the rights of the Filipinos. It presents a new dimension to Rizal's role as a citizen of the world in espousing and defending human rights and fundamental freedom.

This course will help you to understand and appreciate the contributions of Dr. Jose Protacio Rizal to our national heritage, the influences of their thoughts on our basic life and destiny of the Philippine Republic, and the universality of their principles.

### LEARNING OUTCOMES

By the end of Week, you should be able to:

1. Discuss the overview of the course and the course requirements.
2. Explain the history of the Rizal Law and its important provisions.
3. Determine the issues and interests at stake in the debate over the Rizal Bill.
4. Relate the issues to the present-day Philippines.

**Read:** Introduction and Overview of studying Rizal's Life and Writings

**ACTIVITY :** Discuss the following questions below to the class.

1. Why is there a need to study the life and works of Jose Rizal?
2. Reasons why Jose Rizal was chosen and declared as Philippine National Hero.
3. Basis used by the Commission in choosing the National Hero.
4. What is the deliberative case why and why not publish or study the life and book of Rizal?
5. Who were the senators against in publishing Rizal Book and the major reasons why they do not want to publish the book of Rizal?

**Reflection:** What did you learn from the two deliberative issues between the two groups and what is your personal stand about this issues?

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### REFERENCE

Pangilinan, M.(2016). Dr. Jose P. Rizal Life, Works, and Writings, Revised Edition, Published in Mindshapers Co.Inc. Manila, Philippines

Retrieved from: <https://www.officialgazette.gov.ph/1956/06/12/republic-act-no-1425/>

## **MODULE 2**

### **THE REPUBLIC ACT 1425 (RIZAL LAW)**

#### **INTRODUCTION**

The life and works of Dr. Rizal is a story of failure and success, despair and hope, rise and fall, death and glory. His contribution to Philippine nationalism and identity is beyond his person. Truly, Rizal is one of the forerunners of the Philippines of today, and the freedom each one of us enjoys.

In this module, we will discover why even decades after his death, Rizal's life and works is still a lesson each of us has to learn.

#### **LEARNING OUTCOMES**

At the end of this section, you should be able to:

1. Explain the history of the Rizal Law and its important provisions;
2. Discuss the issues & interests at stake in the debate over the Rizal Bill;
3. Relate these issues to present-day Philippines; and
4. Critically assess the effectiveness of the Rizal Law and Course.

#### **PRE-CLASS REQUIRED READING**

##### **REPUBLIC ACT NO. 1425**

*June 12, 1956*

AN ACT TO INCLUDE IN THE CURRICULA OF ALL PUBLIC AND PRIVATE SCHOOLS, COLLEGES AND UNIVERSITIES COURSES ON THE LIFE, WORKS AND WRITINGS OF JOSE RIZAL, PARTICULARLY HIS NOVELS NOLI ME TANGERE AND EL FILIBUSTERISMO, AUTHORIZING THE PRINTING AND DISTRIBUTION THEREOF, AND FOR OTHER PURPOSES

WHEREAS, today, more than any other period of our history, there is a need for a rededication to the ideals of freedom and nationalism for which our heroes lived and died;

WHEREAS, it is meet that in honouring them, particularly the national hero and patriot, Jose Rizal, we remember with special fondness and devotion their lives and works that have shaped the national character;

WHEREAS, the life, works and writing of Jose Rizal, particularly his novels Noli Me Tangere and El Filibusterismo, are a constant and inspiring source of patriotism with which the minds of the youth, especially during their formative and decisive years in school, should be suffused;

WHEREAS, all educational institutions are under the supervision of, and subject to regulation by the State, and all schools are enjoined to develop moral character, personal discipline, civic conscience and to teach the duties of citizenship; Now, therefore,

**SECTION 1.** Courses on the life, works and writings of Jose Rizal, particularly his novel Noli Me Tangere and El Filibusterismo, shall be included in the curricula of all schools, colleges and universities, public or private: Provided, That in the collegiate courses, the original or unexpurgated editions of the Noli Me Tangere and El Filibusterismo or their English translation shall be used as basic texts.

The Board of National Education is hereby authorized and directed to adopt forthwith measures to implement and carry out the provisions of this Section, including the writing and printing of appropriate primers, readers and textbooks. The Board shall, within sixty (60) days from the effectiveness of this Act, promulgate rules and regulations, including those of a disciplinary nature, to carry out and enforce the provisions of this Act. The Board shall promulgate rules and regulations providing for the exemption of students for reasons of religious belief stated in a sworn written statement, from the requirement of the provisions contained in the second part of the first paragraph of this section; but not from taking the course provided for in the first part of said paragraph. Said rules and regulations shall take effect thirty (30) days after their publication in the Official Gazette.

**SECTION 2.** It shall be obligatory on all schools, colleges and universities to keep in their libraries an adequate number of copies of the original and unexpurgated editions of the Noli Me Tangere and El Filibusterismo, as well as of Rizal’s other works and biography. The said unexpurgated editions of the Noli Me Tangere and El Filibusterismo or their translations in English as well as other writings of Rizal shall be included in the list of approved books for required reading in all public or private schools, colleges and universities.

The Board of National Education shall determine the adequacy of the number of books, depending upon the enrollment of the school, college or university.

**SECTION 3.** The Board of National Education shall cause the translation of the Noli Me Tangere and El Filibusterismo, as well as other writings of Jose Rizal into English, Tagalog and the principal Philippine dialects; cause them to be printed in cheap, popular editions; and cause them to be distributed, free of charge, to persons desiring to read them, through the Purok organizations and Barrio Councils throughout the country.

**SECTION 4.** Nothing in this Act shall be construed as an amendment or repealing section nine hundred twenty-seven of the Administrative Code, prohibiting the discussion of religious doctrines by public school teachers and other persons engaged in any public school.

**SECTION 5.** The sum of three hundred thousand pesos is hereby authorized to be appropriated out of any fund not otherwise appropriated in the National Treasury to carry out the purposes of this Act.

### ACTIVITY

After reading the text above, answer the following questions in 2-3 sentences. Try to be direct and concise as possible.

1. What was the major argument raised by Senator Francisco “Soc” Rodrigo against the passage of the Rizal Bill?

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2. What was the major argument raised by Senators Jose P. Laurel and Claro M. Recto in support of the passage of the Rizal Bill?

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3. Are there points of convergence between the supporters and opposition side of the Rizal Bill based on these statements?

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**REFLECTION**

Reflect on your secondary education (Junior High school / Senior High School): Did your school comply with RA 1425? How effective is the Rizal Law in instilling patriotism among secondary students?

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**RESOURCES**

The Official Gazette (2011). *Republic Act No. 1425*. From <https://www.officialgazette.gov.ph/1956/06/12/republic-act-no-1425/>

## MODULE 3

### THE PHILIPPINES IN THE 19<sup>th</sup> CENTURY IN RIZAL'S CONTEXT

#### INTRODUCTION

Jose Rizal was born in a world far different from us. He belonged to a society which had a direct effect on his growth and solidified his perception of identity as a Filipino and his attitude towards other races. In this module, we will try to understand why Rizal became the Rizal that we know him today as we look into his world, his Philippines in the nineteenth century,

#### LEARNING OUTCOMES

At the end of this section, you should be able to:

1. Explain Jose Rizal in the context of his times; and
2. Examine the various social, political, economic, and cultural changes that occurred in the nineteenth century (1800 to 1899).
3. Discuss the influence of Spaniards from the 19<sup>th</sup> Century in terms of social, political, economic and cultural that we are adopting until now.

#### PRE-CLASS REQUIRED READING/ VIDEO

The following resources will be your guide in understanding the world and the situation where Rizal was born. These are our main references but feel free to look for other online/offline resources that would help you in navigating the course.

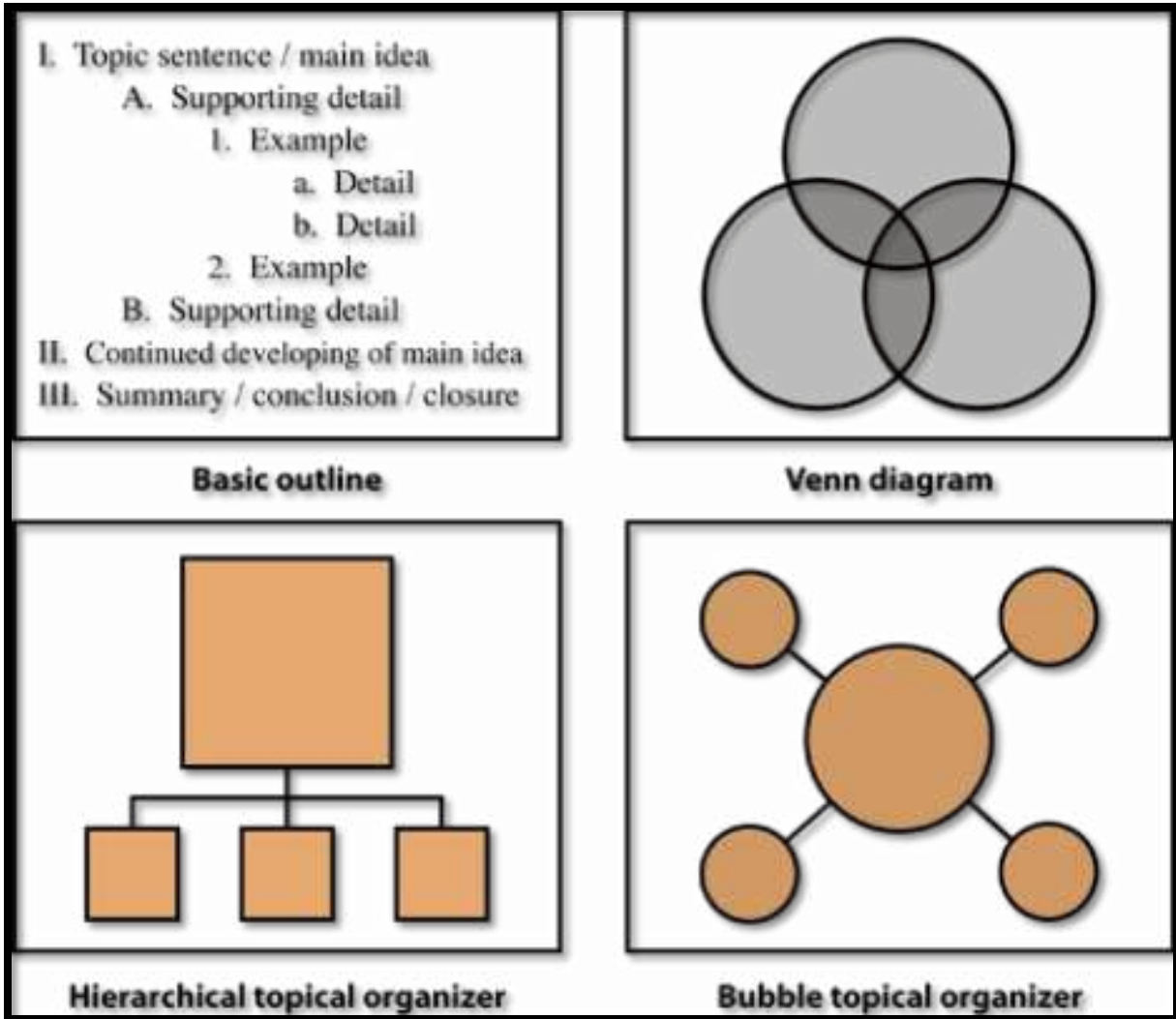
1. Vicente R. Pilapil, Nineteenth-Century Philippines and the Friar-Problem, [https://www.jstor.org/stable/979040?seq=1&page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/979040?seq=1&page_scan_tab_contents)
2. Ganito Kami Noon, Paano Kayo Ngayon? directed by Eddie Romero Free movie link: (["GANITO KAMI NOON, PAANO KAYO NGAYON" a... - Eugene Miranda Diego | Facebook](#))

#### ACTIVITY

##### ORGANIZE YOUR THOUGHTS

A **graphic organizer** is a visual and graphic display that depicts the relationship between facts, terms, and or ideas within a learning task. They are also called knowledge maps, concept maps, story maps, cognitive organizers, advance organizers or concept diagrams.

Use the graphic organizer/table in mapping the changes in the nineteenth century Philippines, categorizing **social, political, economic, and cultural situations**. Discuss the social, political, economic and cultural situation in the 19<sup>th</sup> Century Philippines by using at least three (2) different kinds of graphic organizers. The challenge is for you to present the same information in two different graphic organizers. Below are some examples of graphic organizers. You can do it!



**REFLECTION**

Reflect on the film “**Ganito Kami Noon, Paano Kayo Ngayon?**” What emotions did you feel when you watched the movie? Do you think we can return to that kind of society? What lessons have you learned from that old society? Reflect in no more than five, at least (5) sentences.

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**RESOURCES**

Garcia, Clarito (2015). *The Filipinos and their struggles for freedom and survival: A textbook in Philippine History for College Students*

Pacabis , Coolen. *Focusing on Important Rizalian Traits and Values*. From <https://prezi.com/p/xytgyo44xq99/focusingon-important-rizalian-traits-and-values/> Pilapil, Vincent. *Nineteenth-Century Philippines and the Friar-Problem*. From [https://www.jstor.org/stable/979040?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/979040?seq=1#page_scan_tab_contents)

Romero, Eddie (1976). *Ganito Kami Noon, Paano Kayo Ngayon*.

## MODULE 4

### RIZAL'S FAMILY, CHILDHOOD, AND EARLY EDUCATION

#### INTRODUCTION

At an early age, *Pepe*, as he was known in the family, was a child of great promise and potential. In the early days of his life, he was seen above from the rest of his peers.

In this module, we look into Rizal's early life, the family in which he was brought up to, and milestones in his early education.

#### LEARNING OUTCOMES

At the end of this section, you should be able to:

1. Recall Rizal's Profile and Family Background;
2. Describe Rizal's Early Life and Education;
3. Trace Rizal's family, childhood, and early education; and
4. Evaluate the people and events and their influence on Rizal's life.

#### PRE-CLASS REQUIRED READING/ VIDEO

The following resources will be your guide in understanding the early years of Rizal. These are our main references but feel free to look for other online/offline resources that would help you in navigating the module.

1. Readings on Rizal's life: Family, Childhood, and Early Education, Gregorio Zaide
2. The early Education of Rizal, <https://www.youtube.com/watch?v=JyYOMzxE19Y>.

#### ACTIVITY

An **infographic** is a visual representation of a concept or idea. It is characterized by equal amounts of graphics and text. It is usually aimed to inform, to entertain or to clarify a complicated topic. In this activity, you will create an infographic of Rizal's Life. You may pick one aspect of Rizal's life (e.g., family, early education, etc.) and based on the readings, you will create an infographic. Use **Canva.com** as our official platform for making the infographic. (Below is an example of an infographic).



**REFLECTION**

Answer the following questions below in no less than two (2) sentences:

1. From what kind of family was Rizal born into?

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2. What are the most striking characteristics of the Mercado Family?

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3. What are the significant events in his childhood years? Why are these significant?

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4. Describe the Education Rizal received in his early childhood?

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5. What is the impact of these “childhood memories” on Rizal as a National Hero?

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**RESOURCE**

*The early Education of Rizal.* From <https://www.youtube.com/watch?v=JyYOMzxE 19Y>

## MODULE 5

### RIZAL'S HIGHER EDUCATION AND LIFE ABROAD

#### INTRODUCTION

During Rizal's time, traveling is very limited to the Filipinos, since it was expensive. And also during that time, there were hardly modes of transport that would hastily bring people to a certain place as we have today. The major transportation means were streamers, horse-power, trains, and on foot. Rizal was not merely a sightseer but a traveler who studies the culture of the places he visits. He is also traveling to acquire more knowledge, most of which are sciences and literature.

In this module, we shall look into Rizal's educational journey and his eventual sojourn abroad, how the young Rizal saw the world beyond his own.

#### LEARNING OUTCOMES

At the end of this section, you should be able to:

1. Explain the principle of assimilation advocated by the propaganda movement;
2. Compare and contrast the experiences of Rizal as a student in Ateneo Municipal, UST, and in Madrid; and
3. Discuss Rizal's growth as a propagandist.

#### PRE-CLASS REQUIRED READING/ VIDEO

The following resources will be your guide in understanding the higher education Rizal acquired and his many trips abroad. These are our main references but feel free to look for other online/offline resources that would help you in navigating the module.

1. Higher Education and Life Abroad, Gregorio Zaide
2. Life and Travels of Rizal, <https://travels-of-rizal.weebly.com/blog/life-and-travels-of-jose-rizal>

#### ACTIVITY

Part 1. Create a table to compare and contrast the experiences of Rizal as a student in Ateneo Municipal, UST, and in Madrid.

Part 2. In another table, discuss the issues on La Solidaridad and analyze the aims stated therein.

| Ateneo Municipal | University of Sto. Tomas | Madrid |
|------------------|--------------------------|--------|
|                  |                          |        |

| <b>La Solidaridad</b> |                |                |
|-----------------------|----------------|----------------|
| <i>Issue 1</i>        | <i>Issue 2</i> | <i>Issue 3</i> |
|                       |                |                |

**REFLECTION**

Read and answer the questions below. Answer them in no less than three (3) sentences.

1. Why was Rizal sent abroad? What are the reasons?

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2. What were the challenges Rizal faced in his life and studies abroad?

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3. Describe the places Rizal visited and briefly discuss what happened there. What is the impact of these places to him?

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4. Describe Rizal’s lovers and how did his love life evolve? How did it affect his young adult life?

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**RESOURCES**

Wani-Obias, Rhodalyn, Mallari, Aaron Abel, and Reguindin-Estella, Janet (2018). *The Life and Works of Jose Rizal*.

Zaide, Gregorio (2014). *Jose Rizal: Life, Works and Writings of a Genius, Writer, Scientist and National Hero*.

## MODULE 6

### RIZAL'S LIFE: EXILE, TRIAL, AND DEATH

#### INTRODUCTION

By 1896, the rebellion fomented by the Katipunan, a militant secret society, had become a full blown revolution, proving to be a nationwide uprising.[56][self-published source?] Rizal had earlier volunteered his services as a doctor in Cuba and was given leave by Governor-General Ramón Blanco to serve in Cuba to minister to victims of yellow fever. Rizal and Josephine left Dapitan on August 1, 1896, with a letter of recommendation from Blanco.

In this module we will see as Rizal winds into a chain of events that eventually lead to his ultimate demise.

#### LEARNING OUTCOMES

At the end of this section, you should be able to:

1. Identify the factors that led to Rizal's execution; and
2. Examine the effects of Rizal's execution on Spanish colonial rule and the Philippine Revolution.

#### PRE-CLASS REQUIRED READING/ VIDEO

The following resources will be your guide in understanding the events that lead to Rizal's arrest, trial and eventual execution. These are our main references but feel free to look for other online/offline resources that would help you in navigating the module.

1. Chapter Nine: The Trial and Execution of Dr. Jose Rizal, <https://bshmjoserizal.weebly.com/our-hero-jose-rizal/chapter-nine-the-trial-and-execution-of-dr-jose-rizal>
2. Rizal sa Dapitan, directed by Tikoy Aguiluz or Jose Rizal, GMA Films, directed by Marilou Diaz Abaya (Link: <https://youtu.be/hrwSAXpXzAM>)

#### ACTIVITY

**Constitution of the La Liga Filipina.** Design a table (graphic organizer) with the aims of La Liga Filipina in one column and examples of how these aims could be attained in the next column.

| LA LIGA FILIPINA |                    |
|------------------|--------------------|
| AIMS             | ATTAINMENT OF AIMS |
|                  |                    |



# MODULE 7

## NOLI ME TANGERE

### INTRODUCTION

Rizal conceived the idea of writing a novel that would expose the ills of Philippine society after reading Harriet Beecher Stowe's Uncle Tom's Cabin. He preferred that the prospective novel express the way Filipino culture was perceived to be backward, anti-progress, anti-intellectual, and not conducive to the ideals of the Age of Enlightenment.

In this module we shall enter the world of his first novel and try to encounter the myriad of characters contained therein.

### PRE-CLASS REQUIRED READING/ VIDEO

The following resources will be your guide in Rizal's first famous novel. These are our main references but feel free to look for other online/offline resources that would help you in navigating the module.

1. Noli Me Tangere : Dinisenyo Batay sa Kurikulum ng K-12, Roselyn T. Salum
2. Noli Me Tangere, English / Filipino translation (any reference)

### LEARNING OUTCOMES

At the end of this section, you should be able to:

1. Identify important characters in the novel and what they represent; and
2. Examine the present Philippine situation and through the examples mentioned in the Noli Me Tangere.

### ACTIVITY : CHARACTER ANALYSIS

#### Part 1. Ibarra and Elias

1. How different are the two from one another?
2. What does Ibarra represent? Who can be his modern counterpart? Why?
3. What does Elias represent? Who can be his modern counterpart? Why?

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#### Part 2. Padre Damaso & Padre Salvi

1. In what ways are the two friars similar/different?
2. Provide proof in the novel for your claim
3. What does Padre Damaso represent? Who can be his modern counterpart? Why? (it could be a non-cleric)

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4. What does Padre Salvi represent? Who can be his modern counterpart? Why? (it could be a non cleric)

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**Part 3. Maria Clara**

- 1. In the novel, how was the character of Maria Clara presented?
- 2. What does the character of Maria Clara represent?
- 3. Was the character successful as the novel progressed?
- 4. What was the role of women in the 19th century? How was this projected in the novel?

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**REFLECTION**

Write an essay by answering the following questions:

- a) What is freedom?
- b) How is the lack of freedom portrayed in the novel?
- c) How is the situation in the novel different from today?

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**RESOURCE**

Salum, Roselyn (2015). *Noli Me Tangere: Dinisenyo Batay sa Kurikulum ng K-12 The Philippines a Century Hence*. From: <https://archive.org/details/philippinescentu00ri za/page/40>

## MODULE 8 EL FILIBUSTERISMO

### INTRODUCTION

In Rizal's second masterpiece, Crisóstomo Ibarra, now returning for vengeance as "Simoun". The novel's dark theme departs dramatically from the previous novel's hopeful and romantic atmosphere, signifying Ibarra's resort to solving his country's issues through violent means, after his previous attempt in reforming the country's system made no effect and seemed impossible with the corrupt attitude of the Spaniards toward the Filipinos.

In this module, we shall witness the turn of events, and the twists of plot in Rizal's second novel.

### LEARNING OUTCOMES

At the end of this section, you should be able to:

1. Trace the meaning of the term *filibustero* across time;
2. Discuss the concept of the Novel;
3. Compare and contrast the characters, plot, and theme of the Noli and the El Fili; and
4. Examine the conditions of the Philippine society through Rizal's El Filibusterismo.

### PRE-CLASS REQUIRED READING/ VIDEO

The following resources will be your guide in Rizal's second famous novel. These are our main references but feel free to look for other online/offline resources that would help you in navigating the module.

1. El Filibusterismo : Dinisenyo Batay sa Kurikulum ng K-12, Roselyn T. Salum
2. El Filibusterismo, English / Filipino translation (any reference)

### ACTIVITY

**Compare & Contrast.** Compare and contrast the differences between the Noli and El Filibusterismo.

| NOLI ME TANGERE        | EL FILIBUSTERISMO      |
|------------------------|------------------------|
| <i>Plot</i>            | <i>Plot</i>            |
| <i>Theme</i>           | <i>Theme</i>           |
| <i>Main Characters</i> | <i>Main Characters</i> |
| <i>Goal/Message</i>    | <i>Goal/Message</i>    |

## Being in Character

Choose whether you will represent “Simoun or “Basilio”. Taking into account the belief, principles, and viewpoints of the two characters, argue on the following issues. You must argue by pretending to be either Basilio or Simoun, you may write your arguments in the spaces provided. The trick is I must not see you in the arguments, but I must see Basilio or Simoun, whoever you chose to represent.

1. English as the medium of instructions in schools.
2. Reimposition of death penalty in the Philippines.
3. Retaining the Sangguniang Kabataan Federation in the country.

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## RESOURCE

Salum, Roselyn (2015). *El Filibusterismo: Dinisenyo Batay sa Kurikulum ng K-12*

Francisco, Virlyn Jaime (2015). *Jose Rizal: A College Textbook on Jose Rizal's Life and Writings*

## **MODULE 9**

### **JOSE RIZAL AND PHILIPPINE NATIONALISM**

#### **INTRODUCTION**

Rizal is not only admired for possessing intellectual brilliance but also for taking a stand and resisting the Spanish colonial government. While his death sparked a revolution to overthrow the tyranny, Rizal will always be remembered for his compassion towards the Filipino people and the country.

In this module, we shall analyse Rizal's point of view on Nationalism and his labours towards national identity.

#### **LEARNING OUTCOMES**

At the end of this section, you should be able to:

1. Define nationalism in relation to the concepts of nation, state, and nation- state;
2. Discuss the development of nationalism in the country; and
3. Explain the relevance of nationalism and nation-building at present.

#### **PRE-CLASS REQUIRED READING/ VIDEO**

The following resources will be your guide in understanding Philippine Nationalism and how Rizal showed an example for us. These are our main references but feel free to look for other online/offline resources that would help you in navigating the module.

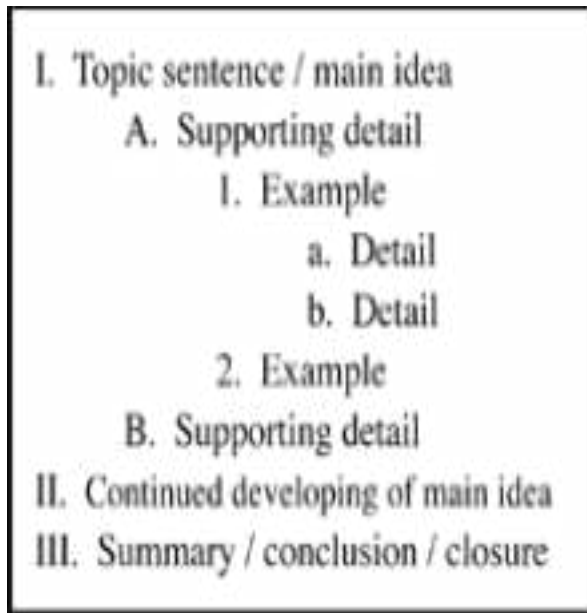
1. Rizal and the development of Filipino nationalism: a textbook on the life, works and writing of our national hero. Carlito D. Garcia.
2. Focusing on Important Rizalian Traits and Values. Coleen Pacabis.  
<https://prezi.com/p/xytgyo44xq99/focusing-on-important-rizalian-traits-and-values/>.

#### **ACTIVITY**

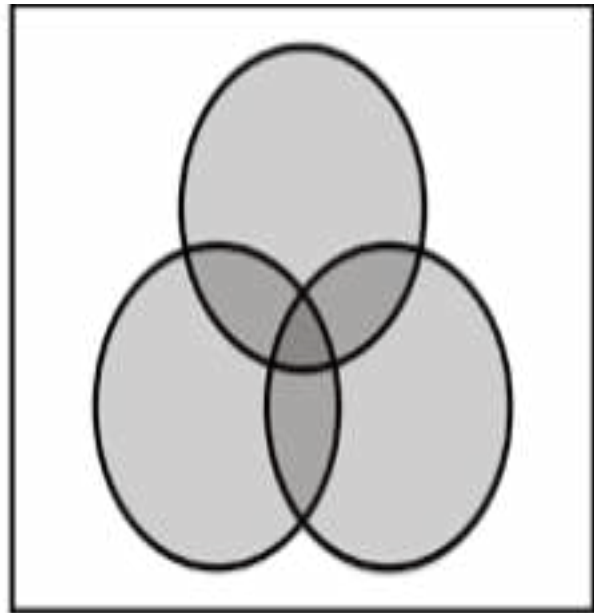
Make a concept map summarizing:

- a) the major points in relation to nation and nationalism;
- b) the definitions of nation and nationalism, and their relationship to state and nation-state.
- c) the development and explanatory models of the origins of state and nation-state
- d) relevance of nationalism and nation building at present.

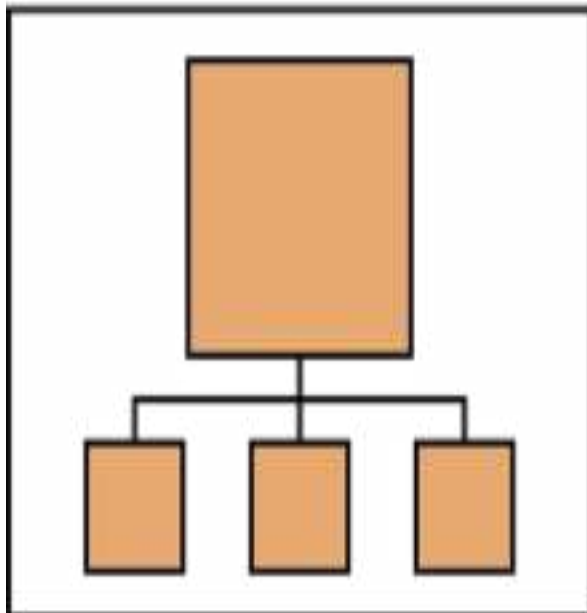
*You can search for different types of concept maps or you can use the one below as an example:*



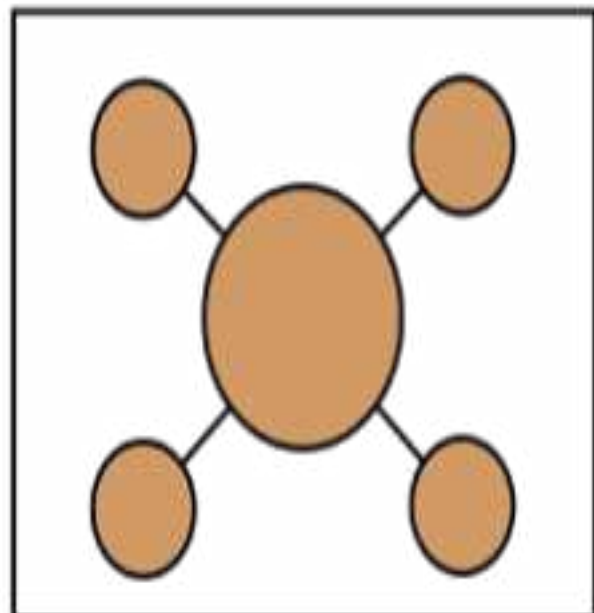
**Basic outline**



**Venn diagram**



**Hierarchical topical organizer**



**Bubble topical organizer**

## RESOURCES

Garcia, Clarito (2015). *Rizal and the Development of Filipino Nationalism: A Textbook on the Life, Works and Writing of Our National Hero*.

Pacabis, Coolen. *Focusing on Important Rizalian Traits and Values*. From <https://prezi.com/p/xytgyo44xq99/focusingon-important-rizalian-traits-and-values/>

## FINAL ASSESSMENT

Direction: Answer in five (5) sentences. No erasures. Copy and answer. Write legibly.

1. Summarize Noli Me Tangere.

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2. Describe Rizal's childhood and local education.

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3. Explain the Rizal Law.

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4. Describe Rizal's education and life abroad.

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5. Why is Rizal the National Hero?

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**The End.**