

Teacher's Guide for FACES

January 2011, The Philippines

Teacher's guide prepared by Lisa Greenberg

Getting Ready:

Set up a 2-column WHAT WE KNOW/WHAT WE WONDER chart. Have students examine the front cover and ask, "What does this picture tell you about the Philippines?" If you need to focus answers, ask about climate, topography, activities, etc. Then have students review the Table of Contents, p.1, and ask, "What other information do you get from the titles of the articles?" Let students who know Filipinos or have visited the Philippines share their knowledge. Then ask students, "What do you want to learn about the Philippines?"

You may want to ask the school librarian to reserve a selection of books about the Philippines for your class.

High 5 and At a Glance

Physical Education: After reviewing the High Five facts, assign homework. Ask students to stuff an old sock with dry beans, tie it off in a ball shape, and bring it to school to have a *sipa* competition. Who can keep their stuffed sock in the air for the most kicks?

Vocabulary Extension: What does *archipelago* mean? How is Republic of the Philippines an archipelago? Can you name any other archipelagos? (Examples: Japan, Indonesia, New Zealand, the United Kingdom, Scotland)

Geography: Locate the volcanoes of the Philippines.

Don't Call Me a Monkey

Reading for Information:

List the five most interesting things you learned about the tarsier and share with a friend. Ask, did students choose the same five things?

Beautiful Islands, Varied Peoples

Essay Writing:

Have students choose one type of essay to write after reading the article and reviewing the pictures.

Compare and Contrast:

Consider the Philippines in comparison to your home country, the United States or other.

Informal Essay:

1. Why I Would or Would Not Like to Live in the Philippines
2. Why I Would or Would Not Like to Travel in the Philippines

Expository Essay:

1. The People of the Philippines
2. The Economy of the Philippines

Filipino Food, Que Fiesta and Growing Up in the Philippines

Art and Reading:

Have small groups of students select and illustrate a menu for

1. a wedding,
2. a family dinner, or

3. a restaurant serving all four meals (breakfast, lunch, *merienda*, dinner) during the day.

Filipino or Tagalog?

Class Discussion:

1. What is the relationship between Tagalog and Filipino?
2. Why do you think Filipino is spoken more than Tagalog when Tagalog was spoken first?
3. What points do the illustrations for the article make?
4. Can you think of other countries that have more than one official language? What problems might this cause?
5. Why do many Filipinos have names from the Spanish?

Research:

Take five common words from the article, such as music, shirt, guess, bicycle, or native. Trace their word origins or etymology. What does this show about the English language?

Crazy Coconut Facts!

Math: Have students vote for their favorite fact and then graph the class results.

Dear Tommy...

Creative Writing:

Imagine that Tommy and Jansi meet in either New Jersey or the Philippines. Using information from their letters, either write a short dialogue, write and illustrate a cartoon strip, or develop a skit based on their meeting.

A Work of Art on Wheels

Reading for Facts:

1. What is the origin of the Filipino jeepney?
2. Describe the stages of making a jeepney.
3. How has the decorating of a jeepney changed over time?
4. Why is the paragraph on finishing titles "Flashy Final Touches"?
5. Why are the E-jeepneys defined as "green"?

Art: Design your personal jeepney. How would it look inside and out? What would make it uniquely yours? (You may want to do this as a cooperative art project in small groups or with partners.)

Let's Play Sipa!

Science:

Have students stuff socks with a variety of materials, such as other socks, plastic bags, marbles, sand (tied into a plastic bag), Styrofoam peanuts, etc. Test the stuffed socks to see which one is easiest to keep in the air. What qualities make it more useful to play with?

Physical Education: Challenge students to play *Sipa!* by the various rules listed in the article for individual and group play.

Growing Up in the Philippines

Exploring a Character:

Choose one of the individuals who write about growing up in the Philippines. The draw and write a postcard that that person would be likely to send to a new penpal from another country.

Rondalla

Art Connection: If you can download some rondalla music from the Internet, listen to it with the students asking them to think about what images the music creates in their minds about the Philippines. Then direct the students to do free writing, in prose or verse, or create an art work while listening to the music again.

Wrap-Up

Have a Filipino Fiesta. Designate a small group of students to do a dramatized reading of *The Golden Ring*. If cooking facilities are available, assign another small group of students to cook coconut rice cake (p. 15) or ask for volunteers to prepare Filipino food at home to share. Play some Filipino or Spanish guitar music. Have a *Sipa* competition.