

## **Lesson Plan: Language and Colonial Power in the Philippines**

### **1st Section**

Lecture:

Must Touch On -

- General history of Philippines pre-colonization
  - different native languages
  - culture
- Definition of colonization (In whatever way the teacher feels best to present)
  - explain how buzzwords like occupation, or helping/overseeing an area can really mean colonization
- Spanish Colonization of the Philippines
  - Spanish Language implemented
- American Colonization of the Philippines
  - English Implemented
- Troubles caused by switches languages
- The fight against language by the Filipino people

Good Information, but not required -

- How did culture change after colonization?
- Other examples of colonization by Spain and United States at that time, and language changes
  - Cuba
  - Guam
- Introduce definitions of anti-colonial and de-colonial

### **2nd Section**

Q & A: (reminder this can be in class or used as a HW assignment)

Notes - These are the general questions, but they can be changed in any way that the teacher needs in order to make sure that the students will be able to answer them clearly. That means the teacher can add or delete questions, as well as expand on the questions listed below.

1. Can language be used as a tool for power? Can you think of any examples besides the Philippines
2. How is language a part of colonization?

3. Can you think of any problems that could emerge by forcing a country to change its language?
4. Why did the American and Spanish government want to implement their languages in the Philippines?
5. What were the differences between language implementation from the Spanish and American governments?
6. How did Filipinos fight against these “official” languages, and do you think that they were successful?
7. What do you think is the difference between colonial, anti-colonial, de-colonial? (This is the most advanced question, and is being used mainly as a discussion started, rather than actually expecting students to know)

#### Discussion:

This section is going to reflect on the questions listed above. If you have combined to make this one class period, then the questions will lead directly to answers and discussion from students.

If you have opted to make this into two classes, the students will have completed the questions for HW or at least thought about the questions before class. In this case, please spend a lot of time on each question. As students begin to answer the questions listed above, hopefully that will generate more questions for you to ask them in order to help prompt more discussions.

If you do not think students will prompt more questions, than you can feel free to divide into smaller sections for about 10 minutes where you ask them to reflect on their answers and write down one question that emerged from their discussion, so when they come back to the entire class, you now have more questions to discuss with all of the students.

Make sure to finish off the class, by asking if the lesson plan has changed anyone’s perspective about the power of language or just what they knew about involvement in countries like the Philippines.