

Unit 1: Journey Filipinas

Lesson 4: My Barangay, My Goals

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Background

Around 1250 AD, ten datus (princes) and their families left the kingdom of Borneo to escape the brutal treatment of Sultan Maktunaw. They set sail in their balangays (boats) to seek freedom and new homes. They reached the shores of Panay Philippines and settled there. Because the balangays consisted of barangays, which were self-sustaining communities on boats, the Malay datus and their families transferred this same system in parts of Visayas and Luzon. Barangays exist today to designate townships in the Philippines.

Connections to NCSS Standards

Culture: The students explore and ask questions about the nature of culture and specific aspects of culture, and the influence of those aspects on human behavior.

Time, Continuity, and Change: The students expand their understanding of the past and of historical concepts and inquiry, and recognize that interpretations are influenced by individual experiences, societal values, and cultural traditions.

People, Places, and Environments: The students relate their personal experiences to happenings in other environmental contexts and analyze human behavior in relation to its physical and cultural environment.

Individual Development and Identity: The students explain self in relation to others in the society and culture.

Lesson Objectives

The students will be able to:

- create a balangay (boat) as a metaphor for their journey through life
- define short term and long term goals in their life
- identify life obstacles and how to deal with them

Time: three 1-hour sessions

Materials

- Picture of Barangay/ Balangay
- Background information on Barangay/Balangay
- Any material to draw or construct Barangay/ Balangay (i.e. poster paper, popsicle sticks, construction paper, cardboard)

Procedure

A. Opening: Balangays (Boats) as a Metaphor of Life Journeys

1. Ask students if they have ever traveled on a boat. If not, ask them to imagine traveling on a boat.
 - a. What was it like?
 - b. Did they have a destination?
 - c. Who was on the boat with them?
 - d. Did they encounter any problems?
2. After the students have discussed their experiences on a boat, ask them how this boat ride might be a metaphor for one's life journey.
 - a. Who would be the people in your barangay/ balangay? Who would be the ones to support you in life?
 - b. Write about a short term goal that you have for yourself (present to one year).
 - c. Write about a long term goal you have for yourself (more than one year).
 - d. Discuss possible obstacles that might prevent you from reaching your goal. Identify them and how you might deal with them.
3. Write a narrative about your Barangay/ Balangay including the people who will

support you, your short term/ long term goals, and obstacles you may face.

B. Constructing My Barangay/Balangay

1. Students construct a Balangay (Boat) that houses Barangay systems, which are self-sustaining communities.
2. They must think about constructing a Balangay that will withstand water, weather, and obstacles.
3. Student may be creative in using any element to create their Balangay.
4. Have students draw/ include people who are their support system that make up the Barangay.

C. Closing: Barangay Presentation

1. Students share their narrative with partners. Partners listen and ask question about presentation.
 - a. After partner presentations, students display Balangays and Barangay narrative in the classroom for everyone to see.

Suggested Assessment

Students are graded on creativity and the critical reflection of their narrative.

Enrich/Extend

Compare and contrast Balangay/ Barangay with other sea voyaging people's transportation i.e. Polynesian voyaging, Spanish galleons, Chinese junkets.

References and Resources

Print

1. Solis, M.M (1995). A Barangay Activity Book: Pilipinas A to Z. Salinas: SRMKN Publishers.