

## Unit 2: Challenge History

### Lesson 3: The Revolution Equation

Developed by Rudy Acoba and adapted from Pinoy Teach ([www.pinoyteach.com](http://www.pinoyteach.com))

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#### Background

In the natural order of things, the world has unfortunately experienced and continues to experience oppression of a people by more powerful rulers or governments. Consequently, lack of knowledge, skills, and ability of a people limits them to make significant changes in their favor. It isn't until people combine their resources and energy, can a revolution really take place.

#### Connections to NCSS Standards

*Culture:* The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, 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. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

*Individuals, Groups, and Institutions:* The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

*Power, Authority, and Governance:* The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

*Production, Distribution, and Consumption:* The students expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the fundamental economic questions.

*Science, Technology, and Society:* The students explore the complex relationships among technology, human values, and behavior.

*Global Connections:* The students examine policy alternatives that have both national and global implications.

*Civic Ideals and Practices:* The students expand their ability to analyze and evaluate the relationships between ideals and practice.

#### Lesson Objectives

The students will be able to:

- understand the following terms: Revolution, Consciousness, Propaganda, Armed Struggle, and Reform
- identify people and events that contributed to the Philippine Revolution
- understand the effects of the Philippine Revolution on society
- understand and relate the components of a revolution to present day situations

**Time:** three 1-hour sessions

#### Materials

- access to the internet for researching

#### Procedure

## A. Opening: Revolution

1. In the top center of the board, write: "300+ Years of Being Controlled."
2. For a minute, have the students imagine themselves as being part of those people who were being controlled, and emphasize - for 300 years!
3. After a minute is over, ask:
  - a. How do you feel?
  - b. What are you thinking?
  - c. What would you do?
4. Allow for students to express honestly their feelings and thoughts about being oppressed for a long time, all the while, writing what they've shared on the board into four areas: Consciousness, Propaganda, Armed Struggle, and Revolution (without labeling them just yet).
5. Tell the class that there is a word that encompasses their desire/need to "overthrow the 'controller' and make such radical changes." Below the first statement, draw an arrow and write in bold letters: **REVOLUTION**.
6. Inform the students that, "During three hundred plus years of Spanish colonization, some eighty-one recorded accounts of revolts occurred in different parts of the Philippine islands (*Pinoy Teach*)."
7. Knowing this, ask the students if they would continue to pursue on their mission to fight towards independency from their oppressor. With, "Yes," as the answer, follow with the questions:
  - a. How?
  - b. How would you begin to free yourself?

- c. Is your first step critical to meeting your end goal?
8. Allow students time to reflect and respond to these questions.

## B. The Revolution Equation

1. On the board, write the following equation: **C + P + A + R = E**. \*For remedial classes use the following equation: **C + P + A = R**.
2. Have the students guess what the equation and letters stand for.
3. Identify the equation and letters, and define each word represented in the equation:

**C** = Consciousness – being aware of one's environment/surroundings; a thought or idea

**P** = Propaganda – the spreading of ideas

**A** = Armed Struggle – taking action, such as battle or protest (\*this does not always mean a war or battle has to occur)

**R** = Revolution – change in government, a radical or complete change

**E** = Effect – what occurs after the revolution; a result to a specific cause

4. Emphasize that each word is a verb, which results in action being taken.
5. Ask the class to look at their previous responses to imagining being oppressed for 300 years, and see how they can relate the terms in the Revolution Equation to their ideas.
6. As the students notice how their ideas were already organized in the order of the Revolution Equation,

challenge them with the question: Is it pertinent that these actions be done in this specific order, in order for revolution to be successful?

Effect → the Filipinos declared independence from Spain, they created a new national flag and anthem, and changed their government system

## C. The Revolution Equation in Action: The Philippine Revolution

1. Share that the Philippine Revolution is a good example of the Revolution Equation in action.
2. Introduce important people in the Philippine Revolution that is representative of the Revolution Equation:

Jose Rizal → Consciousness  
Andres Bonifacio → Propaganda  
Emilio Aguinaldo → Armed Struggle

3. In small groups, have the students research these Philippine leaders and based on their findings, decide what stage they represented in their contribution to the Philippine Revolution.
4. After collecting the groups' information, have them complete the next stage in the equation: Revolution. What resulted from the efforts of these leaders?

Revolution → resulted in the overthrow of the Spanish Government

5. Remind the class to notice that a Revolution does not end the event.
6. Next, ask the class to complete the Revolution Equation by listing the effects of the complete efforts of the leaders and their fellow people:

7. Point out to the students that in order for a revolution to be effective, positive action or "reform" must continue to take place.

## Suggested Assessment

In addition to the effect of the Philippine Revolution as shared in the class equation, have the students continue a list of actions they believe needs to be done, in order for the Filipino people to continue their independence despite other powerful forces that may exist throughout the world.

## Enrich/Extend

Have the students apply their understanding of the "Revolution Equation" to another revolution that occurred during the history of the world.

## Resources

### Print

1. *Pinoy Teach* Textbook (2001), Ch. 4

### Online

1. "The Philippine Revolution."  
<http://opmanong.ssc.hawaii.edu/filipino/philrev.html>
2. "Jose Rizal: Biography."  
<http://www.ac.wvu.edu/~fasawwu/resources/rizal/biography.htm>
3. "Heroes of the Philippine Revolution: Andres Bonifacio."  
<http://www.bakbakan.com/heroes.html>

4. “Gen. Emilio Aguinaldo.”  
<http://www.geocities.com/CollegePark/Pool/1644/aguinaldo.html>