

A Portrait of Rhizomatic Teaching in Philippine Secondary History Classrooms: An Interpretative Study

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Abstract Felix Guattari and Gilles Deleuze introduced the rhizome as a metaphor in curriculum theorizing. It is a philosophical lens that subjects curriculum and knowledge to multimodal ways of making meaning devoid of any arborescent or linear source. The study applied this framework to plot the teaching episodes in History classes in Philippine secondary schools against the six principles of the rhizome theory as a shift in teaching History from factual knowledge to domain-based skills. This research is novel, as there is currently a dearth of literature on the subject in the Philippines. Ten secondary History teachers were purposively chosen to participate in classroom observations and semi-structured interviews. Using narrative inquiry this study afforded an eidetic description of actual teaching practices that typify traces of rhizomatic principles. Key results of this study include a finding, that: (1) History, as a discipline, is taught from different lenses and perspectives; (2) History teaching is a multiplicity; (3) new ways of teaching History are developed when teachers problematize what limits students' achievements; and (4) historical discourse is open to interpretations, connections, and parallelisms to contemporary context. Teachers and school administrators may find value in this study by exploring the use of rhizomatic teaching as an innovative teaching practice, which can eventually become a criterion for teaching effectiveness.

Keywords: meaning-making, multiplicities, rhizomatic teaching, rhizome theory

Introduction

Teaching students to think *historically* begins by deconstructing the myth that History is a completed body of knowledge to be assimilated (primarily through memorization), and by replacing it with a sense of history as a dynamic, contentious, and incomplete process (Hange, 2015). Consequently, interaction transpires between teachers and students, students and students, teachers and materials, and students and materials. Circumscribed in these interactions are cultural ideologies that impact the manner by which academic discourse occurs. Over the past decades, History teaching has shifted from teaching the facts to developing students' historical reasoning abilities; from topic knowledge to domain knowledge (Brugar, 2012; Lavare, 2008; Stoel, Van Drie, & Boxtel, 2015). This change affects the choice of teaching strategies, in which History teachers face the critical problem of helping students make meaning of an event instead of simply ingesting factual knowledge (Lindquist, 2011). The pedagogical shift means that teachers must be able to provide historical structure while giving students a lens through which to explore perspectives of other disciplines such as Literature, Statistics, or Science (Harris & Bain, 2011; Kachina, 2011) and teachers have to deal with incorporating various significant historical interpretations, stories, and social issues into the lessons (Smith, 2011).

In the Philippines, the introduction of the Revised Basic Education curriculum in 1998 offered content-specific learning areas, but its delivery approach has shifted from domain-driven to interdisciplinary. Two key innovations were introduced in this curriculum. First was the inclusion of practice environment as a learning area. Second is that performance-based tasks were

used as assessment tools aimed at providing opportunities for meaningful engagement. In the 1990s, History curriculum framework emphasized how basic virtues in History, such as the sense of nation and patriotism, maybe weaved in studying vocabulary words, values, and competencies in Filipino, while being latent in Math, Science, and English because of the high regard for linguistic and mathematical intelligence (Nery-Cura & de Guzman, 2017).

The K to 12 curriculum reform agenda reflect significant changes in the development of learning tools because the content, standards, and pedagogies underlying the enhanced curriculum calls for mastery of knowledge and skills in a contextualized environment (Nery-Cura & de Guzman, 2017). In the Social Sciences, teaching approach is overt and deliberate and must reflect the thematic or chronological treatment of content; competencies must focus on critical thinking, while analysis and delivery must be integrated, interdisciplinary, and multidisciplinary. [The Conceptual Framework of Araling Panlipunan (CFAP), 2017.]

Chronological vs. Thematic Approach in History Teaching

Perennial research on the chronological and thematic approaches in teaching History (Brugar 2012; Marino, 2011; Repousi & Guillon, 2010) have yielded a trade-off insofar as historical skills-building is concerned. Teachers who use the traditional approach are constrained by the singularity of the approach but are effective in historical building; whereas, teachers who teach within the thematic approach struggle at making their students gain historical thinking like chronology (Williams, 2016).

On historical pedagogy, Waring, Torrez, Lipscomb, and Scott (2015) assert that History should be taught as inquiry-based and interpretive, where teachers are highly encouraged to do and perform History (Lin, Masato, Hoge, & Kim, 2009) by

using primary sources. This perspective indicates that History must be taught beyond historical content, emphasizing the development of domain-based skills such as historical thinking and research. Similarly, William's research (2016) posits that to achieve student engagement and active learning, teachers must conceptually organize History courses from different sources.

Rhizome Theory

When multiple perspectives are utilized, the curriculum is transformed with culturally responsive teaching, enabling students to engage in authentic problem-solving, address social issues, and create their own knowledge. As students are exposed to a plethora of knowledge-making strategies in the History classroom, pedagogical strategies become subject to multimodal ways of meaning-making that underscore rhizomatic tendencies. In 1987, Felix Guattari and Gilles Deleuze used the rhizome as a botanical metaphor in curriculum theorizing. Similarly, McIntyre (2011), describes *"a rhizome as a horizontal system of roots that grows underground, comprising a series of nodes and connecting shoots that continues to expand and form new connections as it grows"*.

Akin to the physical attributes of a rhizome, the principle of connection and heterogeneity perceives knowledge as a plateau, capable of expanding in different directions, and creating new connections while establishing its own form. In forming new assemblages, these interconnections are defined by their multiplicities (principle of multiplicity). The principle of asignifying rupture describes a rhizome as having nodes and lines. When these nodes are broken, new connections are formed as new lines of flight. As these lines grow, a new map is created (principle of decalcomania and cartography); a map that is open and can be connected in all dimensions

(Koupal, 2012). These underpinning principles assert a robust interpretation of curriculum documents or processes that may lead to curricular implementation (Nery-Cura & de Guzman, 2017). This philosophical lens provides a framework devoid of a linear perspective to create better means of identifying and interpreting knowledge in any discipline (Koupal, 2012).

According to Parson and Clarke (2013), History as a subject contests different ways of seeing and understanding knowledge from disparate human desiring machines. This idea supports the interplay of History teaching as becoming, meaning, humans and contexts are constantly connected; where the teacher is an intermediary and not the center of content; and where the classroom, being open to students' multiple evaluation of historical discourse, makes History a matter of perspective. The study of McKay, Carrington and Iyer (2014) presented how the principles are evident in History teaching by emphasizing a way of teaching that is context-specific.

Purpose of the Study

This paper aims to pioneer research on the use of the rhizome theory as a philosophical framework in teaching History in the Philippine secondary level by plotting current teaching practices along the six principles of the rhizome framework. The challenge lies in tracing how teachers apply rhizomatic teaching, if at all. Findings of this study may provide a new framework for teaching History in the classroom. Teachers and school administrators may find value in applying a philosophical lens in teaching History, so that an engagement to do and perform History may become a benchmark and even a criterion in teaching effectiveness.

Methodology

Recognizing that not all phenomena in the study of secondary level History teaching can be captured in a positivist way, qualitative research method using narrative inquiry was utilized. This method was used primarily to understand human experiences and focus on how the narrative is presented rather in what the narrative content conveys (Lal, Suto, Ungar, 2012). Creswell (2007) posits that narratives may have a guiding theoretical lens or perspective.

Roller and Lavrakas (2015) aver that in qualitative research, the researcher is the primary instrument for data collection and analysis. Quite distinct from the traditional survey or questionnaire, the researcher has the ability to be responsive to the circumstances and context of the study. According to Merriam (2002), the researcher can expand his understanding through nonverbal or verbal communication, immediately process information, clarify and summarize material, check the accuracy of the interpretation with the respondents, and explore unanticipated responses. From this independent perception, the researcher considers the meaning others make of experiences, conscious that claims are subjective and can never be true for more than one given situation (Mudavanhu, 2016).

Participants

Ten tenured Social Studies teachers in the secondary level, belonging to the top 5% of their schools' teaching population based on efficiency rating and representing public schools as well as local and international private schools in the National Capital Region, were purposively chosen as respondents. These respondents were chosen as representative of different teaching philosophies: traditional and progressive. Tenured teachers have demonstrated a consistent pattern of success in teaching; hence, their experience in Social Studies teaching is a rich source of information that benefited this study.

Ethical Consideration

Individual invitation letters were hand-delivered to each participant and his/her school seeking permission from the subject coordinator/principal for his/her participation in the research. Each participant was informed of the rationale, procedure and benefits of the research, and of the confidentiality of their responses as data will be coded only in the aggregate (Calimag & de Guzman, 2010).

Data Collection and Analysis

Data were gathered over a period of 4 months through pre-appointed classroom observations, interviews, lesson plan documentations and field notes. The observations and interviews, which lasted approximately 2-2.5 hours each, were conducted at the participants' school. The entire lesson was video-taped while the researchers wrote field notes as shown in Table 1, detailing how lessons were developed, key questions asked, significant responses, and a description of the students' output.

Interviews were guided by a set of questions focused on lesson planning and delivery through chosen teaching strategies (Appendix 1). Information derived from the interviews supplemented data gathered from classroom observations. Although interviews were conducted, the etic perspective was assumed to avoid intentional interactions with the respondents. This maintained the authenticity of the experience as it unfolded during the observation.

When narratives involving previous theories or logical possibilities derived from predetermined foci of the study can be applied on the data, paradigmatic mode or analysis of narratives is utilized (Kim, 2016). Since the data were plotted against the principles of the rhizome theory, the individual details or experiences were fitted on a larger pattern (Hunter, 2010; Kim, 2016). The validity and reliability of the findings were based on

the authentic citations (Elo & Kyngas, 2007) from the teachers and were reflected on the field notes as documentary evidence (de Mesa & de Guzman, 2006).

Table 1. Observation Notes on Teacher A's Lesson Plan

Field notes:

Dec. 6, 2016

Time: 1030-1130

Grade level and section: Grade 8-Boaz, (Mendel and Elijah-other section which used the same LL), used day 2 of Lesson log

Medium of instruction: Filipino

Classroom set-up: U-shaped

Lesson: Age of Reformation

| Flow of the lesson | Field noted |
|--|---|
| 1. Motivation for new lesson | Teacher started with making the students the read the objectives of the study. Motivation activity was 4 pics and 1 word and students identified the word that relates the pictures: renaissance, panitikan, agham |
| 2. Linking motivation with current content | Teacher asked: Ano kaya ang dapat nating gawin upang mabigyan ng solusyon ang mga suliraning ito. Students responded by creating a hashtag that would be their course of action and presented to the class. Examples include: #unity, #dothe3rs, #disiplina, #saveourlivesourcommunity, #magtulonganparasabayan |
| 3. Identifying objectives | Students read the objectives of the new topic. Objectives were developmental. |
| 4. Lesson Proper | Students were grouped and were given different topics of the reformation's causes. Each group reported their research. Social causes: story map-a chronological narration of events |

Religious causes: story board-similar to a comic strip. Teacher summarized the narration of the students

Economic status: editorial cartoon

Political causes: concept map

5. Skills building Teacher used the 7 stripped questions strategy to solicit the responses of the students in various questions. It was to summarize key concepts.

a. Quantity question: kailan ipinaskil ni Martin Luther ang 95 thesis

Findings

Documented data comprised actual classroom observation reports and lesson plans of the teacher-respondents. It presented the flow of the lesson from motivation to evaluation. Notably, the teachers used student-centered pedagogies to address the 21st century learning skills. The reports illustrate how rhizomatic teaching is applied.

Classroom Observation No. 1

December 6, 2016

Time: 1030-1130

It was 1030 in the morning and Teacher A excitedly greeted the entire Grade 9 class then began the lesson by making the students read the objectives set for the day. This was immediately followed by a motivational activity patterned after the famous app, 4 pics and 1 word. The students were asked to identify the topic for the day by identifying the common denominator of the words culled from the activity. It was very evident that the lesson follows a structure and the activities were student-centered. The students were asked to identify current events that were similar to the events that took place in Europe after the Reformation period. The students were challenged to solve the issues making use of #hashtags. Striking tags include #unity, #dothe3rs,

#discipline, #saveourlivesaveourcommunity. The teacher then asked the key question for the discussion: Why did the people demand for reformation in the Catholic Church? Teacher A further engaged the students by grouping them into 5 and asked each group to perform a task that will yield responses on different topics. Activities include: (1) Story map showing the chronological narration of events that focus on the social cause of the age of reformation, (2) Story board to reflect religious causes similar to a comic strip. (3) editorial cartoon for economic causes and (4) concept mapping for political concepts. A critical thinking processing question was asked to the students: Can the causes be justified as compelling reasons to seek reforms from the church? Why? What was the response of the church? Students gave their responses through the activity 7 stripped questions that include quantity, change, prediction, point of view questions, personal involvement and comparative association. The questions reflect higher order thinking skills questions such as If you are a Catholic, what course of action will you take to initiate changes in the church given the current issues surrounding it? To end the lesson, the teacher used an emotion thermometer to gauge the students' reception of the new lessons. Some students were upset because of the injustices by the church, sad because they could not believe that the church is capable of injustices.

Teacher A's lesson plan reflects a clear and consistent structure of lesson delivery from motivation to valuing. Prepared on a daily basis, 100% of what is written was accomplished during the observation. The lesson plan was content-heavy, but the teacher was able to employ several student-centered strategies in every part of the lesson. The processing questions written in the plan, showed higher order thinking skills questions in "what if" format, that allowed the students to defend their responses and draw parallelisms from local current events.

The teacher demonstrated an attitude of maximizing students' engagement. There were several opportunities in the

lesson where students showed their creativity and innovation in interpreting their individual understanding of the lesson through output. The textbook was not used exclusively as the teacher supplied supplementary readings. There was immediate checking for disparity or consistency in the textbook's content as evidenced by the students' inquiry or questions during the discussion.

Classroom Observation No. 2

December 6, 2016

Time: 1150-1300

Teacher B started her class with a motivation activity called 3 pix, 1 concept. Pictures related to nationalism were shown and the students responded to the question: "*How did these factors impact the Asians?*". Students responded: It triggered the people's sense of nation; there were several attempts to colonize other countries to show supremacy. The teacher flashed a picture of an octopus and each hand had words such as land, resources, people, etc. The students were grouped to give their own interpretation of the cartoon using the SWOT analysis method. The group presentation ranged from group report, role playing, timeline, and cause and effect analysis. Teacher B processed the activity by asking lower order and higher order thinking skills questions, such as: "*Why was UK considered as a powerful country?*" and "*What strategies did they use to dominate the countries they colonized such as China?*". The teacher flashed on the screen the pictures that served as a basis of the group's interpretation, then proceeded to process the entire exercise. To check the students' level of understanding, the students wrote on their reflection journal: I witnessed that..., I heard that..., I felt... The teacher continued the lesson, this time focusing on valuing. She gave the prompt: "*As a colony, how can a country's culture be preserved?*" and "*What was Rizal's lasting reminder as regards loving our own country?*". The teacher went back to the objectives and asked the students to raise their traffic light cards to signify the status of achieving the objectives.

Classroom Observation No. 3

December 8, 2016

Time: 1230-1330

Teacher C entered the class and freely sat on a free seat on a round table. She remained quiet for a good 7 minutes then asked the students what was going on in their minds when they entered the class and there was total silence. The students responded: *“Have we done something wrong?”*. The teacher processed this activity by asking: *“When there is no stimulus, what is your response?”*. The teacher related the lesson to enlightenment...age of knowledge. The teacher wrote statements on the board, such as: *“forget the past”, “move on”, “Alvarez to Catholics: look for new religion if shunned for backing death penalty”, and “make America great again”*. The students were instructed to ask questions about the statements. The sample questions of the students include: *“Will forgetting the past benefit the future?”*. One student countered: *“But the past dictates the future, how can we just forget about it?”* and *“How can someone who lived through that and had a bad experience move on from that trauma?”*. The teacher proceeded to enrich the activity by allowing the students to ask more questions about what the students wrote. This progressed to the presentation of the new lesson. The teacher asked the students to find an individual who rocked the boat. The students used their Ipads during the research process and were required to complete a data retrieval chart on the VA Pad. The required information included: names of the different philosophers, their philosophy. The last column was left blank.

Teacher C’s lesson guide reflects standards and benchmarks culled from a set curriculum. The curriculum made the objectives and topics coverage were identifiable while giving the teacher complete freedom on its implementation. Several strategies came into play such as harkness approach, learning organizers, and current events analysis. The lesson showed relationship of historical concepts with contemporary times. The students’ reaction to this approach opened more

opportunities for clarification and a deeper understanding of concepts. The students were not confined to a structured flow of the lesson. The teacher's experience contributed to a more personalized yet motivated approach to learning without compromising the outcome.

Classroom Observation No. 4

December 8, 2016

Time: 1420-1320

The entire class time of Teacher D was allotted to the completion of a summative assessment. The students were tasked to make a poem and a dialogue about equity and inequality. This activity was integrated with the English class. The teacher went around to work with the students on their task requirement. The students asked if current situations needed to be highlighted in the poem and dialogues, and also queried about employment and poverty. The teacher emphasized the need for statistics, but cautioned the students that a change in figure does not necessarily equate to development. Students' interaction manifested critical thinking responses such as: *"People in the provinces are more self-sustaining because they are able to tend for themselves"* and *"They cannot claim that they are impoverished"*. The teacher said: *"That is the reason why you have to go back to the definition because there are differences in perspective already"*.

Classroom Observation No. 5

Jan. 24, 2017

Time: 1000-1100

The class started with a motivation activity: search a word. The words were composed of personalities (important historical figures), a designation of the person, or any contribution of scholasticism. Teacher E presented the objectives for the day. The teacher was consistent in

asking 4Ws questions in identifying the origin and the people behind scholasticism. The teacher emphasized that scholars combined their philosophy and tried to see how it can be useful in formal education. This, she said, gave rise to logic. The teacher presented an example called transubstantiation (as if it were taught by the religion teacher). She used the symbols in the Eucharist to explain and contextualize the lesson. The discussion progressed predominantly through teacher-directed instruction by narrating the two orders that propagated scholasticism. She described the pedagogy by showing the students its actual method-lectio (the teacher read the book as the lesson in class and the students were self-directed to make their own interpretation of the reading); and discotacio (discussion where the students were allowed to ask the teacher questions based on a reference material, an approach which the teacher likens to debate). The actual role of the teacher was exemplified by actual school policies such as those pertaining to school attendance, class size, start of class, coverage, and the need for synthesis at the end of the lesson. The teacher ended the lesson by asking what key learnings were made known during the lesson. The students answered: “*reason by faith*”.

Classroom Observation No. 6

February 1, 2017

Time: 1030-1130

Teacher F started the lesson by clearly reviewing the assignment given the last meeting and its purpose for the day’s discussion. When she reached the portion on Read Lesson 24 on the political impacts of the Spaniard’s economic laws, she started asking review questions such as “*what is the function of the alcalde-mayor?*” and “*what is the basis of creating the vandala system?*”. The students were called one-by-one as the teacher went around the class checking if the worksheet related to the reading assignment was answered.

The actual discussion started with the class rash cycle where students formulate critical questions about the material, paired with another

classmate to ask the question and get a response. This was done in 4 rounds. In every round, the teacher inquired if the students were asked a question they failed to answer, to give the other students a chance to respond. The teacher processed the question by seeking parallelism of scenarios, situations, and reactions in contemporary time. She asked: *“Since you said that vandal system is a form of corruption, can we also identify forms of corruption in contemporary times?”*. The students responded: *“tax payment, kotong cops...”*.

These critical questions were linked to a pre-harkness exercise, which is an editorial cartoon. The question of the teacher was: *“Can you show proofs of the Spaniards’ abuses?”*. The students showed some people being hung from a tree, forced labor, and tax collection. The class then proceeded with their harkness activity. The teacher chose a team leader who facilitated the discussion. The team leader was guided by key questions. The students responded and were given opportunities to support or to counter each other’s ideas. Sample questions used included: *“How come the alcalde-mayors did not take their responsibilities seriously?”*. One student responded: *“Because the friars always meddled with their work”*. Another student said: *“But that’s not enough reason for them to be irresponsible”*. Another countered: *“The friars are very powerful so the alcalde-mayors are scared of them”*.

Another discussion question given by the teacher was: *“Is there a difference as to how the central and local government was being governed?”*. A student answered: *“Yes, mainly because the provinces do not have funds because all funds are transferred to Manila, where the central government is”*. The teacher asked: *“If you were the alcalde-mayor, how would you deal with this problem?”*. One student said: *“I will charge higher taxes”*. The team leader asked: *“What could be the impact to the people?”*.

One student answered: *“Well, I have to see that the taxes go to basic services or else it will spark another revolution; the revolution was one of the reasons for the initial uprising of the Filipinos”*. The teacher asked: *“Does this happen today?”*. The student said: *“Yes, but we seem*

to revolt at every opportunity we can". The teacher wrapped up the lesson by giving the students a chance to reflect on their performance as a group and left a valuing question for discussion next period: "What can we do to alleviate corruption?"

Teacher F's lesson plan highlights the students' engagement in understanding concepts related to the Spanish occupation. It transcends the usual chronology of events because opportunities to interpret key concepts were evident. The harkness method of discussion promoted collaboration and critical thinking. The teacher's process questions provided an opportunity for students to articulate their own understanding. Key questions, such as: "*what if...?*" "*what is your personal interpretation of...?*" and "*how can you relate this to contemporary times...?*" allowed students to use resources beyond rote learning. The teacher effectively provided adjuncts to learning. The students maximized these resources, from motivation to valuing of the lesson.

Classroom Observation No. 7
January 24, 2017
Time: 1300-1400

Teacher G presented the lesson by flashing pre-selected words to be categorized as direct or indirect factors in the economy. These terms were later on identified as components of GNP. These components were further identified by students as tangible or intangible. CLE was related to intangibles but the teacher quick to say, "all these are being taught in all subjects as all teachers are values teachers." The discussion proceeded to wealth. The teacher asked, "what are the indicators of being wealthy? Later on gave a follow-up question on why is savings important? The discussion progressed with the teacher giving the formula for savings (6x your monthly expenses). To further add valuing to the lesson, the teacher asked, "Why do you say that there is nothing wrong by being

poor?” Lesson learned: It is wrong to die poor because it means you did not do anything to improve your life. But getting rich to illegal activities and greed is not acceptable. The teacher related these indicators in the life of the students by asking, “In the classroom, what are the parameters of learning?” The PETA is a perfect example of this parameter.

Classroom Observation No. 8

February 5, 2017

Time: 1040-1120

Her lesson on money started by asking the class their personal definition of money and their corresponding examples. Teacher H continued to ask what are its characteristics. She then showed a video presentation of how money evolved from barter system to coinage system and this was analyzed by the students through a timeline which included the advantages and disadvantages of each type of money. This was presented by each group. The same grouping was used in the evaluation of the topic. Each group was given an article on the uses of money and each group is supposed to identify key values and prove how these values are promoted or violated by citing lines from the article. This was graded as a mini-task. As the students’ ticket to exit, they were asked to individually respond to the question: What did our lesson teach you? Some notable questions include: “Money is a tangible. We cannot allow ourselves to be enslaved by it,”: “Money can rule in a materialistic world, but this is not how society can change. It must be used to support projects to alleviate poverty.”

Classroom Observation No. 9

February 9, 2017

Time: 0920-1020

The highlight of Teacher I’s lesson is collaborative work that aims to make students create their own perspective of the war between China and Japan in 1937. The students watched some scenes of the movie The

Flowers of the War that depicted the horrible experiences of the Chinese when the Japanese occupied Nanking. The teacher gave this as a guide question: Is the story about Chinese rebellion or the ill effects of a war? During the group work, the students brainstormed on the causes of the Chinese-Sino War, created a timeline on the chronology of events and identified the actions taken by country's leaders. The assessment task that the students were expected to complete is to justify through historical facts whether the event must be given the title The Rape of Nanking or The Nanking Rebellion

Classroom Observation No. 10

February 9, 2017

Time:1340-1435

Teacher J had the following performance indicator for a one-week lesson plan: Evaluate the concept of nationalism in the context of Philippine history through a debate, journal and historical analysis. She stressed the need to compare the nationalism as it unfolded in Asia and in the Philippines. During the visit, the students had a debate for 30 minutes and resolved the argument: "Laurel: Japanese collaborator or Filipino protector? The students justified their stand by citing historical facts about Jose P. Laurel's administration, his policies on rebuilding the economy and improving the livelihood of the Filipinos during World War II. To process the exercise, she wrote on the board the key arguments and made the students articulate their own response. These were crucial in the succeeding tasks she required of her students. Then she handed the class the project guidelines for a 14-day journal where students had to interview a WWII survivor and document their journey. In connection to these findings, the students were further tasked to give their own ending of the Japanese occupation in the Philippines focusing on how this event led to the rise of nationalism. The student were included in their write-up, their own response to the debate argument and include other historical researches to prove their claim.

Teachers I and J's provided opportunities for students to create an individual understanding of historical events. The scaffolding techniques used to provide facts through films, articles, and textbooks supplied the knowledge base necessary to justify students' interpretation of historical discourse.

Discussion

This narrative study yielded the actual teaching practices that are reflective of rhizomatic tendencies. They were plotted against the six principles of the rhizome theory which highlight how knowledge is developed and concretized.

Principle of connection and heterogeneity

This principle emphasizes that any point of a rhizome can be connected to anything and must be so connected (Koupal, 2011). History teaching, as reflected in this principle, establishes connections with Science, Art, or themes such as power or social struggle. Insights gained from actual classroom observation and assessment of lesson plans reveal a dominant use of interdisciplinary approach to teaching History. The teacher-respondents showed ease in weaving different learning areas in their classes' historical discourse by using basic information, frameworks, and processes. Teacher D integrated his students' summative task with English and Statistics by challenging them to create a poem and a dialogue reflective of their individual interpretation of equity and inequality using facts and figures in support of output's content. Notably, the students' use of several resources such as textbooks, journal articles, and on-line news, showed their strength in research which is a basic Social Science skill. The teacher demonstrated his expertise in coupling History with other disciplines by saying: "*History as a Social Science is a product of research. Do not forget to include statistics to prove your arguments*".

Interestingly, the relationship of History to other fields exceeds mere acquisition of knowledge or topic knowledge and extends to domain knowledge which is more enduring and can be characterized as abstract conceptual knowledge (Stoel, Van Drie, and Boxtel, 2015). Such shift in teaching and learning has solidified students' historical reasoning abilities to the point of transcending the nexus of disciplines by creating new concept maps, new problems and issues, and new perspectives of analysis (de Guzman & Nery-Cura, 2015). Moraes (2014), refers to this shift as interdisciplinarity. Lindquist (2011) and Kachina (2011) posited that interdisciplinary units increase student learning because they “*shift the focus of high school instruction from the discrete subject areas toward issues in the world outside the classroom, where complex issues demand carefully constructed responses*”. It promotes analytical thinking and conceptual understanding. Teacher E's topic on macroeconomics focused on key concepts such as wealth, expenses, and savings. The academic discourse supported the integration of Economics concepts and Values Education as the teacher asked the processing question: “*Why do you say that there is nothing wrong by being poor?*”, and a student responded: “*It is not wrong to die poor because it does not necessarily mean you did not do anything to improve your life. But getting rich due to illegal activities and greed is not acceptable*”. The integration is a clear manifestation of establishing connections beyond content.

Principle of multiplicity

Multiplicity is, in the most basic sense, a complex structure that does not reference a prior unity (Mackness, 2014). History teaching, as the multiplicity or the rhizome, has no real rules or laws, as it continuously adapts to incorporate other multiplicities (Calero & Sinclair, 2005). In this study, the teachers made use of the chronological approach in teaching the lesson. Interestingly, a good blend of student-centered

instruction such as project-based learning and primary source analysis, and teacher-centered strategies such as lecture and gapped discussions, were made evident by the teacher selection. Teacher F discussed the roles of the colonial government, specifically the *alcalde-mayor*, using knowledge questions such as: “*What is the function of the alcalde-mayor?*” and “*What is the basis of creating the vandala system?*”, to which the students were called individually to respond. This learning experience was enhanced by the students’ harkness activity to emphasize the causes and effects of the Spaniards’ economic policies. A student chosen as team leader began the discussion by asking a question, to which other students responded and justified their positions using sources of evidence from gathered researches. The teacher’s role was to formulate critical thinking questions, such as: “*Can you prove the difference between how the local and central government are governed?*”

Teacher A predominantly used differentiated instruction by providing a common topic of discussion about the causes of the Age of Reformation. The students were grouped and asked to present their responses using different media such as technology, role playing, and thinking maps. The other groups were tasked to ask questions on how these events triggered changes in the church. According to Harmon (2012), differentiation in content and students working in small groups encourages them to read and engage in problem solving. Parson and Clark (2013) posited that when students are able to share their stories and remix them with other stories in the classroom, these conversational pedagogies allow them to see the relevance of connection and multiplicities with all things: human and environment.

Principle of Asignifying Rupture

Every rhizome contains lines of segmentarity and lines of deterritorialization (Koupal, 2012). There is a rupture in the rhizome whenever segmentary lines move into a line

of flight, but the line of flight remains part of the rhizome. Asignifying ruptures in History teaching occur when teachers problematize teaching and question what classroom practices limits achievements (McKay, Carrington & Iyer, 2014). As a result, new and alternative approaches to teaching and learning theoretical knowledge are explored in new and practical forms.

History's end goal transcends the transfer of topic knowledge. According to Stoel, Van Drie, and Boxtel (2015), domain knowledge or abstract conceptual knowledge in History must be taught to allow a person to orient himself in time and to reason historically. Historical thinking and reasoning utilize the essential concepts of causality, context, complexity, contingency, and change over time (William, 2016). Eventually, students develop a conceptual lens that allows them to differentiate between causes, if History's chronology and causes and effects are viewed from multiple perspectives. This strategy was evident in the lesson of Teacher I. He provided his students the Japanese and Chinese perspective of the Rape of Nanking. The students were tasked to create an interpretation of the cause and effects of events that led to this morbid piece of history through argumentation. They were made to evaluate which is a more appropriate title: "The Rape of Nanking" or "The Nanking Rebellion".

One of the performance-based tasks given by Teacher J challenged her students to resolve an argument: "*Laurel: Japanese collaborator or Filipino protector?*" through a debate. The students presented a variety of historical arguments such as, why the Philippine government was referred to as the Puppet government, and an issue of values: that the president compromised to protect the Philippines from further destruction. Given these opportunities, the students were able to construct their own interpretation of historical events beyond their chronology. Their analysis and evaluation skills of the students ultimately enabled them to think about the complexities of

the world in which they live, where the embedded multiple perspectives in historical thinking allowed them to better “make sense” of their world (Smith, 2011).

Another rupture in History teaching is entrenched in using primary sources to build contextual understanding (Lindquist, 2011) to help explain connections between and across systems, people and ideas (Parson & Clarke, 2013). Connections were primarily deduced using graphic organizers and thinking maps. Teacher A consistently used the following learning organizers: (a) timeline-chronology of events; (b) Venn diagram-similarities and differences of the church’s influence; and (c) semantic webbing-“*why was the church influential in society?*”, to emphasize concepts related to the Age of Reformation. By grouping the students and assigning topics to each, the students presented their output using these mediating tools. As posited by Stoel, Van Drie, and Boxtel (2015), graphical organizers provide effective visual support, structure, and moderate group discussions, and can increase learning gains by explicating causal relations.

Waring, Torrez, Lipscomb, and Scott (2015) assert that historical inquiry or doing history includes local and community history, pedagogically sound uses of primary and secondary sources, and the use of artifacts in teaching. These sources consequently provide for a new line of flight to discover parallelism of historical events to contemporary times. As part of the terminal requirements for the third quarter, Teacher J gave a challenging task to her students as they performed the role of a scribe who wrote a 14-day journal entry of actual experiences of survivors of World War II in the Philippines. A part of the journal must present how these experiences are aligned with contemporary issues such as scarcity of resources, and the peace and order situation. Using the accounts of their primary sources, the students were made to write their own mini-section of a chapter to conclude the Japanese occupation in the country. It

was evident that the inclusion of the use of primary sources to support their arguments was the dominant basis for evaluating the assessment.

The internal and external validity of these sources account for the students' ability to draw new or to refine existing knowledge about a historical discourse (Gaughan, 2015). Yilmaz (2007) avers that History is a unique interpretive enterprise because of the fact that it is both the subject and the object of its own discipline. Historical content from primary and secondary sources requires teachers to deal with multiple perspectives and interpretations that compete for veracity of structuring a historical framework. This makes History visible in all its complexities and targets a vital historical thought process that is, interpreting history (Smith, 2011).

Principle of decalomania and cartography

Koupal (2013) avers that a rhizome is not amenable to any structure or generative model; it is a map and not a tracing. According to Parson and Clarke (2013), mapping is productive rather than reproductive because maps are oriented towards experimental contacts with real life. Maps can be drawn and represented in different ways, but are always open to reconstructing new connections. In rhizomatic thinking, cartography means mapping movements. Historical discourse is open to interpretation, connection, and parallelism in contemporary times, yet supported by facts and actual events.

Factual knowledge in History, as an amalgamation of human discourse, is a large map that is capable of creating contextual connections. Map-making, according to Parson and Clark (2013), McKay, Carrington and Iyer (2014), allows one to ask questions like: "*What would happen if we added or removed an element?*" and "*How would things change?*". This is a common higher order thinking skill practice apparent in the class of Teacher A. Her use of the 7-stripped questions strategy

gave students the opportunity to connect and interpret key concepts on the Age of Reformation to current events. Sample key questions used include:

- a. Prediction question: *“What is the status of the present-day Catholic Church if the Age of Reformation did not take place?”*;
- b. Personal involvement: *“If you are a Catholic, what course of action will you take to initiate changes in the Church?”*; and
- c. Comparative association: *“What events in the Philippines may you compare and contrast the Age of Reformation with?”*.

The foregoing approach may be better suited in a “current events” type of course where the present is at issue and the instructor desires for the students to understand the historical background to the present situation (Williams, 2016). It is noteworthy that in key question c, contrasting events were elicited from the students to emphasize that in Social Studies, historical or social events cannot truly represent another (Parson & Clark, 2013).

Teacher J, in her effort to make the students relive History by asking them to interview relatives who survived World War II and document their experience, indirectly utilized a culturally responsive pedagogy in History teaching. This strategy made use of prior experience as a frame of reference to enable students to create new knowledge based on life experiences, and to view knowledge as reciprocal (Harmon, 2012). The teacher said that: *“The settings of each interviewee must present local history. The experiences shared from my previous classes ranged from events that transpired in Metro Manila, Laguna, and Bulacan. I also remember a journal I checked where the subject of my student was a relative who was one of the pilots of the Japanese plane that bombed Pearl Harbor. The account was surreal.”* This strategy made

the students discover how their perception of the world is dynamically transformed as different humans engage different sites contextually. The new maps allowed Social Studies students to see things in their worlds by living, learning, and changing in the moment (Parson & Clark, 2013).

Conclusion

Using narrative inquiry, this study aimed to plot the select group of secondary level teachers' strategies in teaching History against the rhizomatic principles advanced by Felix Guattari and Gilles Deleuze (1987) to describe how knowledge is developed. Despite the dominance of factual knowledge in learning History, there is a plethora of western studies of History as a perspective and involves instructional approaches that reflect the interdisciplinary and multiple perspective strategy. It demands for an individual and collective interpretation of historical discourse based on primary and secondary sources. In the Philippines, there is a dearth of literature to support this philosophical lens. The findings are crucial in the advancement of pedagogical practices in History teaching to make the Social Studies classroom slowly shift from a memory-based and teacher-dominated atmosphere into a more critical analysis oriented and student engaged learning space.

Interestingly, the classroom observations reveal a strong inclination of the teachers to present a lesson or to give a requirement that would entail coupling History with other bodies of knowledge. The principle of connection and heterogeneity was evident as facts remain to be the central focus of the discussion but were enriched by supporting them with information from other Social Sciences, hard Sciences and Values Education. This approach strengthened the students' critical analysis and conceptual understanding as connections were made beyond content.

The principle of multiplicity reflected the teachers' ability to create a blend of using teacher-directed instruction such as gapped learning and chalk or board talk and student-centered approaches such as collaborative learning, technology integration, and thinking maps to yield expected History competencies, such as research and critical thinking. Cognizant of these skills, when teachers problematize teaching and begin to question what limits students' achievement, the teachers adhered to the principle of asignifying rupture. This supports the rationale on why the search for a more practical approach in History is explored. Three tiers of teaching History beyond chronology were dominantly demonstrated by the teacher selection. The causality of events from different perspectives, the use of primary or oral history and doing history, served as strong bases for supporting or negating historical discourses and strengthened the students' conceptual understanding. Historical understanding and appreciation of contextual knowledge were achieved when students were given opportunities to interpret History.

The foregoing also paved the way for the principle of decalomania and cartography to be exhibited by the teachers. New maps and not mere tracings of historical accounts were created by the students as they were exposed to a variety of teaching approaches, based on the targeted learning outcomes and competencies. Their interpretations were not limited to parallelisms in contemporary times, but were results of responding to the critical question: "*What if this element was not present?*".

By and large, Filipino Social Studies classes have begun exploring teaching strategies that are reflective of rhizomatic principles. These principles, however, were sparingly evident in various phases of the entire lesson. It is interesting to note that these were predominantly used in the presentation of the lesson and assessment tasks of teachers in public and international

schools. Teachers in the local private schools, however, adapt rhizomatic principles in their choice of processing questions. Nevertheless, the teacher-respondents approach Social Studies teaching in an unconventional way albeit the awareness of these rhizomatic principles.

This qualitative research, however, has two limitations. First, the results focused only on plotting the instructional delivery of a History lesson on the secondary level against the four defined principles of the rhizome theory as articulated by Koupal (2012) to address the main objective of the study. Second, the use of this qualitative research design only provides a *moderatum generalization* as regards the findings. It is not intended to give an exhaustive generalization but can only be applied to the identified subjects.

The choice of instructional approaches is key in motivating and sustaining the students' love for learning. Although dependent on resources, and the learners' maturity and comprehension level, using the rhizome framework may be a valuable compass in expanding historical discourse, using processing questions, and choosing an assessment task. Eventually, this approach may motivate students to refine and redefine History, appreciate the discipline beyond its content, and maximize what History learning may offer.

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Appendix 1

Sample Interview Guide

| Principles of a rhizome | Meaning (Koupal, 2001) | Apriori code | Questions |
|--|---|------------------------|---|
| Principles of connection and heterogeneity | <p>...any point of the rhizome is connected to anything other and must be.</p> <p>Knowledge is not dictated by a prescribed canon influenced by education. It is borne out of a cyclical relationship of disciplines.</p> | Lines of connectedness | <ol style="list-style-type: none"> 1. Do you follow a syllabus? (Yes): where did you get the topics to be covered? (No): How do you know which topics/content to teach? 2. Who made the syllabus? 3. Is your syllabus used as the sole guide in preparing a lesson guide? 4. How is your lesson guide prepared? Daily basis or weekly basis? 5. Are values and social issues integrated in the lesson? How? 6. Are other curriculum links identified? How are they integrated in the lesson? 7. If changes are made in the curriculum map, what are the bases for these (changes)? |