



# RESOURCES FOR EDUCATORS

## Telling Stories in Art

### MODULE THREE - EL ASESINATO DEL GOVERNADOR BUSTAMANTE Y SU HIJO: POWER AND CONFLICT

El Asesinato del Gobernador Bustamante y su Hijo (#13), undated

Hidalgo, Felix Resurreccion, 1853-1913

Oil on canvas

82.6 x 61.8 cm

#### About Felix Resurreccion Hidalgo

Felix Resurreccion Hidalgo was born on February 21, 1855 in Binondo, Manila. He completed his Bachelor's Degree in Philosophy at the University of Sto. Tomas and also enrolled at the Manila Escuela de Dibujo y Pintura, the school of drawing and painting run by Agustin Saez. In 1879, he left for Spain and enrolled at the Academia de Bellas Artes de San Fernando in Madrid.

Hidalgo won several awards including a gold medal at the 1887 Exposicion General de las Islas Filipinas in Madrid for his “Laguna Estigia”, a silver medal at the 1884 Exposicion General de Bellas Artes for “Las Virgenes Cristianas Expuestas al Populacho” (the same exposition where Juan Luna won a gold medal for his “Spoliarium”) and a silver medal at the Exposition Universelle de Paris for “La barca de Aqueronte”.

#### About Governor General Bustamante

A Governor General was the title of the chief political executive during the Spanish and American occupation in the Philippines.

Fernando Manuel de Bustillo Bustamante y Rueda is the 37th Governor General of the Philippines who served from August 1717 to October 1719. Bustamante has been described as a decided and stern leader. Soon after his arrival in the Philippines, he embarked on a campaign to collect from those who owed money from the government and ordered the arrest of corrupt public officials. A number of the people who were to be arrested sought refuge in the church. When the archbishop of Manila, Archbishop Francisco de la Cuesta, refused to give up one of the officials that the Governor has ordered to be arrested, Bustamante had the Archbishop arrested and jailed in Fort Santiago. This arrest resulted to an uprising led by the friars. On October 11, 1719 an angry mob rushed to the palace and mortally wounded the Governor and his son.



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Below is a link to an excerpt from Blair & Robertson's *The Philippine Islands* (volume 44, pp. 182-195) on Archbishop de la Cuesta's account of the last days of the Governor:

<http://www.philippinehistory.net/1720cuesta.htm>

Duration of module

Two one-hour sessions

Materials

Paper

Pen/Pencil

Envelope

Current newspaper

Drawing materials

Procedures

Show the reproduction of the art work to class, and then ask. It is recommended that open ended questions are used. Teachers must also encourage children to use more descriptive words in answering as this will also help in improving their vocabulary.

- 1) What do you see in this painting?
- 2) What are the different types of lines that you see in this painting?
- 3) Where do these lines lead to?
- 4) What shapes do you see? Natural and unnatural shapes? Where do you see these shapes?
- 5) What colors do you see? Where are the colors concentrated on?
- 6) What do you think is happening in this painting?
- 7) Let's look more closely at the painting. Do you think that this happened just recently?
- 8) Examine the clothes people are wearing, what do these tell you?
- 9) What else do you see that tells you where and when this happened?

Tell the class the title of the artwork, about the artist and Governor Bustamante. Then ask:

- 1) Do you see where the Governor is?
- 2) How about his son?
- 3) What do you think did the boy feel at that moment?
- 4) What and who else do you see in the painting?

- 5) What do you think happened next?
- 6) How does this painting make you feel?
- 7) Do you know why you feel that way?

We live in a world full of conflicts. Children these days are experiencing political, social, cultural and even gender conflicts. These questions are meant to encourage students to think about conflict and conflict resolution.

Below is a list of websites that offer teacher materials and more information about conflict resolution:

<http://www.esrnational.org/otc/>

[http://www.urbantech.org/ylaint\\_vp\\_confres.cfm](http://www.urbantech.org/ylaint_vp_confres.cfm)

[http://www.teach-nology.com/teachers/lesson\\_plans/health/conflict/](http://www.teach-nology.com/teachers/lesson_plans/health/conflict/)

<http://www.goodcharacter.com/TeacherResources.html>

Before ending the class, ask the class about what they can do as students to help promote peace. You can even brainstorm and think of a class project that you can do to help minimize conflicts in your school/community and this can be culminating activity to this module.

### Activity

Ask the student to write a letter to their best friend. In the letter, they should describe what they see in the painting, how they feel about what happened and what they feel should have been done to avoid this?

A modification of this activity is for students to write to another student from a different class taking the same subject. The two students will exchange letters then write a response to each other.

### Follow-up session

For the next meeting, bring a newspaper containing local or international news about conflict happening elsewhere. Identify one news item to discuss in class. Ask students to take turns in reading the article out loud.

Then ask the following questions:

- 1) What was the news all about?
- 2) Why do you think that happened?
- 3) Is there anything that could have been done to prevent this?

- 4) What would you do if you were in that situation?
- 5) How do you think this can be resolved?

Show the art work again, then ask the student to draw the news that they have just heard.

They can also choose to write another letter but this time, to another child who is directly affected by the news. The letter should describe how the student learned about what happened, write how he/she feels about it, relate a similar story that has happened to him/her (if applicable), then end with words of encouragement for the person he/she is writing to.

A modification of this activity is to choose a piece of news where the conflict has been resolved. Students can examine the conflict, its cause and how it was resolved.

RBEC Addressed

## MAKABAYAN (HISTORY)

### III. Pambansang pagmamalaki

- A. Naiipaliwanag kung paanong ang kulturang Pilipino ay nahaluan ng kultura ng iba't ibang nakipag-ugnayan dito
  - B. Nabibigyang halaga ang naging epekto sa kontemporaryong kultura ng mga natutuhan mula sa nakaraan
2. Natutukoy ang mga natututuhan sa mga pangyayari sa nakaraan na maaring may kaugnayan sa kasalukuyan

## MAKBAYAN (SINING)

### I. PANDAMA SA KAGANDAHAN (AESTHETIC PERCEPTION)

- A. Naipamamalas ang kaalaman at pag-unawa sa mga elemento o sangkap ng sining
  1. Naipapakita ang kaalaman at pag-unawa sa linya
    - 5.1 Nakakakilala ng iba't ibang uri at katangian ng linya
    - 5.2 Nakakalikha ng dibuhong nagpapakita ng iba't ibang katangian ng linya
  2. Naipapakita ang kamalayan, kaalaman at pag-unawa sa likas at di likas na hugis

### II. MALIKHAING PAGPAPAHAYAG (CREATIVE EXPRESSION)

- C. Naipahahayag ang kaisipan, damdamin, kalooban at imahinasyon sa pamamagitan ng iba't ibang gawaing sining

### III. PAMANA NG SINING (ART HERITAGE)

#### D. LIKHANG SINING

1 Naipagmamalaki ang mga ipinintang larawan ng mga dalubhasang pintor ng bayan

1.2 Naiisa-isa ang mga bagay na nakikita sa larawan

#### ENGLISH

##### Speaking

# 4 Ask and answer questions about oneself/others/pictures

Use because, so that, in order

##### Reading

#9 Predict outcomes

#12 Evaluate ideas and make judgments

##### Writing

#7 Write a variety of texts

#10 Write utterances/expressions on situations/comic strips presented