

# Materials for "Be My Valentine" Unit

By T. I. Reyes

## I. A LITTLE STORY TO REMEMBER

**L**IKE many other customs that began a long time ago, it is not possible to explain accurately the date and origin of St. Valentine Day. There were seven Christian martyrs named Valentine. The two most celebrated were a priest of Rome and a bishop of Umbria. They lived in the third century and died February 14. The anniversary of their death has come to be known as St. Valentine's Day. It is said that one St. Valentine went from house to house leaving food for the poor, and that the custom of sending unsigned valentines developed from this kind act.

1. Who were the two most celebrated Valentines?
2. When did they die?
3. How did we come to have St. Valentine's Day?
4. Where did the custom of sending unsigned valentines come from?

## II. MAKE FRIENDS THROUGH VALENTINE CARDS

Conversational lessons on the topic "Friends"

1. Why we want friends.
2. What makes a good friend (certain characteristics a friend should possess.)
3. How to keep friends.
4. Who can be our friends aside from classmates or acquaintances. (parents can be friends and so with community helpers.

## III. CELEBRATING VALENTINE'S DAY

Here are only a few suggestive activities the children may want to do:

1. Make valentines for father, mother, friends; use scrap materials or doilies. (Out of the latter many beautiful valentines can be made because these can be easily colored.)
2. Have a miniature valentine shop or store in the room.
3. Read valentine messages to classmates.
4. Collect some humorous or comic valentine messages and share with your classmates.
5. If it can be possible, bring to class samples of valentine cards for father, mother, a sweetheart, a dear friend, etc. See how each differs in make-up and message.

6. Make a list of prices of valentine cards.
7. Obtain some locally-manufactured valentine cards, if there are any. How do they differ from foreign or imported valentine cards?
8. Compose friendly messages and funny rhymes for valentines.
9. Plan and get ready for a valentine party; make baskets, napkins, hats.
10. Make pretty valentine decorations for the room.

## IV. POEMS TO READ AND ENJOY

### 1. TO MY VALENTINE

*I've made you a little valentine  
All trimmed with dainty lace  
And hearts of gold and arrows bright,  
'Cause no one else can take your place.*

—Jane Mattsen

### 2. MY VALENTINE

*Guess what I found at the door today?  
A valentine, lovely to see!  
It was addressed to a girl named Beth,  
So I knew that it was for me.  
It is so pretty, all red and gold,  
The verses say, "My love is true."  
Now, who sent this valentine to me?  
I wonder, could it have been you?*

—Ester Atteberry

### 3. SUSY'S VALENTINES

*Susy made valentines  
For Dick and Paul and May.  
She painted on some paper lace  
Flowers bright and gay.  
She cut some little scarlet hearts  
And fastened them with glue;  
Then on each one she wrote the words  
"My Valentine! For you!"  
Susy mailed the valentines  
To Dick and Paul and May.  
She gave them to the postman  
For St. Valentine's own day.*

*He took them to her little friends.  
As postman always do;  
Then when he came to her house,  
He left some for Susy, too.*

—*Solveig Paulson Russell*

*But still I am a valentine  
Although I am so small,  
Because I have a heart that's full  
Of love for me and all.*

—*Alice Crowell Hoffman*

(Note: Filipino names may be used in place of Dick and Paul and May.)

#### 4. A VALENTINE

*I am not made of paper,  
I do not cost a dime,  
I am not full of hearts and darts  
I have no loving rhyme.*

#### REFERENCES

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# Our Filipino Patriots and Their Achievements

(A Study Unit)

By **Benigno C. Bagabaldo**

## I. GENERAL OBJECTIVES:

1. To know the different significant epochs in Philippine history.
2. To know the deeds of our heroes in their pursuit of freedom.
3. To know about the different countries that governed us.
4. To know the full meaning of independence.

## II. SPECIFIC OBJECTIVES:

### A. Knowledge and Understanding:

1. To know the Filipino patriots responsible for our liberty.
2. To know the aims of Spain in governing the Philippines.
3. To know the bad effects of Japan's occupation of the Philippines.
4. To know how the United States improved the culture and living conditions of our people.

### B. Attitudes and Appreciations:

1. To realize the patriotic deeds of our heroes.
2. To instill in the minds of our youth the value of independence for our country and people.
3. To emulate the noble acts of our heroes.
4. To appreciate the noble customs and traditions of our people.

5. To develop the attitude and spirit of patriotism.

### C. Habits and Skills:

1. To develop the habit of honoring our heroes.
2. To develop the habit of cooperating with others.
3. To gain skill in the use of informative materials.
4. To gain greater skill in the preparation of oral and written reports.

## III. CONTENTS INVOLVED:

### A. Significant Epochs in Philippine History:

1. The system of government during the pre-Spanish time.
2. The system of government during the Spanish period.
3. The different Spanish governors-general and their administration.
4. The Filipino patriots:
  - a. "Gomburza"
  - b. Dr. Jose Rizal
  - c. Andres Bonifacio
  - d. Apolinario Mabini
  - e. The Luna Brothers
  - f. Marcelo H. del Pilar
  - g. Gregorio del Pilar