

# READINGS IN PHILIPPINE HISTORY

## **I. Main Topic: Readings in Philippine History**

### **II. Overview**

#### **INTRODUCTION**

The course analyzes Philippine History from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizens.

#### **OBJECTIVES**

At the end of the course, students should be able to:

- a. Evaluate primary sources for their credibility, authenticity, and provenance;
- b. Analyze the context, content, and perspective of different kinds of primary sources;
- c. Determine the contribution of different kinds of primary sources in understanding Philippine history;
- d. Develop critical and analytical skills with exposure to primary sources;
- e. Demonstrate the ability to use primary sources to argue in favor or against a particular issue;
- f. Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic;
- g. Propose recommendations/solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios;
- h. Display the ability to work in a term and contribute to a group project;
- i. Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage.

### Time Frame

Week	Topic	Activity
Week 1	Learning Unit 1: Introduction to Philippine History	1) Read about primary and secondary sources, external and internal criticism. 2) Answer worksheet number 1.
Week 2	Learning Unit 2: Geography of the Philippines	1) Read module 2 regarding the archipelago of Philippines. 2) Answer worksheet number 2.
Week 3	Learning Unit 3: Philippine Government	1) Read module 3 regarding Philippine government 2) Answer worksheet number 3
Week 4	Learning Unit 4: Pre – Colonial	1) Read module 4 regarding Pre-colonial period of the Philippines 2) Answer worksheet number 4
Week 5	Learning Unit 5: The Coming of the West	1) Read module 5 regarding The Coming of the West 2) Answer worksheet number 5
Week 6	Learning Unit 6: The Transformation of Philippines under Spanish Era	1) Read module 6 about the Philippines under Spanish era. 2) Answer worksheet number 6
Week 7	Learning Unit 7: The Rebirth of the Filipinos	1) Read module 7 regarding the rebirth of the Filipinos. 2) Answer worksheet number 7
Week 8	Learning Unit 8: The Second Wave of the Filipino Struggle	1) Read module 8 about KKK, the uprising of the Filipinos and the Tejeros convention 2) Answer worksheet number 8
Week 9	Learning Unit 9: The American Intervention	1) Read module 9 about the American intervention 2) Answer worksheet number 9
Week 10	Learning Unit 10: The Filipino – American War	1) Read module 10 the Filipino American war. 2) Watch video cited on the course site. 3) Answer worksheet number 10
Week 11	Learning Unit 11: The American Colonization	1) Read module 11 the American Colonization 2) Answer worksheet number 11
Week 12	Learning Unit 12: The Campaign for Independence	1) Read module 12 the Campaign for Independence 2) Answer worksheet number 12
Week 13	Learning Unit 13: The Japanese Colonization	1) Read module 13 the Japanese colonization 2) Answer worksheet number 13

Pre Requisite Skills: None

**LEARNING UNIT 1**  
**INTRODUCTION TO PHILIPPINE HISTORY**
**Learning Outcomes**

At the end of the unit, students are expected to create a timeline on the history by identify primary and secondary sources in the history of Philippines through cutting pictures.

**Time Frame:**

Day (Week 1)	Topic
1	Relevance of History; Primary and Secondary sources
2	Kinds of Primary Sources
3	External and Internal Criticism

**Materials Needed:**

Bondpaper, Ruler, Magazines, Newspapers.

**Suggested Activities:**

1. Create a timeline on the history of your barangay through cutting pictures.

**Meaning and Relevance of History**

History allows one to make more sense of the current world. One can look at past economic and cultural trends and be able to offer reasonable predictions of what will happen next in today's world. One can understand the existing rules in the modern world by engaging selves to history. More broadly, history enables us to understand different cultures.

**Primary Sources and Secondary Sources**

**Primary sources** provide direct or firsthand evidence about an event, person, or object. These sources are contemporary to the events and people described. In the context of historical research, primary sources are sources that were created during the specific time period being studied.

**How can I tell if something is a primary source?**

Whether a resource can be considered a primary source depends heavily on your specific research question and on the context (the who, what, when, where, and why) of the source you are examining.

To determine whether something can be considered a primary source, first consider your research question: Who or what are you researching? What time period are you focusing on? What region?

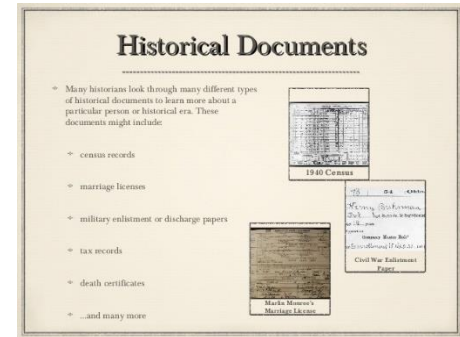
Once you've thought about the who/ what/ where/ when of your topic, ask similar questions of the source:

- Who created this source?
- What is this about?
- When was it written?
- Who is the targeted audience?

By answering these questions, you can develop a basic understanding of the context surrounding that source, and how it relates to your research question or topic.

Some examples of primary sources include:

- Newspaper articles
- Diaries
- Letters
- Memoirs and autobiographies
- Speeches
- Photographs
- Novels, poems
- Government documents



**Secondary sources** were produced sometime after an event took place. Unlike primary sources, secondary sources do not provide firsthand evidence. Instead, they provide information that has been analyzed or interpreted in some way. Secondary sources often analyze information that has been gathered from various primary sources.

Examples of secondary sources include:

- Book reviews
- Scholarly articles (those that interpret or analyze other sources)
- Literature reviews
- Biographies

### Kinds of Primary Sources

1. **Public Records.** These types of records include census, immigration, and naturalization records, title deeds (which help track real estate transactions), pension and military records, trial transcripts, war diaries, military records, and so on.
2. **Censuses.** The goal is to gather and record data about every living person in the country. In addition to counting individuals, census takers ask personal questions of the household head in order to learn how many people are in the household, their ages, marital status, and income and education levels.
3. **Birth and Death Records.** Birth and the death are two events that occur in any person's life. Wherever the person is when either event occurs, a government organization is there to record it.
4. **City Directories.** The City Directory was like a telephone book without the telephone numbers. The directories included a wealth of information on "heads of household," other individuals, businesses, civic organizations, churches, organized groups, and government officials. Surnames (last names) were listed in alphabetical order, along with address and, in many cases, occupation.
5. **Church Registers.** In any community, houses of worship play an important role in recording history. Churches document many significant events in the lives of people, including baptisms, marriages, and burials (deaths). Like the city's birth and death records, church registers include a great deal of information about the members of a community.
6. **Affidavits of Petition.** Affidavits of Petition are legal documents, sworn under oath, that make a request of some sort. These petitions reveal many details about how people felt when they found out that their land was being purchased by the city.
7. **Maps.** Maps are wonderful tools for reconstructing the past. Maps can help researchers visualize and interpret how an area has changed or has remained the same over a period of time. Maps



can give a huge range of information, from the height of the hills, to the names of roads, places, bodies of water, buildings, and communities--many of which may no longer exist.

8. **Photographs.** Photographs and their predecessors, stereographs and daguerreotypes, are another kind of record that helps us understand the past. Photographs are exciting because they help us visualize what people, places, and things looked like.
9. **Manuscripts.** The papers, letters, diaries, account books, wills, and other records that have been preserved by museums, libraries, archives, churches, and families together provide the building blocks for the historian.
10. **Handbills.** Handbills were used in the nineteenth century (and before) as a tool for communication--for "getting the word out" on events and newsworthy items. (We still use handbills today; only we call them posters or advertisements.) A close "reading" of a handbill can tell us a lot about the event it describes.
11. **Political Cartoons.** Political cartoons, which appeared in all kinds of newspapers and periodicals in the nineteenth century, are visual documents that can be "read" in the same way that text can be read. A political cartoon is a visual representation of the artist's opinion about a situation or event.
12. **Newspapers.** Some newspapers appear daily; others are weeklies, monthlies, bi-monthlies, or even quarterlies. Some only appear when there is enough money to publish and produce them. Newspapers are a major source for historians.
13. **Objects.** Constructed objects that are available for interpretation and discussion are known as artifacts. Portraits and paintings, furniture, equipment, tools, clothing, toys, hairpins, jewelry, sculpture, remnants of buildings, headstones from cemeteries ... that's right, if it was made by a person, it's an object worth investigating. This type of evidence can stimulate the imagination and lead to useful hypothesizing and educated guessing.

## External and Internal Criticism

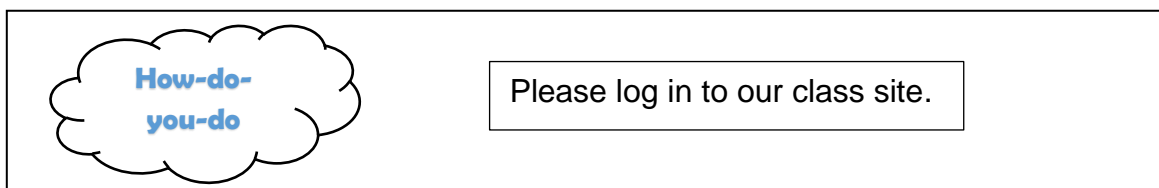
### EXTERNAL CRITICISM

- The practice of verifying the authenticity of evidence by examining its physical characteristics.
- Consistency with the historical characteristic of the time when it was produced.
- The materials used for the evidence .

Examples of the things that will be examined when conducting external criticism of a document include the quality of the paper, the type of ink, and the language and words used in the material, among others

### INTERNAL CRITICISM

- Looks at content of the source and examines the circumstances of its production.
- It looks at the truthfulness and factuality of the evidence by looking at the author of the source, its context, the agenda behind its creation, the knowledge which informed it, and its intended purpose. It entails that the historian acknowledge and analyze how such reports can be manipulated to be used as a war propaganda
- Validating historical sources is important because the use of unverified, falsified, and untruthful historical sources can lead to equally false conclusions. Without thorough criticisms of historical evidences, historical deceptions and lies will all be probable



## LEARNING UNIT 2 GEOGRAPHY OF THE PHILIPPINES

### Learning Outcomes:

At the end of the unit, students are expected to demonstrate an appreciation on the geography of the Philippines as on how it affects its history by creating advertisement.

### Time Frame:

Day (Week 2)	Topic
1	Geography of the Philippines: Archipelago
2	Climate
3	Minerals / Natural Resources

### Materials Needed:

Short bond paper, pen, ruler, camera.

### Suggested Activities:

1. Create an advertisement about Philippines featuring its natural resources.

## GEOGRAPHY OF THE PHILIPPINES

**GEOGRAPHY** is the study of the physical features of the earth and its atmosphere, and human activity as it affects and is affected by these.

- Philippines is located in Southeast Asia, 5 to 12 North Latitude and 119 to 122 East Longitude.
- Archipelago is a group of islands.
- Number of islands - 7641 as of 2017 Source: CNN Philippines, 03/06/17 7107
- Total land area 300,000 km<sup>2</sup>
- The Philippines is divided into 16 Regions, 80 Provinces, cities and barangay Regions were organized by the Presidential Decree No. 1 in 1972
- The Philippines also lies in The Pacific Ring Of Fire so there are lots of volcanoes above and under the sea within vicinity and composed of mountains and mountain ranges.
- MOUNT APO is the highest mountain with 2,954 meters above sea level and second is Mt. Pulog with 2,842 meters above sea level.
- MOUNT MAYON is the most active with 47 eruptions and next is Taal Volcano.



## CLIMATES

The Philippines has a tropical climate because of its position near the equator. The Temperature range from 25 to 28 degrees centigrade; however, the different geographical features of the land will affect the degree of its temperature.

There are two types of distinct seasons: Dry Season from March to May and the Rainy Season from June to December. December to February is cool dry season.



## NATURAL RESOURCES



There are more than 640,000 square miles of territorial waters in the Philippines and within these waters, there is an abundance of marine life and materials that are valuable to the nation's people and those across the world. At least 65 species of the 2,400 available species in Filipino waters have solid commercial value, and the crabs, seaweed, pearls and other ocean treasures make the sea among the top resources for this archipelago.

### Minerals

The Philippines is not a petroleum-rich country, but the land is still full of many valuable minerals. There are an estimated 21.5 billion metric tons of metal deposits in the Philippines and 19.3 billion metric tons of nonmetal minerals in the ground. Nickel is the most abundant deposit in the Philippines, while iron and copper are also present in significant amounts.



### Major Crops

The volcanic history of the archipelago combined with the wide plains available throughout the nation make the Philippines a prime spot for growing crops for domestic use and export. The Central Luzon, Cagayan Valley and Negros are among the many places with fertile soil in the Philippines. This land is the nation's primary source of livelihood. The chief crops of the nation include rice, corn, sugarcane, abaca and tobacco, according to the Philippine History website. The rice and corn are used domestically, but the rest is used as a major export. The Philippines also exports a number of pineapples and bananas.



### Flora

The tropical climate in the Philippines makes it an ideal location for flowers and plants. The islands have more than 2 million species of plants, and several of them are found nowhere else on the planet. Much of the flora in the Philippines, while diminished by over harvesting, is used as an important natural resource as ingredients in commercially exported products.





**WORKSHEET #2****NAME:****SCORE:****YEAR & SECTION:****DATE:****Activity 1.** Answer the following questions.

1. How does the geography of the Philippines affect its history?
2. Identify three things that could help the Filipinos utilize their natural resources.
3. How does the climate of the Philippines affect the livelihood of the Filipinos?

## LEARNING UNIT 3 PHILIPPINE GOVERNMENT

### Learning Outcomes

At the end of the unit, students are expected to identify the different positions in the government and distinguish people that are in the position through a structure.

### Time Frame:

Day (Week 3)	Topic
1	Philippine Government
2	Presidential Government; Unitary Government
3	Bicameral Government

### Materials Needed

Short bond paper, ruler, pen

### Suggested Activities

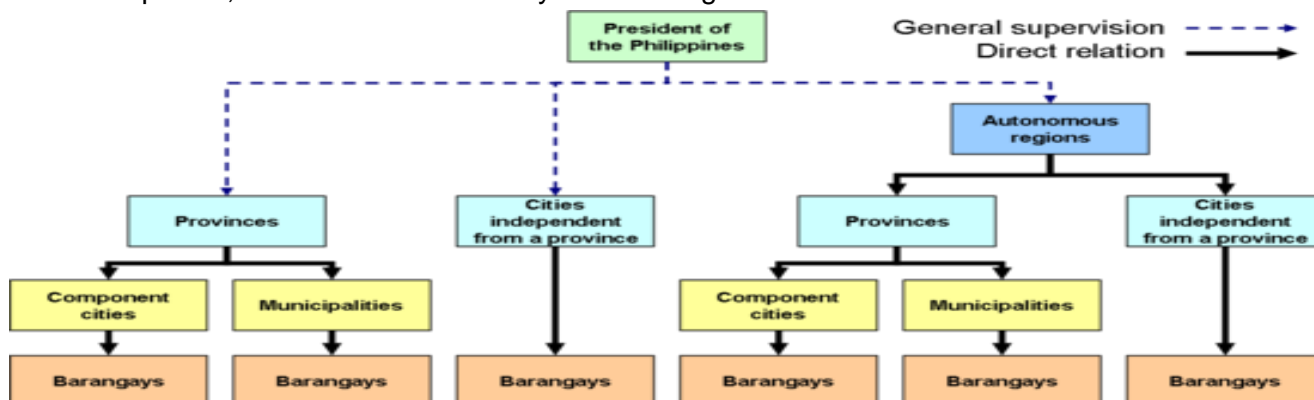
1. Search about the composition of the Philippine Government and know the people who are sitting on that position.
2. Search also their roles and responsibilities.
3. Write this in a structural form.

## PHILIPPINE GOVERNMENT

According to the 1987 Philippine Constitution, Article II, Section 3: “The Philippines is a democratic and a republican state. Sovereignty resided in the people and all government authority emanates from the.” The Philippines is democratic since “sovereignty and all government authority emanates from the people. The concept of democracy is grounded in freedom and the “rule of the people.” Democracy comes from two Greek words: *Demos* which means “people” and *Kratos* which means “rule of.” In this light, democracy is literally the rule of the people. Similarly, as Abraham Lincoln said, ‘*democracy is a government of the people, by the people, and for the people.*’

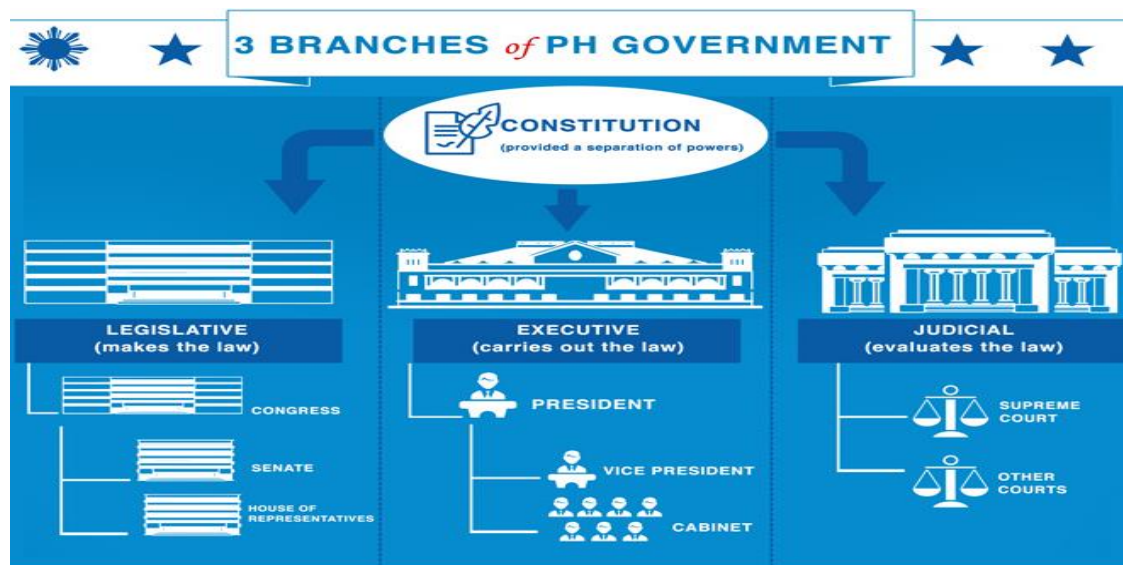
However, Philippine democracy is not an absolute or direct one. The Philippines is also a republic. Basically, a republic is a type of government wherein the representatives or the governors of the country are elected. Apparently, it can be said that the Philippines is a Republican or Representative democracy.

The description of the Philippine government does not end there. The Philippines, in a more technical depiction, is a Presidential-Unitary-Bicameral government.



- **Presidential Government** – the leader of the country is the President who basically leads the Executive branch of the government. The **Executive branch** has the duty of implementing the law. The **Legislative branch**, generally, is the one in charge of the creation of laws. Lastly, the **Judicial branch** is in charge in case of a conflict vis-à-vis the law, interprets and adjudicates the law.

The three branches of the government namely – executive, legislative and judicial – are all separated from each other. This is basically following the principle of separation of powers. However, it does not mean that they are independent of each other. Consequently, these three branches, in one way or the other, “check and balance” each other. The principle of check and balances is very pertinent especially in a presidential type of government. Apparently, this is to ensure the proper functioning of the government.



- **Unitary Government** – a type of government that looks at the relationship of the national and the local government. In the Philippines, the relationship of the national and local government can be likened to a manager and the supervisor. The manager gives the supervisor some powers to use upon the employees. However, the manager still makes sure that the supervisor is doing his job by “supervising” him. Also, the powers that the supervisor obtains are all based upon the rules and laws set by the management. Apparently, he could not go beyond those rules. He can make some rules but those rules that he will make should still be in line with what the manager set. In this context, the national government is the manager while, the local government is the supervisor.

According to Article X, Section 2 of the 1987 Constitution and the Local Government Code of 1991, “The territorial and political subdivisions shall enjoy local autonomy.” The “territorial and political subdivisions” stated here are local governments. More specifically, these subdivisions are provinces, cities, municipalities, and barangays. As stated, local government enjoys some kind of autonomy or freedom from the national government. In this light, it can impose its own rules, tax policies, and other pertinent policies that would be helpful to their cause. However, local government is still under the supervision of the national government (LGC of 1991). This means that even though it is enjoying some kind of independence, it could not go beyond the rules set by the government and the constitution. The actions of the local government must still be in line with the framework set by the law of the land.

- **Bicameral Government** – type of government that essentially looks at how many “houses” or divisions does the legislature have. In the Philippines, the legislative branch of the government is the Congress. It is bicameral since there are two chambers of legislative namely – the House of Representatives and the Senate. The House of representatives is considered the Lower House. It is composed of mainly congressmen or representatives that are voted by their own constituents

or voted locally. Also, Lower house includes party list members who were voted in a national scale. These party list members are supposedly representations of marginalized sectors of society. The House of Representatives is led by the Speaker of the House with Minority and Majority floor leaders.

The Senate, on the other hand, is considered the Upper House of Congress. There are basically twenty-four members of the Senate or Senators who are voted nationally. The Senators basically have no direct constituents as compared to the house of Representatives. However, it could be loosely said that their representatives are Filipino people themselves. Both the House of Representatives and Senate serves as legislators for the country. As mentioned earlier, the legislative branch is the one which creates the law for the country. Of course, the laws should be in line with the Constitution.

**WORKSHEET #3****NAME:****SCORE:****YEAR & SECTION:****DATE:****Activity 1.** A. Identify the term being described in the following statements.

1. The government ruled by the people, of the people and for the people.
2. The kind of government of the Philippines.
3. The article of the 1987 Philippine Constitution which states the form of government in the Philippines.
4. The branch of government where the president is included.
5. The law making body of the government.
6. It is a type of government that looks at the relationship of the national and the Local government.
7. It is the principle which ensures the proper functioning of a presidential form of government.
8. The article of the 1987 Philippine constitution which state the autonomy of the local government.
9. The kind of legislature of the Philippines.
10. The number of the senators in the upper house of the Philippines congress.

## LEARNING UNIT 4 PRE-COLONIAL

### Learning Outcomes

At the end of the unit, students are expected to identify customs of the early Filipinos by documenting an interview with one of the oldest person in their barangay or place.

### Time Frame:

Day (Week 4)	Topic
1	Government
2	Social Stratification; Economy; Religion
3	Marriage; Mode of Dressings; Burial and Death; Dwelling; Literature.

### Materials Needed

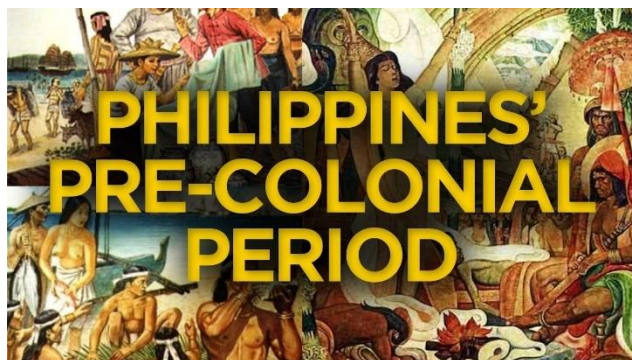
Camera, paper, pen, script, guide questions.

### Suggested Activities

1. Look for the oldest person in your place.
2. Have an interview regarding the history of their tradition on the form of social stratification, economy, religion, marriage, mode of dressings, burial and death, dwelling and literature.

## PRE-COLONIAL SOCIETY

The period of Pre Colonial society was the source of self pride and true identity of Filipino. It was the true description of the Philippine society and the evidence that the Philippines before the Spanish Conquest was indeed civilized, had a well developed commerce, a good diplomatic relationship in the neighboring countries and had a system of government. However, because of Eurocentric style of writing the history of the Philippines, some of the information about its glorious past was not part of the discussion of its history. This chapter will discuss the pre colonial society of the Philippines based on the primary sources written by the Chinese who were able to document the early Filipino-Chinese trade and the Spanish Priest and official who were able to describe the society of Visayas and Luzon during the early era of Spanish Colonization in the Philippines.



### Government

#### The Baranganic Society in Luzon and Visayas

The Visayas and Luzon were under the baranganic society, usually composed of 30 to 100 families and the head of their political unit was the Datu who had the legislative, judicial and executive powers. The Datu and the council of elders or the Maginoo were the legislative body. The created law announced by the Umalohocan or the town crier.



The Datu had judicial powers; he was the one who judged the guilty and innocent in a certain crime. He also imposed punishments in the violations and gave pardon. The executive power of the Datu could be seen during the season of planting because he could lend a land for a Timawa which could be used for planting.

In the above responsibilities the Datu was the most powerful person in the Barangay so his qualifications should meet the demand of his responsibility. The head of the family who founded the barangay assumed the position of the Datu, then the eldest son of the Datu inherited the position, in case there was no male successor to the throne then will make different challenges for the possible male who will be the successor to test the wisdom and strength.



There was an existence of “just war”, each barangay could declare war against the other barangay to extend their territory. All the territories and people of the defeated barangay would be part of the properties of the victorious barangay. So to avoid invasion, the leader of the barangays had the confederation, the powerful datu could have a numerous number of barangay under his protection. This concept of confederation could be the reason why Raja Humabon chose to collaborate with Ferdinand Magellan against the power of Datu lapu-lapu. In the perspective of the Filipinos, was mere confederation and in the perspective of Ferdinand Magellan and the other Spaniards it is colonization.



### The Sultanate in Mindanao

In the middle of the 14<sup>th</sup> century, Mudum was able to establish a Muslim community in Malacca and in 1380 he travelled to Sulu where he again encouraged the people to believe the teachings of Muhammed. In 1450, abu Bakr arrived in Sulu and married the daughter of the Rajh Baginda. And after the death of Rajah Baginda, he became the ruler as the Sultan of Sulu. His government ruled in line with laws of Islam and later on spread out in the different areas of Mindanao and Manila.

The Sultanate became the government of the people in Mindanao and converted the other groups in the island into Muslim. Thus government was headed by the Sultan and the basis of their law was the religion Islam. It was usually composed of more than 100 families and the structure could be considered as the federated states since the sultan of different place had the confederation with other sultanate. Like the Baranganic government, the sultan was also the executive, the chief legislator and the judge in the community.

### Social Stratification

The social stratification or social classes in the Philippines was the basis of the function of the people in the society. However there was a social mobility and the treatment to dependents (alipin) was very different from the treatment of slaves in Europe and other parts of the world.

- Maharlika – the highest class.
    - Composed of Datu and his family and relatives.
    - Ruling class and exempted in paying tax.
    - Wear fine garments and accessories.
  - Timawa – the second class; they were the common people and the tax payers.
    - The merchants and could own an alipin.
  - Alipin – lowest class; they were the workers and the servants in the society.
- Types of Alipin

1. Aliping Namamahay – the dependent who had their own house and properties and they would just go to the house of their master during the time of harvest or in time they are needed.
2. Aliping Saguigulid – the dependents who lived in the house of their master, they could be sold for another master and they needed to ask the permission of their master before they could marry.

The dependents could marry the people in other classes. An alipin could also own an alipin they are called as **Ayuey**. A person could be an alipin if he or she is a captive in war, if he or she could pay his/her debt and if their parents are alipin.

## Economy

The occupation of the people in community was based on their class and in gender. The female assumed responsibilities as farmers, merchants, hunters, warriors, fishermen, miners and blacksmith.

During the Pre-Colonial, there was an active trading where in the Chinese, Hindus, Japanese and Arabs were allowed to trade in the different islands in the country as long as the local leaders would allow them.

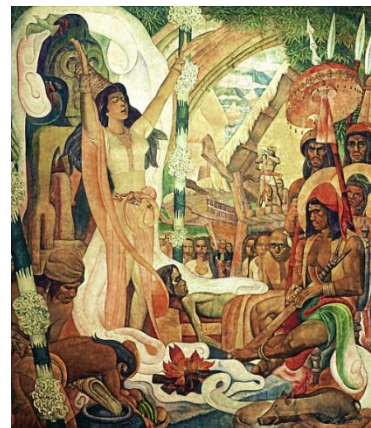
- Chinese – most active traders in the Philippines; they brought products such as umbrella, fan, silk, porcelain, cuisine, kite, slippers, and their tradition like the use of po and opo, filial piety, the use of ate, ditse, and dikong to signify the hierarchy in the family.
- Japanese – introduced artificial breeding of fish and ducks, the use of different weapons and the jar of tea.
- Arabs – influenced the Filipinos in terms of religion, the Islam which also became the foundation of the government in Mindanao and in Manila.
- Hindu – brought different products in the Philippines like sarong. In terms of belief, they influenced the early Filipinos about their concept of Samsara or reincarnation, karma or the result of every actions. Their Sanskrit language also had the effect in the early writings of the Filipinos and also with different terminologies like the term salamat, hukom.



## Religion

The early Filipinos practiced Animism or Paganism. They worshipped different Gods. Some were good and some were bad, however all of them needed to be respected.

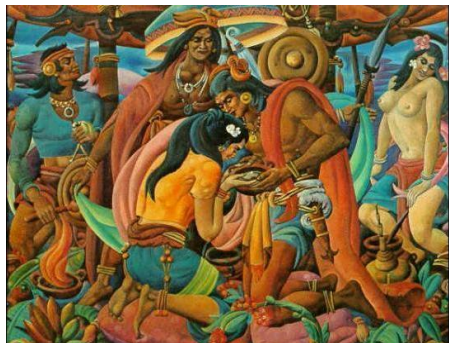
- Diwatas - the spirit within nature.
- Bathala – tagalog's most important god.
- Kanlaon – Visayan's most important god.
- Other Filipinos worshipped their ancestors or their **anitos**.
- Babaylan – Visayan female religion leader.
- Catalonan – Luzon's female religion leader.
- Babaylan or Catalonans are also mediator of the spirits and the people and could also cure sickness and do oracles.
- The community did not need to create churches because each house had their own anitos or licha.



### Characteristics and practices of the Early Filipinos in terms of religion:

1. They believe that all things have spirit.
2. They believed in life after death (Manunggul jar).
3. They believed in performing different sacrifices like blood, plants, vegetables, and other food for the spirits.
4. They believed on different rituals for good health.
5. They believed in the fate destined by god.
6. They believed in oracles and consultation to spirits and this was usually performed by females.

### Marriage



Divorce was allowed in the pre-colonial era, however the long process of marriage could be an evidence that they valued marriage. The parents usually arranged the marriage of their sons and daughters and it was usually done because of treaty, friendship, and political and economic affiliation. The society also allowed fixed marriages or the marriage of coming from different social classes. The marriage rituals was initiated by the babaylan or in the absence of the lady priest, the datu or the head of the clan. Some of the marriage customs were the following:

### **Before the Marriage**

1. Paninilbihan period – the man needed to serve (fetch water, chopped wood, work in the farm, etc.) the family of his future wife for weeks or could be extended into years. He is not allowed to see to see his future wife and he needed to satisfy his future in laws before he could see his loved one.
2. Dowry or Bigay Kaya – the family of his future wife would ask for gold or land as bigay kaya before they would allow the marriage. In case of divorce, if the reason of the divorce was the fault of the woman, her family would return the dowry to the family of her husband, if the reason of divorce was the man, the dowry would remain in the family of the wife. However, if the reason of the divorce was both the fault of man and woman the dowry would go to their children.
3. Panghimuyat – the amount given to the mother of the future wife as payment for her effort in bringing her child to the womanhood.
4. Bigaysuso – the payment given to the wet nurse who breastfed his future wife during her infancy.
5. Himaraw – payment given to the parents of the future wife for the amount that they spent for the food of their daughter during infancy.

### **During the Ceremony of the Marriage**

1. The groom fetched his wife from their house and brought her to their house.
2. The wife would pretend that she did not want to go upstairs and then the father of the groom would give her gifts.
3. The wife would again pretend that she did not want to sit down and then her father in law would give her gifts.
4. The groom and wife would drink from one cup.
5. The babaylan or catalonan would hold the hand of the groom and wife and asked them to bow to their guests.
6. The wife and groom would eat rice in one plate.
7. The babaylan or catalonan would shout and throw grains of rice to the guest and then the guests would do the same and this signified the end of the ceremony.

The wedding ceremonies were different among the social classes. For the Maharlika the ceremonies were the same as stated above, for the timawa only the rice ceremony was not included and for the alipin, there was no ceremony but the simple acceptance that they loved each other and they wanted to become husband and wife.

### **Mode of Dressing**

The mode of dressing could reflect the social status of the early Filipinos.

Male	Maharlika	Timawa	Alipin
Upper garments	Cangan	Cangan	None
Lower garments	Bahague or patadjong	Bahague or patadjong	Bahague
Headdress	Putong (signify number of people killed during war)	Putong (signify number of people killed during war)	None

Female	Maharlika	Timawa	Alipin
Upper garments	Varo	Varo	None
Lower garments	Saya	Saya	Saya

\*The maharlika and timawa females also had ornaments or charms. In some parts of Visayas, male and female wore tattoos as their body covering.

### **Burial and Death**

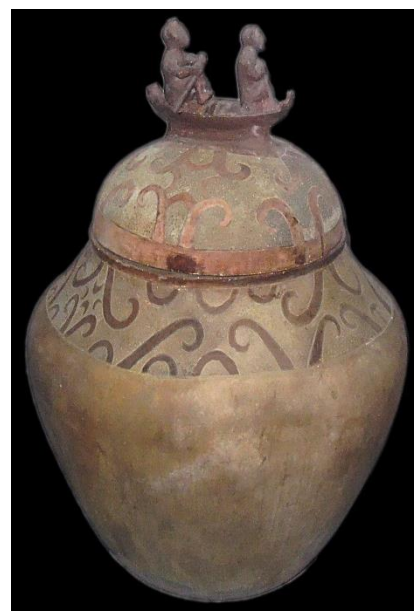
The Filipinos gave respect to their deceased relatives and this is shown by how grandeur ceremonies during the wake, this is because they believe that these ceremonies will affect the condition of the dead in the other world.

#### **Types of Burial**

1. Primary burial – the wooden coffin that is buried under the house of the dead with his or her properties and chosen cloth.
2. Secondary burial – in which the ash or the mummified body is placed in the jar together with the valuable properties of the deceased.

Beliefs towards death and mourning:

- a. The dead body should be guarded to avoid the bad spirit in getting inside the body. And they needed to cover all the openings of the body with the use of gold plates or gold facial mask.
- b. The relatives of the dead would hire professional mourners or **moratal** for woman and **maglahi** for man to chant the achievements and contributions of the dead person.
- c. The dead chief would experience **laraw** or mourning for the head of the community. It will be observed by the whole barangay, all quarrels and wars were ordered stopped, singing and the wearing of loud dresses are prohibited.
- d. The ceremony of mourning was expensive because the relatives needed to prepare food and drinks for everybody.
- e. The observance of balata or the act of avenging the death of the relative in case he or she was murdered.
- f. The ninth day after the death of the person was also celebrated as **pasiyam**.





## Dwelling

The dwellings of the early Filipinos reflected their simplicity, communal perspective and their adaptation to their environment. Their house was made of bamboo, wood, and nipa hut. It was constructed above the ground because they believed that the bad spirits were under the ground and the lower part of their house was also used as storage for their animals. The house has stairs made of bamboo and there was no division inside, it was used for dining, living room and also bedroom. The **attip** or upper part of the house near the ceiling was used for storage of food and for their anito.



The location of their house depended on their livelihood or to prevent the attack of wild animals or their enemies. There were houses built near the shore for the trading communities, the **bajaos** or sea gypsies used boats as their house, the Bagobos built house on top of the trees and the communities of farmers built their hut near their farm.

## Literature

The early literature of the Filipinos has two classifications the **written** and **unwritten**. The stories are usually a narration of their hero, clans or description of their environment. Some of the literature were the epics, songs, bugtong, folk tales, myth, legends and chants.

**Alibata** is the ancient alphabet or baybayin used in writing. It was composed of 14 consonants and 3 vowels.

A	E/I	O/U				
Ba	Ka	Da/Ra	Ga	Ha	La	Ma
Na	Nga	Pa	Sa	Ta	Wa	Ya

**WORKSHEET #4****NAME:****SCORE:****YEAR & SECTION:****DATE:**

- I. Enumerate the concepts being asked in the following statements. Write your answer in the space provided.

1. The marriage customs of the early Filipinos

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. The different songs in the early Filipino society

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. The different epics in the early Filipino society

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



## LEARNING UNIT 5 THE COMING OF THE WEST

### Learning Outcomes:

At the end of the unit, students are expected to list the reasons for the Westward expansion, the difficulties encountered, and its effect on the native Filipino.

### Time Frame:

Day (Week 5)	Topic
1	Factors led to the Colonization of the west to the east
2	Reasons of colonization; expedition of Magellan
3	Other expeditions after Magellan; Miguel Lopez de Legazpi

### Materials Needed

Short bond paper, pen.

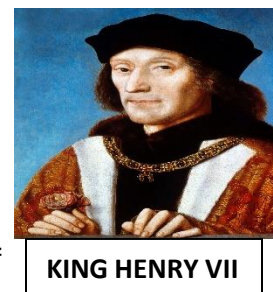
### Suggested Activities

Search on youtube and watch this video “The history of the Philippines in 12 minutes”. Provide a summary of the video you watched.

### Factors that led to the Colonization of the West to the East

#### 1. The Development of Navigation

King Henry VII is the **Father of Navigation**. The king of Portugal who created school of navigation and invested for the modernization of navigation.

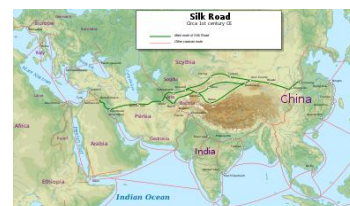


#### 2. The Crusades

The holy war of the Christians to gain back Jerusalem from the Muslims gave way to the meeting of the East and West. Europe was able to gain knowledge on existence of islands in the Eastern part of the world.

#### 3. The Silk Road

It was the trading route during Han Dynasty, from China up to Europe. The products of Chinese like silk, porcelain, jars, jade and spices gave excitement to the Europeans to launch exploration to the lands in the east.



#### 4. The Book Written by Marco Polo about Cathay or China

Marco Polo was a Venetian traveler who was able to travel to China during the time of Yuan dynasty. The emperor of the dynasty allowed Marco Polo to travel inside China and he wrote about the brilliance of the Chinese culture and products. This gave Europeans knowledge about the different islands in the east.

#### 5. The Expedition of Vasco de Gama to India

Vasco de Gama was known as the *father of all navigations* since the next navigators followed his routes and the map that he made in going to the East.

#### 6. The Rise of Mercantilism

Mercantilism is the principle wherein the basis of the power of a country was the amount of gold that they have. And since the Europeans believed that there was a lot of gold in the east they encouraged investing in the exploration in the land in the east.

## The Reasons of Colonization

3 G's

God - they wanted to spread Catholicism in the east.

Glory – because having a colony gave glory to them.

Gold – because of mercantilism.



## The Voyage of Ferdinand Magellan

Ferdinand Magellan was a Portuguese who gave his service to the King of Spain when King Carlos I of Portugal rejected his suggestions.

- 1493 – a Papal Bull which used 370 leagues to divide the world for Portugal and Spain.
- 1494 – Spain and Portugal agreed on the Treaty of Tordesillas which divided the world into two, the western part was for the Spaniards and the eastern part for Portugal.
- 1518 – Magellan with his father in law, Diego Balbosa, convinced King Charles V that they could reach the east using the route of the west.
- September 20, 1519 – Magellan left San Lucas, Spain with five ships named Victoria, Santiago, Trinidad, Concepcion and San Antonio with 235 men.
- March 1, 1521 – three ships only reached Guam, however, the people did not accept the group of Magellan. The other ships had rebellion and returned to Spain while the other was destroyed by a storm.
- March 16, 1521 – the group of Magellan reached the island of Homonhon in Samar. The people accepted Magellan thinking that they were traders. The hospitality of the people in Homonhon was misunderstood by Magellan that they wanted to accept foreign rule.
- March 31, 1521 – Rajah Humabon accepted the truce of Magellan. The first mass was first celebrated in Masao or Limasawa with Father Pedro Valderama as the presiding priest, after the mass Rajah Humabon, Reyna Juana and the other people under the leadership of Humabon were baptized as Catholics.
- April 27, 1521 – at 4 am according to the account of Antonio Figafetta, they reached the island of Mactan. At first, the island was so quiet but when they reached the shore, the troop of Lapu-lapu attacked them. In the battle Magellan lost his life so his troops retreated and went back to Rajah Humabon, however, the Rajah poisoned the remaining soldiers of Magellan.
- Sebastian del Cano and 18 more Europeans survived and they burned the two ships and used the ship Victoria to go back to Spain.
- 1522 – they arrived at Seville Spain and gave the title to Ferdinand Magellan as the first person to circumnavigate the world.



## The Other Expeditions after Ferdinand Magellan

The expedition of Ferdinand Magellan opened the door for the Europeans to navigate to Asia using the route of East to West.

- Loaisa (1525), Cabot (1526), and Saavedra (1527) had an expedition but was not able to reach Philippines because of the rebellion of their troops and the challenge from the Portuguese.
- 1529, Treaty of Zaragoza gave the right to the Spaniards to settle in the Philippines while Brazil was given to Portugal.
- Ruy Lopez de Villalobos (1541) reached the eastern part of Mindanao, however, because of the scarcity of food they were forced



RUY LOPEZ DE VILLALOBOS

to leave the island and surrendered to the Portuguese. He named the island from north to south as Las Islas Filipinas in the honor of King Philip II.

### **Miguel Lopez de Legazpi as Adelantado de Filipinas**

The most successful expedition after Magellan. The king gave him the title as Adelantado de Filipinas and received the order to establish Spanish government in the Philippines in a peaceful means. Legazpi had a blood compact with Rajah Sikatuna and other chieftains. He offered the following for the chieftains:

1. The Spanish government would recognize the power and status of the Datu, Rajd, and Chieftains (vice versa).
2. The local rulers were exempted from all taxes.
3. The local rulers would receive a monthly salary from the Spanish government.

Legazpi is the first Governor General in the country.



**MIGUEL LOPEZ DE LEGAZPI**

**WORKSHEET #5****NAME:****SCORE:****YEAR & SECTION:****DATE:**

I. Arrange the following events. Write letter a-e in the space provided.

A.

\_\_\_\_\_ 1. The departure of Ferdinand Magellan in Spain

\_\_\_\_\_ 2. The treaty of Tordesillas

\_\_\_\_\_ 3. The arrival of the group of Magellan in Guam

\_\_\_\_\_ 4. The return of the ship Victoria to Spain

\_\_\_\_\_ 5. The issuance of papal bull

B.

\_\_\_\_\_ 1. The first mass in the Philippines

\_\_\_\_\_ 2. The Battle of Mactan

\_\_\_\_\_ 3. The Pacto de Sangre of Magellan and Rajah humabon

\_\_\_\_\_ 4. The arrival of Magellan in the island of Homonhon

\_\_\_\_\_ 5. The death of Ferdinand Magellan

## LEARNING UNIT 6

### THE TRANSFORMATION OF THE PHILIPPINES UNDER SPANISH ERA

#### Learning Outcomes:

At the end of the unit, students are expected to distinguish the different transformation happened in the country during the Spanish Era through an illustration.

#### Time Frame:

Day (Week 6)	Topic
1	The Encomienda System; Creation of the Political Institution
2	Supremacy of the Friars over the Colonial Government; The Different Policies Imposed by Spaniards
3	The New Social Stratification; Transformation of Society and Culture

#### Materials Needed

Short bond paper, pen, ruler, coloring materials

#### Suggested Activities

Draw an image that will show the transformation of the Philippines during the Spanish era.

#### The Encomienda System

Legazpi had a hard time in controlling the other part of the country because of limited armies. To solve the issue he converted the land of the indios into the *encomienda*. It was the big parcel of land given to the people who helped for the colonization of the country.



#### Types of Encomienda:

1. Royal – the taxes would go to the King of Spain.
2. Ecclesiastical – the taxes would go to the church.
3. Privado – the encomienda given to the friend of the king who had contribution for the colonization.

The encomendero had the right to collect taxes, monitor the peace and order and govern the parcel of land given to him. However, he was not allowed to live inside his encomienda to avoid the direct communication with the natives living in the encomienda. The natives who were the real owner of the land became slaves in their own properties. They were workers who were also subject to taxation.

Spaniards ruled Philippines indirectly thru the Viceroy of Mexico. The capital of the colonial administration of Spain was Mexico.

- Consejo de Indias – the legislative body for the colonies and in 1681 the consejo was able to release the *Recopilacion de Leyes de los Reynos de las Indias*. This law guided the administration of the colonies of the Spanish empire.
- Governor General – is appointed by the Consejo de Indias. It is the highest Spanish leader in the colonies. He had the power of Cumplace or the power to choose law that he would implement in the country where he was assigned, he also assigned taxes, the head of the military and the Royal Audencia, he also had the power to give pardon for the prisoners and to decide different issues in the country. He will also receive a salary of 40,000 pesos per annum.



- **Alcalde Mayor** – his power was the same with the governor general, however it is only limited in his province and had a salary of 1,500 pesos per annum.
- **Gobernadorcillo** – the leader in each towns or pueblo. His power and responsibilities are of the same with the Alcalde Mayor but is limited only in his town. He also had the power of *Indulto de Comercio* or the right to engage into trading.
- **Cabeza de Barangay** – the head of a barangay. He has the responsibility to collect taxes and he was exempted from *Polo Y Servicios*.
- **Residencia** – the official who checked the abuse of power of the royal officials who lived in the country.
- **Visitador** – the official who would just visit the country to check on the royal officials.

The *Indios* or the natives are only allowed to run as *gobernadorcillo* and *cabeza de barangay*. Suffrage was given to males, 23 years old and above, well educated and had properties and tax amounting 500 pesos.

### **Supremacy of the Friars over the Colonial Government**

*Monastic supremacy or frailocracia* existed in the country during the Spanish colonization. The Friars could influence the governor general, in effect became the rulers of municipalities and controlled the different aspects of the society like the education, the trading, the haciendas and economy.

The *regular priest* (Spanish priest) were able to dominate the control in different parishes and had the power to get the parishes from the *secular* (Filipino priest). The enemy of the church was considered as the enemy of the government.



### **The Different Policies Imposed by Spaniards**

1. **Reduccion** – the natives are forced to live in the place near the center and they could hear the sound of the bell. The policy was implemented so that the government and parish could easily monitor them and for the easy conversion to Catholicism.
2. **Bandala** – the natives were obliged to sell their products to the Spaniards even in the lowest price and sometimes the Spaniards would just issue promissory notes.
3. **Polo Y Servicios** – the male natives, 16 to 60 years old were obliged to render 40 days of service to the government. They were assigned to build bridges, roads, churches, galleons for the Spanish government. However, those people who could pay *falla* of 8 reales would be exempted from *Polo Y Servicios* or forced labor.

#### **The effects of Polo Y Servicios**

- a. The decrease in the production in agriculture because the time for *polo y servicios* coincided with the planting and harvesting period.
  - b. The decrease in population because there were a lot of *polistas* who died because of the manual work in *Polo*.
  - c. The rebellion of the natives.
4. **Taxation**
    - a. *Cedula* – male and female 18 years old and above paid 8 reales every year for the *cedula*.
    - b. *Sanctorum* – tax for the church amounting 3 reales.
    - c. *Donativo de Zamboanga* – one half real to finance the war in Mindanao against the Muslim.
    - d. *Tribute* – it may be paid in cash or in kind.
  5. **Galleon Trade** – started on 1565 until 1815 and trading route from Canton in China, Acapulco in Mexico and Manila. In this trade, a merchant could only participate the trading if he could afford to pay for the *boletas* or the ticket for the Galleon trade.
  6. **Educational System** – the primary education was usually catered by the friars so the young Filipinos would learn the Christian doctrine, alphabet, language, customs and policies. Girls and boys had



separate schools and they also had different curriculums. The curriculum for male included Spanish History, Latin, Philosophy, Canon, Civil Law and Rhetoric. The curriculum for females included rules of courtesy, vocal music, language and sewing. The Filipino students were not allowed to speak their own dialect in school. The Spaniards could not also provide enough books and other instruction materials needed for the quality education.

### **The New Social Stratification**

- Peninsulares – the highest class, they were the Spanish born in Spain and lived in the Philippines.
  - Insulares – they were the Spanish born in the Philippines.
  - Creoles – the third class, they are the mixed blood or the combination of Spanish and Filipino. They are the one who thought of fighting the Spaniards, however, they only sought for reform and not for independence.
- Types of Creoles:
- a. Ilustrado – the well educated Filipino.
  - b. Principalia – the land owners.
- Indios – the last class and they are the natives. They are the unfortunate class and discriminated in the society and subjected to numerous taxation.

**PENINSULARES**

**INSULARES**

**CREOLES**

**INDIOS**

Intramuros became the site of power, center of education and spirituality since it was a place for the highest class.

### **Transformation of Society and Culture**

- Literature – became Theocentric, all forms discuss about the importance and triumph of Catholicism.
- Alphabet – is called Alibata.
- Doctrina Christiana en letra y lengua china – the first book printed in the country, it centers in the spread of Catholicism.
- Bahay Kubo became Stone house with different divisions and parts. The sala for the receiving of visitors, azotea, banguerahan for wash room, komedor or the room for dining and the separate rooms for the members of the family.
- Clothing  
The male replaced bahague by pants and camisa de Tsino and Barong Tagalog, the putong was replaced by hat, males also used alpombra, bakya or slippers for foot wear and umbrella or cane became part of their accessories. For females, they wore a longer saya and tapis for upper garment was the kamison, then the blusa and over the blusa or varo was the alampay. Accessories were the chains, earrings, necklace and mantillas or veil.

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you-do**

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<b>LEARNING UNIT 7</b> <b>THE REBIRTH OF THE FILIPINOS</b>
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### Learning Outcomes

At the end of the unit, students are expected to identify situations that causes the rebirth of the Filipinos.

### Time Frame:

Day (Week 7)	Topic
1	Factors that Led to the Rise of Philippine Nationalism
2	The First Wave of Struggle Against the Spaniards; The Reformist
3	The Organization for Reform

### Materials Needed

Computer

### Suggested Activities

Create a power point presentation that shows the different organizations involved in the rebirth of the Filipinos.

### Factors that Led to the Rise of Philippine Nationalism

#### 1. Rise of Liberal Ideas

The liberal ideas came to the Philippines thru the continuous contact of the Filipino ilustrado with the west. In the aspect of religion, Martin Luther, a German clergy started to question the different policies of the church which he thought did not correspond with the teachings of the bible particularly the giving of indulgence to the Catholic church and other practices of the priest. The move of Martin Luther shaken the absolute power of the Catholic church and next was the monarchy in Europe. The monarchy imposed excessive taxes to the people and used it for their luxury and did not implement projects for the welfare of the people. The French people had their revolution and overthrow their monarch, this revolution gave the ilustrados that the people could challenge the absolute power of the government.

#### 2. The Development in International Trading

The opening of the Suez Canal gave way to the easy transportation from Europe going to Asia, it shortened the time of travel. In 1834, the port of Manila opened an international trading that brought tremendous development in the economy. The big profits gave opportunity to send their children in Europe for education or to settle to avoid restrictions set by the Spaniards. The Chinese in the Philippines also gained wealth because of the international trading, some of them provided financial aid for the attainment of the goal of the creoles who sought reform from the colonial government in Spain.

#### 3. The Political Instability in Spain

Like the other government, the absolute power of the Spanish monarchy was threatened by liberalism. Some of the population preferred a liberal government while the others preferred absolutism. In the span of three decades, there were continuous changes in the monarchy of Spain.

The continues change of the government from absolute to liberal government and from liberal to absolute government brought instability not only in Spanish government but also to the Spanish colonial government in the Philippines.

#### 4. The Administration of Carlos Ma de la Torre

Carlos Ma de la Torre was a liberal leader who was assigned in the Philippines in 1868. He opened Malacanang to the Filipinos and solicited suggestions from the native about the administration of the country. He abolished the espionage and implemented the freedom of speech, instead of declaring war against the rebels, he met with them and encouraged them to support the Spanish government. His liberal ideas made him the champion for the Filipinos but angered the Spanish in Manila and the friars. After two years he was replaced by Governor General Rafael Izquierdo who imposed repressive policies towards the natives. The administration of de la Torre gave ideas to the Filipinos that it was possible to adopt liberal ideas so those creoles that experienced his leadership encouraged other people to seek reform from the government.

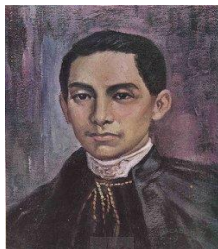
#### 5. The Issue of Secularization

The liberal administration in Spain ordered the closure of all the churches in Spain so the friars who lost their church in Spain traveled to the Philippines since in the country the church played the vital role of maintaining control over the people. Because of this, they replaced the secular priests with the regular priests, this action pushed the Filipinos to create a Secularization movement. The objective of this movement was to fight for the rights of the secular priest and it was headed by Father Pedro Pelaez and Father Mariano Gomez.

#### 6. The Execution of GomBurZa



Father Mariano Gomez was known for his leadership in Bacoor Cavite not only on spiritual development of the parishioners but also in economics. He let the parishioners borrow money without interest, the excess fund for the parish for the investment of the people, and because of this the additional income of the parishioner was again donated to the church. He was not only popular in Bacoor but also in Batangas, because of his popularity and wealth of his parish he became part of the watch list of the regular priests.



Father Jose Burgos was the most promising among the three priests. Thru writings he defended the secular priest against the Spanish priest who insisted that the Filipino priest were not deserving to have their own parish. He wrote "*Manifiesto que a la noble nacion Espanola*", he stated that the Spanish priest wanted to convince the public that the Filipino priests were inferior so that they could make themselves the only perpetual curate in the country. He replaced Father Pedro Pelaez as curate of Manila Cathedral, his numerous essays angered the regular priests.



Father Jacinto Zamora was the parish priest in Marikina, he was the classmate of Jose Burgos and also part of the Secularization movement.

In January 20, 1872, the workers in Cavite arsenal had the rebellion against the additional deductions in their salary and the lost of exemption in tribute imposed by Governor General Rafael Izquierdo. The rebellion happened on cavite arsenal, however, the accused leader of the rebellion were the Gomburza. This was due to the testimony of Francisco Zaldua, the only witness that they had, that the leaders of Cavite mutiny were the Filipino priests and without due process, Governor General Rafael Izquierdo ordered the execution of the three priests and Francisco Zaldua on February 17, 1872 in Bagumbayan.

The execution of the Gomburza had a tremendous effect to the Filipino community. It served as an eye opener that all people could experience the injustice of the Spaniards, even the workers of the church. It awakened the nationalistic spirits of the creoles and sought reform from the Spanish Colonial Government in the Philippines.

#### 7. The Rise of the Creoles

The creoles was considered as the third class in the Philippine society during the Spanish era, they were the result of the intermarriage of the natives, Spaniards and Chinese. They were also the ilustrado or the well educated people who acquired their education in the prominent schools in Philippines and Europe. Their education gave them idea about the good government, equality

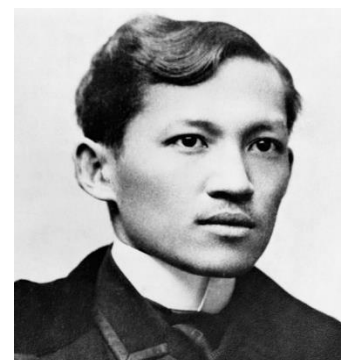
and the right of the people to overthrow the government if the latter would not implement programs for the welfare of the people. The creoles used propaganda to encourage the Filipino people to seek for reform in the government and they succeeded in awakening the indios or the masses to put into actions all of their struggles.

### **The First Wave of Struggle Against the Spaniards**

The first wave of struggle of the Filipinos against the Spaniards did not aim for total independence of the country from Spain but for political reform, equality between Spaniards and Filipino and the assimilation of the Philippines to Spain. The perspective of the well educated Filipinos is that the country was not yet ready for independence since the Filipinos did not have education for a good government.

### **The Reformist**

1. Jose Rizal is the greatest reformist in the Philippine society and the first person who thought that the Philippines was a nation and the Filipinos should be united and educated to reform their own society. His novels and essays inspired the Filipinos to fight for their rights and later on for their independence. He also used his writings to awaken the Filipinos and seek reform to the Spanish Colonial Government. Jose P. Rizal was declared as *Erehe* and *Pilibustero*, or the enemy of the church and the government. He was executed in December 30, 1896 and his death heightened the anger of the revolutionist. His death was the start of the new chapter of the history of the Filipinos.
2. Graciano Lopez Jaena is one of the greatest orators in the Philippine History, he used his talent to expose the true conditions of the country under the Spanish rule. He defended the Filipinos and let the other nations know that the Filipinos were also capable to handle reform and development. He gained his education in the seminary but he did not continue because he criticized the friars. He wrote the *Fray Botod*, a novel about the friar which he described as a big bellied man, abusive, immoral and selfish. In 1889, together with the other Filipinos in Madrid, they founded the *La Solidaridad* and it was him who became the first editor in chief, it was a newspaper that published the true condition of the Philippines and encouraged the other Filipinos to seek for reform. He lived in Spain without financial support from his family and because of lack of funds his health deteriorated and he suffered tuberculosis and in January 20, 1896, he died in Barcelona.
3. Marcelo H. Del Pilar was a brilliant writer and a social reformer. He used his pen to campaign for social justice and exposed the hindrance in the attainment of the development in the Philippines. In 1880, he used his mastery in Tagalog language to encourage the Filipinos to have self dignity as a Filipino. In 1882, he founded the *Diariang Tagalog*, a newspaper which published the nationalistic sentiments of the Filipinos. In 1888, he wrote the manuscript entitled *Caiingat Kayo* which defended Jose Rizal against the friars who labeled Rizal as the enemy of Catholic Church. He also wrote the *Dasalan at Tocsohan* which criticized the prayer Our Father and Hail Mary. His writings angered the Spaniards and to avoid being arrested he moved to Madrid, however due to lack of food and nutrients, he died on July 4, 1896 because of tuberculosis.





## The Organization of Reform

### 1. The Circulo-Hispano Filipino

An organization of Spanish and Filipino in Madrid founded in 1882 and sought reform from the Spanish government in the Philippines. The organization used propaganda or newspaper to expose the real situation in the Philippines to catch the attention of the Spanish government in Madrid, however, its existence ended when the Minister of Colonies discouraged the members to continue fighting for its aim.



### 2. The La Solidaridad

The newspaper which was the organ for the Filipinos to express their sentiments for the Philippines against the Spanish colonial government in the country. It was founded in January 1, 1889 but the first subscription came out on February 15, 1889. It aimed for the secularization of the Parishes in the Philippines, participation of the Filipinos in their own government, freedom in speech, equality, assimilation and the representation of the Filipinos in the Spanish Cortez. However, because of the lack of funds and unity among the Filipinos in Spain the existence of the newspaper ended on November 15, 1895.



### 3. The La Liga Filipina

A civic society founded by Dr. Jose P. Rizal on July 3, 1892. It aimed for the unity of the whole archipelago, mutual protection of law, defense against all violence and injustice, development of instruction, agriculture and commerce and finally the application of the reforms needed by the society. However, Dr. Jose Rizal was exiled to Dapitan which split the group into two because of the conflict of the middle class members and the masses members.



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## LEARNING UNIT 8

### THE SECOND WAVE OF THE FILIPINO STRUGGLE

#### Learning Outcomes

At the end of the unit, students are expected to describe the changes of the forms of living from early Filipinos up to the present.

#### Time Frame:

Day (Week 8)	Topic
1	KKK
2	The Uprising in 1896
3	The Tejeros Convention

#### Materials Needed

Short bondpaper, coloring materials, pen, ruler.

#### Suggested Activities

Create a slogan with the theme “Kalayaan 2020: Tungo sa Bansang Malaya, Nagtutulungan, at Ligtas.

### THE SECOND WAVE OF THE FILIPINO STRUGGLE

The peaceful way of struggle against the Spaniards did not end the injustices of the colonizers in the country. In spite of the campaign for social reform of the Filipinos in Madrid, the Spanish Colonial Government in the country failed to deliver the needed reform for it could not give something that she did not have.

The second wave of the Filipino struggle was more violent, the patience of the masses ended up and with arms they wanted to gain independence from Spain. These masses were enlightened by the writings of the creoles especially Dr. Jose P. Rizal, his novel gave them idea about the revolution and how it could overthrow the government and to realize their aim, they founded KKK.

#### KKK

The **Kataas-taasan Kagalang-galangan Katipunang Anak ng Bayang** was an organization which aimed for the independence of the Filipinos under Spanish rule. It was founded by Andres Bonifacio, Deodato Arellano, Valentin Diaz, Teodoro Plata, Ladislao Diwa on Kalye Azcarraga on July 7, 1892. Andres Bonifacio took the leadership as the Supremo of KKK, he encouraged that all members should aid each other in times of sickness and death.



#### Membership

The KKK used the triangle method in recruitment of the members. In this method one member recruited two members who did not know each other. Before a person became a member, he needed to answer numerous questions that would test his sincerity and loyalty for KKK and when he passed, he signed his name in the document using his own blood as the ink. However, the triangle method took them so long before they could recruit members so they allowed the members to recruit a lot of members even if those members knew each other.



Level of Membership	Name of Membership	Password	Symbol
First grade	Katipon	Anak ng bayan	Black hood, Z. L1.B.
Second grade	Kawal	Gomburza	Green Hood Three angles of the Triangle with letter K
Third grade	Bayani	Rizal	Read Mask Three KKK arranged to form a triangle.

### Structure of KKK

The government of KKK had three branches, The Kataastaasang Sangunian or the Supreme Council which was composed of the president, fiscal, secretary, treasure and inventor, the Sanguniang Bayan or the Provincial Council and the Sanguniang Balangay or the Popular Council.

### Kartilya of KKK

Kartilya of KKK was written by Emilio Jacinto and it consisted of thirteen teachings which the members should follow.

- a. A person's life should be used for a cause.
- b. Kindness is to desire for common good.
- c. Greatness is being charitable and loving your fellow men.
- d. Equality of men regardless of social class and race.
- e. Noble person prefer honor than personal profit.
- f. One should honor his word.
- g. Value your time.
- h. Defend the oppressed.
- i. An intelligent man could keep secret.
- j. A father is a guide of his wife and children to good path.
- k. Respect women.
- l. Do not do things that you don't want to happen to your wife and daughter.
- m. The noble man is a person of dignity and honor.

### Kalayaan

It is a newspaper that helped the spread of the teachings of KKK. The funds for its establishment came from the members and in 1895 they were able to establish the printing press for the newspaper.

### The Faction of KKK

The expansion of KKK in different parts of the province of the country led to the breakdown of the secret organization into factions and the leading factions of KKK were the Magdiwang in Manila headed by Mariano Alvarez and the Magdalo in Cavite headed by Baldomero Aguinaldo. The factions later became the source of disunity of the KKK.

### The Uprising in 1896

The violent struggle of the Filipinos against the Spaniards started in 1896. In August, the members of the KKK from the eight provinces of the country, Manila, Cavite, Bulacan, Nueva Ecija, Tarlac, Batangas, Laguna and Pampanga joined the uprisings against the Spaniards.

## The Start of the Uprisings

- August 19, 1896 – Father Mariano Gil was able to know the information about KKK because of the confession of Honoria. She was the sister of Teodoro Patino, a member of KKK who revealed the secret of the organization because he had the conflict with the other members of KKK. But according to other sources, the Spaniards already had the idea about KKK since May 1896 and it was confirmed when they discovered a copy of Kalayaan in one printing house. The discovery of KKK led to the imprisonment of Dr. Jose P. Rizal because the Spaniards accused him as the founder of KKK and the imprisonment of all suspected members of KKK.



The leadership of KKK met in the cave in Bitukang Manok (Pasig) to plan the start of their uprising even if the organization was not ready to launch the attack because the Spaniards were doing the mass arrest on the suspected members of KKK.

- August 21, 1896 – the katipuneros went to Kangkong as their meeting place and when they arrived at the house of Melchora Aquino, known as the mother of the Katipuneros, Andres Bonifacio asked the Katipuneros if they are willing to fight the Spaniards until the end of their lives and most of the katipuneros answered yes. And then he asked them to put out their cedula and tore it as the sign of the end of the Spanish dominance over them. This event was known as the Cry of Pugad Lawin, however, the real date and place of the event was still under research because the primary sources have different date and venue for the said event.
- August 25 until August 30, 1896 – Andres Bonifacio together with other Katipuneros suffered a big loss because of the inferior weapons and lack of military tactics since the discovery of KKK happened in the time the group was not yet ready for the battle.
- September – the uprising spread out in Manila and other provinces and so Governor General Ramon Blanco declared Martial Law in eight provinces who participated the uprising. The suspected members of KKK were executed without due process and numerous numbers of people were imprisoned and tortured. The wealthy families who did not support the KKK and had no connections to the group also became the victim of extortion by the Spaniards.
- September 5, 1896 – the forces of Magdalo headed by General Emilio Aguinaldo were able to defeat Gen. Aguirre in the battle in Imus.
- September 12, 1896 – the Governor General Ramon Blanco ordered the execution of thirteen people from Cavite as warning for the public that they should not join the uprising. The thirteen people were known as the Trece Martirez.
- December 30, 1896 – Dr. Jose Rizal was executed in Bagumbayan (Luneta).
- December 31, 1896 – Andres Bonifacio went to Cavite to resolve the conflict between the Magdiwang and the Magdalo group, however, he was not able to resolve the problem since the issue was about the leadership.

## The Tejeros Convention

- March 28, 1897, the members of Katipunan gathered in Tejeros because they needed to plan for their offensive against the Spaniards but in the early part of the meeting Severino de las Alas suggested that they should have an election. Even Andres Bonifacio was hesitant to agree but he had no choice but to allow the election, he just said that they should respect whoever was elected even if he was not educated.
- Emilio Aguinaldo was not present in the convention but still he won the presidency over Andres Bonifacio and for every position he was nominated but he did not win, for Vice President was Mariano Trias, for Capitan General was Artemio Ricarte, for War Director was Emiliano Riego de Dios and

until finally Andres Bonifacio was elected as Director Interior. But Daniel Tirona complained because according to him, Andres Bonifacio did not deserve the position since he was not a lawyer. Andres felt insulted so he put out his revolver and was about to shoot Daniel Tirona but the latter was able to hide. Then Andres Bonifacio declared that the election was null and void.

- March 23, 1897, another convention was held in Naic and another election and Andres Bonifacio won the presidency so in height of the struggle the Filipino forces could not advance against the Spaniards because of the issue of legitimate leadership.
- April 28, 1897, the council of war under the government of Emilio Aguinaldo had the meeting and they recommended the execution of Andres and Procopio Bonifacio. In May 8, 1897 when Emilio Aguinaldo received the verdict, he signed it and in the morning of May 10, 1897 General Norberto Noriel ordered Lazaro Makapagal to execute the Bonifacio brothers.

### **The Execution of Andres Bonifacio**

There were a lot of versions on the execution of Andres Bonifacio. In the account of one witness, Andres Bonifacio challenged the guards in a duel, and then Lazaro Makapagal shot him at the back and when he fell on the ground his body was chopped into pieces. However, to the account of his executioner Lazaro Makapagal, he did not want to kill Andres and Andres convinced him to follow the order because his refusal would endanger his family. Andres Bonifacio asked him to bury his body and he buried the body of Supremo near the river where the land was soft and the grave was scattered by the animals.

The narrative about the execution of Andres Bonifacio had different interpretations and the historical facts about the issue were hard to find out but the truth was that the Filipino revolutionists were the one responsible for his death. In the time when they needed unity as one nation, their struggle against the Spaniards led to the conflict among them because of the issue of leadership.



### **The Revolution after the Death of Andres Bonifacio**

The death of Andres Bonifacio led to the disunity of the katipuneros and the establishment of the different government of the revolutionist in different provinces. The disintegration of the forces of the Filipinos became one of the reason why the Filipinos failed the revolution.

The different provinces had their own leader and objectives. The other leaders did not prefer independence but they wanted to gain back their land from the Spaniards and others would want to have their own government. They also did not recognize the leadership of Emilio Aguinaldo.

April 23, 1897 – Governor General Primo de Rivera issued a decree for the pardon of the Filipino rebel and when the Filipinos ignored his decree, he extended it until May 17, 1897. Some of the Filipino surrendered to the Spaniards while others continue their resistance. The offensive of the Spaniards in Batangas made the forces of Aguinaldo to retreat and slip to Morong Rizal.

The forces of Aguinaldo established their headquarters in Biak-na-Bato, San Miguel de Mayumo, Bulacan. Whiel in the Biak-na-Bato, the forces of Aguinaldo was able to gain new forces from the provinces of Central Luzon and he joined the forces of General Mariano Llanares of Nueva Ecija.

In the continuing resistance of the Filipino against the Spaniards, Governor General Primo de Rivera prohibited the Filipinos in leaving their towns, however the natives did not mind the decree and continued their uprisings. But even in uprising, Aguinaldo issued a proclamation which stated the demand of the Filipino to the Spanish government which included the removal of the friars and the secularization of the parishes, the equality between Spanish and Filipinos, the freedom of speech and representation of the

Filipinos in the Spanish Cortes but he did not include the independence of the country. This could also mean that his government was still willing to reconcile with the Spanish government.

### **The Treaty of Biak-na-Bato**

The chance of reconciliation was mediated by Pedro A. Paterno, a creole who wanted the Spanish government to take over the administration of the country. He negotiated with Emilio Aguinaldo and Primo de Rivera to return the peace and order in the country. In December 12-15, 1897, both sides worked for peace settlement. In December 15, 1897 after the three revisions, Pedro Paterno signed for the part of the Filipinos and Primo de Rivera for the part of the Spaniards in the Treaty of Biak-na-Bato.



### **The Contents of Biak-na-Bato**

- a. The group of Emilio Aguinaldo would leave the Philippines to Hongkong as voluntary exile.
- b. The Spanish government would pay 800,000 to the Filipinos in three installments, the first payment was 400,000 upon the departure of the group of Aguinaldo, the second payment was 200,000 when the revolutionist surrendered their arms and third was 200,000.
- c. The Spanish government would pay an additional of 900,000 to the families of the Filipinos who were not part of the revolution.
- d. The group of Aguinaldo left the country in December 27, 1897 for Hongkong upon receiving the 400,000 from the Spaniards. However, the other Filipinos continued their struggle against the Spaniards and did not recognize the Treaty of Biak-na-Bato. And the others did not surrender their weapons because they did not trust the Spaniards.

**WORKSHEET #8****NAME:****SCORE:****YEAR & SECTION:****DATE:**

- I. Arrange the following events. Write letter A – E in the space provided.

A.

- \_\_\_\_\_ 1. The Cry of Pugad Lawin
- \_\_\_\_\_ 2. The Tejeros Convention
- \_\_\_\_\_ 3. The Death of Andres Bonifacio
- \_\_\_\_\_ 4. The Naic Convention
- \_\_\_\_\_ 5. The Battle of Zapote Bridge

B.

- \_\_\_\_\_ 1. The Treaty of Biak na Bato
- \_\_\_\_\_ 2. The foundation of the Filipino Headquarters in Nueva Ecija.
- \_\_\_\_\_ 3. The voluntary exile of the Government of Aguinaldo to Hongkong.
- \_\_\_\_\_ 4. The execution of Dr. Jose Rizal
- \_\_\_\_\_ 5. The temporary ceasefire between the Filipino and Spanish



## LEARNING UNIT 9 THE AMERICAN INTERVENTION

### Learning Outcomes

At the end of the unit, students are expected to create a short love story using the setting of the American Intervention.

### Time Frame:

Day (Week 9)	Topic
1	The Meeting with the Americans; The Battle of Manila Bay
2	The Road to Independence
3	The Mock Battle; The Malolos Congress

### Materials Needed

Short bond paper, pen

### Suggested Activities

1. Write a short love story that have the concept and setting during the American time.
2. The story must only occupy a maximum of 2 short bond paper.

### The Meeting with the Americans

America in the beginning of the 19<sup>th</sup> century was knocking at the door of imperialist country and in order to be part of those was to defeat one of the imperialist. During those times, Spanish empire was starting to collapse after the successive revolution of their colonies. Moreover, the Pro expansionist Americans thought that the Spanish Empire would be their way to imperialism so they had the communication with different countries under the imperial Spain.



- 1898 - in Cuba, people were having their struggle against Spain and during the struggle, the Americans continued in their business in the country and were waiting for a chance to intervene in the war of the Cubans and Spanish.
- February 15, 1898 – the USS Maine, a US ship in Havana, Cuba exploded and the American government blamed the Spaniards in the destruction of their ship and so they declared war against Spain.
- April 23, 1898 – Howard Bray, an American who stayed in the Philippines for a long time informed Emilio Aguinaldo about the request of the American Consul for a conference with him. Moreover, because Aguinaldo had hesitation of having communication with the Americans, Bray assured him that the Americans did not intend to colonize the Philippines since they did not colonize Cuba, a country that was nearer to them. Emilio Aguinaldo with two companies travelled to Singapore and met with an American consul, Spencer Pratt. The American consul encouraged Aguinaldo to cooperate with Commodore George Dewey in their attack against the forces of the Spanish in the Philippines. Emilio Aguinaldo then expressed that he wanted to return to Manila so Commodore George Dewey gave him instruction that he should go back to Hong Kong because they would sail to Manila. However, when Emilio Aguinaldo arrived in Hong Kong, the ship of Dewey already sailed to the Philippines.



## **The Battle of Manila Bay**

- May 1, 1898 – the American forces headed by Commodore George Dewey arrived at Manila bay and faced the Spanish forces headed by Patricio Montojo. The famous battle of Manila bay was also the first encounter between the Spanish and the Americans after the war declaration of Americans against the Spaniards in February 1898. In the said battle, Commodore George Dewey was able to defeat the Old naval ship of the Spaniards, the Spanish Armada and between the two forces, they only had one casualty and approximately 230 casualties came from the Filipinos who witnessed the war between the Spaniards and the Americans. However, the battle in Manila Bay became front-page news in America because they were able to defeat a world power.
- When Emilio Aguinaldo heard the news about the battle of Manila Bay, his eagerness to return to the Philippines increased and he informed the Americans about his plan on going back to the Philippines but George Dewey said that they were preparing the way for the return of Aguinaldo in the country.
- May 4, 1898 – the members of the Hong Kong Junta had a meeting, they advised Emilio Aguinaldo to return to the Philippines, and then again, he insisted to the Americans that he needed to return to the Philippines.
- May 17, 1898 – after the delays, Aguinaldo boarded the USS McCulloch with the weapons that he bought using the money that he got from the Treaty of Biak-na-Bato.
- May 19, 1898 – Aguinaldo arrived at Cavite. On the same day, he was fetched by Commodore George Dewey and asked to board in the ship Olympia where he received the military honor that according to Dewey was his personal recognition and did not compromise the American government.

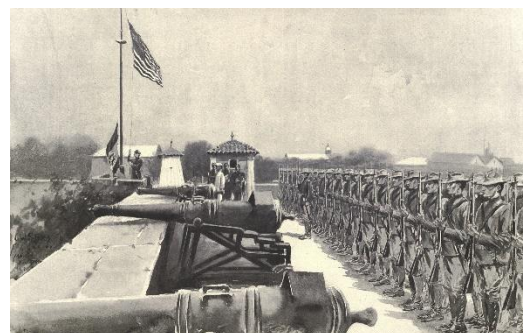


## **The Road to Independence**

- May 21 to June 1898 – the Filipinos fought to win the different provinces of their country. In the end of June they were able to crush the Spanish forces and the only remaining strong force of Spain was in the walled city of Intramuros.
- June 12, 1898 – as suggested by other revolutionists, Emilio Aguinaldo declared the independence of the Philippines from Spain in the balcony of his house in Kawit, Cavite even if the Spanish colonial government in Manila did not surrender yet. In the declaration, they showed the Flag of the Philippines by Marcela Agoncillo, Lorenza Agoncillo and Delfina Herbosa de Natividad in Hong Kong and they let the crowd hear the March National Filipina or the National Anthem of the Philippines composed by Julian Felipe from the writings of Rafael Palma. Aguinaldo became the first president of the country, however, during the declaration there was no presence of American officials or representative that would recognize the independence of the country.

## **The Mock Battle**

The Spanish forces in Intramuros continued their resistance against the Americans and Filipinos. The troops of Aguinaldo guarded all the passage of Intramuros and cut the food and water supply in the venue. However, the troops headed by Governor General Basilio Agustin did not want to surrender to the Filipino because they considered them as the inferior race and they could admit defeat if they will surrender to the Americans. The Spanish government had a verbal agreement to the Americans that they would surrender to Commodore George Dewey to save their face. they would



also cede Philippines and other colonies that they have to the American government, Emilio Aguinaldo was not aware of this agreement and he trusted the words of Wildman, that the Americans had no intentions of making Philippines as their colony.

As the first step of the plan, the Commodore George Dewey asked Aguinaldo to remove his troops in the vicinity of Intramuros and let the American troops occupy their post. Aguinaldo asked Dewey to write a letter about his request and the Commodore promised Aguinaldo that he would do so after they followed the request. However, Commodore George Dewey did not write any letter about his request. Although Aguinaldo already had suspicions, he followed the request of Dewey and let the American troops occupy their post in Intramuros.

In August 11, 1898, Aguinaldo received an order that his troops should not cross the boundary or else they would receive an open fire. This order magnifies the suspicions against the Americans and so with the other members of the Filipino government. Still they did not stop the Americans in their offensive against the Spaniards.

In August 13, 1898, the American forces increased in number because the reinforcement had already arrived since June, the troops headed by General Wesley Merritt, General Greene Arthur McArthur. While the Spanish forces were very weak but still there was to have a mock battle just to avoid the suspicions of the Filipinos that they had a secret agreement. The two forces had their mock battle from morning until the late afternoon and then the white flag was seen in Intramuros as the symbol of surrender of the Spanish forces.

After the mock battle and the surrender of the Spanish forces, the American forces did not leave the country and instead they settled in Manila and established their American Military Government under the leadership of General Wesley Merritt, Elwell Otis and General McArthur while the government of Emilio Aguinaldo remained in Malolos, Bulacan.

### **The Malolos Congress**

- July 28, 1898 – Emilio Aguinaldo gave the Malolos Congress the power to advise the president.
- September 15, 1898 – the congress decide to create a Constitution which would be the framework of the government of Emilio Aguinaldo. The Malolos Constitution was the first constitution in Asia and it is based on the proposed framework of Felipe Calderon that he based from the Constitution of the countries in Latin America. The Constitution was ratified in January 21, 1899 and had the following important provisions:
  - a. The legality of the Declaration of Independence in Kawit Cavite.
  - b. The separation of church and state.
  - c. The establishment of Republican Government.
  - d. The division of the government into three branches, the Executive, Legislative and Judiciary.
  - e. The legislative branch is higher than the Executive and Judiciary.
  - f. The Unicameral legislature.
  - g. The bill of rights of the citizens.



The ratification of the Malolos Constitution gave legality to the First Republic headed by Emilio Aguinaldo as president and his leadership was assisted by the following Cabinet members that he personally chose before the inauguration of the constitution:

1. President of the Cabinet and Secretary of Foreign Affairs – Apolinario Mabini
2. Secretary of Interior – Teodoro Sandico
3. Secretary of War – Baldomero Aguinaldo
4. Secretary of Finance – Mariano Trias
5. Secretary of Welfare – Gracio Gonzaga

The existence of the Malolos Constitution lasted for less than a month because in February 5, 1899 the Filipino-American war started and again destroyed the peace and order in the Philippine society.

**WORKSHEET #9****NAME:****SCORE:****YEAR & SECTION:****DATE:**

I. Arrange the following events. Write letter A – E in the space provided.

A.

- \_\_\_\_\_ 1. The return of Emilio Aguinaldo in the Philippines.
- \_\_\_\_\_ 2. The meeting of Aguinaldo and Spencer Pratt in Singapore.
- \_\_\_\_\_ 3. The arrival of Commodore George Dewey in Manila Bay.
- \_\_\_\_\_ 4. The voluntary exile of Aguinaldo to Hongkong.
- \_\_\_\_\_ 5. The destruction of the Spanish Armada.

B.

- \_\_\_\_\_ 1. The declaration of Independence.
- \_\_\_\_\_ 2. The creation of the Malolos Constitution.
- \_\_\_\_\_ 3. The return of Aguinaldo to the Philippines.
- \_\_\_\_\_ 4. The Mock Battle.
- \_\_\_\_\_ 5. The Treaty of Paris.

## LEARNING UNIT 10 THE FILIPINO-AMERICAN WAR

### Learning Outcomes

At the end of the topic, students are expected to identify the factors that cause the Filipino – American War.

### Time Frame:

Day (Week 10)	Topic
1	The Treaty of Paris; The Filipino-American War
2	The Battle between Filipinos and the Americans; The Assassination of General Antonio Luna
3	The Death of Gregorio del Pilar; The American First Commission; The Report of the Commission; The resignation of Apolinario Mabini; The End of the Filipino-American War

### Materials Needed

Short bond paper, coloring materials, pen

### Suggested Activities

1. Create a flow chart that summarizes the events during the Filipino-American war.

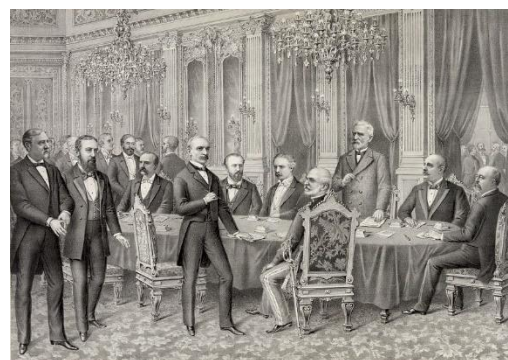
## THE FILIPINO-AMERICAN WAR

The suspicions of General Emilio Aguinaldo finally had the evidence; the increasing numbers of American troops proved it even after the Spaniards had already surrendered. The Americans had the intentions of annexing the Philippines because of the following reasons: first, the country was a potential market of the surplus products of the Americans; the strategic location of the country made it a good naval base and the center of the commerce since it was near China and finally the Americans could get raw materials because the country was rich in natural resources.

### The Treaty of Paris

In line with the initial protocol signed in August 12, 1898 which gave way to the surrender of the Spanish troops headed by Governor General Basilio Agustin to the American troops headed by Commodore George Dewey, five Americans and Spaniards were commissioned by their government to meet in Paris for the drafting of the peace treaty between US and Spain.

- December 10, 1898 – the treaty of Paris was signed. According to the treaty, the Spanish government ceded the Philippines, Guam, Puerto Rico, and Cuba to US Government. The US Government would pay 20, 000, 000 dollars to Spanish government as payment for the permanent structures that the Spaniards built in the four countries, the Spanish would maintain their free trade in the four countries until the tenth year of the existence of the treaty and the friars and the religious orders would remain in the country and their properties would remain to them.



- February 4, 1899 – an incident happened between the Americans and Filipinos, wherein the Filipinos were blamed as the ones who started the war. This was the reason that the American Legislature signed the Treaty of Paris.

### **The Filipino-American War**

The administration of William McKinly had no reason to colonize the Philippines and the US congress was beginning to question the presence of the US troops in the country since colonization was prohibited in the US constitution. However, the business community in America viewed that expansion was beneficial to the business sector.

The Filipino troops under the leadership of Emilio Aguinaldo continued to function as the military force of the government along with the American troops. In some instances, the Americans and Filipino troops had conflicts because of jurisdiction and recognition.

In February 4, 1899, the Filipino troops under the leadership of Luciano San Pedro had the conflict with the American troops. The American troops ordered the Filipino troops to stop and not to cross the San Juan del Monte bridge which was under their jurisdiction but the Filipinos ignored their order and instead repeated the word “Halt” as Halto. William Robert Grayson, an American soldier shot the group of Luciano, and the Filipinos fired back.

The incident reached General Elwel Otis so he declared the war against the Filipinos and when General Emilio Aguinaldo received the news he sent a letter to Otis that the firing was against his order and he was looking forward for diplomatic means in ending the problem. However, according to Otis since the Filipinos started the war then the Americans were willing to wage war against the Filipinos.

### **The Battle between Filipinos and the Americans**

The Filipino forces in Laloma faced the Americans under General Arthur McArthur because of the knowledge in military Science and advance weapons, the Americans were able to defeat the forces of Major Jose Torres Bugallon and advanced to the location of Caloocan where the troops of Antonio Luna was waiting for them. However, after two days, the forces of Luna suffered from casualties and he then decided to retreat to Polo.

In the Southern part of the country, General Lawton led the Americans against the Filipinos along the Manila to Dagupan railway and Americans succeeded and in March 30, 1899 the Americans were near the Malolos government in San Miguel de Mayumo. The forces of Aguinaldo escaped to Nueva Ecija and established new headquarters.

In other part of the country, the Americans were successful in colonizing the post of the Filipino troops. General Wheaton was able to capture Las Pinas, Morong, Santa Cruz, Paete and General Lawton won the battle in Zapote, Bacoar and Dasmarinas.

The Filipino also had their victories against the Americans but these were not enough as compared with the victories of the enemy. General Gregorio del Pilar won against the American troops in Plaridel, Bulacan and General Licerio Geronimo was able to defeat and kill General Lawton in San Mateo.

In Iloilo, General Martin Delagdo tried his best to save the province from the colonization of the Americans however, the American forces headed by General Miller was successful in their continuous attack in the province and in February 20, 1899, the province fell to the new colonizer.

The headquarters of Emilio Aguinaldo was again under the attack of the Americans so he needed to transfer again to avoid being captured, General Antonio Luna and Gregorio del Pilar assisted him in his escape thru guarding the different passages so that the American troops would not be able to reach his place.





### **The Assassination of General Antonio Luna**

General Antonio Luna was known for his knowledge in military science because he had the training in this aspect in Madrid. Using his ideas, the Filipino troops used their mastery in the geographical setting of Central Luzon and the mountains in their offensive against the Americans. His brilliance was recognized by Emilio Aguinaldo and promoted him to the rank of general. However, other Filipinos disliked him because they knew Luna could be threat to them in leadership. In one incident, he disarmed the group of Kawit soldiers because the latter did not obey his orders in battle and because of that, the Americans were able to defeat them. He was also a disciplinarian and others viewed him as impulsive and because of these characteristics, he was unpopular to the other Filipino soldier. His service to Emilio Aguinaldo and to the Philippine government was not considered and his enemies were able to convince Aguinaldo that he was a threat and he deserved to be assassinated.



In June 1, 1899, General Antonio Luna was in Bayambang, Pangasinan and he received a telegram from Emilio Aguinaldo ordering him to go to Kabanatuan and he left his troops under Colonel Roman. In going to Kabanatuan, since he trusted Aguinaldo so much, he did not ask his troops to accompany him but had only one guard. In June 5, 1899 they reached Kabanatuan and when he went upstairs to see his enemy and the other members of the Kawit company which he disarmed. And before he could escape, the members of the Kawit company stabbed him and others shot him, he died because of more than 40 stab wounds and gunshots that he received from his fellow men.

The death of Antonio Luna made the Filipino soldiers from the north withdraw their support to Aguinaldo and because the American troops had the greater soldiers in the country they were able to defeat the Filipino forces in the Philippines.

### **The Death of Gregorio del Pilar**

The loyal ally of General Aguinaldo was the young soldier and general Gregorio del Pilar. He was with Aguinaldo since the start of the revolution against the Spaniards and was part of Hong Kong Junta or the Filipino government in exile to Hong Kong. During the Filipino-American war, he still showed his loyalty and service to the government of Emilio Aguinaldo. As his service, he guarded the passage of Emilio Aguinaldo during his escape from the Americans. However, he died during the battle because of the disloyalty of the other Filipino to their own government.



The troops headed by Gen. Gregorio de Pilar blocked the passage of Tirad Pass to let the troops of Emilio Aguinaldo escape. The Pasong Tirad was an advantage to the Filipino troops because of its elevated location but Januario Galut, an Igorot negotiated with the Americans and showed the secret passage to Tirad Pass. Del Pilar did not notice the advance of the US troops so the Americans defeated the force of Del Pilar and killed the young general in December 2, 1899.

### **The American First Commission**

President William McKinley appointed Jacob Schurman as the first commissioner of the Americans in the Philippines. Commissioner Jacob Schurman was a lawyer. He was at first hesitant to accept the task given to him but because of the encouragement of William McKinley, he accepted the offer. In March 4, 1899, he arrived in the Philippines, one month after the start of war between the Filipinos and the Americans. In one month, he, together with five other commissioners studied the needed reform



in the Philippines and then provided the recommendations. The following are the recommendations of the Schurman Commission:

- a. The Philippines is not yet ready for the establishment of their own government so they need the presence and guidance of the American government.
- b. The establishments of public schools in different part of the country to educate those who cannot afford to pay for the tuition fees.
- c. The establishment of the American Civil government in replacement to the military government.
- d. The appointment of the Filipinos in their local government.
- e. The number of primary schools be increase at the earliest possible moment and new schools be established.
- f. The establishment of good agricultural and manual training school with English as medium of instruction.
- g. The United States should not withdraw from the Philippines pending any action on the part of congress.
- h. Great care should be taken in the selection of officials to be given government position.
- i. The complete separation of church and state and priest should not be given any civil office.
- j. The government should pay close attention to public sanitation, water supply, drainage, removal of excrement, quarantine and make a special study of the tropical diseases.

### **The Report of the Commission**

1. In the province of Panay alone, more than 35000 had taken the oath of alliance to the newly established government.
2. The Filipinos are incompetent to govern themselves and recommended the establishment of the Civilian government run by American bureaucrats.
3. The Philippines had immense deposit of copper, coal, gold, iron, Sulphur, marble, granite and petroleum.
4. They also reported on the forest reserves of the Philippines with many species of trees.
5. The commissioners underscored the potential of the Philippines to be the market of American surplus products.
6. The commission proposed the establishment of a centralized educational system that would be compulsory, non-sectarian and would have a prescribed and definite curriculum for each year.

### **The resignation of Apolinario Mabini**

Apolinario Mabini was known as the *sublime paralytic* and the *brain of the Philippine revolution*. During the exile of Emilio Aguinaldo to Hong Kong, he encouraged the remaining Filipino revolutionists in the country to continue fighting for the sake of their country and independence thru writing different newsletters. This heroism reached the attention of Emilio Aguinaldo so upon his return he ordered for the search of Apolinario Mabini and then appointed him as one of his advisers and Cabinet member. However, the other Filipinos like Pedro Paterno and Felipe Buencamino did not want Apolinario Mabini because he was a threat to their leadership in the Philippine Congress.

In the creation of the Malolos Constitution, it was only Mabini who noticed that the power of the legislative body was higher than the two branches and the power in reards to budget was also in the legislative body. So they pressured Emilio Aguinaldo to disregard Mabini in his cabinet and Aguinaldo agreed to the request of Buencamini and Paterno and in May 7, 1899 he created a new Cabinet members and excluded Mabini from the list. When Mabini learned the news, he then wrote a letter of resignation to Aguinaldo.



### **The End of the Filipino-American War**

The Filipino-American war ended upon the captivity of Emilio Aguinaldo in Palanan, Isabela in March 23, 1899 with the help of the revolutionist from Macabebe, Pampanga. The Americans were able to intercept the message of Aguinaldo to other Filipino soldiers asking for reinforcement when they captured Cecilio Segismundo. And then the Americans had a conspiracy with the people of Macabebe, Pampanga against Emilio Aguinaldo. General Frederick Funston asked the help of the Macabebes to act as the reinforcement for Aguinaldo and when they were able to get inside Palanan, they revealed their identity and the American troops entered Palanan to capture Aguinaldo.

Upon captivity, Emilio Aguinaldo was brought to Malacanang palace and William Howard Taft convinced him to cooperate with the American government and in return he would receive the Hacienda de Imus. And in April 1, 1901, Emilio Aguinaldo pledged alliance with the Americans.

**WORKSHEET #10****NAME:****SCORE:****YEAR & SECTION:****DATE:**

- I. Discuss the answer in the following questions. Write your answer in the space provided.
1. What were the content of the report of the Schurman Commission and how did this affect the struggle of the Filipinos for Independence?
  2. What were the reasons why the Filipinos were defeated by the Americans?
  3. What was the effect of the resignation of Apolinario Mabini to the leadership of Emilio Aguinaldo?

## LEARNING UNIT 11 THE AMERICAN COLONIZATION

### Learning Outcomes

At the end of the topic, students would be able to identify the traits of American colonizers that influence Filipino culture.

### Time Frame:

Day (Week 11)	Topic
1	The Administration of William Howard Taft; The benevolent Assimilation as Executed by William Howard Taft in the Philippines
2	The Repressive Policies; The Continuing Resistance of the Filipinos; Changes in Philippine Society during the American Era
3	Economy; Religion

### Materials Needed

Camera

### Suggested Activities

1. Take a picture of one of the culture, tradition or characteristics that the Americans has influenced Filipinos.

## THE AMERICAN COLONIZATION

The American was part of the Second Wave of Imperialism, wherein the Colonizers wanted to portray the character of being liberator and the purpose of their colonization was to civilize the people in their colony. In the speech of President William McKinley he mentioned about his dream that God spoke to him and said that he chose American people as the protector of the Filipinos. God want the American people to educate the Filipino so that they could be civilize and if they were ready to establish their own government, then the American government would grant their independence. This principle of William McKinley in colonization was known as the manifest destiny and then they applied the benevolent assimilation in colonization of the Philippines.

### The Administration of William Howard Taft

The first American civil governor in the Philippines was William Howard Taft and the architect of the American colonization in the country. He was a hard working administrator who would start working from 8:00 AM until 9:00 PM. He was also a lawyer and hesitant to follow the order of William McKinley in annexing the Philippines because of the principle of equality and he was also not in favor of colonization. However, because William McKinley promised him the position of the Chief Justice of the US Supreme court after he followed the order of McKinley, he obeyed the order of his master.

He reached the Philippine island and received a cold welcome from other American leaders especially the officers of the military because his arrival was the end of the military leadership in the country. Instead of living



**William Howard Taft**

in Malacanang, he could not occupy his true office because the Military governors, Weley Meritt, Elwell Otis and Arthur McArthur still occupied his place. Therefore, he rented the house of the Cayetanos in Pasay as his temporary residence.

### **The benevolent Assimilation as Executed by William Howard Taft in the Philippines**

The Americans used the principle of Benevolent Assimilation in the colonization of the Philippines and tried to win the trust of other Filipinos using the diplomatic means. William Howard Taft implemented different projects and policies to pacify the Filipinos. The different means of pacification were the following:

1. The establishment of public schools in the different provinces of the country, all expenses and materials needed in the primary education were shouldered by the Americans.
2. The establishment of Philippine Normal School to train teachers in September 1, 1901.
3. The Pensionado Program or the scholarship for the deserving Filipinos from the provinces and those students who passed the examination would be given the scholarship and would travel to America for their education.
4. The improvement of sanitation and health.
5. The establishment of the local government.
6. The development of infrastructures.
7. The establishment of different malls and hotels.

### **The Repressive Policies**

The diplomatic means of pacification was used for the provinces and place where the Filipinos cooperated with the Americans but in place where there was resistance, they imposed repressive policies such as the following:



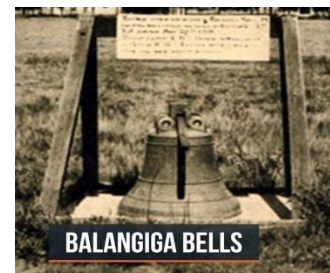
1. Flag Law – prohibits the display of the Filipino flag or any representation of it.
2. Sedition Law – prohibits the Filipinos in writing and saying statements which criticized or contradicted the American government in the Philippines and in accordance to this law all newspapers, books, articles or any written documents would undergo censorship.
3. Reconcentration Law – the Americans identified the places that would be the residence of the Filipinos and the community was divided into different zones. This was implemented for the easy implementation of the law and to avoid the rebellion of the Filipinos because they could be monitored easily.
4. Brigandage Act – prohibits the Filipino from joining any military organization and those people who opposed the American rule were called as Ladrones or thieves.

### **The Continuing Resistance of the Filipinos**

1. General Miguel Malvar. The province of Batangas was one of the places in the country who had great resistance against the American colonization. And even after the capture of Emilio Aguinaldo, they continued their battle against the Americans. However, after the hostilities of the Americans in the province and the fall of other leaders General Miguel Malvar surrendered to the Americans.
2. Macario Sakay. The Filipinos in Southern Tagalog region refused to accept the provisions of the Treaty of Biak-na-Bato, which declared the temporary ceasefire between the Spaniards and Filipinos, and during the time of the American colonization, the Tagalog under the leadership of Macario Sakay continued their resistance even after the force of Emilio Aguinaldo fell into the Americans.

Macario Sakay founded the Tagalog Republic and he stood as the president and they continued to fight the Americans. However, in July 20, 1906 he surrendered to the American forces because the Americans promised him amnesty and convinced him to surrender and to cooperate to the American government but the Americans did not follow the agreement and instead they labeled Macario Sakay as Tulisan or thief and in September 13, 1907 he was hanged and before he died he still shouted his aspirations for the freedom of the Philippines.

3. The Balangiga Massacre. The town of Balangiga was a small town in Samar and a little port in the tip of the province where the Americans established their garrison to imprison the suspected Guerilla members. In the leadership of Vicente Lukban, the Filipinos planned to attack the American Garrison, they wore the dress of the women and pretended that they were, so the Americans let them enter the garrison and when the bell of the Balangiga rang, the Filipino revealed their identity and killed all the Americans in the garrison.



Upon hearing the news, General Jake Smith, informed President Theodore Roosevelt about the death of the Americans in the hands of the Filipinos and in return he ordered to make Samar as “a howling wilderness” and they killed the people in Samar and burned the houses in the place and for six months they experienced hostilities of the Americans. In February 27, 1902 the Americans captured Vincente Lukban and the resistance of Samar to American rule ended.

4. The Moro Resistance. The area of Mindanao was never colonized by the Spaniards nor the Americans. However, because of the Treaty of Paris, the area of the Muslim was also ceded under the American government so they needed to pacify the area. Moreover, since they could not use force as initial means of pacification, they used the treaty to pacify the people in Mindanao. In August 20, 1899, General John C. Bates, as the representative of the Americans and Sultan Jamil Kiram as the representatives of the Moros signed a treaty known as the Bates Treaty.

### **The Content of Bates Treaty in the Tausug Language**

1. The local leaders of Sulu allowed the Americans to have free trading in their locality.
2. The Americans were not allowed to intervene in the local affairs of the people.
3. The American would recognize the power and sovereignty the government of Sulu.

### **The Content of Bates Treaty in the English Language**

1. The establishment of American forces in Sulu.
2. The acceptance of the local leaders of Sulu to the American sovereignty.
3. The Americans had the right to intervene in the local affairs of the people and to settle the disputes and conflicts.

The different meanings of the treaty resulted to the bloody encounter between the American forces and the Muslim in Mindanao as shown in the Battle in Bud Bagsak in 1913. The Americans were not able to control the island of Mindanao and they placed the lands of Mindanao in the Homestead Act or the land reform program of the Americans which stated that they would grant the land to the person who would make the land productive and due to the program the Catholics from Luzon and Visayas migrated to Mindanao. This policy resulted to conflict between the Filipinos, not because of religious orientation but because of the land.

### **Changes in Philippine Society during the American Era**

#### **1. Politics**

The national government of the Philippines during the American era was governed by the American Civil Governor and the American commissioner in the Philippines. However, in the branch of the legislative, the Filipinos were able to participate in the Philippine Assembly since 1907, but the American still had the power to approve and disapprove the bill. In the judiciary, Cayetano Arellano



was the first Filipino Chief Justice but the different courts were under the American judge. The domination of the Americans in the Philippine politics existed since 1899 until 1912 because after the long period of supremacy of the Republican, in 1912 election the Democrats succeeded.

### **A. The Filipinization of the Government of the Filipinos**

Civil Governor Francis Burton Harrison was the first Democrat civil governor in the Philippines. The principle of his political party reflected the policies that he implemented in the Philippines like Filipinization of the government. In this program, the Philippines Commission was composed of the majority of Filipinos and also in the Council of State and in the Board of Control. In 1916, Jones law was passed and stated that the Legislative power should be in the hands of the Filipinos, the creation of the two chambers of the legislative branch, the upper chamber should be composed of 24 senators and in the lower chamber were the representative from the different district. The ambitious Filipino politicians took advantage of the Filipinization of the government, they made themselves visible in the different areas and in 1916, only six percent of the Civil service was under the American leadership.

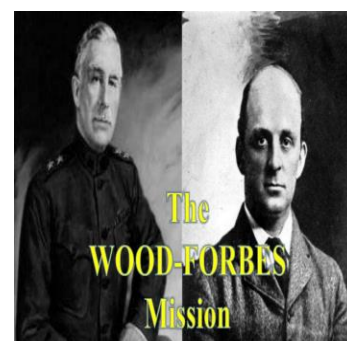
In 1916, Jones Act was ratified by the US congress, this law gave a definite plan for the possible independence of the Philippines, and the act contained the following provisions:

1. The position of the civil governor was still reserves for the Americans.
2. The term of office of the Filipino resident commissioners in America would be lowered into two years from three.
3. The Philippine Assembly was replaced by bicameral legislature.
4. The Judicial branch was still composed of the chief justice and the lower courts.

### **B. The Wood-Forbes Mission**

In 1921, another Republican administrator ruled the government of America, Warren G. Harding. He wanted to verify if the Filipinos were ready for their independence so he commissioned Major General Leonard Wood and the former Civil Governor of the Philippines Cameron Forbes, to verify if the Filipinos could really run their government for future independence. And the reports of the commission were the following:

1. The Filipinos are not yet ready to attain their independence and run the government because of the rapid Filipinization imposed by the former Civil Governors which resulted to mistakes in finances, the administration justice was always delayed and the other Filipinos in the government could not handle their power and responsibilities well.
2. To attain independence, the Filipinos should work on the press that could channel the public opinion, the good teachers that could elevate the level of education and give consideration for the rights and welfare of the cultural minorities.



### **C. The Crisis in the Administration**

The administration of Hardings believed on the report of the Wood-Forbes mission and because of this, he appointed Major General Wood as the next Civil Governor of the Philippines. In his administration in the country, he contradicted the policies of Harrison and Wilson and instead he imposed a policy which limited the autonomy of the Filipino politicians.

In July 17, 1923, the cabinet members of Wood resigned and this encouraged nationalistic feelings among the Filipinos during those time and Manuel L. Quezon, Sergio Osmena, Manuel Roxas and the other Filipino politicians took advantage of this event to gain popularity.

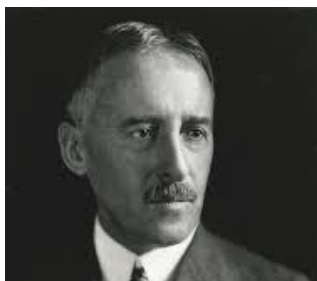
In the program of the Filipinization, Manuel L. Quezon was elected as the President of the senate, while Sergio Osmena as the speaker of the lower house. They both belong to the Nationalista Party

but in 1922 the two leading politicians separated ways. However, because of the issue against the anti-independence policies of Gen. Wood the two parties reconciled.

The anti-Wood sentiments were used by the Filipino politicians to gain the support of the public to their future ambition of a position in the government.

In 1923, the conflict between Civil Governor Wood and the Filipino members' legislature became wider because in 217 bills that the legislative body passed 46 were vetoed by Wood. And in the eyes of the Filipinos, wood was using his power to control the government and to hinder the future grant of independence to the Philippines.

#### **D. The Reconciliation**



**CIVIL GOVERNOR  
HENRY L. STIMSON**

In the administration of Civil Governor Henry L. Stimson gave way to the reconciliation of the Filipinos and the American administrators in the Philippines. He was able to balance his authority as the Civil Governor and his relationship with the Filipino leaders brought harmony in the government. He believed that the Philippines should attain its independence. However, he was not in favor for the immediate independence since the country still lacked able leaders who work for the welfare of the people.

Civil Governor Stimson focused on the development of the economic aspects and revived the Council of the State that encouraged the cooperation of the Filipino members of legislature to the executive branch. He was not able to develop the economy because of the fear of the Filipinos that the foreigners would exploit their resources. Still Stimson was able to pacify the Filipinos and gained support from its leaders in the continuation if the Americans in their administration in the country.

#### **E. The domination of the Filipino elite in the Government**

The Filipino elite were able to dominate the local government and the legislature during the American era. They gained control in the local scene since the Americans knew that their collaboration to the foreign rule could help a lot to the domination of the Americans in the National government. After few years of the American colonization, the Civil Governor saw the need to grant them position in the Philippine Assembly because they could influence the public to assert independence. However, their dominance gave way to the creation of Filipino style of democracy or the Cacique democracy wherein the big population were dependent to the privileged few in the decision and position of the government.

#### **F. Suffrage**

The Filipinos were allowed to vote but they should be qualified based on the following qualifications:

1. Male, 23 years old and above
2. He was able to reside in a certain area for 6 months.
3. With experience in holding a position in the municipal government.
4. With property amounting to 500 pesos or paying taxes which exceed 30 pesos.
5. He was able to read and write in English and Spanish.

#### **Economy**

The American government in the Philippines imposed a one way free trade wherein the products of the American in the Philippine market have no tariff and quota while the Filipino products going to the American market should have 20 percent of the raw materials from US. In 1909, the free trade of the Spaniards imposed in the Treaty of Paris in 1898 ended and the Americans implemented new trading policies so they implemented the Payne-Aldrich Tariff. It stated that the American goods should enter the

Philippine market without tariff and quota while sugar and tobacco of the Filipinos were subjected to quota and tariff in US market. In 1923, in the Underwood –Simons Act, it removed the quota limitations on the Philippine products so the Filipino products enjoyed the free trade enjoyed by the American products in the Philippine market.

The free trade imposed by the Americans killed the local industry since the small enterprise could not compete in the multinational corporations of the Americans with bigger capital than the Filipinos. This also made the Filipino dependent on foreign goods. However, they also enjoyed the profit they gained from the entry of the Filipino products. However, in 1925, the recession hit the American economy and the entry of the agricultural products of the Filipinos had disadvantage in the American farmers so the American legislature should return the tariff and quota in the Filipino products. In 1930, the American Congress took advantage of the assertion of the Filipino leaders of their independence and include the provision of the free trade that favored only the American products in the treaty in regards to the granting of independence.

### **The Religion**

The religiosity of the Filipino was very evident even in the time of revolution. In fact, the Filipino priests like the Gomburza played an important role in the rise of the Philippines Nationalism and in the campaign of the Filipinos for reform. Part of their request was the secularization of the Catholic church of the Philippines. After the revolution and the establishment of the American civil government in the country, the Filipino priests insisted that the Catholic churches should be transferred to the leadership of the secular priest. However, the position of the Spanish priest and their properties in the church was part of the Treaty of Paris so the government of William Howard Taft could grant the request of the secular priest. Instead of recognition, the Vatican issued Apostolic Constitution for the Philippines in September 17, 1902 that mandated the better training for native priests and their increasing role in church affairs and enforcement of ecclesiastical discipline and reforms.

The Filipinos were loyal to the Catholicism, the rituals and ceremonies of the Protestant were less attractive to the Filipinos unlike the Catholicism which the friars adopted the rituals and ceremonies of Paganism.

**WORKSHEET #11****NAME:****SCORE:****YEAR & SECTION:****DATE:**

I. Identify the effect of the following laws or acts implemented by the Americans.

1. Flag Law

2. Sedition Law

3. Reconcentration Act

4. Brigandage Act

5. Jones Law

## LEARNING UNIT 12

### THE CAMPAIGN FOR INDEPENDENCE

#### Learning Outcomes

At the end of the topic, students would be able to interpret impacts of history to the present life of Filipino people.

#### Time Frame:

Day (Week 12)	Topic
1	The Contents of Hare-Hawes-Cutting Law; The Commonwealth Era
2	The 1935 Election; The Commonwealth
3	Development during the Commonwealth

#### Materials Needed

Short bond paper, pen

#### Suggested Activities

Write a reaction paper regarding on the creation of Commonwealth government.

### THE AMERICAN COLONIZATION



Seated at the center of this photo are Senator Sergio Osmeña and House Speaker Manuel Roxas. In 1931, the OsRox Mission (which stands for "Osmeña and Roxas") successfully lobbied for the enactment of the Hare-Hawes-Cutting Act, which was passed over President Herbert Hoover's veto in 1932. This was, however, rejected by the Philippine Legislature. (Photo from National Library of the Philippines.)

The Filipino leaders had their competition for the mission for independence of the Philippines. The coalition of Manuel L. Quezon and Manuel Roxas was broken because of the affiliation of Roxas to Sergio Osmeña. Manuel L. Quezon allowed the mission for independence headed by Osmeña and Roxas because he needed rest because of his Tuberculosis in December 1933. However, when he realized that the mission for independence of Osmeña and Roxas could help the two leaders to dominate the political scene in the Philippines, he convinced the congress to cut the budget for the Os-Rox and asked the mission to go back to the country, but the mission did not follow his orders so when they came back, he used his influence so that the Philippine congress would disapprove the bill for independence of the Os-Rox mission. When the mission returned, they brought the Hare-Hawes-Cutting Law.

#### The Contents of Hare-Hawes-Cutting Law

1. Ten years existence of transitory government after the recognition of the Philippine Independence.
2. The creation of a constitutional convention that will draft the constitution that will be the basis of the Commonwealth government.
3. Free trade of the American products to the Philippines.
4. The appointment of the higher American commissioner in the Philippines to ensure the implementation of law.
5. The US president will still control the external affairs of the Philippines.
6. The Military bases of United States will stay in the Philippines.
7. There will be a 50 person limit in the entrance of the Filipino workers in the US.

However, the Philippine Congress disapprove Hare-Hawes-Cutting Law for the following reasons:

1. Its trading policies would negatively affect the local industry.
2. The policy in line with the immigration of the Filipinos to the America was offensive in the context of the Filipinos.
3. The Higher Commissioner in the Philippines had too much power
4. The inconsistency of the provisions about the military and naval force and contradicted the provisions in the declaration of independence in the future.

The disapproval of the Philippine congress to the Hare-Hawes-Cutting Law gave Manuel L. Quezon the reason to travel to US for another mission for the independence and as a result, he brought the Tydings-Mcduffie Law or Philippine Independence Act of 1935. In May 1, 1934 the Philippine legislature accepted the law. The content of the law is the same as the Hare-Hawes-Cutting Law but because of the popularity and influence of Quezon he was able to convince the Philippine congress to accept the provisions and sign the law. And upon the approval of the Tydings-Mcduffie law by the Philippine congress, the creation of the Constitutional Commission was held.

### **The Commonwealth Era**



Claro M. Recto headed the Constitutional Commission together with the known *seven wise men in the Philippine History*, Filemon Sotto, Manuel Roxas, Norberto Romualdez, Manuel Briones, Miguel Cuaderno, Vicente Singson Encarnacion and Jose P. Laurel who framed the 1935 constitution and in July 10, 1934. The 202 members of the constitutional commission ratified the constitution and in February 1935, it was presented to the President of the United States of America, Franklin Delano Roosevelt. In March 23, 1935 Roosevelt signed the constitution and in the same year it was presented to the Filipino thru a plebiscite. The following were some of the important provisions included in the 1935 constitution:

1. The government of the Philippines was divide into three branches: the Executive, Legislative and Judiciary.
2. The establishment of the Commonwealth Government that would train the Filipinos for their independence after 10 years.
3. The Bicameral legislature, the Senate and the House of Representative.
4. The Bill of Rights of the Filipinos.
5. The definition of the Filipino Citizenship (In the provision of the Citizenship under the 1935 Constitution, a Filipina would automatically lose her Filipino Citizenship when she married a foreigner and their child would need to choose his or her nationality when he or she reached the age of 21 years old.)
6. The suffrage for women and the political rights for them. The Filipina who is 21 years old and above, can understand and speak either Spanish or English, well-educated could register to vote for the election.

### **The 1935 Election**

The presidential election in 1935 was the first National election in the Philippines. The candidates were veteran Emilio Aguinaldo, the leader of the Iglesia Filipina Indipendiente Gregorio Aglipay and the handsome, full of charm Manuel L. Quezon. However, the tight competition was between Aguinaldo and Quezon, for the campaign and both parties used propaganda to discourage the voters to vote their opponents. Emilio Aguinaldo revealed the rape case of Quezon while the latter used the narrative of Andres Bonifacio against Aguinaldo. And at the end of the race, Manuel L. Quezon won as president of the Commonwealth government and his Vice President was Sergio Osmena Sr.



## **The Commonwealth**

In November 15, 1935, Manuel L. Quezon and Sergio Osmena had their oath taking as the president and the vice president of the Commonwealth Government. Their administration enjoyed the internal sovereignty but not external sovereignty so the government had the power to implement rules and programs for the welfare of the citizens, however, the relationship towards the other countries and the treaties was still under the control of the president of America.

## **Development during the Commonwealth**

1. Economy. The Philippine market became dependent on the products from America as the result of the Free Trade in accordance with the Tydings-McDuffie law. Because the American products could enter the Philippine market without paying tariff and quota but the products of the Philippines were subjected to quota and to tax of 4% and it increase until it reached 25%. However, Manuel L. Quezon and Theodore Roosevelt had an agreement that the tariff and quota would not be implemented to some of the products of the Philippines and the free trade of US to the Philippines would end in 1960.
2. The creation of the National Economic Council which could advice the government in the economic aspect of the country and could suggest programs to enhance the economy of the Philippines.
3. The establishment of the National Security which could ensure the national security against the foreign invasion and control the threat of the Sakdalista headed by Benigno Ramos and General Douglas MacArthur was appointed as the field Marshal of the Armed Forces of the Philippines.
4. The creation of the "Surian ng Wikang Panrehiyon" to study the different dialect in the country and recommend a National language. The Commission recommended Tagalog to become the National language of the country.
5. The implementation of the Commonwealth Act 211 or the minimum Wage Law that stated the 1 peso wage of the workers in a day and the 8 hours of work.
6. The creation of the court of Industrial relation as stated in the Commonwealth Act No. 213, and one of the main project in the attainment of the Social Justice.
7. The agricultural tenancy act which planned that in the next 10 or 15 years the big haciendas would be limited and the land would be distributed to the deserving farmers who cultivated the land. However, this project was never materialized because of the influence of the Hacenderos.
8. The creation of the National Council of Education in 1936 and the appointment of Rafael Palma as the chairman and in 1938 the Bureau of Education was able to produce textbooks and reading materials developed in line with the culture of interest of the Filipinos. Education was one of the Commonwealth government since Manuel Quezon believed that this was essential to the attainment of a social justice.

**WORKSHEET #12****NAME:****SCORE:****YEAR & SECTION:****DATE:**

I. Answer the following questions.

1. Discuss the effect of the Free Trade imposed by the Americans in the Philippine Market.

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2. Discuss the impact of the rivalry between Sergio Osmena Sr. and Manuel L. Quezon to the establishment of Philippine Government.

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## LEARNING UNIT 13 THE JAPANESE COLONIZATION

### Learning Outcomes

At the end of the topic, students would be able to create a timeline that shows the sufferings and experiences of the Filipinos during the Japanese Colonization.

### Time Frame:

Day (Week 13)	Topic
1	The Japanese Colonization;
2	The Philippines during the Japanese Era
3	The Liberation

### Materials Needed

Short bond paper, coloring materials, pen, ruler

### Suggested Activities

Create a timeline on the events happened during the Japanese colonization.

## THE JAPANESE COLONIZATION



The decade of the 1930's was the decade of the rise of Japan and Germany. The Germans headed by Adolf Hitler had their revenge against the countries who divided them as the punishment after they lost the First World War and the Japanese wanted to be part of the world power and gain colonies because of the following reasons; first, to get more raw materials for their products and to feed its growing population; second, to gain additional market for their goods; and third, was to gain glory as part of a powerful country.

The campaign of Adolf Hitler in Europe was equaled by the Japanese under the leadership of Emperor Mutsuhito or Tenno Meiji. The reign of Mutsuhito was the time of modernization of Japan. After a long time of closure of Japan to international market and to the communication with the outside world, the Japanese started the modernization and the government sent the brilliant Japanese students to travel to Europe to observe the government and technology in the different countries in Europe. The ideas and knowledge that the Japanese scholars learned from Europe was brought to Japan and then the government financed the development of these ideas into application. Aside for technological advancements, they also adopted the Constitution and the Military Tactics of the Germans.

While Adolf Hitler was doing aggressive move in Europe, Japan was also doing the same thing. In 1939, Japan invaded Manchuria and declared war against China. They also declared the Asiatic Monroe Doctrine which was the basis of their slogan, "Asia for Asians" and aimed for the Greatest East Asia Co-Prosperity Sphere which they used to encourage support from the Asians under the western domination.

After the declaration of war in Europe, the Japanese used the domino system in their colonization and viewed that they could colonize the South East Asia in a week, however, the loyalty of the Filipinos to the Americans became the hindrance in the attainment of the plan of the Japanese. They

invaded the Indo China, British Malaya and Indonesia and they were able to gain the cooperation of other countries in Asia but not the Filipinos.



In December 7, 1941, the Japanese attacked the biggest military base of the Americans in the Pacific, the Pearl Harbor. This was essential to end the dominance of the Western Power in the Pacific and the Americans also used the attack to have reason to declare war and join the Second World War to stop Hitler on its aggressive action and to dominate Europe. After the attack in Pearl Harbor, instead of attacking Japan, the US forces concentrated in Europe to aid the French and British against Adolf Hitler and Benito Mussolini.

In December 8, 1941, the Japanese attacked Manila and also different parts of the Philippines from south to north. And to prevent the city from being destroyed, in December 26, 1941, General Douglas MacArthur declared Manila as open city. He also ordered that the remaining Filipino and Americans soldiers should retreat to Bataan and Corregidor. Manuel L. Quezon also needed to travel to Corregidor because it was the safest place for the president and to avoid being captured by the Japanese forces.

In December 30, 1941, Manuel L. Quezon together with his family and other officials travelled to Corregidor and in Malinta tunnel, the environment inside Malinta made Manuel L. Quezon suffer from his tuberculosis. In Corregidor, he sent a letter ordering the other Filipino officials to like Jose P. Laurel to face the Japanese officials and to do everything that they could do to protect the Filipino people.

In January 2, 1942, Manila fell under Japanese control. The other officers of the country already left for Corregidor and other provinces to avoid being captured and to be forced to support the Japanese forces.

In February 18, 1942, Manuel L. Quezon together with his family boarded the submarine, Swordfish that brought them to Australia. From Australia, Quezon traveled to San Francisco, California. General MacArthur stayed in Australia to recruit troops against the Japanese.

In April 4, 1942, Edward P. King surrendered the forces in Bataan which marked the start of the famous death march or the march of the American and Filipino soldiers from Bataan up to San Fernando, Pampanga. When they reached San Fernando, they were forced to ride in the container van where most of them died because of suffocation until they reached the Camp O'Donnell in Capas, Tarlac. Moreover, in May 6, 1942, Jonathan Wainwright surrendered Corregidor to the Japanese.

In May 6, 1942, Corregidor fell under the Japanese forces so General Jonathan Wainwright surrendered the base. It was the last US Military base in the Pacific, which fell to the Japanese troops, and the downfall of Corregidor was the downfall of the US forces in the Pacific.

## **The Philippines during the Japanese Era**

### **Japanese Military Government**

The Japanese established a military government in Philippines, which was composed, of different agencies that would ensure the peace and order in the country. In January 21, 1943, Hideki Tojo the premier of Japan announced the establishment of the Republic of the Philippines because of the cooperation of the Filipinos with the Japanese government. Jose P. Laurel was appointed as the President of the 2<sup>nd</sup> Republic. This government was considered a puppet because the government just followed the order from the Japanese.

### **Economy**

The fear of the Japanese became the hindrance in the continuation of trade and Commerce. Some of the Japanese also confiscated the goods of the Filipinos and agriculture was also affected by the war and the fear existing in the society. The supply of the products decreased so the prices of the



**Mickey Mouse Money**

commodities went up, inflation and devaluation led to the existence of the Mickey Mouse money or the Japanese money, which because of inflation did not have value.

The Buy and Sell emerged as the number one job of the Filipinos because even if the people had money they experienced a hard time looking for a product to buy so there were people who bought certain products and sold it again for a higher price.

In the scarcity of food, the government encouraged the people to plant vegetables in their household. Kangkong became popular for the Filipinos because it was easy to plant and to harvest. The scarcity of rice also led to the consumption of “Sisid rice” or the rice that they got from the ship which sunk under water because of the war. To organize the distribution of rice, the government created the BIBA or the Bigasang Bayan. However, it did not answer the problem of rice production and distribution.

Some of the food like tea and coffee was used twice to save resources. Others used substitute for the goods which have limited supply. For rice, corn, sweet potatoes and banana were used as substitutes.

## Education

The Japanese also used education to reorient the Filipinos about their culture and to eradicate the Western influence to the Filipinos. They prohibited the use of English and forced the use of Tagalog and introduced Nihongo, opened the primary schools to educate the young minds about the good intentions of the Japanese in their colonization of the country, they also opened vocational schools, schools for teachers and for professional to enhance the courses in agriculture, engineering and fisheries.

In June 1942, the Japanese ordered for the opening of the schools but most of the Filipinos were hesitant to go to school because of fear of the Japanese and most of the children were also helping their parents in looking for food for survival.

## Society



“Rape and Massacre in Ermita” (1947) by Diosdado M. Lorenzo, now displayed at the Art Gallery of the National Museum of the Philippines, depicting the rampage of the Japanese marines during the Battle for the Liberation of Manila in 1945.

The society of the Philippines during the Second World War was full of fear, some of the people in the cities preferred to live in the provinces and in mountains to avoid the Japanese. In some houses, the family dug a big hole in their backyard enough for the whole family and stored food and water so if the Japanese forces were present in their community, they would stay in the hole until the Japanese forces left their vicinity.

The **Kepeitai** or the Japanese Military Police was created to discipline the Japanese troops in the Philippines. However, they were not successful in forcing their soldiers not to abuse the Filipinos. Some of the Filipino men and women experienced torture like the water cure, burning, insertion of nail in fingers, Jujitsu, electrocution and mental torture. They also established a house where they brought the comfort women and the comfort gays. In the streets, a Filipino needed to bow to the Japanese authority or else they experienced slapping from the Japanese authorities.

The Japanese also had the Radio Tasio and if the jingle of Radio Tasio was played, Filipinos anywhere in the country should dance in the choreography that the Japanese taught the Filipinos.

This was the evidence of obedience of the Filipinos to the Japanese rule. However, the Filipinos used the Radio San Francisco to gain knowledge about the update of the wars in the different parts of the world and so with the news about the American forces.

Aside from education, newspapers like the Philippine Tribune, the comics strips, other print ads and movies was also used by the Japanese to encourage the Filipinos to follow them and accept their colonization like what we did to the American rule. However, the stage plays and secret newsletters were used by the Filipinos to encourage the people to wait for the return of McArthur and the Americans.

HUKBALAHAP or the Hukbong Bayan Laban sa mga Hapones was established by the Filipinos to help themselves against the abuse of the Japanese soldiers. They were the true heroes of the community who were willing to take the risk and continued the fight even if the Americans left the country in the time that the Filipinos needed their help. To combat the HUKBALAHAP, the Japanese hired the Makapili as spy of the Japanese government who helped them identify the members of the HUKBALAHAP and Guerillas. This Makapili received food form the Japanese so the other Filipinos became Makapili so that their family could survive in the war.

### The Liberation



Legislative Building after the battle for Manila 1945

After the war in Europe and the downfall of Adolf Hitler and Benito Mussolini, the American forces started their attack in the Pacific and planned to gain back the territories in Asia that the Japanese took from the allied forces.

In 1944, the American forces under the leadership of General Douglas McArthur started their offensive against the Japanese. In June, the Japanese landed the Micronesia and in the middle of June the Japanese traveled to Marianas to face the American troops. In June 19, 1944 the battle of the Philippine Sea started and in the month of July, August and September the offensive of the Americans won against the Japanese forces.

In October 20, 1944, the American forces landed in Leyte and the Americans attacked the Japanese forces from North to South. In the battle in Leyte, the Japanese forces under the leadership of Seomu Toyoda used the Sho operation, which aimed to control the air and naval force of the Americans.

In October 25, 1944, the American forces were able to defeat the Japanese forces headed by Admiral Nishimura because the American task force trapped the Japanese forces in the narrow Surigao Strait. Because the Japanese forces did not expect that the Americans were waiting for them so they fell in their hands.

In January 9, 1945, the American forces landed in Lingayen Gulf and the Japanese forces were not aware that their enemy could enter their post so without much resistance the Americans were able to defeat the Japanese in Lingayen.

In February 3, 1945, the Americans were able to enter manila and free the American soldiers in University of Santo Tomas and the liberation of the different camps in Luzon made the Americans assume that the war is over so they let the inhabitants in manila who hid in the provinces to return to Manila.

In February 12, 1945, the Japanese massacred Manila, they went from house to house and killed all the people that they saw, they took the babies from their mothers and killed them, and they burned the houses and churches where the Filipinos were hiding. Even in the different schools in manila like in De La Salle University in Taft, they killed the people they saw hiding in different rooms. To immediately stop autocracies of the Japanese, the Americans bombed the different buildings that they believed the Japanese were hiding in. however, after the destruction of the buildings in Manila they discovered that the Japanese committed suicide as ordered by the authorities in Tokyo.





Prime Minister Winston Churchill and President Harry Truman declared the Potsdam, this declaration asked the Japanese Emperor to surrender. However, the Japanese government failed to reply to the order. In august 6, 1945, the American pilot namely Paul Tibbets Jr. bombed Hiroshima with the atomic bomb named "little boy" carried by the Enola Gay. When the Japanese still did not surrender, the Americans once again bombed japan, now in Nagasaki, on August 9, 1945. The atomic bomb destroyed the infrastructure and killed approximately 100,000 lives on the day of the explosion but increased after a day. Finally, Japan surrendered on August 15, 1945 and in September 2, 1945 Emperor Hirohito signed a peace treaty with the US.

**WORKSHEET #13****NAME:****SCORE:****YEAR & SECTION:****DATE:**

I. Identify the effect of the following statements. Write the answer on the space provided.

1. The attack of Pearl Harbor

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2. The declaration of the Open City of Manila

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3. The fall of Bataan

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4. The Leyte Landing

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5. The continuous loyalty of the Filipinos to the Americans

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6. The destruction of Manila

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7. The defeat of the Japanese forces in the Philippines

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8. The bombing of Hiroshima and Nagasaki

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