

Readings in Philippine History

RIPH111

1st Semester | Prelims

College of Hospitality and Institutional Management

PRELIMS WEEK 1:

HISTORY, SOURCES AND HISTORY METHOD

COURSE DESCRIPTION

- **Readings in Philippine History** is a three-unit course that develops students' understanding of Philippine history through the critical reading and analysis of primary and secondary sources.
- This course equips students with knowledge of significant events, personalities, ideas, and historical developments that shaped the Philippines and its people.
- The course aims to develop students' historical awareness and critical thinking by providing opportunities to examine different perspectives, evaluate historical evidence, and appreciate the relevance of Philippine history to present-day Filipino society.

DEFINITION OF HISTORY

- (Greek Word) "**Historia**" which means knowledge required through inquiry or investigation.
- The English word history is derived from the Greek word **HISTORIA** meaning **LEARNING**.
- Over time, the term evolved from a general search for knowledge into a specific study of the past.
- As a discipline it existed for around 2,400 years and is old as mathematics and philosophy.
- (Greek Word) "**istoia**" meaning learning.

HISTORY VS. SCIENCE: ARISTOTLE'S PERSPECTIVE

Natural History

- Aristotle viewed history as a systematic account of natural phenomena, regardless of chronological order.

The Shift to Science

- As time passed, the equivalent Latin word "**scientia**", which is science in English later was used more to designate non-chronological systematic accounts of phenomena.

Modern Definitions

- Today, history refers specifically to the "**past of mankind.**" History is the study of past events, particularly in human affairs.

Aristotle was an ancient Greek philosopher and scientist, widely regarded as one of the most influential thinkers in Western history.

DEFINITION OF HISTORY IN OTHER LANGUAGE

- History in German is "**Geschichte**", meaning, "**that which has happened**".

This means that the word implies that history teaches and we may learn from the lessons of history

THE REALITY OF THE PAST | THE LIMITS OF RECONSTRUCTION

- With the definition of history, it brings man to a recognition that history cannot be reconstructed, that the past of mankind, much of it, is beyond recall. And that even the best of our memories cannot re-create our past.

THE HISTORIAN'S GOAL | THE UNATTAINABLE TOTAL PAST

- The reconstruction of the total past of mankind is the total goal of historians which, however, is unattainable.
- Historians will never really know everything that happened in the past.

THE CHALLENGE OF EVIDENCE | FRAGMENTATION AND INTERPRETATION

- The problem that every historian confronts is that the evidence they rely on is likely to be fragmented, incomplete and even contradictory.
- The result is, each historian's conclusions are influenced by the evidence they have selected from what is available and from how they interpreted it.

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THE CHALLENGE OF EVIDENCE | FRAGMENTATION AND INTERPRETATION

Selection Bias

Each historian's conclusions are shaped by:

1. The specific evidence they select.
2. How they choose to interpret that evidence.

The Connection

- These fragments are the only link a historian has to bridge the gap between the present and the past.

THE BRIDGE OF HISTORY

- History is more than a record of what is lost; it is the imperfect but essential bridge we build from fragments to understand who we are today.
- We may never know everything about the past, but in searching for it, we find the lessons that shape our future.

HISTORICAL METHOD

- **Understanding the Process of Reconstructing the Past**
- The process of critically examining and analyzing the records and survivals of the past.

HISTORY AND THE HUMAN MIND

- To study objectively (intention of acquiring detached and truthful knowledge independent of one's personal reactions) a thing must first be an object and must have an independent resistance outside the human mind).
- Most of history is based on the **human mind** since most of history is based upon recollection (written or spoken history).

THE FUNNEL OF RECONSTRUCTION | THE NARROWING PATH OF HISTORY

The historian's work is limited by a series of filters:

1. Only a part of what was observed is remembered.

2. Only a part of what was remembered is recorded.
3. Only a part of what was recorded survives.
4. Only a part of what survived reaches the historian's attention.

THE HISTORIAN'S FINAL TASK | GRASPING AND NARRATING

- Only a part of what is credible has been grasped, only a part of what has been grasped can be expounded and narrated by the historian.

HISTORICAL SOURCES

The Building Blocks of History

WHAT IS HISTORICAL SOURCES?

- *Objects from the past or testimony concerning the past* which historians use to create their own depiction of the past.

SOURCES ARE GENERALLY CATEGORIZED BY FORM AND ORIGIN.

FORM

1. **Written Sources:** Published materials (books, journals etc.) and manuscript (handwritten and unprinted like archival materials and memoirs)
2. **Non written Sources:** Oral history, artifacts, fossils, etc.

ORIGIN

1. **Primary Sources:** Testimony of an eyewitness or contemporary. Created during the time under study (e.g., diaries, original artifacts). Offers an **"inside view"** of an event.
2. **Secondary Sources:** Interpretations and analyses of primary sources. One or more steps removed from the event (e.g., modern textbooks)

HISTORICAL CRITICISM AND REPOSITORIES OF PRIMARY SOURCES

Understanding Authenticity, Credibility, and the Guardians of Philippine Heritage

WHAT IS A HISTORICAL CRITICISM?

- It settles matters regarding the form and content of a source through two lenses:

External Criticism (Authenticity) and **Internal Criticism (Credibility)**.

EVALUATING THE SOURCE

External Criticism (Authenticity)

- Deals with the physical nature of the source.
- **Goal:** To spot hoaxes, fakes, forgeries, and fabrications.

Internal Criticism (Credibility)

- Deals with the reliability of the information within the source.
- **Goal:** To determine if the content can be trusted as truth.

TEST OF EXTERNAL CRITICISM

**IS IT AUTHENTIC? TO VERIFY A SOURCE'S
"OUTWARD" GENUINENESS, HISTORIANS CHECK:**

Anachronisms

- Does the material, skill, or culture exist in that time period?

Handwriting/Signature

- Is the author's "hand" unique and consistent?

Provenance/Custody

- Who owned the document? Is its chain of custody genuine?

Semantics & Hermeneutics

- Analyzing the meaning of words

TEST OF INTERNAL CRITICISM

**IS IT CREDIBLE? ONCE A SOURCE IS PROVEN
AUTHENTIC, ITS "INNER" TRUTH IS TESTED:**

Character of the Author

- What is their reliability?
- Are they able and willing to tell the truth?

Corroboration

- Historical facts should not stand alone.
- They must rest upon the testimony of two or more reliable witnesses.

KINDS OF PRIMARY SOURCES

**VOICES FROM THE PAST PRIMARY SOURCES
OFFER AN "INSIDE VIEW" OF HISTORY. EXAMPLES
INCLUDE:**

Physical Remains

- Human fossils (bones, skin) and Artifacts (tools, implements).

Official Records

- Royal decrees, laws, court records, and legislative journals.

Personal Narratives

- Memoirs, autobiographies, and interview records.

Media & Geography

- Maps, newspaper reports, and official reports.

MAJOR NATIONAL REPOSITORIES

WHERE HISTORY IS KEPT THE PHILIPPINES HAS FOUR PRIMARY GOVERNMENT INSTITUTIONS DEDICATED TO PRESERVATION:

1. National Archives of the Philippines
2. National Library of the Philippines
3. National Historical Commission of the Philippines
4. National Museum of the Philippines

FOCUS: THE NHCP AND NATIONAL ARCHIVES

PRESERVING NATIONAL MEMORY

1. NHCP

- Established in 1933 (as PHRMC); aims to instill pride and awareness of Filipino heroes through research and conservation.

2. National Archives

- The “**Home of 60 Million Documents.**”
- Includes the Spanish Division of Archives established after the Treaty of Paris (1898).
- Operates under **RA 9470** to ensure records are accessible and revitalized for modern identity.

UNIVERSITY LIBRARIES AND DIGITAL ARCHIVES

ACADEMIC AND INTERNATIONAL REPOSITORIES

1. UP Diliman Library

- Houses the Filipiniana Collections and the digital Saliktroniko.

2. UST Miguel Benavides Library

- The oldest university library (founded in the early 17th century).

3. Ateneo Rizal Library

- Features the American Historical Collection (13,000+ books).

4. PARES

- (Portal de Archivos Españoles): A Spanish digital archive providing free access to Philippine history during the Spanish occupation.

“History does not simply tell us what happened—it teaches us how to think critically about why it happened, how we know it happened, and what lessons we must carry into the future.”

PRELIMS WEEK 2:

COMPARING PRIMARY AND SECONDARY SOURCES

Analyzing divergent perspectives in historical records regarding the Katipunan, the struggle for Philippine independence and its history.

COURSE TOPICS OVERVIEW

Topic 1: Revolutionary Memoirs vs. Official History

- An in-depth critical analysis contrasting Santiago Alvarez’s eyewitness testimony in “Katipunan and the Revolution: Memoirs of a General” directly against academic narratives found in Teodoro Agoncillo’s seminal “History of the Filipino People”.

Topic 2: Archaeological & Prehispanic Sources

- An evaluation of physical evidence and archival manuscripts, focusing closely on excerpts from Robert Fox’s landmark study, “The Tabon Caves”, alongside William Henry Scott’s comprehensive treatise on prehispanic sources.

LESSON 1 PART I: PRIMARY SOURCE RECORD

Examining firsthand accounts from the Tejeros Convention through the lens of General Santiago Alvarez.

ABOUT THE AUTHOR

SANTIAGO ALVAREZ

- Santiago Alvarez Celebrated as “**Kidlat ng Apoy**” (**Lightning of Fire**), a fearless commander of Cavite’s famous battles, including the crucial victory at Dalahican.
- Born July 25, 1872; studied Arts at Letran and Law at Liceo de Manila.
- Only child of Revolutionary General Mariano Alvarez and leader of the Magdiwang faction.
- Served as Captain General and Delegate General of the Katipunan provincial council in Cavite.
- Commanded the defensive forces protecting revolutionary territories against aggressive Spanish campaigns.
- Wrote invaluable memoirs preserving minute details of internal revolutionary politics and factional disputes.

ABOUT THE ACCOUNT

Form:

- Personal memoir / firsthand historical narrative

Author:

- Santiago Álvarez

Date:

- Written as a memoir based on his experiences during the Philippine Revolution

Why is it a memoir?

Memoirs are personal written accounts in which individuals describe events they experienced, witnessed, or participated in. They provide firsthand perspectives that can be compared with later interpretations by historians.

ALVAREZ MEMOIRS: THE TEJEROS CONVOCATION

March 25, 1897:

- The historic assembly at Tejeros was convened, orchestrated by invitations signed by Secretary Jacinto Lumbreras of the Magdiwang Council.

Magdiwang Leadership Present:

- Supremo Andres Bonifacio, Mariano M. Alvarez, Pascual Alvarez, Ariston Villanueva, Mariano C. Trias, Diego Mojica, Emiliano R. de Dios, and Santiago Rillo.

Magdalo Leadership Present:

- Baldomero Aguinaldo, Daniel Tirona, and Cayetano Topacio seated at the presidential table alongside Magdiwang members.

Pre-Assembly Intrigues:

- Secretary Ariston Villanueva received confidential alerts that Daniel Tirona intended to subvert the assembly proceedings, alerting Captain General Apoy to maintain armed readiness.

ALVAREZ MEMOIRS: IDEOLOGY AND CLASHES

The Central Question of Government

- When Chairman Lumbreras opened discussions on strengthening military defenses, Severino de las Alas interjected, demanding to settle the fundamental issue of what kind of government should be established first.
- Lumbreras defended the existing Katipunan government, noting its established authority, laws, and foundational principles of freedom and brotherly love.

Sharp Accusations & Anger

- Antonio Montenegro supported de las Alas, provocatively arguing that maintaining the status quo would reduce revolutionaries to **“a pack of bandits or wild, mindless animals.”**
- Deeply offended, Captain General Apoy delivered a fiery retort, defending the honor of the Katipunan and ordering Montenegro’s arrest before the intervention of Rizal’s family.

ALVAREZ MEMOIRS: ELECTIONS AND DISPUTES

- **Bonifacio Assumes Chair:** Lumbreras stepped down, arguing only the **“Father of the Katipunan”** should preside over establishing a new overall revolutionary government. Bonifacio assumed the chair, securing unanimous agreement to respect the majority’s will.

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- **The Presidential Vote:** Emilio Aguinaldo won the presidency over Andres Bonifacio. Diego Mojica warned of pre-filled ballots distributed beforehand, but Bonifacio ignored the warning to maintain unity.
- **The Tirona Insult:** When Bonifacio won Secretary of the Interior, Daniel Tirona publicly protested, arguing the position required a lawyer and insulting Bonifacio's lack of educational credentials.
- **Annulling the Election:** Outraged, Bonifacio demanded a retraction, pulled his revolver, and declared the assembly's election results null and void before storming out.

LESSON 1 PART II: SECONDARY SOURCE RECORD

Analyzing Teodoro Agoncillo's nationalist interpretation in "The Revolt of the Masses".

ABOUT THE AUTHOR

TEODORO AGONCILLO

Teodoro Agoncillo is acclaimed as the "*father of the nationalist perspective in Philippine historiography*."

- Revolutionized historical study by insisting history be written strictly from the Filipino point of view.
- Posthumously awarded the title of National Scientist on July 11, 1985.
- Author of the pivotal work "The Revolt of the Masses: The Story of Bonifacio and the Katipunan".
- Publication was suspended in 1948 due to fierce academic controversies before finally being released in February 1956.

ABOUT THE ACCOUNT

- **Form:** Historical analysis / historiographical work
- **Author:** Teodoro Agoncillo
- **Date:** 1956

Why is it a historical scholarly work?

A historical scholarly work is a written study of the past that analyzes historical events using available evidence, documents, and different historical perspectives.

Teodoro Agoncillo was a prominent Filipino historian who became known as the "Father of the Nationalist Perspective in Philippine Historiography." He challenged traditional interpretations of Philippine history and emphasized the importance of understanding historical events from the Filipino point of view.

AGONCILLO: DISCONTENT & THE IMUS MEETING

Deepening Mutual Suspicion

- Agoncillo details how mutual suspicions and jealousies between the Magdiwang and Magdalo factions resulted in severe military reverses under Spanish counter-offensives.
- The failure of one faction to aid the other created deep resentment, necessitating a joint convention to resolve leadership issues.

Bonifacio's Partiality at Imus

- At the initial Imus meeting, Bonifacio unceremoniously took the chair and seated Magdiwang ministers beside him, showing clear partiality due to his relation to Mariano Alvarez.
- Aguinaldo supported Edilberto Evangelista for president due to his higher education, while Bonifacio believed the presidency should be his as founder and Supreme Head.

COMPARATIVE ANALYSIS: TEJEROS CONVENTION

Analytical Point	Santiago Alvarez (Primary)	Teodoro Agoncillo (Secondary)
Nature of Account	Eyewitness general; highly detailed personal recollection of dramatic confrontations.	Academic historian; structural analysis of socio-political causes and factionalism.
View of Bonifacio	Defender of revolutionary legitimacy,	Tragic revolutionary leader

	deeply wronged by elite machinations and insults.	constrained by limited education and personal expectations.
The Election Outcome	Plagued by pre-filled fraudulent ballots distributed by the opposing faction.	Reflects a democratic shift toward institutional governance led by educated elites.

PRELIMS WEEK 2: LESSON 2

PREHISTORIC PHILIPPINES
COMPARING ARCHAEOLOGICAL AND
HISTORICAL SOURCES: ROBERT FOX & WILLIAM
HENRY SCOTT

PART I: ARCHAEOLOGICAL RECORD

*Examining Robert B. Fox's excavations at the **Tabon Cave Complex** in **Lipuun Point, Palawan**.*

ABOUT THE AUTHOR

ROBERT B. FOX

- Robert B. Fox a premier archaeologist and scholar of the pre-Hispanic Philippines, associated with the National Museum.
- Led a six-year archaeological research and excavation in **Lipuun Point, Palawan**.
- Discovered and studied the **Tabon Cave Complex**, which contained:
 - Ancient human fossils
 - Stone tools and other artifacts
 - Evidence from the Pleistocene period
- Recovered skull fragments, jaw bones, and teeth known collectively as "**Tabon Man**."
- Through osteological analysis, it was proved that the fossils came from more than one individual.

- Co-created the **1981 documentary The Philippine Story** with Hugh Gibb to showcase the discoveries.

ABOUT THE ACCOUNT

- **Type of Primary Source:** Archaeological Evidence
- **Form:** Archaeological artifacts / fossils / excavation records
- **Author:** Robert B. Fox
- **Date:** 1960s–1980s

Why is it archaeological evidence?

Archaeological evidence consists of physical remains, artifacts, fossils, tools, and excavation records that provide information about people and societies from the past.

- The archaeological research of Robert B. Fox, a prominent archaeologist and scholar associated with the National Museum of the Philippines, focused on understanding the early history and prehistoric people of the Philippines.

THE TABON CAVE COMPLEX

Limestone Cliffs of Palawan

- Located high above the South China Sea in **Quezon, Palawan**, the Tabon Caves served as a prehistoric hub inhabited for tens of thousands of years.
- Excavations revealed multiple cultural layers containing stone flake tools, charcoal cooking hearths, and decorated funeral jars indicating complex early human behavior.

THE TABON MAN FINDINGS

Excavation Context (1962)

- During initial June–July excavations at the rear of the cave, scattered fossil bones representing at least three individuals were recovered.
- Finds included a frontal bone with brows and nasal bone portions. Although disturbed by Megapode birds, data links fossils to Flake Assemblage III.

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Dating & Chronology

- Radiocarbon dating of associated charcoal from cooking hearths establishes that Tabon Man dates from roughly **22,000 to 24,000 years ago**.
- Deeper stratigraphic levels in the cave push human presence back into the Upper Pleistocene, reaching **45,000 to 50,000 years ago**.

CLASSIFICATION AND BRAIN CAPACITY

Homo sapiens:

- Fossil bones are definitively classified as modern humans (*Homo sapiens*).

Skull Dimensions:

- Preliminary studies revealed above-average skull dimensions when compared to modern Filipino averages.

Anatomically Modern:

- Proves early inhabitants possessed fully modern physical and cognitive capabilities.

Refuting Misconceptions:

- Fox explicitly refuted Scott's (1969) claim that Tabon Man was a "**less brainy individual**," noting claims stemming from informal conversations rather than direct study.

"There is no evidence that Tabon Man was a less brainy individual." — Robert B. Fox

PART II: HISTORICAL SOURCE RECORD

Analyzing William Henry Scott's critical historical synthesis on prehispanic source materials.

ABOUT THE AUTHOR

WILLIAM HENRY SCOTT

- William Henry Scott is an eminent historian specializing in pre-Hispanic Philippines and the

Cordillera, holding degrees from Yale, Columbia, and a **Ph.D. from UST (1968)**.

- Pioneered rigorous historical criticism that successfully exposed historical myths such as the fictional **Maragtas** and **Code of Kalantiaw**.
- Author of the seminal treatise *Prehispanic Source Materials for the Study of Philippine History* (1984).

ABOUT THE ACCOUNT

- **Type of Primary Source:** Historical Scholarship / Historical Analysis
- **Form:** Scholarly historical study / historiographical analysis
- **Author:** William Henry Scott
- **Date:** 1984

Why is it historical scholarship?

Historical scholarship is a systematic study of the past that examines historical evidence, documents, and sources to determine what can be reliably known about historical events.

William Henry Scott was an eminent historian who specialized in pre-Hispanic Philippine history and the Cordillera. He was known for applying rigorous historical criticism to examine claims about Philippine history and distinguish reliable evidence from historical myths.

SCOTT ON TABON STONE INDUSTRY

The Stone Age Factory

- Scott describes Tabon Cave as a "**little Stone Age factory**" where finished tools, waste cores, and flakes were manufactured across multiple strata.
- Assemblages accompanied by cooking fire charcoal dated by C-14 to **7,000 B.C., 20,000 B.C., 28,000 B.C.**, and deeper Upper Pleistocene levels.

Pre-Mongoloid Roots

- Scott interprets early fossil remains as representing an earlier physical type (showing affinities with Australian, Ainu, or Tasmanian lineages).
- Classifies these inhabitants as **pre-Mongoloid stocks** existing long before subsequent Southeast Asian migrations populated the region.

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COMPARATIVE ANALYSIS: FOX VS. SCOTT

Analytical Category	Robert B. Fox (Archaeologist)	William Henry Scott (Historian)
Primary Focus	Direct excavation data, osteology, stratigraphy, and artifact contexts.	Historical synthesis, source criticism, and macro-migration patterns.
Dating & Chronology	Focused on Flake Assemblage III association (22k–24k years ago).	Integrated broader C-14 chronology spanning 7k B.C. to 50k years ago.
Anthropological View	Emphasized above-average cranial dimensions; rejected intellectual inferiority.	Highlighted pre-Mongoloid racial stock links to early Oceanian populations.

“In remembering the past, we find the strength to forge a better tomorrow.”

“Sa pag-alala sa ating nakaraan, matatagpuan natin ang lakas upang bumuo ng mas mabuting kinabukasan.”

PRELIMS WEEK 3: LESSON 1

HISTORICAL CHRONICLE STUDY:
ANTONIO PIGAFETTA'S FIRST VOYAGE

Main topic:

An Excerpt from the Original Chronicle

Written by:

Antonio Pigafetta (c. 1491–1531)

REVIEWER POINT

This lesson focuses on **Antonio Pigafetta's account of the voyage**, particularly the events surrounding the **Battle of Mactan**.

ABOUT THE AUTHOR | ANTONIO PIGAFETTA

Who was he?

Antonio Pigafetta was:

- An **Italian scholar**
- **Navigator**
- **Explorer**
- From **Vicenza, Venice**

Areas he was knowledgeable in:

- Astronomy
- Languages
- Geography

His connection to Magellan's expedition

- In **1519**, Pigafetta joined the Spanish expedition to the **Spice Islands** led by **Ferdinand Magellan**.
- He joined as a **volunteer** because of his passion for exploration.

His journal

- Pigafetta carefully recorded the expedition in his **daily journal**.

Return to Spain

- He survived the dangerous voyage and was one of only **18 crew members** who returned safely to Spain aboard the **Victoria in 1522**.

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REMEMBER

Antonio Pigafetta = Italian scholar + navigator + explorer + eyewitness recorder of Magellan's expedition

ABOUT THE ACCOUNT | SOURCE INFORMATION

Category	Information
Form	Written narrative/travel/eyewitness account
Author	Antonio Pigafetta
Date	Written after the Magellan–Elcano expedition (published in the 1520s)
Type/meaning	A chronicle is a historical record that describes events in the order they happened.

Why is Pigafetta's account important?

- Pigafetta **personally participated in the expedition.**
- Therefore, his work serves as an **eyewitness narrative.**
- Because of this, it is considered one of the most valuable **primary sources for early Philippine history.**

KEY TERM

Chronicle = historical record describing events in the order they happened.

Primary source = here, Pigafetta's firsthand/eyewitness account.

AN ALLIANCE & A THREAT

ZULA AND MAGELLAN

What happened?

- On **Friday, April 26**, Zula, one of the chiefs of **Mactan**, sent his son to Magellan.

Gift

- He brought **two goats** as a gift.

Zula's problem

- Zula explained that he could not deliver everything he had promised because another chief:

Lapu-Lapu

- refused to obey the **King of Spain.**

Zula's request

- Zula asked Magellan to send soldiers to help him fight Lapu-Lapu.

Magellan's response

- Magellan agreed.
- He decided to personally go with:

Three boatloads of armed men

Magellan's decision

- His men repeatedly asked him **not to go**, but Magellan refused because he wanted to **protect his allies.**

The expedition to Mactan

At midnight:

- About **60 armed men**
- Christian king
- Prince
- Several chiefs
- **20–30 boats**

sailed to Mactan.

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They arrived about **three hours before sunrise**.

REMEMBER THE SEQUENCE

Zula → asks Magellan for help → Lapu-Lapu refuses
Spain → Magellan agrees → sails to Mactan

THE SPANISH MESSAGE

MAGELLAN'S OFFER

The Spanish captain offered peace if the natives would:

1. Recognize the **King of Spain**
2. Accept his **rule**
3. Pay **tribute**

If they refused:

They would face **Spanish weapons**.

THE NATIVE DEFIANCE

RESPONSE OF THE NATIVES

The natives **refused**.

They said they also had:

- Bamboo spears
- Fire-hardened stakes

They asked the Spaniards to **wait until morning** so that more warriors could join them.

The natives were not simply passive. They **refused Spanish demands and prepared to fight**.

WADING TO SHORE

The natives had dug **hidden pits** to trap the Spaniards.

The next morning:

49 Spanish soldiers:

- Waded through **thigh-deep water**
- Had to walk to the shore
- Their boats could not get closer because of **rocks**

BATTLE OF MACTAN BEGINS

MAIN TOPIC

Battle of Mactan



The Battle of Mactan is the central event described in Pigafetta's account in this part of the lesson.

CEASE FIRING!

THE HIDDEN PITS AND THE SHORE

The natives had dug **potholes between the houses** to cause the Spaniards to fall into them.

When morning came:

49 men:

- Leaped into the water
- The water reached up to their thighs
- Walked through the water for more than **two crossbow flights**
- Eventually reached the shore

Why couldn't the boats come closer?

Because of **certain rocks in the water**.

ROUSED TO GREATER FURY

WHAT INCREASED THE NATIVES' ANGER?

When the natives saw their **house burning**, they were:
roused to greater fury.

Casualties and attack

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- Two Spanish men were killed near the houses.
- The Spaniards burned **20 or 30 houses**.
- Many natives charged toward the Spaniards.
- The captain was shot through the **right leg with a poisoned arrow**.

The burning of houses intensified the natives' fury and the fighting became more intense.

RETREAT AND ISOLATION

MAGELLAN CONTINUES FIGHTING

The natives:

- Keep attacking.
- Repeatedly threw the same spear at the soldiers.

When they recognized Magellan:

Many warriors rushed toward him.

They knocked off his helmet **twice**.

Despite this, Magellan:

- Stood his ground.
- Continued fighting with his men.

Duration of the battle

- The battle lasted **more than an hour**.
- The natives refused to retreat.

Magellan and the bamboo spear

A warrior threw a bamboo spear that struck Magellan in the **face**.

Magellan fought back and killed the warrior with his **lance**, leaving it in the warrior's body.

WHAT HAPPENED TO CAPTAIN

MAGELLAN'S FINAL MOMENTS

Magellan tried to reach for his sword.

However, he could only draw it halfway because he had been wounded in the **arm with a bamboo spear**.

The natives' attack

When they saw that Magellan was wounded:

- They all rushed toward him.
- One wounded him on the **left leg** with a large cutlass.
- The cutlass was compared to a **scimitar**, but larger.

Magellan falls

The wound caused Magellan to fall **face downward**.

The natives then attacked him with:

- Iron spears
- Bamboo spears
- Cutlasses

They eventually killed him.

Pigafetta described Magellan as:

- "our mirror"
- "our light"
- "our comfort"
- "our true guide"

Magellan's death occurred after he was **wounded multiple times and surrounded by the natives**.

SELFLESS UNTIL THE END

MAGELLAN'S CONCERN FOR HIS MEN

- The Christian king would have helped the Spaniards, but the captain had charged him.
- When Magellan was wounded, he repeatedly turned back to check whether **his men were all in the boats**.

After Magellan died:

The wounded survivors retreated as best they could to the boats, which were already pulling away.

Important detail

Before they landed, the captain had told the Christian king:

- Not to leave his **balanghais**
- To stay and watch how they fought

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Pigafetta presents Magellan as someone who continued thinking about his men even while he was being attacked.

MAGELLAN'S DEATH

REACTION OF THE CHRISTIAN KING

When the king learned that the captain was dead:

He wept.

Pigafetta stated that without Magellan:

- Not a single one of them would have been saved in the boats.
- Magellan continued fighting while the others retreated.

Pigafetta hoped that the fame of such a noble captain would not disappear.

Magellan's qualities according to Pigafetta

He was:

- Constant in adversity
- Able to endure hunger better than the others
- Highly knowledgeable in sea charts and navigation
- Naturally talented
- Bold enough to attempt to circumnavigate the world

These descriptions show **Pigafetta's positive perspective toward Magellan.**

DATE AND CASUALTIES OF THE BATTLE

DATE

The Battle of Mactan was fought on:

Saturday, April 27, 1521

Why did Magellan desire to fight on Saturday?

- Because it was a day that was especially **holy to him.**

Group	Casualties
Magellan's men	8 men killed with him
Christian Indians	4 killed by the mortars of the boats
Enemy	15 killed
Others	Many wounded

April 27, 1521 = Battle of Mactan

ATTEMPT TO RECOVER MAGELLAN

THE OFFER

In the afternoon, the Christian king sent a message to the people of **Matan**.

The offer:

If they gave them:

- The captain
- The other men who had been killed

they would receive **as much merchandise as they wished.**

RESPONSE

They refused.

They said they would not give up such a man:

- Not even for all the riches in the world.
- They intended to keep him as a **memorial.**

The people of Matan refused the exchange and intended to keep Magellan as a **memorial.**

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2.2 JUAN DE PLASENCIA: CUSTOMS OF THE TAGALOG

PRIMARY SOURCE RECORD

Emma Helen Blair and James Alexander Robertson,
edited.

The Philippine Islands, Vol. VII 1588-91: 1906

Pages: 164–186

NEXT SOURCE

2.2. Juan de Plasencia: Customs of the Tagalogs

JUAN DE PLASENCIA | ABOUT THE SOURCE

Nature of the source

- Primary source
- Based on Plasencia's firsthand observations
- Describes:
 - Customs
 - Traditions
 - Way of life

of the Tagalog people during the early Spanish colonial period

SOURCE CLASSIFICATION

Category	Information
Type of Primary Source	Social-Cultural Observation (Ethnographic Account)
Form	Written Descriptive Report / Missionary Account

Author	Juan de Plasencia
Date Written	1589

About Juan de Plasencia

He was a:

- Spanish Franciscan missionary
- Arrived in the Philippines in **1578**
- Worked among Tagalog communities in:
 - Laguna
 - Rizal
 - Bulacan
- Established schools teaching:
 - Reading
 - Writing
 - Christian doctrine
 - Practical skills
- Mastered the Tagalog language
- Helped create linguistic works for missionaries

SOCIO-POLITICAL SYSTEM: THE BARANGAY

THE DATU

The barangay was led by a chief called the **Datu**.

Functions of the Datu

- Governed
- Acted as war captain
- Commanded total obedience

Punishment

Disrespect was **severely punished**.

ETYMOLOGY & SCALE

The term was derived from:

- **Balangay** — a coastal boat.

Size of communities

Barangays were:

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- Small
- Family-based
- Often under **100 households**

INTER-BARANGAY RELATIONS

Barangays remained:

- **Strictly independent**

However, they maintained:

- **Confederated alliances**

for:

Mutual defense during times of war.

EASY MEMORY

Datu = leader

Balangay = source of term

Barangay = small, family-based community
Independent but could form alliances

SOCIAL CLASSIFICATIONS

THE NOBLES: MAHARLICA

- The **Maharlica** were **free-born nobles**.

Rights / obligations

They:

- Did not pay taxes or tribute to the datu.
- Were required to join him in war.
- Used their **own resources** for war.
- Before battle, the datu held a feast for them.
- After victory, they shared the spoils.

DUTIES OF THE MAHARLICA

When the datu:

- **Traveled by boat**
- Maharlica helped by **rowing**.

Built a house

- Maharlica helped with construction and received **food in return**.

Cleared land

- They worked together to clear the datu's land for farming.

LAND DISTRIBUTION

Farmland, especially irrigated land, was divided among barangay members.

Each family knew which land belonged to them.

People from other barangays

They could use the land only if they:

- Bought it, or
- Inherited it.

PRE-COLONIAL SOCIAL & LAND SYSTEMS

SOCIAL DIMENSION	STRUCTURE & RIGHTS	CUSTOMARY PRACTICES & IMPACT
1. SOCIAL CLASSES	Maharika & Timawa Nobles and freemen were exempt from paying tribute, owning lands, houses, and boats independently.	Served chiefs in warfare and communal labor; held high social mobility and personal freedom .
2. DEPENDENT CLASS	Namamahay vs. Saguiguilid Namamahay owned personal property, gold, and houses; could not be sold or separated from land.	Saguiguilid served in master's household; both tiers could acquire freedom through ransom or debt clearance.
3. LAND & FISHING	Tillage & Water Rights Mountain ridges and unwatered lands were communal barangay property, open for open clearance and farming.	Fisheries and irrigated fields belonged to specific chiefs; non-residents paid tribute for harvesting rights.
4. LEGAL & RANSOM	Customary Laws Social standing determined debt transmission, passing obligations to heirs upon death .	Spanish chroniclers often mistook native debt servitude and ransom customs for European chattel slavery .

TERMS TO KNOW

Maharika & Timawa

- Nobles and freemen
- Exempt from tribute
- Could own land, houses, boats
- Served chiefs in warfare/communal labor

Namamahay

- Owned personal property, gold, houses
- Could not be sold or separated from land

Saguiguilid

- Served in master's household

RULES ON MARRIAGE AND FREEDOM

2nd Child

Assigned to:

- **Mother (Slave)**

Status:

- **SLAVE**

Explanation:

- Since the second child is assigned to the slave mother, the child follows the mother's status and becomes **slave**.

3rd Child

Assigned to:

- **Father (Free)**

Status:

- **FREE**

Explanation:

- The assignment alternates again, so the third child goes to the free father and is therefore **free**.

4th Child

Assigned to:

- **Mother (Slave)**

Status:

- **SLAVE**

Explanation:

- The fourth child goes to the slave mother, so the child becomes **slave**.

5th Child — If There Is an Odd Number of Children

Status:

- **Half Free, Half Slave**

RULES ON MARRIAGE AND FREEDOM

No.	Situation	Mother's Status	Father's Status	Child's Status	Explanation
1.	Maharlica (both parents maharlica)	 Maharlica	 Maharlica	 Maharlica	Status is permanent and inherited from both parents.
2.	Maharlica man + his own slave woman	 Slave → becomes free	 Maharlica	 Free	Both the mother and children become free because of the maharlica father.
3.	Maharlica man + another man's slave woman	 Slave (pays half gold tael to master during pregnancy)	 Maharlica	 Half-free / depends  Half a gold tael	Child is partly free because of the father but the mother remains under her master's control.
4.	If father does NOT support the child	 Slave	 Maharlica (does not support)	 Fully slave	Without father's recognition/support, the child is treated as a slave.
5.	Free woman + slave (not her husband)	 Free	 Slave (not husband)	 Free	Children follow the mother's free status.



Key Idea: Children's status depends on the parents' status and the father's recognition and support. Maharlicas keep their rank unless they give it up through marriage.

DIVISION OF CHILDREN IN MARRIAGE

General Rule

Parents:

- **Free Parent (Maharlica) + Slave Parent (Aliping)**

Rule:

- The children are **divided alternately between the free parent and the slave parent**.
- The child's **status depends on which parent they are assigned to**.

1st Child

Assigned to:

- **Father (Free)**

Status:

- **FREE**

Explanation:

- Since the first child is assigned to the free father, the child follows the father's status and becomes **free**.

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Explanation:

- When there is an **odd number of children**, the extra child is **shared**.
- Therefore, the child has a **half-free and half-slave status**.

Easy Pattern to Remember:

1st → Father → FREE

2nd → Mother → SLAVE

3rd → Father → FREE

4th → Mother → SLAVE

5th → Shared → HALF FREE / HALF SLAVE

FREE → SLAVE → FREE → SLAVE → shared if extra

TYPE OF SLAVERY

The child's type of slavery depends on **which parent they follow**.

Aliping Namamahay

Parent:

- If the child follows an **Aliping Namamahay** parent:

Child's status:

- The child becomes **Aliping Namamahay**.

Aliping sa Guiguilir

Parent:

- If the child follows an **Aliping sa Guiguilir** parent:

Child's status:

- The child becomes **Aliping sa Guiguilir**.

RULES ON OWNERSHIP

Status	Can Be Sold?	Can Be Inherited?

Aliping sa Guiguilir	Yes	Yes
Aliping Namamahay	No	Yes, within the same community
Children of Aliping Namamahay	No	Yes, within the same community

Key Explanation

- **Aliping sa Guiguilir** → can be **sold** and **inherited**.
- **Aliping Namamahay** → **cannot be sold**, but can be **inherited within the same community**.
- **Children of Aliping Namamahay** → also **cannot be sold**, but can be **inherited within the same community**.

KEY POINT TO MEMORIZE

A child's status depends on which parent they are assigned to.

In a marriage between a **free parent (Maharlika)** and a **slave parent (Aliping)**:

- 1st child → Free parent → FREE
- 2nd child → Slave parent → SLAVE
- 3rd child → Free parent → FREE
- 4th child → Slave parent → SLAVE
- Extra child in an odd-numbered group → Shared → HALF FREE, HALF SLAVE

So the easiest rule is:

Children are divided alternately, and the child takes the status of the parent they follow.

MOBILITY & BARANGAY GOVERNANCE

TOPIC	EXPLANATION	KEY POINTS	WHY IT MATTERED
1. Could not move without paying a fine in gold.	After marriage, a maharlica (man or woman) could not move from one village or barangay to another without paying a fine in gold.	- Applied to both men and women. - A gold fine was required to move.	It prevented people from leaving easily and kept them connected to their own barangay and chief.
2. Children divided equally between two barangays.	If a man married a woman from another barangay, their children were divided equally between the two barangays.	- Children were shared equally. - Both barangays had a right to them.	It created a bond between the two barangays and maintained fairness between them.
3. Kept people obedient to the datu (chief).	This arrangement kept the people loyal and obedient to their datu or chief.	- People were tied to their barangay. - The chief had authority over them.	It helped the chief maintain order and leadership over his people.
4. People left strict chiefs for lenient ones.	Over time, people left strict or demanding chiefs and went to other villages with more lenient and protective chiefs.	- People preferred chiefs who did not order them around too much. - They sought protection and kindness.	This weakened the authority of strict chiefs. People were more loyal to kind and patient leaders.
5. Chiefs lost authority; reform was needed.	Because of this, many chiefs became spiritless and faint-hearted. The writer believed reforms were needed.	- Chiefs became weak and hesitant. - Reforms were needed for stronger leadership.	Strong and effective leadership was needed to guide and protect the people properly.

TRIAL PRACTICES, LAWS & PENALTIES

TRIAL PRACTICES, LAWS & PENALTIES		
LEGAL DOMAIN	JUDICIAL PROCESS & LAWS	CUSTOMARY TERMS & CONSEQUENCES
1. TRIAL & ARBITRATION	Judicial Process Investigations and sentences by the Dato held publicly. Aggrieved parties could name neutral arbiters from other barangays.	Inter-barangay disputes or chief controversies were arbitrated to avoid war, sealed by ceremonial drinking hosted by the plaintiff.
2. CAPITAL OFFENSES	Death Penalty & Slavery Death penalty imposed on low-born men insulting a chief's wife/daughter, and on witches.	Slavery reserved strictly for capital crimes. Children and accomplices of executed witches became slaves to the chief.
3. FINES & SERVITUDE	Gold Fines & Land Sharing Lesser crimes punished by gold fines. Unpaid fines led to service; master took half of cultivated lands/produce while providing food/clothing.	If relatives paid the fine, the culprit served them as independent aliping namamahay rather than household aliping saguiguilid.
4. LOANS & INHERITANCE	Usury & Succession Usurious loans bound debtors to labor and half land profits. Unpaid debts transferred to children or doubled.	Legitimate children inherited property equally , except for special parental gifts such as gold tael or jewels.

Trial → Dato + public investigation/sentence

Disputes → Arbitration to avoid war

Capital offenses → Death penalty/slavery

Lesser crimes → Gold fines

Unpaid fines → Service

Loans → Could bind debtors to labor

Inheritance → Legitimate children generally inherited equally

DOWRIES & PROPERTY PARTITION

Topic	Description	Inheritance Rule
Special Marriage Dowry	If parents gave a larger dowry to a son so he could marry the daughter of a chief, this extra dowry was considered a special gift for marriage.	The extra dowry was not deducted from the son's future inheritance when the family property was divided.
Other Gifts Given During Parents' Lifetime	Property, money, or gifts given by parents to a son while they were still alive.	These gifts were usually counted as part of the son's inheritance , unless the parents clearly stated that the gift was separate from his inheritance.
Children of Different Legitimate Wives	When a father had children with two or more legitimate wives.	Each child inherited from both parents .
Inheritance from the Mother	Property and dowry belonging to the child's own mother.	The child received his mother's dowry, property, and any increase in its value .
Inheritance from the Father	Property owned by the father.	The child also received a share of the father's estate , divided among all the children.

INHERITANCES OF NATURAL CHILDREN

1. Child of a Slave Woman

Type of Child:

- Child born to a **slave woman**.

Inheritance Rights:

- **Does not inherit property.**

Obligations / What They Receive:

- The man's legitimate children must:
 - Free the slave mother; and
 - Give the slave-child support, such as **money, a slave, or another gift**, depending on the family's status.

Notes / Example:

- The slave-child is entitled to **support**, but **not a share of the inheritance/property**.

Key Point:

- Children of slave women generally **do not inherit property**, but they are **entitled to support**.

2. Child by an Unmarried Free Woman (Inaasava)

Type of Child:

- A **natural child (*inaasava*)** born to an unmarried free woman who received a dowry but was **not a legal wife**.

Inheritance Rights:

- **Can inherit**, but receives only **one-third (1/3)** of what a legitimate child receives.

Obligations / What They Receive:

- The natural child receives a **smaller share** than a legitimate child.
- **Example:**
 - Legitimate child → **2 shares**
 - Natural child (*inaasava*) → **1 share**

Notes / Example:

- Natural children have inheritance rights, but their share is **only about one-third of the share of a legitimate child**.

Key Point:

- Children of an *inaasava* (natural children) receive a **smaller inheritance share—about one-third**.

3. No Legitimate Children — Only Natural Children

Type of Child:

- Children born through an **inaasava**.
- There are **no legitimate children**.

Inheritance Rights:

- **Inherit all of the property.**

Obligations / What They Receive:

- The natural children **share the entire inheritance equally** among themselves.

Notes / Example:

- Since there are **no legitimate children**, the natural children succeed to **all the property**.

Key Point:

- If there are **no legitimate children**, the natural children **inherit everything** and divide it among themselves.

4. No Children Except a Slave Child

Type of Child:

- The only child is one **born to a slave woman**.

Inheritance Rights:

- **Does not fully inherit property.**

Obligations / What They Receive:

- The inheritance goes to the deceased man's:
 - **Father or mother**
 - **Grandparents**
 - **Brothers and sisters**

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○ Closest relatives

- These relatives must give the slave-child **some assistance**, similar to the support mentioned in Situation #1.

Notes / Example:

- The inheritance passes to the **nearest relatives**, and they are expected to provide **support to the slave-child**.

Key Point:

- If there are **no legitimate or natural children**, the inheritance goes to the **relatives**, while the slave-child receives **support rather than inheritance**.

LAWS ON CONJUGAL LEGITIMACY

1. The Husband Punished the Adulterer

What Happened:

- The husband punished the **adulterer** (the man who had a relationship with his wife).
- The punishment was treated as a **form of payment or compensation**.
- After the punishment, the child could be **recognized as the adulterer's child**.

Effect on the Child's Inheritance Rights:

- The child could inherit **only the share that came from the adulterer (biological father)**.

If the Adulterer Had Other Legitimate Children:

- The child **shared the inheritance with the adulterer's other legitimate children**, according to the rules.

If the Adulterer Had No Other Children:

- The child inherited together with the **adulterer's closest relatives**.

Key Point:

- Once the adulterer accepted the punishment, the child became **legally recognized** and could **inherit from him**.

2. The Adulterer Was Not Punished

What Happened:

- The adulterer was **not punished** by the husband.
- Because there was no punishment, the child was **not officially recognized as the adulterer's child**.

Effect on the Child's Inheritance Rights:

- The child **could not inherit anything from the adulterer**.

Key Point:

- **No punishment → no legal recognition → no inheritance from the adulterer.**

Important Note

- The adulterer was **not considered disgraced** because of the punishment.
- The husband usually **did not separate from his wife** because of the incident.
- Once the adulterer **accepted the punishment**, the child became **legally recognized** and could **inherit from him**.

ADOPTION ORDINANCES

TOPIC	DETAILS
Adopted Children and Inheritance	In precolonial Philippine society, adopted children could inherit from their adoptive parents .
Adoption Payment	When a child was adopted, a payment was usually made to the child's original family .

Inheritance Amount	If the adoptive parent died , the adopted child inherited twice the value of the adoption payment . Example: • If 1 gold tael was paid for the adoption,• The adopted child would receive 2 gold taels as inheritance.
Limitation	• If the adopted child died before the adoptive parent , the adopted child's own children could not inherit from the adoptive parent .• The inheritance right applied only to the adopted child , not to future generations.
Why Adoption Was Accepted	• The adoptive parent took a risk by spending money on the adoption .• In return, the adopted child received protection, care, and inheritance rights .• Because both sides benefited , this form of adoption was considered lawful and acceptable

MARRIAGE, DOWRY & INHERITANCE CUSTOMS

1. DOWRY & DIVORCE

Customary Provision & Principle:

- **Dowry (Bigay-kaya)** – The dowry was **given by the groom to the bride's parents**.
- The bride's parents could **use/enjoy the dowry during their lifetime**.
- Any **unused portion** of the dowry was inherited **equally by the children** after the parents died.

Consequences & Special Circumstances:

- If the **wife left her husband to marry another man**:
 - She **forfeited the dowry**.
 - She also had to **pay an equal fine to her husband**.
- If the **husband left the wife**:
 - He **lost half of the dowry**.
 - If they had children, the **full dowry went to the children**.

Key Point:

- The dowry was not simply the wife's personal property. It was connected to the **bride's family**, and special rules applied when the marriage ended.

2. EARLY DOWRIES

Customary Provision & Principle:

- **Pre-Marital Parental Pledges** – Fathers could **promise or set aside a dowry for their sons before marriage**.
- Half of the promised dowry could be **given early during the son's childhood**.

Consequences & Special Circumstances:

- If the **father died before the son married**:
 - The son received the promised **dowry from the father's estate**.
- If the **son died unmarried while the father was still alive**:
 - The father could **reclaim the dowry**.
- If **both the father and son died**:
 - The dowry **passed to the son's heirs**.

Key Point:

- A dowry could be **promised and partially given even before the son reached marriage**, but what happened to it depended on whether the father or son died first.

3. PROPERTY & STATUS

Customary Provision & Principle:

- **Unmarried Women & Intermarriage**
- Unmarried women generally **did not own separate property**.

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- Their **labor or earnings belonged to their parents**.

Consequences & Special Circumstances:

Free Man + Slave Woman:

- The **mother and children were freed**.
- However, there was **no automatic inheritance** simply because they were freed.

Free Woman + Slave Man:

- The children were generally **born free**.
- **Exception:** This did not automatically apply if the father was a **household sagiguilid**.

Key Point:

- A person's **social status and the status of their parents** affected both property rights and the status of children.

4. ADOPTION & CLASS

Customary Provision & Principle:

- **Adoption & Mixed Parentage**
- Adopted children could receive an **inheritance from the adoptive parent**.
- The amount inherited was **proportional to the adoption sum/payment**.

Consequences & Special Circumstances:

- In **mixed-class marriages** involving a **noble and a low-born person**, the children were divided according to the parents' statuses:
 - **1st, 3rd, 5th child → Father's status**
 - **2nd, 4th, 6th child → Mother's status**

Key Point:

- In mixed-class marriages, children **alternated between the father's and mother's social status**.
- **Odd-numbered children → father's status**
- **Even-numbered children → mother's status**

TAGALOG TRADITIONS & BELIEF SYSTEMS

1. CALENDAR & SEASONS / TIMEKEEPING

Core Customs & Ritual Practices:

- Time was calculated **organically**, based on:
 - **Soil cultivation** – farming activities and agricultural cycles.
 - **Moon phases** – changes in the moon were used to track time.
 - **Tree changes** – such as the appearance of fruits, leaves, and flowers.
- Time was divided into:
 - **"Sun-time"** → summer
 - **"Water-time"** → rainy season, without ice or snow.

Purpose & Historical Shift:

- These natural signs helped guide **planting and harvesting**.
- Under **Spanish rule**, this natural system was transformed into:
 - Structured weeks
 - Named seasons
 - European calendar years

2. SACRIFICIAL CEREMONIES / LITURGICAL

Core Customs & Ritual Practices:

- Public feasts were held where **food was offered before idols**.
- Priests/priestesses, known as **Catalonan**, performed the ceremonies.
- They sang **poetic chants**.
- Attendees:
 - Responded through singing
 - Participated in health toasts
 - Became intoxicated during the celebration

Purpose & Historical Shift:

- The ceremonies were performed to **petition deities** for:
 - Favor
 - Protection
 - Health
- They also helped strengthen **social cohesion** through sacred communal feasts.

3. SPIRITUAL TRANCE RITES / SPIRITUAL PHENOMENA

Core Customs & Ritual Practices:

- Spiritual entry into the **Catalonan** could cause visible physical changes, such as:

✿ *Belle's*

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- **Flashing eyes**
- **Erect hair**
- **Arrogant speech**
- In mountain regions, severe fits sometimes occurred.
- In serious cases, the priest was **tied to a tree**.

Purpose & Historical Shift:

- The trance was understood as a **direct channel of divine or spiritual communication**.
- The Catalan acted as a **medium** between the spiritual world and the people.
- Spanish chroniclers later interpreted and recorded these experiences as **demonic possession**.

4. DOMESTIC & LIFE RITES / RITES OF PASSAGE

Core Customs & Ritual Practices:

Domestic Rite:

- **Rice** was cooked in a jar until the water evaporated.
- The rice was then **broken to represent an intact mass**.

Puberty Rite:

- Girls were **blindfolded for 4 days and nights** at **menarche** (their first menstruation).
- This was followed by **ritual river bathing** performed by the **Catalonan**.

Purpose & Historical Shift:

- These rites were associated with:
 - **Illness recovery**
 - **Bountiful harvest**
 - **Safe voyages**
 - **Fertility**
 - **Prosperous marriage for young women**

PRIESTLY HIERARCHIES & SPIRITUAL ROLES

1. CATOLONAN

Classification:

- **Honorable**

Characteristics:

- Could be **male or female**.
- The position was held by **people of rank**.
- It was considered an **honorable office**.
- The role was generally recognized **throughout the islands**.

2. MANGAGAUAY

Classification:

- **Witch / Healer**

Characteristics:

- Claimed to **heal people**, but was also associated with causing **illness through charms**.
- Was believed to have the ability to **prolong or shorten life** through supernatural means.

3. MANYISALAT

Classification:

- **Spellcaster**

Characteristics:

- Was believed to have the power to use **remedies or spells on lovers**.
- These could cause lovers to **abandon or despise their wives**.
- Was also believed to be able to **bring sickness upon abandoned women**.

4. MANCOCOLAM

Classification:

- **Fire Sorcerer**

Characteristics:

- Was believed to **emit an inextinguishable fire at night**.
- Was associated with **filth and supernatural practices**.
- People believed that his presence or actions could cause **illness and death** to house owners.

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5. HOCLOBAN

Classification:

- High Witch

Characteristics:

- Described as a witch of **greater efficacy/power than the Mangagauay**.
- Was believed to be able to **kill through a simple gesture**, such as raising the hand.
- Could also **heal through charms**.
- Was believed to have the power to **destroy houses**.

6. SILAGAN

Classification:

- Lethal Sorcerer

Characteristics:

- Was associated with a belief that people wearing **white clothing** could be attacked.
- The practice was believed to result in **death**.
- This belief was recorded in **Catanduanes and Calavan**.

7. MAGTATANGAL

Classification:

- Visceral Being

Characteristics:

- Was believed to appear at night **without a head or entrails**.
- According to the account, it could **carry its head to different places**.
- It was believed to return the head to its body in the morning and be **alive again**.

8. OSUANG

Classification:

- Sorcerer / Flyer

Characteristics:

- Described as equivalent to a **sorcerer**.

- Was reportedly believed to **fly**.
- Associated with **murder and cannibalistic practices**.
- The belief was particularly **prevalent in the Visayas** and was said to be **absent among Tagalogs**.

9. MANGAGAYOMA

Classification:

- Love Charm Maker

Characteristics:

- Created **love charms** for lovers.
- Used materials such as **herbs, stones, and wood**.
- These charms were believed to **influence people's feelings** and make them fall in love or become deceived.

10. SONAT

Classification:

- Preacher / Guide

Characteristics:

- Considered equivalent to a **preacher**.
- Helped **dying people**.
- Was believed to predict whether a person's soul would experience **salvation or condemnation**.
- The role was **reserved for people of high standing**.

ANCIENT TAGALOG AND AETA CUSTOMS

SUBJECT / GROUP	CUSTOMS & PRACTICES	KEY CONCEPTS & TERMS
Bayoguin Burial	Chiefs/men were buried under a porch beside houses . They were mourned for 4 days and placed in a boat coffin with male and female animals as oars . Warriors were	Bayoguin – cotquean Boat Coffin & Paired Animals Warrior Slave Sacrifice

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	buried with a living slave tied beneath them.	
Aetas / Negritos	The dead were buried upright in deep holes , with the head exposed . They were covered with half a coconut . They wore necklaces and sought retribution by killing an innocent person.	Upright Burial Coconut Shield Retribution Killing
Afterlife Beliefs	Believed in a paradise of rest for the virtuous , governed by a supreme maker, and a place of punishment/hell inhabited by demons for the wicked.	Maca – Paradise Casanaan – Hell Bathala & Sitan
Spiritual Realm	Recognized various priests/ministers , such as the Catolonan and Sonat , as well as ghost/phantom spirits and tormented spirits of women who died in childbirth.	Catolonan / Sonat Vibit & Tigbalaang Patianac

"To study history is to understand the people, cultures, and events that shaped our identity."

"History is the story of all the people."

Through the accounts of Antonio Pigafetta and Juan de Plasencia, we gain valuable insights into the Battle of Mactan, the bravery of

Lapu-Lapu, and the social, political, legal, and cultural systems of pre-colonial Filipinos. At the same time, we must remember that these

accounts were written from the perspective of Spanish observers, making it essential to analyze them critically for bias, reliability, and historical context

WEEK 3 — SUPER QUICK MASTER REVIEW

ANTONIO PIGAFETTA

- Italian scholar, navigator, explorer
- Joined Magellan's expedition in **1519**
- Kept a daily journal
- One of **18** survivors who returned to Spain
- Important eyewitness/primary source

BATTLE OF MACTAN

- **April 27, 1521**
- Zula asked Magellan for help against Lapu-Lapu
- Spaniards demanded recognition of Spain and tribute
- Natives refused
- Spaniards waded to shore
- Houses were burned
- Magellan was wounded repeatedly
- Magellan was killed
- Pigafetta portrayed Magellan as a brave and noble leader

JUAN DE PLASENCIA

- Spanish Franciscan missionary
- Arrived in Philippines in **1578**
- Worked among Tagalog communities
- **Customs of the Tagalogs**
- Written **1589**
- Primary source / ethnographic account

BARANGAY

- Led by **Datu**
- Derived from **Balangay**
- Small, family-based communities
- Often under **100 households**
- Barangays were independent but could form alliances

SOCIAL CLASSES

Maharlica

- Free-born nobles

Readings in Philippine History

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Timawa

- Freemen

Namamahay

- Dependent class with personal property

Saguiguilid

- Served in master's household

DIVISION OF CHILDREN

1st → Father

2nd → Mother

3rd → Father

4th → Mother

5th → Father

6th → Mother

- Odd child = half free, half slave

LEGAL SYSTEM

- Dato handled investigations and sentences
- Arbitration helped avoid war
- Capital offenses could result in death penalty/slavery
- Lesser crimes → fines
- Unpaid fines → service
- Loans/debts could pass to children

BELIEFS & RITUALS

- Catolonan
- Sacrificial ceremonies
- Spiritual trance rites
- Calendar based on nature/agriculture
- Domestic and puberty rites
- Osuang

SOURCE ANALYSIS

Always remember:

Pigafetta + Plasencia = valuable primary sources

BUT

Spanish observer perspective → analyze bias, reliability, and historical context.

PRELIMS WEEK 4 LESSON 1:

KARTILYA NG KATIPUNAN: MGA ANAK NG BAYAN

ABOUT THE AUTHOR

EMILIO JACINTO

Who is Emilio Jacinto?

Emilio Jacinto was a:

- Filipino revolutionary leader
- Writer
- General during the Philippine Revolution

Known as:

“Brains of the Katipunan”

He earned this description because of his:

- Intelligence
- Influential writings

Position in the Katipunan

He was one of the highest-ranking officials of the:

Kataas-taasan, Kagalang-galang na Katipunan ng mga Anak ng Bayan (Katipunan)

He served as a member of its:

- **Supreme Council**

Major contribution

He authored the:

Kartilya ng Katipunan

The Kartilya served as the organization's:

- Guidebook
- Outline of principles
- Outline of values

Readings in Philippine History

RIPH111

- Code of conduct for new members

Values Jacinto advocated

He emphasized:

- Patriotism
- Equality
- Honor
- Discipline
- Moral integrity

These were considered essential virtues for those fighting for **Philippine independence**.

REMEMBER

Emilio Jacinto = “Brains of the Katipunan” + author of *Kartilya ng Katipunan*

ABOUT THE CODE OF CONDUCT

SOURCE CLASSIFICATION

Category	Information
Type of Primary Source	Declaration of Principles (guidebook / code of conduct)
Form	Official ideological document / guidebook
Author	Emilio Jacinto
Date	1896 (during the Philippine Revolution)

WHAT IS A DECLARATION OF PRINCIPLES?

A **declaration of principles** is a written document that outlines:

- Beliefs
- Values
- Rules
- Guiding ideals

of an organization or movement.

KEY TERM

Declaration of Principles = written statement of the beliefs, values, rules, and ideals guiding an organization or movement.

ABOUT THE CODE OF CONDUCT

PURPOSE OF THE KARTILYA

The **Kartilya ng Katipunan** was written by **Emilio Jacinto** as a revised version of the original guide by **Andrés Bonifacio**.

It served as the guidebook for new members of the:

Kataas-taasan, Kagalang-galang na Katipunan ng mga Anak ng Bayan (Katipunan)

What did it establish?

It established the:

- Moral standards
- Principles

expected of **every member**.

WHY IS IT A PRIMARY SOURCE?

Because:

- It was written by Emilio Jacinto.
- It was used as the official guidebook of the Katipunan.
- It was used during the Philippine Revolution.

Therefore, it serves as a firsthand record of the organization's:

- Ideals
- Values
- Revolutionary principles

making it a **valuable primary source**.

THE KATIPUNAN CODE OF CONDUCT

English translation by Gregorio Nieva, 1918

This section contains the **14 Teachings** of the Katipunan Code of Conduct.

TEACHINGS 1–3

TEACHING 1 — PURPOSE OF LIFE

Filipino

Ang kabuhayang hindi ginugugol sa isang malaki at banal na kadahilanan ay kahoy na walang lilim, kundi damong makamandag

English

The life that is not consecrated to a lofty and reasonable purpose is a tree without a shade, if not a poisonous weed.

REVIEWER EXPLANATION

A person's life should be devoted to a **lofty and reasonable purpose**.

If life has no meaningful purpose, it is compared to:

- A tree without shade, or
- A poisonous weed.

Life should have a meaningful and noble purpose.

TEACHING 2 — DOING GOOD

Filipino

Ang gawang magaling na nagbubuhay sa pagpipita sa sarili, at hindi sa talagang nasang gumawa ng kagalingan, ay di kabaitan.

English

To do good for personal gain and not for its own sake is not virtue.

REVIEWER EXPLANATION

Doing something good is **not true virtue** if the reason for doing it is simply:

personal gain.

True goodness should come from the genuine desire to **do good**.

Good deeds should not be motivated by selfish gain.

TEACHING 3 — TRUE PIETY / GOODNESS

Filipino

Ang tunay na kabanalan ay ang pagkakawang gawa, ang pagibig sa kapua at ang isukat ang bawat kilos, gawa't pangungusap sa talagang Katuuran.

English

It is rational to be charitable and love one's fellow creature, and to adjust one's conduct, acts and words to what is in itself reasonable.

REVIEWER EXPLANATION

True kabanalan involves:

- Charity
- Love for fellow people
- Reasonable conduct
- Proper actions
- Proper words

True goodness is shown through charity, love, and reasonable behavior.

TEACHINGS 4–6

TEACHING 4 — EQUALITY

Filipino

Maitim man at maputi ang kulay ng balat, lahat ng tao'y magkakapantay...

English

Readings in Philippine History

RIPH111

Whether our skin be black or white, we are all born equal...

Main principle:

Equality of human beings

People may differ in:

- Knowledge
- Wealth
- Beauty

But these differences do **not** make one person superior in their basic human worth.

Knowledge, wealth, and beauty do not make someone superior by nature.

TEACHING 5 — HONOR VS. PERSONAL GAIN

Filipino

Ang may mataas na kalooban inuuna ang puri sa pagpipita sa sarili; ang may hamak na kalooban inuuna ang pagpipita sa sarili sa puri.

English

The honorable man prefers honor to personal gain; the scoundrel, gain to honor.

REVIEWER EXPLANATION

A person with an **honorable character** chooses:

Honor → before personal gain

A person with a low character chooses:

Personal gain → before honor

Honor should come before selfish benefit.

TEACHING 6 — KEEPING ONE'S WORD

Filipino

Sa taong may hiya, salita'y panunumpa.

English

To the honorable man, his word is sacred.

REVIEWER EXPLANATION

A person's word should be treated as a **serious commitment**.

Your word should be trustworthy.

TEACHINGS 7-9

TEACHING 7 — VALUE OF TIME

Filipino

Huag mong sasayangin ang panahun; ang yamang nawala'y magyayaring magbalik; nguni't panahong nagdaan na'y di na muli pang magdadaan.

English

Do not waste thy time: wealth can be recovered but not time lost.

REVIEWER EXPLANATION

The teaching compares:

Wealth vs. Time

- Wealth that is lost may be recovered.
- Time that has already passed **cannot return**.

Do not waste time.

DEFEND THE OPPRESSED

Filipino

Ipagtanggol mo ang inaapi, at kabakahin ang umaapi.

English

Defend the oppressed and fight the oppressor before the law or in the field.

Main principle:

Justice

Readings in Philippine History

RIPH111

A person should:

- Defend the oppressed
- Fight the oppressor

Whether:

- Before the law
- In the field

Stand up for people who are being oppressed.

WISDOM AND SECRETS

Filipino

Ang taong matalino'y ang may pagiingat sa bawat sasabihin, at matutong ipaglim ang dapat ipaglim.

English

The prudent man is sparing in words and faithful in keeping secrets.

REVIEWER EXPLANATION

A wise/prudent person:

- Thinks carefully about what to say.
- Does not speak unnecessarily.
- Knows what information should remain confidential.
- Keeps appropriate secrets.

Be careful with your words and trustworthy with secrets.

TEACHINGS 10-11

TEACHING 10 — RESPONSIBILITY IN THE FAMILY

Filipino

Sa daang matinik ng kabuhasan, lalaki ay siyang patnugot ng asawa't mga anak...

English

On the thorny path of life, man is the guide of woman and the children, and if the guide leads to the precipice, those whom he guides will also go there.

REVIEWER EXPLANATION

The teaching presents the man as the **guide of the wife and children**.

The important idea is:

The person who leads others also affects where they end up.

If the guide leads toward wrongdoing, the people being guided may also end up in wrongdoing.

Leadership carries responsibility because one's actions can influence those being led.

TEACHING 11 — RESPECT FOR WOMEN

Filipino

Ang babai ay huag mong tignang isang bagay na libangan lamang, kundi isang katuang at karamay sa mga kahirapan nitong kabuhasan...

English

Thou must not look upon woman as a mere plaything, but as a faithful companion who will share with thee the penalties of life...

Main principle:

Respect women.

A woman should not be treated as:

A mere plaything

Instead, she should be regarded as:

- A faithful companion
- Someone who shares life's difficulties

The teaching also calls for **full respect** toward her physical weakness.

TEACHINGS 12-13

TEACHING 12 — GOLDEN RULE / RECIPROCAL RESPECT

Readings in Philippine History

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Filipino

Ang di mo ibig na gawin sa asawa mo, anak at kapatid, ay huag mong gagawin sa asawa, anak, at kapatid ng iba.

English

What thou dost not desire done unto thy wife, children, brothers and sisters, that do not unto the wife, children, brothers and sisters of thy neighbor.

REVIEWER EXPLANATION

Do not do to other people's families what you would not want done to your own family.

Treat other people's family the way you want your own family treated.

TEACHING 13 — TRUE HUMAN WORTH

Filipino — MAIN IDEA

A person's greatness is **not based on being a king or having high status**.

A truly valuable person is someone who:

- Has good character
- Keeps their word
- Has honor
- Has dignity
- Is honest
- Does not oppress others
- Does not allow themselves to be oppressed
- Knows how to feel for others
- Cares for their homeland

English — MAIN IDEA

Man is not worth more because he is a king...

The person of real worth is the one who:

does good + keeps his word + is worthy and honest + does not oppress + loves and cherishes his fatherland.

Human worth comes from character and service, not social rank.

TEACHING 14 — LIBERTY AND COMMITMENT

Main idea

When these teachings become widely known and practiced:

The “sun of Liberty” shall rise.

This represents the hoped-for freedom of the Philippines.

The sacrifices

The teaching says that the:

- Lives
- Efforts
- Hardships

already spent would be sufficiently rewarded by the achievement of liberty.

REQUIREMENT FOR A NEW MEMBER

A person who wants to enter the Katipunan must:

1. Understand the teachings.
2. Believe that they can fulfill the duties.
3. Record their desire to join.
4. Fill out the application for admission.

Membership is presented as something that requires **understanding and commitment to the duties**, not simply a desire to join.

WEEK 4 LESSON 2: THE PHILIPPINE REVOLUTION

EXCERPT FROM APOLINARIO MABINI'S CHAPTERS 9 AND 10

MEMOIRS

Topic: The Philippine Revolution

Source: Excerpt from Apolinario Mabini's Chapters 9 and 10 — *Memoirs*

Lesson 1 → Emilio Jacinto / Kartilya

Lesson 2 → Apolinario Mabini / Philippine Revolution

✿ Belle's

ABOUT THE AUTHOR

APOLINARIO MABINI (1864–1903)

Apolinario Mabini was a:

- Filipino revolutionary leader
- Lawyer
- Educator
- Statesman

Political role

- He was a key leader of the: **First Philippine Republic**

Birthplace: Tanauan, Batangas

Education:

- Graduated in Law from
- **University of Santo Tomas**

Known as:

“Utak ng Himagsikan”
= Brain of the Revolution

“Dakilang Lumpo”
= Sublime Paralytic

Political ideas

He advocated:

- Constitutional government
- National sovereignty
- Rule of law

Government positions

He was appointed:

- First Prime Minister
- Secretary of Foreign Affairs

in **1899**.

Position toward foreign control

He:

- Opposed foreign control
- Defended Philippine independence

ABOUT THE MEMOIRS | SOURCE CLASSIFICATION

Category	Information
Type of Primary Source	Memoirs (personal historical account)
Form	Personal memoir / autobiographical narrative
Author	Apolinario Mabini
Date	Written in the early 1900s
Publication	Published posthumously as part of <i>La Revolución Filipina</i>

WHAT IS A MEMOIR?

A memoir is:

A personal written account

in which an individual:

- Records historical events
- Reflects on historical events

that they:

- Experienced
- Witnessed

Readings in Philippine History

RIPH111

CHAPTER IX: DEVELOPMENT OF THE REVOLUTION

MABINI'S PERSONAL EXPERIENCE

Mabini said that because he was:

- A member of the **Liga Filipina**
- One of its **compromisarios (representatives)**

he was accused of helping start the rebellion.

Result: He was **imprisoned**.

However, he had suffered a **paralytic stroke six months before the uprising**.

According to the source, this likely saved him from being:

- Beaten
- Executed

like **Don Domingo Franco and others**.

After several months

Mabini moved to:

1. Los Baños
2. Bay, Laguna

There, he prepared a plan for a **nationwide uprising** because he believed a revolution was about to happen.

Release

He was later released under **General Primo de Rivera's amnesty**.

He had spent almost: **9 months**

imprisoned at: **San Juan de Dios Hospital in Manila.**

THE TURN OF EVENTS (1898)

UNITED STATES ENTERS THE SITUATION

This happened **two months before the United States declared war on Spain**.

May 1, 1898

Admiral Dewey defeated the Spanish fleet in the Philippines.

After this:

Emilio Aguinaldo returned to the country.

Filipino perception

Many Filipinos believed that the United States:

- Recognized Aguinaldo as the leader of the Filipino people.
- Had made an agreement with him.

Result

Many provinces:

- United under Aguinaldo
- Fought against Spanish forces

KAWIT, JUNE 12, 1898

DECLARATION OF INDEPENDENCE

On **June 12, 1898**, the day the Philippines declared independence:

Mabini met **Aguinaldo** at the port of Cavite.

Mabini asked:

What was Aguinaldo's agreement with the United States?

Aguinaldo's answer:

There was **no formal agreement**.

Mabini's realization

The American representatives had only made:

Unclear verbal promises

Aguinaldo accepted them because he was eager to return to the Philippines.

MABINI'S VIEW OF THE DECLARATION

Mabini believed declaring independence that day was:

✿ *Belle's*

Readings in Philippine History

RIPH111

Too early.

Why?

Because:

Americans were hiding their true intentions

while:

Filipinos had openly revealed theirs.

He believed this would make the American military:

- More cautious
- More prepared against the revolution

NEED FOR A NEW GOVERNMENT

The Revolution had already destroyed the Spanish government in many:

- Provinces
- Towns

Therefore, Mabini believed it was important to quickly create a **new government** to prevent:

- Disorder
- Chaos

His proposal:

Reorganize the:

- Provinces
- Towns

in a more **democratic way**.

THE ADMINISTRATIVE FRAMEWORK

GOVERNMENT ORGANIZATION

Mabini proposed creating: **Government departments**

needed to operate the central government properly.

ASSEMBLY / CONGRESS

He suggested creating an: **Assembly or Congress**

with: **Two respected representatives from each province**

Purpose

They would:

- Advise Aguinaldo
- Recommend laws
- Recommend policies
- Work for the good of the country

FOREIGN AFFAIRS

Until **Mr. Arellano** took over:

Mabini managed the government's: **Foreign affairs**

Mabini wanted a government with an organized administrative structure and representative body.

THE OCCUPATION OF MANILA

WHAT IF THE FILIPINOS HAD CAPTURED MANILA FIRST?

Mabini believed that if Filipinos had captured Manila **before General Merritt's troops arrived**, the relationship between Filipinos and Americans might have been clearer.

But what happened?

The Americans:

- Landed in **Parañaque**
- Attacked Manila
- Did so without involving Filipino forces surrounding the city

After Manila surrendered: The Philippine Government

moved from: **Bacoor, Cavite**

to: **Malolos, Bulacan**

Congress

The newly formed Congress held its **first meeting** in Malolos.

Readings in Philippine History

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COUNSEL FOR THE REPUBLIC

MABINI'S ADVICE

Mabini advised Aguinaldo to send a message to Congress.

His argument:

Congress should **not write a constitution** because:

- They were not a constitutional convention.
- They could not pass laws because they had no legislative power.

What should be their urgent duty?

Their main and urgent duty was to:

1. Organize the armed forces
2. Raise funds needed to support them

NEGOTIATION WITH THE UNITED STATES

Mabini believed the government should have the freedom to negotiate an agreement to avoid the:

Horrors of war with the United States.

Aguinaldo's response

Aguinaldo shared Mabini's opinion with his cabinet.

However:

Mabini's advice was rejected.

Result

Mabini was:

- Strongly criticized
- Accused of having tyrannical ideas

Political critics gave him the nickname:

"Devil's Advocate to the President."

Even after distancing himself

Mabini moved to another house.

But Aguinaldo had a telephone line installed so he could continue contacting Mabini.

Mabini continued serving as his: ***"Devil's Advocate."***

SECRETARY OF FOREIGN AFFAIRS & EMINENT WAR

BECOMING SECRETARY OF FOREIGN AFFAIRS

Mr. Arellano said he could no longer serve as Secretary of Foreign Affairs.

Aguinaldo then asked Mabini to take over.

Mabini accepted.

He officially became Secretary on: **January 2, 1899**

TREATY OF PARIS

Despite Mabini's efforts, the situation did not change because the:

- Treaty of Paris

gave the U.S. Congress power to decide the:

- Civil rights
- Political status

of Filipinos.

Mabini's concern

If Filipinos surrendered without resistance, Americans might think Filipinos were:

Unfit for self-government

because they had failed to defend their freedom.

THE DIFFICULT CHOICE

Filipinos had to choose between:

War

OR

being seen as:

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Readings in Philippine History

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Unfit for independence

Constitution

The Constitution of the Philippine Republic was sent to the government for approval.

Mabini tried to delay its proclamation because of the serious situation.

His position

He believed war was unavoidable.

However, he wanted to ensure that:

The Filipino side would not start the conflict.

Why?

Because their weak position could not justify provoking the Americans.

THE COUP D'ÉTAT (1899)

PHILIPPINE-AMERICAN WAR

The U.S. Senate delayed approving the **Treaty of Paris**.

Therefore:

President William McKinley took military action.

February 4, 1899

American forces attacked.

This started the: **PHILIPPINE-AMERICAN WAR**

February 6, 1899

The U.S. Senate approved the treaty.

May 1, 1899

The **\$20 million payment to Spain** was completed.

This officially transferred the Philippines to the **United States**

McENERY PROPOSAL

MAIN IDEA

The McEnery Proposal suggested that:

- The United States should **not permanently annex the Philippines**.
- Instead, the U.S. should prepare Filipinos for **self-government**.
- This was intended to benefit both:
 - Americans
 - Filipinos

McEnery = preparation for Filipino self-government

BACON AMENDMENT

MAIN IDEA

The Bacon Amendment proposed that the United States:

- Give up its sovereignty over the Philippines
- Give up control over the Philippines

Government

Control would be:

Turned over to the Filipinos.

Bacon Amendment = give up U.S. sovereignty/control + turn government over to Filipinos

STATUS OF THE PHILIPPINES

BACON AMENDMENT VOTE

The Bacon Amendment was put to a vote.

Result:

29–29 tie

The Vice President cast the deciding vote:

Against the amendment

McENERY PROPOSAL — MABINI'S CRITICISM

Under the McEnery Proposal, the Philippines, as property purchased by the United States, could be:

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Readings in Philippine History

RIPH111

- Governed
- Disposed of

as the U.S. wished.

This was not limited by the U.S. Constitution.

Filipino rights

Under this proposal, Filipinos would enjoy:

- Life
- Liberty

not because these were **natural rights**, but because the:

U.S. Congress allowed it.

MABINI'S COMPARISON

Mabini pointed out the contradiction involving the United States:

The Republican Party under **Abraham Lincoln** had freed millions of slaves in the United States.

But later, under **William McKinley**, the United States became the owner of millions of Filipinos.

FILIPINO MILITARY WEAKNESS

Mabini said that the poorly prepared Filipino militia could not resist the first attack of the:

Well-trained American troops.

- Filipino forces around Manila were also not ready for the attack that night.

Problems among Filipino commanders

- Many had little experience in war.

They did not fully understand the importance of:

- Military training
- Discipline

Therefore:

Defensive positions were not organized or managed effectively.

UNIFIED COMMAND ISSUES

Problem 1 — No clear Military Plans

Before the war, Filipino military leaders had no clear plans for:

- Attacking
- Retreating

Problem 2 — Lack of unified command

Emilio Aguinaldo did not fully recognize the importance of:

- One unified command
- Coordinated military strategies

Problem 3 — Communication

Aguinaldo failed to create a system that could quickly restore:

Communication during battles.

AGUINALDO'S DIRECT CONTROL

Aguinaldo wanted to keep all forces around Manila under his:

Direct control.

- However, he was also busy leading the government.
- Therefore, he could not fully focus on:

Commanding the army.

Government leadership + direct military control = difficulty managing the army effectively.

GENERAL ANTONIO LUNA

APPOINTMENT

After fighting had already begun:

Aguinaldo appointed Antonio Luna

as commander of the forces defending Manila.

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Luna's role

He took charge of the defense in:

Northern Manila

after the government was forced to leave: **Malolos**

REBUILDING THE ARMY

Luna:

- Gathered new troops in **Calumpit**
- Used them to rebuild the army
- Enforced strict discipline
- Improved soldiers' morale
- Improved organization

Problem

- Many military commanders refused to cooperate.

Why?

They wanted to keep their own: **Authority**

This made it difficult for Luna to: **Unite the army.**

INTERNAL OBSTACLES

CONFLICT WITH GENERAL LUNA

Problem with commanders

Some commanders refused to follow Antonio Luna.

Therefore, Luna removed them, sometimes:

By force.

Luna's potential

The source says Luna could have improved discipline with: **Emilio Aguinaldo's full support.**

Aguinaldo's suspicion

Aguinaldo became suspicious as Luna gained respect for:

- Bravery
- Military leadership

Influence of Luna's enemies

Luna's enemies told Aguinaldo that Luna wanted to:

Take over his leadership.

PROPOSAL FOR GUERRILLA WARFARE

LUNA'S PROPOSAL

Luna asked Mabini to convince Aguinaldo to use:

GUERRILLA WARFARE

instead of: **OPEN BATTLES**

Mabini's response

Mabini:

- Agreed to help.
- But doubted that Aguinaldo would change his decision.

May 1899

Mabini left his government position to: **Pedro Paterno**

and went to: **Rosales, Pangasinan.**

THE DEATH OF GENERAL LUNA

WHAT HAPPENED?

Emilio Aguinaldo asked:

Antonio Luna

to meet him in:

Cabanatuan

When Luna arrived:

Aguinaldo was not there.

What happened to Luna?

Readings in Philippine History

RIPH111

Luna was:

- Betrayed
- Killed by soldiers

The soldiers had previously been:

Punished by Luna.

AFTER LUNA'S DEATH

After Luna's death:

Aguinaldo:

- Took command of Luna's army.
- Moved the government to **Tarlac**.

His focus

He focused more on:

- Politics
- Writing

rather than: **The war**

Result

This allowed: **Elwell Stephen Otis**

and the American forces to gain an: **Advantage.**

A TERRIBLE LESSON

MABINI'S ASSESSMENT OF THE REVOLUTION

The Revolution failed because:

1. **It was badly led.**
2. **Its leader won his position through: Reprehensible rather than meritorious acts.**
3. **Instead of supporting the men most useful to the people:**

The leader made them useless because of:

Jealousy.

Mabini hoped that Filipinos would not forget this:

"terrible lesson"

because it was learned through:

untold suffering.

"The greatest leaders are not those who seek power, but those who place their country before themselves."

PRELIMS WEEK 5 LESSON 1:

THE 1898 DECLARATION OF PHILIPPINE INDEPENDENCE

by Ambrosio Rianzares Bautista [Proclamation]

Source: *The Laws of the First Philippine Republic (The Laws of Malolos)*. Manila. National Historical Commission. 1972. pp. 203–206.

ABOUT THE AUTHOR

AMBROSIO RIANZARES BAUTISTA

Who is he?

Ambrosio Rianzares Bautista was a:

- Filipino lawyer
- Patriot
- Revolutionary leader

during the **Philippine Revolution**.

Connection to Emilio Aguinaldo

He served as:

- Legal adviser
- Close associate

of **Emilio Aguinaldo**.

Major contribution

He:

- Wrote the **Act of the Declaration of Philippine Independence** in Spanish.
- Publicly read it during the historic proclamation in **Kawit, Cavite, on June 12, 1898**.

✿ *Belle's*

Readings in Philippine History

RIPH111

- Drafted the document declaring that the Philippines was a **free and independent nation**.
- Declared that all political ties with Spain had been severed.

Signatories

The declaration was signed by:

98 individuals

including an **American military officer** who witnessed the event.

Historical importance

Bautista is remembered as the principal author of one of the most important documents in Philippine history.

It symbolizes:

The birth of the independent Filipino nation.

ABOUT THE PROCLAMATION | SOURCE CLASSIFICATION

Category	Information
Type of Primary Source	Proclamation (Declaration of Independence)
Form	Official declaration / legal proclamation
Author	Ambrosio Rianzares Bautista
Date	June 12, 1898

Place	Kawit, Cavite
-------	---------------

WHY IS IT A PROCLAMATION?

A **proclamation** is:

An official public declaration issued to announce an important political, legal, or governmental action.

The Act of the Declaration of Philippine Independence

It was:

- Written by **Ambrosio Rianzares Bautista**
- Proclaimed by **Emilio Aguinaldo**

It formally announced the:

Independence and sovereignty of the Philippine Islands from Spanish colonial rule.

WHY IS IT A PRIMARY SOURCE?

Because it was:

- Written by Bautista
- Officially proclaimed during the historic ceremony
- Made on **June 12, 1898**

Therefore, it serves as an:

Official firsthand record of the declaration of Philippine independence.

ASSEMBLAGE & GRIEVANCES

WHY DID FILIPINOS WANT INDEPENDENCE?

Military leaders, absent army members, and town representatives declared that the Filipino people were:

No longer willing to live under Spanish rule.

GRIEVANCES AGAINST SPANISH RULE

Filipinos suffered:

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- Unjust arrests
- Abuses
- Killings

These were committed by the: **Civil Guards**

often with the approval of their superior officers.

FALSE ACCUSATIONS

Some prisoners were:

- Falsely accused
- Executed

for supposedly trying to escape.

LACK OF JUSTICE

These abuses:

Went unpunished.

Many respected Filipinos were also unjustly deported, including those exiled by: **General Blanco**

under the influence of the: **Archbishop**.

HISTORICAL PRECEDENTS

ROLE OF THE FRIARS

The friars:

- Kept Filipinos uneducated.
- Caused many respected citizens to be unjustly deported.
- Used unfair trials.

These trials were described as similar to those during the:

Inquisition

where people could not properly defend themselves.

RESULT OF THESE INJUSTICES

Because of these injustices, the Filipino people launched the:

PHILIPPINE REVOLUTION | AUGUST 1896

PURPOSE:

To regain the:

- Independence
- Sovereignty

that had been taken by Spain.

SPANISH CONTROL

The declaration traced Spain's rule to the time when:

Governor Miguel López de Legazpi

followed the earlier actions of:

Ferdinand Magellan

in Cebu and established Spanish control over the islands.

HISTORICAL PRECEDENTS

FERDINAND MAGELLAN

Magellan was killed in the:

Battle of Mactan

after:

Chief Lapulapu (Kalipulako)

resisted his attempts to control the island.

MIGUEL LÓPEZ DE LEGAZPI

Later, Legazpi:

1. Made a **Blood Compact** with Chief Sikatuna of Bohol.
2. Went to Manila.
3. Gained the friendship of:
 - Rajah Soliman
 - Lakandula
4. Eventually claimed:
 - Manila
 - The Philippine archipelago
5. Claimed them for Spain under the authority of:
King Philip II.

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INTERNATIONAL LAW & PACIFICATION

LEGITIMACY OF THE REVOLUTION

The Filipino Revolution was supported by earlier historical events and was considered:

Legitimate under international law.

PACT OF BIAK-NA-BATO

A temporary peace was made through the:

Pact of Biak-na-Bato

Arranged by:

Pedro Alejandro Paterno

Between:

- Spain
- Emilio Aguinaldo

Aguinaldo was the leader of the:

Biak-na-Bato government

SPAIN'S RESPONSE

Fernando Primo de Rivera accepted the agreement.

Spain promised:

General amnesty

for:

- Exiled Filipinos
- Imprisoned Filipinos

However:

Many promises were not fulfilled.

RESUMPTION OF THE STRUGGLE

After the:

U.S. Navy defeated the Spanish fleet

and bombarded the:

Cavite Naval Base

the Filipino struggle for independence resumed.

GROWTH OF THE REVOLUTION

AGUINALDO RETURNS

After returning to the Philippines:

Emilio Aguinaldo officially resumed the Revolution on May 31, 1898.

However, some towns had already begun fighting on:
May 28, 1898

EARLY VICTORY

A Spanish force of:

178 soldiers

surrendered between:

Imus and Kawit (Cavite Viejo)

This marked an early revolutionary victory.

SPREAD OF THE REVOLUTION

The Revolution quickly spread to:

- Batangas
- Bulacan
- Laguna
- Rizal
- Cavite
- Bataan
- Pampanga

FILIPINO VICTORIES

Spanish forces remained only in certain areas, including:

- Naic and Indang, Cavite
- San Fernando
- Macabebe
- Sasmuan (Sexmoan)
- Guagua, Pampanga
- Lipa, Batangas

Meanwhile:

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All Spanish military posts in Bataan had fallen.

GROWTH OF THE REVOLUTION

The Revolution succeeded in many provinces.

Spanish forces remained only in:

- A few provincial capitals
- Manila

FILIPINO PLANS

Filipino forces planned to:

Besiege Manila

OTHER AREAS SUPPORTING THE REVOLUTION

These included:

- Nueva Ecija
- Tarlac
- Pangasinan
- La Union
- Zambales
- Parts of the Visayas

EFFECT OF THE VICTORIES

These victories strengthened the fight for:

- Philippine independence
- Philippine sovereignty

FILIPINO FAITH AND HOPE

The Filipino people:

- Prayed for God's guidance
- Prayed for justice
- Hoped the United States would support their struggle for freedom

With this hope, they officially declared the Philippines an:

INDEPENDENT NATION

in the name of the: Filipino people.

PROCLAMATION OF INDEPENDENCE

FILIPINO INDEPENDENCE

The Filipino people declared themselves:

Free and independent

with all:

- Political ties
- Loyalty

to the **Spanish Crown** officially ended.

RIGHTS OF AN INDEPENDENT NATION

As an independent nation, the Philippines has the right to:

1. Make war or peace

The Philippines could independently decide whether to:

- Enter war
- Establish peace

2. Sign trade agreements

The Philippines could establish its own:

Trade agreements

3. Form alliances

The Philippines could form:

Alliances with other nations.

4. Regulate its own trade and commerce

The country could control its:

- Trade
- Commerce

5. Exercise all powers of a sovereign country

The Philippines would exercise:

All the powers of a sovereign country.

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PLEDGE TO DEFEND INDEPENDENCE

With faith in:

Divine Providence (God's guidance)

the Filipino people pledged to defend their independence even at the cost of their:

- Lives
- Wealth
- Honor

THE INSTRUMENT OF REDEMPTION

RECOGNITION OF AGUINALDO

The Filipino people recognized and accepted the government:

(Dictatorship)

established by:

Emilio Aguinaldo

They honored him as: Supreme Leader

They believed the Philippines was beginning its:

Independent life.

BELIEF IN DIVINE CHOICE

Despite Aguinaldo's humble background, the Filipino people believed:

God had chosen Aguinaldo

to lead the country toward freedom from Spanish rule.

INFLUENCE OF RIZAL

This belief was inspired by:

José Rizal's prison writings

which many Filipinos viewed as predicting:

Philippine independence.

SPAIN'S ABUSES

Filipinos also viewed Spain's abuses as reasons for overthrowing Spanish rule.

These included:

- Unjust execution of Rizal
- Unjust execution of other patriots

The declaration connects these executions to the:
Friars' desire for revenge.

SACRIFICE OF THE MARTYRS

PERSECUTION OF FILIPINOS

Many Filipinos suspected of joining the Revolution were:

- Arrested
- Imprisoned without trial
- Denied the last rites

These arrests were often made by Spanish authorities at the: **Urging of the friars**

GOMBURZA

The same injustice happened to:

- **José Burgos**
- **Mariano Gómez**
- **Jacinto Zamora**

Together known as: **GOMBURZA**

They were wrongfully executed after being falsely accused of leading the: **1872 Cavite Mutiny**

SPAIN'S FAILURE

Spain also failed to return the parishes to Filipino secular priests despite promising to do so.

RESULT

These injustices and continued oppression:

Strengthened the desire for freedom.

This contributed to the outbreak of the Philippine Revolution in:

✿ *Belle's*

Caloocan

which soon spread to:

- Santa Mesa
- Nearby provinces

THE SPARK OF LIBERTY

FILIPINO REVOLUTIONARIES

Despite having only simple weapons such as:

- Bolos
- Sharpened bamboo sticks
- Arrows

Filipino revolutionaries bravely fought the better-equipped Spanish forces.

SPANISH LEADERS

The Spanish forces were led by:

- Ramón Blanco y Erenas
- Camilo García de Polavieja

DURATION OF RESISTANCE

The courageous resistance lasted approximately. :
Three months.

THE NATIONAL FLAG



as part of the declaration/proclamation ceremony.

Remember that the national flag was presented in connection with the proclamation of independence.

THE FLAG OF THE PHILIPPINE REPUBLIC (1898)

Don Emilio Aguinaldo

- Congress gave full power to our Dictator, **Don Emilio Aguinaldo**, so he could lead the government.
- This included the power to **grant pardon and amnesty**.
- It was also decided that our now **free and independent nation** shall use the same flag we are using.

Meaning of the Philippine Flag

1. White Triangle

- The white triangle stands for the **Katipunan**, a secret society whose blood compact inspired the people to rise in revolution.

2. Three Stars

- The three stars represent the **three main islands of the archipelago**:
 - Luzon
 - Mindanao
 - Panay
- These were where the revolution began.

3. Sun

- The sun represents the **gigantic steps made by the sons of the country** along the path of **Progress and Civilization**.

4. Eight Rays of the Sun

- The eight rays stand for the **eight provinces** that declared war as soon as the first revolt was initiated:
 - Manila
 - Cavite
 - Bulacan
 - Pampanga
 - Nueva Ecija
 - Bataan
 - Laguna
 - Batangas

5. Blue, Red, and White Colors

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- The colors **blue, red, and white** commemorate the flag of the **United States of North America**.
- This was a manifestation of the Philippines' **profound gratitude for its disinterested protection**, which it lent and continues lending to the Philippines.

CERTIFICATION OF THE DECLARATION

"Who solemnly swear to recognize and defend it unto the last drop of their blood. In witness thereof, I certify that this Act of Declaration of Independence was signed by me and by all those here assembled including the only stranger who attended those proceedings, a citizen of the U.S.A., Mr. L. M. Johnson, a Colonel of Artillery."

AMBROSIO RIANZARES BAUTISTA
War Counsellor and Special Delega

WEEK 5 LESSON 2: MGA GUNITA NG HIMAGSIKAN

MEMOIRS OF THE REVOLUTION BY EMILIO AGUINALDO

This primary source deals with the memories of:

President Aguinaldo

regarding:

- Philippine Revolution
- His exploits as a general
- His sacrifices
- His views on certain events
- His crucial war decisions

PAGES INCLUDED

78–82; 95–100; 177–188; 212–227

ABOUT THE AUTHOR | EMILIO AGUINALDO Y FAMY

Emilio Aguinaldo was a:

- Filipino revolutionary
- Military leader
- Statesman

ROLE IN THE STRUGGLE

He played a major role in the fight for:

Philippine independence

during the late 1800s.

BIRTHPLACE: Cavite El Viejo

now known as: Kawit, Cavite

FAMILY BACKGROUND

He came from a: Principalia (local elite) family

EDUCATION AND EARLY POSITION

Aguinaldo:

- Received formal education.
- Later became **capitán municipal** (municipal mayor).

REVOLUTION

In: **1896** he joined the Philippine Revolution against Spain.

MILITARY SUCCESS

His military victories in: **Cavite**

made him one of the most influential leaders of the Revolution.

ABOUT THE MEMOIRS

SOURCE CLASSIFICATION

Category	Information
Type of Primary Source	Memoirs (personal historical account)
Form	Personal memoir / autobiographical narrative

Readings in Philippine History

RIPH111

Author	Emilio Aguinaldo
Date	Written in the early 20th century
Published as	<i>Mga Gunita ng Himagsikan</i>

WHAT IS A MEMOIR?

A memoir is:

A personal written account

where an individual:

- Records historical events
- Reflects on historical events

that they:

- Experienced
- Witnessed

WHAT DOES AGUINALDO'S MEMOIR CONTAIN?

In *Mga Gunita ng Himagsikan*, Aguinaldo recounts his:

- Experiences during the Philippine Revolution
- Memories as a revolutionary leader
- Experiences as a military commander
- Experiences as the later President of the Revolutionary Government

EDILBERTO EVANGELISTA JOINS THE REVOLUTION

NOVEMBER 1896 | Edilberto Evangelista

was a Filipino civil engineer from: **Italy**

who joined the Revolution after proving that he was **not a Spanish spy**.

AGUINALDO'S ACTION

Emilio Aguinaldo:

- Accepted him.
- Appointed him **Director General of Natural Resources**.
- Assigned him to build military trenches.

IMPORTANT INSTRUCTION

Aguinaldo instructed that Evangelista: **Not be sent into battle.**

ARMS PROCUREMENT

FELICIANO JOCSON

Feliciano Jocson helped transport: Salt peter

which was a key ingredient for making ammunition.

He transported it from:

Manila → revolutionary munitions factory

JANUARY 1897

Jocson and: **General José Alejandrino**

traveled to: **Hong Kong**

with: **₱20,000**

from the:

- Magdalo Council
- Magdiwang Council

PURPOSE

To: **Buy weapons**

WHAT HAPPENED TO THE GUNS?

They purchased guns but later: **Threw them into the sea**

on the way home because they feared their boat would sink.

Readings in Philippine History

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RESULT

The weapons never arrived.

This disappointed: **Andrés Bonifacio** and his companions in Nasugbu, Batangas.

RETURN TO DEFEND BINAKAYAN

NOVEMBER 1, 1896

AGUINALDO'S ORIGINAL PLAN

Aguinaldo planned to attack Spanish forces in:

Banadero, Tanauan, Batangas

with:

- Candido Trías Tirona
- Pío del Pilar

WHILE PREPARING IN TALISAY

Baldomero Aguinaldo warned that many Spanish soldiers had landed in:

Binakayan

Aguinaldo was unsure whether the report was true, but he became concerned.

MIDNIGHT

Candido Trías Tirona advised Aguinaldo to:

Return and help their own forces instead.

Aguinaldo agreed.

He:

- Fed the troops
- Led them back

4:00 A.M.

They began the: **50-kilometer march home.**

IN SILANG

Aguinaldo received news that:

- First defense line at **Kulanta, Binakayan** had fallen.
- Second line was also under attack.

THE ABANDONED IMUS RECLAIMS HOPE

NOVEMBER 8

Aguinaldo's forces returned to:

Imus

Most residents had abandoned the town.

Only:

- Baldomero Aguinaldo
- Local officials

remained.

RESULT

When people learned the revolutionaries had returned:

They:

- Came out of hiding
- Renewed their support for the Revolution

ENEMY TRICKERY & STRATEGY

Filipino soldiers fighting for Spain deceived the revolutionaries by:

1. Pretending to be allies.
2. Getting close to them.
3. Opening fire.

SPANISH FORCE

Led by:

Captain General Ramón Blanco

It included:

- Regiment 73
- Five battalions of cazadores
- Marine infantry

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AGUINALDO'S TROOPS

He divided his troops into: **Three groups**

under Generals:

- Tirona
- Belarmino
- Garcia
- Baldomero Aguinaldo
- Crispulo Aguinaldo

They advanced to within: **300 meters** of the enemy.

NIGHTTIME PREPARATIONS

Aguinaldo personally supervised the construction of:

500-meter trenches

during the night despite the soldiers' exhaustion.

DIVERSION

He ordered: **General Noriel**

to stage a diversionary attack at: **Polvorin**

He also instructed everyone to: **Remain hidden and not fire until his signal.**

THE ONCOMING HORDE

SPANISH FORCE

Aguinaldo saw approximately: **5,000 SPANISH SOLDIERS**

This was the largest force he had ever faced.

AGUINALDO'S CONDITION

Although he was frightened, he:

- Hid his fear
- Ate only two raw eggs
- Drank coffee
- Prepared for battle

DEFENSIVE CLASH

The Spanish advanced while shouting:

"Long live Spain!"

They opened fire.

FILIPINO RESPONSE

The Filipino soldiers remained calm until:

Aguinaldo gave the signal.

When the enemy came within: **40 meters**

the Filipinos fired their: **Cannons**

RESULT

The Spanish ranks were broken despite repeated attacks.

FILIPINO WEAPONS

The soldiers fought using:

- Bolos
- Arrows
- Remington rifles
- Mauser rifles
- Winchester rifles

AGUINALDO'S REACTION

He praised the bravery of his soldiers.

However, he felt:

- Joy
- Sorrow

because many of the dead were Filipinos fighting for Spain.

He ordered his men:

Not to harm enemy soldiers carrying the dead.

BATTLES FOR CAVITE & THE SPANISH RETREAT

PURSUIT & DEFENSE

When Spanish forces failed to break through the defenses:

- They retreated under bugle calls.
- They continued firing while retreating.

✿ *Belle's*

Readings in Philippine History

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The narrator ordered an advance using:

- Buglers
- Hidden bolomen

NARROW ESCAPE & LOSSES

Aguinaldo's trusted aide:

Juan Munti

saved him from the line of fire.

Aguinaldo also warned his close friend:

Candido Tria Tirona

to stay safe.

TRAGIC LOSSES

Killed in action were:

- Candido Tria Tirona
- Simeon Alcantara
- Several soldiers

LIBERATION & AFTERMATH

The revolutionaries:

- Recaptured the trenches of General Crispulo Aguinaldo.
- Fully liberated Cavite Province from Spanish control.

WEAPONS CAPTURED

Approximately: 200 guns were captured.

ENEMY LOSSES

Spanish casualties were heavy.

Their dead were transported by:

- Carts
- Boats

back to Manila.

RECOVERED MATERIALS

Unexploded enemy cannon shells were salvaged.

This allowed the revolutionaries to obtain:

- Phosphorus
- Empty cartridges

for their: **Munitions factory.**

SEEKING THE SUPREMO

INVITING BONIFACIO

After the defeats, Cavite did not know where: Andres Bonifacio

was.

Therefore, Cavite sent envoys to:

- Caloocan
- Malabon

to invite him to the liberated Cavite.

ARRIVAL

Bonifacio arrived on: **December 1, 1896**

with:

- His wife, **Gregoria de Jesus**
- Brothers:
 - Procopio
 - Ciriaco
- General Lucino
- 20 soldiers

They arrived after enduring severe hardships.

DIVISION OF FACTIONS | MAGDIWANG VS. MAGDALO

MAGDIWANG COUNCIL

Headed by: Bonifacio

Controlled: 12 towns

Examples:

✿ Belle's

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- Noveleta
- San Francisco de Malabon
- Indang

GOVERNMENT STRUCTURE

It leaned toward a: Monarchical structure

using titles such as:

- King
- Ministers

MILITARY ACTIVITY

It faced only one major battle: Victory at Dalahikan up until April 1897.

MAGDALO COUNCIL

Headed by: The narrator's faction

Controlled: 8 towns

Examples:

- Cavite el Viejo
- Imus
- Bacoar

GOVERNMENT STRUCTURE

It operated under a: Republican form

MILITARY ACTIVITY

It faced:

- Constant daily bombardment
- Fierce battles

Because of the lack of action on the Magdiwang front, troops such as: Major Gregorio Jocson

crossed over to join the: **Magdalo front lines.**

THE TEJEROS CONVENTION & POLITICAL CONFLICT

ELECTIONS — MARCH 22

The elections were held during a period of:
Heavy battle alerts

and on: Emilio Aguinaldo's birthday.

ELECTION RESULTS

Position	Winner	Other Candidate
Captain General	General Artemio Ricarte	Santiago Alvarez
Secretary of War	General Emiliano Riego de Dios	Bonifacio
Secretary of Interior	Bonifacio	—

THE HISTORIC INSULT

Daniel Tirona

objected to Bonifacio's election as: Secretary of Interior

because he claimed the position required a: Lawyer's diploma.

BONIFACIO'S REACTION

Bonifacio became offended.

He:

- Voided the election results
- Walked out

CONTINUATION

Col. Santiago Rillo, a Batangas delegate, restored order.

The assembly then: Reaffirmed the election outcomes.

A commission was sent to: Fetch Emilio Aguinaldo from the front lines.

✧ Belle's

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AGUINALDO'S OATH & THE FALL OF PASONG SANTOL

COUNTRY OVER SELF

Aguinaldo initially refused to leave the front line at:
Pasong Santol

because a: 10,000-man Spanish force

was approaching.

CRISPULO'S PROMISE

His brother: General Crispulo Aguinaldo

promised to defend Pasong Santol with his life so Emilio could: **Take his oath of office as President.**

TANZA OATH-TAKING

The following took their oaths:

- Emilio Aguinaldo
- Mariano Trias
- Emiliano Riego de Dios
- Later, a reluctant Artemio Ricarte

Ricarte then:

Abruptly left.

SABOTAGE & TRAGEDY

On: **March 23**

Bonifacio and Ricarte held a secret meeting to: Void the Tejeros Convention.

RICARTE'S ACTION

Under Bonifacio's orders, Ricarte: Intercepted incoming reinforcements

that were being sent to: Pasong Santol.

RESULT

Without support: Pasong Santol fell to Spanish forces.

This resulted in: Disastrous losses.

ARREST AND TRIAL AT NAIC

CAPTURE On: APRIL 29, 1897

troops led by:

- Colonels Bonson
- Paua
- Topacio

captured:

- Andres Bonifacio
- Procopio Bonifacio

in: **Naic**

AFTER CAPTURE

They were given: Medical treatment in a convent.

COUNCIL OF WAR

Aguinaldo convened a:

Revolutionary military tribunal

THE BONIFACIO BROTHERS WERE TRIED FOR:

- **Treason**
- **Sedition**

against the: **Newly established government.**

CLOSING MESSAGE

"Remember that history is a mirror that reflects our choices."

LESSON FROM THE VICTORIES

The victories of the heroes remind us that:

Freedom requires courage.

LESSON FROM THE CONFLICTS

Their conflicts remind us that:

A nation can only move forward when its people choose unity over pride.