

Module 3: Development of Philippine Democracy

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| Introduction

In an interview by the author with public historian Xiao Chua (X. Chua, personal interview, July 12, 2023), he discussed a significant part of Philippine history that happened in 1898. The Americans made a promise to Emilio Aguinaldo, the leader of the Philippine Revolution, to help the country gain freedom from Spanish rule. At that time, the United States (US) was at war with Spain over the USS Maine incident, and Admiral George Dewey defeated the Spanish armada in the Battle of Manila Bay.

Aguinaldo returned home as a leader, and the Filipino people were inspired to continue fighting against the Spaniards, pushing them away from town to town. On June 12, in a dramatic ceremony, Aguinaldo declared Philippine Independence and introduced the country's national symbols, such as the National Anthem and the National Flag. The flag was patterned in the colors of the US flag as a sign of gratitude for the American's help in driving away the Spaniards.

The Philippines became the First Constitutional Democratic Republic in Asia after the Malolos Congress finished its task, and on January 23, 1899, Aguinaldo inaugurated the new government. However, tensions rose as an American serviceman shot a Filipino soldier on February 4 in Manila, leading to hostilities and a full-blown war between two republics.

Fake news spread, falsely blaming the Filipinos for starting the war, which influenced undecided people in the US Congress to support the pro-imperialists. The Treaty of Paris was then ratified, leading to challenges under American rule. While some leaders of the new Philippine Republic wanted to reject US sovereignty, others preferred negotiating peace for home rule. The Filipino people fought bravely, but **Benevolent Assimilation** was harsh and took many lives, including civilians.

One tragic incident was the Balangiga attack, where the townspeople of Samar successfully fought against the American detachment. In retaliation, the Americans burned houses, crops, and animals, causing loss of lives and displacing people. The bells of Balangiga, which signaled the attack, were taken away by the Americans as a war trophy. The bells were only returned to the Philippines in 2018, 117 years after the tragic incident. It was delivered by the Americans and received by the Lorenzo de Martir Parish Church in Balangiga, Eastern Samar on December 15, 2018 (Senate of the Philippines, 2021).

This part of history shows the struggles and sacrifices of the Filipino people in their quest for freedom and independence. It teaches us about the importance of understanding historical events and how they shaped the nation we have today.

| Most Essential Learning Competencies

- Discusses the relevance of the declaration of Philippine Independence and the establishment of the First Philippine Republic and,
- Analyzes the struggle for independence during the Philippine-American War.

| Content Standards

By the end of this module, learners are expected to demonstrate an understanding of:

- the governance and social transformations in the Philippines from the American period, Japanese annexation, and the struggle for the recognition of Philippine independence.

| Performance Standards

By the end of this module, learners are expected to:

- critically evaluate the context, causes and factors, and effects of the social transformations brought by American imperialism, Japanese invasion, and the contribution of individuals in the struggle for the recognition of Philippine Independence.

Lesson 1: Philippine Democracy

| Lesson Objectives

At the end of the lesson, the student is able to:

- demonstrate an understanding of the provisions of the 1899 Malolos Constitution, including its significance and contribution to Philippine history by exploring and analyzing the various articles and provisions within the constitution, understanding their implications and importance in shaping Philippine history.
- enumerate the causes and consequences of the Philippine-American War, showcasing a clear understanding of its historical context.

| Key Concepts

- **Symbolic Elements** – the creation of the Philippine National Flag, the adoption of the Philippine National March, and the Act of the Declaration of Independence add symbolic significance to the proclamation.
- **Democracy** – as described by various authors, democracy is a type of government where the power is held by the people. In this system, citizens have the privilege to be part of decision-making, either by directly participating or electing representatives. The Philippines, being a democratic nation, values freedom, equality, and the safeguarding of human rights. Democracy in the Philippines has been influenced by important historical events and the efforts of its people to gain independence, protect their rights, and create a government that looks after the welfare of its citizens.

| Self-Evaluation Form (Part I)

Accomplish the chart.

What do you know about the challenges of Philippine Independence? Write your answer on the first box.

On the second box, write about the things that you want to know about the topic.

<p>What I know?</p>	<p>What I want to know?</p>
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| What happened during the Malolos Congress

The Malolos Congress, which was held in Malolos, Bulacan, got its name from the place where it took place. This event, also known as the Revolutionary Congress, was organized by Emilio Aguinaldo, who selected more than 50 delegates to participate in the congressional elections on September 15, 1898, at Barasoain Church.

The event was filled with a sense of happiness and positivity. The Pasig Band performed the National Anthem, and Aguinaldo then proceeded to declare the start of the congress by announcing the election of officers.

Following the ceremonies, the Congress elected the following officials:

- President: Pedro Paterno
- Vice-president: Benito Legarda
- First Secretary: Gregorio Araneta
- Second Secretary: Pablo Ocampo

The most important achievement of the Malolos Congress for the Philippine independence are as follows:

1. On September 29, 1898, they officially approved and recognized the declaration of Philippine independence that had taken place in Kawit, Cavite on June 12, 1898.
2. They passed a law that authorized the Philippines to borrow Php 20 million from banks to cover government expenses.
3. They established educational institutions such as the Universidad Literatura de Filipinas and other schools.
4. They played a crucial role in drafting the Philippine Constitution.
5. They made the important decision to declare war against the United States on June 12, 1899.

| The Malolos Constitution

The important details on the Malolos Constitution are the following:

- A Committee led by Felipe Calderon drafted the first constitution of the Filipino people.
- The constitution was the first Republican Constitution in Asia.
- It drew inspiration from the constitutions of Mexico, Guatemala, Costa Rica, Brazil, Belgium, and France.
- Minor revisions were made, mainly due to objections raised by Apolinario Mabini.
- The final draft of the constitution was presented to Aguinaldo, paving the way for the establishment of the first Philippine Republic.
- The constitution established a democratic republic with three branches of government: Executive, Legislative, and Judicial.
- It called for the separation of church and state.
- The president of the republic was granted executive powers, to be exercised with the assistance of the cabinet.
- Judicial powers were vested in the Supreme Court and other lower courts to be created by law.
- The Chief Justice of the Supreme Court was to be elected by the legislature with the agreement of the President and the cabinet.

| The Inauguration of the First Philippine Republic

On January 23, 1899, the First Philippine Republic, also known as the Malolos Republic, was established in Malolos, Bulacan, with General Emilio Aguinaldo as President. Aguinaldo had previously formed a Dictatorial Government and a Revolutionary Government, declaring independence on June 12, 1898, to inspire the people's fight against the Spanish and gain international recognition. The Malolos Republic adopted the *Constitución Política de la República Filipina*, replacing the previous government. However, the Republic did not last long, as Aguinaldo was captured by the American forces on March 23, 1901, leading to its dissolution. On April 1, 1901, Aguinaldo announced allegiance to the US, ending the First Republic and acknowledging US sovereignty over the Philippines. The Philippines remained under US rule until it regained formal independence on July 4, 1946 (The Kahimyang Project, 2012).

| The Philippine-American War

The Filipino-American War timeline began on April 28, 1898, with the United States (US) initiating a war against Spain. On May 1, 1898, the historic Battle of Manila Bay took place, prompting the US to occupy the Philippines. Then, on August 13, 1898, the Mock Battle of Manila occurred, during which the Spanish demonstrated their determination to fight to the last. The **Mock Battle of Manila** on August 13, 1898, during the Spanish-American War, was a symbolic display of resistance by the Spanish forces in Manila. Despite their weakened position after the defeat in the Battle of Manila Bay, the Spanish attempted to show determination to fight. However, it was more of a show than a genuine battle. The American forces, under Major General Wesley Merritt, surrounded Manila and negotiated the city's surrender. The "Mock Battle" served as a prelude to the eventual surrender of Manila to the United States, marking the end of Spanish colonial rule in the Philippines.

On December 10, 1898, John Hay signed the Treaty of Paris, which marked the end of the Spanish-American War and the cession of the Philippines to the US. However, on January 23, 1899, the First Philippine Republic was established in Malolos, but it was not recognized by the Americans. The outbreak of the Filipino-American War began on February 4, 1899, after a soldier named Willie M. Grayson killed a Filipino soldier, serving as a catalyst for the conflict. This incident has come to be known as *Unang Putok sa Panulukan ng Silencio at Sociego, Sta.Mesa*.

| The Battle of Pasong Tirad

The Battle of Pasong Tirad occurred during Aguinaldo's retreat to the northern part of the Philippines, and General Gregorio del Pilar, the rear guard commander, suggested making a last stand at the advantageous terrain of Pasong Tirad to temporarily halt the pursuing Americans. Del Pilar's plan aimed to buy time for Aguinaldo to widen the distance between him and the enemy. Aguinaldo reluctantly approved the suggestion, and on December 2, 1899, the battle took place. Pasong Tirad, a 4,500-foot high pass with a narrow trail, provided a strategic view of the surrounding area. The American forces, led by Major March, pursued relentlessly to capture Aguinaldo and end the resistance. The Americans found a secret trail and surprised Del Pilar's defenders, resulting in their defeat. Del Pilar was wounded but tried to escape, only to be shot and killed by a Krag rifle. The Americans looted his body for souvenirs. The news of Del Pilar's death deeply affected Aguinaldo and his followers, who were determined to continue the fight against the Americans (Agoncillo, 1990).

| Balangiga Massacre

In his book "The Ordeal of Samar," Joseph Schott (1964) vividly describes the events in Balangiga on the night of September 27, 1901. The American sentries on guard posts noticed an unusual number of women heading to church, heavily dressed and carrying small coffins. One sergeant became suspicious and opened a coffin, finding a child's body inside. The woman claimed it was due to cholera, and the sergeant allowed her to pass. However, had he searched further, he would have discovered concealed cane-cutting bolo knives in all the coffins.

On the morning of September 28, Pedro Sanchez, the native chief of police, gathered around 80 laborers for their daily cleanup of the town, while Company C of 71 men and three officers was having breakfast at mess tents. Only three armed Americans were outside - the sentries walking their posts. Suddenly, chaos erupted as the bolo men launched a surprise attack. The church bell rang, and the mob of bolo men streamed out, attacking the soldiers. The laborers joined in, attacking with bolos, picks, and shovels.

Company C, taken by surprise and outnumbered, suffered heavy casualties in the first few minutes. However, a small group of American soldiers managed to fight back, killing approximately 250 Filipinos. In the end, 48 soldiers were killed or missing, 22 were wounded, and only 4 were unharmed. The survivors escaped to the American garrison in Basey.

In response to the massacre, Captain Bookmiller led a retaliatory force to Balangiga, killing some bolo men on the shore and executing 20 hiding in a nearby forest. As American soldiers were buried, Captain Bookmiller quoted from the Book of Hosea, "They have sown the wind and they shall reap the whirlwind." This marked the end of the short-lived policy of benevolent assimilation in Balangiga (Schott, 1964).

| Synchronous Activities

Activity 1: Assess Yourself.

Instructions: Select the best answer for each question.

Set A.

1. Why is the separation of powers important in a democratic government?
 - a. It ensures a fair balance of power among different branches.
 - b. It guarantees equal representation for all citizens.
 - c. It promotes efficient decision-making.
2. How does the concept of separation of church and state affect individuals' freedom of religion?
 - a. It protects individuals from government interference in their religious beliefs.
 - b. It restricts the practice of religion to designated places of worship.
 - c. It encourages citizens to follow a specific religious doctrine.
3. In a democratic republic, what role does the Chief Justice of the Supreme Court play?
 - a. They oversee the executive branch's actions.
 - b. They interpret and apply the law to ensure justice.
 - c. They create and propose new legislation.

Set B.

1. When did the Balangiga massacre occur?
 - a. September 28, 1901
 - b. December 1, 1901
 - c. August 13, 1901
 - d. February 4, 1901
2. Who suggested making a last stand at Pasong Tirad to halt the Americans temporarily during their pursuit of Aguinaldo?
 - a. General Gregorio del Pilar
 - b. Captain Bookmiller
 - c. Pedro Sanchez
 - d. Major March

3. What was the significance of the coffins carried by the women heading to church before the massacre?
 - a. They contained bodies of children who died from cholera and fever.
 - b. They were secretly loaded with bolo knives.
 - c. They were a religious ritual to honor the fallen soldiers.
 - d. They were used to protest against the American occupation.

- 4.. How did Captain Bookmiller respond to the massacre in Balangiga?
 - a. He ordered a retreat to Basey.
 - b. He led a retaliatory force to Balangiga and executed the attackers.
 - c. He surrendered to the Filipino bolomen.
 - d. He negotiated a peace treaty with the local community.

5. What was the main objective of this attack on the American soldiers in Balangiga?
 - a. To drive the Americans out of the Philippines.
 - b. To protect their homeland from invasion.
 - c. To show resistance against American occupation.
 - d. To seek revenge for a previous incident.

Activity 2: Timeline

Description: Match the correct answer for each item from the information inside the box.

Set A.

- ___ 1. Date of Inauguration
- ___ 2. President of the First Philippine Republic
- ___ 3. Position of Apolinario Mabini
- ___ 4. Secretary for Public Instruction
- ___ 5. Location of Inauguration

A. Prime Minister
B. Malolos, Bulacan
C. January 21, 1899
D. Aguedo Velarde
E. Emilio Aguinaldo

Set B.

Match the following dates to the significant event in Philippine history

- | | |
|----------------------|---|
| 1. April 28, 1898 | a. The war between the United States and Spain began. |
| 2. May 1, 1898 | b. The historic Battle of Manila Bay occurred, which prompted the United States to occupy the Philippines. |
| 3. August 13, 1898 | c. The Mock Battle of Manila took place. Through it, the Spanish proved that their forces would fight to the best of their abilities. |
| 4. December 10, 1898 | d. John Hay signed the Treaty of Paris. |

| Asynchronous Activities

Activity: Reflection

Instructions: Which Filipino hero do you like the most from those who fought for our country's freedom? Why do you admire that hero?

Reflect on this thought and write a 300-500 word essay.

| Self-Paced Learning (Optional Activities)

Activity 1: Give Love

Instructions: Give 5 ways on how you can demonstrate your love for the country.
I can show my love for my country by...

1. _____
2. _____
3. _____
4. _____
5. _____

| Self-Evaluation Forms (Part 2)

Answer the following questions.

What I know?	What I want to know?	What have I learned?
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1. What have you learned from the lesson?

2. How will you apply the knowledge you have learned in this lesson in improving Philippine society?

| Answer Keys

Synchronous Activities:

Activity 1: Assess Yourself.

Description: Select the best answer for each question.

Set A.

1. a. It ensures a fair balance of power among different branches.
2. a. It protects individuals from government interference in their religious beliefs.
3. b. They interpret and apply the law to ensure justice.

Set B.

1. a. September 28, 1901
2. a. General Gregorio del Pilar
3. b. They were secretly loaded with bolo knives.
4. b. He led a retaliatory force to Balangiga and executed the attackers.
5. d. To seek revenge for a previous incident.

Activity 2: Timeline

Set A.

1. C
2. E
3. A
4. D
5. B

Set B.

1. a
2. b
3. c
4. d

Asynchronous Activity

Answers may vary.

Self-paced Learning

Answers may vary.

Rubric for Discussions

Criteria (100 pts.)	Excellent	Above Average	Developing	Needs Improvement
Engagement and Participation (60 pts.)	Proactively and consistently participates in class discussion; spearheads the discussion on the topic at hand and elicits exchange of views. (60 pts.)	Proactively and consistently participates in class discussion; asks questions and answers when asked questions. (45 pts.)	Seldomly participates in class discussions; and rarely volunteers to answer but answers when asked questions. (30 pts.)	Does not participate in class discussion; does not answer when asked questions. (15 pts.)
Listening skills (20 pts.)	Listens very well, has an outstanding comprehension of the topic discussed and initiates relevant comments to the class. (20 pts.)	Listens well and has a good comprehension of the topic. Shares relevant comments with the class. (15 pts.)	Listens to the discussion but is sometimes distracted; Needs to be called to make comments which sometimes are not relevant to the discussion.(10 pts.)	Does not listen to the discussion; makes improper comments that interrupts the class discussion. (5 pts.)
Relevance of contribution to the subject (20 pts.)	Constantly contributes significant comments/ ideas that aids in the understanding of the subject. (20 pts.)	Contributes significant comments/ ideas on the subject. (15 pts.)	Contributes comments/ ideas that are sometimes not relevant to the subject. (10 pts.)	Contributes comments/ ideas that are not relevant to the subject. (5 pts.)

Rubric for Written Outputs

Criteria (100 pts.)	Excellent	Above Average	Developing	Needs Improvement
Content completeness (60 pts.)	Written output reveals a high level of comprehension of the question. The answer addresses all the details of the question. (60 pts.)	Written output shows a general understanding of the question. Answers the question well but has room to improve in adding more details. (45 pts.)	Written output shows limited comprehension of the question. Answer to the question lacks details. (30 pts.)	Written is way off mark of the question.(15 pts.)
Evidence (20 pts.)	Detailed facts and evidences from the class discussion are included in the output. (20 pts.)	Cites relevant facts and examples but lacks in details. (15 pts.)	Includes relevant facts, examples, but missed important aspects of the topic.(10 pts.)	No relevant facts and examples from the class discussion. (5 pts.)
Writing (20 pts.)	Written work is well organized and composed. There are no or very few grammatical errors. (20 pts.)	Written work is organized and composed. It has a few grammatical errors. (15 pts.)	Written work is not organized but understandable. It has several grammatical errors. (10 pts.)	Written work is not organized and it prevents comprehension . It has several grammatical errors.(5 pts.)

| Rubric for Creative Outputs

Criteria (100%)	Excellent	Above Average	Developing	Needs Improvement
Content (60 pts.)	The content of the artwork is planned carefully; understanding of most details of the topic of discussion and instructions is clearly shown. (60 pts.)	The content of the artwork is planned carefully; understanding of details of the topic of discussion and instructions is evident. (45 pts)	The artwork content shows little understanding of details of the topic and instructions are not carefully followed. (30 pts.)	The artwork content shows no understanding of details of the topic and instructions. (15 pts.)
Craftsmanship (40 pts.)	Outstanding craftsmanship and meticulous with the details. (40 pts.)	Good craftsmanship with attention to detail. (30 pts.)	Below-average craftsmanship and little attention to detail. (20 pts.)	Poor craftsmanship and no attention to detail. (10 pts.)

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