

Title: Comparison of Spanish Colonization—Latin America and the Philippines

Teacher: Anne Sharkey, Huntley High School

Summary:

This lesson took part as a comparison of the different aspects of the Spanish maritime empires with a comparison of Spanish colonization of Mexico & Cuba to that of the Philippines. The lessons in this unit begin with a basic understanding of each land based empire of the time period 1450-1750 (Russia, Ottomans, China) and then with a movement to the maritime transoceanic empires (Spain, Portugal, France, Britain). This lesson will come after the students already have been introduced to the Spanish colonial empire and the Spanish trade systems through the Atlantic and Pacific. Through this lesson the students will gain an understanding of Spanish systems of colonial rule and control of the peoples and the territories. The evaluation of causes of actions of the Spanish, reactions to native populations, and consequences of Spanish involvement will be discussed with the direct correlation between the social systems and structures created, the influence of the Christian missionaries, the rebellions and conflicts with native populations between the two locations in the Latin American Spanish colonies and the Philippines.

Level:

High School

Content Area:

AP World History, World History, Global Studies

Duration:

Lesson Objectives:

Students will be able to:

- Compare the economic, political, social, and cultural structures of the Spanish involvement in Latin America with the Spanish involvement with the Philippines
- Compare the effects of mercantilism on Latin America and the Philippines
- Evaluate the role of the encomienda and hacienda system on both regions
- Evaluate the influence of the silver trade on the economies of both regions
- Analyze the creation of a colonial society through the development of social classes—Peninsulares, creoles, mestizos, mulattos, etc.

Procedures:

- Teacher will go through background with students concerning the Spanish Empire's role within each region—SEE APPENDIX #1: BACKGROUND INFORMATION
- Students will hypothesize why there would be differences between the rules and impacts on the two regions
 - Discussion Questions:
 - What are the Spanish goals for each of the territories? Think economically, politically, socially, etc.
 - How is the location or geography going to affect Spanish involvement?
 - How are cultural divisions in the conquered territory going to affect Spanish involvement?
- Students will work in small groups to complete a stations activity (alternatively could be completed as packets, or an online activity) in order to look at comparable data and information concerning the Philippines and Latin America including data & primary sources on the economic effects, social effects, and social views of the Spanish rule
- Teacher and students will participate in discussion concerning the impact of Spanish rule on both regions in order to see similarities and understand the reasons for the differences.
- Students will write a comparative essay
 - Essay Question: "Analyze similarities and differences in the role of Spain in Latin America & the Philippines from the 16th century until the 18th century." SEE APPENDIX FOR COMPLETE ESSAY AND AP STYLE RUBRIC
 - This can be done as an in-class essay for an AP World History course as following the AP rubric, or as a structured research or response essay in other courses

Assessments:

- Practice Quiz on Maritime Empires
- Students will complete a AP style comparison essay on the two regions demonstrating their knowledge and also showing the mastery of the skills of the essay prompt & rubric

Extensions:

- In the World History AP curriculum Period 5 (1750 to 1900), the students will be looking at the rise of revolutions and the fall of maritime & land empires such as Spain. Students will analyze multiple documents written by individuals from various countries to see the goals and consequences of various independent movements—examples from the Philippines, Mexico, and South America (as well as those from the United States, Haiti, and France) will be used to see the outcomes of the revolutionary movements. This will continue on the comparison between the Philippines and other nations. Students will analyze the results of the revolutionary movements and see whether or not these nations gained what was desired to figure out what factors led to the results.

Resources:

"The Spanish Philippines." *The Emergence of Modern Southeast Asia: A New History*. Ed. Norman G. Owen. Honolulu: U of Hawaii, 2005. Print.

"Globalization and Economic Change." *The Emergence of Modern Southeast Asia: A New History*. Ed. Norman G. Owen. Honolulu: U of Hawaii, 2005. Print.

Alip, Eufonio Melo. "The Philippines of Yesteryears; The Dawn of History in the Philippines." *The United States and Its Territories, 1870-1925: The Age of Imperialism*. 1904. Web.

APPENDIX #1: BACKGROUND INFORMATION ON SPAIN AND THE SPANISH EMPIRE—COMPLETED WORKSHEET

	SPAIN	SPANISH AMERICAS	SPANISH PHILIPPINES
SOCIAL		<ul style="list-style-type: none"> • New Social Hierarchies created in the Americas <ul style="list-style-type: none"> ○ Peninsulares—Spanish officials and families from Spain (the Iberian <i>Peninsula</i>) that rule and govern Spanish colonies ○ Crillos (Creoles)—Born in the new world to Spanish parents—looked down upon and restricted from high positions by the monarchy—educated & wealthy (later the group that pushes for independence) ○ Mestizos—European and Native ancestry ○ Mulattos—European and African ancestry ○ Native Americans—often poorly treated by Peninsulares leading to the use of new laborers ○ Africans—imported to the Americas as slaves without significant rights involved 	<ul style="list-style-type: none"> • Pre-Spanish society was ruled within the clan/tribal organization with local chieftains that would control the community • New Social Hierarchies created in the Philippines <ul style="list-style-type: none"> ○ Peninsulares—Full-blooded Spanish living the Philippines but born in Spain ○ Insulares—Full-blooded Spanish born in the Philippines ○ Illustrados—Wealthy group of individuals born in the Philippines that were able to study abroad ○ Chinese/Spanish Mestizos—People with mixed racial origins who were economically sufficient ○ Indio—Native/Full-blooded Filipinos ○ Sangley—Full-blooded Chinese living the Philippines
POLITICAL	<ul style="list-style-type: none"> • Spanish Habsburg Empire—part of larger family empire along with the Holy Roman Empire, parts of Spain, and Austro-Hungarian Empire—Habsburg family splits with religious divisions • Involved in Thirty Year’s War between Hapsburg Empires (Catholic v. Protestant) and neighboring areas of FranceKing Charles V—Hapsburg ruler who had strong control over Spain—also controlled parts of Germany, France, Austria, Netherlands, etc. but later abdicates and divides the Hapsburg empire between 2 rulers • Philip II—gain large areas of land under his control solidifying rule (also gains Portugal but rules separately) • Treaty of Tordesillas—conflicts between the Spanish & Portuguese in the Americas—Pope resolves by creating line through the Americas with Portugal gaining all land to East and Spain to the West 	<ul style="list-style-type: none"> • Gain control of Aztec Empire (Hernan Cortes) and Inca Empire (Francisco Pizarro) taking population and wealth of the former empires • Viceroy—appointed governors of the Spanish colonies 	<ul style="list-style-type: none"> • Spanish leadership was soon established over many small independent communities that previously had known no central rule. • Permanent settlements established in 1565

	SPAIN	SPANISH AMERICAS	SPANISH PHILIPPINES
INTERACTION WITH THE ENVIRONMENT		<ul style="list-style-type: none"> • Diseases: Smallpox travelled to the Americas and greatly affected areas due to lack of immunity of native people <ul style="list-style-type: none"> ○ Aztec population moves from 20 million to only 2 million within 60 years ○ Seize control quickly as it devastates the population • Silver Mining: <ul style="list-style-type: none"> ○ Located in Andes Mountains—largest deposit of silver in the Americas ○ Mining developed in order to create a silver industry supporting the Silver 	<ul style="list-style-type: none"> • Plantations develop in order to create an industry changing land use
CULTURAL	<ul style="list-style-type: none"> • Spanish Inquisition: get rid of heretics and protestants from within Spain 	<ul style="list-style-type: none"> • Spreading Christianity: Heavily defended and spread Christian beliefs throughout the Americas <ul style="list-style-type: none"> ○ Catholic priests were some of the first people to the Americas that interacted (and recording information about) the native populations ○ Increased missionary work throughout Latin America—largest population today of Catholics • Creation of the “Cult of Saints”— Missionaries sought to explain Christianity in terms understandable to natives; Natives relate Saints of Christianity to their gods with similar beliefs; in L. America—Virgin Mary gains importance 	<ul style="list-style-type: none"> • Early conversion to Christianity dates back to Magellan and the introduction of Christianity as giving respect to elderly (not commonly held belief in Philippines earlier) • Most of the Filipinos received the conversion with open arms, and were happily converted to Christianity. Some did not like the conversion, such as Lapu-Lapu • After Magellan, the Spanish sent Miguel Lopez de Legaspi to the Philippines, and he conquered the Muslim settlement in Manila during 1570 • Mass Baptism - Baptizing the Filipinos is very large groups at once. It is said that the Filipinos interpreted Baptism as healing, which relies on the presence of Holy Water

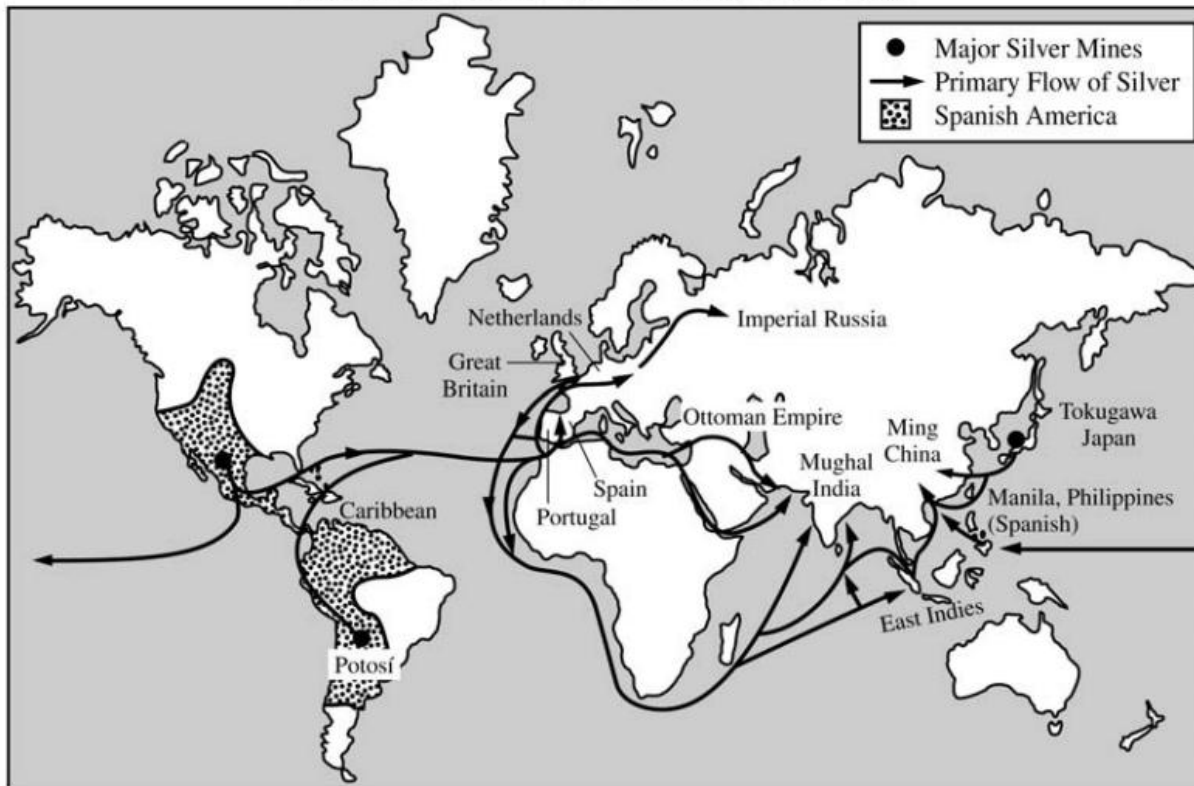
	SPAIN	SPANISH AMERICAS	SPANISH PHILIPPINES
ECONOMIC		<ul style="list-style-type: none"> • Encomienda System: similar to the feudal system <ul style="list-style-type: none"> ○ Provided Peninsulares with land and native laborers—Peninsulares expected to protect the natives and convert them to Christianity • Mit'a System—mandatory public labor under the Inca empire that continues under Spanish rule, communities were required to provide 1/7 of male work force for service in public works, mines, or agriculture, but unlike earlier times did not allow for return to their former villages • Gold—found throughout the Americas especially in Mexico leading to wealth in these regions • Silver—mines of silver found at the S. American area of Potosi leading wealth to increase and Spanish to dominate the silver trade—especially to Asia where silver becomes the currency 	<ul style="list-style-type: none"> • Cedula Tax - A form of taxation implemented in 1884. This served as a paper which was used as proof that one was a colony of Spain and a legitimate member of a pueblo. Before, Filipinos and Chinese only had to pay tribute, but it was revised that all residents of the Philippines were obliged to pay the cedula. • Bandala System: A form of direct taxes that the Spaniards implemented in which the natives were coerced to sell their products to the government at very low prices. • Kasama System •Under this arrangement, the landowners supplied the seed and cash necessary to tide cultivators over during the planting season, whereas the cultivators provided tools and work animals and were responsible for one-half the expense of crop production. • Polo y Servicio •A system of forced labor for 40 days for men ranging from 16 to 60 years of age who were obligated to give personal services to community projects. One could be exempted from polo by paying the falla (corruption of the Spanish Falta, meaning "absence") daily. • Silver Trade—silver was greatly moved out of the Latin American colonies through the Pacific to Asia through Manila

Stations Sources:

PHILIPPINE REVOLTS AGAINST SPANISH COLONIAL RULE

Name of Revolt	Date	Place	Cause	Leader	Result
Lakandula	1574	Tondo, Navotas	Failure of Gov. Lavezares to fulfill Legazpis' promise to Lakandula	Lakandula	Failed
Pampanga	1585	Pampanga	Abuses of Spanish Encomienderos		Failed. A woman betrayed the revolt.
Todo	1587-1588	Tondo, Cuyo, Calamianes	Desire for Independence	Magat Salamat, Martin Pangan, Juan Banal, Pedro Balingit	Failed because the plot was discovered. Leaders were executed.
Cagayan-Ilocos	1589	Cagayan, Ilocos Norte	Refusal to pay tributes, tyranny of tribute collectors		Failed. Easily suppressed.
Magalat	1596	Cagayan	Abuses of the Tribute Collectors	Magalat	Failed. Hired Assassins killed the Magalat.
Igorot	1601	Northern Luzon	Desire for religious toleration		Failed
Irrayas	1621	Cagayan Valley	Oppression of the Indios by the Spanish officials	Felipe Cutabay, Gabriel Dayag	It was not materialized due to Fr. Pedro Sto. Tomas preaching.
Tamblot	1621-1622	Bohol	Desire to abandon Christianity and return to old religious faith	Babaylan Tamblot	It was suppressed by the Spaniards and Cebuanos.
Bankaw	1621	Leyte	Desire for Religious Toleration	Bankaw Pagali	Failed
Cagayan	1625, 1627, 1639	Cagayan	Desire for independence and punishment of a woman whom displeases certain	Miguel Lanab, Aldaban	Failed. Leaders were pardoned and later killed when they

PRIMARY FLOW OF SILVER, 1570–1750



Source: Antonio Vázquez de Espinosa, a Spanish priest, *Compendium and Description of the West Indies*, 1620's.

The ore at Potosí silver mine is very rich black flint, and the excavation so extensive that more than 3,000 Indians worked away hard with picks and hammers, breaking up that flint ore; and when they have filled their little sacks, the poor fellows, loaded down with ore, climb up those ladders or rigging, some like masts and others like cables, and so trying and distressing that even an empty-handed man can hardly get up them.

So huge is the wealth that has been taken out of this range since the year 1545, when it was discovered, up to the present year of 1628, that merely from the registered mines, according to most of the accounts in the Spanish royal records, 326,000,000 silver coins have been taken out.

This does not count the great amount of silver taken secretly from these mines to Spain, paying no 20 percent tax or registry fee, and to other countries outside Spain, including the Philippines and China.

MA-YI*

[Chapter XL of the Ms.]¹

The country Ma-yi² is located north of Poni.³ About one thousand families inhabit the shores of a river which has many windings.⁴ The natives dress in linen, wearing clothes that look like sheets; or they cover their bodies with *sarongs*.⁵ In the thick woods are scattered copper statues of Buddha, but no one can tell the origin of those statues.⁶ Parties seldom visit those districts. When [Chinese] merchants arrive at that port they cast anchor at a place [called] the place of Mandarins. That place serves them as a market, or site where the products of their countries are exchanged. When a vessel has entered into the port (its captain) offers presents consisting of white parasols and umbrellas which serve them for daily use. The traders are obliged to observe these civilities in order to be able to count on the favor of those gentlemen.

In order to trade, the savage traders are assembled,⁷ and have the goods carried in baskets, and although the bearers are often unknown, none of the goods are ever lost or stolen. The savage traders transport these goods to other islands, and thus eight or nine months pass until they have obtained other goods of value equivalent to those that have been received [from the Chinese]. This forces the traders of the vessel to delay their departure, and hence it happens that the vessels that maintain trade with Ma-yi are the ones that take the longest to return to their country.

The most noteworthy places of this country are: San-hsii; Pai-pu-yen; Pu-li-lu, which is located near San-hsii; Li-yin-tung; Lin-hsin; and Li-han.⁸ The products of that country are yellow

*Reproduced from Blair and Robertson, *The Philippine Islands*, 1493-1898, Vol. XXXIV, p. 185. The Arthur H. Clark Company.

wax,⁹ cotton, pearls, shells,¹⁰ betel nuts, and jute [*yu-ta*] textiles.¹¹ Foreign traders import porcelain, commercial gold,¹² iron vases for perfumes, leaden objects glass, pearls of all colors,¹³ and iron needles.¹⁴

San-hsii, or the "Three Islands," belong to Ma-yi. Their names are Ka-may-en, Pa-lao-yu, and Pa-chi-neng.¹⁵ Each of these islands is inhabited by its own races, who are scattered throughout them. But upon the arrival of the vessels, the natives assemble in order to trade. Their general name is San-hsii. Their customs are about the same as those observed in Ma-yi. Each tribe¹⁶ consists of about one thousand families. The country has many lofty hills and rugged rocks which rise up like gigantic walls. The houses of the inhabitants are built of bamboo. The high region of the country has few springs, but the women go to the banks of the rivulets and creeks and thence back to the mountain bearing on their heads two or three jars filled with water, a load that does not bother them. They ascend the mountain with the same ease as if they were on the level. The interior of the valleys is inhabited by a race called Hay-tan. They are of short stature, have round yellow eyes, curly hair, and their teeth can be plainly seen [showing] from between their lips.¹⁷ They build their nests in the forking of the branches of trees, and a family, usually consisting of from three to five individuals, lives in each nest.¹⁸ They wander through the fastnesses of the thickets and invisible to the sight, shoot their arrows at the passers-by. On this account they are greatly feared. When the trader takes them a porcelain jar, they bow and take it, and then uttering cries of joy, run away with it.

When foreign traders come to one of their villages,¹⁹ they must not touch the ground, but must remain aboard their vessel, which is anchored in the middle of the current²⁰ and announce their presence by beat of drum. Thereupon the savage traders approach in their light craft, in which they carry cotton,²¹

RELATION OF THE VOYAGE TO THE
PHILIPPINE ISLANDS, BY MIGUEL
LOPEZ DE LEGAZPI — 1565

Illustrious Sire:

I wrote to your excellency from Puerto de la Navidad giving as full an account as possible up to that port. Now I shall do the same, for I consider it a debt justly due, and I shall always consider it so whenever the opportunity presents itself. I am enjoying good health, thanks be to our Lord; and the same can be said of the whole camp, a thing which ought not to be looked upon as of little importance. May our Lord grant to your excellency the good health that I wish.

On Tuesday, November 21, three hours before dawn, I set sail with the fleet that was at Puerto de la Navidad. For five days the fleet sailed southwest, but on the sixth we directed our course westward until we reached the ninth degree. We sailed on in this latitude in search of the island of Los Reyes, in order that we might go from that point to the Felippinas. A week after we had taken this course, we awoke one morning and missed the *patache* "San Lucas," with Captain Don Alonso de Arellano in command. There had been no stormy weather to make it lose sight of us; nor could it have been Don

Alonso's fault, for he was a gallant man, as he showed. It is believed that it was due to the malice or intent of the pilot. And as he had already been informed about the expedition that we were making, and the course we were to sail, and as he was fully instructed as to what he must do in case he should lose sight of us (as actually happened), and whither he must proceed to await us, we expected all the time that we would find the vessel in some of these islands. But up to this time we have heard nothing of it, which gives me not a little uneasiness. After the fleet had sailed for fifty days in the same course between nine and ten degrees, a degree more or less, we reached land, which proved to be an island inhabited by poor and naked fishermen. This island was about four leagues in circumference, and had a population of about two hundred men. That same day we sailed between two other small islands, which were uninhabited and surrounded by many reefs, which proved very troublesome to us for five or six days. At the end of that time we decided that the fleet should continue its course along the thirteenth degree of latitude, so that we might strike a better land of the Filipinas, which the pilots were finding already, and should not strike Vindanao. We followed our course in this latitude, and on Monday, January 21, we came in sight of land, which afterward proved to be one of the Ladrones Islands, called Gua. We directed our bows to that island, but we were no more than two leagues from it when fifty or sixty *praus* under sail surrounded the fleet. These *praus* were furnished with lateen sails of palm mats and were as light as the wind; this is a kind of boat that sails with remarkable speed, either with the wind or

at random. In each canoe were from six to eight Indians, altogether naked, covering not even the privy parts, which men are wont to cover. They laughed aloud, and each of them made signs inviting us to his own town (for they were from different villages) and promising to give us food there. At break of day we coasted the island and the next morning we cast anchor in a very good port. The day had scarcely begun when a great number of those *praus* appeared about us. There were so many of them, who came to trade with us, that some of our men who counted them affirm that there were more than four or five hundred of them around the ships. All that they had to sell us were articles of food, namely, potatoes, rice, yams, cocoa-nuts, sugar-cane, excellent bananas, and several other kinds of fruit. They also brought ginger, which grows in this island in so great quantity that it is a thing to wonder over; and they do not till or cultivate it, but it comes up and grows of itself in the open fields, just as any other herb. The natives shouted at us, each one inviting us to buy of him. The men of the fleet began to give them the face-cards from old playing cards, and to put bits of woolen cloth and other objects around their necks and on their heads. The Indians seeing this asked for these articles, and adorned themselves therewith as they had seen our men do. In these transactions many ridiculous things happened, and many jests were played. Afterward our men began to give them nails, which the Indians liked so well that they desired nothing else after that. They would smell them before taking them. For each nail they gave measures of rice containing about half a *fanéga*, more or less. After the rice was drawn up into the

boat by means of a rope, because the Indians would not trade outside of their canoes, and the packages were opened, it was found that only the top layer was rice and the rest straw and stones. The Indian who had practiced this jest would clap his hands in glee, and laugh long and loud, and go from that vessel to another, to play the same trick. Then again they would take the nails, and take flight without giving anything in return. These and many other deceptions were practiced by them. They are so great thieves that they even tried to pull out the nails from our ships. They are better proportioned than the Spaniards. Often they attain the great strength fitting to their statures. One of them went behind one of our soldiers and snatched away the arquebuse from his shoulder. When good opportunity offered, they discharged their weapons on those who were taking in water. Notwithstanding that some of the natives on land were shot down, the others did not discontinue trading with our ships; but rather those on the ships, after they had sold their goods, went ashore in their canoes, and there with their hardened clubs, stones, and slings (which comprise their weapons, and which they manage very skilfully) they took the place of those who were fighting, and those who were fighting embarked in the canoes, and came also to the ships to trade. All this seems to be the proceeding of savages, as these people really are, for they have only the form of men. They have no laws, or chiefs whom they obey; and therefore every one goes wherever he wishes. They eat no meat. A soldier who went ashore received a wound in the hand. The wound was apparently small; and indeed it was through negligence of the wounded man himself that

he died within two weeks. One day, after a slight engagement between my men and the natives, we got ready at sunset to sail, without noticing the absence of a young roustabout who, either through carelessness, or because he had not heard the call to assemble, must have advanced too far on the mountain. As our small boats reached the ships, the Indians, who had not lost sight of us during the hour while we remained there, came out upon the shore. As the boy came down from the mountain to the shore, the Indians, when they saw him, fell upon him and in a moment with great cruelty tore him to pieces, giving him at least thirty lance thrusts through the body. When the men of our ships saw the Indians discharging blows, and discovered that they did not have the boy with them, they returned to shore with great fury; but at their arrival the natives had already fled up a hill. They found the boy as I have said above; and I charged the master-of-camp to punish the natives for this act. At midnight he went ashore, and marched inland, but meeting no Indians, he arranged his men in an ambuscade on shore, in which he killed a few of them and wounded many others. Our men burned many houses all along the coast. The town inland on this island is large and thickly populated, and abounds in all things which are raised in the island. There our men found about two pounds of very good sulphur, and took one of the natives alive, who was brought to the ship, and whom I am sending to that Nueva España. This island is called Ladrones, which according to the disposition of the inhabitants, is the most appropriate name that could have been given it. Eleven days after reaching this island, we set sail following our course in the aforesaid latitude.