



The Impact of the Mexican Revolution on the United States

Goals 2000 - Partnerships for
Educating Colorado Students

In Partnership with the **Denver Public Schools**
and the **Metropolitan State College of Denver**

El Alma de la Raza Project



The Impact of the Mexican Revolution on the United States

by Steven Garner

Grades 9-12

Implementation Time
for Unit of Study: 4-5 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

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El Alma de la Raza Series

The Impact of the Mexican Revolution on the United States

Unit Concepts

- What is a revolution and what does it involve?
- What were the major events of the Mexican Revolution?
- How was the United States impacted by the revolution?
- What were the long-range implications of the revolution for the development of the United States?

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

History

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand political institutions and theories that have developed and changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H4)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Visual Art

Students recognize and use the visual arts as a form of communication. (A1)

Introduction

While the Mexican Revolution of 1910–1920 remains a mystery to many of us north of the border, it is clear that this tumultuous event has had deep and lasting implications for both the United States and Mexico. Evidence of the revolution’s impact can be seen in our culture, economy, politics, demography, etc., today.

While the Mexican Revolution technically lasted only 10 years, its roots run much deeper into history. Porfirio Díaz came to power in Mexico in 1876, bringing with him very specific ideas about how to bring his underdeveloped nation into the modern era. First, he invited foreign investment in petroleum and mineral extraction, which led to infrastructural development, primarily railroads. Second, he consolidated rural lands into the hands of the wealthy, wrenching away the communal lands from the peasants and thereby removing a primary source of sustenance. Third, he consolidated his power—which grew with every passing year—forming an ironclad dictatorship. Finally, he implemented an array of other policies that favored the rich (primarily those of European descent) at the expense of the poor.

By 1910 it was clear that changes were coming. Díaz finally succumbed to old age and the forces of opposition. But the transition to a new leadership was far from smooth. Throughout the decade various would-be presidents were at odds with the forces of Pancho Villa and Emiliano Zapata. Internal struggles in the following years led to a great deal of death and destruction across Mexico. As a result, many Mexicans chose to flee to the north to escape the violence and poverty in the troubled nation.

More than one million refugees entered the United States, dramatically altering the cultural, social, and economic texture of the land. The vast majority moved into the border states where they found work in the mines, railroads, and farms. Others moved further north, establishing Mexican enclaves in large cities of the Midwest.

These immigrants brought their culture with them, many aspects of which endure to this day. They played important roles in subsequent historical events, such as World War II. Finally, they had a significant impact on the economic and political development of the Southwest in particular and the nation as a whole. Their overall contribution to the United States should not be underestimated.

Implementation Guidelines

This unit is meant not only to give a thorough treatment of the Mexican Revolution and its impact on the United States, but to incorporate other goals. The author has tried to provide a variety of lesson types that will appeal to a variety of learners. The unit places heavy emphasis on literacy and language skills, which are integrated throughout. Though the unit is intended to be implemented as written, each lesson stands alone and is open to the creative interpretation and implementation of the teacher.

To facilitate implementation, the author suggests making two packets: 1) a packet of all the worksheets for the student to hand in at the end of the unit; and 2) a classroom set of resources organized in sequential order for student use in class. This additional structure and organization will help the teacher to organize an overall rubric for the unit and fairly and easily determine grades.

Finally, the teacher might consider introducing the unit by sharing some of the fascinating pictures/stories of the revolution found in the various resources and/or creating a bulletin board display.

Instructional Materials and Resources

The following books and resources are required for implementing this unit as written.

- Lesson 3 *The Latino Experience in U.S. History*, edited by Stephen Lewin
Lesson 4 *North from Mexico* by Carey McWilliams
Lesson 5 *500 Years of Chicano History in Pictures*, edited by Elizabeth Martinez
Lesson 6 *North from Mexico* by Carey McWilliams
 Corridos Mexicanos y Chicanos by Jose-Luis Orozco

Lesson Summary

- Lesson 1 Terminology of the Mexican Revolution
 Learn the meaning of words essential to understanding the Mexican Revolution and its impact on the United States.
- Lesson 2 What Is a Revolution?
 Discuss in pairs and as a class the meaning of the word “revolution.”
- Lesson 3 Understanding the Revolution and Its Impact
 Identify cause and effect relationships in the Mexican Revolution.
- Lesson 4 Patterns of Migration
 Compare and contrast refugees from the Mexican Revolution with Spanish explorers and graph the number of immigrants by year to the four border states.
- Lesson 5 Refugees at Work
 Economic contributions, struggles, and conditions of Mexican refugees.
- Lesson 6 Life in a New Land
 View the experiences of Mexican refugees through folk ballads.
- Lesson 7 Mexican Culture in the United States
 Identify the many cultural contributions Mexican immigrants have made to U.S. culture (art, music, food, etc.).

Lesson 1: Terminology of the Mexican Revolution

What will students be learning?

STANDARD(S)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

BENCHMARK(S)

Students use comprehension strategies.

Students expand vocabulary development using a variety of methods.

OBJECTIVE(S)

Students will review the concepts of antonyms, synonyms, and analogies.

Students will review and correctly use key vocabulary for the unit.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Defining

Meaningful vocabulary instruction

Teacher-directed questioning

Decoding

Direct interaction

PRELIMINARY LESSON PREPARATION

Review the Vocabulary List, Analogies Worksheet, and Analogies Worksheet Key to familiarize yourself with the lesson. Determine whether any pre-teaching will be necessary for your students on the concepts of antonyms, synonyms, and analogies.

ACTIVITIES

As a large group, read through and discuss the directions on the Analogies Worksheet. Use the Vocabulary List as a guide in completing the worksheet. Check your answers with a partner.

RESOURCES/MATERIALS

Vocabulary List

Analogies Worksheet

ASSESSMENT

Have partners exchange papers and go through them as a class. Discuss each answer and check for comprehension of antonyms/synonyms and the meanings of the vocabulary words. Partners should correct and grade.

Vocabulary List

You will come across the following words repeatedly throughout your study of the Mexican Revolution and its impact on the United States. They are essential to understanding and learning the material. Review the words below and complete the Analogies Worksheet to help you learn their meanings.

acculturation	Adapting to one's cultural environment or surroundings
assimilation	Rejecting one's own cultural background in favor of the dominant culture
barrio	Neighborhood
demographic	Referring to the statistical study of human populations
dictator	Ruler with unrestricted authority; tyrant
dissent	Difference of opinion
exile	Expulsion from one's country or home
hacienda	Ranch or large estate
mestizo	Person of mixed racial background
migration	Movement from one place to another
outraged	Greatly shocked or angered
peon	Landless laborer; a person of low socioeconomic status
radical	Drastic, far-reaching, extreme
redistribution	Reallocation; distributing something in a different way
refugee	Someone who has left their home to seek refuge and safety elsewhere
retaliate	To strike back
revolution	Sudden, radical or complete change; a fundamental change in political organization, especially the overthrow of one government for another
turmoil	State of chaos, disorder, or confusion

Analogies Worksheet

An analogy is a pair of words that correspond in some way or illustrate a relationship. They are often found on tests of one sort or another, primarily because they require a thorough command of vocabulary—the basic building blocks of language.

Before you get started, there are a few things you need to know. To begin, look at the following example:

easy : difficult :: simple : complicated

The symbol “:” stands for “is to,” while the symbol “::” stands for “as.” Thus, the above example would be read “easy is to difficult as simple is to complicated.” Can you see the relationship between each pair? The words *easy* and *difficult* are antonyms—they have opposite meanings—as are the words *simple* and *complicated*.

In analogies, each pair should have the same relationship. In other words, if the first pair are antonyms, the second pair should be also. Likewise, if the first pair are synonyms (words with the same meaning), the second pair should be also.

Directions: To begin, determine the relationship between the first pair of words in each of the analogies below. Place an “A” for antonym or “S” for synonym in the box to the left of each pair. Then, choosing from the word list below, find the antonym or synonym for each of the second pairs and write it in the box to the right. The first one is done for you.

barrio	dictatorship	hacienda
revolution	dissent	outraged
radical	redistribution	turmoil
acculturation	migration	

S	kind : caring :: movement :	migration
	private: public :: agreement :	
	vicious : ruthless :: neighborhood :	
	beautiful : gorgeous :: transformation :	
	hateful : mean : :chaos :	
	quickly : slowly :: pleased :	
	opinion : fact :: democracy :	
	completely : thoroughly :: ranch :	
	unbearable : tolerable :: conservative :	
	significance : meaning :: adaptation :	
	definitely : absolutely :: reallocation :	

Key: Analogies Worksheet

S	kind : caring :: movement :	migration
A	private: public :: agreement :	dissent
S	vicious : ruthless :: neighborhood :	barrio
S	beautiful : gorgeous :: transformation :	revolution
S	hateful : mean : :chaos :	turmoil
A	quickly : slowly :: pleased :	outraged
A	opinion : fact :: democracy :	dictatorship
S	completely : thoroughly :: ranch :	hacienda
A	unbearable : tolerable :: conservative :	radical
S	significance : meaning :: adaptation :	acculturation
S	definitely : absolutely :: reallocation :	redistribution

Lesson 2: What is a Revolution?

What will students be learning?

STANDARD(S)

Students write and speak for a variety of purposes and audiences. (RW2)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H4)

BENCHMARK(S)

Students expand vocabulary development using a variety of methods.

Students know the historical development of religions and philosophies.

OBJECTIVE(S)

Students will familiarize themselves with the concept of revolution and understand that it has been an important force shaping history.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Defining

Semantic map

Questioning

Direct interaction

ACTIVITIES

Read the definition of “revolution” to the class. Explain that you want them to develop a deeper understanding of this concept and comprehend why it has been an important force in history.

Explain that, unlike some simple concepts and words, this word is difficult to define and grasp.

Form groups of two. Ask students in their groups to read through the directions on the What Is a Revolution? worksheet. As a class, share ideas. Suggest that students make further notes based on the class discussion. Finally, instruct students to review all of this information and write a complex definition which fully explains the concept of revolution.

RESOURCES/MATERIALS

Vocabulary List

What Is a Revolution? worksheet

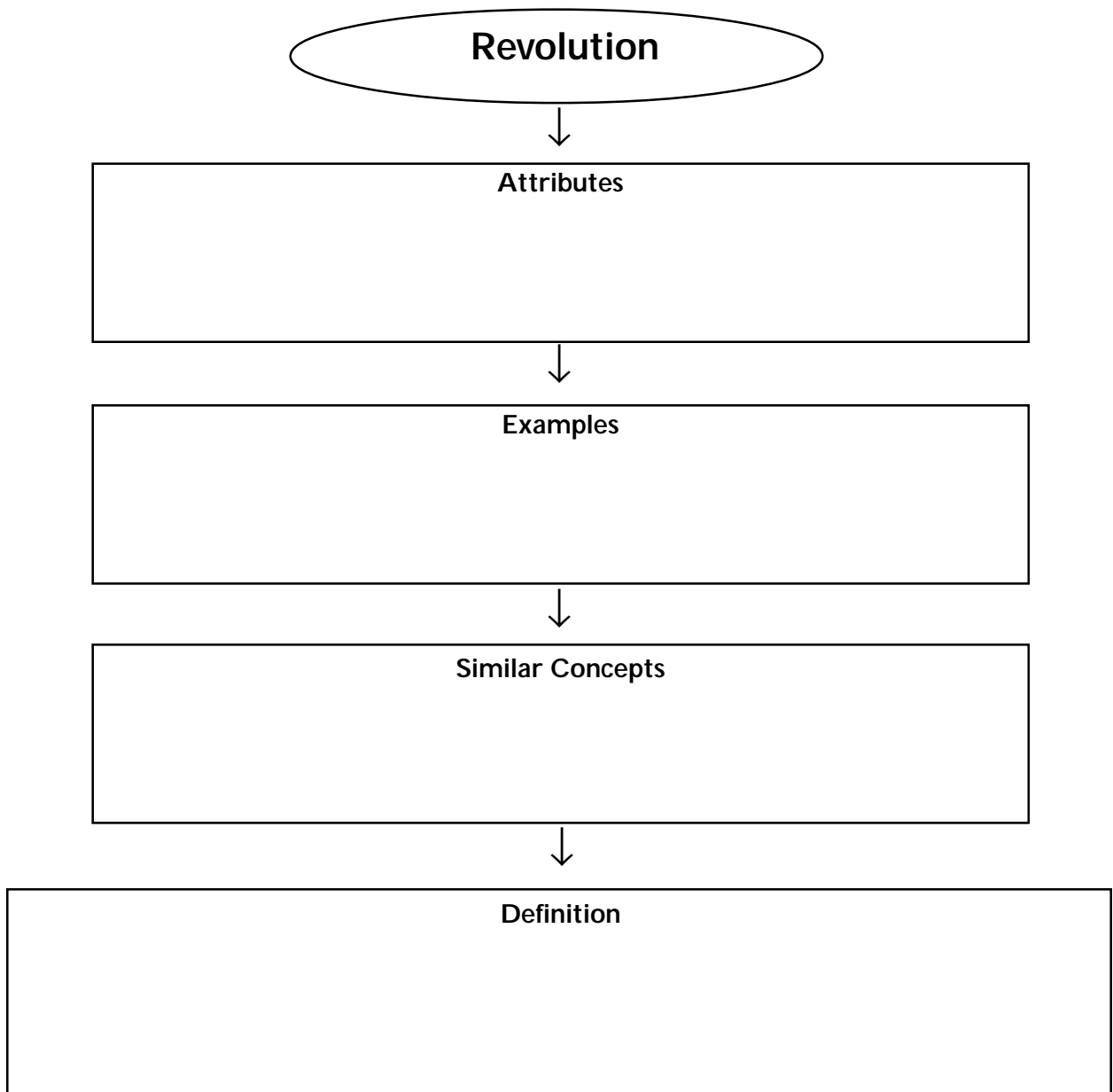
ASSESSMENT

Have students form groups of 4–5. Instruct students to read everybody’s definition in the group and to choose the best one. One person should be elected from the group to share the definition with the entire class and explain why the group picked it as the best.

What Is a Revolution?

Directions: Follow these steps to complete this activity.

1. With a partner, try to fill the boxes below with as much information as you can. Use the following questions to help you.
 - Under **attributes**: What words would you use to describe a revolution?
 - Under **examples**: Can you think of any other revolutions you have heard of or studied?
 - Under **similar concepts**: What is a revolution like?
2. Once you have done this, share your thoughts with the teacher and class and make note of their ideas.
3. Finally, use the space at the bottom to write your own definition of the word.



Lesson 3: Understanding the Revolution and its Impact

What will the students be learning?

STANDARD(S)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students understand political institutions and theories that have developed and changed over time. (H3)

BENCHMARK(S)

Students paraphrase, summarize, organize, evaluate, and synthesize information.

Students know how political power has been acquired, maintained, used, and/or lost throughout history.

OBJECTIVE(S)

Students will understand the complex cause and effect relationships between the events of the revolutionary period.

Students will understand the major issues, players and events on both sides of the border.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Note-taking

Shared readings

Guided readings

Cause and effect

Direct instruction

PRELIMINARY LESSON PREPARATION

Teacher should review *The Latino Experience in U.S. History*, chapter 16, pages 202–209. Teacher should also review the key and become familiar with the format of the lesson and the desired result.

ACTIVITIES

As a large group, read and discuss the instructions and have the students complete part 1 of the Understanding the Revolution worksheet independently. Call upon students to share responses. Read through the directions for part 2 of the worksheet and have the students complete it and share with a partner. Finally, instruct students to read the *Latino Experience in U.S. History*, chapter 16, with a partner and complete the cause and effect notes. The notes are organized in the same order in which the material is presented. Students will find answers more easily if they read a section, refer to the worksheet, search for the answer, discuss with partner, write the answer, etc.

Lesson 3 (cont.)

RESOURCES/MATERIALS

The Latino Experience in U.S. History

Understanding the Revolution worksheet

ASSESSMENT

Use the key to evaluate the worksheet.

Understanding the Revolution

The Mexican Revolution is one of the most important events of the 20th century in North America. It is a complicated and vast topic, which makes it difficult for us to understand. However, one way we can begin to grasp its significance is by looking at the cause and effect relationships that it involved.

Cause and effect relationships help us to find a deeper understanding of why something happened and what led up to it.

- **Cause** answers the questions “How did it all begin?” and “What started it off?” To find the cause, ask yourself “Why?”
- **Effect** answers the questions “What happened as a result of these events?” and “What were the consequences?” To find the effect, ask yourself “What?”

Note: Sometimes it is easier to start with the effect and then find the cause. In other words, find the “what,” then ask “why?”

Part 1

Directions: Below are two columns of causes and effects. For practice, match each cause with the correct effect below by drawing a line between the two.

Cause—Why?	Effect—What?
The window is open. Julia didn't study for the test. It was snowing and Bob forgot to take a jacket when he left the house. Shirley can't get up in the morning. Jack never comes to class on time. A student broke the pencil sharpener.	She always misses first period. He doesn't understand the directions and doesn't know what to do. He caught a cold. Now we have to go next door to sharpen our pencils. She got an F. It's cold in the room.

Part 2

Directions: Now take a couple of minutes to come up with three cause and effect relationships of your own. Think about your own life and experience. Once you are done, share them with a classmate and see if they can understand the cause-effect relationship you have come up with.

Cause—Why?	Effect—What?

Name _____

Date _____

Period _____

Understanding the Revolution (cont.)

Part 3

Directions: Now, review Chapter 16, “The Mexican Revolution and New Patterns of Immigration (1900–1920)” in *The Latino Experience in U.S. History* and complete the chart below.

CAUSE	EFFECT
	Poor Mexican farmers lose their land and become even poorer.
	Opposition to Díaz grows both within Mexico and without.
	Madero determines that violence and revolution are the only means to remove Díaz from power.
Revolutionary bands rise up and attack the government.	
U.S. sailors are arrested in Veracruz.	
U.S. President Woodrow Wilson backs Carranza against Villa.	

Name _____

Date _____

Period _____

Understanding the Revolution (cont.)

CAUSE	EFFECT
	U.S. General Pershing invades northern Mexico to search for Villa.
A new constitution is adopted in 1919.	
During the revolution, Mexico becomes a very dangerous place to live for many people.	
Mexican refugees settle in barrios in cities around the United States.	
	Most Mexicans are forced to accept the lowest paying jobs available.
Farms in the U.S. Southwest grow larger and larger.	
	Farmworkers become migrants as they travel from state to state in the Southwest.
	Anglo workers were often hostile toward Mexican-Americans.

Key: Understanding the Revolution

CAUSE	EFFECT
Mexican Dictator Porfirio Díaz seizes peasant land and gives it to the rich hacienda owners. Peasants are forced to work on the haciendas.	Poor Mexican farmers lose their land and become even poorer.
Conditions in Mexico are horrible for the average person. Díaz deals ruthlessly with anyone who stands in opposition. Many rebels flee to the American Southwest to continue agitating for change in Mexico.	Opposition to Díaz grows both within Mexico and without.
Madero tries to oppose Díaz with ideas and words, but is jailed by Díaz, who refuses to give up power.	Madero determines that violence and revolution are the only means to remove Díaz from power.
Revolutionary bands rise up and attack the government.	The country is thrown into turmoil as government soldiers are attacked and railways and factories are destroyed. Díaz flees Mexico.
Madero is elected president, but is too weak to enact far-reaching reforms, including redistribution of land.	General Victoriano Huerta takes advantage of Madero's weakness, seizes power and proclaims himself president. Revolutionary leader Venustiano Carranza opposes him and the revolution continues.
The U.S. government becomes concerned about the security of its investments in Mexico. It favors Venustiano Carranza over Huerta. Huerta's soldiers arrest U.S. sailors in Veracruz.	U.S. President Wilson orders U.S. troops to seize Veracruz, stopping shipments of weapons to Huerta's forces. Veracruz is occupied for almost all of 1914.
U.S. President Woodrow Wilson backs Carranza against Villa.	Villa had hoped for U.S. support in becoming the President of Mexico. He retaliates by killing 16 U.S. mine workers in Mexico and 18 U.S. citizens in Columbus, New Mexico.

Key: Understanding the Revolution Worksheet (cont.)

CAUSE	EFFECT
Villa had hoped for U.S. support in becoming the President of Mexico. He retaliates by killing 16 U.S. mine workers in Mexico and 18 U.S. citizens in Columbus, New Mexico.	U.S. General Pershing invades northern Mexico to search for Villa.
A new constitution is adopted in 1919.	Land begins to be redistributed, the government assumes new powers and other important changes begin to take place as a result of the new constitution.
During the revolution, Mexico becomes a very dangerous place to live for many people.	Thousands of Mexicans flee to the North to the United States, seeking refuge from the violence of the revolution.
Mexican refugees settle in barrios in cities around the United States.	In the barrios they set up various businesses and clubs, preserving aspects of their former life and bringing important parts of their culture with them.
Most Mexican refugees enter the U.S. job market unskilled and unable to read and write English.	Most Mexicans are forced to accept the lowest paying jobs available.
Farms in the U.S. Southwest grow larger and larger.	The demand for farm laborers increases dramatically. Many Mexicans are drawn into farm work.
The harvesting of crops takes place in different places at different times.	Farmworkers become migrants as they travel from state to state in the Southwest.
Anglo workers are fearful that Mexican-Americans will take jobs away from other U.S. citizens.	Anglo workers were often hostile toward and fearful of Mexican-Americans.

Lesson 4: Patterns of Migration

What will students be learning?

STANDARD(S)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

BENCHMARK(S)

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students know the characteristics, location, distribution, and migration of human populations.

OBJECTIVE(S)

Students will compare and contrast the refugees of the Mexican Revolution with the Spanish explorers who came 300 years earlier.

Students will create line graphs that illustrate the dramatic increase in the Mexican immigrant population in the border states.

SPECIFICS

In contrast to today, the U.S./Mexican border during and before the revolutionary period was much more fluid. People, ideas, goods, elements of culture, etc., flowed freely in both directions. The concept of an enforced delimitation between the nations is a relatively new one. This may be an important point to emphasize in contrasting the historical period discussed in this unit with the current situation.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared readings

Questioning

Comparing and contrasting

Venn Diagram

Graphing

Interpreting

Summarizing

Activities

PRELIMINARY LESSON PREPARATION

Go over the reading and complete the lesson yourself to create a key. An overhead of the graph and Venn Diagram may prove advantageous. Depending on the level of the students, some pre-teaching of these skills may be necessary.

Lesson 4 (cont.)

ACTIVITIES

Follow the directions on the Patterns of Migration/Creating Line Graphs worksheet to compare and contrast the refugees of the Mexican Revolution with the Spanish explorers and to create a line graph representing migration of immigrants to the four border states.

VOCABULARY

entrada	Spanish expeditions of discovery and conquest
conquistadores	Conquerors
cholos	Originally referred to those of mixed Spanish and Native American descent. Later, it was adopted by those with a particular form of dress, who often drove low-riders and sometimes belonged to gangs and/or engaged in criminal activity
hidalgos/caballeros	Both words are loosely translated as “gentlemen” but signify someone of high socioeconomic status
Spanish Borderlands	Territory of the U.S. Southwest that formerly belonged to the Spanish—and later Mexican—people

RESOURCES/MATERIALS

North from Mexico by Carey McWilliams

reproduced copies of Patterns of Migration/Making Line Graphs worksheet

rulers (one for each student)

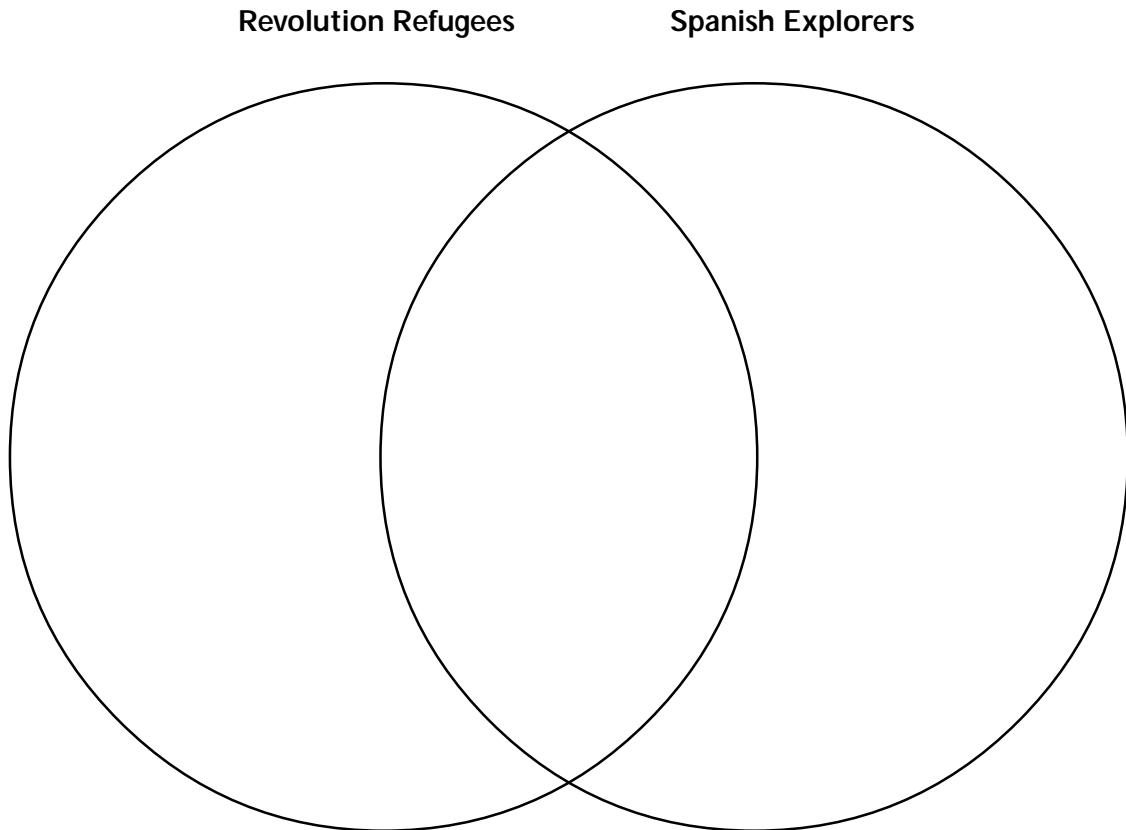
colored pencils (four different colors per student)

ASSESSMENT

Once students have completed the lesson, ask them to write two half-page summaries explaining the main points of each part of the lesson—the reading and the graph.

Patterns of Migration

Directions: Read pages 162–164 in *North from Mexico*. Pay special attention to the way the author compares and contrasts the two groups—the Spanish explorers of 1598 and the refugees of the revolution of 1900–1930. In what ways are they similar? In what ways are they different? Use the Venn Diagram below to organize your notes. Write similarities in the overlapping portion and differences, or characteristics unique to each group, in the separate portions. Think of your question words “who, what, when,” etc., to help you find the necessary information.



Creating Line Graphs

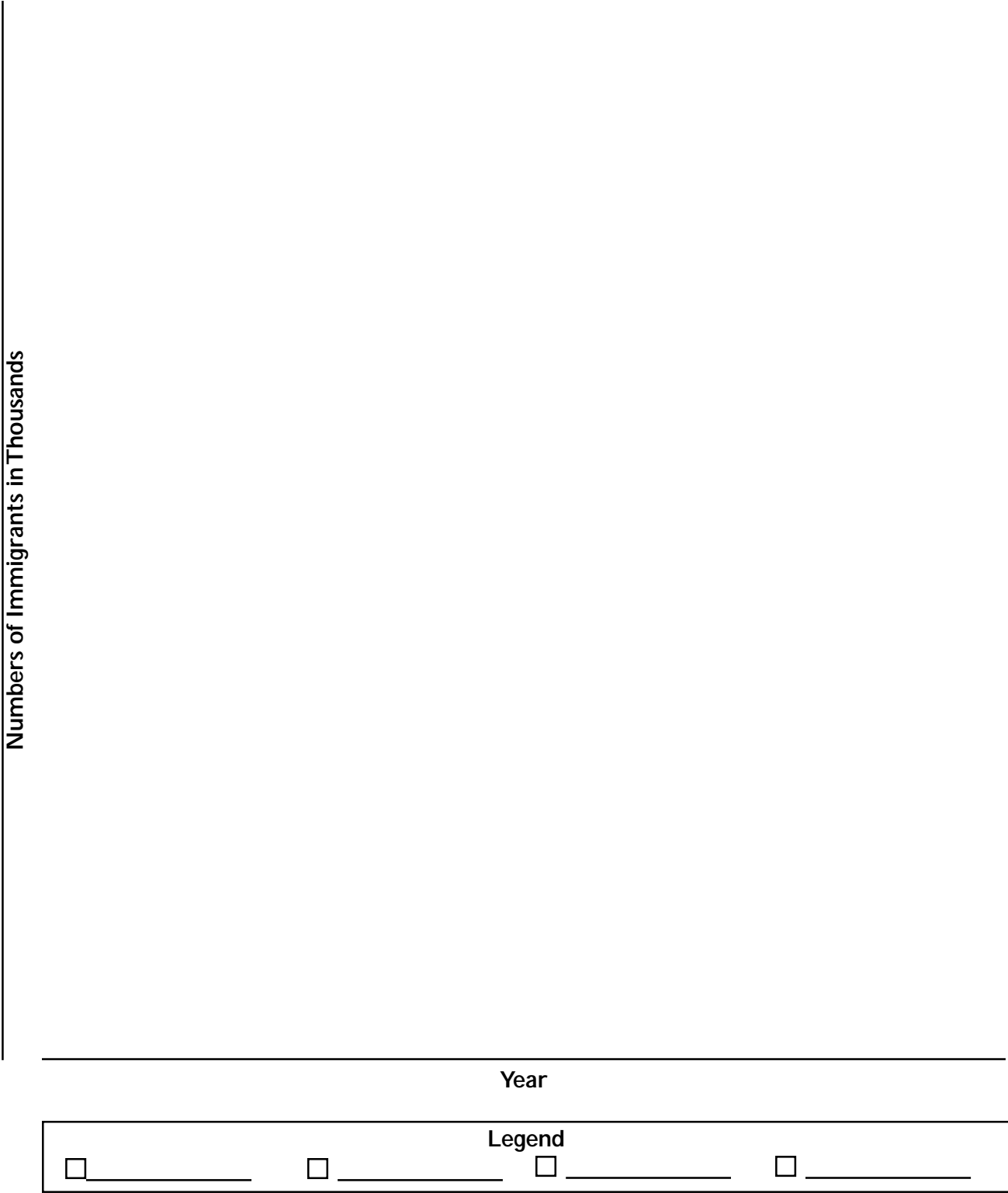
(following page)

Directions: Look again at the data on immigration in the table on page 163 of *North from Mexico*. Now use that data to create a line graph that shows the numbers of immigrants to the four border states from 1900 to 1930.

Using a ruler, mark a line every two inches on the horizontal axis. Where the two axes meet, write “1900.” Under each subsequent line, write “1910,” “1920,” and “1930.” On the vertical axis, starting from where the two axes meet, make a mark every quarter inch. Label the point where the axes intersect “0,” then number each line on the vertical axis, counting up by 25s until you reach 700.

One state at a time, plot the appropriate data in each decade; then connect the dots with a line. Use a different color for each state. Complete the legend and color code at the bottom of the page.

Mexican Immigration to the U.S. During the Revolution



Lesson 5: Refugees at Work

What will students be learning?

STANDARD(S)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students recognize and use the visual arts as a form of communication. (A1)

BENCHMARK(S)

Students understand how economic factors have influenced historical events.

OBJECTIVE(S)

Students will demonstrate, through creating a collage, the economic contributions of Mexican refugees to the U.S. economy and the Southwest.

SPECIFICS

It is believed that over one million immigrants came to the United States during the years of the revolution. While these refugees represented different socioeconomic groups, the vast majority were working class. Their contribution to the U.S. economy, particularly to that of the Southwest, cannot be underestimated. Most were employed in mining, railroads, and farming. Be careful not to give the students the erroneous impression that all refugees were poor and working class. Many well-to-do and middle-class families also came out on the “wrong” side of the revolution and were forced to flee to the north.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Independent reading

Analyzing

Categorization

Modeling

Direct instruction

PRELIMINARY LESSON PREPARATION

Students will be making collages. Examine the book *500 Years of Chicano History in Pictures*, especially pages 50–72, which deal specifically with the revolution, and 73–100, which deal with the economic contributions, struggles, and conditions of Mexican refugees. Look over the photographs carefully. Determine a number of themes for students to portray in their collages (examples: mining, farm labor, railroads, working conditions, living conditions, women, violence) and make copies of photographs for the students to use. Assemble all necessary materials for making the collages. Consider how you might encourage students to create their collages in an artistic manner. You may want to model for them—show examples of different techniques, for example, using different colors, outlining, cutting in different shapes, integrating text, etc. Since this is a relaxed, creative activity, you may want to play some appropriate music in the background to help inspire them! (Why not the tape of corridos used in Lesson 6?)

Lesson 5 (cont.)

ACTIVITIES

Divide the class into pairs to make collages illustrating the lives of Mexican refugees. Encourage students to read the text and look at the pictures. Students may use words as well as pictures in their collage. Every collage should have a title, which can be incorporated into the work or be separate. Once students have finished their collage, they should write a brief script explaining what it means. They will use this as a guide for brief oral presentations/sharing with other students. Have students arrange their work on one of the walls in the room.

RESOURCES/MATERIALS

groups of photos for each pair of students from *500 Years of Chicano History in Pictures*, edited by Elizabeth Martinez

poster paper in different colors

scissors

glue

colored markers/pencils

ASSESSMENT

Since this is a creative endeavor, evaluate students in terms of their effort, use of time, and presentation.

Lesson 6: Life in a New Land

What will students be learning?

STANDARD(S)

Students read and recognize literature as a record of human experience. (RW6)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students know how to use the processes and resources of historical inquiry. (H2)

BENCHMARK(S)

Students read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

Students know the characteristics, location, distribution, and migration of human populations.

Students know how to interpret and evaluate primary and secondary sources of historical information.

OBJECTIVE(S)

Students will read and analyze corridos (Mexican folk ballads) as expressions of the Mexican refugee experience.

Students will investigate the human dimensions of immigration, including prejudice, racism, assimilation, and acculturation.

SPECIFICS

Corridos are folk ballads that tell the stories of people and their historical experiences. There are many corridos written about the revolution, its leaders, and the people caught in the tumult.

They are an important source of information, particularly regarding social history, and continue to be a popular traditional form of expression.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read alouds

Inferencing

Drawing conclusions

Discussions

ACTIVITIES

Play the corrido “El Deportado.” As a group, analyze the corrido without reading the text. (Replay it several times if necessary.) If there are Spanish-speaking students in the class, allow them to demonstrate their understanding. Try to elicit student observations, thoughts, feelings, ideas, etc., by asking a wide variety of questions. What does the corrido sound like? What kind of feeling does it create? Can you identify the instruments? Does this sound like the kind of music only a professional could produce? Does it remind you of anything? Does it sound like anything you have heard before? Does it have a simple or complex structure? Why? Make note of their comments on an overhead or chalkboard.

Lesson 6 (cont.)

Read the text of the corrido together and discuss as a group. The text can be found in *Corridos Mexicanos y Chicanos*, pp. 24–25. Explain to students what a corrido is. Pass out the texts of “El Renegado” and “El Enganchado” from *North from Mexico*, pp. 225–226 and have students read them silently while you write on the board the words “assimilation” and “acculturation.” Have the students help you determine a mutually agreeable definition. (Refer to the vocabulary list as necessary.) Analyze the other two corridos together and generate a discussion around these two concepts. What are concrete examples of the two concepts in the corridos? What are the advantages and disadvantages of each? Make connections to contemporary immigration and immigrant experiences. Are the issues the same? Use whatever discussion format you prefer. Students should make direct reference to the reading to support their ideas and opinions.

VOCABULARY

corridos	Mexican folk ballads that tell stories of people and their historical experiences
assimilation	Rejecting one’s own cultural background in favor of the dominant culture
acculturation	Adapting to one’s cultural environment or surroundings

RESOURCES/MATERIALS

cassette player

“Corridos Mexicanos y Chicanos” by Jose Luis Orozco (cassettes)

reproduced copies of “El Deportado” in *Corridos Mexicanos y Chicanos* by Jose Luis Orozco, pp. 24–25

reproduced copies of “El Renegado” and “El Enganchado” in *North from Mexico* by Carey McWilliams, pp. 210, 225–226

ASSESSMENT

Informal assessment of participation in discussions.

Lesson 7: Mexican Culture in the U.S.

What will students be learning?

STANDARD(S)

Students understand that societies are diverse and have changed over time. (H3)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

BENCHMARK(S)

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

Students know the physical and human characteristics of places.

OBJECTIVE(S)

Students will make connections between the immigration of Mexicans to the U.S. and how they have impacted, influenced, and shaped our culture.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Webbing

Discussing

Observing and analyzing the environment and surroundings

ACTIVITIES

Organize students into groups of 3–4. Look over the web together and explain. Have each group come up with at least one example for each category. Then lead the students on a tour of the school, school grounds, and neighboring community; they should be stimulated by their surroundings to list additional ideas and examples. Return to class, share, and complete the assessment component.

RESOURCES/MATERIALS

Mexican Culture in the U.S. Web

ASSESSMENT

Have students participate in creating a giant web on the classroom chalkboard or on strips of paper with categories that can be arranged on a wall. Debrief and share observations as a class.

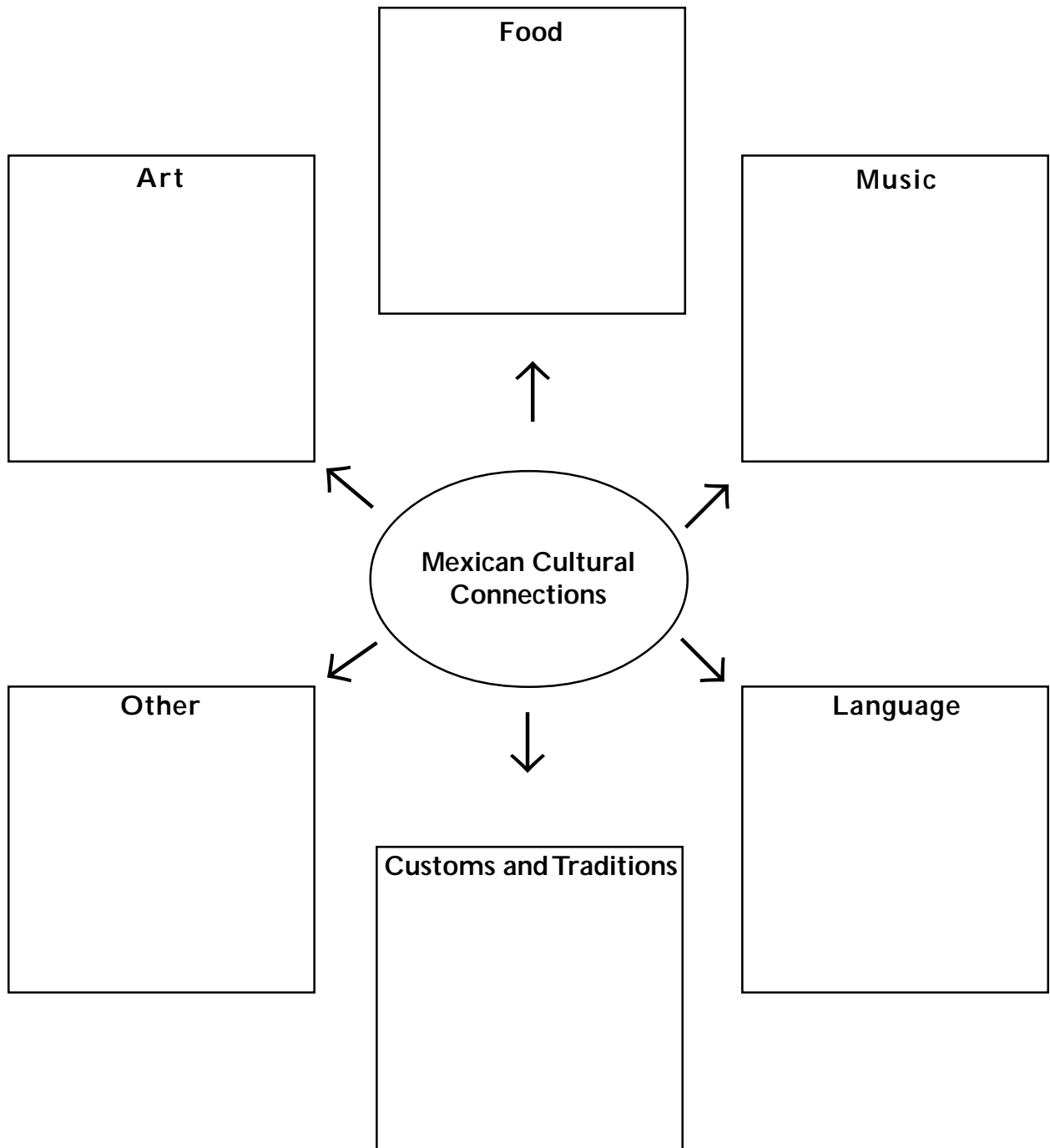
Name _____

Date _____

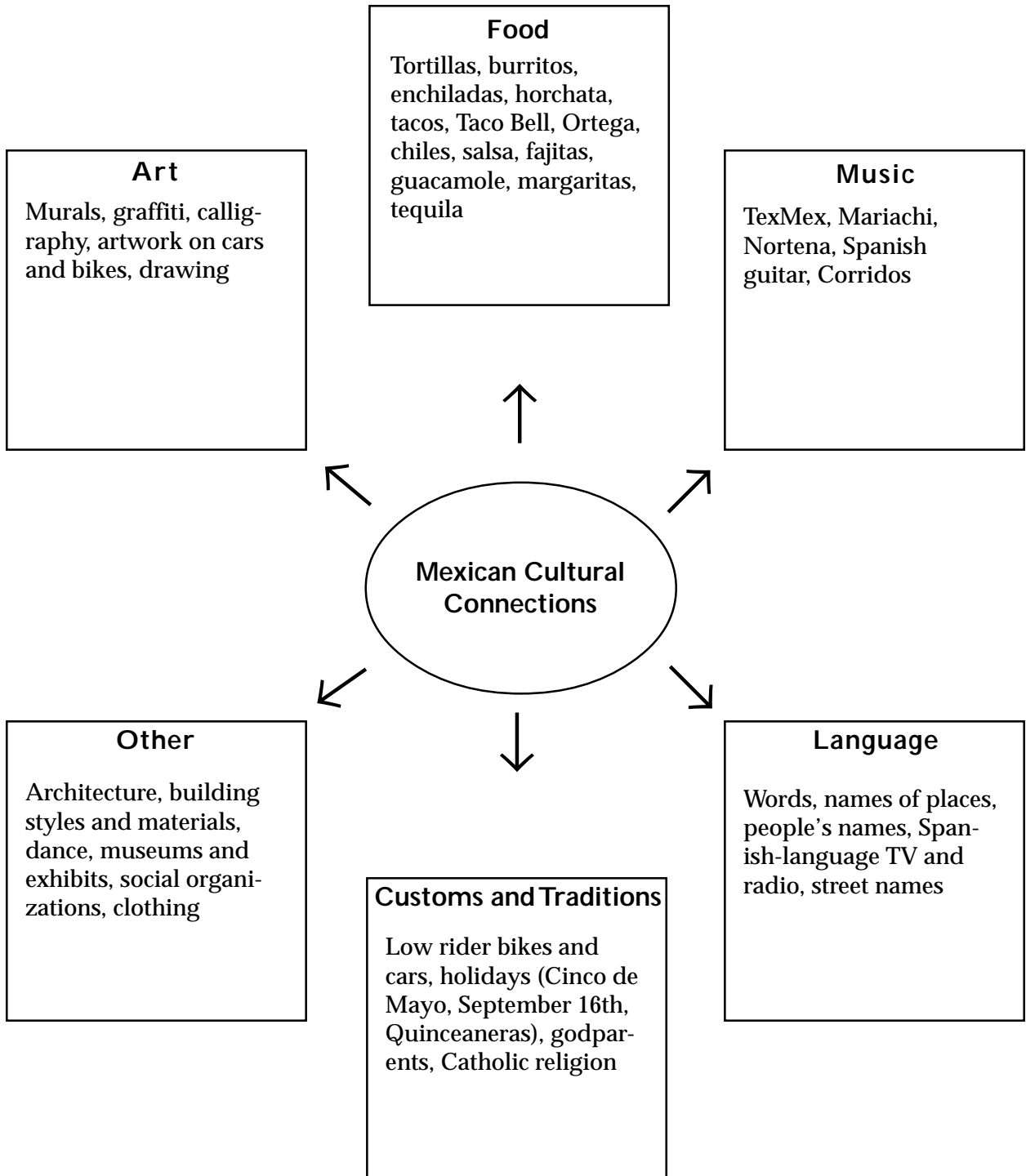
Period _____

Mexican Culture in the U.S.

Below you will find several categories surrounding the topic “Mexican Cultural Connections.” Try to find as many examples of Mexican culture as you can for each of the various categories. Look around! Be creative! Ask a friend for help! See if you can fill each box!



Key: Mexican Culture in the U.S.



Unit Assessment

How will students demonstrate proficiency?

Organize students into pairs. Have them face each other so that they can interact easily.

Distribute the following materials organized into packets.

- Profile of a Refugee worksheet
- Diary of a Refugee worksheet
- Review of the Diary of a Refugee worksheet

Review the procedure with the students:

1. Each will create their own profile.
 - They are free to creatively imagine their own personality.
 - It should be culturally and contextually appropriate.
 - It should fall within the given parameters.
2. They should then proceed to the diary and make an entry for each date. Each entry should:
 - Fit the profile.
 - Be based on the background information date given for each entry.
 - Be based on the information they have gained thus far and what they project the actual experience to have been like.
3. They should exchange packets with a partner, read their partner's work, and complete their portion of the Review of the Diary worksheet. They may freely discuss each other's work and make comments.
4. Finally, the packet should be returned to the author, so that the author may read the review and make a final comment.

SCORING RUBRIC

4. Student followed the format, completed all components, and made entries that were creative, accurate, and supported.
3. Student followed the format, completed all components, and made entries that were creative and accurate but lacked support.
2. Student generally followed the format, completed all components, and made entries that show effort but are neither creative nor supported.
1. Student generally followed the format, completed some of components, and made entries that show little effort and are neither creative nor supported.

Name _____
Date _____
Period _____

Profile of a Refugee

Directions: As your final project, you will keep a diary as if you were a refugee of the Mexican Revolution. Before doing so, you need to create a personality profile of yourself. Answer the questions below using your imagination and the information you have learned so far.

Questions:

What would be a culturally appropriate name for you?

How old are you? _____

How many years of school have you completed? How well can you read and write?

How big is your family? Who are the members? Name them. Give their age and sex.

Home: A small village in northern Mexico

What do you do or plan to do for a living?

What do you like to do if you have any free time?

Life Expectancy: 51 years of age

How is your health? Do you have any problems, diseases, weaknesses?

What are your dreams for the future?

Name _____
Date _____
Period _____

Diary of a Refugee	
<p>Entry #1 Date: June 11, 1909 Background: President Díaz's Rurales (mounted police) came into town today. They intimidated people with their guns and rude behavior. They demanded that you provide lunch and dinner for ten hungry troops.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Entry #2 Date: December 23, 1910 Background: Tensions are rising as people become poorer and poorer. Christmas is only two days away, yet there will be little celebrating in your home. No one can afford special food or gifts.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Entry #3 Date: February 9, 1911 Background: News has reached you that fighting has broken out all across Mexico—not just locally—between Madero's forces and those of Díaz. You personally witness a great deal of death and destruction around you.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

Period _____

Diary of a Refugee (cont.)

<p>Entry #7 Date: November 17, 1912 Background: Jobs are not hard to come by in this area with opportunities in mining and railroads. Living conditions are very poor and unsanitary, but you are safe. The “American” culture seems very different to you and your family. U.S. citizens are often openly hostile and racist in their attitudes.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Entry #8 Date: March 10, 1913 Background: You have spent several months in Texas. Last week your uncle was beaten up by a group of men. More and more you notice the difficulties of living in the U.S. The revolution continues in Mexico. You consider the positive and negative aspects of staying or returning to Mexico.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Entry #9 Date: March 24, 1913 Background: Discuss your final decision, how you made it, what happened to you and your family, and where you are. How do you see the future?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

Period _____

Review of Diary of a Refugee

Directions: Read and think about the questions below. Next, carefully look over your partner's profile and diary. Finally, respond to the questions. When you are done, return the packet to the author.

Do your partner's entries follow the profile he/she created? Does it make sense? Is it believable? Please explain with details.

Does your partner's work reflect an understanding of the Mexican Revolution and its impact on the US? How so? Please explain with details.

Is your partner's work creative? Does it show effort? Please explain with details.

Reviewed by: _____

Author's Response: Read your partner's comments above and write your response below. Did they make any good points? Do you agree or disagree with what they said? What do you think now about your work? Where is it good and where could it be improved?

Bibliography

Almond, Mark. *Revolution: 500 Years of Struggle for Change*. London: De Agostini Editions, 1996.

The author discusses in great detail the concept of revolution and its various manifestations. The Mexican Revolution is addressed in particular in its cultural and historical context. This book could be very valuable if the teacher wishes to do some extension activities with the concept of revolution. The book is of a very high quality and includes many very interesting pictures. The text, however, is a bit advanced and may prove problematic for the early high school student or second language learner.

De Mente, Boye. *NTC's Dictionary of Mexican Cultural Code Words*. Chicago: NTC Publishing Group, 1996.

This volume provides an in-depth explanation of concepts specific to Mexican culture. It can be an invaluable guide for the teacher or anyone who desires to know more about this subject. It is very readable and provides the historical context necessary for obtaining more than a superficial understanding of central concepts. I highly recommend it and can see many classroom applications.

De Varona, Frank. *Latino Literacy: The Complete Guide to Our Hispanic History and Culture*.

This volume also strives to survey this very broad topic. I would say that it is less successful, in that it does not provide any photos and many of the statistics are presented in a way that makes them less than easy to find and use. Nevertheless, the text is quite readable and offers a sound treatment of a variety of topics.

Galarza, Ernesto. *Barrio Boy: The Story of a Boy's Acculturation*. Notre Dame: University of Notre Dame Press, 1977.

Galarza takes the reader on a tour through his own life, recounting with fascinating detail the village he grew up in and his subsequent move to the United States as a refugee of the Mexican Revolution. The author is very engaging and gives the reader a great deal of insight into Mexican peasant culture, the dynamics of the revolution, and the problems faced by refugees. This book is highly readable and would be of significant interest to students as an extension of the unit. I would highly recommend it as part of a literature study.

Hoobler, Dorothy and Thomas. *The Mexican-American Family Album*. New York: Oxford University Press, 1994.

This is an excellent resource that begins with the first Mexican-Americans and continues to the present. The text is highly readable and the photos are fascinating historical documents. The reading would be appropriate for most high school students. Each section includes interesting quotes and narratives. Oral history is an important component of the text. This is a highly recommended resource.

Jimenez, Carlos. *The Mexican-American Heritage*. Berkeley, CA: TQS Publications, 1994.

This is a popular high school text that is well written and interspersed with important literacy-building activities. There are a number of worthwhile writing exercises included in every chapter. The book contains many interesting color photos and gives a detailed, if at times tedious, account of the Mexican Revolution. The author writes from the Chicano perspective, thus much of the Spanish contribution is left out entirely. Nevertheless, it is a recommended text.

Bibliography (cont.)

Kanellos, Nicolas, ed. *The Hispanic Almanac: From Columbus to Corporate America*. Detroit: Gale Research, Inc., 1993.

Of the books that attempt to provide a survey of this topic, this is by far the most exhaustive and comprehensive. It would be a valuable teacher/classroom reference work. Excerpts could be used for student reading, depending on how advanced the students are and how much background knowledge they possess. Included are mini-biographies and many fascinating pictures.

Keen, Benjamin and Mark Wasserman. *A Short History of Latin America*. Boston: Houghton Mifflin Co. 1984.

This book is an excellent resource for those desiring a more academic and thorough treatment of the revolution. It also contains a great deal of information about other nations of Latin America.

Lewin, Stephen, Ed. *The Latino Experience in U.S. History*. Paramus, NJ: Globe Fearon, 1994.

An excellent textbook for the secondary level, this volume contains a very good treatment of the subject without becoming overly encumbered with details or specialized vocabulary. The material spans the years 1000 to the present, is highly readable, and includes activities, vocabulary, historical photos, extensions, etc., which are helpful to both the student and teacher. This is a good basic text that will be accessible to most secondary-level students, including second language learners.

Martinez, Elizabeth, Ed. *500 Years of Chicano History in Pictures*. SouthWest Organizing Project, Albuquerque, NM: 1991.

This volume is unique in that it is bilingual and is largely made up of fascinating photos from historical archives. Students enjoy the presentation of history in this format. It is great for the visual learner. In addition, the book offers a highly politicized account of the events. For all of these reasons, the book would be a worthwhile addition to a teacher's library.

McWilliams, Carey. *North from Mexico*. New York, Greenwood Press, 1968.

McWilliams presents an engaging and comprehensive overview of the history of Spanish-speaking people in the U.S. from the early Spanish explorers to the 1960s. This work is thoroughly researched and annotated, providing copious references to historical documents and statistics. Invaluable resource for teachers, but students below grade 10 may find it challenging. Highly recommended reference work.

Meier, Matt S. and Feliciano Ribera. *Mexican-Americans/American Mexicans: From Conquistadors to Chicanos*. New York: Hill & Wang, 1996.

This book provides a comprehensive overview of the history of the United States and Mexico as they relate to one another. Meier presents the material with great detail and reference to primary sources. It is probably too advanced for the average student, but could be valuable to those seeking more detail and comprehensiveness.

Meyer, Michael and William L. Sherman. *The Course of Mexican History*. New York: Oxford University Press, 1983.

This book provides an exhaustive overview of Mexican history from pre-Columbian to modern times. The section on the revolution is very thorough and provides valuable background information. This is definitely an excellent teacher resource.

Bibliography (cont.)

Orozco, Jose-Luis. *Corridos Mexicanos y Chicanos*. Berkeley, CA: Arcoiris Records, 1994.

This slender, bilingual volume includes 11 corridos on a variety of topics from Cinco de Mayo to Cesar Chavez. There are a number of very interesting corridos on the Mexican Revolution that might be of interest to both students and teachers. A cassette, which includes all of the corridos, accompanies the book. This is an excellent resource for integrating music into the curriculum and the breadth of topics makes it widely applicable.

Reed, John. *Insurgent Mexico*. New York: International Publishers, 1994.

The famous newspaper reporter John Reed records his observations of Pancho Villa and the Mexican guerilla forces in this firsthand account of the actual events. It appears to be a well-written, thoughtful presentation of some of the more important events and personalities of the revolution. Could be a good resource for the teacher or advanced student who wishes to look at the topic in greater detail. Excerpts could be used for the general classroom.

Rosales, F. A. *Chicano! The History of the Mexican-American Civil Rights Movement*. Houston: Arte Publico Press, 1996.

This is a fantastic teacher resource on the topic. The reading is very high level, but is presented in an interesting and engaging way and includes fascinating archival photographs. This book would be valuable for the teacher who wants to develop a more thorough understanding of the background and larger context. This volume accompanies the impressive series of videos that carry the same name.

Videocassettes

Mi Familia.

This video is readily available at rental outlets and features Edward James Olmos and Jimmy Smits in leading roles. The movie traces a Mexican-American family over three generations, beginning around the revolutionary period. It deals with many pertinent issues such as immigration, identity, acculturation, assimilation, racism, and discrimination. I highly recommend it, though it does contain many expletives and some sexually suggestive scenes. It is rated R.

About the Author

Steven K. Garner grew up in the small San Joaquin Valley town of Delano, California, where he lived throughout his youth. During those years he witnessed the growth and development of the United Farm Workers Labor Union and worked with and among the farm workers of the area.

Mr. Garner spent his senior year of high school as an exchange student in Linkoping, Sweden, before beginning his studies in International Relations at the University of California in Davis. He completed a minor in Russian Language and a yearlong program of study in New Delhi, India.

After graduating with honors, he continued his studies of Russian, culminating in a semester-long program in Moscow, Russia. He is the recipient of numerous awards and scholarships, including a Foreign Language Area Studies Scholarship, U.S. Department of Education Scholarship and Social Science Research Council Scholarship.

After several years of working in computer-related fields, Mr. Garner became a teacher of social studies at the secondary level. In 1995 he enrolled in the Initial Teacher Education Program at the University of Colorado-Denver and subsequently completed his masters degree in the subfield of Bilingual Education. After spending a year implementing the GED Program at West High School in the Denver Public Schools, he took a position as teacher of bilingual social studies at the same school. He specializes in history and geography and tries to instill in his students an appreciation for our multicultural heritage and a passion for lifelong learning.