

- Photographer Robert Runyon compiled a large collection of images on the history of the Mexican Revolution, many of which were used by American newspapers. Ask students to select images from the over 300 digitized images available from Runyon's "Mexican Revolution" collection and write banner headlines and newspaper articles about the topics or events their photographs document. Shots from Runyon's collection may be found at this web site: [memory.loc.gov/ammem/award97/txuhtml/runyhome.html](http://memory.loc.gov/ammem/award97/txuhtml/runyhome.html)
- Colonialism refers to a formal policy of domination and control over another nation, and it is often cited as a historical cause of Mexico's political instability and massive inequality. Neocolonialism is a more modern term and is defined as the domination of another society through informal means, while achieving goals similar to colonialism. Ask students to define terms such as *latifundio* and *maquiladora*, discuss their historical origins and examine their modern function in the Mexican economy. Students may debate the degree to which these economic entities may be considered "colonial" or "neocolonial" in nature.
- The 1848 Treaty of Guadalupe Hidalgo which ended the Mexican-American War resulted in the United States obtaining California and a large part of the American Southwest. Ask students to research the provisions of the treaty and portray American and Mexican representatives negotiating its terms and conditions. As a follow-up, students may map the current American states that were carved out of the land acquired from Mexico. The full text of the Treaty of Guadalupe Hidalgo may be found at this web site: [www.loc.gov/exhibits/ghtreaty/](http://www.loc.gov/exhibits/ghtreaty/)
- Diego Rivera painted murals that attempted to convey the dignity of everyday life in Mexico. Ask students to analyze the works of the great Mexican muralists, such as Rivera, José Orozco and David Siqueiros, and to report to the class what they discover about the connection between these artists' paintings and the Mexican Revolution. What role did the paintings of the Mexican muralists play in shaping the social and political life of Mexico? Ample background information and examples of works from these artists may be found at the following web site: [www.wfu.edu/academics/history/StudentWork/fysprojects/kmason/second.htm](http://www.wfu.edu/academics/history/StudentWork/fysprojects/kmason/second.htm)
- Ask students to create detailed time lines of important events from Mexican history. Time lines should begin with the Spanish arrival in 1519, include the various events and personalities associated with the Mexican Revolution and conclude with the election of President Vicente Fox in 2000.
- The Constitution of 1917 was a big accomplishment of the Mexican Revolution and for the future of the nation. Assign groups of students to research various articles from the constitution and compare the ideals contained within it with the realities of life for most Mexicans during the revolutionary period. As a follow-up, ask students to discuss the degree to which rights contained in the 1917 constitution are being met today. The full text of the document can be found at the following web site: [www.ilstu.edu/class/hist263/docs/1917const.html](http://www.ilstu.edu/class/hist263/docs/1917const.html)

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [countrystudies.us/mexico/78.htm](http://countrystudies.us/mexico/78.htm)  
Excellent information can be found from the Library of Congress on the history of Mexico, including the 1938 nationalization and expropriation of its oil resources.
- [www.cia.gov/cia/publications/factbook/geos/mx.html#People](http://www.cia.gov/cia/publications/factbook/geos/mx.html#People)  
The CIA's "World Factbook" provides many facts about present-day Mexico, including links to Mexico's geography, people, government and economy.
- [archaeology.la.asu.edu/teo/](http://archaeology.la.asu.edu/teo/)  
Arizona State offers an informative site on one of the archaeological wonders of the world, Teotihuacan.

### Suggested Print Resources

- Carey, Charles W. *Mexican War: Mr. Polk's War*. Enslow Publishers, Berkeley Heights, NJ; 2002.
- McLynn, Frank. *Villa and Zapata: A History of the Mexican Revolution*. Carroll and Graf Publishers, New York, NY; 2001.
- Rochfort, Desmond. *Mexican Muralists: Orozco, Rivera, Siqueiros*. Chronicle Books, San Francisco, CA; 1998.

#### TEACHER'S GUIDE

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## REVOLUTIONARY MEXICO (1910-1940)

Grades 9-12

This guide is a supplement designed for teachers to use when presenting programs in the series *World Revolutions for Students*.

**Before Viewing:** Give students an introduction to the topic by relaying aspects of the program overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Program Overview

After Mexico won its independence from Spain in 1821, the country experienced rapid industrial growth, but entwined with economic progress were issues such as foreign influence and invasion, political instability, racism and economic inequality. Mexico lost much of its territory to the U.S. in the Mexican-American War in the 1840s, and then suffered through a humiliating French invasion in the 1860s. The successful resistance to the French threat produced Mexico's first national hero, Benito Juárez, and also its first long-serving president, Porfirio Díaz, who as military dictator remained in control until the 1910 Revolution.

A popular revolt caused Díaz to resign in 1911 and sparked a long period of civil strife that would claim the lives of more than two million people. New president Francisco Madero proved a reluctant reformer, causing Emiliano Zapata, Pancho Villa and other radicals to continue to fight for the ideals of liberty, economic justice and land reform. While his forces battled the social revolutionaries, Madero was deposed by a military coup, further fueling the atmosphere of political instability and civil strife. While the civil war ended in 1914, political chaos remained, foreign influence continued and populist goals remained elusive. By 1923, after the radical voices of Zapata and Villa were silenced, the government pursued its goal of creating a business-friendly capitalist society.

The tumult that was Mexico continued, however, as the government took on the powerful Catholic Church, resulting in the bloody Cristero War. After the war, steps were made toward addressing the powerful divisions in Mexican society, but it would take the election of Lázaro Cárdenas of the Party of Institutional Revolution (PRI) to champion the goals of economic and social justice that had driven years of civil war and political struggle. The gains workers and peasants made under Cárdenas were modest, and the gap between rich and poor remained huge, but Mexico took meaningful steps to address internal problems and assert its sovereignty. Generally, the 1910–1940 Mexican Revolution was a long parade of struggles to address the nation's social and economic problems, and while some issues were addressed, many were not.

Time Line

- 1810 — Father Hidalgo begins Mexico's fight for independence from Spain.
- 1821 — Mexico gains its independence from Spain.
- 1845 — America annexes Texas.
- 1846 – 1848 — The Mexican-American War.
- 1863 – 1867 — French intervention in Mexico.
- 1876 — Porfirio Díaz becomes dictator of Mexico.
- 1910 — The Mexican Revolution begins.
- 1911 — Díaz resigns and goes into exile; Francisco Madero is elected president.
- 1919 — Zapata is assassinated.
- 1920 — Obregón overthrows Carranza and becomes president of Mexico.
- 1923 — Pancho Villa is assassinated.

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- 1938 — President Cárdenas nationalizes Mexico's oil industry.
- 1994 — The North Atlantic Free Trade Agreement (NAFTA) comes into force.
- 2000 — Vicente Fox is elected president of Mexico.

Vocabulary

- haciendas — Large commercial farms in Spanish-speaking countries.
- indigenous peoples — The native or original inhabitants of a region.
- Emiliano Zapata — Renowned revolutionary leader during the Revolution of 1910 and foremost champion of peasant land reform.
- annexation — The act of incorporating into a country the territory of another.
- Mexican-American War — A conflict between the United States and Mexico from 1846–1848 that resulted in Mexico giving up much of its territory in exchange for American war reparations.
- nationalism — The strong belief of a political group fighting for their nation's independence.
- Benito Juárez — President of Mexico from 1861 to 1872 and successful leader of resistance against the French occupation in the 1860s.
- Porfirio Díaz — President and military dictator of Mexico from 1877 to 1881 and from 1884 to 1911.
- mestizo — An individual who has a mixed Native American and European ancestry.
- Francisco Madero — President of Mexico from 1911 to 1913, and leader of the beginning of the Revolution of 1910.
- guerrilla — An independent fighter who is not part of a regular military force but engages in warfare.
- manifiesto — A public declaration of intent by a government leader, or by a person or a group of public importance.
- Plan of Ayala — A statement issued by Emiliano Zapata calling for the ousting of President Madero.
- Zapatistas — Followers of Emiliano Zapata who fought during the Mexican Revolution for social and land reforms.
- Cristero War — A civil war in Mexico from 1926 to 1929 between religious and secular extremists.
- The Great Depression — The time period from around 1929 to 1939 in which many people around the world suffered from extreme poverty.
- Party of Institutional Revolution (PRI) — A political party that held power in Mexico from 1929 to 2000.
- Lázaro Cárdenas — President of Mexico from 1934 to 1940 who nationalized the country's oil industry and initiated social and economic reforms.
- nationalize — To transfer ownership and control of private property to a national government.
- North American Free Trade Agreement (NAFTA) — An agreement made between the United States, Canada and Mexico that was intended to stimulate trade among these countries.

Pre-viewing Discussion

- Before the arrival of Spanish conquistadors, Mexico had one of the richest cultures in the Americas. Ask students to discuss their knowledge of ancient Mexico.
- Ask your students to discuss the importance of land reform in history. Why is land ownership crucial in an agricultural society?
- Mexico and the U.S. are neighbors with a long history. Challenge students to discuss conflicts that America and Mexico have had in the past.

Focus Questions

1. Who was Father Hidalgo?
2. How did independence from Spain affect the lives of poor Mexicans?
3. What was the result of the Mexican-American War?
4. What did Benito Juárez accomplish?
5. How did Porfirio Díaz stay in power for so long?
6. Why did the 1910 Revolution occur?
7. What was the Plan of Ayala?
8. Why were Emilio Zapata and Pancho Villa opposed by the United States?
9. What was the Cristero War?
10. What did Lázaro Cárdenas accomplish in 1938?
11. What is the North American Free Trade Agreement?
12. Who was elected president in Mexico's 2000 presidential election?

Follow-up Discussion

- Mexico has had a very difficult time resolving the basic problems that have kept it in turmoil for most of its history. Explain what divided the political revolutionaries and the social revolutionaries in the Mexican Revolution. Speculate about why it has been so difficult to resolve these issues.
- Compare the post-independence experiences of Mexico and the United States. Speculate about why there has been so much revolutionary fervor in Mexico, while America has remained comparatively stable.
- Mexicans cheered the nationalization of the country's oil industry in 1938 and, especially, the expropriation of foreign-owned oil resources. From a Mexican history perspective, discuss why this was such an important event.

Follow-up Activities

- On the day that the North American Free Trade Agreement (NAFTA) went into effect in 1994, indigenous people calling themselves Zapatistas revolted in Chiapas, Mexico. Ask students to research the causes and effects of the Chiapas Rebellion and conduct a roundtable discussion on the conflicting goals and aspirations of rural Mexicans and multinational business leaders.

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