



# The Mexican Revolution and the Relevant Present

Anton Schulzki – William J. Palmer High School, Colorado Springs



# Objectives for the day

- ▶ Attendees will examine the relationship between the United States and Mexico
  - ▶ Attendees will discuss the historical impact of the Mexican Revolution on Mexico and the relationship between the United States
  - ▶ Attendees will develop techniques for using relevant connections in class
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What is the connection between these two individuals?

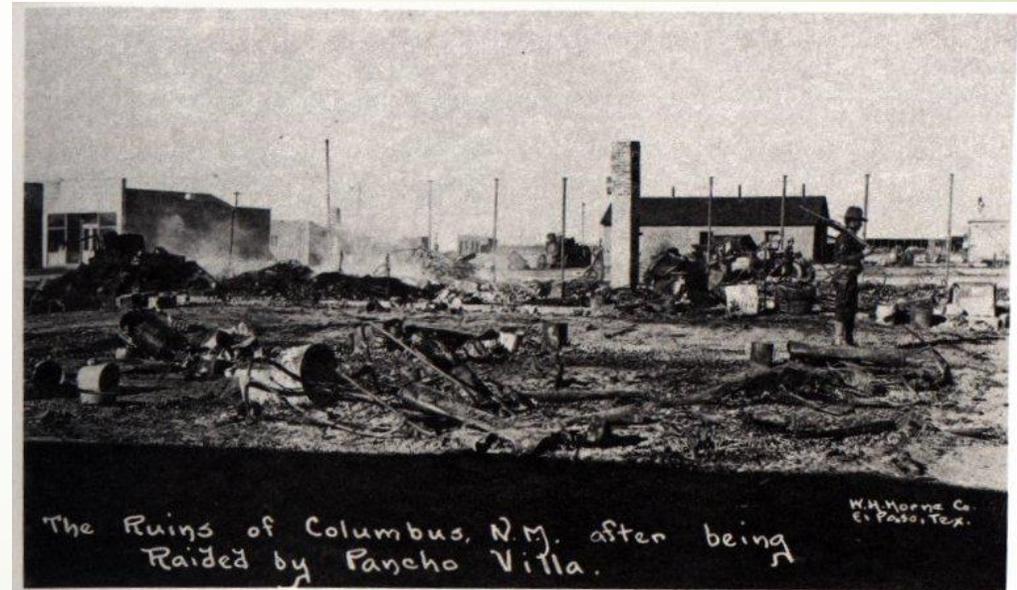


# What is the connection between these two events?

United States troops at the U.S.-Mexican border 2018

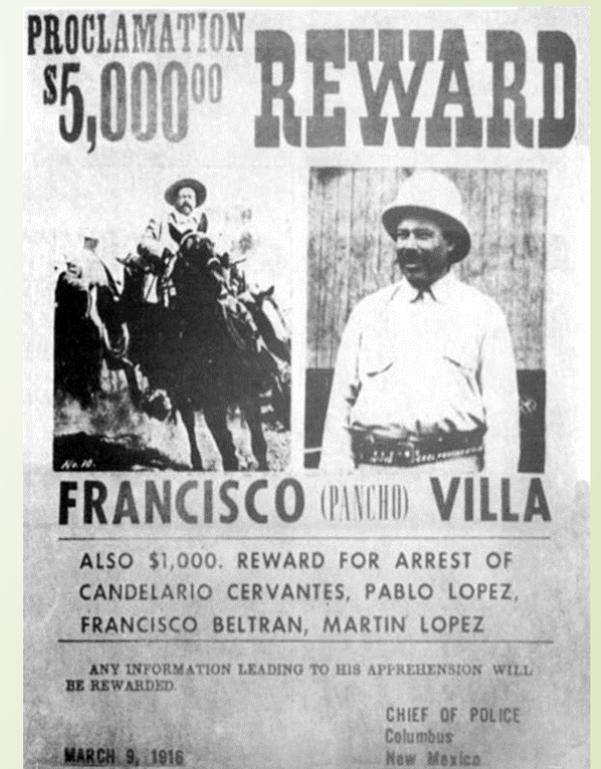


Remains of Columbus New Mexico after Villa raid 1916



# Mexican Revolution **K-N-L**

- What do you **K**now
- What do you **N**eed to know (what do you want to know)
- What have you **L**earned

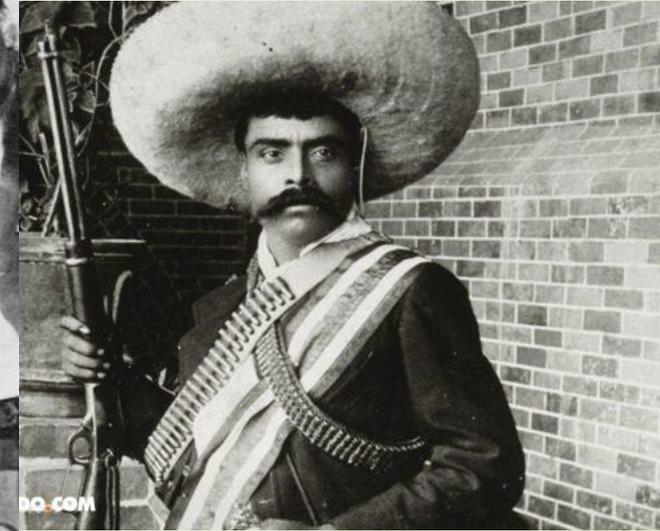




# “So close to the United States, so far from God” – Porfirio Diaz

- ▶ Revolution was the single greatest political, social and cultural event in the 20<sup>th</sup> century
- ▶ 1 million to 1.5 million died as a result (total population of approx.. 15 million)
- ▶ 300,000 to 450,000 emigrated to the United States from 1910-1930
- ▶ United States invaded/attacked/intervened in the Mexican Revolution at least **three** different times – including the 1916-1917 **Punitive Expedition**
- ▶ Constitution of 1917 seen as a model for constitutions written in Latin America in the 20<sup>th</sup> century – including Cuban
- ▶ Led to a development of Mexican cultural expressions including muralists and *corridos*

# Popular vision of the Mexican Revolution





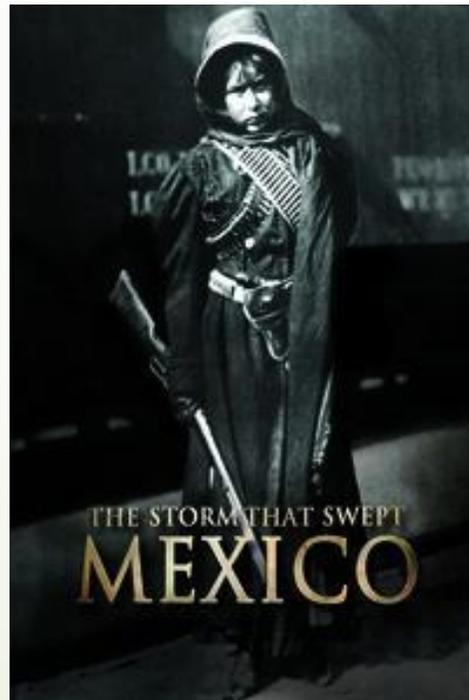
# How I approach the Mexican Revolution

- ▶ A topic of study for the **International Baccalaureate** program
- ▶ Entire unit is approximately 5-6 weeks
- ▶ Mixture of documentaries, textbook, lecture, academic reviews and student projects
  - ▶ Student projects have included presentations and [news magazine publishing](#)
- ▶ Understand it is not for everyone
  - ▶ Consider studying Mexican Revolution instead of French Revolution for World History
  - ▶ Perhaps as current day issue or a history of the American West

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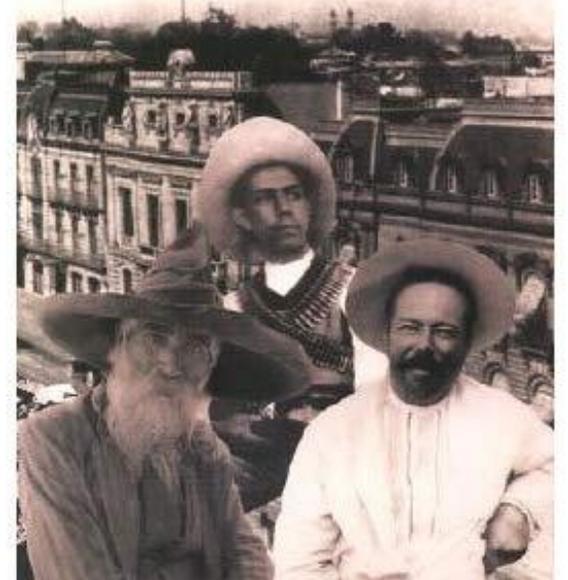
# MEXICANS IN REVOLUTION 1910-1946

AN INTRODUCTION



## the mexican revolution 1910-1940

Michael J. Gonzales





# Making connections to the relevant present

- ▶ Border, trade, relations between nations, Mexican politics, drug wars, *Zapatistas*
  - ▶ Use of relevant connections or relevancy exams
- 



# Relevancy Exams



- ▶ Students are to draw meaningful (relevant) connections between two or more terms in an academic subject area and do so in a limited space (a specified number of lines of paper).
- ▶ It allows a compromise between pure essay examinations, while avoiding possible weaknesses of objective examinations. A student cannot turn a wheel without knowing the material then is called upon to use the knowledge...to think logically and consider options.
- ▶ Other advantages: a range of “good answers”; there is no one correct connection, although the instructor should have at least one valid link in mind as a take-off point. Especially alert students will be intrigued by an obscure tandem designed to challenge their mental agility and imagination. On the other hand, a struggling or emerging student, given options to choose from, can feel they contributed something by crediting them with points for the identification of the terms even if they struggle to find a meaningful connection



# Relevant Connections

Using the terms from the columns below, select one term from **Column A** and one term from **Column B** and find the relevant connection between the terms. Each relevant connection should be no more than twelve to fourteen (12-14) lines of paper [no more than half sheet of lined paper]. Each term chosen should be correctly identified and the answer should discuss how the terms relate to each other and to the Mexican Revolution. You may use each term only one (1) time.

## Column A

Francisco Madero

Emiliano Zapata

## Column B

*Plan of Ayala*

Porfirio Diaz



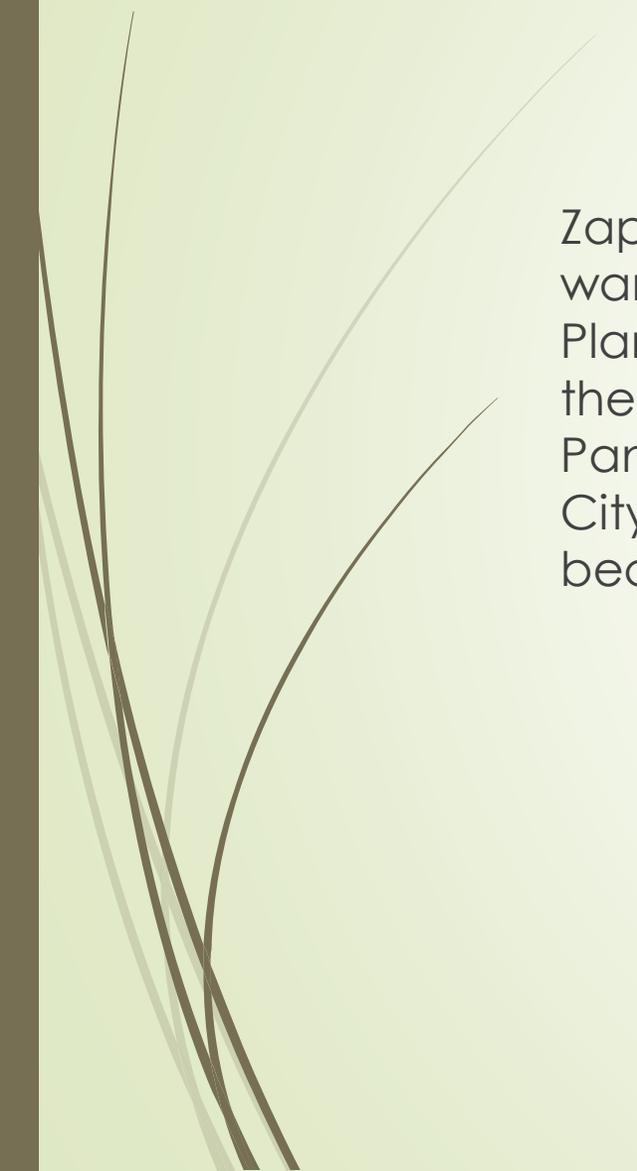
# Madero and Diaz



Francisco Madero was the person who was responsible for starting the Mexican Revolution. He challenged the longtime president of Mexico Porfirio Diaz in the 1910 election. Diaz had been ruling Mexico effectively since 1876, and through his use of científicos had transformed Mexico into a more modern country. Diaz's rule was marked by corruption and cronyism, and had said in 1908 that he would step down as president. Madero, a land owner, challenged Diaz, but was quickly arrested, but fled to the United States where he issued his Plan de Potosi which called for "no reelection" of Diaz. Madero led a revolutionary force into Mexico, where he gained support from a number of others and succeeded in overthrowing Diaz in 1911, and was elected president. Sadly Madero would be overthrown in 1913 and assassinated.



# Zapata and the Plan of Ayala



Zapata came up with his Plan of Ayala during the Mexican Revolution. He wanted to do something for the peasants of Mexico so he came up with his Plan. The plan said that there should be land and liberty for everyone, not just the rich. Zapata was one of the popular leaders of the Revolution along with Pancho Villa. He and Villa once had their picture taken together in Mexico City while sitting in the palace. The Plan of Ayala and Zapata are connected because Zapata came up with the plan.

# Relevancy Rubric

## **6-7= Strong:**

The student fully responds to the demands of the connection. Each term is well defined and the knowledge shown is mostly accurate and has been selected relevantly and used effectively. The answer is well organized and the student demonstrates a range of well-developed skills such as the ability to write clear narrative, to analyze and synthesize, to offer explanations, to make comparisons and contrasts, and develop coherent and convincing arguments. Grammar and spelling errors are kept to a minimum.

## **5 = Above Average:**

The student responds to the connection comprehensively and directly though coverage may be uneven. The terms are defined and the knowledge shown is generally accurate, relevant and adequate to support a sound answer, though there may be minor errors in historical facts. The student has sufficient understanding of the terms to cover the main requirements. The answer reveals an ability to exercise adequately developed skills appropriate to effective answering of the question, such as comparisons and contrasts. Grammar and spelling errors are kept to a minimum.

## **4= Average:**

The student responds to the connection in a general manner. The terms are defined and the knowledge is limited but just enough to support a satisfactory answer. It is not always accurate and nor all directly relevant. The main requirements of the connection are understood but its full implications are not grasped. Not all aspects of the connection are discussed. The ability to organize a well-planned answer is limited, and skills are demonstrated at a basic level. Grammar and spelling errors are present.

## **3-2 = Below Average:**

Student responds to the connection in a confused or partial manner. The terms may be defined but the knowledge shown is not sufficient to provide the basis for a satisfactory answer. Additionally, some of it is inaccurate and much of it has little relevance. The student has some idea of what the connection is about and some of its requirements are addressed, though very inadequately. The presentation of the answer is confused and disorganized and demonstration of skills is at a very simple level. Grammar and spelling errors are numerous.

## **1 = Weak:**

The student may misunderstand the connection, or the terms defined may be wholly incorrect. There is very little or no relevant knowledge and no real understanding of the connection. The answer is no more than a collection of isolated facts or generalizations of each other. There is no evidence of ability to exercise appropriate skills. Grammar and spelling errors are numerous.



# Time to practice

Using the terms from the columns below, select one term from **Column A** and one term from **Column B** and find the relevant connection between the terms. Each relevant connection should be no more than twelve to fourteen (12-14) lines of paper [no more than half sheet of lined paper]. Each term chosen should be correctly identified and the answer should discuss how the terms relate to each other and to the Mexican Revolution. You may use each term only one (1) time. You will complete a total of **two (2) relevant connections**.

## **Column A**

Francisco Madero

Emiliano Zapata

Diego Rivera

Constitution of 1917

## **Column B**

*Plan of Ayala*

*corridos*

Soldaderas

Porfirio Diaz



## For more information

- <https://www.d11.org/Page/11040>
  - [anton.schulzki@d11.org](mailto:anton.schulzki@d11.org)
  - I would appreciate your support for NCSS vice-president in the upcoming election
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