



## Lesson 1: *The “History” of the Mexican Revolution*

Estimated Timeframe: 1 Day (90-minute class session)

<b>Brief Description of Lesson</b>	This lesson provides a basic overview of the Mexican Revolution (1910-1920). Students will be able to identify the causes, course, and results of the Mexican Revolution through the exploration of key events and figures.
<b>Additional Supporting Questions</b>	<ul style="list-style-type: none"><li>● Who were the main figures of the Mexican Revolution? What were the specific goals of each?</li><li>● What role did land reform and the rights of workers play in the Mexican Revolution?</li><li>● How did the revolution impact the role Mexico played internationally, specifically with the United States?</li><li>● How does the Mexican Revolution differ from other revolutions within the period we have studied (1750-1914, per the AP guideline)?</li></ul>
<b>AP World History Frameworks</b>	<p><b>7.1: Shifting Power After 1900</b></p> <ul style="list-style-type: none"><li>● <u>Learning Objective</u>: Explain how internal and external factors contributed to change in various states after 1900.</li><li>● <u>Historical Developments</u>: States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.</li></ul> <p><b>7.9: Causation in Global Conflict</b></p> <ul style="list-style-type: none"><li>● <u>Learning Objective</u>: Explain the relative significance of the causes of global conflict in the period 1900 to present.</li><li>● <u>Historical Developments</u>: Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine. Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.</li></ul>

<b>Learning Objectives</b>	<b>Students will be able to...</b> <ol style="list-style-type: none"><li>1. Identify the political and social factors leading to the Mexican Revolution.</li><li>2. Identify key political and military figures who influenced the course of the revolution.</li><li>3. Analyze the outcomes of the revolution.</li></ol>
<b>Lesson/Day's Agenda</b>	<ol style="list-style-type: none"><li>1. Diego Rivera mural analysis</li><li>2. Mexican Revolution causation analysis</li><li>3. Course of the revolution analysis</li><li>4. Exploring important figures</li><li>5. Revolution outcomes</li><li>6. "One-pager" knowledge assessment activity</li></ol>

**Introduction**  
15 minutes

Make groups of 3-4 students and provide them with a copy of this photo of Diego Rivera's *History of Mexico* mural, large enough for them to be able to examine its detail. The photo should also be displayed on the whiteboard. A JPG of this image and an annotated version is in the "Primary Sources & Editable Plan" ZIP file.

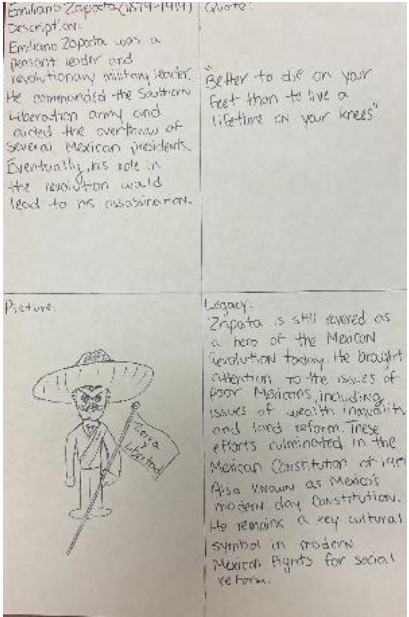



Ask each group of students to try to identify some key concepts/ideas that come up in the mural for 2-3 minutes. Afterwards, bring the class together and call on groups to answer the following questions (record their responses on the whiteboard for reflection later):

- What are some themes you notice throughout the mural?
- Do we see any women in this mural?
- Do you see any aspects of class or culture in the mural?
- What else do you see/recognize in this mural?

**Body**

1. Analyze the Mexican Revolution through a thematic slideshow.

<p>45-55 minutes</p>	<ol style="list-style-type: none"> <li>a) Explore the issues that led to the Mexican Revolution, specifically the policies of the Porfirian government.</li> <li>b) Explore the course of the revolution from 1910-1920, analyzing two main aspects: the revolving door of presidents, from Porfirio Diaz to Alvaro Obregon, and other key military/political figures, such as Francisco “Pancho” Villa and Emiliano Zapata.</li> <li>c) Analyze the outcomes of the revolution, including the Mexican Constitution of 1917.</li> </ol> <ol style="list-style-type: none"> <li>2. Ask students to re-analyze the Rivera mural and the observations they made at the beginning of class</li> <li>3. See which historical figures they may now be able to identify and how these images reflect their knowledge of historical and modern Mexican history.</li> </ol>
<p><b>Assessment</b> 20-30 minutes</p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Description:</b> Emiliano Zapata (1878-1919) was a peasant leader and revolutionary military leader. He commanded the Southern Liberation Army and ousted the overthrown of several Mexican presidents. Eventually, his role in the revolution would lead to his assassination.</p> <p><b>Quote:</b> "Better to die on your feet than to live a lifetime on your knees"</p> <p><b>Picture:</b> </p> <p><b>Legacy:</b> Zapata is still revered as a hero of the Mexican Revolution today. He brought attention to the issues of poor Mexicans, including issues of wealth inequality and land reform. These efforts culminated in the Mexican Constitution of 1917. Also known as Mexico's modern day Constitution. He remains a key cultural symbol in modern Mexico. Rights for social reform.</p> </div> <div style="flex: 2; padding-left: 10px;"> <p>Students, in groups of 3-4, will complete a “one-pager” on an important figure or date during the Mexican Revolution, expanding on knowledge presented in the slides using any assigned readings and through online research. The “one-pager” will consist of an 8.5 x 11 inch piece of paper, a slide, or poster broken into four quadrants (see example below), each containing the following:</p> <ol style="list-style-type: none"> <li>1. Brief description of the person or event assigned.</li> <li>2. A quote from the historical figure or a quote related to the historical event.</li> <li>3. A picture, drawn, of the figure or event.</li> <li>4. 3-4-sentence reflection on the actions and legacy of the event or figure, indicating what role they played in the revolution, Mexican history, and world history as a whole.</li> </ol> <p>Students will then pick one person from their group to present their work. This not only positions the students as teachers/experts but allows the class as a whole to better understand the specific figure or event through the voice of their peers.</p> </div> </div>
<p><b>Conclusion</b></p>	<p>The Mexican Revolution (1910-1920) was the result of economic policies implemented throughout the 19th century that negatively impacted Mexico’s working and peasant classes. The revolution resulted in increased economic and social freedoms in the form of the Constitution of 1917. However, the strife that defined much of the revolution period had lasting effects on Mexico's politics. Its participants are still remembered and mythologized to this day.</p>