



Lesson 4: Mexican “Penny Press” Publications

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

Brief Description of Lesson	Students will be introduced to the concept of penny presses and political journals in the context of the Mexican Revolution.
Additional Supporting Questions	<ul style="list-style-type: none"> ● What major issues did people write about around the time of the Mexican Revolution? ● How did they write about them? ● Who created penny presses and political journals and where did they distribute them? ● Who was the target audience? ● How did people represent political and social ideas visually?
AP World History Frameworks	<p>7.1: Shifting Power After 1900</p> <ul style="list-style-type: none"> ● <u>Learning Objective</u>: Explain how internal and external factors contributed to change in various states after 1900. ● <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. <p>7.9: Causation in Global Conflict</p> <ul style="list-style-type: none"> ● <u>Learning Objective</u>: Explain the relative significance of the causes of global conflict in the period 1900 to present. ● <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.
Learning Objectives	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify and explain the role that penny presses and political journals played around the time of the Mexican Revolution

	2. Create a replica penny press publication on issues that emerged at this time through writing and illustration.
Lesson/Day's Agenda	<ol style="list-style-type: none"> 1. Short introduction explaining what penny press publications were and what they were used for, using examples from the UT Libraries Collections portal. 2. Inform students that they will work in groups to showcase the knowledge they acquired about the Mexican Revolution. 3. Group work time.
Introduction: Focus relevant to students' lives	(Optional) Provide students with an op-ed or other news article covering a recent event of political protest or unrest. Discuss the event and how it is portrayed by the media. Use this to transition to the summative assessment: students will be working in groups to create their own "penny press" publications, covering the events and issues of the Mexican Revolution in a format popular at that time.
Introduction: Access student's prior learning/knowledge (10 minutes)	<p>Ask students to retrieve their notes and materials from the previous three lessons. If desired, the teacher may facilitate a brief review discussion to highlight any particular concepts or events that need to be reinforced from the prior lessons. The class will begin with an introduction to the concept and history of penny presses using examples from throughout the unit and supplemented with additional examples from the UT Libraries Collections portal. Examples should be shown either via a PowerPoint or physical/visual copies. Ask students to answer the following supporting questions:</p> <ul style="list-style-type: none"> ● What role did the printing press play in late 19th-early 20th century Mexico? ● What were "penny presses"? What were political journals? ● What roles did these publications play in society and who were their audience? ● Who created these publications and where/how did they distribute them?
Body: Detail of activities (60-65 minutes)	<ol style="list-style-type: none"> 1. Students will be creating their own periodicals in this activity. 2. Distribute printouts of the assignment rubric, the "penny press" publication example, and the following primary sources: <ol style="list-style-type: none"> i. "The Education of the Worker" ii. "Women's Political Propaganda League" iii. "A very tender and gringo hug" b. Communicate that groups will be expected to present their work in the last 15 minutes of class. They will not have to go over every detail, they just need to provide a broad overview.

	<p>c. Give students a chance to ask any clarifying questions about expectations for this assessment. Students can also ask questions at any point during group work time.</p> <p>3. After expectations have been clearly set, divide students into groups of 3-4 students (either self-selected or chosen by teacher) and give them the remaining time in class to complete their projects.</p> <p>4. As a group, students will create a “penny press” publication or political journal cover based on the parameters learned in this lesson. Students will be assigned roles—1 artist/cartoonist and 2 article writers. Ideally, students will be creating this on a paper large enough to provide room for the following content:</p> <ul style="list-style-type: none"> ● A stylized period-accurate title with a header illustration. ● Two articles, 3-5 sentences in length, covering no less than two different topics discussed in any of the previous three lessons in this unit. ● The use of at least four key terms covered throughout the unit in the cover. ● The inclusion of no less than two illustrations (political cartoons, advertisements, and the header illustration) covering no less than two different topics discussed in any of the previous three lessons in this unit.
<p>Assessment (15 minutes)</p>	<p>In the last 15 minutes of class (or best judgment, depending on class size), have each group present a broad overview of what they did, explaining choices related to their titles, drawings, or summary of the articles in their “penny press” publication.</p>
<p>Conclusion</p>	<p>Throughout the Mexican Revolution, various parties took action in the processes of revolution. Individuals from different economic classes affected the revolution in unique ways. Women played a large part in the revolution, from the battlefield to the halls of politics. Both class and gender divisions led to an expansive catalog of “penny presses” and political journals that led to a closer observation of these divisions. These aspects come together to create a more broad and inclusive vision of the revolution, counter to the popular narrative.</p>

Assignment Rubric


Category	4 (Excellent)	3 (Good)	2 (Average)	1 (Needs work)	0 (Unacceptable)
Title	Project has a title that makes sense, is easy to read, and is accompanied by a title illustration.	Project has a title that makes sense and is easy to read.	Project has an adequate title, but the presentation or meaning could be improved.	Project has a title but it does not make sense or is illegible.	Project does not have a title
Written Articles	Project contains at least 2 written articles. Each article covers a different event, figure, or issue from the Mexican Revolution that we studied in this unit.	Project contains at least 2 written articles. But, one of the articles is inaccurate or does not cover a topic related to the unit, or both articles are on the same topic.	Project contains 1 written article that accurately covers an event, figure, or issue from the Mexican Revolution that we studied in this unit.	Project contains 1 written article, but it does not accurately cover an event, figure or issue from this unit.	Project does not contain any written articles.
Key Terms	Project accurately uses 4 or more key terms.	Project accurately uses 3 key terms.	Project accurately uses 2 key terms.	Project accurately uses 1 key term.	Project does not include any key terms from the unit lessons.
Visuals	Project contains at least 2 visuals (political cartoons, advertisements, title illustrations). Each visual covers a different event, figure, or issue from the Mexican Revolution that we studied in this unit.	Project contains at least 2 visuals. But, one of the visuals is inaccurate or does not cover a topic related to the unit, or both visuals are on the same topic.	Project contains 1 visual that accurately covers an event, figure, or issue from the Mexican Revolution that we studied in this unit.	Project contains 1 visual, but it does not accurately cover an event, figure or issue from this unit.	Project does not contain visuals.
Group Dynamics	Your group signed a group contract. Everyone participated,	Your group participated fully in the project and completed it on time,	Your group participated completed the project on time, but either the	Your project was completed, but no group contract was	Project was not completed.

	and everyone labeled which parts of the project they worked on.	but either the group contract or the labels of who did what were not completed in their entirety.	group contract or the labels of who did what were not done at all.	signed, no credit was given for different sections of the project, and work was not distributed evenly.	
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"Penny Press" Publication Example

4¢ Mexico, Moyp. Lunes Abril 23 1914 Num. 6

La Tribuna de los Soldados



¡Tierra y Libertad!

Article 1

We fight for women's rights!

Too long has the Costa Racial Caste system kept poor and indigenous women from accessing education. While the Casanovas harass us we can not stand by. So we Soldaderas fight alongside the Zapatistas to put an end to inequality. We risk our lives so that our daughters and granddaughters will not also grow up in poverty without a job or education, while others enjoy a lavish life in the Haciendas. No more!


Article 2

The Woman's Right to Vote

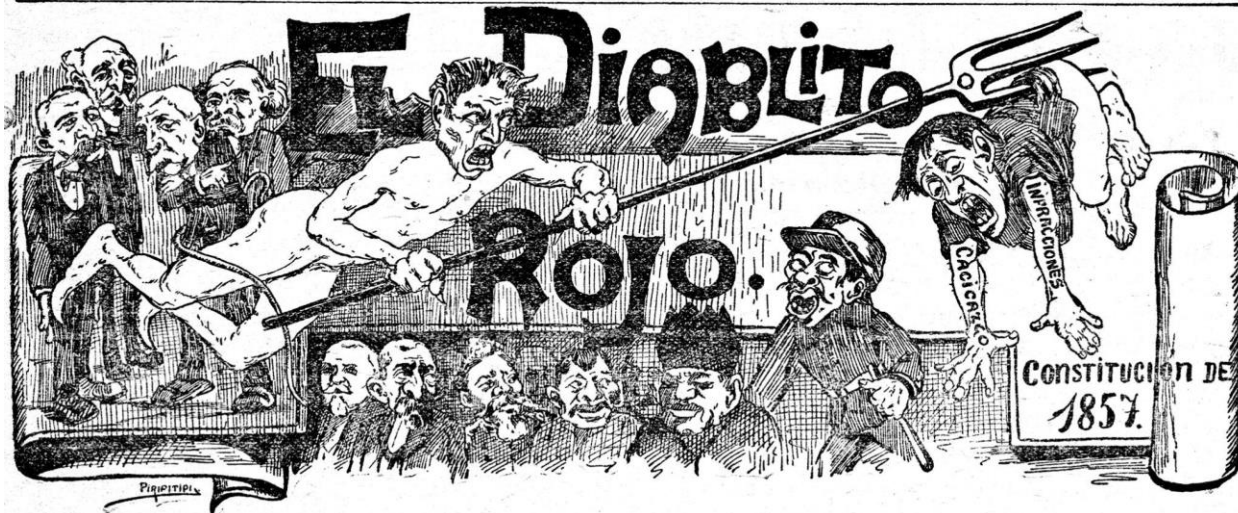
The purpose of this penny press is to rouse the apathetic women. Women, do you want us say? What, then, is more powerful than the vote? Did you see at the Centennial how our European sisters can vote? The Catholic Church may not like it, nor Diaz but we do not like their violence and conservatism!

Advertisement or Political Cartoon

20¢ per session!



Training for Soldaderas! all Mexicanas



Semanario Obrero de combate. * O aman á Dios, ó se los lleva el Diablo.

OFICINAS: Estanco de Hombres 12 A.---Apartado 828.-- Registrado como artículo de segunda clase en la Administración General de Correos el 5 de Febrero de 1908.

The Education of the Worker

There is a lack of cultured and cheap recreational centers for the proletariat.

The Mexican worker works more than the foreigner. The working day in Europe or in the United States is eight hours a day, while in Mexico the proletarian works for nine hours (when he does not work from six to six). On many occasions, he is forced to return part or all of the night with no extra compensation than what his work is worth, being paid as if he had performed it during daylight hours.

However, the Mexican craftsman is always poor. Although he is better paid now than in previous times, life is more expensive today due to the rising costs for basic necessities. That is why the craftsman can only afford to eat poorly and half dress in cheap fabrics.

The proletarian in Mexico does not know how to eat as he should nor wear the clothes that an operator should wear.

When a man works a nine-hour day with no intermission other than the time when he is going to eat, he leaves the workshop exhausted and seeks, as is natural, a moment of relaxation—necessary to lift his spirits and prepare for the next day's battle.

The craftsman has three long hours to seek that rest daily: from six to nine at night. And in that time, what does he do? He goes to the kitchen. There he has an open account: they let him add food and pulque to his tab or accept vouchers that are paid on payday.

Lesson plan based on Austin Independent School District's structure

And where could the proletariat go in his nightly hours of leisure other than the tavern? There isn't a single general meeting place for the worker in Mexico. There isn't a place created to amuse and instruct the proletarians. There isn't a workers' casino that will snatch its nocturnal patrons from the tavern.

Full at night are the canteens and diners where the artisan will poison himself with bitter compounds of lousy alcohol and fragrant herbs, or pulque that stands brew with leftovers and water.

These free hours could be useful to artisans and those who congregate in a center on purpose. It has already been seen how our workers go with good will when they are called to lend their contingency for the regeneration of the class. They have been the knowledge and strength of mutual aid societies. That is how they ran to enlist under the banner of enthusiasm in the fields of Aragon when the reserve flourished. That is how they are seen today forming popular choirs and singing with decorum and artistry the patriotic hymns of educated nations.

On the anniversaries of their societies, they present themselves with remarkable correctness, order, and they are the soul of those parties.

If the worker is worthy of being taught social culture, and he likes being a decent person, why not provide him with a way to learn and educate himself to develop his customs and his way of being?

Centers, such as the one founded in Toluca by General Don José V. Villada, which contain equipment for physical fitness, honest entertainment, and food and drink from the country, and workers' tivolis are greatly needed in Mexico, as well as casinos where the craftsman can go at nights to read, play allowable and cultured games, and where, for a reduced price, can find a school of sociability among those of your class.

Now that the government has started promoting the education of the masses by establishing Kindergartens for children and sponsoring the sublime Congress of Mothers for the teaching of the sweet companion of the home, why not try establishing a workers' center based on successful examples? All the artisans would undoubtedly go to that center.

If the government does not do it, the private industry will never do it, and less so the mutual aid societies, which only deal with banal discussions and lavish anniversaries.

The education of the worker in recreational, useful, and affordable social centers is urgently needed if the war against alcoholism is to be made more practical than with temperance societies. If the aim is to extinguish at its origins the sparks of socialism, an antechamber of anarchism that is beginning to be seen in the working masses, promoted by (who would have believed it!) the popular press, which is dedicated to illustrating the worker.

We will have another opportunity to prove it.

Año X.

Mayo 8 de 1910

Núm. 1.

VESPER

JUSTICIA Y LIBERTAD

APARTADO POSTAL N° 1840.

DIRECTORA: JUANA B. GUTIERREZ DE MENDOZA.

MÉXICO, D. F.

Vesper, Justice and Liberty, Director/Editor, Juana B. Gutierrez de Mendoza,
Mexico City, May 8, 1910, Year 10, Number 1

Women's Political Propaganda League

Mexican Women:

Our history keeps in its golden pages sublime passages describing events in which selfless women have lifted the fallen spirit of the insurgents, or the reformers, and led the caudillos with their example to the triumph of just and noble causes. Those heroic women have not backed down in the face of danger, willing to die in the service of the Homeland for our freedom! The mere memory of so many heroines moves our hearts and we are willing to imitate them.....!

The opportunity has come, women compatriots, for us to take an active part in the political struggle within our sphere of action.

In Jalapa and Guadalajara, we have seen the establishment of clubs. If the mercenary press has criticized those actions, breaking the rules of decency and gallantry, we must not back down from their diatribes since history will judge our actions serenely and impartially.

The Committee of the Anti-Reelection and National Independent parties consider ladies as honorary members and will appreciate our work.

Let us unite all of us who feel a heart swollen with patriotism beating! The Republic calls on all its children to save it from chaos which it will find with the disappearance of General Díaz!

Lesson plan based on Austin Independent School District's structure

Women compatriots:

Until the time of the election arrives, we can help the independent parties with our contributions, our ideas, and our encouragement of our brothers, husbands, parents, children, and friends to abandon the inertia that slanders them and to exercise their rights as free men and conscientious citizens.

We propose that a women's league be formed throughout the Republic to propagate the principles of effective suffrage and non-reelection. As of this date, we open a register at house number 22 on Eliseo Street to register supporters and receive donations, with the idea that as soon as there is a [significant] number [of supporters], we will formalize the Group, giving it the name of the Josefa Ortiz de Dominguez Women's Anti-Reelection League.

Mexico, May 5, 1910.

María Luisa Urbina. — Joaquina Negrete. — María Aguilar. — Dolores Fernández. — Josefina Treviño. — Engracia Silvestre. — María J. Franco. — María Caamaño. — Rosa Pérez. — Micaela Pérez. — Alicia Rodríguez. — María Teresa del Río. — Elena Gómez. — Victoria Nájera. — María Luisa Sandoval.

"Vesper" enthusiastically salutes the "Women's Political Propaganda League". Its appearance is progress in this country where all [social] delays have their last redoubt. It is a palpitation of life where everything is petrified, where fossilization is the only known system. It is a step forward where everything stops. It is also a legitimate stamp of pride for the anti-reelectionist movement, which together with its victory palms will also be able to display "the crowns of myrtle and roses that the love of daughters and wives also knows how to reward the brave."

Hail! Good Mexican women! May triumph reward your efforts and glory kiss your foreheads ennobled by the struggle that magnifies and dignifies.