Population Patterns: Migrating to Mexico's Misery Belts

Religious, Political and Economic Factors Leading to Migration
to Misery Belts in Mexico

By

Linda Burke
Assistant Principal
Hemet High School

Prepared for
World History 10th Grade

Unit Time Frame:
9 days, 1-hour class periods

Through the use of articles, data handouts, PowerPoint and videos, students will understand the main socio-economic, political and religious factors affecting the relocation of indigenous and rural populations to peripheral areas around certain cities in Mexico. They will learn about the misery belts in San Juan Cristóbal de las Casas, Tuxtla Gutierrez and Mexico City. The final culminating performance task will be the student in the role of newspaper journalist, in which he/she analyzes and reports on a migration to a misery belt by applying knowledge of religious, economic, and political factors.

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Overview

Established Goals:

1. The student can identify and understand main religious, political and socio-economic reasons underlying population shifts to Mexico's misery belts.
2. The student will present data in charts, timelines and graphs and will synthesize understanding of population patterns, misery belts and concomitant problems.

Understandings:

1. Population patterns and characteristics of misery belts.
2. Religious, political and economic causal factors for relocation to a misery belt.
3. The role of Catholicism in Mexico's communities.
4. The Zapatista movement and the Partido Revolucionario Institucional (PRI).
5. Economic influences on migration from rural Mexico to urban areas.
6. The elements of a newspaper article.

California State Standards for World History:

http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

> 10.1.2. – Describe the recent history of the region of Mexico, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

Essential Questions:

*   What are the major religions in Mexico?
*   Where are the misery belts located in the cities of Tuxtla Gutierrez, San Juan Cristóbal de las Casas and Mexico City?
*   From where did the respective misery belt populations migrate as a result of religious pressures in the San Juan Chamula example?
*   What issues gave rise to the Zapatista movement?
*   Where was the Zapatista movement centered?
*   What is the sequence of events for the 1994 Zapatista movement?

- What is the role of the PRI in Mexican politics and what is its influence on population movement to the misery belts?
- What are the major indigenous groups located in Mexico? Estimate the indigenous populations in the areas of San Cristóbal de las Casas, Tuxtla Gutierrez, and Mexico City.
- In Mexico where are the areas with high, medium and low levels of poverty?
- Does a high incidence of poverty coincide with the locations of misery belts?

Essential Skills:

Students will be able to:

- Chart religious data from tables.
- Locate and identify the characteristics of misery belts in Mexico.
- Understand the importance of Catholicism in Mexican society and the role of religious fiestas in the community.
- Sequence events of the Zapatista movement.
- Identify the significant events of the Zapatista movement.
- Identify the political influence of the PRI among communities.
- Analyze and synthesize the religious, political and economic reasons for migration to misery belts in Mexico.

Performance Tasks:

Charts, journals, presentations, journals, timelines, reflections, quizzes

Each student takes the role of a journalist /media reporter and writes an article for release in a newspaper. Event: There is a mass migration of families from a surrounding rural area of Mexico City, Tuxtla Gutierrez or San Juan Cristóbal de las Casas. Students must write a one-page article (400–500 words) analyzing the who, what, where, when and why. Students   must summarize what they learned about population patterns, movement and underlying religious, political and economic reasons for migration to a misery belt.

Project Materials

- o Maps

- o Colored pencils, crayons

- o Student journals

- o Notebooks, paper and pencils, sticky note pads, flip chart paper & stand

- o Graph paper, sample graphs showing x and y axes

- o Newspapers

- o LCD Projector

- o Computer – Internet access

- o Teacher Resources from online sources:

    Linda Burke. PowerPoint to accompany lessons, with instructions for student activities (available for download: http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/)

    Frommer's. Maps of Mexico City. 10 Sept 2011. http://www.frommers.com/destinations/mexicocity/41_maps.html

    Frommer's. Maps of San Cristóbal de las Casas. 10 Sept 2011. http://www.frommers.com/destinations/sancristobaldelascasas/931_maps.html

    Frommer's. Maps of Tuxtla Gutierrez. 10 Sept 2011. http://www.frommers.com/destinations/tuxtlagutierrez/2301_maps.html

    Comisión Nacional para el Desarollo de los Pueblos Indígenas. Mapa Nacional de las lenguas indígenas. http://www.cdi.gob.mx/images/mapa_nacional_lenguas_indgenas_cdi.jpg

    Lopez-Calva, Luis F., Rodriguez-Chamussy, L., and Szekely. "Poverty Maps and Public Policy in Mexico." P. 196. siteresources.worldbank.org/INTPGI/.../10412-10_p188-207.pdf

    Roig- Franzia, Manuel. "In Mexico's 'Misery Belt,' an Annual Strike Becomes Much More." Washington Post Foreign Service. 30 July 2006. 4 Sept 2011. http://www.washingtonpost.com/wp-dyn/content/article/2006/07/29/AR2006072900956.html

    Sullivan, Kathleen. "Protagonists of Change." Women's Work, Women's Worth. Winter 1992. 10 Sept 2011. http://www.culturalsurvival.org/publications/cultural-survival-quarterly/mexico/protagonists-change

Day 1: Lesson Plan Outline

Student Objectives

Students will:

1. Define the term misery belt and define its location in three major Mexican cities.
2. Describe the living conditions in a misery belt.
3. Identify economic/social, political and religious reasons why populations move.

Supports for English Language Learners and Special Needs Students

Frontloading vocabulary: discuss definition of "misery belt."

Literacy and language expectations & supports with sentence frames, appropriate level of academic questioning (for example, Bloom's *recall*) for level of English development, partner work, and picture clues in PowerPoint to support language.

Connect to Prior Knowledge – Anticipatory Set

- Teacher presents objectives. (PowerPoint Slide 2; PowerPoint available for download from this website: http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/)
- Teacher assigns partners A/B: one writes, one reports out. Think-pair-share: Partners write two synonyms for "misery." Think time: 10 seconds; write time: 30 seconds; report out. Teacher writes responses on flip chart. (Slide 3)
- Expand understanding: Teacher asks "What is the shape of a belt when someone is wearing it?" (Answer: circle) Teacher shows Mexico City limits and asks students, with respect to urban (city) population zones, to hypothesize/predict "What and where is a misery belt?" Teacher calls on random student to come to the board/overhead and draw a circle. (Slides 3–4)
- Students copy definition into notebook: Misery Belt: a circle at the periphery (edge) of a city where people live in poverty and poor conditions. (Slide 5)
- Give students handouts of a map of Mexico with three cities identified.

Teacher Input – Guided Practice

- Show misery belts of Mexico City, Tuxtla Gutierrez and San Cristóbal de las Casas. (Slides 6–7) Teacher elaborates on "poor living conditions" – no clean water, no

electricity, no plumbing, lack of paved roads, no windows, poor shelter, lack of food, clothing and education, poor drainage for sewers, poor safety, violence, drugs. Teacher calls on students to share impressions on living conditions from images. (Slide 8)

- Discuss population patterns and movement. Teacher asks partners: Why would people move from one location to another? Draw on prior knowledge of Pilgrims' movement from England to U.S. and Westward movement in the U.S. in 1800s. (Slides 9–10) Brainstorm possible responses through a pair/share:
  - ✓ Proximity to services
  - ✓ Jobs, work, opportunity
  - ✓ Housing
  - ✓ Agriculture
  - ✓ Family
  - ✓ Schools
  - ✓ Religion: escape from religious intolerance or persecution or seeking like minded people
  - ✓ Politics: escape from political intolerance or persecution or seeking like minded groups
  - ✓ Lack of freedom of expression

  Teacher tells students to go back and put an E/S for economic and social reasons, P for political and R for religious on ideas they wrote. Teacher points out that these are the three concepts to be explored during this unit. (Slide 11)

- Teacher provides historical information on the religions of Mexico. Brief overview of religions of Olmecs, Mayans, Toltecs, Aztecs and arrival of Spaniards with Catholicism. Priests built on sites of former deities. Why? People would continue to come and worship. (Slide 12)

Independent Practice

- Assignments – Last 10 minutes of class.
  - o Homework: Identify on the large map of Mexico where the three cities Mexico City, Tuxtla Gutierrez, and San Cristóbal de las Casas are located. Hand out the three city

maps from Frommer's. Directions to students: Predict where the misery belt of each of the 3 cities is located and draw red circle there. (Slide 13)

Zoom in and copy as handout for students:

Frommer's. Mexico City.
http://www.frommers.com/destinations/mexicocity/41_maps.html

Frommer's. San Cristóbal de las Casas.
http://www.frommers.com/destinations/sancristobaldelascasas/931_maps.html

Frommer's. Tuxtla Gutierrez.
http://www.frommers.com/destinations/tuxtlagutierrez/2301_maps.html

o Hand out articles on indigenous peoples and misery belts. Direction to students: Read each and: (1) underline characteristics of a misery belt; and (2) circle any phrases or words that are associated with political or religious factors. Write a reflection of 1–2 sentences of how you would feel living in a misery belt. (Slide 14)

Sullivan, Kathleen. "Protagonists of Change."
http://www.culturalsurvival.org/publications/cultural-survival-quarterly/mexico/protagonists-change

Roig- Franzia, Manuel. "In Mexico's 'Misery Belt,' an Annual Strike Becomes Much More." http://www.washingtonpost.com/wp-dyn/content/article/2006/07/29/AR2006072900956.html

Check on Meeting Day's Objectives

- Review objectives for the day. Ask class if they met objectives.
- Ticket out the door: write one new piece of information. (Slide 15)

Day 2: Lesson Plan Outline

Student Objectives

Students will:

1. Define indigenous groups of Mexico and summarize the locations in Mexico.
2. Understand the interconnectedness of historical ritual belief, Catholic religious ceremony and patron saints in Mexico.
3. Identify and chart the five principle religions in contemporary Mexico.

Supports for English Language Learners and Special Needs Students

Frontloading vocabulary: discuss definition of words underlined in journal. Students suggest a synonym for each word and write it above the word or on the board. Possible responses: **Imagine** = think, dream, believe; **encountered** = experienced, met, saw; **environment** = home, town, situation, setting, surroundings

Literacy and language expectations & supports with sentence frames, appropriate level of academic questioning (for example, Bloom's *recall*) for level of English development, partner work, and picture clues in PowerPoint to support language.

Connect to Prior Knowledge – Anticipatory Set
- Teacher presents objectives. (PowerPoint Slide 17)
- Journal: Teacher shows journal topic. "Imagine you are living in a misery belt and it is the end of the day. Write three (3) complete sentences in your journal describing events you encountered during the day that remind you of the poor living conditions in your environment." (Slide 18)

  Teacher calls randomly on five students to share out what they have written. Call on several more volunteers to add conditions that have not been mentioned.

Homework Connection
- Teacher tells students to take out independent work (homework) and to point to the partner with whom they worked yesterday. The assignment was to predict the misery belt location of each city. Teacher tells students to compare answers with partner's answers. Teacher reminds students that this is not an exact science and that the ring should be similarly drawn, but not exactly. After 10 seconds, teacher asks students to show with a thumbs up if there was total agreement in answers, thumbs down if total disagreement,

and thumbs sideways if some answers were the same and some different. If thumbs are down or sideways, ask students to explain answers. (Slide 19)

- Articles – Again students compare answers with partners to see if they want to change or modify answers. The assignment was to: (1) underline characteristics of a misery belt; and (2) circle any phrases or words that are associated with political or religious factors. Report out on characteristics, political factors and religious factors. Volunteers share reflections of how it would feel to live in a misery belt. (Slide 20)

Guided Practice – Teacher Input

- Teacher discusses the definition and location of indigenous groups in Mexico. Teacher points out on the map the high percentage locations of indigenous populations (can also use the online map of cities with populations of 40% or more indigenous peoples: http://www.cdi.gob.mx/images/mapa_nacional_lenguas_indigenas_cdi.jpg). Teacher may want to copy slides to hand out to students as references for final assessment. (Slides 21–23)

- Review role of the Roman Catholic Church. (Slide 24)
  - ✓ Reflecting back to introduction of historical religious beliefs – these beliefs were part of culture before Hernán Cortés arrived with the Roman Catholic priests in 1519.
  - ✓ Priests built the Catholic churches on sacred ground so that people would still come to worship – the priests had a "ready made" congregation.
  - ✓ Cities in Mexico have a patron saint and along with the saint's day come festivities lasting for several days. The festivals include religious ceremonies interwoven with music, dancing and celebrations based on mythological beliefs.

- Show the video of Los Voladores de Cuetzalan[1] (kwet za lahn). (Slide 25) If video doesn't work, link to the original youtube file: http://www.youtube.com/watch?v=gYeJ-aR3uQI.
  Teacher reads the following script: The pole represents closeness to the gods and the ritual is to bring good luck to the harvest. The practice was banned in the 1800s but stayed alive. One young voladora started when she was 13 and is now 20. The blend of Catholicism and ritual ceremony seems contradictory to us but is accepted practice to the

indigenous peoples. They go around the pole 13 times as they descend. Thirteen represents the 13 months of their calendar. (Slide 26)

- Show Xico (hee koh) and Fiesta de la Magdalena mixed with the celebration of the "bulls." (Slides 27–28)
    - ✓ Ask a student to read the reflection on the slide: "We arrived in Xico on the 2nd day of a 9 day festival. As we made our way up to the church, bottle rockets were already going off. We got there just as mass was starting. We got to the church just as the "bulls" started to dance in front. There were men and boys with cow-bells around their waists, dancing around bulls made of papier-mâché, with a large framework covered in fireworks over the bulls. They marched, spun, danced and made lots and lots of noise. Finally, the statue of Mary Magdalene emerged from the church and the "bulls" led the processional up the streets of the town to another church. We followed along with the mariachi band until she was placed on the altar of the other church!" [1]
    - ✓ Explain that copal, the incense used by priests, is sap from a local tree which is then dried and burned and is stronger than any incense. The mirrors which abound have two purposes: 1) if the devil shows up for a soul, he will see only his own image reflected, and 2) in certain ceremonies it prevents a dead person's presence from dissolving and keeps his spirit alive.
    - ✓ Check for student understanding: ask if what they just saw in the video and the pictures are similar to or different from the religious ceremonies here in the U.S.

Independent Practice

- Statistics today: hand out chart on religions in Mexico in 2005 (attached, Slides 29–30). On the chart, students independently circle the five largest religious groups. Compare and contrast with partner. Teacher questions if all agreed or disagreed.
- Chart the top five religions in Mexico. (Slide 30)

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[1] Jervis, Jenifer. (2011 July 15) Day 20-Coatepec and Xico. Fulbright-Hays Summer Seminar to Mexico.[Web log comment]. Retrieved from http://jenniferjervis.blogspot.com/search?updated-max=2011-07-17T15:22:00-07:00&max-results=7.

✓ Provide worksheet for bar/pie or pie graph – review graphs, how to plot and how to label x and y axes.

✓ Check for understanding.

✓ Answer Key for top five religions plotted in bar and pie charts is attached.

Check on Meeting Day's Objectives

- Ask random students to:

  ✓ Summarize what you might see during a patron saint's day celebration in Mexico that could be labeled rituals and what could be labeled Catholic ceremony and give two reasons why. Sample answers:

    º The <u>use of mirrors</u> (music, dance, animals) could be considered <u>a ritual</u> because <u>they are believed to drive away evil spirits</u> and <u>mirrors are not normally used in mass</u>.

    º When <u>Priests deliver mass</u> (use a cross, the Bible, bless the congregation and participants), this would be labeled <u>Roman Catholic ceremony</u> because priests are <u>ordained by the Pope to give mass</u> and <u>it is customary in the present day church ceremony</u>.

  ✓ Identify an indigenous group of Mexico and summarize its location in Mexico.

  ✓ Identify one of the five principle religions in contemporary Mexico.

Religions of Mexico

Religious Group	Total Number	Percentage
Jewish	125,900	0.001
Muslim	199,700	0.002
Seventh Day Adventist	488,945	0.005
Protestants	3,972,000	0.038
Catholics	87,958,000	0.831
Orthodox Christian	91,800	0.001
Jehovah's Witness	1,700,000	0.016
Mormon	1,082,000	0.010
Pagans	1,151,000	0.011
Non-religious	2,628,700	0.025
Agnostic	2,521,600	0.024
Atheist	107,100	0.001
Sunis	167,706	0.002
Other	3,639,749	0.034
Total	105,834,200	

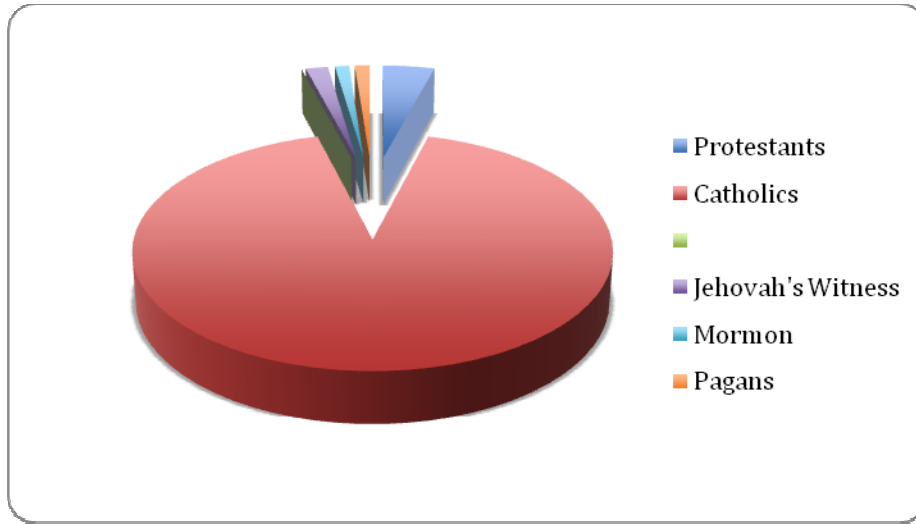# Remember: Highlighted listings are not religions.

Source: The Archives of Religious Data.
http://www.thearda.com/internationalData/countries/country_149_1.asp.
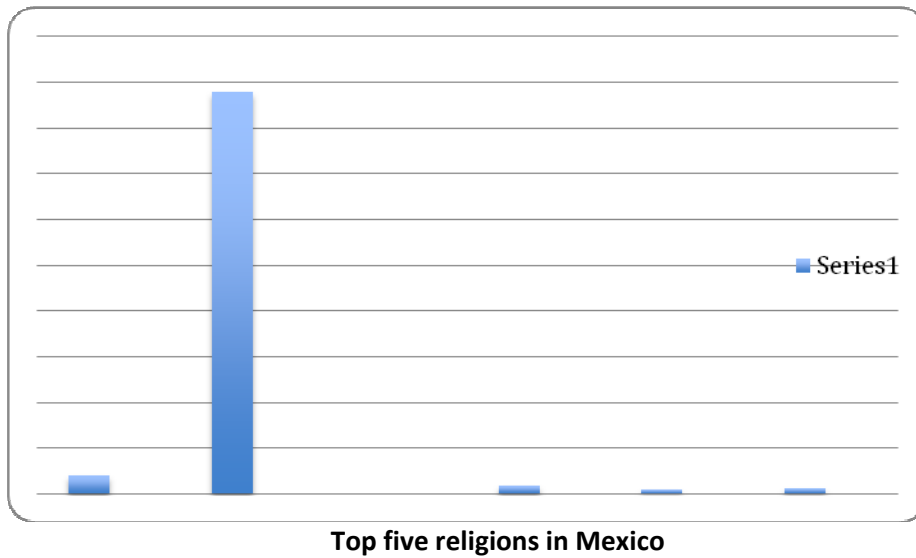
Religions of Mexico
Answer Key: Data plotted in pie or bar graph

Answer Key: Five top religions plotted in pie graph

Answer Key: Five top religions plotted in bar graph

Top five religions in Mexico

Day 3: Lesson Plan Outline

Student Objectives

Students will:

1. Describe differences between religious tolerance and religious intolerance.

2. Paraphrase the reasons and consequences of San Juan Chamula's religious intolerance that led to relocation to misery belts outside of San Cristóbal de las Casas, Chiapas.

3. Construct a timeline of the Zapatista movement from 1994 to 2002.

Supports for English Language Learners and Special Needs Students:

Frontloading vocabulary: discuss definition of words underlined in journal. Students suggest a synonym for each word and write it above the word or on the board. Possible responses: **tolerance** = acceptance, open-mindedness, patience; **intolerance** = prejudice, narrow-mindedness, fanaticism; **expelled** = excluded, barred, disqualified

Literacy and language expectations & supports with sentence frames, appropriate level of academic questioning (for example, Bloom's *recall*) for level of English development, partner work, and picture clues in power points to support language.

Connect to Prior Knowledge – Anticipatory Set

- Teacher presents student objectives. (Slide 32)

- Journal: Teacher shows journal topic and statements: Religious Tolerance vs. Religious Intolerance. Teacher calls randomly on six students to share their answers. Call on two volunteers to define "religious tolerance" (accepting other people's beliefs and religions) and religious intolerance (rejection, disapproval, ridiculing of other people's religions and beliefs). (Slide 33)
    - ✓ Answer Key:

        T 1. A religious leader accepts the beliefs of others and does not try to change their minds.

        I 2. Village leaders expelled the La Cruz family from the village because they converted to Protestantism.

        I 3. Indigenous students are not allowed to come into the local school because they belong to an evangelical church.

T 4. A new family of Baptists move into a Roman Catholic neighborhood and the neighbors welcome them with food, coffee and gifts.

T 5. Political bosses placed statues of Mayan deities in the public square out of respect for the town's minority religion.

I 6. One family ridicules another when they find out they go to a different church.

Homework Connection:

- Teacher tells students to take out independent work (homework) and to point to partner with whom they worked yesterday. Teacher tells students to take out graphs and look at answers – compare with your partner's. Teacher selects two volunteers (one pie graph and one bar graph) to go to the board and put their graphs up. Compare to answer sheet and pass papers forward. (Slides 35–36)

Guided Practice – Teacher Input

- Teacher shows images of syncretic religious practices (Roman Catholic practices paired with Mayan worship of deities) in San Juan Chamula. (Slides 37–40)
  - ✓ Explain that in the indigenous communities, fiestas are largely paid for by the Assembly – men who have authority in the local government much like a mayor. Everyone in the community is expected to participate in one form or another.
- As a class, read excerpts on expulsion of Protestants and evangelicals and take notes on why religious intolerance occurred and what the outcomes were. (Slides 41–43)
  - ✓ In the late 1960s early 1970s Christian missionaries converted thousands of Mayan Catholics to Protestantism.
  - ✓ The Mexican constitution prohibits any form of discrimination, including on the basis of religion.
  - ✓ However, the local village leaders, or **caciques**, used religious reasons to expel local families from the community. They stated that evangelicals and protestants failed to follow tradition and they didn't contribute to fiestas.
  - ✓ In reality, evangelicals and protestants resisted making financial donations demanded by community norms since the money was used partly to fund local Catholic holy day festivals and Saint's Day fiestas.

- ✓ Sanctions (punishments) for resisting participation in community festivals:
  - families arrested
  - sheep seized
  - personal possessions seized
  - torture
  - families withdraw from community land, land taken back by community leaders
  - water and electricity cut off
  - loss of community rights
- ✓ "Since 1974, over 20,000 indigenous people expelled for religious reasons have settled within … the misery belt around San Cristóbal de las Casas."
  Source: Sullivan, Kathleen. " Protagonists of Change". Women's Work, Women's Worth. Winter 1992. http://www.culturalsurvival.org/publications/cultural-survival-quarterly/mexico/protagonists-change
- ✓ In San Juan Chamula, the largest of the indigenous villages in the Chiapas highlands the religious conflict has existed for over 25 years.
- ✓ In the last 25 years, 35,000 community members or one in five non-catholic residents known as "Chamulas," were expelled from their homes and fields for being evangelical or protestant.
- ✓ Another few thousand have been driven out of Zinacantán, Tenejapa, and several other indigenous villages in the mountains near here.
- ✓ Earlier refugees had built a ring of misery, encircling the city with muddy slums packed closely with houses of cardboard and scrap lumber.

Independent Practice

- Teacher shows the following prompt: From the late 1960s on, how did a person's religion affect how they were welcome or expelled in the area of San Juan Chamula, Chiapas? Give two examples. Describe at least three examples of religious intolerance that occurred in San Juan Chamula. (Slide 44) Students are given 10 minutes to respond and then teacher collects the completed papers. Teachers may use sentence frames with blanks to support English Learners.
  Possible responses:

- o If they were converts to Protestantism or an evangelical religion, they were expelled because <u>they did not participate in community fiestas</u> and they <u>did not give money to support Saints' Days</u>. If community members were Roman Catholic Mayans, they were welcomed because <u>they worshipped on Sunday in the Catholic Church</u> and <u>they participated in the Catholic holy days.</u>

- o Families were arrested, sheep were seized, personal possessions were seized, people were tortured, families withdrew from community land or their land was taken back by community leaders, water and electricity was cut off, families lost community rights.

- Homework: Timeline of the Zapatista Movement. (Slides 45–46) Using the attached handout, students will construct a timeline of a minimum of 10 important events identified in the reading on "The Zapatista Movement". Students will then write 1–2-paragraph reflection as to why they feel certain events were major events. Students will identify the major and minor events by color-coding them and including a key to their code.

  <u>Note:</u> there are no right or wrong answers as long as students justify their responses.

The Zapatista Movement[1]

As the dawn of the North American Free Trade Agreement was coming into existence on January 1, 1994, Subcommandante Marcos was already in the forest of Chiapas organizing the rebels he recruited for the Zapatista cause. The cause was to provide equity to the native indigenous groups and empower them with self-governance. He named it for Emiliano Zapata for land and liberty.

The indigenous Mayan peoples had been reduced to living in the wetlands in the state of Chiapas because of the scarcity of livable land. Two decades earlier the indigenous were not able to walk the streets with a sense of equity. They had little access to education, services, and infrastructure of services.

Within a few days of the Zapatista taking a public position on the rights of the indigenous, 60,000 armed paramilitary rebels took over 7 towns and they came in with tanks and guns. The Zapatistas organized a massive march on Mexico City and on January 12, 1994 a ceasefire was declared. As negotiations continued and Zapatista prisoners were released through 1994, Subcommandante Marcos returned to the jungle taking the government's proposals to the indigenous communities for a response and decisions. As presidential elections were underway, the leading Institutional Revolutionary Party (PRI) candidate Luis Closio was assassinated on March 23, 1994. Ernesto Zedillo stepped in to the candidacy and was elected President. Shortly thereafter the Zapatistas declared autonomy for 38 indigenous communities.

In February 1995 the army invaded Zapatista territory and between 10,000 to 20,000 Indigenous Indians were displaced by the PRI government. The San Andrés Accords were signed in February 1996 that provide autonomy for indigenous groups. Autonomy refers to control over the local government and control over the land. The Accords fell apart and the Zapatistas returned to the jungles of Chiapas. Talks continued to stalemate and in December of 1997 a paramilitary group affiliated with the PRI killed 45 Tzotzil Indigenous women and children in Acteal while they were praying for peace.

Subsequently, the Zedillo government sent forces in to the Chiapas region under the auspices of "keeping the indigenous safe." In February 1998, the Presidential Administration began expelling over 150 foreigners sympathetic to the Zapatistas' efforts from the country. The expulsion continued over the next two years. In March of 1999, during this period of expulsion of foreign reporters and human rights observers, over 3 million Mexicans voted at polling places in favor of implementing the San Andres Accords.

In July 2000, for the first time in 71 years, the PRI did not win at the ballot boxes and Vicente Fox, from the Partido Acción Nacional (PAN) party, was elected President of Mexico. The FLZN demanded that President Fox's government release the Zapatista prisoners, remove the military strongholds throughout the indigenous region, and honor the San Andrés Accords. As President Fox initiated actions to address the Indigenous group's concerns, Subcommandante Marcos and followers formed the Zapatista Caravan of 2001 and headed to Mexico City where they were met by over 250,000 supporters.

In April 2001 a watered down version of the San Andrés Accords was approved by the senate and the rights of 56 ethnic groups were recognized. Out of the Accords came The *Costumbres y Usos,* which is a compatible and parallel form of government empowering approximately 10,000,000 members of indigenous groups to self-governance.

[1] Schwartz, Janet. "An Overview of Chiapas in Images: Migration and Zapatismo." Na Balom Research Center, San Cristóbal de las Casas, Oaxaca, Oaxaca, Mexico. 9 July 2011.

Timeline of the Zapatista Movement, 1994 to 2001

Directions: Read the handout on the Zapatista movement. Choose a minimum of ten events mentioned in the handout and place them chronologically on the timeline. Some dates and events have been placed for you. Indicate which events you feel are major events by placing the letter **M** after each one. At the end of the timeline write a 1–2-paragraph reflection sharing why you feel the events you chose are important.

Event

1994	Jan 1 NAFTA signed – set trade agreements between Mexico & U.S.
1995	
1996	
1997	
1998	
1999	
2000	
2001	Zapatista Caravan to Mexico City, met by ¼ million supporters

Reflection

ANSWER KEY- Sample Answers, student answers may differ

Timeline of the Zapatista Movement, 1994 to 2001

Event

1994	Jan 1 NAFTA signed – set trade agreements beteen Mexico & U.S. (M)
	Subcomandante Marcos in jungle organizing forces
	Jan 12 – ceasefire
	March 23 – Presidential candidate assassinated (M)
1995	February 10,000-20,000 indigenous displaced by PRI army invasion (M)
1996	February San Andrés Accords signed-indigenous autonomy
1997	December massacre of 45 women & children
	Demonstration (M)
1998	February – PRI government expelled foreign including journalists & human rights observers (M)
1999	March – 3 million voters in favor of San Andrés Accords (M)
2000	July PRI party lost elections(M)
	Vicente Fox of PAN Party elected President
2001	Zapatista Caravan to Mexico City, met by ¼ million supporters
	April revised version San Andrés Accords approved by Senate (M)

Reflection

Sample answer: During the Zapatista movement, the events that showed a strong influence, positive or negative, by the government are historically major events. For example, when the PRI army displaced tens of thousands of indigenous landowners, massacred 45 women and children and expelled foreigners, there was a direct effect on the Mexican people and the world's perception of Mexico. In this case it was affected in a negative way.

Additional major events are those that represent a strong reaction on the part of the nation's people demonstrating their popular opinion. For example, when a presidential candidate is assassinated or for the first time in 70 years, a new party candidate wins an election, there is a change in the course of history.

Day 4: Lesson Plan Outline

Student Objectives

Students will:

1. Describe three facts about the Partido Revolucionario Institucional (PRI).

2. Understand the relationship between political party affiliation in PRI and expulsion from indigenous communities.

3. Understand three economic factors that in the 1970s—1990s led to migration from rural lands to the urban areas.

Supports for English Language Learners and Special Needs Students

Frontloading vocabulary: discuss definition of the underlined word in the journal. Students suggest a synonym for word and write it above the word or on the board.

Homework Connection

- Students report out on the Zapatista Timeline and major events with their rationale as to why they chose certain events.

- **Alternative activity—**Bull's Eye: A large bull's eye is drawn on flip chart poster paper. The center of the bull's eye target represents events of the Zapatista movement that have had the most significant impact on Mexican society. Moving out from the center, each concentric ring represents a less significant event. Students collaborate with their partner and each set of partners collaborates with another set of partners to form a group of four. Each group receives 10 sticky notes. They confer on their timeline responses and write ten significant events on which they concur, rank order their importance and write them on the sticky notes. A member of each group then places the sticky notes on the bull's eye. The teacher then debriefs with a class discussion on the events and significance. Teacher may collect timelines for a grade.

Connect to Prior Knowledge – Anticipatory Set

- Teacher presents student objectives. (Slide 48)

- The teacher asks the class to do a think-pair-share with his/her partner. Students have 20 seconds to think about the political parties in the United States and list as many political parties as they can. Report out. Possible answers: Democrat, Republican, Green, Socialist, Conservative Tea Party, Libertarian, Independent, Populist, etc.)
Ask students if they know and can name the purposes of political parties. Possible answers: to further their agenda, improve the welfare of the people, advance social welfare (education, health), protect the environment, etc.
- Transition students to think about Mexican politics. Show the journal/essential question: The *Partido Revolucionario Institutional* (PRI). What is it and what is its role in indigenous communities? (Slide 49)
  - ✓ Directions to students: First define the word indigenous. Possible answers: native, natural resident, original, non-foreign.
- Teacher lectures on the following points. Students should take notes and then respond to the journal prompt. (Slide 50)
  - ✓ Teacher may also ask if Mexico has political parties. Possible answers: *Partido Acción Nacional*/National Action Party (PAN); *Partido de la Revolución Democrática*/Democratic Revolutionary Party (PRD); *Partido Revolucionario Institutional*/Institutional Revolutionary Party (PRI).
  - ✓ Most political parties must compete for power . The PRI did not have to compete for power; it was created to administer power.
  - ✓ PRI and the government always had elections with other parties but it is a known fact that political PRI would win.
  - ✓ PRI created political stability and economic growth in agriculture and industry.
  - ✓ All important unions were part of PRI, including the largest union in the Americas – Mexico's teachers' union with 1.3 million members.
  - ✓ Prior to the first "free" elections in 1997, the president was like a king: if a governor or assembly member voted against the president, the president would remove the governor or assembly member and replace him.
  - ✓ In the indigenous communities, it was the responsibility of the leaders to get the PRI party the vote so that they and their communities received benefits/services in return (for example, electricity, sewer, paved streets).

- ✓ The PRI was the most central party and it cut across segments of society. It was inconceivable that the PRI would lose an election. However, in 1997 for the first time there were free elections in Mexico.
- ✓ The dissatisfaction during the uprising of Zapatista rebels and indigenous peoples led to a change of mood across the country and for the first time, the PRI lost.
- ✓ Now they must truly compete to get vote.

Source: Borja, Arturo. " Mexican Politics," 22 July 2011. Oaxaca, Oaxaca, Mexico.

- Teacher calls randomly on students to answer journal questions. Sample responses:

What is the PRI?

1. The PRI is the ruling political party in Mexico.
2. It is a political party created in 1929.
3. It is a political party designed to administer power.
4. It is a vehicle for the unions to have a say in the political process.
5. It is the most central political party; it cuts across segments of Mexican society.

What is its role in indigenous communities?

Students should refer to the symbiotic relationship of indigenous votes for PRI equating to benefits for the community.

Guided Practice

- Teacher discusses the PRI and indigenous farmers to help students understand the debt that was owed to the PRI political party. (Slides 51–52)
  - ✓ In the 1930s land reform under the PRI President Lazaro Cardenas established *Mexican ejidos.*
  - ✓ Peasant cooperatives brought community members together to farm large agricultural parcels.
  - ✓ The PRI also helped farmers obtain federal land grants.
  - ✓ Not maintaining support of the PRI party was a serious offense in many indigenous communities. The PRI had helped farmers obtain federal land grants.
  - ✓ Support for a non-PRI party (the PAN, PRD) often resulted in immediate expulsion from a home and community

Teacher asks students to reflect on where the expelled people went to live. Possible answers: with family in another area, the misery belts, another Mexican state or to the U.S.A.

- Teacher discusses economic migration. Students take notes on lecture and slides with specific focus on what causal forces and events led to economic migration from rural to urban areas. (Slides 53–57)

Essential Question: How did Mexican land ownership decay from the 1970s to the 1990s and cause a movement to peripheral urban areas?

- ✓ PEMEX**:** In the 1970s as the large oil-drilling corporation Petróleos Mexicanos, began off-shore drilling, there was a departure of many farmers from their agricultural land to seek better employment opportunities on the oil rigs. This exodus of farmers disturbed the collaborative approach of one family helping another to harvest the land. This disturbance set off a series of consequences that in the worst case left the remaining farmers in an economic position of being forced to sell their land or move to metropolitan areas.

- ✓ Economic Recession: In addition the recession and economic downturn in the early 1980s caused the peso to be devalued up to 500 % in just 2 years. The PRI government undertook further measures of austerity and did away with the subsidies to farmers. For these farmers it was a desperate situation and many of the indigenous farmers moved their families to urban areas in search of a better life. (Point out the chart that graphs the decline in value of the peso.)

- ✓ NAFTA: In general NAFTA had a positive influence on the macro-economy of Mexico, increasing the manufacturing share of exports from 37% pre-NAFTA to above 80% in the 1990s.[2] However, the signing of NAFTA was a contributing factor to migration from rural farm lands as many of the government provisions to give land to indigenous farmers were eliminated. Many landless farmers moved from rural areas to urban areas where the only housing they could find was in the misery belts. Since indigenous farmers spoke their native language, they were at a disadvantage by

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[2] Kose, M Ayhan, Meredith, Guy M. and Towe, Christopher M. IMF "A Working Paper: How has NAFTA Affected the Mexican Economy? Review and Evidence. " WP/04/59. http://www.imf.org/external/pubs/ft/wp/2004/wp0459.pdf.

not speaking Spanish. Thus, the indigenous peoples' difficulties in finding employment were compounded by their lack of Spanish language skills.

- ✓ *Maquiladoras*: having played an important role in the growth of Mexico's exports since 1979, they found themselves uniquely situated to play a larger role in vertical specialization. These firms are mostly located on Mexico's northern border and import inputs from the United States, process them, and re-export them back to the U.S. These *maquiladoras* specialize in the manufacture of electronics, auto parts, and apparel, and with the signing of NAFTA, the manufacturing sector of exports grew, attracting additional laborers to the urban areas.

- Teacher discusses what poverty means and poverty in Mexico. (Slide 57) Teacher refers to the online resource showing the students a map of Mexico where they can look at the colors to determine the levels of poverty in certain regions: Lopez-Calva, Luis F., Rodriguez-Chamussy, L., and Szekely. Poverty Maps and Public Policy in Mexico." P. 196. siteresources.worldbank.org/INTPGI/.../10412-10_p188-207.pdf.
    - ✓ If students imagine an overlay of the indigenous populations (from http://www.cdi.gob.mx/images/mapa_nacional_lenguas_indigenas_cdi.jpg) along with the geographical locations of the misery belts, the students can infer if the indigenous groups of San Cristóbal de las Casas, Tuxtla Gutierrez, and Mexico City are at high, medium, or low levels of poverty.
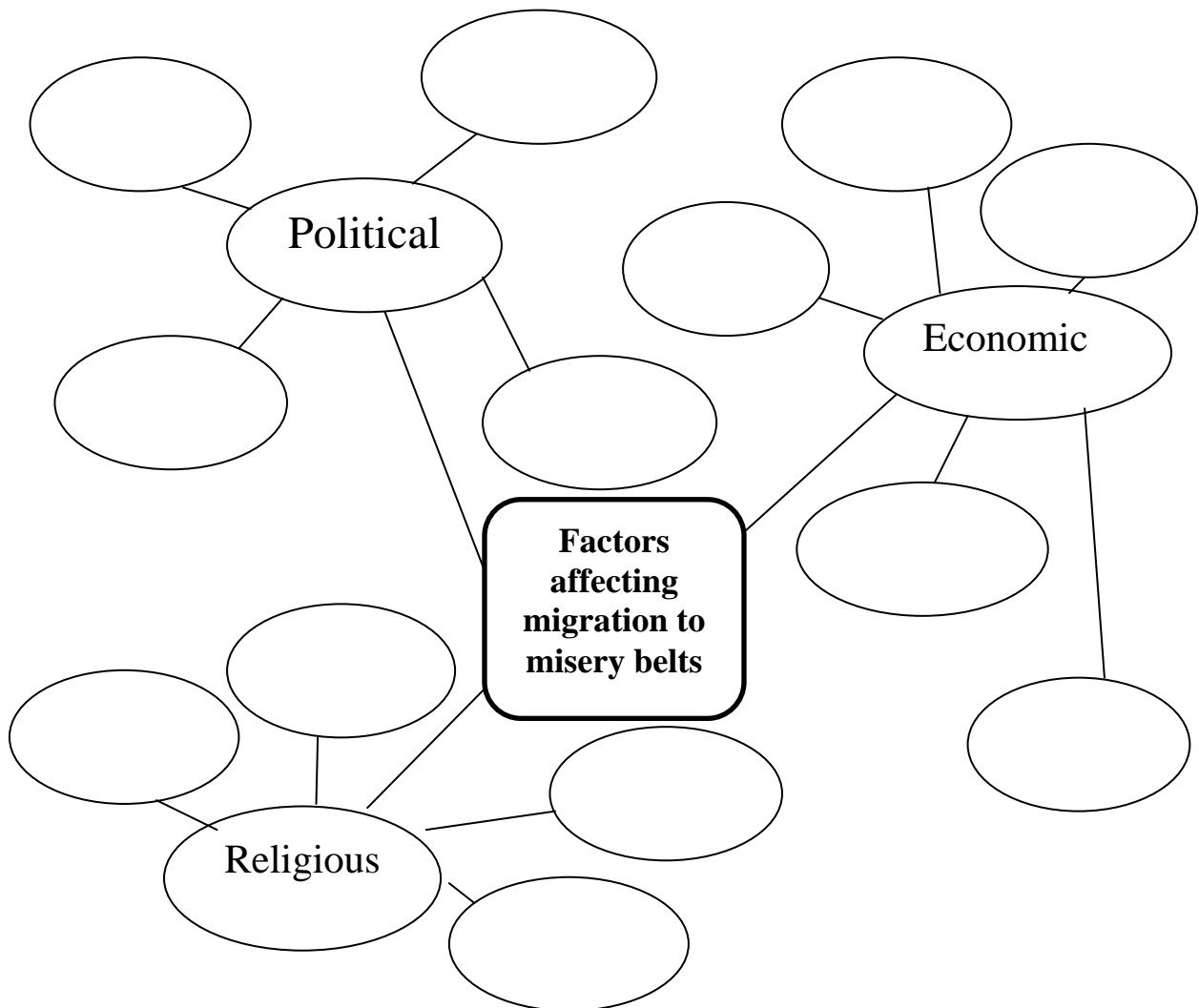
Independent Practice

- Performance Assessment: Concept Connector graphic organizer. (Slide 58) Students complete the worksheet, focusing on the following essential question: What religious, political and economic factors caused large groups of people to leave their homes and migrate to urban areas, specifically to the misery belts?

Name_____

Date_____

Directions: Complete the graphic organizer with information from your notes, journals, handouts, homework and graphs that provide information on the religious, political and economic factors that caused large groups of people to leave their homes and migrate to urban areas, specifically to the misery belts. Add additional bubbles as needed.
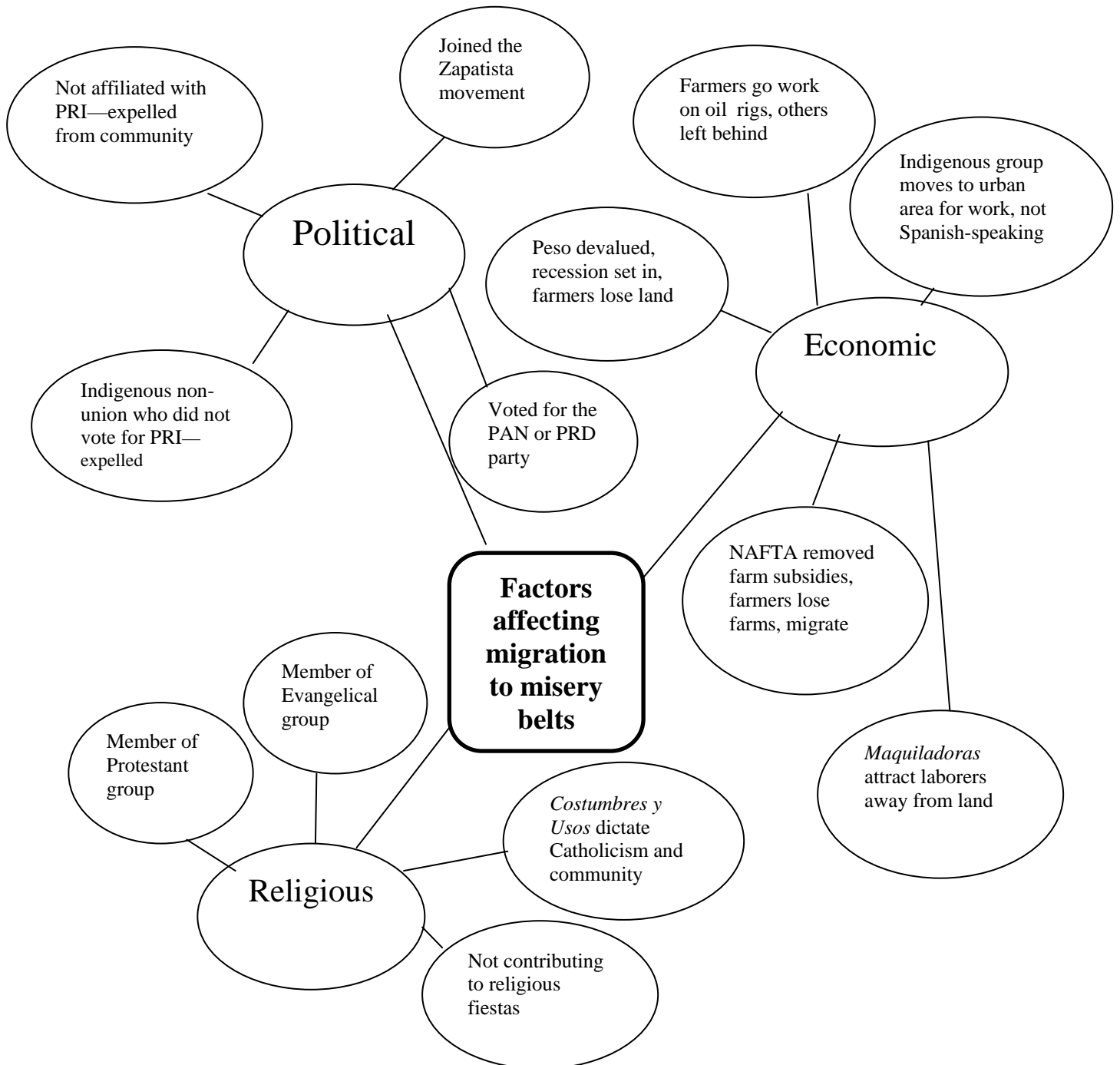
Political

Economic

Factors affecting migration to misery belts

Religious

Graphic Organizer created by Linda Burke.

Concept Connector

Possible Answers

Joined the Zapatista movement

Not affiliated with PRI—expelled from community

Farmers go work on oil rigs, others left behind

Indigenous group moves to urban area for work, not Spanish-speaking

Political

Peso devalued, recession set in, farmers lose land

Economic

Indigenous non-union who did not vote for PRI—expelled

Voted for the PAN or PRD party

Factors affecting migration to misery belts

NAFTA removed farm subsidies, farmers lose farms, migrate

Member of Evangelical group

Member of Protestant group

Costumbres y Usos dictate Catholicism and community

Maquiladoras attract laborers away from land

Religious

Not contributing to religious fiestas

Day 5: Lesson Plan Outline

Student Objectives

Students will:

1. Understand the elements of a newspaper article.
2. Draft newspaper article in Word.
3. Organize and synthesize information regarding relocation of Mexicans to the misery belt in a newspaper article.

Connect to Prior Knowledge – Anticipatory Set

- Teacher reviews homework from Day 4. Discuss as whole class and students add information that is missing.

- Ask how many students have read articles in the newspaper. Discuss observations. How is it different than a short story? Tell students that the final assessment is due in two days and that they are going to create their own newspaper article. They will use computers (in class or in a lab). They will draft information in Word and use Publisher for the final copy. They will save work onto a personal disk or flashdrive. (Slide 60)

- Teacher brings in newspapers and distributes to class.

- Teacher discusses the elements of a newspaper article. Teacher allows time for student participation and questions:
  - ✓ Name of newspaper, volume, issue, date
  - ✓ Headline: the title of the article; expresses the main idea of the story using direct and dramatic action verbs and nouns
  - ✓ Secondary story headline
  - ✓ Byline: Often listed after the title, gives the name of the person writing the story and his or her title
  - ✓ Lead sentence: the first sentence in the article, it gives the most important information to "hook" the reader's attention
  - ✓ Body: the main part of the article, it contains the five Ws: Who? What? Where? When? Why?
  - ✓ Three or four important details about the story

- ✓ Summary or final detail
- ✓ Unbiased writing – article is factual without writer's opinion
- ✓ Picture with caption

Guided Practice

- Teacher holds up newspaper article and circles and labels name of newspaper and 2–3 other elements. Teacher checks for understanding.

Independent Practice

- Teacher passes out colored pencils or crayons and asks the class to find an article and circle and label the elements. (Slide 61) Partners support each other.
- Check for understanding and meeting first student objective. Call randomly on students to demonstrate knowledge supported by performance evidence in sample newspaper.

Teacher Directions

- o Teacher hands out Grading Rubric (attached) for the newspaper article.
- o The teacher passes out the attached description and reviews the scenario. (Slide 62) Students are directed to review and utilize all notes, handouts and reference articles, and outline the article as if they are journalists.
- o Teacher provides students with a preview of final days' activities. (Slides 63–65) Teacher tells students that on Days 6–7 they will be working on computers to work on typing up the body of the article. To begin this can be done as an editorial, an article, an interview, or another way approved by teacher. Students will be creating the article to look like a real newspaper article with columns, headlines, volume, issue, and pictures. This will be done after writing the body of the article. Preview: The next stage will be peer editing, followed by the final product. Days 6–7 are in the computer lab. Computer draft is due at the end of day 7. Day 8 is peer editing. On Day 9, the final article is put in Publisher.

Grading Rubric – Newspaper Article

CRITERIA CATEGORY	4	3	2	1	Max. Points
Who, What, When, Where and Why	The article contains all of the 5 Ws (who, what, when, where and why).	The article contains 4 of the 5 Ws.	The article contains 3 of the 5 Ws.	The article contains 2 of the 5 Ws.	20
Writing Mechanics and Proofreading	No spelling or grammar errors remain after peer editing and corrections to the article. Descriptive, detailed writing. Interesting and informative introduction. Many supporting details. Well-formatted and excellent syntax.	No more than 2 spelling or grammar errors remain after peer editing and corrections to the article. Clear, thorough, and interesting writing. Adequate introduction, some details. Minor errors in formatting and good syntax.	No more than 3 spelling or grammar errors remain after peer editing and corrections to the article. Introduction but uninteresting. Writer's opinion is evident. Many errors in formatting and poor syntax.	There are 3 or more spelling or grammar errors in the final copy of the newspaper article. Written more like short story than journalistic article. No apparent format and poor syntax.	24
Requirements	The article includes all the required content: Title, Section, Headline, Secondary Story Headline, Volume, Issue, Date, Byline, Lead Sentence, 5 Ws, 400–500 Words, Summary or Final Detail, Picture with Caption.	The article includes 85–99% of the required content	The article includes 75–84% of the required content.	Less than 75% of the required content was included in the article.	40
Organization	The story is very well organized. Logical sequence of ideas with clear transitions.	The story is adequately organized. Ideas are generally in place. Clear transitions with some variety	The story is a little hard to follow. The transitions are not always clear. Some relation to the assigned topic.	Ideas are randomly arranged. Minimal use of transitions. Little relation to the assigned topic.	8
Supporting Details	The details in the article are clear, effective, and vivid 95–100% of the time.	The details in the article are clear and significant 80–94% of the time.	The details in the article are clear and significant 70–79% of the time.	The details in the article are neither clear nor significant.	8

Created by Linda Burke for Fulbright Curriculum Project. November 28, 2011.

Newspaper Article – Scenario

You are a journalist and must write an article for the New York Times on a recent event.

Event: There has been a mass migration of families from a surrounding rural area of Mexico City, Tuxtla Gutierrez or San Juan Cristóbal de las Casas. You are a reporter/journalist and you must write a 400–500-word newspaper article analyzing who, what, where, when and why. The article must incorporate all elements of a newspaper article, as well as what you learned on population patterns, movement and underlying reasons. Grading rubrics will be applied.

Days 6–7: Lesson Plan Outline

Student Objectives

Students will:

1. Analyze and synthesize the information that they have from their charts, graphs, notes and handouts to write a newspaper article on migration to the misery belt.

2. Students will include all of the required newspaper elements in their article.

These two days are spent in the computer lab where the students are writing the newspaper in Word document form. More advanced students may type directly into Publisher. While the article is founded in accurate and true information, the characters may be fictitious. Remind students that the article should be unbiased, leaving aside the author's bias and opinion.

Day 8: Lesson Plan Outline

Student Objectives

Students will:

1. Review their own rough draft using the Peer Editing Rubric.

2. Analyze and score their partner's draft according to the Peer Editing Rubric.

3. Be introduced to Microsoft Office Publisher and apply the knowledge.

Connect to prior knowledge - Anticipatory set

- Teacher again holds up newspapers and asks clarifying questions regarding newspaper article elements

Guided practice

- Teacher hands out a copy of the Peer Editing Rubric: Newspaper Article (attached) and reviews the process of peer editing. Time frame is somewhat flexible.

Independent Practice

- Students should take about 15–20 minutes to review own article and check off elements. Students then exchange papers and partner edits paper, taking another 15–20 minutes.

- Partners return Peer Editing Rubric to owner.

- Partners discuss comments and clarify modifications.

Guided practice

- Teacher shows video clip: Microsoft in Education Product How Tos. "Create a class newspaper with Microsoft Office Publisher 2007.
  http://www.microsoft.com/education/en-us/teachers/how-to/Pages/class-newspaper.aspx

Independent Practice

- Students have 15–20 minutes to practice or to begin copying and pasting the Word document (with corrections) into Publisher.

Peer Editing Rubric: Newspaper Article

Name of Journalist _____

Peer Editor _____

With a check indicate if the following elements are evident in the draft article.

Story Includes:	Self	Peer
Title of Newspaper		
Volume Number, Issue, Date		
Section: World, Region, International		
Headline of Article		
Secondary Headline		
Byline		
Lead Sentence		
Body: Who?		
What?		
When?		
Where?		
Why?		
Supporting Descriptive Details		
Summary or Final Detail		
Clearly Written		
Personal Opinion is Left Out		
Accurate Information		
Correct Spelling and Grammar		
Word Count		
One Picture with Caption		

Peer Editor's Comments

Day 9: Lesson Plan Outline

Student Objectives

Students will:

Visit the computer lab and transfer the final article into Microsoft Publisher. They will turn it in at the end of the class period.

The points in the grading rubric can be multiplied by a factor of 2 or 3 to make the project worth more points.

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