

*Second
edition*

History of Mexico

Teacher's Guide



Kells
EDUCATION

History of Mexico

Teacher's Guide

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History of Mexico Teacher's Guide



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Esfuerzo 18-A
Colonia Industrial Atoto
Naucalpan de Juárez Estado de México, C.P. 53519

ISBN: 978-607-10-0925-8 Second Edition

(ISBN: 978-607-10-0652-3 First Edition)

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Second edition: 2016

First edition: 2014

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Printed in Mexico

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To the Teacher

This book is intended to help you teach many interesting things about our country and its history. *History of Mexico* presents the great events of the past and the lives of those who shaped the country we live in today.

You will teach and explain the economic, political, social and cultural events that affected people and their everyday lives. And it does not mean the students will be memorizing dates, names and places; it means they will be examining in depth the events that took place in Mexico's past. This information is illustrated by the images throughout the book that will help you and them see the places and the important moments that shaped us as a people and country.

There are recommendations of books, websites and videos to help you expand learning. There are also multiple activities that were designed to enhance their knowledge beyond the book and be better prepared for their classwork.

We are certain that through your guidance and leadership students will participate in and enjoy the activities and lessons we offer in the book. And you, too, will enjoy leading the students on a journey through the history of Mexico!

The authors

Unit 1 introduces a brief overview from ancient Mexico to the early years of the Colony. It begins describing the Olmec and the rest of pre-Hispanic cultures, it continues with the Conquest that led to the decline of the Mexica culture and the establishment of New Spain and ends describing what the first years of the Viceroyalty were like.

Unit 2 covers from the mid-sixteenth century to the early nineteenth century. It highlights the consolidation of New Spain and the international and regional events that led to the movement and culmination of the Independence of Mexico.

Unit 3 covers the period from the beginning of Independent Mexico until the consolidation of the liberal government. This unit also includes information related to the international interventions that led to the loss of national territory and to the creation of a French empire in Mexico; as well as what happened during the *Porfiriato*; a highly controversial time that led to revolutionary ideas.

Unit 4 offers topics about Mexico's life between 1910 and 1982, providing information on the national and international conflicts and how they affected the Mexican economic, political, demographic, cultural and social processes.

Unit 5 reports events that took place in recent decades, distinguishing neoliberal economic policies that caused various social movements. It also studies, among other concepts, the creation of institutions that promoted democracy.

How to use this book

Session information: In this section, you will see the course pacing, week and session. Consider each session is fifty minutes long to cover a 40 week course and there is also the expected learning outcome per session.

Content Delivery: In this section, you will see recommendations to deliver information in class.

SESSION INFORMATION

Week: 1

Session: 2

Expected learning outcome:

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Ask students to ask and answer the introductory questions on page 10 in pairs. Elicit answers.

Development: Ask students to look at the map and identify the states and countries that are now where Mesoamerica area was located.

Closing: Students should color and name the states where Mesoamerica area used to be located.

Period overview

Expected Learning

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order.
Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONCEPT

Mesoamerica: Cultural and geographical area stretching from the border of the current territory of Mexico to Central America. Most Hispanic cultures were developed in this area due to its climate and fertile land.
Polytheism: The worship of or belief in more than one god.

Spatial and Temporal Location of pre-Hispanic Cultures, Discovery Expeditions, the Process of the Conquest and the Colonization of New Spain

Introductory Questions

1. Answer the following questions in your notebook.
 - What do you know about the major civilizations that lived in the area called Mesoamerica?
 - How long do you think that human beings have inhabited this territory?
 - Although the cultures that inhabited the territory were diverse, do you think they shared religious, political or urban characteristics?
2. Discuss the results with your partners, find common conclusions.

Mexico is located in a geographical area known as Mesoamerica (Fig. 10), inhabited since about 2500 BC by native civilizations that had many features in common, for example, a diet based on corn, two calendars to measure time, polytheistic religious customs and the construction of great cities and calendars.

FIG. 10 Mesoamerican culture main area of development.



THE MAIN CIVILIZATIONS DEVELOPED IN MESOAMERICA

Pre-Hispanic Cultures and the Conquest of the Viceroyalty

10

SKILLS DEVELOPMENT

Critical Thinking Skills: Analyzing, comparing and contrasting.

Visual/Spatial Skills: Observing details.

EVALUATION OF CONTENT

Students should clearly name the states and countries that Mesoamerica used to be in.

10

Skills Development: This is the list of strategies you will be using in the session.

Evaluation of content: This is the description of how you should evaluate learning outcomes.

Student book U1

SESSION INFORMATION

Week: 1

Session: 1

Expected learning outcome:

Students will identify the content of the unit.

CONTENT DELIVERY

Start: The teacher should introduce himself, the subject, the class schedule, and the grading criteria.

Development: Students should read the objectives. Check how familiar they are with the topics in order to activate prior knowledge and identify how clear the information is for your students.

Closing: Students should identify three topics in the unit they consider will be hard to understand to develop a study plan.



Pre-Hispanic Cultures and the Establishment of the Viceroyalty in New Spain

Skills

- Understanding historical time.
- Management of historical information.
- Raising historical awareness for coexistence.

Expected learning

- Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order.
- Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.
- Recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.
- Analyze the consequences of the Spanish Conquest and Colonization.
- Describe the changes that occurred in New Spain as a result of the introduction of new economic activities.
- Explain the importance of commercial and silver trade of New Spain with the world.
- Identify economic, political and social institutions that favored the establishment of the Viceroyalty.
- Recognize the characteristics of cultures merging in artistic expression in New Spain.
- Investigate cultural and everyday life transformations over time and value their importance.

Activity

1. Look at the timeline and the historical moment when the marked events took place. Then answer the questions in your notebook.
 - What is the only civilization that developed during the three periods?
 - What event coincides with the end of the Post-Classical period? Why do you think this happens?
 - Which civilizations were developing in Mesoamerica when the Spanish arrived?
2. Discuss your answers with your classmates.

SKILLS DEVELOPMENT

Reading skills: Scanning, skimming, sequencing, reading for detail.

Interpersonal skills: Introducing themselves.

Metacognitive skills: Identifying areas of opportunity.

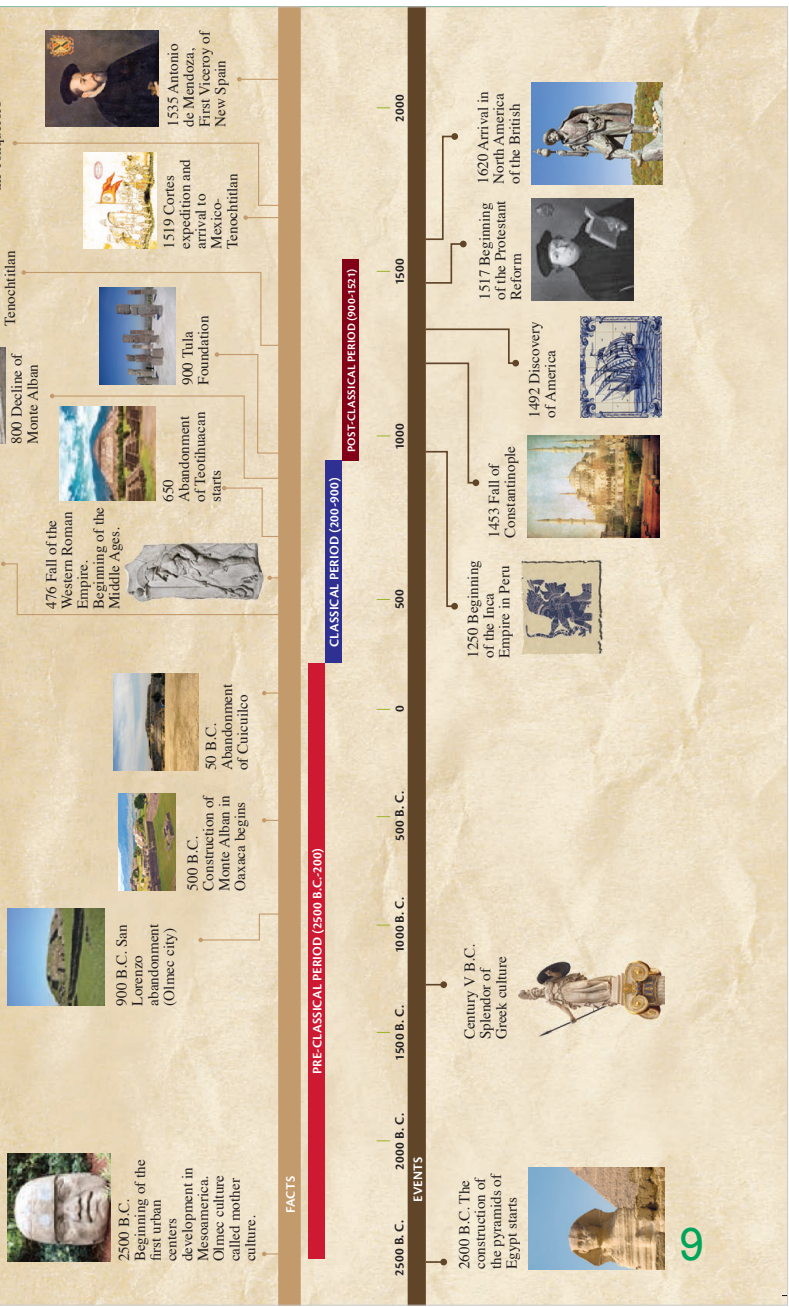
EVALUATION OF CONTENT

Ask students to say which three topics sound new to them, and they should develop a study plan.

A timeline is a tool that allows us to observe historical events and processes in chronological order.

The line in this unit shows, at the top, the year in which the main pre-Hispanic civilizations developed and the periods into which the history of these are divided, as well as the main events that took place during the arrival and conquest of the Spanish in Mesoamerica.

At the bottom you will find important events that happened in the rest of the world, in the same period.



SKILLS DEVELOPMENT

Verbal/Linguistic skills: Remembering visual details.

Speaking skills: Topic talking.

Critical thinking skills: Observing, summarizing.

EVALUATION OF CONTENT

Ask them to write a brief summary of the time period main events.

SESSION INFORMATION

Week: 1

Session: 1

Expected learning outcome: Identify key concepts of the time period.

CONTENT DELIVERY

Start: Ask students questions on the general topics of the unit content that they read in session 1.

Development: Ask students to look at the timeline on page 9 and ask them comprehension-check questions to guarantee they understand the period that will be analyzed.

Closing: Students should narrate the events in chronological sequence. It is advisable to have them work in pairs. Later, select three students (or more) to narrate the time period.

Project preparation: Students should take to class a map of Mexico with names.

SESSION INFORMATION

Week: 1

Session: 2

Expected learning outcome:

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Ask students to ask and answer the introductory questions on page 10 in pairs. Elicit answers.

Development: Ask students to look at the map and identify the states and countries that are now where Mesoamerica area was located.

Closing: Students should color and name the states where Mesoamerica area used to be located.

Period overview

→ Expected Learning

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order.
Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

KEY CONCEPT

Mesoamerica: Cultural and geographical area stretching from the center of the current territory of Mexico to Central America. Most Hispanic cultures were developed in this area due to its climate and fertile land.

Polytheism: The worship of or belief in more than one god.

Spatial and Temporal Location of pre-Hispanic Cultures, Discovery Expeditions, the Process of the Conquest and the Colonization of New Spain

Introductory Questions

1. Answer the following questions in your notebook.
 - What do you know about the major civilizations that lived in the area called Mesoamerica?
 - How long do you think that human beings have inhabited this territory?
 - Although the cultures that inhabited the territory were diverse, do you think they shared religious, political or urban characteristics?
2. Discuss the results with your partners, find common conclusions.

Mexico is located in a geographical area known as **Mesoamerica** (Fig. 1.1), inhabited since about 2500 BC by native civilizations that had many features in common, for example, a diet based on corn, two calendars to measure time, **polytheistic** religious customs and the construction of great cities and

FIG. 1.1 Mesoamerican culture main area of development.



THE MAIN CIVILIZATIONS DEVELOPED IN MESOAMERICA

Pre-Hispanic Cultures and the Conformation of the Viceroyalty

10

SKILLS DEVELOPMENT

Critical thinking skills: Analyzing, comparing and contrasting.

Visual/Spatial skills: Observing details.

EVALUATION OF CONTENT

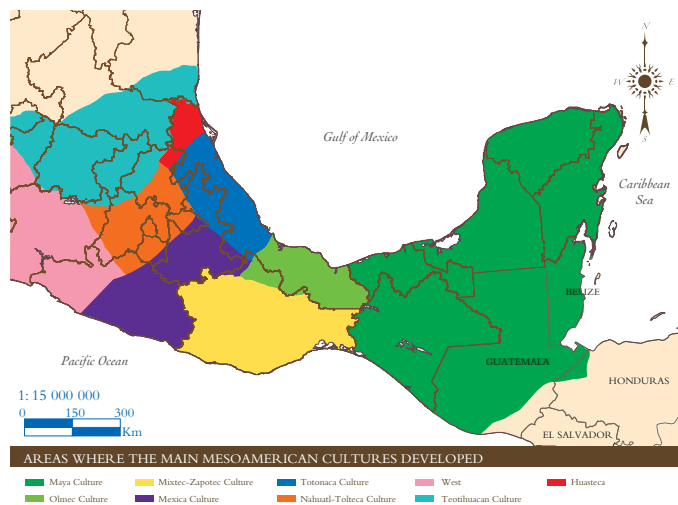
Students should clearly name the states and countries that Mesoamerica used to be in.

ceremonial centers. However, the development of these civilizations was abruptly interrupted by the arrival of the Spanish in 1521 (Fig. 1.2).

The development and growth of these civilizations occurred during different periods that have been divided into Pre-Classical (2500 BC -200 AD), Classical (200-900 AD) and Post-Classical (900-1521 AD).

One of the most important consequences of the arrival of the Spanish was a merging of cultures, which occurred with the mixture of Mesoamerican cultures with the Iberian Peninsula and elsewhere. The result of this mixing is the great variety of traditions, culture, races and ethnicities that form Mexico today.

In this unit, you will study the main features of the pre-Hispanic civilizations and in many of them, you will identify characteristics that constitute the current culture of our country. In addition, you will analyze the process of conquest and colonization of Mesoamerica by the Spanish.



During the fifteenth century, Europe experienced changes that ended with the prevailing social structures in the **Middle Ages**. The European national states were founded by the integration of small kingdoms under a ruling house. For example, Spain was formed after the union of the kingdoms of Aragon and Castile, with the marriage of the Catholic Monarchs and the establishment of alliances and conquests on the Iberian Peninsula. After this process, a nation state was formed that gradually left behind feudalism and made its way towards modernity. The establishment of these new states made the major crowns decide to cross the oceans, which was possible thanks to scientific advances in sailing in those days (compass, nautical charts, astrolabe to measure latitude, etc.), the recent discovery of the earth being round and the economic capacity of the realms to finance risky voyages.

The exploratory voyages that culminated in the conquest and colonization of the territory that is known as America was one of the consequences of the fall of the Eastern Roman Empire. Remember that the Ottoman Empire conquered Constantinople, closing commercial routes between Europe

GLOSSARY
Middle Ages. The period in History from the fifth century to the end of the fifteenth century.

SESSION INFORMATION

Week: 1

Session: 2

Expected learning outcome:

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Form teams of four students. Each team is going to read and give a presentation on a segment from pages 11 – 14 during the following two sessions. They should also present some pictures and make 5 comprehension-questions to ask their partners.

Development: Have students read and underline the most important ideas in their segment.

Closing: Check the ideas they underlined. Help them accordingly.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Metacognitive skills: Planning, organizing a presentation.

EVALUATION OF CONTENT

Students should hand in their summary so that you can check exactly what they will be presenting.

SESSION INFORMATION

Week: 1

Session: 3

Expected learning outcome:

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

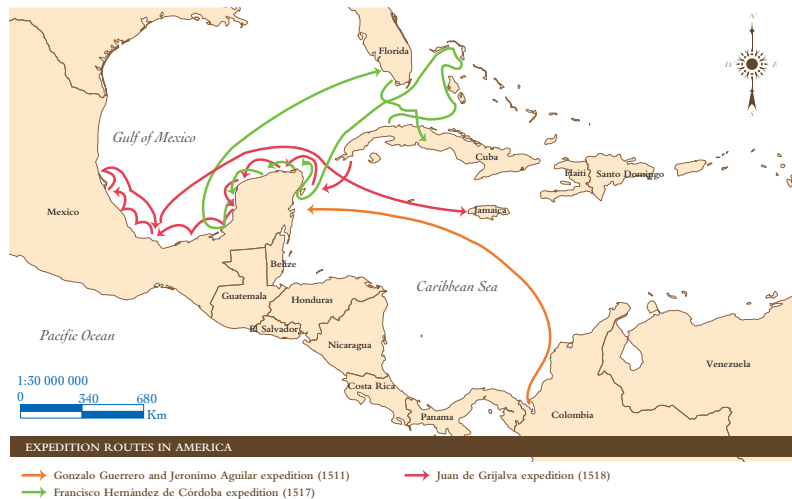


FIG. 1.3 Christopher Columbus never knew he had reached a new continent and died believing he had discovered a new route to the East.

GLOSSARY

Insurrection. Uprising or rebellion of people or a nation.

FIG. 1.4 Spanish expeditions which preceded the one by Cortes in 1519.



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and the East, for this reason, the Spanish and the Portuguese supported the exploratory voyages to find new routes that would enable them to reach Asia. It was this way that Christopher Columbus discovered a new continent for the Europeans on October 12, 1492. Actually, Columbus did not know he had reached a continent and thought he had reached the East by a new route (Fig. 1.3). Soon after, in the early sixteenth century, Amerigo Vespucci explored the eastern coast of South America and thought it was a new continent, which he named America.

Once in America, the Spanish led by Diego de Velazquez and Panfilo Narvaez conquered the island of Cuba in 1512. This event was very important because exploratory trips could start from there. One of these trips took Vasco Nunez de Balboa to walk through the Strait of Panama and that was how he discovered the Pacific Ocean. Another expedition led by Francisco Hernandez de Cordoba took him to Mexico in 1517. Similarly, in 1518, Juan Grijalva toured the coast of Yucatan and the Gulf of Mexico. After the expeditions made by Hernandez de Cordoba and Grijalva, Hernan Cortes organized one that left from Cuba on February 18, 1519 and arrived in Veracruz on April 22, 1519 (Fig. 1.4) where he noticed a very rich and powerful empire that dominated the area, so he went to Mexico (Tenochtitlan).

During his trip, he fought and subdued various peoples, such as the Cholula and Tlaxcala, with whom he established an alliance. Upon his arrival in Mexico (Tenochtitlan), he formed a good relationship with the Mexica, enabling him and his men to stay there for a while. Cortes had to leave for some time and Pedro de Alvarado was left in charge; he suspected that the Aztecs were planning an **insurrection** and he attacked them during one of the most important festivals. When Cortes returned, he found a deplorable picture.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics on page 160.

He then executed a final attack that ended the process of the *Conquest* of the Mexica.

Mexico-Tenochtitlan was the dominant imperial capital, so the lordships that were subjected to the Mexica were then subdued by the Spanish. It is noteworthy that some enemies of the Mexica, such as the Tlaxcalans helped Hernan Cortes and his soldiers to defeat the Mexica empire. With this event the period known as the *colonization* of New Spain began. (Fig. 1.5)

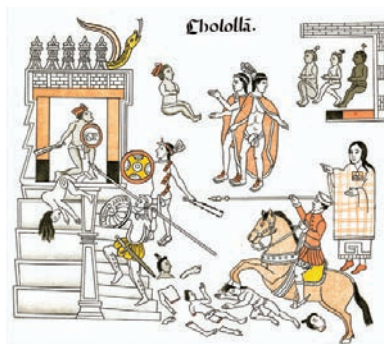


FIG. 1.5 In Cholula, to demonstrate their power and because Cortes had heard that he had been ambushed there, the conquerors slaughtered chiefs and kings.

KEY CONCEPT

Conquest: Action through which Spain took control of the territories in the American continent, and imposed their culture, religion, language and customs.

Colonization: Situation in which a State extends its political, economic or cultural power over another and establishes social groups in the territory to be inhabited

Team Work

1. Work on the activity in teams of three.
 - On a map of Mexico, including the Caribbean islands, find and color areas where pre-Hispanic civilizations from the Post-Classical period settled, note down each culture and the period in which they developed.
 - Mark the travel routes of exploration with arrows, writing the explorers' names and dates.
2. Compare your work with other teams and correct them if necessary. This activity will help you understand historical time and place.

After the Conquest of Mexico, the Spanish Crown stipulated the way Mesoamerican societies were to be reorganized.

The first colonized territories were the **lordships** that had been subdued by the Mexica (Tlaxcalans, Mixtecs, Zapotecs, and others), that is, there was a political force called the Triple Alliance, composed of the seigneurie of Tlacopan (Tacuba), of Texcoco and of Mexico -Tenochtitlan, which dominated the territory and had hegemony (Fig. 1.6). This territory covered a large area from east to west, from the Pacific Ocean to the Gulf of Mexico, and from north to south, from what is now Queretaro to the Oaxaca Valley. However, there were lordships in Mesoamerica that were not under the control of the Mexica, for example, Michoacan, part of the Purepecha Empire or the Yucatan, an area controlled by the Maya.



GLOSSARY

Lordship. Territory belonging to a lord.

FIG. 1.6 The Triple Alliance allowed Mexico -Tenochtitlan to expand their territory and become the dominant empire of their time.

SESSION INFORMATION

Week: 1

Session: 3

Expected learning

outcome: Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Briefly explain what is evaluated in presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics. Help them as necessary.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring and self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics on page 160.

SESSION INFORMATION

Week: 1

Session: 4

Expected learning outcome:

Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

Project preparation:

Divide the group into seven teams. Each team should prepare a poster with different aspects of pre hispanic culture in order to build a mural.

KEY CONCEPT

Hearing: Government authority and court of New Spain whose members, the judges, heard the complaints of the population.

Viceroyalty: Form of government established to administer the Spanish colonies in America in which a viceroy ruled in representation of the king.

The Pre-Hispanic Cultures and the Conformation of the Viceroyalty

The Spanish were primarily interested in obtaining precious metals and in evangelizing the indigenous. Therefore, around the year 1546, regions with the main mining centers: Zacatecas, Guanajuato, Tlalpujahua, Real del Monte, Pachuca, Sultepec and Taxco were conquered.

To trade and administer the colonized territories, the Spanish Crown established a number of government and administrative institutions called **Hearings**. At the head of these they placed a figure with the title of viceroy who would represent them and govern as they did on the peninsula (Fig. 1.7).

New Spain was a colony of Spain for 300 years, from 1521 when the City of Mexico-Tenochtitlan was taken by the Spanish until 1821 when Mexico's Independence was consummated. This period is known as the Colony or **Viceroyalty**.



FIG. 1.7 The first Royal Hearing on the continent was founded in Mexico in 1527, and gradually extended to Panama, Guatemala, Lima, Bogota, Peru, Ecuador and Chile.

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SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.

Topics to Understand The Period

- Why was colonial society and culture formed by pre-Hispanic, Spanish, Asian and African contributions?

The Pre-Hispanic World

→ Expected Learning

Recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.

Introductory Questions

1. Answer the question.
 - What were the contributions of the pre-Hispanic world to the creation of New Spain?
2. To reflect and introduce you to the subject of this unit, form seven teams to research a contribution of Hispanic culture:
 - Customs
 - Food
 - Traditions
 - Language (words incorporated into Spanish)
 - Blending of races
 - Natural Wealth
 - Cultural Contributions
3. Record the results of the activity and compare them at the end of the unit.

Their Cultural Areas and Their Horizons

Complex civilizations developed in Mesoamerica that competed in many aspects with other civilizations in Europe and Asia. This development occurred at different periods and in several areas of the country; these cultures shared a similar worldview and common features, such as a sedentary lifestyle and the harvesting of a variety of plants as the base of their diet, hierarchical societies dominated by elites, polytheistic religion, civil and religious calendars, urban complexes, pyramids, ball games (Fig. 1.8), garments, pottery and wood and stone carving.

The periods in which these cultures developed have been divided into three horizons:

Pre-Classical Horizon: from 2500 BC to 200 AD. During this period, the first human groups became sedentary as the practice of agriculture and a division of labor caused a hierarchical society to emerge. In the final decades of the Pre-Classical, these civilizations had scientific and technological breakthroughs: a calendar to measure time and seasons, a more complex writing and the first ceremonial centers.



FIG. 1.8 A common feature of most pre-Hispanic civilizations was the practice of the ball game, which was not mere entertainment, but a representation of a vision of man in the universe.

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SESSION INFORMATION

Week: 2

Session: 5

Expected learning

outcome: Recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.

CONTENT DELIVERY

Start: Students should briefly give their presentations on pre-Hispanic contributions to the creation of New Spain. They should make a mural with their posters.

Development: Set the group in 4 teams. Each team will give a topic of the sequence (pages 15 to 19) in the following three sessions: 1.1 Their Cultural Areas and Their Horizons, 1.2 Mesoamerican Worldview, 1.3 Economy, Social Structure and Everyday Life during the Post-Classical Period and 1.4 The Triple Alliance and Independent Lordships. Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, 5 comprehension-check questions and further information.

Closing: Ask students to show you their information summary.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring and self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.

SESSION INFORMATION

Week: 2

Session: 6

Expected learning outcome:

Recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, 5 comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

FIG. 1.9 The Olmec culture, called the mother culture, developed in what is now the state of Veracruz and part of the north of Tabasco.



Cultures that were prominent and transcendent during this period were the Olmec (Fig. 1.9), the Cuicuilco settlement and the Maya.

Classical Horizon: from 200 AD to 900 AD. Most of the population was concentrated in cities (Fig. 1.10), which had a great boom. Differences in social classes were very marked, for example, the elite controlled the government, religion and commerce, which at that moment had intensified; mathematical, artistic and astronomical knowledge had also consolidated. In this period, the Teotihuacan, Zapotec and Maya cultures developed (Fig. 1.11, p. 17).

FIG. 1.10 The Teotihuacan culture developed in what is now the State of Mexico, but its influence reached the southern states of Mexico and part of Guatemala.



Post-Classical Horizon: from 900 AD to 1521 AD. Large cities with monumental architecture were built. It was a violent period with many wars during which military **theocratic** societies, strongly stratified, were developed and strengthened (such as Xochicalco and Tajin). There was a strong influence from the northern warrior tribes, which were spreading through military conquests in which subdued peoples were forced to pay tribute. In this period the Toltec, Mixtec, Mexica, Purepecha and Maya cultures developed.

GLOSSARY
Theocracy. Form of government in which the dominant religion sets many of the rules.

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SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.



FIG. 1.11 The Maya civilization developed in what is now Chiapas, Yucatan, Tabasco, Guatemala and Belize. They had the most complex writing in the Mesoamerican world and a mathematical system to measure time much more advanced than the ones in European civilizations.

During these three horizons, civilizations shared knowledge and many other characteristics, due to the contact and mutual influence. These included agriculture, social organization in theocratic states, polytheistic religion, the use and development of writing hieroglyphics to register important events (writing codices in bark paper or deerskin) and the use of calendars to guide their commercial, military and economic practices (Fig. 1.12).

Team Work

1. Answer the questions:
 - What characteristics did the pre-Hispanic peoples share?
 - Which do you think have lasted up to the present?
2. Compare your findings with other teams.



FIG. 1.12 Haab calendar. Pre-Hispanic calendars were more accurate and advanced than those of many other civilizations.

Mesoamerican Worldview

Since ancient times, humans have tried to understand the world around them. This way of seeing and interpreting the world is known as a **worldview**. During the development of Mesoamerican civilizations, their worldview was rooted on religious beliefs because it was thought that the world was dominated by natural forces, so it was necessary to perform religious rituals in all human activities.

The gods could send benefits or misfortune to humans, so it was important to try to influence their decisions through offerings. Due to this, and because they saw life as the most valuable asset they had, they offered their gods human blood to restore their strength. Most cultures shared the worship of some deities. There had different names, for example, the rain god was called Tlaloc by the Nahuas and Chaac by the Maya.

Their lives were immersed in a magical-religious world in which all activities, from feeding to appointing their governors, were surrounded by rituals and ceremonies. Because of these, they developed calendars that ruled their lives and indicated when to plant, when to go to war, when to get married and so on.

GLOSSARY

Worldview. A way to interpret reality, to explain the natural environment. It consists of a set of perceptions and values that define a given society.

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SESSION INFORMATION

Week: 2

Session: 7

Expected learning

outcome: Organize the events and processes of pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order. Locate Mexican pre-Hispanic cultures, the discovery expeditions, the Conquest and the Colonization of New Spain.

CONTENT DELIVERY

Start: Briefly explain what is evaluated in presentations: Relevant, clear information, visuals, 5 comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics. Help them as necessary.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring and self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.

SESSION INFORMATION

Week: 2

Session: 8

Expected learning outcome:

Recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.



FIG. 1.13 The diet in Mesoamerican society was based on corn, the Olmec culture contributed to humanity with the way it is grown. There are several myths about the creation of corn, one says the god Quetzalcoatl, seeing his people hungry, stole corn from a mound and gave it to the people.

GLOSSARY

Chinampa. Artificial island used for growing crops, made over a frame of logs and poles and fertile soil.

Economy, Social Structure and Everyday Life during the Post-Classical Period.

The Post-Classical period is the period we have more information about because much of the life of that time was recorded by the Spanish chroniclers. It is known that the economic base was agriculture. Land property was communal and indigenous people used the *coa* (a wooden stick) to sow. On such as Lake Xochimilco, a great variety of products were grown on **chinampas**, such as beans, squash, pepper, *nopal*, cocoa, tomato, but mainly corn because people had a corn-based diet (Fig. 1.13). To supplement their diet, they obtained protein from hunting and fishing, and also from the consumption of insects.

Pre-Hispanic peoples had a large craft production. They manufactured pottery, cotton fabrics, embroidery, basketry, mosaics and feather ornaments, jewelry and many everyday objects.

Trade was an important activity. Mexica traders, called *pochtecas*, carried goods all over the empire. Since there were no beasts of burden, goods were transported by porters called *tamemes*. These merchants, in addition to their business, were responsible for collecting taxes from subdued peoples and they often served as spies.

Society was divided into defined social classes. The upper class was formed by the nobility, or *pipiltin*, the priests and the military. The middle class was composed of *macehuales*, among them were traders, artisans and farmers. Finally, the lowest class consisted of slaves.

The political-territorial structure was formed by the *altepetl* or cities that, besides having their own territory, had a ruler or *tlatoani*.

The core of society was the patriarchal family. Marriage with several wives was allowed and authority was exercised by men. Because religion was the base of political and social organization, the daily life of these civilizations revolved around rituals. The Mexica, for example, sacrificed their war prisoners, organizing what is known as "guerras floridas".

These wars didn't involve any real enmity between peoples, they were war rituals organized by several cities whose only objective was to obtain victims for human sacrifices to calm their gods in difficult times such as famine and drought.

Post-Classical societies were highly developed in all aspects: buildings, palaces, pyramids and other constructions, the use of a drainage system in cities, economic organization, social and military development, art, advanced mathematical development, squares and markets full of a variety of food brought from all over the empire, among other features.

Did you

know...?

Since Mexico-Tenochtitlan was in a lacustrine system, transportation of people and goods was carried out on both walkways and waterways.

Documents

Hernan Cortes, in the Second Letter Regarding the Conquest, sent to the Emperor, described the city of Mexico -Tenochtitlan with admiration:

The city is so big and there is of so much to admire, that although much of what I might say, is almost incredible, because it is larger than Granada and very strong, and better buildings and many more people than Granada had when it was won over, and better stocked with the very best things from the earth, which is bread and poultry and river fish, and other vegetables and very good things they eat. There is, in this city, a market where there are about thirty thousand souls up selling and buying... There are all the various things as well as clothing and footwear... There is jewelry made out of gold, and silver and stones... There are different kinds of dishes every where... there are houses where they wash their heads and shave them as barbers; there are bathroom facilities. Finally, people have good manners and are well behaved...

Hernan Cortes, "Second Letter" in *Letters Regarding the Conquest of Mexico*, Mexico, National Publishing, 1971, p. 48.

Kells

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SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics on page 160 .

The Triple Alliance and Independent Lordships

The Mexica, who were the dominant society in the post-classical period, founded the city of Mexico -Tenochtitlan in the Valley of Mexico in the year 1325 (Fig. 1.14). Sometime later they allied with the lordships of Texcoco and Tlacopan, and formed the Triple Alliance to face Atzacapotzalco. They soon brought their allies under rule and through war they formed a great empire larger than any known at that time.

Subjected peoples paid tribute and were required to support the Mexica in their conquests. However, there were peoples who they could not conquer. There were independent lordships within the territory controlled by the Mexica, as Tlaxcala, Teotitlan, Yopitzingo and Tototepec (Fig. 1.15). These lordships could not trade with other nations and were harassed by the Mexica in the *guerras floridas*.

The Tlaxcalans had a strong identity, so they fiercely defended their traditions and independence. They were allies of the Spanish during the Conquest, so once the Spanish won they received rewards.



FIG. 1.14 View of Mexico-Tenochtitlan surrounded by the lake. Canoes and chinampas were commonly used.

Team Work

1. Make a mural on posters using images and words about the political, social, economic and cultural pre-Hispanic Mexico, or if you prefer, make one for each culture you have studied.
2. Each team will select and develop a characteristic of the pre-Columbian world.
3. Post the murals around the class and have each make a presentation of the culture they chose. Take notes during the presentations and have a question/answer session after each one.

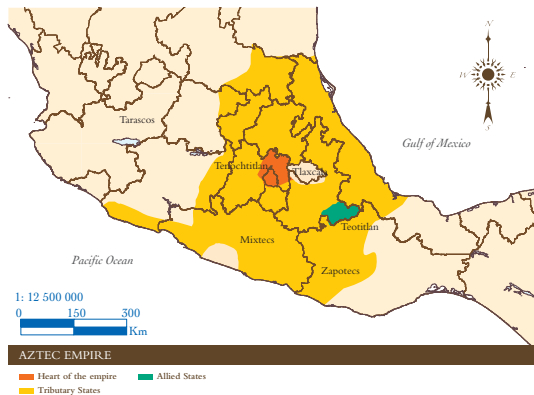


FIG. 1.15 The Mexica influenced a wide area of the center and south of the country; however, there were lordships they could never dominate, such as Tlaxcala's.

SESSION INFORMATION

Week: 2

Session: 8

Expected learning outcome:

Recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.

CONTENT DELIVERY

Start: Briefly explain what is evaluated in presentations: Relevant, clear information, visuals, the comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

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SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring and self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics on page 160.

SESSION INFORMATION

Week: 3

Session: 9

Expected learning outcome:

Analyze the Spanish conquest and the consequences of colonization.

CONTENT DELIVERY

Start: Students should read and answer the introductory questions in pairs. Elicit answers.

Development: Have students read on pages 20 and 21 “Spanish Expeditions and the Conquest of Mexico-Tenochtitlan” as well as “Other Campaigns and Expeditions”. They should draw a comic that illustrates the expeditions.

Closing: Students should hand-in their comic books.

Project preparation: Students should be set in teams to bring some cardboard, markers, and ruler next class.

The Conquest and Spanish Expeditions

→ Expected Learning

Analyze the Spanish conquest and the consequences of colonization.



FIG. 1.16 The initial expeditions were the first contact between the two continents.

Introductory Questions

1. Answer the questions about the issue of the Spanish Conquest and expeditions.
 - How do you think the lives of native peoples changed after being conquered by the Spanish?
 - Which elements do you think survived the indigenous world during the Conquest?
2. Discuss your answers with two or more partners.
3. Write down your answers so you can check them when you finish the topic.



FIG. 1.17 Cortes and his army, to get through Mexico, dominated and made political alliances that led to the Conquest of Mexico-Tenochtitlan

Spanish Expeditions and the Conquest of Mexico-Tenochtitlan

After Diego de Velazquez and Panfilo de Narvaez conquered Cuba in 1512, expeditions were organized from the island to conquer new lands (Fig. 1.16). The first expedition that sailed the Gulf of Mexico was commanded by Francisco Hernandez de Cordoba. In 1517, he toured the coast of Yucatan and was attacked by the Maya people of the area. In 1518, Juan de Grijalva reached the coast of Veracruz and found out about the existence of the Mexica empire. Thus, in 1519, the governor of Cuba, Diego Velazquez, sent a third expedition led by Hernan Cortes.

Cortes landed on the Gulf of Mexico and founded the first Spanish city council, Villa Rica de la Vera Cruz (now Veracruz). The conquerors that were with him were afraid of being in an unknown land and wanted to return to Cuba. To stop them from going back, Cortes burned the ships in which they had arrived. Meanwhile, Moctezuma was sending them gifts of gold, increasing the amazement, but also the greed of the Spanish.

Once the first city council was established, expeditions continued. On his way to Mexico-Tenochtitlan (Fig. 1.17), Cortes realized that there were rivalries between the Mexica and the villages of Tlaxcala and Cempoalla, and decided to side with them, using Jeronimo de Aguilar, who spoke Maya, and Malinalli, better known as the “Malinche”, who spoke Mayan and Nahuatl, as interpreters.

In Tenochtitlan, the Spanish were welcomed by Moctezuma (Fig. 1.18), the Mexica Tlatoani, maximum hierarch and head of the government and the army, as well as high priest. The word “Tlatoani” literally means “The speaker”. The Spanish, fearful of being attacked by the Mexica, held Moctezuma hostage in his palace.

After spending a few months in Mexico-Tenochtitlan, Cortes was told that Panfilo de Narvaez had been sent by Diego Velazquez to arrest him because Cortes had disobeyed orders given by the governor of Cuba about beginning the conquest. Therefore, Cortes left the city under the command of Pedro de Alvarado and went to Veracruz.



FIG. 1.18 The reception that Moctezuma gave Cortes was influenced by beliefs and prophecies that made the Tlatoani believe that the conquerors were divine beings.

FIG. 1.19 The massacre in the Main Temple was the beginning of the war between the conquerors and the Mexica, after several months of apparent peace between the two sides.



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Kells

SKILLS DEVELOPMENT

Reading skills: Scanning.

Visual/Spatial skills: Building graphic stories.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Check that their comic books have the expeditions clearly illustrated.

Pedro de Alvarado, in the absence of Cortes, perpetuated a terrible massacre in the Main Temple (Templo Mayor) during the festival dedicated to Huitzilopochtli, one of the most solemn festivities for the Mexica, and he did this because he thought that the Mexica were preparing to attack them (Fig. 1.19 p. 20).

The Mexica, indignant at the attack and massacre by the Spanish, surrounded the city and stoned the palace. Some historians believe that one of the stones killed Moctezuma. On June 30, 1520, Cortes, who had just returned from his meeting with Panfilo Narvaez, decided to escape from the city, where several of his soldiers were pursued and killed by the Mexica. This event is known as "The Night of Sorrows" (La Noche Triste) (Fig. 1.20).

As a fugitive, with his allies the Tlaxcaltecas, Cortes planned the conquest and destruction of Tenochtitlan. He built 13 brigantines with which he surrounded the city, as this was in the middle of a lagoon and surrounded by canals.

Thus, on August 13, 1521, the City of Mexico-Tenochtitlan was taken by the Spaniards. The last Mexica emperor, Cuauhtemoc, was captured. The lordships that had been dominated by the Mexica peacefully accepted the Spanish domain. This event ended the stage known as pre-Hispanic Mexico and began the period of the Colony.



FIG. 1.20 In the battle that followed the escape of the Spanish from Tenochtitlan, most of the soldiers were killed. Cortes wept under a willow tree in the village of Tacuba, which is why that episode is remembered as "The Night of Sorrows" (La Noche Triste).



FIG. 1.21 Monument to the Montejo, conquerors of Yucatan.

Other Campaigns and Expeditions

The Purepecha or Tarascan Empire had not been subdued by the Mexica; however, upon hearing of the defeat of Mexico-Tenochtitlan, they offered to surrender. In 1522, the First Audience, chaired by Nuño de Guzman, began the conquest of the western part of the territory, which was conducted with extreme and unnecessary violence. The conquest of these lands formed the kingdom of New Galicia, which was located in the territory that is now part of the states of Jalisco, Nayarit, Aguascalientes, Zacatecas, Coahuila, Durango, and San Luis Potosi.

The conquest of Yucatan was conducted by Francisco de Montejo between 1529 and 1546. In 1542, the Spanish cities of Campeche and Merida were founded, and by 1546, they had achieved control of the area (Fig. 1.21).

The Emergence of New Spain

After conquering the Mexica Empire, Hernan Cortes used his infrastructure to organize his domain. The capital of New Spain was established in Mexico-Tenochtitlan and a supreme court that recognized the authority of Cortes was appointed. This Supreme Court was called the Royal and Supreme Council of the

ICT

One of the Spanish expeditions wrecked near the Yucatan Peninsula and two crew members survived: Jeronimo de Aguilar and Gonzalo Guerrero. To learn more about these two Spaniards and about what happened to them when Hernan Cortes found them, read the article by the archaeologist Eduardo Matos Moctezuma, *Jeronimo de Aguilar and Gonzalo Guerrero, dos actitudes frente a la historia*. You will find it at:

<http://www.mexicodesconocido.com.mx/jeronimo-de-aguilar-gonzalo-guerrero-dos-actitudes-frente-a-la-historia.html>

GLOSSARY

Brigantine. A two-masted sailing ship that is square-rigged except for a fore-and-aft mainsail.

Curious Facts

A few years before the arrival of the Spaniards to Mexico (Tenochtitlan), a series of unusual events occurred, which are now known as "The bad omens." These were natural but also supernatural phenomena like comets flying through the sky, floods, fires, visions of ghosts and predictions about the arrival of unseen beings. If you want to know about the bad omens, read *Vision de los Vencidos* by Miguel Leon Portilla.

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SESSION INFORMATION

Week: 3

Sessions: 10, 11

Expected learning outcome: Analyze the Spanish conquest and the consequences of colonization.

CONTENT DELIVERY

Start: Ask students for some comprehension-check questions about the previous session information.

Development: Students should read "The Emergence of New Spain" on pages 21 and 22 as well as "Evangelization and the Founding of New Cities".

Closing: Students should do the activity on page 22 at the bottom of the page making a poster with the cardboard and markers.

SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Visual/Spatial skills: Mind mapping.

EVALUATION OF CONTENT

Students should get their mind maps checked by the teacher.

SESSION INFORMATION

Week: 3

Session: 12

Expected learning outcome:

Analyze the Spanish conquest and the consequences of colonization.

CONTENT DELIVERY

Start: Ask students for some comprehension-check questions about the previous session information.

Development: Students should read “The Emergence of New Spain” on pages 21 and 22 as well as “Evangelization and the Founding of New Cities”.

Closing: Students should do the activity on page 22 at the bottom of the page making a poster with the cardboard and markers.

KEY CONCEPT

Audience: Government Authority and Court of New Spain, whose members, the judges, used to listen to the complaints of the population.

Viceroyalty: Form of government established for administering the Spanish colonies in America where a viceroy, a representative of the king, ruled.

Interbreeding

(Miscegenation):

Marriage or relationships between two or more cultures, they may be from different ethnic groups, expressions, cultural values and ways of thinking.



FIG. 1.22 Cortés was the conqueror of the territory named New Spain. At the beginning, he took political and military control of the dominated area.

FIG. 1.23 The role played by the various religious orders in New Spain was so important that it allowed Indians to be integrated and recognized within colonial society.

Indies (Real y Supremo Consejo de Indias) (Fig. 1.22). He fought the idol worship of the natives by trying to establish new habits and burning many codices. Pyramids were demolished, churches were built and they began to convert the natives to Catholicism.

From 1528 to 1530, the territory was ruled by the First **Audience**, and from 1531 to 1535 a Second Audience was formed. In 1535, the **Viceroyalty** was established to rule the colonies. The first viceroy of New Spain was Don Antonio de Mendoza.

The chiefs of the indigenous lordships continued to ask for a tribute but they had to give it to the Spanish authorities. Likewise, the pre-Columbian trade routes were still used.

One of the most important consequences of the conquest and the establishment of New Spain was **interbreeding (Miscegenation)**, the mixture of different races and ethnicities.

Evangelization and the Founding of New Cities

The main justification for the conquest was to evangelize the non-Catholic people. Therefore, great importance was given to religious matters. The first Franciscan friars arrived in 1524. A little later, the monastic orders of the Dominicans, Augustinians and Jesuits arrived (Fig. 1.23).

In general, the early friars responsible for evangelizing the people of New Spain were supportive and fought for them. Among the most distinguished are Fray Toribio de Benavente, known as “Motolinia”, Fray Juan de Zumarraga and Fray Bernardino de Sahagun. The conversion of the natives was successfully achieved by the evangelists after many years of hard work; as a consequence, today, Mexico is a largely Catholic country.

Once the Spanish power was established, many people called *settlers* began to colonize new lands. Gradually, immigrants from the Iberian Peninsula began arriving, some of them with their families searching for new opportunities. These new settlements needed services and manufacturing, so people from all over arrived. By the end of the sixteenth century several towns, such as Antequera de Oaxaca, Ciudad Real de Chiapas and Puebla de Los Angeles were founded.

The cities that were founded during the viceroyalties planned the streets based on a central square, around which the church and the main public and private buildings were established (Fig. 1.24), a structure that was fashionable in Spain.



FIG. 1.24 Currently there are many buildings dating from the early sixteenth century.

Group Activity

Work in teams of four or five to analyze the consequences of the Spanish conquest and colonization. With the help of your teacher, make mind maps that show the process of conquest and colonization, and its impact on the lives of the different native cultures.

1. Display the mind maps around the classroom. Decide which mind maps are most relevant and keep them displayed.
2. Compare this work with the questions you answered at the beginning of this topic.

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SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Visual/Spatial skills: Mind mapping.

EVALUATION OF CONTENT

Check the mind maps teams produce.

Formative Years

→ Expected Learning

Describe the changes that occurred in New Spain as a result of the introduction of new economic activities.

Introductory Questions

1. Answer the questions.
 - What do you think was the most important economic activity in New Spain?
 - What other resources would be useful if we consider the introduction of new plants and animals to the territory of New Spain?
 - Do you think that the way they exploited resources led to changes in the environment? Why?
2. Compare your answers with your classmates.
3. Save your answers for review at the end of this topic.

Transforming the Landscape: Farming, Mining, and New Crops

A variety of animal and plant products were incorporated into American life with the arrival of the Spanish. Some of the new plant species were: wheat, sugarcane, onions, garlic, and citrus fruits, to name a few. Along with the new products, a new farming technique was introduced: the plow, which greatly increased production.

Animals were a great contribution to improving both the supply and the use as beasts of labor. They introduced several animal species: cattle, pigs, sheep, horses, donkeys, mules and chickens. Thus, ranching began. However, grazing heavily damaged the land, causing previously fertile areas to become eroded.

However, the most important activity in New Spain was mining. This gave way to a great development in the areas where it was practiced: agricultural and cattle ranches, roads, military checkpoints, missions, shelters and cities, such as Zacatecas, Real del Monte, Pachuca and Guanajuato (Fig. 1.25).

Soil eroded due to mining, forests were cut down and this brought significant changes to the landscape. The same cities that were built around the mines caused major modifications.

The activities and products introduced after the conquest caused some negative transformations, but they also led to new forms of work and food (Fig. 1.26).

Spanish, Asian and African Immigration

During the sixteenth century there was a great migration of Spaniards to America, clergymen, merchants, servants and military officers, as well as women trying to find husbands. In the seventeenth century, Spanish migration decreased. Although, people began to arrive from other parts of the world.

African immigration to America was due to the introduction of slaves from Africa, who arrived to the islands of the Caribbean in the sixteenth century to cover the labor shortage caused by the decline of the native population. In New Spain they performed the toughest jobs, in mines and sugar mills. Women and children were employed in domestic service.



FIG. 1.25 All the wealth generated from mining allowed the Spanish Crown to continue with their expeditions and conquests.



FIG. 1.26 Large-scale silver production began in New Spain in 1550.

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SESSION INFORMATION

Week: 4

Sessions: 13, 14

Expected learning

outcome: Describe the changes that occurred in New Spain as a result of the introduction of new economic activities.

CONTENT DELIVERY

Start: Students should ask and answer the questions in the Introductory Questions section on page 23.

Development: In teams, they should discuss the questions. Check their answers. Later, have them read “Transforming the Landscape: Farming, Mining and New Crops” as well as “Spanish, Asian and African immigration” on pages 23 and 24. And in teams, they should tell what happened in a song.

Closing: The following session, they should present their song of the events.

SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Musical skills: Making a song.

EVALUATION OF CONTENT

They should describe the changes that occurred in New Spain as a result of economic activities in the song they produce.

SESSION INFORMATION

Week: 4, 5

Sessions: 15 - 17

Expected learning outcome:

Describe the changes that occurred in New Spain as a result of the introduction of new economic activities.

CONTENT DELIVERY

Start: Students should present their song. Evaluate that they really mention the changes that occurred in New Spain as a result of economic activities in the song.

Development: Have students do the Individual Work activity on page 24.

Closing: They should hand-in the short story they wrote.

Project preparation:

Form three teams. Each team will be presenting one of the topics of the sequence: 4.1 Fleets, Trade Controls and the Traders Consulate; 4.2 Commercial trade with Peru and Asia and 4.3 Silver Remittances in New Spain and the International Exchange. They should present the information on the book and any other information they find in at least two other sources in the web as well as a poster. Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, 5 comprehension-check questions and further information.

ICT

If you want to know more about pirates and their activities in the Caribbean, go to:

<http://www.corsarios.net/>



FIG. 1.27 The combination of Spanish with Indian was the *mestizo*, who didn't have the same privileges as the Spanish or the criollos.



FIG. 1.28 The House of Trade in Seville recorded all ships that arrived or sailed from Spain, this way, they controlled the trade. Another of its roles was to resolve disputes between traders.



FIG. 1.29 Many major ports of New Spain were fortified to avoid the invasion of pirates who knew about boats full of riches departing from America to the old continent.

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Asians arrived from the Philippines, islands conquered by Spain in 1565, and with which they maintained a steady business relationship. The Manila Galleon, which used to arrive in Acapulco, transported immigrants from all countries in Asia, although this group was very small.

The relationship that emerged between ethnic immigrants, their cultures, traditions and the original natives in the territory, resulted in a greater racial and cultural blending (Fig. 1.27).

Individual Work

1. Write a short story which reflects the changes caused in the daily lives of the natives with the introduction of new economic activities. Try to imagine what they saw, the new forms of work they had, whether they were satisfied or unhappy, if they stood out because of a special ability.
2. Share your writing with a partner and discuss how your texts can be improved.

New Spain and Its Relationship with the World

→ Expected Learning

Explain the importance of New Spain's commercial and silver trade around the world.

Introductory Questions

1. Answer the questions.
 - Why do you think that Spain rigidly controlled the commercial trade that was established with and from New Spain?
 - How do you think that the silver sent from New Spain influenced the global exchange of goods?
2. Compare your answers with a classmate and save for review at the end of the topic.

Fleets, Trade Controls and the Traders Consulate

The Spanish Crown regulated the navigation and commerce of New Spain through the House of Trade in Seville (Fig. 1.28). It was forbidden to trade with other nations or between Spanish colonies because to Spain, its colonies represented an exclusive market for its economy.

Goods arriving in New Spain from outside were distributed by wealthy merchants who gathered at the Consulate of Merchants, founded in 1592, to facilitate and regulate trade. These traders monopolized trade relations by buying shipments and controlling imports and exports.

Spain forbade its colonies to produce products like gunpowder, quicksilver and olive oil, in order to control its sale and monopolize its production.

The ports of the Atlantic and the Caribbean, where the ships set sail to Spain, were constantly attacked by pirates and privateers who stole silver and other products from New Spain.

To defend Spanish shipments, cities were walled in and fortresses were built and the Navy of Barvolento (Armada de Barvolento) was established (Fig. 1.29).

The goods obtained in their colonies were essential to Spain, so the control and protection of trade and of the products obtained was a priority.

SKILLS DEVELOPMENT

Musical skills: Making a song.

Interpersonal skills: Working as a team member.

EVALUATION OF CONTENT

Students should present their song and short story.

Commercial Trade with Peru and Asia

Trade with Peru took place mainly between the ports of Huatulco, Oaxaca and the port of Callao in Peru. Later, Acapulco superseded Huatulco, taking over the duties.

In Peru, there was a silver surplus due to high production and the small Spanish population residing there, which allowed the exchange of silver for goods and manufactures both from New Spain, as well as from those coming from Asia. The Manila Galleon or The Nao from China was loaded with valuable goods from Asia, bringing the people of Peru highly valued and desired products. This ship arrived at the port of Acapulco, where the goods could be transported to Peru or to the port of Veracruz, and from there be taken to the metropolis.

New Spain was the contact point for the exchange of goods between Asia, Europe and America. Chinese and Indian products arrived from the Philippines in the Manila Galleon, which arrived in Acapulco once a year. The products that arrived in Acapulco were carried through the territory up to Veracruz, there to be shipped to Spain (Fig. 1.30).

Trade with Peru became more important after 1550; it was done through the port of Huatulco and the port of Callao in Peru. This trade did not suffer the harsh restrictions that the Atlantic trade did. However, in 1604 commercial trade between Mexico and Peru was restricted, because the Spanish Crown wanted to control the wealth that came from the colonies, and avoid competition with the metropolis.

Silver Remittances in New Spain and the International Exchange

For Spain, American silver was vital. They paid for the goods they had to buy from the manufacturing countries with minted silver coins, as industrial production was not enough to meet the needs of their market.

However, most of the silver money was used to pay the costs of war and to support the court.

In the mid-sixteenth century, silver was transported to Spain by a fleet, and because they took most of this metal to Europe, there were shortages of currency circulating in New Spain, so commercial transactions had to be made through credit. Small traders even implemented the use of exchange units, *tlaacos* and *pilones*, with which they conducted daily business operations.

By the seventeenth century, silver shipments to Spain began to decline because individuals from New Spain began reinvesting silver in their own territory, and the constant assaults of the pirates on the ships transporting silver caused the Crown to restrict shipments. The money that was reinvested in New Spain helped to revive the economy (Fig. 1.31).

As we can see, American silver did not stay in the continent through trade; Spain distributed it between Asia and Europe.



FIG. 1.30 The Manila Galleon or the Nao from China carried goods from Acapulco to Manila and vice versa.



FIG. 1.31 The fort of San Juan de Ulua (Veracruz) witnessed battles between the Spanish Crown and the famous English pirate, Sir Francis Drake.

Group Work

1. Discuss the importance of trade and silver in New Spain, focusing on these points:
 - To what extent did European history depend on trade and silver from New Spain.
 - Causes and consequences of Spanish protectionism on the trade and products of their colonies, both in Europe and in New Spain.
 - Are there any countries where international trade is limited nowadays?
2. Work in three teams and choose one of the points to develop. Work with the teacher to propose other points.
3. Make group presentations of the points. Reach common conclusions and record them in your notebook. This will help you understand the importance of trade and silver in the world of New Spain.

Kells

25

SESSION INFORMATION

Week: 5

Sessions: 18 - 20

Expected learning

outcome: Explain the importance of New Spain's commercial and silver trade around the world.

CONTENT DELIVERY

Start: Ask students the introductory questions on page 25. Discuss the answers they give. Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics on page 160.

SESSION INFORMATION

Week: 6

Sessions: 21, 22

Expected learning outcome:

Identify the economic, political and social institutions that favored the consolidation of the Viceroyalty.

CONTENT DELIVERY

Start: Students should ask and answer the introductory questions in pairs. Elicit answers.

Development: In teams, they should read pages 26 and 27. They should analyze the information and find the most important institutions, the economic and social development of the Viceroyalty.

Closing: Students should create a mind map the following session.

Project preparation: In teams, students should take cardboard and markers the following session.

Reaching its Full Potential

→ Expected Learning

Identify the economic, political and social institutions that favored the consolidation of the Viceroyalty.



FIG. 1.32 Among the major corporations in New Spain were the unions representing several official services.

Introductory Questions

1. Answer the questions.
 - Which of New Spain institutions do you know?
 - Do you think that some of them still exist? Which ones?
2. Share your answers with a partner. Keep the answers for review at the end of the topic.

The Corporate Nature of Society

Colonial society was characterized as a corporate one, i.e. the importance of the individual was closely related to the group to which he belonged. Corporations were aimed at working effectively for society to operate in accordance with the Crown.

It was a highly hierarchical society in which peninsular Spanish had the highest privileges; followed by the criollos, who were engaged in priesthood, military, commerce and mining, with no chance of having any government positions, castes, the result of interbreeding, were discriminated against, and the native people, were engaged in agricultural work, suffering exploitation.

Among the corporations there were the guilds of religious inspiration, the unions grouped by trades, the councils, the religious orders, the convents, the Merchants Consulate, the Royal and Pontifical University of Mexico, the Mesta, the Royal Corps of Mining and the indigenous communities (Fig. 1.32).

GLOSSARY

Counter-Reformation.

The religious and cultural movement organized by the Catholic Church, whose purpose was to combat Protestant Reformation.



FIG. 1.33 The Spanish Inquisition was instituted in America by three courts: Mexico, Lima and Cartagena de Indias, and lasted for over 200 years.

Local Governments: Indigenous and Local Councils

At the beginning of the Colony, it was decided to convert the old pre-Hispanic lordships into indigenous towns that were under the authority of the native chiefs. When the Crown established political institutions, the natives became governed by the indigenous council. This council, or town hall, was the legal representation of the people; it administered justice, collected tributes, organized and financed the village festivals, among other functions. The authorities formed the council, and in theory they should have been elected after voting, but it was common for the Spanish to appoint them.

The Church and the Inquisition

Seventeenth-century colonial society cannot be understood separated from the Church. It was an intrinsic part of the political, educational and social institutions, which is why it was one of the most powerful institutions in New Spain.

The Church was involved in many of the decisions affecting society; during the Inquisition, they even controlled what could or could not be read.

After the **Counter-Reformation**, the control that the Church exercised over the population of New Spain increased. The Inquisition, which was the Church tribunal to investigate, prosecute and punish heresy, was introduced in New Spain by the Dominicans in 1571 (Fig. 1.33).

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Kells

SKILLS DEVELOPMENT

Reading skills: Scanning.

Interpersonal skills: Working as a team member.

EVALUATION OF CONTENT

Elicit the information they found.

Natives could not be tried and sentenced by the Inquisition, since it was assumed that they still did not have enough knowledge about religion, so to monitor their religious practices, they founded the Provisorato de Naturales.

Laborers and *Haciendas*

The economy of New Spain was modified over time. With the consolidation of the Colony, the *encomiendas* (a repressive system fixing the Spanish conquistadors' entitlement to labour and tribute from indigenous communities) began to disappear and the *haciendas* took their place. In the last centuries of the Colony, the *hacienda* became the most important form of property (Fig. 1.34).

The owners of the *haciendas* were mainly Spanish or criollo. Also the Church, which owned large properties acquired as payment of loans made to individuals or from the interest charged.

Haciendas, in addition of being self-sufficient, supplied the cities with what they produced. The region which had greater agricultural development in the seventeenth century was the Bajío, comprising the mountainless areas of present day Guanajuato, Queretaro, Aguascalientes, Jalisco and Michoacan.

People from indigenous towns were attracted to the *haciendas* because of the security of a place to live with their families and a plot of land to meet their needs. However, they were very poorly paid. In addition, the owners established stores in which they sold basic products to their workers. When they could not pay for the products, they were extended credit. After years of repaying this, they were essentially trapped for a lifetime.

The Revitalization of Domestic Trade

The economy of New Spain was consolidated with the increase of mining, founding towns, mining camps and commercial ports. Around all these developments, agriculture and ranching flourished, since a food supply was necessary. This also involved the creation of new roads and transportation routes, such as the "silver road" (Camino de la Plata) that ran from Mexico City, passing through Queretaro and Guanajuato and all the way up to Zacatecas. Later this route was extended to Santa Fe, New Mexico.

During the nineteenth century, it was of vital importance and served as a principle for designing and building roads in the twentieth century.

In addition to the major roads there were also horseshoe roads, which were narrow paths through which only horses or mules could go through. They were well-traveled and went to faraway places, allowing the indigenous people living in remote villages to communicate with other regions.

Internal trade increased and was strengthened by having to meet the demands of the population. Depending on the climate and geography of the region, the specialization was in production of certain items. The central region and the Bajío were definitely the most prosperous. As previously stated, another factor that contributed to commercial trade was the gradual decrease in the export of silver to Spain. This allowed the economy of New Spain to grow (Fig. 1.35).



FIG. 1.34 In *haciendas*, many laborers or workers were indigenous or black slaves who saw an opportunity to work and get paid.



FIG. 1.35 The internal revitalization of the economy led to the emergence of new professions.

Did you know...?

The Manila Galleon, also called the Nao from China, arrived once a year at the port of Acapulco, where there was a fair in which eastern products were sold: ivory, silk, porcelain, sandalwood and spices like cloves, cinnamon and ginger, among others. And then, the galleon was loaded for the return trip to Manila with products from New Spain, such as cocoa, vanilla, dyes, leather and, most importantly, silver.

ICT

To learn more about the instruments of torture that were used by the Court of the Inquisition, please visit:

<http://www.jornada.unam.mx/2007/01/09/index.php?section=cultura&article=04n1cul>

SESSION INFORMATION

Week: 6

Sessions: 23, 24

Expected learning outcome: Identify the economic, political and social institutions that favored the consolidation of the Viceroyalty.

CONTENT DELIVERY

Start: Ask some comprehension-check questions to help students remember about the factors that favored the consolidation of the Viceroyalty in New Spain.

Development: Have students create a mind map in teams.

Closing: Students should explain the mind map they created.

Project preparation: In teams, students should do research on New Spain artistic expressions. During the following session, they will give presentations on artistic expressions of the time. If possible, they should make one.

SKILLS DEVELOPMENT

Critical thinking skills: Mind mapping.

Interpersonal skills: Working as a team member.

Logical/Mathematical skills: Discovering relations.

EVALUATION OF CONTENT

Display their mind maps in the classroom. Have one member of each team present it.

SESSION INFORMATION

Week: 7

Session: 25

Expected learning outcome:

Recognize the characteristics of cultural interbreeding in the artistic expressions in the New Spain.

CONTENT DELIVERY

Start: Students should discuss what interbreeding and miscegenation means. Then, write the definitions on the board.

Development: Students should present the artistic object they created or got.

Closing: They will make a XVI century period art exhibit. They should invite the school community and explain the art pieces they get or make.

Team Work

1. Work in groups of five to create an illustrated mind map, focusing on:
 - The political organization of New Spain.
 - The most important institutions.
 - The economic and social development that favored the consolidation of Viceroyalty.
2. Classify the elements according to their field, whether cultural, economic, political or religious.
3. Display the mind maps around the class and school. This activity will help you identify the institutions that favored Viceroyalty Consolidation.

Early Art and Culture

Did you know...?

Many of the words and idioms of the language we use in Spanish come from other cultures. For example, *alhaja*, *almohada*, *alambre* have an Arabic influence, which Spain had for many years. Words such as *petate*, *hamaca*, *atole*, *tamal*, *chile*, *papalote*, *ahuehuete*, *zacate*, *zopilote* come from Nahuatl.

→ Expected Learning

Recognize the characteristics of cultural interbreeding in the artistic expressions in New Spain.

Introductory Questions

1. How do you think that interbreeding helped to form the present Mexican culture?
2. Work in teams and choose a typical Mexican dish. Research the ingredients and explain the influence of interbreeding on today's Mexican cuisine.
3. Share the results of your research.

Cultural Interbreeding or Miscegenation

After the conquest of the Mesoamerican cultures and during the colonization process, a variety of ethnicities arrived, and made great cultural contributions. The mixing of these resulted in an interbreeding that is manifested in every cultural area: language, dress, food, customs and ideology.

Racial interbreeding was one of the first to be demonstrated; from the main ethnic mixtures that were indigenous, Spanish and black emerged a variety of breeds. The language was one of the cultural issues that were strongly modified, enriched by the inclusion of Spanish words to indigenous cultures.

Food also changed a lot. For example, several of the dishes that innovated the world's cuisine came from both indigenous and European contributions. From the old continent came chicken, pork, and sugar cane, among many other products. On the other hand, America gave the world tomato, chili, potato, cocoa and vanilla, just to name a few. The way people dressed, customs and ideology also experienced profound modifications.

Not only Europe influenced the shaping of New Spain culture, but there were also Chinese and African elements, Magic and witchcraft from Africa or Chinese dinnerware are examples. All these elements led to a modern Mexico with its very particular identity, customs and traditions.



FIG. 1.36 Colonial architecture was, in many cases, part of the mixture between the two cultures.



FIG. 1.37 Talavera pottery, from Puebla region, mixes Mesoamerican techniques with Spanish elements.

New Spain Artistic Expressions

After the Conquest, the temples, pyramids and everything related to Hispanic culture began to be destroyed, and a lot of buildings, both religious and governmental as well as private, were built (Fig. 1.36).

In Mesoamerica, there was an ancient craft tradition, which, with the arrival of new information, was modified, resulting in typical crafts of each region that can be observed in ceramics, textiles, feather art, basketry and jewelry, among others (Fig. 1.37).

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Kells

SKILLS DEVELOPMENT

Humanistic skills: Developing a sense of belonging.

Critical thinking skills: Defining an art piece.

Logical/Mathematical skills: Using abstract symbols.

EVALUATION OF CONTENT

Students should clearly explain the art piece they get.

Literature had a strong development in the colonial era, with representatives like Sor Juana Ines de la Cruz, known worldwide for her poems and sonnets. Because of the importance of her work, she is known as “The American Phoenix” “The Tenth Muse” or “The Mexican Tenth Muse” (Fig. 1.38). She was the only author of the continent who had the privilege of seeing her work published during her lifetime.

Music was an important tool for the friars to evangelize the natives. Through auto sacramental, mysteries and pastorelas, they taught them the basics of religion, such as the birth and life of Christ or of the saints (Fig. 1.39).

A resource widely used by the monks to convey their religious ideas were the frescoes and wall paintings covering the convents walls.

A century after the conquest, the **Baroque** style arrived in New Spain. This artistic style was inspired by the Counter-Reform and intended to show the magnificence of the Church. It was very successful in New Spain and it acquired its own characteristics, becoming the Mexican baroque or *churrigueresco*, which was more adorned than that in Europe (Fig. 1.40).

The artists of New Spain, primarily dedicated to painting, portrayed their work in altarpieces that decorate many of the main churches of the era, such as the Metropolitan Cathedral, the church of Santa Maria Tonantzintla in Puebla and La Profesa in Mexico City.

Theater was another art form that was used in the evangelization and in popular religious festivals throughout the colonial period.



FIG. 1.38 Sor Juana Ines de la Cruz (1526-1556). (Portrait by Andrés de Islas)



FIG. 1.39 The baptism of indigenous caciques was an evangelization strategy.



FIG. 1.40 European Baroque was characterized by its magnificence through the use of extensive ornamentation, however when it arrived in New Spain, it adopted an even more ornate style. Tonantzintla church in Puebla is a perfect example of European styles mixed with indigenous expressions.



FIG. 1.41 Many cities emerged from the routes connecting to Mexico City which was the center of New Spain in all areas, including the commercial and mining centers.

Urban Development

Parallel to the economic boom of New Spain in the seventeenth century, major cities of the Viceroyalty established themselves as political, religious, economic and cultural centers of the surrounding regions. Mexico City was undoubtedly the most important. Other major cities emerged in other regions, such as Guadalajara, Puebla, Valladolid, Merida and Oaxaca; others like Taxco, Guanajuato and Zacatecas were reborn due to the mining boom in the seventeenth century (Fig. 1.41).

Cities were planned following the Spanish model, which consisted of a regular grid pattern with the main church and the most important public and private buildings around a central square. Even today, many of the cities that were founded at the time are still considered the most important and developed.

Team Work

1. Research the artistic expressions of the period: architecture, painting, literature, theater and music.
2. In teams, organize a museum in the classroom for an exhibition of different artistic expressions of the time. Each team will work with an area of art (architecture, painting, literature, theater, etc.) and explain it to their classmates.
3. You can invite other groups to visit your exhibition.

GLOSSARY

Baroque. Artistic style that is manifested in music, literature, sculpture, painting that consists of a taste for ornamentation, the exaggeration, the overloaded and the magnificent.

SESSION INFORMATION

Week: 7

Sessions: 26, 27

Expected learning

outcome: Recognize the characteristics of cultural interbreeding in the artistic expressions in New Spain.

CONTENT DELIVERY

Start: Help students prepare their presentation on the art exhibit.

Development: Students should present the artistic object they created or got.

Closing: They will make a XVI century period art exhibit. They should invite the school community and explain the art pieces they got or make.

Project preparation: Students should make an herb album with Mexican plants that are used for medicinal purposes. They should do research on Pirates and privateers or Sor Juana Inés de la Cruz.

SKILLS DEVELOPMENT

Humanistic skills: Developing a sense of belonging.

Critical thinking skills: Defining an art piece.

Logical/Mathematical skills: Using abstract symbols.

EVALUATION OF CONTENT

Students should clearly explain the art piece they get.

SESSION INFORMATION

Week: 7

Session: 28

Expected learning outcome:

Investigate the cultural and every day life transformations over time and value their importance.

CONTENT DELIVERY

Start: Students should hand-in the herb album.

Development: Students will prepare a play on one of the following three topics: Pirates and privateers or Sor Juana Inés de la Cruz interview. They should prepare a role-play in which they depict how pirates and privateers worked or interviewing Sor Juana Inés de la Cruz.

Closing: They should show the draft of what they will do the following session.

Topics to Analyze, Discuss and Reflect



FIG. 1.42 Page of the Badiano Codex, a treatise on herbal medicine dictated in Nahuatl by Martín de la Cruz around 1522.

GLOSSARY

Herbalism. Botany applied to medicine.

→ Expected Learning

Investigate the cultural and everyday life transformations over time and value their importance.

From pre-Hispanic Herbalism to the Pharmaceutical Industry

Over time, the natives of ancient Mexico accumulated knowledge about medicinal plants. In fact, when the conquerors arrived, pre-Hispanic medicine was more efficient than European medicine.

It is no surprise that the Spanish were impressed by the efficiency of indigenous herbal medicine or **herbalism**. However, much of the traditional medicine practice was discontinued because it was related, by Spanish courts, to acts of idolatry or witchcraft (Fig. 1.42).

Fortunately, in the nineteenth century, science could synthesize chemical compounds present in plants and isolate the active ingredients to produce drugs, which led to the birth of the pharmaceutical industry and the decline in the use of herbs. In recent times, there has been an increasing interest in the study of herbal medicine. Important institutions in the country, such as the Instituto Politécnico Nacional (IPN), the Universidad Nacional Autónoma de México (UNAM) and the Instituto Mexicano del Seguro Social (IMSS) are currently researching the possible usefulness of medicinal plants. In fact, after China, Mexico is the country where herbal medicine is more widely practiced as an alternative to cure diseases.

Team Work

1. Research acupuncture and homeopathic medicine.
2. In teams, reflect on the change that medicine has had over time, taking into account the following idea: pre-Hispanic medicine was accessible to all, as there was not a market seeking to obtain big profits. On the other hand, the pharmaceutical industry is currently developing drugs that save lives. However, these could be inaccessible to many patients due to the high cost.
3. Research a public health center in your community to find out about their use of herbal or naturopathic treatments.
4. You can make a brochure with information about this type of medicine. Ask your teacher for help if necessary.
5. In your notebooks, write the results obtained from the research on how health has developed and changed over time.

Pirates and Privateers in the Gulf of Mexico

During the sixteenth and seventeenth century, Spain was the most powerful nation in the Western world. This was mainly because of the wealth extracted from its colonies and transported to Seville on the Carrera de Indias trade route. Other European countries, eager for that wealth, frequently supported the pirates who attacked Spanish ships to steal the treasures they carried. The Caribbean Sea and the Gulf of Mexico were the scenes of many pirate attacks.

Among the many pirates, there were some very famous, such as Henry Morgan Welsh, and the English Sir Walter Raleigh (supported by Queen Elizabeth I), Thomas Cavendish, David Middleton, George Clifford and Francis Drake.

The English Crown supported the privateers, pirates who were granted with a permit and protection called *carte blanche*. In return for the support they received from their nation, pirates divided the loot with them.

To protect themselves from attacks, some ports took preventive measures. For example, the city of Campeche was walled, as was St. Juan de Ulua in Veracruz. These walled places are called forts.

Team Work

1. In teams, research the most famous pirates and privateers who attacked Spanish vessels in the Caribbean Sea.
2. Each team will choose their favorite one, depending on his adventures. Each team must develop a creative statement about the corresponding character and submit it to the group. This activity will help you develop your capacity to manage historical information.

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SKILLS DEVELOPMENT

Interpersonal skills: Working as a team member.

Bodily/Kinesthetic skills: Acting/
Miming.

EVALUATION OF CONTENT

Students should deliver the herb album and should have their role-play draft checked.

Evaluation

Self-Evaluation

- Based on the contents of the unit, complete the following table by marking a cross (X) in the column that best describes your performance.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can organize the events and processes that took place in pre-Hispanic Mexico, the Conquest and the Viceroyalty in stages and in chronological order.			
I can locate Mexican pre-Hispanic cultures, the expeditions of discovery, the conquest and the progress of colonization in New Spain.			
I can recognize the political, social, economic and cultural characteristics in the pre-Hispanic world.			
I can analyze the Spanish conquest and the consequences of colonization.			
I can describe the changes that occurred in New Spain as a result of the introduction of new economic activities.			
I can explain the importance of commercial trade and silver of New Spain and the world.			
I can identify the economic, political and social institutions that favored the consolidation of the Viceroyalty.			
I can recognize the characteristics of cultural blending in artistic expressions from New Spain.			
I can investigate the cultural and everyday life changes over time, and value their importance.			

- Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

Co-Evaluation

- Get together with another classmate to conduct a mutual evaluation. Use the chart below to evaluate your performance in group work.

	Always	Usually	Sometimes	Never
Actively participates in team activities.				
Argues in favor of his opinions during group discussions				
Respects the others' points of view when responding to opinions contrary to his/hers.				
Finishes the activities he/she was assigned to do on time.				

- Check each other's chart and discuss the answers. Think about ways to improve on areas that show low grading.
- Now answer the following questions, remember to discuss your answers so that your partner can evaluate them properly. We suggest asking each other questions related to the ones proposed here.
 - Can you locate the places where pre-Hispanic cultures were developed and how, over time, a Viceroyalty was found at the same places?
 - Are you able to analyze the political, social and cultural characteristics of the Hispanic cultures and their changes until they became New Spain?
 - How do you think that studying Hispanic cultures and the creation of the Viceroyalty helps in the formation of historical consciousness?

Kells

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SESSION INFORMATION

Week: 8

Session: 29

SELF EVALUATION

CONTENT DELIVERY

Start: Explain to students why evaluation is important.

Development: Get students to answer the self-evaluation and check it.

Closing: Students should make a study plan to improve their class performance. Guide them to notice what they need to improve.

SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating, Making a study plan.

SESSION INFORMATION

Week: 8

Sessions: 31, 32

EVALUATION

Evaluation

- Look at the time line at the beginning of the unit and answer the following questions:
How is the development of Mesoamerican civilizations divided?
 - Pre-Hispanic, colonial and contemporary
 - Pre-Classical, Classical and Post-Classical
 - Maya, Teotihuacan and Mexica

- Match the columns.

CULTURE	REGION
1. Teotihuacan	a) Current state of Oaxaca Area
2. Purepecha	b) Southeast Area of the territory
3. Maya	c) West Zone Area of the territory
4. Zapotec	d) North Area of the territory
5. Olmeca	e) Central Highlands Area
6. Chichimeca	f) Gulf of Mexico Area

- Answer the following questions.
 - What was the native peoples' situation during the conquest? They suffered discrimination and exploitation
 - What do you consider that was the importance of the regular clergy in the natives' lives? Students' own answers

These are the ingredients for preparing the dish known as "Sopes". Identify where the ingredients come from, that is, if they are originally from Mexico or if they were brought by the conquerors, and explain whether this typical traditional Mexican dish would have been possible without interbreeding, the result of the Conquest. Students' own answers

Sopes ingredients:

- 300 g of refried beans.
- 150 g of chorizo or longaniza sausage.
- 1/2 kg of corn dough.
- 100 g of grated aged cheese.
- 1 tablespoon of finely chopped onion.
- 1/2 finely chopped lettuce.
- salt to taste.

Sauce ingredients:

- 6 tomatoes or ripe tomatoes, roasted and skinned.
- 1/2 onion.
- 2 cloves of garlic.
- 2 ancho chilies.

- Look at the image and identify the baroque elements.



The exaggeration in ornaments and detail of the sculpted pillars.

CONTENT DELIVERY

Start: Students should answer page 32 prior to taking the summative assessment.

Development: Use the Teacher's Guide summative assessment pages 143, 144 and check the score with the answer key, page 145.

Closing: Use the Teacher's Guide attendance and evaluation formats on pages 163, 164 to register students' scores.

Student book U2

UNIT 2

New Spain, from its Consolidation to its Independence

Skills

- Understanding historical time and place.
- Management of historical information.
- Raising historical awareness for coexistence.

Expected learning

- Organize facts and processes related to the Bourbon Reforms and the Independence of Mexico sequentially, using terms such as century, decade and year.
- Note the transformations of the territory of New Spain in the eighteenth century and the areas of influence of the insurgents.
- Recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.
- Explain the causes and consequences of the Bourbon Reforms.
- Explain the social and political inequality between the different groups in New Spain.
- Recognize the causes of the political crisis in New Spain and the beginning of the War of Independence.
- Explain the influence of liberalism and the process towards independence.
- Recognize the characteristics of the neo-classical period and the influence of the Enlightenment on the creation of new scientific and academic institutions.
- Investigate cultural and everyday life transformations over time and value their importance.

Activity:

1. Observe the timeline and look for the events that took place in Spain before the independence of Mexico. Answer in your notebook.
 - How do you think these events influenced the fight for independence against New Spain?
 - Classify the events in the timeline into political, cultural, social and economic.
2. Compare your answers with a partner.

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SKILLS DEVELOPMENT

Metacognitive skills: Planning, organizing studies content.

EVALUATION OF CONTENT

Students should get their study plan checked.

SESSION INFORMATION

Week: 9

Session: 33

Expected learning outcome:

Students will identify the difficult content of the unit and will make a plan on how they should study it.

CONTENT DELIVERY

Start: Have students analyze and identify what they could do well in unit 1 and what they should improve in unit 2. Ask them, for instance: What topics were easy? Did your previous study plan work? It didn't work? Why? Did you really follow your study plan? Students should write down their reflections.

Development: Have students check the skills, learning outcomes and key concepts in unit 2. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)Closing: Use the Teacher's Guide evaluation format.

Closing: Students should write down their study plan and have it checked.

Period overview

→ Expected Learning

Organize the facts and processes related to the Bourbon Reforms and the Independence of Mexico sequentially, using terms such as century, decade and year.
Note the transformations in the territory of New Spain in the eighteenth century and the areas of influence of the Insurgents.

Spatial and Temporal Location of the Enlightenment Movement, the Bourbon Reforms and the Independence Process

In this unit we are going to learn how New Spain became consolidated and how different events and ideologies brought about the growth and the independence process from the Viceroyalty.

The Enlightenment, a social, ideological and political movement which came from France, strongly influenced the development and independence of New Spain. The discoveries and progress of the Renaissance as well as rationalist thinking reached its peak during the Enlightenment. The main point was that reason would lead man to progress through the propagation of knowledge and education of the whole society. The enlightened ones sought to transform the absolutist regime, which they considered unfair, into a more *liberal* political system, since they thought that all men were born equal and with equal rights. This new trend proposed that governments had the obligation to promote the welfare of their people.

The Enlightenment emerged in France and England; Montesquieu, Diderot, Jean-Jacques Rousseau, Voltaire and John Locke were the most important thinkers (Fig. 2.1).

New Spain, from Its Consolidation to Its Independence

The enlightened strongly criticized the class system that forced the poor to pay for the debt and costs of the monarchy.

Dissemination of the ideology of the Enlightenment began a transformation in the way of thinking in those days. It also influenced the independence of the thirteen colonies of England (currently The United States of America), the wars of independence of the Spanish colonies (Mexico, Argentina, Bolivia, etc.) and, mainly, the French Revolution. French enlightened thinkers, known as "Encyclopaedists", were supported by the bourgeoisie. They promoted freedom of thought, economic exchange, expression. They also proposed the creation of a set of rules that governed the nation, that is, a Constitution. Upon achieving one, France showed the world the possibility of creating another form of government, in which the privileges were not only for a few, but for everyone.

At the end of the War of Succession in 1714, Philip V, from the Bourbon dynasty, implemented a series of reforms to recover the power of the Empire; he sought to centralize power in the monarch and to make a more efficient collection of taxes and tributes. These reforms were implemented in all the territories that were part of the Spanish monarchy during the second half of the eighteenth century.

Pair Work

1. Work in pairs to make a mind map in which you show the proposals of the enlightened thinkers, which are mentioned in the text.
2. Discuss how these ideas are relevant nowadays.
3. Compare your answers with other pairs; this will help your ability in managing historical information.

KEY CONCEPT

Liberalism: Political and economic doctrine that defends freedom, equality and individualism. Economic liberalism was looking for free market and limited intervention of the state. Political liberalism rejected absolutism and supported the separation of the State powers.



FIG. 2.1 Montesquieu, Rousseau and Voltaire, with their innovative ideas, provided the theoretical basis for the liberation of many countries.

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SESSION INFORMATION

Week: 9

Session: 34

Expected learning

outcome: Organize the facts and processes related to the Bourbon Reforms and the Independence of Mexico sequentially, using terms such as century, decade and year. Note the transformations in the territory of New Spain in the eighteenth century and the areas of influence of the Insurgents.

CONTENT DELIVERY

Start: Ask students to read the definition of Liberalism. They should paraphrase the concept in their own words. Elicit.

Development: Students should do the pair work activities described at the bottom of the page.

Closing: Students should have their mind maps checked.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Mind mapping.

Interpersonal skills: Discussing, agreeing.

EVALUATION OF CONTENT

Students should have their mind map checked.

SESSION INFORMATION

Week: 9

Session: 35

Expected learning outcome:

Organize the facts and processes related to the Bourbon Reforms and the Independence of Mexico sequentially, using terms such as century, decade and year. Note the transformations in the territory of New Spain in the eighteenth century and the areas of influence of the Insurgents.

CONTENT DELIVERY

Start: Students should find five main events in the timeline on page 34. Have two or three people write their findings on the board.

Development: Students should work individually. They should read on pages 35, 36 and 37 “New Spain, from its Consolidation to Its Independence” and underline what they consider are the main facts according to the timeline.

Closing: Students should write an events summary.

Project preparation:

Students should take two maps of Mexico with names and two without names; cardboard, markers, and ruler.



FIG. 22 It was during the reign of Charles III, King of Spain, who was part of the Bourbon dynasty, when most of the Bourbon Reforms were applied in New Spain.

GLOSSARY

Municipality. Political division of the territories, each of which remained under the administration of an official who was appointed by the king.

ICT

To learn more about the Enlightenment, check out this website to find more information on the enlightened philosophers' ideas:

http://www.csudh.edu/phenom_studies/western/lect_8.html

FIG. 23 Aside from Spain, the Bourbon Reforms were applied in all the territories that were part of the Spanish Crown in America.

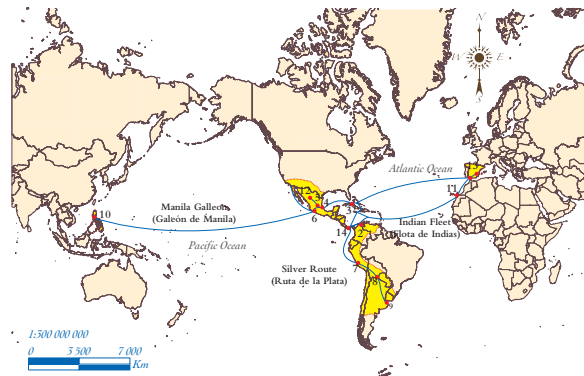


FIG. 24 The intervention of Napoleon Bonaparte in Spain was decisive for New Spain to begin discussing the advantages of their autonomy.

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Reforms were first established in the Iberian Peninsula and later, during the mid-eighteenth century. They were applied in New Spain and consolidated during the reign of King Charles III from 1759 and 1788 (Fig. 2.2).

The implemented reforms included: the reduction of privileges for the Church, ecclesiastical corporations, traders and the indigenous villages; the division of the territory of New Spain in **municipalities** that were under the charge of officials directly appointed by the king, in order to create a more efficient tax collection; the modernization of the bureaucracy of the Spanish who replaced criollos in positions they occupied, causing discontent that led to the desire for independence from the Spanish Crown. (Fig. 2.3).



SPANISH EMPIRE IN THE EIGHTEENTH CENTURY

- | | | | | |
|------------------------|----------------|-----------------|--------------------|-----------------------|
| 1. Sevilla-Cádiz | 4. Veracruz | 7. Lima | 10. Manila | 13. Madrid |
| 2. Cartagena de Indias | 5. Mexico City | 8. Potosí | 11. Canary Islands | 14. Portobello-Panama |
| 3. Havana | 6. Acapulco | 9. Buenos Aires | 12. Zacatecas | |

During the eighteenth century, the New Spain territory suffered a series of physical, political and social transformations that gave rise to the process of independence.

By the end of the 17th century, New Spain had become the richest possession of the Spanish Crown. Internal trade had increased, mining was contributing large quantities of gold, silver and copper. Throughout the territory, agricultural and livestock production that had been developing in the haciendas, consolidated. However, the working conditions of the laborers in the haciendas were terrible due to mistreatment and low wages.

Living conditions in New Spain were not fair and the privileged classes began to enlarge their haciendas, favoring internal trade that was not reported to the King. Later, in the eighteenth century, the application of the Bourbon Reforms caused discomfort in the New Spain settlers, mainly in the criollos; this situation caused the emergence of a nationalist sentiment that, among other events, would lead to the independence movement.

At the beginning of the nineteenth century, and after the French Revolution, Napoleon Bonaparte (Fig. 2.4) achieved the expansion of the French Empire and dominated most of Europe, although his intention was to invade England. In 1808, Napoleon's troops, under the command of his brother Jose Bonaparte, entered Spain, putting King Charles IV in an untenable situation. Napoleon Bonaparte forced him to cede the throne of Spain to his brother Jose Bonaparte in an event known as the “abdication of Bayonne” (Fig. 2.5 p. 37).

SKILLS DEVELOPMENT

Reading skills: Scanning.

Logical/Mathematical skills: Discovering relations.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Students should have their summary checked.

The liberal ideas of the Enlightenment had reached different parts of the world and influenced events such as the independence of the thirteen English colonies in 1776 and the French Revolution in 1789. These ideas also came to Spain and generated big changes against the absolute monarchy and the obstacles in the development of the economy. The Constitution of Cadiz was developed in 1812, in which benefits for the privileged classes were diminished.

This Constitution had great importance since it was the first developed in the kingdom and granted the subjects of the Crown the title of "citizens", with rights and obligations.

Some groups from New Spain who were affected by the reforms wanted commercial and economic autonomy. They began to conspire against the Spanish Crown since the king had **abdicated** in favor of an invader; the American subjects and many Spaniards, started questioning why they should obey someone who was not their rightful King.

Given the Bonapartist imposition, two groups were formed in New Spain with different points of view. One was the City Council of Mexico City, made up of enlightened criollos. The other was the Royal Audience of Mexico, who were mostly Peninsular Spaniards. The criollos of the City Council in Mexico City organized conspiracies that were carried out, mainly in places like Valladolid (today Morelia) and Queretaro. They started an armed movement which began in Dolores, Guanajuato, with Miguel Hidalgo as the leader. The rebellion demanded on behalf of the King of Spain, Ferdinand VII, a new Government in New Spain where the criollos could participate. The aforementioned crisis and the absence of King Ferdinand VII led to the search for political autonomy that was denied to the people of New Spain and it became a struggle for independence.

This is how insurgent fighting began to spread across New Spain. Miguel Hidalgo fought mainly in the center of the Mexican Republic. When Hidalgo died, Jose Maria Morelos y Pavon (Fig. 2.6) continued the fight and managed to control the central and southern territories of the country, such as Morelos, Oaxaca and Guerrero. Subsequently, Vicente Guerrero continued the guerrilla warfare in the area that today bears his name. He was pursued by Agustin de Iturbide who sought independence according to the ideas of the aristocrats and who had been in charge of fighting Guerrero and other caudillos.

When he couldn't beat Guerrero, Iturbide decided to establish an agreement with the insurgents. Since Vicente Guerrero knew that it was very difficult for his movement to triumph, he decided to reach a pact with Iturbide; this agreement brought up the Iguala Plan, which declared the independence of Mexico in February in 1821.

Viceroy Apodaca did not accept the independence, so his troops confronted the Trigarante Army, which represented three guarantees: a uniting of all Mexicans, independence of Mexico and one religion.

In July of 1821, the last Viceroy of New Spain arrived in national territory. Don Juan O' Donoju signed the Treaty of Cordoba, recognizing the Independence of Mexico.

On September 27th, the Trigarante Army entered Mexico City with Iturbide at the front; the Act of Independence of the Mexican Empire was signed the following day.

Individual Work

1. Research the transformations of the New Spain territory in the eighteenth century after its division into municipalities.
 - On a map of the Mexican Republic indicate the location of the municipalities.
 - Compare the map of these municipalities with a current one and color the states that coincide with them.
 - On another map of Mexico, color Hidalgo's campaign area in red, Morelos's in blue, and Guerrero's in green.
2. Work in groups of five to develop a bulletin board in which you mark the century, decade and year of the facts and processes related to the Bourbon Reforms and the independence of Mexico.
3. Display your work on the walls of the classroom. Keep this activity. It will help you recognize the transformations of the territory of New Spain up to the political divisions of our country today.



FIG. 2.5 Many people, both Spaniards and Americans, saw Jose Bonaparte as an illegitimate ruler.

GLOSSARY
Abdicate. To resign to a charge, usually due to reasons beyond control.



FIG. 2.6 Morelos controlled the areas of what today are Guerrero, Puebla and the mountain ranges of Veracruz.

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SESSION INFORMATION

Week: 9

Session: 36

Expected learning

outcome: Organize the facts and processes related to the Bourbon Reforms and the Independence of Mexico sequentially, using terms such as century, decade and year. Note the transformations in the territory of New Spain in the eighteenth century and the areas of influence of the Insurgents.

CONTENT DELIVERY

Start: Ask students questions about the summary they wrote the previous session.

Development: First, students should work individually on the activities described at the bottom of the page. Later, they will work in teams to make a bulletin board with the century, decade and year of the facts and processes related to the Bourbon Reforms and the Independence of Mexico.

Closing: Students should display their work on the walls.

Project preparation: They should take to class the following session color pencils, a ruler and a calculator.

SKILLS DEVELOPMENT

Humanistic skills: Individualizing.

Intrapersonal skills: Introspecting.

Critical thinking skills: Ordering.

Interpersonal skills: Working as a team member.

EVALUATION OF CONTENT

Students should have their work checked.

SESSION INFORMATION

Week: 10

Session: 37

Expected learning outcome:

Recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.

CONTENT DELIVERY

Start: Students should read and discuss the introductory questions. Ask them to paraphrase the questions in order to guarantee that they understand what they should respond.

Development: Students should do the Individual Activity, which is described at the bottom of the page.

Closing: Students should have their graphs checked by the teacher.

Project preparation:

Form three teams. Each team should read one of the sequence subtopics on pages 38, 39, 40 and 41. Each team will give a presentation. Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

Topics to Understand The Period

The Rise of Novohispanic Economy

→ Expected Learning

Recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.

Introductory questions

1. Reflect on the following:
If the Spaniards were deeply interested in the precious metals found in American territory:
 - What do you think was the main economic activity in New Spain?
 - What other economic activities were there in New Spain?
 - How did the introduction of these activities affect the environment in the territory?
2. Taking into account the groups that constituted the society of New Spain;
 - How were the different economic activities distributed among the people?
3. Discuss with your teacher the possible answers in a plenary.
4. Save your answers so that you can return to them when you finish this topic.

ICT

If you want to know the results for the 1790 census, take a look at this page:

http://www.winegi.org.mx/prod_serv/content/Spanish/bvinegi/products/census/population/1790/PCPNE-1790CRLPDF

Population Growth and Development of Cities

During the beginning of the colony and the following century, the native population decreased alarmingly due to wars and epidemics. However, during the eighteenth century, New Spain recovered and its population began to increase. It is estimated that by 1742 there were around a million and a half of natives. Because of this stability and constant migration, the number of *mestizos* and other castes also increased considerably.

In 1790, viceroy Revillagigedo ordered the first population census in New Spain, which resulted in more reliable data. By 1810, the territory of New Spain had a population of about six million people, almost double what it had in 1793.

As of the seventeenth century, the major cities of New Spain had strengthened as the centers of the surrounding areas. New Spain's economic boom could be seen in the growth of towns such as Zacatecas,

Individual Activity

Year	Total	Europeans	Percentage	Natives	Percentage
1570	3,380,000	6,644	0.2	3,366,800	98.7
1646	1,712,600	13,780	0.4	1,269,600	74.6
1742	2,477,200	9,814	0.8	1,540,200	62.2
1793	3,799,500	7,904	0.2	2,319,700	61.0
1810	6,122,300	15,000	0.2	3,676,200	60.0

1. Using the table, find the population of New Spain from 1570 to 1810 and make a graph that shows when the population decreased and how it increased in the eighteenth century.
2. Ask your mathematics teacher for help if necessary.
3. If you add the population of Europeans and Natives, the final result is not equal to the total in the first column. Why do you think this happens? Who are the missing people?
4. Compare your graph with other classmates', and correct it if necessary. In this activity, you will be developing your ability to manage historical information.

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Kells

SKILLS DEVELOPMENT

Critical thinking skills: Analyzing.

Logical/Mathematical skills: Organizing data.

Visual/Spatial skills: Charting.

EVALUATION OF CONTENT

Students should explain their graphs.

ECONOMIC ACTIVITIES IN NEW SPAIN IN THE EIGHTEENTH CENTURY

Trade Silver Textile

FIG. 2.7 This map shows the main activities in New Spain in the eighteenth century.

Guanajuato and Taxco, which owed their peak to mining; other cities, such as Puebla, Guadalajara, and especially Mexico City, developed around business activities. In the area of the Bajío (lowlands), there were cities that were devoted to textile production, such as San Miguel, Queretaro, Celaya and Leon (Fig. 2.7).

Growing cities had better services, such as cobbled streets, street lights that consisted of lampposts that were lit one by one every night, as well as surveillance and shops.

Mexico City was the center of the financial, shopping, and cultural life of the Viceroyalty. Many of the cities that achieved a great development in the colonial stage are still some of the most important in the country.

CITIES ON THE SILVER ROAD

Silver Road Cities

FIG. 2.8 The Silver Road (Camino de la Plata) was part of the Camino Real, and was built due to the need to connect the mining centers with Mexico City.

SESSION INFORMATION

Week: 10

Session: 38

Expected learning

outcome: Recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

39

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.

SESSION INFORMATION

Week: 10

Session: 39

Expected learning outcome:

Recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

Development of Internal Trade Networks

The economic prosperity and the flourishing of cities during the second half of the eighteenth century, resulted in the demand of products from silver to textiles throughout the territory. However, trade was concentrated in the ports and the cities, so to increase commercial activity, it was necessary to expand the road network (Fig. 2.8 p. 39). Despite this, it was not possible to consolidate a single internal market, since each region usually consumed what they produced, except for some products that were distributed in other regions, as well as imported goods that were distributed when trade was freed.

The Economic Role of the Church and the Great Mining and Commercial Fortunes

The institutional structure of the Church, which prevailed in New Spain was, with some modifications, the same as the one in Spain. It was divided in secular clergy, formed by priests who did not belong to any religious order and depended directly on the bishops, and by the regular clergy that was integrated by religious orders; among these were the first missionaries who came to America to evangelize the natives.

From the beginning of the Colony, the Church was an institution with great force in all senses. In fact, this period cannot be understood without taking into account the ecclesiastical institution, in which officials and religious orders became rich by acquiring large estates through inheritance or loans.

The role of the Church during colonial times was to finance many of the economic activities since it was the big moneylender in New Spain. Because of the religious position in the colonies, the Church received a lot of money from both the rich and poor. This was mainly for celebrating services for the salvation of their souls, alms, tithes (ten percent of income which Spaniards, criollos, and mestizos were forced to give) and from payments for administering sacraments (Fig. 2.9). The Court of *Chaplains and Pious Works* lent money to landowners and entrepreneurs to operate their businesses.

The Church did not pay taxes for the goods that they possessed and these could not be transferred. They owned large tracts of land, which affected the economy of New Spain.

These properties were known as "mortmain" because they were unproductive even when they often consisted of large estates and even latifundia.

The Church became so strong that the Crown, by means of the Bourbon Reforms, sought to reduce the control that it had and give to the state.

However, the Church was not the only institution with great wealth. The economic **bonanza** of the Viceroyalty during the eighteenth century, allowed miners and traders to make great fortunes.

The economic activity to which the Spaniards gave more importance, since the beginning of the conquest, was mining, because the silver extracted from the American colonies strengthened their economy (Fig. 2.10).

From the middle of the sixteenth century, with the discovery of major deposits of silver in Real del Monte, Pachuca, Guanajuato, Parral and Zacatecas, the Spaniards devoted themselves to the exploitation of this mineral.

By the eighteenth century, the mining area of Zacatecas experienced a strong growth that spread north to San Luis, Parral, Sombrerete and Santa Barbara, in the Bajío area, to Guanajuato and to Real del Monte Center, Zumpango and Sultepec, and south to Taxco. Silver was the most important product in commercial trades with Spain.

The owners of the mines amassed great fortunes from the exploitation of these and the haciendas. Once silver was molten and made into ingots and coins, it was inverted or sent to Spain.

Traders also managed to make large fortunes in New Spain, since they were the most powerful group,



FIG. 2.9 Besides its spiritual role, the Church played an important role in the economy of New Spain.

GLOSSARY
Bonanza. Period of prosperity, of good harvests, high production.



FIG. 2.10 Mining was the activity in which the economy of New Spain relied; the discovery of silver deposits in the north and in the center of the territory allowed some families to forge large fortunes.

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SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.

and were grouped in private institutions known as the Consulates of Merchants, such as the ones in Mexico City, Veracruz and Zacatecas. Through these institutions, they monopolized trade. All imports and exports passed through these institutions and they controlled the credit and the collection of taxes. Traders were so rich, they financed the Viceroyalty authorities and even the Crown with their own money.

They kept a part of the taxes they collected and amassed great fortunes. With their fortunes they also bought government positions for their families and protected ones and had a great influence on the authorities' decisions.

With part of their wealth, some of these miners and traders acquired titles of nobility, public offices and conducted colonization expeditions in the northern territories. The creation of these large fortunes emphasized even more the huge inequality that already existed in New Spain (Fig. 2.11).



FIG. 2.11 Pedro Romero de Telleros, First Conde de Regla (1710-1781), was a Spanish nobleman who made an immense fortune based on the exploitation of mines and haciendas. It is believed that he was one of the richest men of his time.

Agricultural Innovations, Mining Technology and Early Industrial Activity

The demographic, mining, commercial and manufacturing growth of the eighteenth century resulted in an increased demand for agricultural products. This allowed a strong development of agriculture, especially in the Bajío area, Guadalajara, Michoacan and the extreme north. In the latter, colonization developed crop fields in lands that used to be virgin.

At the beginning of the nineteenth century, the area of the Bajío was "the breadbasket of New Spain".

Farming techniques brought by the Spaniards, such as plows, yokes, irrigation, dams and fertilizers, also contributed to the growth of agriculture (Fig. 2.12).

The Bajío area focused on commercial agriculture, while the center and the south were subsistence-oriented. Large agricultural companies belonged mostly to the Spaniards, while in indigenous villages agriculture was for subsistence.

Mining was the most important activity for the Spaniards, so they looked for measures to increase their production. Although it cannot be said that there were major innovations in this area during the eighteenth century, there was an improvement in the existing ones and their uses were also extended.

In the eighteenth century, the use of gunpowder was introduced to create deeper underground explosions and thus, increase the depth of the mines.

Spain's protectionism of its own markets limited the development of industry in New Spain. However, some industries did emerge. One of the most important was textile production due to an abundance in materials and demand. Then *obrajes* (textile plants), which worked mainly with cotton and wool, appeared. The regions where most of this industry developed were Mexico, Puebla, Tlaxcala, Texcoco, Tepeaca and Guadalajara for cotton; and San Miguel, Queretaro, and Guanajuato for wool (Fig. 2.13).

These *obrajes*, besides producing fabrics, clothing, headwear and footwear, also produced ceramics, glass and, sometimes, gunpowder. These were strongly developed were Mexico City and Puebla and provided many jobs. However, the working conditions for natives, castes and blacks were so deplorable that they could be considered slavery.



FIG. 2.12 Technological innovations in New Spain soon expanded to the other realms of the Crown.



FIG. 2.13 Textile plants (*obrajes*), unhealthy places where people lived and worked in semi-slavery conditions, were generators of infections and epidemics that ended with much of the population.

Team Work

1. Work in teams of five. Each time will focus on one of the economic activities: agriculture, mining and industry.
2. Each team will research their activity, its importance in New Spain's economic growth and how it was developed, and present it to the class.
3. Once all the teams finish their presentations and under the guidance of your teacher, discuss the impact of these activities that you can still see today.

Kells

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SESSION INFORMATION

Week: 10

Session: 40

Expected learning

outcome: Recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.

CONTENT DELIVERY

Start: Briefly explain what you will evaluate in their presentations: Relevant, clear information, visuals, comprehension-check questions and further information.

Development: Students should give their presentations. Assign time according to your class length. Help as necessary.

Closing: Students should ask their 5 comprehension-check questions to their partners. Then, ask them to self-evaluate their presentations using the same presentation parameters described in the rubrics.

Project preparation: Students should take some ships (toys or make them with paper), two paper golden crowns (one for Philip V and the other for Charles of Habsburg) and a red jacket for "José de Galvez", the Viceroy.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Formulating questions.

Listening skills: Understanding the message.

Metacognitive skills: Delivering content, self-monitoring, self-evaluating their presentation.

EVALUATION OF CONTENT

Follow the projects rubrics page 160.

SESSION INFORMATION

Week: 11

Sessions: 41, 42

Expected learning outcome:

Explain the causes and consequences of the Bourbon Reforms.

CONTENT DELIVERY

Start: Students should discuss the introductory questions in whole class.

Development: Students should read pages 42 and 43. Then, in teams of three or four people, they will create a play depicting how the Bourbon House got the throne of Spain using their toys or paper ships as well as the crowns. Then, on a map, a student playing the role of “José de Galvez” will explain what happened with the political division, army establishment and free trade opening to the king.

Closing: Students should explain how the Bourbon reforms influence at present times. Help them as necessary.



FIG. 2.14 Charles II of Spain (1661-1700), also called “Charles the Bewitched” due to his precarious physical condition, died without inheriting the throne.



FIG. 2.15 In 1713, England recognized Philip V as King of Spain.



FIG. 2.16 During the reign of Charles III (1716-1788), who was part of the Bourbon dynasty, most of the Bourbon Reforms were applied in New Spain.

The Transformation of the Spanish Monarchy and Reforms of New Spain

→ Expected Learning

Explain the causes and consequences of the Bourbon Reforms.

Introductory Questions

1. Read the following text and answer the questions.
“The Bourbon Reforms, promoted by the House of Bourbon, caused many changes, not only in the Iberian Peninsula, but also in all the Spanish territories. These changes sought to obtain more material resources and greater control over society, to do this, power was taken away from civil corporations while others, like the miners and the army, were strengthened by granting them privileges.”
 - How do you think the American subjects reacted to the new measures?
 - What do you think were the changes that affected society the most?
 - Do you think that social customs were somehow affected because the reigning house was French?
2. Save your answers so that you can compare them at the end of the topic.

The Decline of Spanish Naval Power and the Bourbon Reforms

Spain had one of the most important naval fleets during the sixteenth century, transporting products across the Atlantic and Pacific oceans. The galleons, loaded with silver and goods, made oversea trips between Seville and Veracruz on the route to Europe, and between Acapulco and Manila on the route linking the East. Trade was also conducted with the Viceroyalty of Peru through the ports of Acapulco and Lima. However, trade with Peru was forbidden in 1631 due to smuggling caused by high taxes, which eventually decreased trade with the Philippines.

By 1620, the naval power of Spain on the route Sevilla-Veracruz also began declining due to constant pirate attacks, the poor state of the ships and the economic crisis that was overriding Spain, as a result of the wars with England, among other things.

In addition to the decline of its naval power, in 1700, Spain faced a serious problem with the death of Charles II (Fig. 2.14) since he didn't leave an heir to the throne. The search for a successor to the throne caused a war between the Habsburgs and the Bourbons, since both aspired to seize the Spanish Empire.

Charles II had left the throne in inheritance to Philip, Duke of Anjou, since his grandmother, wife of Louis XIV, King of France, was Spanish.

Austria, ruled by the Habsburg dynasty, claimed the throne of Spain, and when it was denied, Austria joined England, Holland, Portugal, Savoy and the Holy Roman Empire in an alliance known as the Grand Alliance; these countries joined Austria because it was not convenient for them that France and Spain were allies. This problem caused the War of the Spanish Succession from 1701 to 1714.

Finally, the Empire was divided when Philip, Duke of Anjou, from the House of Bourbon, was proclaimed as King of Spain, known as Philip V, while Charles of Habsburg ascended to the throne of the Holy Roman Empire (Fig. 2.15).

As soon as the Bourbons assumed the power of Spain, they initiated a series of reforms designed to centralize the power and finances through a territorial reorganization, a more efficient tax collection and a greater administrative and financial control on all of its territories in order to improve the political and economic situation.

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Kells

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting, playing battle.

Verbal/Linguistic skills: Discussing, creating a play.

EVALUATION OF CONTENT

Students should be able to explain the transformation of the Spanish monarchy and the reforms in New Spain.

SESSION INFORMATION

Week: 11

Sessions: 43, 44

Expected learning outcome: Explain the causes and consequences of the Bourbon Reforms.

The Reforms in New Spain: New Government Style, Political Division, Army Establishment and Free Trade Opening

As of 1759, Charles III, son of Philip V, began ruling and applied a series of changes in the governing of the the Spanish colonies; these are known as the Bourbon Reforms (Fig. 2.16 p. 42). Jose de Galvez was sent to New Spain to put them into practice in 1765.

The purpose of the Bourbon Reforms was to reorganize and modernize the Empire, to consolidate the absolute monarchy (centralizing power in the figure of the King), focus the Royal administration on all kingdoms, provinces and colonies, and to put the interests of the Crown above individuals or corporations. It was also to perform a more efficient tax collection and enforcement of justice, and above all, control the economy for the benefit of the Spanish state. To achieve a better tax collection and political and economic control, the administration divided the territories in municipalities, governed by intendants (Fig. 2.18). They replaced the major officers with sub delegates who depended upon the intendants with the intention of removing the viceroys and the audience.

The reforms carried out in the political organization included a bureaucracy made up of Spanish University officials who replaced the criollos who had been in charge until then.

During the stage prior to the Bourbon Reforms, New Spain did not have an army (Fig. 2.17); after the reforms they needed to form one in order to protect the territory and to monitor the compliance of the new dispositions.

Trade, which had been controlled by the monopoly of the unique ports, changed to increase commercial traffic. In other words, every port of the metropolis was allowed to trade with the colonies and inside them.

The Bourbon Reforms achieved their aim: in the following forty years after their establishment, the Crown tripled the revenues from New Spain.

However, the displacement of the criollos from their positions of power, generated a resentment that eventually would become part of the reasons for independence.



FIG. 2.17 The Bourbon army was used, not only to carry out the control previously exercised by officials and corporations, but mainly to defend the borders of New Spain from attacks by England.

GLOSSARY

Metropolis. A city or an urban area regarded as the center of a specific activity. Main city.

ICT

If you want to know more about the Bourbon reforms in Spain, search Bourbon Reforms in Spain on youtube.com



Curious Facts.

The Royal Logistic system was copied from a similar one that was being applied in France. The peninsula was first divided into municipalities and then divided into New Spain territories.

FIG. 2.18 The territory of New Spain was divided into 12 municipalities.

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CONTENT DELIVERY

Start: Students should narrate a summary of the Bourbon reforms.

Development: Students should form teams. Half of them will be supporting the Bourbon Reforms whereas the other half won't support them. They should discuss and find five pros and five cons. (For further explanation, look at the top of page 44).

Closing: Have them discuss it.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting, playing battle.

Verbal/Linguistic skills: Discussing, creating a play.

EVALUATION OF CONTENT

Students should be able to explain the transformation of the Spanish monarchy and the reforms in New Spain.

SESSION INFORMATION

Week: 12

Session: 45

Expected learning outcome:

Explain the social and political inequality of the different groups in New Spain.

CONTENT DELIVERY

Start: Students should discuss the introductory questions in whole class. Help as necessary.

Development: Students should read “Corporation and Charters” as well as “Social Tensions in the City”. Then, they should discuss with a partner both paragraphs. Then, they will do the Team Work reflection on Alexander Von Humboldt quote.

Closing: Students should be able to explain the inequity of the different groups in New Spain and at present times.

GLOSSARY
Mendicant. Religious orders that asked for alms and had privileges in the form of certain immunities.

Team Work

1. With the help of your teacher form three teams in the classroom to organize a debate.
 - The first team will research and give arguments supporting that the Bourbon Reforms were positive for New Spain's growth.
 - The second team will defend the argument that such reforms were harmful and will give examples.
 - The third team will discuss aspects of the reforms we can still see at the present time.
2. Finally, make a list of the arguments; this will help you to understand the causes and consequences, both positive and negative, of the Bourbon reforms in New Spain.

Social Inequality

→ Expected Learning

Explain the social and political inequality of the different groups in New Spain.



FIG. 2.19 By the seventeenth century Mexico City was an advanced metropolis, as well as many other cities of the world.

KEY CONCEPT
Charter: Privileges or exemptions that the Crown granted to people or corporations because of their activities or positions

GLOSSARY
Quicksilver. Mercury (chemical element).

Introductory questions

1. Answer the questions.
 - Do you think that there was inequality in New Spain society or did everyone enjoy the same privileges? Why?
 - What do you think was the situation of the indigenous population?
 - Do you think everyone could give his or her opinion about politics? Why?
2. Keep your answers so that you can compare them at the end of this topic.

Corporations and Charters

During the sixteenth and seventeenth centuries, the Crown granted immunity and privileges to different corporations such as the Church, the **mendicant** orders, the

Merchants Consulate, the Spanish, the members of indigenous nobility and the criollos. This way, they had their own courts and rules, though they were always subject to the king's authority.

The Bourbon Reforms suppressed the privileges of some of these corporations. However, many stayed and others, such as the Bourbon Army and the Mining Entrepreneurs, were created. These corporations enjoyed the establishment of a Special Court for the Miners Consulate as of 1777, the founding of a Bank and the creation of the Mining College (Colegio de Minería).

Social Tensions in the City

Colonial society was made up of different groups, which enjoyed different rights and obligations, such as the groups that enjoyed **charters**. The Spaniards who came to establish the Bourbon Reforms and raise taxes, enjoyed these charters and were granted a number of benefits to keep them faithful to the Crown. Mining was also a privileged activity with tax exemptions and discounts on **quicksilver** and the gunpowder prices. Since it was a necessary activity for obtaining more resources, the miners were privileged with charters as well. The newly created army also enjoyed privileges and charters with the purpose of motivating the people from New Spain to join. This could not be achieved with other groups like the ecclesiastical, military, traders and mine owners, so they had their own courts and laws, in addition to privileges.

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Kells

SKILLS DEVELOPMENT

Critical thinking skills: Analyzing data.

Verbal/Linguistic skills: Discussing.

Speaking skills: Sequencing, organizing.

EVALUATION OF CONTENT

Students should be able to explain the transformation of the Spanish monarchy and the reforms in New Spain.

The population had greatly increased throughout the eighteenth century, but while the group of peninsular Spaniards had increased very little, the criollos, castes, mestizos and natives increased rapidly. The increase in the indigenous population resulted in insufficient lands, and this farmland crisis caused the migration of natives to the cities in search of work and better living conditions (Fig. 2.19 p. 44). The natives, castes and slaves, and in general, the ones who were not part of society, used to roam the streets looking for work, and if they couldn't find any, steal and cheat (Fig. 2.20).



FIG. 2.20 A main characteristic of New Spain society was its extreme contrast: on one side, those who enjoyed privileges and on the other, the dispossessed.

The organization of indigenous towns experienced transformations that caused the division of these into smaller villages (Fig. 2.21). The demand for paying the tribute in cash was almost impossible for indigenous peoples, and the suspension of some indigenous festivities caused the disintegration of indigenous communities and a social imbalance. This increased social tensions among those who migrated to the cities and ceased to belong to the support and structure.

Team Work

1. Read and reflect on this:
During the period of the Viceroyalty, there were groups that enjoyed privileges, this situation generated social tensions. In 1804, Alexander Von Humboldt visited New Spain, and described it as a wealthy society, but at the same time, as one of the most unequal:
"The capital and many other cities have scientific establishments that can be compared with those in Europe. The architecture of public and private buildings, the fineness in women's clothes, the air of society, all announces an extreme dedication, which contrasts dramatically with the nudity, ignorance and hardness of the populace. This immense inequality of fortunes is not only seen in the whites' caste (Europeans and Criollos) but it is also manifested among the indigenous peoples."
Alexander von Humboldt, *Political Essay on the Kingdom of the New Spain*. Mexico, Porrúa, 1966, p. 69.
2. Answer the questions.
 - Do you think that Humboldt's vision is valid nowadays?
 - Which problems are we still suffering?
3. Compare the results with a classmate; this will help you develop your ability to manage historical information.



FIG. 2.21 The reorganization of indigenous towns after their lands turned out to be insufficient, had many consequences: the division of communal lands led to the division of indigenous towns into smaller villages; the requirement to pay the tribute with money; the abolition of some guilds, the elimination of some indigenous festivals and the imposition of the Spanish language.

The Growth of Haciendas and the Rural Conflict

Many haciendas in New Spain were formed by land obtained from royal grants. By the eighteenth century, these businesses multiplied due to the economic boom and the agricultural products needed by the mining areas.

Many haciendas increased their surface by absorbing pieces of land belonging to indigenous peoples during the seventeenth century, but with the demographic **upturn** of the eighteenth century, the indigenous communities sought to recover their lands. This caused conflict between farmers and natives.

However, conflicts in the field were also due to poor harvests. The period between 1785 and 1786 is known as "the year of hunger", because around 300 000 people died due to food shortages and epidemics. For this reason, good harvests were exploited by farmers in order to save the corn and resell it at higher prices in times of scarcity.

GLOSSARY
Upturn. Increase experienced in an event or process.

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SESSION INFORMATION

Week: 12

Session: 46

Expected learning outcome: Explain the social and political inequality of the different groups in New Spain.

CONTENT DELIVERY

Start: Students should read "The Growth of Haciendas and the Rural Conflict". Ask a couple of comprehension-check questions.

Development: Students should do the individual activity at the top of page 46.

Closing: Students should explain the table they created.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Critical thinking skills: Classifying.

Logical/Mathematical skills:

Sequencing, organizing.

EVALUATION OF CONTENT

Students should get the table checked by the teacher.

SESSION INFORMATION

Week: 12

Session: 47

Expected learning outcome:

Recognize the causes of the political crisis in New Spain and the beginning of the war of Independence.

CONTENT DELIVERY

Start: Students should discuss the introductory questions. If possible, ask students to copy them on a bibliography card so that they can put the book aside and work off the book. Help as necessary.

Development: Students should read the Ideology of the Enlightenment in Spanish possessions in America. Then, in teams, they will do the discussion described on top of page 47.

Closing: Students should recognize how the enlightenment ideas are reflected on the *Declaration of Independence of the Thirteen English Colonies*.

Individual Activity

1. Draw a table in your notebook in which you specify the social and political position of each group of the Novohispanic society.
2. Use the information in the table to write a short text in which you explain the causes of the social and political inequality of the groups.
3. Exchange your text with another classmate and make observations.

ICT

If you want to know more about the Enlightenment ideas in America, check out the website:

<http://www.ushistory.org/us/7a.asp>

Political Crisis

→ Expected Learning

Recognize the causes of the political crisis in New Spain and the beginning of the war of Independence.

Introductory questions

1. Answer the questions.
 - How do you think the ideas of the Enlightenment affected a society like the one in New Spain where the Bourbon Reforms had already caused dissatisfaction?
 - Do you think that the economic and political situation of Spain, that at that time was going through serious financial problems and constant international clashes, led to the loss of its colonies?
 - What do you think were the determining events for the Spanish American colonies to become independent with a short difference of time between them?
2. Keep your answers to review the causes of inequality in the social groups of New Spain.

The Ideology of the Enlightenment in Spanish Possessions in America

At the beginning of the eighteenth century, the triumph of rationalist thinking in France led to the Enlightenment. People sought to transform the absolutist regime. To do this, they spread the ideas of freedom and equality and the need to limit the monarch's power.

The Enlightenment suggested that reason should be above everything, that it was necessary to have absolute faith in science and to trust in progress. They were looking for the happiness and wellbeing of humanity and promoting education as a form of opposition to superstition and idolatry.



FIG. 2.22 Francisco Javier Clavijero (1731-1787) was a historian and religious man; he wrote *Ancient History of Mexico*, which was of great importance in its time.

The ideas of the enlightened thinkers were smuggled into the colonies of New Spain, where intellectual criollos found a new way of looking at life. The liberal ideas that derived from the Enlightenment were spread in Jesuit schools, which is where the criollos were educated.

The development and dissemination of ideas in the Spanish colonies were influenced by the thirteen English colonies. The Declaration of Independence and the Constitution in 1787 showed that it was possible to adopt a republican government system in which individuals had inalienable rights that no one could take away.

The ideals of the French Revolution, equality, legality and fraternity, and for political participation, strongly influenced the intellectual criollos.

Francisco Javier Clavijero (Fig. 2.22), Jose Antonio Alzate and Fray Servando Teresa Mier proposed autonomy or independence from Spain based on the idea of popular sovereignty.

Kells

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SKILLS DEVELOPMENT

Verbal/Linguistic skills: Discussing.

Critical thinking skills: Comparing and contrasting.

EVALUATION OF CONTENT

Students should be able to name the ideas that are reflected on the segment of the Declaration of Independence that they read.

Team Work

1. Work in teams to read the following excerpt from the *Declaration of Independence of the Thirteen English Colonies*. The text recognizes the right to life, freedom and happiness. It is the first historical document in which the most fundamental human rights are recognized.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their powers of justice from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

The unanimous Declaration of the Thirteen United States of America July 4th, 1776, available at <http://www.archives.gov/exhibits/charters/declarationtranscript.html>

2. Discuss how this text relates to the ideas of the Enlightenment.
3. Distinguish which ideas of the *Declaration* were based on the ideas of the Enlightenment, this will help you in the formation of a historical conscience for coexistence.

The French Invasion of Spain

After the French revolution, Napoleon Bonaparte seized power and proclaimed himself emperor in 1804. He began to extend the French territory in Europe and decided to block commerce with England; Portugal refused to participate and Napoleon decided to invade it as punishment. To do this, he came to an agreement with the King of Spain, Charles IV, that his army would pass through his territory in order to get to Portugal. Napoleon's army entered the capital, Lisbon, and the Prince Regent escaped. On his way to Portugal, Napoleon took the opportunity to stay in Spain and the French army set up camp there in 1808 (Fig. 2.23). This brought about a mutiny of the Spanish inhabitants who were demanding the resignation of the king, so he was forced to abdicate in favor of his son, Ferdinand VII. The French did not recognize this change and decided to arrest the Royal Spanish family in Paris. Napoleon declared his brother, Joseph Bonaparte, the King of Spain, and remained so from 1808 to 1813.

Spanish people were violently opposed to this situation that ended up triggering the war against the French on Spanish territory. In 1812, they gathered at Cadiz to write and enact a Constitution that established a constitutional monarchy as the form of Government.

The French invasion of Spain had repercussions in the colonies because their rulers and power groups did not know who they should obey. The criollos, meanwhile, were not willing to be under the French **yoke** and they swore loyalty to Ferdinand VII.

Finally, Napoleon's army was defeated in Russia and Germany. Ferdinand VII, supported by England, returned to Spain in 1814.

"Criollismo" and the Desire for Autonomy

Criollos were the children of Spaniards who were born in America; they had a different vision than their parents about New Spain, because they had a sense of belonging that took hold, especially among intellectuals, in the eighteenth century.

Criollo Nationalists like Juan Jose Eguia y Eguen and Francisco Javier Clavijero emerged; the first wrote the *Mexican library (La Biblioteca Mexicana)* in 1775, where he unveiled the scientific and artistic progress of New Spain; and the second was a Jesuit who praised the indigenous past in his work *Ancient History of Mexico* (Historia Antigua de Mexico).



FIG. 2.23 Francisco de Goya portrayed the French invasion of Spain.

GLOSSARY

Yoke. A device that is placed around the neck of oxen, forcing them to obey.

ICT

If you want to know more about the Spanish War, go to youtube.com and search: the Spanish War and the Constitution of Cadiz.

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SESSION INFORMATION

Week: 12

Session: 48

Expected learning

outcome: Recognize the causes of the political crisis in New Spain and the beginning of the war of independence.

CONTENT DELIVERY

Start: Ask students the core ideology of The Enlightenment. Elicit answers.

Development: Students should read pages 47 and 48. Then, they should mind map the reasons why the independence movement grew up.

Closing: Students should read the Team Work activity on page 48 and discuss the questions.

Project preparation:

Form three teams. They should read on page 48 "1810 Conspiracies and Insurrection". Then, they will prepare a play in which they narrate the insurrection, how the Independence started and how it was consummated. They should do further research and dress up like the main characters or make puppets of Miguel Hidalgo, Ignacio Allende, Josefa Ortíz de Domínguez, José María Morelos y Pavón, etc.

SKILLS DEVELOPMENT

Critical thinking skills: Mind mapping.

Speaking skills: Discussing.

EVALUATION OF CONTENT

Students should be able to name three reasons why the Independence Movement solidified in New Spain.

SESSION INFORMATION

Week: 13

Sessions: 49 - 52

Expected learning outcome:

Recognize the causes of the political crisis in New Spain and the beginning of the war of independence.

CONTENT DELIVERY

Start: All teams should do rehearsal. At random, choose one that plays the insurrection, another that plays the Independence start and the last one that plays the Independence consummation.

Development: Students should do rehearsals until they can do it without reading, but paraphrasing.

Closing: During session 52, have students work on the Team Work activity described on page 49.

KEY CONCEPT

Criollismo: A movement integrated by the children of Spaniards who were born in America and sought their own identity, based on the indigenous past and on the exaltation of the American.



FIG. 2.24 The Virgin of Guadalupe became a symbol of national identity and her cult was one of the causes that brought the criollos together.

Criollismo, from a cultural point of view, exalted the indigenous past, which was reflected in painting, sculpture, architecture and literature. In political terms they sought to encourage those who were born in America. In the social framework, they provoked a religious sense related to believing in the Virgin of Guadalupe (Fig. 2.24). A nationalist feeling developed in the criollos. They felt relegated as second-rate citizens after the Bourbon Reforms and the problems of the Spanish invasion led to hopes of autonomy.

The Seizure of Power of the Peninsular

Napoleon Bonaparte's invasion of Spain and the imposition of Joseph Bonaparte as ruler caused many people in New Spain to wonder who they should obey since their king had abdicated in favor of an invader. So, groups with different opinions about what needed to be done were formed. One group, represented by the City Council of Mexico City, proposed to create a provisional government that would rule without obeying orders from Spain and France. This group was made up of enlightened criollos, such as Francisco Primo de Verdad, Juan Francisco Azcarate, The Count of Regla and several more. The other group, represented by the Royal Audience of Mexico and comprised of Peninsular Spaniards, thought that it was necessary to obey the orders of Spain and to comply with the orders of France.

Facing the attempts of the City Council for autonomy, the Audience group staged a coup d'etat in 1808, supported by traders of the Mexican Consulate. They imprisoned the autonomist criollos and Viceroy Iturrigaray, to whom they had previously offered the Government of New Spain (Fig. 2.25).

Team Work

1. Reflect in a group:
 - How would you feel if you were not considered equal to the rest of your classmates?
 - What would you think if some of them had more benefits than the others? What would you do about it?
2. Now imagine how the criollos felt about not having the same privileges as the peninsular Spanish just because they had been born in America.
3. List three causes that led to the development of the criollo movement. This will help you explain the multiple causes of the political crisis in New Spain.



FIG. 2.25 Jose Joaquin Vicente de Iturrigaray (1742-1815).

1810 Conspiracies and Insurrection

In addition to the separatist movement of the City Council of Mexico City, several more emerged throughout the territory of New Spain. Some movements held secret meetings that were masqueraded as literary gatherings. One of them, held in Valladolid (today Morelia, Michoacan) was discovered in 1809 and its participants were imprisoned.

The meetings that convened in Queretaro included criollos Doña Josefa Ortiz de Dominguez, wife of the Corregidor Miguel Dominguez, from the military, Ignacio Allende and Juan Aldama, and the priest Miguel Hidalgo, who was influenced by the ideas of the Enlightenment and who supported the autonomy movement in New Spain. At these meetings they planned to begin the insurrection in December of 1810. However, when their plans were discovered, they had to begin the uprising ahead of time (Fig. 2.26 p. 49).

Once the conspiracy was discovered, the government tried to arrest the conspirators. For this reason, Miguel Hidalgo accelerated the insurrection inviting the people to join them and fight for King Ferdinand VII against the colonial government on the night of September 15th, 1810 in the town of Dolores, Guanajuato, where he was a parish priest.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Visual/Spatial skills: Charting.

EVALUATION OF CONTENT

Students should actively participate in the play and they should have their chart checked by the teacher.



FIG. 2.26 The demonstrations held in Queretaro were allowed by the Mayor of Guanajuato, Juan Antonio Riaño.

Team Work

1. Work in pairs to create a table listing the internal and external causes of the political crisis in New Spain and the beginning of the War of Independence.
2. Categorize by economic, political, social or cultural cause.
3. Compare your work with another pair. This activity will help you develop your ability to handle historical information.

Towards Independence

→ Expected Learning

Explain the influence of Liberalism and the process of independence.

Introductory questions

1. Answer the following questions in your notebook:
 - Do you know which groups were fighting during the independence process?
 - Do you know who the main characters of that period were and what their ideals were?
 - Do you know the internal and external causes of the struggle for independence?
2. Keep your answers so that you can return to them at the end of the topic.

Insurgents and Royalists in the Independence Movement

Miguel Hidalgo y Costilla initiated the armed movement along with Aldama and Allende to the cry of "Death to bad government!" Hidalgo offered to eliminate the tributes and went to San Miguel el Grande and Celaya, followed by a disorganized troop formed by people from the villages. In Atotonilco, he took an image of the Virgin of Guadalupe and used it as a banner (Fig. 2.27).

Hidalgo's group, called the Insurgents, faced the Royalists, who were fighting for the colonial government. During his campaign, Hidalgo increased the number of his allies and that is how peasants and laborers joined the insurgents. Townspeople were impelled because they had experienced economic problems and had grievances against the upper classes for a long time.

The movement soon became massive (Fig. 2.28). The insurgent army was improvised; however, the Royalists attacked and plundered the cities. In addition, news of the uprising reached other regions of New Spain where there were other groups of Insurgents who also rose in arms.

After taking San Miguel el Grande and Celaya, Hidalgo's troops marched to Guanajuato. Mayor Antonio Riaño refused to surrender and refuge at the Alhondiga de Granaditas with the city principals, leaving the town unprotected. Hidalgo tried to control the crowd who accompanied him and he tried

Curious Facts

Corregidora Josefa Ortiz de Dominguez was locked up but she managed to send a message to Allende saying the conspiracy had been discovered. This triggered the beginning of the Mexican Independence.



FIG. 2.27 The image of the Virgin of Guadalupe was kept by the Insurgents as a symbol of national unity during the fight.



FIG. 2.28 The movement started by Miguel Hidalgo became massive as townspeople, who had suffered at the hands of the government, joined them. This became a serious problem for the leaders of the Viceroyalty.

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SESSION INFORMATION

Week: 14

Sessions: 53 - 56

Expected learning outcome: Explain the influence of Liberalism and the process of independence.

CONTENT DELIVERY

Start: Prepare the introductory questions of the sequence of cards so that students can ask one question at a time and talk to different partners. Monitor their work and help accordingly.

Development: Students should read pages 49 – 52. In teams, they should build a 3D timeline with illustrations, photos, toys, paper-made finger puppets, etc. Each team will create the piece of the timeline of one subtopic in order to make a large timeline model of the period from 1808 to 1821.

Closing: Students should be able to narrate all the events between 1808 and 1815 mentioned in the textbook.

SKILLS DEVELOPMENT

Reading skills: Scanning, reading for detail.

Visual/Spatial skills: Building models.

Interpersonal skills: Working as a group member.

EVALUATION OF CONTENT

Students should actively participate in the timeline building as well as answering comprehension-check questions accurately.

SESSION INFORMATION

Week: 14

Sessions: 53 - 56

Expected learning outcome:

Explain the influence of Liberalism and the process of independence.

CONTENT DELIVERY

Start: Prepare the introductory questions of the sequence on cards so that students can ask one question at a time and talk to different partners. Monitor their work and help accordingly.

Development: Students should read pages 49 – 52. In teams, they should build a 3D timeline with illustrations, photos, toys, paper-made finger puppets, etc. Each team will create the piece of the timeline of one subtopic in order to make a large timeline model of the period from 1808 to 1821.

Closing: Students should be able to narrate all the events between 1808 and 1815 mentioned in the textbook.



FIG. 2.29 After giving the cry of independence in Dolores, Hidalgo went to Guanajuato where he took the Alhondiga de Granaditas.

FIG. 2.30 *Feelings of the Nation* is considered one of the most important documents in Mexico due to the ideas that are proposed there.

ICT

Check out this website:

<http://www.inehrm.gob.mx/pdf/sentimientos.pdf>

Here you can find the document *Feelings of the Nation*. Read it and highlight the ideas that are still relevant. Reflect on the importance of Morelos's vision of the nation.

GLOSSARY

Perpetrate. Commit a crime.

to prevent the massacre that took place. Unfortunately, he failed. The troops accompanying him went into the Alhondiga and carried out a massacre of Spaniards and Royalists and invaded and plundered the city. This event made many criollos, who supported the insurgent movement, withdraw as a consequence of the slaughter that was **perpetrated** (Fig. 2.29). After that campaign, Hidalgo went to Valladolid and from there to Mexico City. At that time, in October 1810, he met with the priest, Jose Maria Morelos y Pavon, and named him General of the Southern Armies and commissioned him to take the port of Acapulco.

Hidalgo, without having taken Mexico City, retreated to Valladolid, where he abolished slavery; then he moved to Guadalajara, where he was persecuted by the Royalists. So he fled to Zacatecas, however, he did not arrive there and drifted northward. On March 21, 1811 Miguel Hidalgo, Ignacio Allende, Juan Aldama, Mariano Abasolo and other leaders were taken prisoners in Acatitla de Bajan and sent to Chihuahua to be tried and executed.

Their heads were placed at the four corners of the Alhondiga de Granaditas, in Guanajuato, as a warning to rebels who were among the population.



Upon the death of Hidalgo, Jose Maria Morelos y Pavon became the leader of the movement. He controlled the trade route that went from Acapulco to Veracruz (through Mexico City) and was supported by traders and businessmen.

Morelos expressed his ideals in the document *Feelings of the Nation (Sentimientos de la Nacion)* (Fig. 2.30), which he read at the Congress of Chilpancingo on September 14, 1813, and on which the Constitution of Apatzingan is based.

The Royalist Army persecuted the members of Congress. Some managed to escape, but Morelos was captured and sentenced to death in 1815.

The consummation of Independence would not be achieved until 1821.

The Social Thinking of the Insurgents

The insurgent movement began as a political struggle in which the criollos wanted to change the form of government. However, when those who were destituted by society (indigenous people, blacks and castes) joined the revolt the fight became social. The inhabitants of New Spain who belonged to the lower classes listened to Hidalgo's ideas. He decreed the abolition of slavery, proposed a society in which there would be social equality, repealed the tributes paid by the castes and the indigenous people, and ordered the division of land.

Given the turn taken by the movement, many criollos withdrew from it.

There were groups that were organized and formed the liberal faction of the fight.

When Morelos became the leader of the movement, he showed a desire for not only autonomy, but also for complete independence from Spain. Some of the Morelos's proposals were: to moderate opulence and poverty, to increase the wages of the poor, to include all the inhabitants in the laws, to outlaw slavery and the castes distinction, to prohibit torture, and to get rid of the tributes. Enacted in 1814 by Morelos, the Constitution of Apatzingan never came into being, however, his social ideas continue being valid these days.

Spanish liberalism and the 1812 Constitution of Cadiz

As the independence movement was taking place in New Spain, the ideas of the Enlightenment and economic liberalism that circulated among the Spanish intellectuals were imposed after Napoleon's invasion of Spain. As a result of this, the liberals summoned the Courts of Cadiz. For three years the courts met with representatives from all the kingdoms and provinces participating, including those in America.

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Kells

SKILLS DEVELOPMENT

Reading skills: Scanning, reading for detail.

Visual/Spatial skills: Building models.

Interpersonal skills: Working as a group member.

EVALUATION OF CONTENT

Students should actively participate in the timeline building as well as answering comprehension-check questions accurately.



FIG. 2.31 Americans also participated in the meeting of the Courts of Cadiz which called for equal rights between Peninsular and American, among other things.



FIG. 2.32 Ferdinand VII recovered the Spanish throne and sought to return to absolutism supported by the conservatives.

In March of 1812, the Cadiz Constitution that was liberal and against the absolutist regime and in favor of individual rights, was enacted.

This Constitution was very important since it changed the policy of the Spanish Empire by proposing a Constitutional Monarchy; in other words, governed by a king who follows the Constitution. Among the principles proposed by this Supreme Law, the most important were: the king's power is limited to the executive; sovereignty of the nation; freedom of the press; abolition of the Inquisition and control of the Church; representative government with the separation of powers into executive, legislative and judicial. After what was stipulated in the Constitution of Cadiz (Fig. 2.31), the subjects became free citizens and acquired a **citizenship**, with the exception of slaves. Kingdoms disappeared and provinces were created.

In 1814, Ferdinand VII returned to Spain to occupy the throne and he abolished the **Constitution of Cadiz** and dissolved the courts since he wanted to return to absolutism (Fig. 2.32).

This caused disagreement and uprising of the Spanish people against the monarch's decisions, which ended with his accepting the Constitution and Spain becoming a Constitutional Monarchy in March 1820 (Fig. 2.33).



FIG. 2.33 Rafael de Riego led a Liberal group that, on January 1, 1820 rose up against Ferdinand VII for having abolished the Constitution and dissolved the courts.

Resistance and Guerrilla Warfare

In 1817, the insurgent movement in New Spain was virtually dissolved. The territory was in trouble due to the ravages of the war, the fields were neglected or abandoned, which caused food shortages. An attempt to revive the movement came from Francisco Xavier Mina (Fig. 2.34) and Fray Servando Teresa de Mier, but they could not succeed. By 1820 there were still some groups led by Guadalupe Victoria in Veracruz and Vicente Guerrero in the southern (Fig. 2.35 p. 52) mountains. Both insurgent leaders **commanded** the guerrilla war, since they did not have sources to formally interfere in battles.

The Consummation of Independence

After the reinstatement of the Constitution of Cadiz in 1820, a group of New Spain royalists conspired at La Profesa, wondering if it would be better to become independent and establish a monarchy that would be supported by Agustín de Iturbide.

The Royalist Army instructed Agustín de Iturbide to attack Vicente Guerrero. However, after several battles, Iturbide decided to negotiate with Guerrero instead of fighting him. So, on February 10, 1821 while they were in Acatempan, they sealed the pact with a hug and agreed to end the war and to form the **Trigarante** Army (Fig. 2.36 p. 52).

Soon thereafter, Agustín de Iturbide wrote the Plan of Iguala. This restored the Constitution of 1812, proposed a monarchy limited to New Spain and invited Ferdinand VII to lead it. The privileges of the army and the Church would be maintained. It established equality between the inhabitants without distinction as to race. Iturbide integrated the Mexican Congress and proclaimed the Independence, but it was not until August 24 that the Viceroy Juan O' Donoju signed the Cordoba Treaties with him, accepting the independence of the Spanish Colony.

KEY CONCEPT

Citizenship: Category granted to the subjects by the Constitution. Granted political rights, such as participation in decision making by choosing representatives.

GLOSSARY

Command. To be in charge of an army or a squad.

Trigarante. Related to the three guarantees.



FIG. 2.34 Francisco Xavier Mina was a Spanish liberal that joined the insurgent forces to fight against the power of the Royalists.

SESSION INFORMATION

Week: 14

Sessions: 53 - 56

Expected learning outcome: Explain the influence of Liberalism and the process of independence.

CONTENT DELIVERY

Start: Prepare the introductory questions of the sequence on cards so that students can ask one question at a time and talk to different partners. Monitor their work and help accordingly.

Development: Students should read pages 49 – 52. In teams, they should build a 3D timeline with illustrations, photos, toys, paper-made finger puppets, etc. Each team will create the piece of the timeline of one subtopic in order to make a large timeline model of the period from 1808 to 1821.

Closing: Students should be able to narrate all the events between 1808 and 1815 mentioned in the textbook.

Project preparation: In pairs, students should get pictures of at least three different baroque and neoclassical style architecture, literature and sculpture masterworks in Mexico. One team should get three baroque pieces of music and three neoclassical ones.

SKILLS DEVELOPMENT

- Reading skills:** Scanning, reading for detail.
- Visual/Spatial skills:** Building models.
- Interpersonal skills:** Working as a group member.

EVALUATION OF CONTENT

Students should actively participate in the timeline building as well as answering comprehension-check questions accurately.

SESSION INFORMATION

Week: 15

Session: 57

Expected learning outcome:

Recognize the characteristics of the Neoclassical period and the influence of the Enlightenment in the creation of new scientific and academic institutions.

CONTENT DELIVERY

Start: In pairs, have them analyze and carefully describe the characteristics of baroque and neoclassical masterworks. Elicit answers. Make a comparative chart on the board.

Development: Students should read the introductory questions and discuss them. Students should read the definitions of Baroque and Neoclassical terms and see how they can see the definition reflected on the masterworks they analyzed.

Closing: Students should choose a place to promote.

Project preparation:

Students should make a brochure to promote the culture of Mexico. (The project description is on page 53, in the Individual Activity chart).

Did you know...?

The Declaration of Independence of the Mexican Empire is now protected at the General National Archive inside a sealed and specially manufactured container made of non-ferrous metallic material (aluminum, silica, zinc and titanium) and closed with stainless steel screws. This container prevents the exposure of the document to moisture, microorganisms, air and ultraviolet radiation, factors that could deteriorate it.



FIG. 2.35 Despite having very few men, Vicente Guerrero continued fighting in the area that today belongs to the State of Guerrero.



FIG. 2.37 The entrance of the Trigarante Army to the city

FIG. 2.36 The hug of Acatempan was the gesture with which Guerrero accepted along with Iturbide, the definite separation from the Spanish Crown on February 10, 1821.



On September 27, 1821, Agustín de Iturbide, who was in charge of the Trigarante Army (or of the Three Guarantees, because it defended the Catholic religion, the Union and the Independence) came into Mexico City (Fig. 2.37) and on September 28th the second and final **Act of Independence of the Mexican Empire** was signed. It proclaimed: "the Mexican nation that, for three hundred years, hasn't had free will, nor free use of voice, is now free of the oppression in which it has lived".

Team Work

1. The class will develop an illustrated timeline covering the entire period from 1808 to 1821, in which you explain with notes the process of independence on the top and the influence of liberalism on the bottom.
2. Discuss the implications that the events that took place during the war of independence have in your lives.

Art and culture

→ Expected Learning

Recognize the characteristics of the Neoclassical period and the influence of the Enlightenment in the creation of new scientific and academic institutions.

KEY CONCEPT

Baroque: Artistic style originating in Italy in the seventeenth century, as opposed to the sobriety of the Renaissance style. It is characterized by an excess of ornamentation and the use of curved lines. It is manifested in architecture, sculpture, painting, literature, theatre, dance and music.

Neoclassical: Artistic movement originating in Europe at the end of the eighteenth century. It is based on the rational ideas of the Enlightenment and is influenced by the sobriety of Classical antiquity. It arises in opposition to the exuberance and excess of the Baroque.

Introductory questions

1. Answer the questions.
 - Do you think that cultural expressions, such as painting, sculpture and music are transformed over time?
 - Do you think that there is a relationship between the ideology of a place or period and the artistic manifestations of this period? Why?
2. Keep your answers so that you can go back to them when you finish this topic

From Baroque to Neoclassical period

During the eighteenth century the prevailing movement in the culture of New Spain was the **Baroque** (Fig. 2.38 p. 53), that emerged after the Counter-Reformation movement. In that moment, the Church wanted to demonstrate its power through the use of excessive ornamentation, exaggerating curved lines and monumentality.

At the end of the eighteenth century, a reassessment of classic antiquity began in Europe, which ended in a sober and austere artistic style, **Neoclassical** art. This style was disseminated in New Spain when the Academia de San Carlos brought grand masters of this artistic movement from the peninsula (Fig. 2.39 p. 53).

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SKILLS DEVELOPMENT

Musical skills: Recognizing music patterns.

Visual/Spatial skills: Recognizing details.

Critical thinking skills: Observing.

EVALUATION OF CONTENT

Students should list the neoclassical period characteristics in different works of art.



FIG. 2.38 The style of the Cathedral in Mexico City New Hispanic Baroque.



FIG. 2.39 The Academy of San Carlos was founded in 1781. The main subjects taught were architecture, painting and sculpture.

Individual Activity

1. Create a brochure to promote the culture of Mexico in which you explain the New Hispanic Baroque and Neoclassical, showing buildings and other examples from throughout the country.
2. Distribute the brochure in the school community, in public libraries and touristic places where you live.

The Neoclassical is a style influenced by the ideas of the Enlightenment of the late eighteenth and the early nineteenth century. As in all artistic manifestations, it showed the ideology of the time in a rational and practical style, pursuing sobriety as opposed to the exuberant Baroque. It was influenced by reason instead of emotions and was manifested in architecture (Fig. 2.40), monuments, literature, clothing and colors.



FIG. 2.40 The Mining Palace (Palacio de Minería) in Mexico City was designed and built from 1797 to 1813 by Manuel Tolsa. This building is considered the icon of neoclassical architecture in Mexico.

New Academic Institutions and the Modernization in Studies and Science

The ideas of the Enlightenment promoted education as a means to achieve social development and economic growth, so during the eighteenth century the Jesuits promoted the new philosophical and scientific trends as a means to promote the study of sciences and humanities. Despite the expulsion of the Jesuits from Spanish territories in 1767, in New Spain the interest for natural phenomena (Fig. 2.41) and scientific discoveries continued. Important academic institutions of education were founded, such as the School of Surgery, the Royal Seminary of Mining and the Academia de San Carlos.

The development of all these institutions allowed important research that favored the advancement of science in New Spain.



FIG. 2.41 The Botanical garden promoted the investigation of plant species for use in industry, pharmacology and medicine.

Individual Activity

1. Make a mind map that is illustrated as follows:
 - Choose a work of the Novohispanic Neoclassical and point out its characteristics and the influence of the Enlightenment in this work (details, colors, textures, themes, etc.).
 - Choose another image of scientific institutions developed in New Spain in the XVIII century to describe academic and scientific achievements and the influence of the Enlightenment on them.
2. Display your mind map in a visible place in the classroom or on the wall newspaper of your school.
3. In groups, go back to the initial question of the unit: How did the crisis of the Spanish Crown affect New Spain? Answer the question and discuss.

Kells

53

SESSION INFORMATION

Week: 15

Session: 58

Expected learning outcome: Recognize the characteristics of the Neoclassical period and the influence of the Enlightenment in the creation of new scientific and academic institutions.

Did you know...?

Chiles en nogada is a typical Mexican dish. This recipe was created by the Augustinian nuns of the convent of Santa Monica in Puebla. Tradition says that, very shortly after signing the Declaration of independence, Agustín Iturbide was going to visit Puebla with the intention of celebrating his saint's day in this city. To celebrate, it was decided to create a dish that included all the colors of the Mexican flag: green, white and red, reasons that made them decide to use the following ingredients: chile poblano, walnut, for preparing the walnut sauce and pomegranate.

CONTENT DELIVERY

Start: Ask students for their brochure. Students should read the “New Academic Institutions and the Modernization in Studies and Science. Ask comprehension-check questions.

Development: They should make a mind map described in the Individual Activity chart at the bottom of the page.

Closing: Students should have their mind-map checked.

SKILLS DEVELOPMENT

Reading skills: Reading for detail, scanning.

Visual/Spatial skills: Charting.

Logical/Mathematical skills: Discovering relations.

EVALUATION OF CONTENT

The mind-map should clearly define the characteristics of the neoclassical period and the influence of the Enlightenment.

SESSION INFORMATION

Week: 15

Session: 59

Expected learning outcome:

Investigate the cultural transformations of every day life over time and value their importance.

CONTENT DELIVERY

Start: Ask students to tell you a legend they have heard of. Elicit three answers.

Development: Students should do the Individual Activity described at the bottom of the page.

Closing: They should make a comparative chart between the legend they read or any other legend they know of and every day life nowadays.

Project preparation: Do research on the causes of the indigenous uprising known as the Zapatista movement in 1994.

Topics to Analyze, Discuss and Reflect

→ Expected Learning

Investigate the cultural and transformations of everyday life over time and value their importance.

The Streets in the Colonial Cities and their Legends

The streets of many colonial cities in Mexico were baptized according to the things that happened on them. Perhaps the history of certain cities could be told based on the names of their streets.

Names came from the events on these streets and also legends told by the people. These are recurring characters, events, customs and beliefs that evoke moments in history. In fact, the legends about the streets of colonial cities are closely related to customs and events of that time. They not only tell us what happened on a particular street, but also the events that were important for the people of that time and place. Legends reflect the culture of the time.

Colonial cities like Guanajuato, Puebla, Morelia and Mexico City and their colonial neighborhoods like San Angel, Tlalpan, Coyoacan and Azcapotzalco are the scenes of wonderful legends. For example, in Guanajuato there is a very popular legend about the *Alley of the Kiss*. (Callejon del Beso). The story takes place in the narrow streets of Guanajuato where a girl was courted by a young man, against her father's wishes. When he found out about it, he threatened to send her to a convent and marry her to an elderly man in Spain who belonged to the nobility. The young lover bought the house on the opposite side of the street. Since the streets were so narrow, they could talk from balcony to balcony and hopefully find a solution to their problem. When the girl's father found out, he killed his daughter. The young man could only kiss the hand of his beloved dead girlfriend.



FIG. 2.42 The alley of the kiss.

From then on, this street has been known as the alley of the kiss (Fig. 2.42). There are many other legends, such as the one about *La Llorona*, which tells the story of a woman wandering the streets in the middle of the night, mourning the death of her children. The colonial version describes a beautiful woman who, after being rejected by her beloved, drowned their children and then committed suicide. When she reached heaven, she was asked about her children. She answered that she did not know, so she was sent back to look for them.

Mexico is a country with many legends that are still part of the culture today.

Individual Activity

1. Read the previous legend or another and write about the customs of the time that you can find in the story.
2. Then analyze how the culture and everyday life of that period has changed by comparing it with the present.
3. Share it with your classmates, so you will be developing your ability for managing historic information and forming a historical consciousness for coexistence.

Kells

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SKILLS DEVELOPMENT

Critical thinking skills: Comparing and contrasting.

Reading skills: Scanning, reading for detail.

EVALUATION OF CONTENT

Students should have the comparative table checked by the teacher.

Indigenous and Peasant Rebellions During the Viceroyalty

Indigenous and peasant rebellions were a problem for the Spanish Crown throughout the Viceroyalty period. Rural conflicts began with the drastic decline of the native population. In general, most indigenous rebellions were a consequence of the invasion of their lands, the abuse of authority and the injustices and mistreatments people were subjected to.

Bloody and prolonged fights arose in the territories of the north, in what was then the province of Nueva Vizcaya, because the villages in the area were nomadic and could not be easily subdued. These fights are referred to as the Chichimeca war due to the fact that the participants were inhabitants from the north of the territory.

Some of the most important rebellions are:

- **1541** by the Indians of Nueva Galicia.
- **1561** in Zacatecas, Jalisco and San Luis Potosi by the Zacatecos and Guachichiles.
- **1652** when the Tarahumara rebelled and destroyed mines and haciendas in the region; and although they were suppressed, they returned to rise against the colonial Government in 1689, 1694, 1696 and on many other occasions.
- **1622** the Yaquis.
- **1680** the Taos, Pecuries and Tehuas in New Mexico.
- **1701** in the Kingdom of Nuevo Leon.
- **1750** in Sonora.
- **1761** of the Mayan Indians, commanded by chieftain Canek (Fig. 2.43)
- **1609** and **1692** the riots in Mexico City, in 1609 due to an injustice, and in 1692 due to the lack of corn.

All of these manifestations of disagreement, and many more, were a sign of the natives' struggle against the oppression to which they were subjected. Although centuries have passed since the colonial era, indigenous people still have to rise up to get the government to listen to their demands, proof of this is the struggle of the Zapatista Army of National Liberation (EZLN), which arose in January, 1994.

Individual Activity

1. Research the causes of the indigenous uprising known as the Zapatista movement in 1994.
2. Compare it to the movements that occurred during colonial times, as in the rebellion of Jacinto Canek in 1761, and the struggles for independence.
3. In groups discuss whether the living conditions of indigenous people in our country has changed over time.



FIG. 2.43 Chieftain Jacinto Canek led the revolt of Mayan Indians in 1761. He managed to control the entire region, but he was finally submitted, tortured and sentenced to death.

GLOSSARY

Bloody. Cruel.

SESSION INFORMATION

Week: 15

Session: 60

Expected learning outcome: Investigate the cultural transformations of every day life over time and value their importance.

CONTENT DELIVERY

Start: Ask students for their research. Ask them comprehension-check questions about the Zapatista movement.

Development: Students should work on the Individual Activity described at the bottom of the page 55.

Closing: They should make a comparative chart again with information from their research and the information on page 55.

SKILLS DEVELOPMENT

Critical thinking skills: Comparing and contrasting.

Reading skills: Scanning, reading for detail.

EVALUATION OF CONTENT

Students should have the comparative table checked by the teacher.

SESSION INFORMATION

Week: 16

Session: 61

SELF EVALUATION

CONTENT DELIVERY

Start: Explain to students why evaluation is important.

Development: Get students to answer the self-evaluation and check it.

Closing: Students should make a study plan to improve their class performance. Guide them to notice what they need to improve.

Evaluation

Self-Evaluation

1. Based on the contents of the Unit, complete the following table by marking a cross (X) in the column that best describes your performance.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can organize the facts and processes related to the Bourbon Reforms and the Independence of Mexico, using terms like century, decade and year.			
I can point out the transformations of the New Spain territory in the eighteenth century and the areas of influence of the Insurgents.			
I can recognize the causes and consequences of the economic growth of New Spain in the eighteenth century.			
I can explain the causes and consequences of the Bourbon Reforms			
I can explain social and political inequality between the different groups in New Spain.			
I can recognize the causes of the political crisis in New Spain, and the beginning of the War of Independence.			
I can explain the the influence of liberalism and the independence process.			
I can recognize the characteristics of the Neoclassical period and the influence of Enlightenment in the creation of new scientific and academic institutions.			
I can investigate cultural and everyday life transformations over time and value their importance.			

2. Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

Co-evaluation

1. Get together with another classmate to take a mutual evaluation. Use in the chart below to evaluate your performance in relation to group work.

	Always	Usually	Sometimes	Never
Actively participates in team activities.				
Argues in favor of his opinions during group discussions				
Respects the others' points of view when replying to opinions contrary to his/hers.				
Finishes the activities he/she was assigned to do on time.				

2. Check each other's chart and discuss the answers. Think about ways to improve areas that show low grading.

3. Now answer the following questions, remember to discuss your answers so that your partner can evaluate them properly. We suggest you ask, questions related to the ones proposed here.

- a) Can you identify the time and space during which the Bourbon Reforms were imposed, society in New Spain developed and the Independence of Mexico was promulgated?
- b) Can you analyze the political, social and cultural characteristics of society in New Spain, as well as recognizing the ideas of the Enlightenment and the characteristics of Baroque and Neoclassical?
- c) In what ways do you think that knowing about the political and strategic conditions in the New Spain and the fight for independence help you in the development of a historical conscience for coexistence?

SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating, making a study plan.

SESSION INFORMATION

Week: 16

Sessions: 62 - 64

EVALUATION

Evaluation

Read the following questions and underline the right answer.

- Political and economic doctrine that defends freedom, equality and individualism. Economic liberalism looked for free competition and limited state intervention. The politician rejected the absolutism and supported the separation of state powers.
 - Liberalism
 - Illustrated Absolutism
 - Socialism
- Political system based on the laws of the Constitution
 - Republic
 - Liberalism
 - Constitutionalism
- Movement started by Spanish children born in America that sought a personal identity, based on the indigenous past and the exaltation of what was American.
 - Americanism
 - Criollismo
 - Nationalism
- Category given by the Constitution to subjects, which meant that they were granted political rights, such as the participation in making decisions, and being able to choose representatives.
 - Constitutionalism
 - Citizenship
 - Popular representation
- Artistic style originated in Italy in the seventeenth century, as opposed to the sobriety of the Renaissance style. It was characterized by an excess of adornments and the use of curves. It was present in architecture, sculpture, painting, literature, theater, dance and music.
 - Baroque
 - Neoclassical
 - Classical

- Look at the picture below and answer the following questions:

What type of work do the different people in the picture do?

Students' own answers.

Do you think they all had the same lifestyle? Why?

Students' own answers.

From what you can see in the picture, do you think the Bourbon Reforms had already been established? Why?

Students' own answers.



CONTENT DELIVERY

Start: Students should answer the student book evaluation prior to taking the summative assessment.

Development: Use the Teacher's Guide summative assessment unit 2 pages 146 - 148. Then, check their answers on page 149.

Closing: Use the Teacher's Guide attendance and evaluation formats on pages 163, 164 to register students' scores.

Student book U3

SESSION INFORMATION

Week: 17

Session: 65

Expected learning outcome:

Students will make a study plan.

CONTENT DELIVERY

Start: Have students analyze and identify what they could do well in units 1 and 2; as well as what they should improve in unit 3. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

Development: Have students check the skills, learning outcomes and key concepts in unit 3. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)

Closing: Students should write down their study plan and have it checked.



From the Independence of Mexico to the Beginning of the Mexican Revolution (1821-1910)

Skills

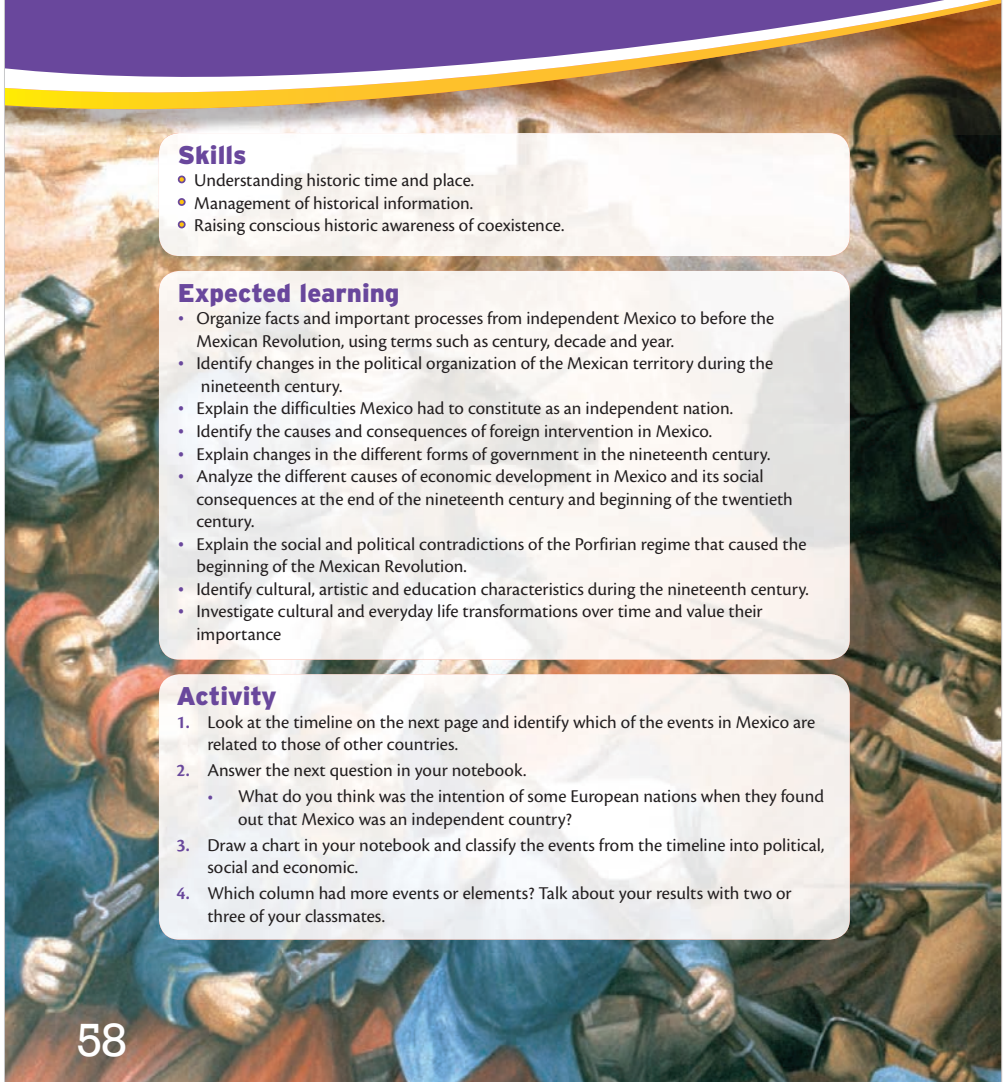
- Understanding historic time and place.
- Management of historical information.
- Raising conscious historic awareness of coexistence.

Expected learning

- Organize facts and important processes from independent Mexico to before the Mexican Revolution, using terms such as century, decade and year.
- Identify changes in the political organization of the Mexican territory during the nineteenth century.
- Explain the difficulties Mexico had to constitute as an independent nation.
- Identify the causes and consequences of foreign intervention in Mexico.
- Explain changes in the different forms of government in the nineteenth century.
- Analyze the different causes of economic development in Mexico and its social consequences at the end of the nineteenth century and beginning of the twentieth century.
- Explain the social and political contradictions of the Porfirian regime that caused the beginning of the Mexican Revolution.
- Identify cultural, artistic and education characteristics during the nineteenth century.
- Investigate cultural and everyday life transformations over time and value their importance

Activity

1. Look at the timeline on the next page and identify which of the events in Mexico are related to those of other countries.
2. Answer the next question in your notebook.
 - What do you think was the intention of some European nations when they found out that Mexico was an independent country?
3. Draw a chart in your notebook and classify the events from the timeline into political, social and economic.
4. Which column had more events or elements? Talk about your results with two or three of your classmates.



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SKILLS DEVELOPMENT

Metacognitive skills: Planning, organizing studies content.

EVALUATION OF CONTENT

Students should get their study plan checked.

From the Independence of Mexico to the Beginning of the Mexican Revolution (1821-1910)

EVENTS

- 1821: Consummation of War for Independence
- 1823: Declaration of The Monroe Doctrine
- 1824: Enactment of the first Federal Constitution of independent Mexico
- 1829: Spain attempts to reconquer Mexico
- 1836: Centralist Constitution of the Seven Laws
- 1836: Texas becomes independent from Mexico
- 1846: United States invades Mexico; the United States begins
- 1848: End of war with the United States; Mexico loses more than half of its territory
- 1857: Enactment of the Federal Constitution of 1857
- 1860: The American Civil War begins
- 1864: The Second Empire begins
- 1867: End of the Second Empire; beginning of the Restoration of the Federal Republic
- 1867: Beginning of French Intervention in Mexico
- 1876: Beginning of Porfiriato
- 1906-1907: Cananea and Rio Blanco strikes
- 1910: Beginning of the Revolution

SKILLS DEVELOPMENT

Visual/Spatial skills: Solving jigsaw puzzles.

EVALUATION OF CONTENT

Students should be able to name three facts of the period described in the timeline.

SESSION INFORMATION

Week: 17

Session: 65

Expected learning outcome: Organize facts and important processes from the Independence of Mexico to before the Mexican Revolution, using terms such as century, decade and year. Identify changes in the political organization of Mexican territory during the nineteenth century.

CONTENT DELIVERY

Start: Prepare a jigsaw puzzle made with the timeline.

Development: You might cut the facts so that students should assemble it in teams. Tell them to read the events carefully. Ask them comprehension-check questions. Elicit key facts.

Closing: Students should tell three facts they remember from the period described in the timeline.

SESSION INFORMATION

Week: 17

Session: 66

Expected learning outcome:

Organize facts and important processes from the Independence of Mexico to before the Mexican Revolution, using terms such as century, decade and year. Identify changes in the political organization of Mexican territory during the nineteenth century.

CONTENT DELIVERY

Start: Students should read pages 60, 61 and 62. Ask comprehension-check questions.

Development: They should underline the facts that the timeline on page 59 mentions. Then, they should number them in chronological order, i.e. the facts should be clearly linked to the timeline.

Closing: Students should be able to give further information about the timeline facts.

Period overview

→ Expected Learning

Organize facts and important processes from the Independence of Mexico to before the Mexican Revolution, using terms such as century, decade and year. Identify changes in the political organization of Mexican territory during the nineteenth century.

Temporal and Spatial Location of the Main Facts and Historical Processes from Independent Mexico to the Mexican Revolution

During the nineteenth century, Mexico went through a long process of national stabilization that began with the fight for independence that culminated in 1821.

In order to be recognized as an independent country by other nations, Mexico had to establish a new form of government, which led to the confrontation between liberals and conservatives, who proposed different forms of government and succeeded in power throughout the nineteenth century.

As of the seventeenth century, after the implementation of the Bourbon Reforms, the situation for the creoles and castes generated huge tensions and the revenues from agricultural, mining and commercial

FIG. 3.1 Mexican territory around 1821.



TERRITORIAL DIVISION OF THE MEXICAN EMPIRE

— Countries, territories and foreign colonies — Territorial extension of the Mexican empire

60

SKILLS DEVELOPMENT

Logical/Mathematical skills:
Sequencing, organizing.

EVALUATION OF CONTENT

The linking between the timeline and page information should be clear. Check it.

productivity were sent to Spain; therefore, after the War of Independence, Mexico's economy was quite weakened. In addition to this, communication routes were severely damaged, farmlands and mining centers were abandoned, and much of the productive population had died during the ten-year armed conflict.

Due to these situations, and to begin its journey as an independent nation, Mexico had to face great economic, educational and social infrastructure problems.

During the first independent governments, Mexico faced bankruptcy since the Spanish Crown had plundered its monetary resources; so, some historians consider the period from 1821 to 1854 as a stage when the government could not provide either authority or stability.

The expenses of the War of Independence forced the first governments to borrow money from English and French bankers, that brought about a debt that caused the 1862 French *Intervention*.

After 1821, the situation in the country was filled with social, economic, educational and cultural inequality. At the same time, the geographical situation represented another major problem: the territory was huge, there were irregularities in the distribution of the population, the new state boundaries were not well identified, and communication between the government and the entities or territories was very defective and took a long time (Fig. 3.1 p. 60).

After its independence from Spain in 1821, Mexico enacted its first constitution in 1824 which established it as a federal system with autonomous entities. However, the problems in Mexico continued because it had to face several diplomatic and political conflicts. (Fig. 3.2).

The internal disagreements in the government also caused conflicts throughout the century that triggered the struggle between the two political factions: the liberals and the conservatives. The liberals sought to separate church from the state, and enacted a series of laws that were incorporated in the Constitution of 1857. However, the Conservatives did not agree with those measures and the Reform War began the same year. When the Reform war or Three Year War ended, France invaded Mexico again in 1862 and imposed Maximilian of Habsburg as emperor from 1864 to 1867. Later, when Maximilian was overthrown and executed, the Republic was restored and Benito Juarez became president.

This last event led to the period known as the Restored Republic, during which the nation was consolidated and led by President Benito Juarez, whose government was able to reduce debt, boost exports and revive mining. The railroad was also built and that improved transportation and the economy. In politics, one of his greatest achievements was the strengthening of the presidential figure and the expropriation of the land and property owned by the Church.

Benito Juarez, along with the liberals Andres Quintana Roo, Jose Maria Luis Mora, Valentin Gomez Farias, Melchor Ocampo and Sebastian Lerdo de Tejada began the political and economic reconstruction of the country incorporating Mexico into the capitalist system that already prevailed in many nations.

After the death of Juarez, Porfirio Diaz came to power promising political stability that would consolidate a time of peace, because since obtaining independence in 1821, the country had lived in a continuous state of violence. To achieve stability, he formed alliances with various groups that were fighting for power and violently repressed those who seeking for democracy and social justice.



KEY CONCEPT

Intervention: Intrusion or interference of a nation in the internal affairs of another, an act which violates national sovereignty.

FIG. 3.2 The national emblem was modified by request from the Constituent Congress of 1823, to replace the one used in the Iturbide Empire.

SESSION INFORMATION

Week: 17

Session: 66

Expected learning

outcome: Organize facts and important processes from the Independence of Mexico to before the Mexican Revolution, using terms such as century, decade and year. Identify changes in the political organization of Mexican territory during the nineteenth century.

CONTENT DELIVERY

Start: Students should read pages 60, 61 and 62. Ask comprehension-check questions.

Development: They should underline the facts that the timeline on page 59 mentions. Then, they should number them in chronological order, i.e. the facts should be clearly linked to the timeline.

Closing: Students should be able to give further information about the timeline facts.

61

Kells

SKILLS DEVELOPMENT

Logical/Mathematical skills: Solving jigsaw puzzles.

EVALUATION OF CONTENT

The linking between the timeline and page information should be clear. Check it.

SESSION INFORMATION

Week: 17

Session: 66

Expected learning outcome:

Organize facts and important processes from the Independence of Mexico to before the Mexican Revolution, using terms such as century, decade and year. Identify changes in the political organization of Mexican territory during the nineteenth century.

CONTENT DELIVERY

Start: Students should read pages 60, 61 and 62. Ask comprehension-check questions.

Development: They should underline the facts that the timeline on page 59 mentions. Then, they should number them in chronological order, i.e. the facts should be clearly linked to the timeline.

Closing: Students should be able to give further information about the timeline facts.

Project preparation: Students should go back to unit 2 and do research on the economic activities Mexico had at the beginning of Independence.

FIG. 3.3 Porfirio Diaz was a mestizo caudillo with liberal ideas seeking political stability that would result in a period of peace, and would motivate foreign investment to enable the country's economic development.



Porfirio Diaz was president from 1877 to 1911 and achieved great economic growth and prosperity for the country; however, his dictatorship benefited only a few. Most of the population suffered injustices that forced them to start a revolution seeking democracy and social justice (Fig. 3.3).

Mexico was very much behind in science and technology compared to industrialized countries like the United States, France, Germany, England and Japan that needed raw materials, cheap labor and markets for their products. In this sense, Mexico was a great option for investment. Diaz's government implemented a series of measures under the motto "Peace, order and progress", to motivate foreign investment that allowed Mexico to become part of the capitalist development already achieved by other nations.

By the end of the nineteenth century, pressure from industrialized countries forced Mexico to jump into capitalism since it was a supplier of raw materials, such as minerals and agricultural products. The country also

produced materials needed to meet the requirements created by the second industrial revolution: steel and oil. Foreign capital was invested in the construction of railroad tracks, oil drilling, reactivation of mining industry, the development and expansion of communication systems, and installing electricity in major cities. The national capital was invested primarily in the countryside in haciendas dedicated to agriculture and livestock.

Porfirio Diaz remained in power for over thirty years with a government known as a *dictatorship*. During this period, he achieved great economic growth, the rail network was expanded, electricity was introduced, trade and industry were developed; however, the great majority of the population was exploited and continued to live in poverty. During the first decade of the twentieth century, the enormous economic and social inequalities and the exclusion of political decisions in the mid-sector led to the beginning of the Mexican Revolution.

KEY CONCEPT

Dictatorship: Government exercised outside the constitutive laws of a country; it imposes its authority violating the legislation previously enforced.

Team Work

1. Form groups of three or four to research the most relevant facts and processes from the Independence of Mexico up to before the Mexican Revolution and make an illustrated timeline in which you specify the century, decade and year in which the events happened. Share your work with the class.
2. Form three teams and do the next activities. The first team will develop a wall map showing the Mexican territory before it lost northern territories. The second team will draw a wall map showing the territories lost by Mexico, and the third team will prepare a wall map of Mexico after the loss of the territories. Present your team work to the class.

Keep the product of your activities as it will help you locate the changes in the political organization of the country, and understand the historical time and space of these events.

62

SKILLS DEVELOPMENT

Logical/Mathematical skills:
Sequencing, organizing.

EVALUATION OF CONTENT

The linking between the timeline and page information should be clear. Check it.

Topics to Understand the Period

Answer the question and discuss.

- Which characteristics of the current Mexico were originated in the nineteenth century?

Towards the Establishment of a New State

→ Expected Learning

Explain the difficulties Mexico had to overcome to become as an independent nation.

Introductory questions

1. Answer the questions.
 - Of all the difficulties that Mexico faced during its independence, which one do you think was present throughout most of the century?
 - What kind of government do you think was best for the country, conservative or the liberal?
2. Support your answers and discuss them in teams of three or four. Write your conclusions in your notebook.
3. Keep your answers so you can get back to them when you finish studying this topic.

The Economic Crisis after the War

After the Independence of Mexico, one of the major problems was that the new rulers had to lead a bankrupt nation with population scattered around a huge territory. A population that also had high expectations for the new government (Fig. 3.4).

There were many reasons that caused the economic crisis in Mexico in those days, a large part of the towns and territory were damaged from the armed conflict. The roads were destroyed, the fields were abandoned and public finances were ruined because the disorganization of the state did not allow a proper collection of taxes. Furthermore, with the implementation of the Bourbon Reforms, the Spanish Crown extracted large amounts of gold, minerals, raw materials, agricultural and livestock products, and a large sum of money weakening the economic capital. There was a deep-seated regionalism, each region competed for economic resources and this impeded the states' payment of taxes to the federation.

The first governments tried to remedy the situation and applied for internal loans from private institutions and external loans from other nations, but this only increased the public debt.

Due to the precarious economic situation, the federal government could not meet its responsibilities, such as the defense of the territory, the imposition of a social order, the pursuit of international recognition and the payments of the external debt.

Social Inequality and Population Distribution

After independence, the Mexican population was distributed very unevenly, it is estimated that there were six and a half million people at that time, 90% of which lived in the countryside and only 10% in the

ICT

If you want to know more about the essential facts and historical processes from the Independence of Mexico to the Mexican Revolution, go to:

www.bicentenario.gob.mx

FIG. 3.4 After the independence and during the following decades, the country's development stopped, so most of the population lived in poverty, especially in rural areas.



63

SESSION INFORMATION

Week: 17

Session: 67

Expected learning outcome: Explain the difficulties Mexico had to overcome to become an independent nation.

CONTENT DELIVERY

Start: Ask students questions about their research. Then, have them discuss the introductory questions. Elicit answers.

Development: Students should read pages 63 and 64. Ask for comprehension check questions. Later, have them do the Individual Work activity.

Closing: Students should get the graphic organizer (described in the Individual Work chart on page 64) checked.

SKILLS DEVELOPMENT

Reading skills: Scanning.

Visual/Spatial skills: Charting.

EVALUATION OF CONTENT

Students should get their graphic organizer checked.

SESSION INFORMATION

Week: 17

Session: 68

Expected learning outcome:

Explain the difficulties Mexico had to overcome to become an independent nation.

CONTENT DELIVERY

Start: Students should read pages 64 and 65. Ask some comprehension-check questions.

Development: In teams, students should make a song or rap or verse in which they narrate the difficulties Mexico had to overcome to become independent.

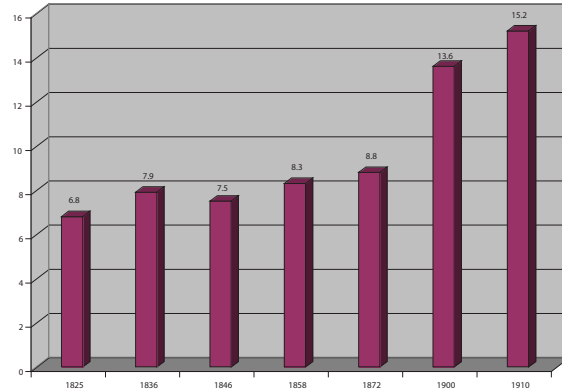
Closing: Students should present their songs.

FIG. 3.5 Population of Mexico between 1825 and 1910 in millions of inhabitants. Source: inegi.gob.mx



FIG. 3.6 Inequality in rural areas became even more evident after the Independence, landowners possessed immense territories, while farmers and workers survived with limited resources.

cities. There were also virtually uninhabited areas, such as New Mexico and Texas, in the northern part of the territory, so communication with the government installed in the center was extremely slow and infrequent; most of the population was in the central and southern areas of the country, for example, Mexico City, Puebla, Guadalajara and Queretaro (Fig. 3.5).



The social structure that had prevailed during the Colony hardly changed with the Independence.

The society of independent Mexico consisted of 18% white, 22% castes and 60% indigenous people. Just like during Spanish domination, the white minority consisted of members of the church and the army, landowners, miners and traders. Most of the population, formed by mestizos, indigenous and castes worked as farmers, laborers, servants, artisans and workers, among others (Fig. 3.6).

Individual Work

1. Use the Internet, books or other sources to find out what type of services and economic activities Mexico had at the beginning of its independence.
2. With the information, make a graphic organizer about Mexico's social problems in the early years of its independent life.
3. Discuss whether the social organization of Independent Mexico changed dramatically from that of New Spain or if it was a gradual change. Who benefited from these regime changes? This will help you understand the social inequality in the early stage of Independent Mexico.

ICT

If you want to know more about the first Constitution that governed Mexico, go to:

<http://www.sul.stanford.edu/depts/hasg/latinam/celebmex/constit1824.html>

The Constitution of 1824

In 1822, only one year after obtaining independence, the newly formed Congress worked under a lot of pressure. It had to develop a Constitution to govern the country, as it was necessary to legally establish the rights, obligations and demands of individuals, and of those ruling. Agustín de Iturbide forced Congress to name him emperor. The decision was premature and many individuals and groups opposed it; the appointment defied the nation's project in which Mexico was settled as a republic and not as an empire. The Congress members that were seeking the establishment of the Republic were divided into two groups with different political ideas: the Federalists and the Centralists. The Federalists proposal consisted of undermining jurisdiction to the central government and forming a group of autonomous states linked with

64

SKILLS DEVELOPMENT

Musical skills: Singing.

Verbal/Linguistic skills: Creating a song/rap.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Students should actively participate in the song presentation.

each other. The proposal of the Centralists insisted on maintaining a strong central government that the states depended on to achieve economic stability and defend the territory from wars.

In October 1824, after much debate, Congress passed the first federal Constitution, which stated that Mexico was a Federal Republic, consisting of 19 states, four territories and a Federal District. It divided the power into three: executive, legislative and judiciary; and it also stated that the term lengths for the President and Vice President would be four years and they would be chosen by the state congresses (Fig. 3.7).

Throughout the nineteenth century, modifications were made in accordance to the interests and needs of the government in turn.



FIG. 3.7 In 1824 the first Constitution of Mexico was enacted.

To Know More

Masonic lodges were political clubs supporting characters from politics. In early independent years, lodges functioned as political parties which didn't exist at that time. The main lodges were the Scottish with conservative members, and the Yorker, with federalists and liberals.

Difficulties in the Consolidation of a National Project

For the insurgents who had been involved in the fight for independence, Mexico was not suited to be an empire. A group led by Fray Servando Teresa de Mier and some Masonic lodges suggested that the form of government that the country needed was a republic.

Congress and Iturbide failed to reach an agreement on how to run the country, so Iturbide as emperor, dissolved the Congress. Antonio Lopez de Santa Anna took advantage of this situation and he rose in arms against the Emperor in 1822. The group of Republicans demanded the formation of a new Congress. At the possibility of being assassinated, Iturbide reinstated the Congress and by February 22nd of that year he left the country (Fig. 3.8).

A republic divided into federalists and centralists was achieved finally with the Constitution of 1824. The country was defined as a Federal Republic.

In 1828, there were elections for president. The contenders were Vicente Guerrero for the federalists and Manuel Gomez Pedraza for the centralists. The apparent winner declared by the Congress as president was Manuel Gomez Pedraza, however many people and federalist groups claimed that the real winner had been Vicente Guerrero. Fraud and popular discontent due to economic problems and unfair distribution of wealth brought society to a popular uprising supporting the Federalist Vicente Guerrero (Fig. 3.9). The uprising, led by Antonio Lopez de Santa Anna in support of Vicente Guerrero, scared conservatives and politicians in power. With the imminent revolution, the Congress verified Vicente Guerrero as president of the Republic.



FIG. 3.8 Iturbide was supported by the group seeking to establish an empire.

Conflicts between different ideologies and governance continued during the first decades of the nineteenth century and caused wars and uprisings between groups that were supported by the Church or the army. By 1835, the federalism had lost power and established a centralized government.

The centralist government lasted 10 years, from 1836 to 1846. It established a new Congress and created the Seven Laws, a Constitution with a centralist tendency. Although it was conservative, it contemplated the division of powers.



FIG. 3.9 Vicente Guerrero was supported by the group seeking a federal government.

Team Work

1. Form three teams to make a list of the difficulties Mexico went through to establish itself as an Independent nation. A team will address the social aspect, another the economic, and the third the political aspect.
2. Once you have collected the information, make a table with three columns where each team writes its information.
3. Present the tables in the classroom and discuss what you think the most difficult problem to solve was.
4. With the help of your teacher, imagine possible solutions for each circumstance.

Kells

65

SESSION INFORMATION

Week: 17

Session: 68

Expected learning outcome: Explain the difficulties Mexico had to overcome to become an independent nation.

CONTENT DELIVERY

Start: Students should read the end of page 64 and the whole page 65. Ask some comprehension-check questions.

Development: In teams, students should make a song or rap or verse in which they narrate the difficulties Mexico had to overcome to become independent.

Closing: Students should present their songs.

SKILLS DEVELOPMENT

Musical skills: Singing.

Verbal/Linguistic skills: Creating a song/rap.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Students should actively participate in the song presentation.

SESSION INFORMATION

Week: 18

Session: 69

Expected learning outcome:

Identify the causes and consequences of foreign interventions in Mexico.

CONTENT DELIVERY

Start: Show students a continental map and ask them if they know how big Mexico was in the XIX century. Elicit answers. Tell them to show you in the map.

Development: Ask students to read the Threat of Reconquista and need for International Recognition. In teams, they will create a crossword puzzle using the most information from the paragraph. For example:

Across:

1. Where had the Spanish army taken refuge in Veracruz?

In the _____ of San Juan de Ulúa.

Answer:

FORTRESS

Closing: Teams should exchange their crossword puzzles with another team and solve them.

ICT

If you want to know more about the Constitution of the Seven Laws, go to:

<http://www.juridicas.unam.mx/publica/rev/hisder/cont/15/cnt/cnt10.htm>



FIG. 3.10 As a war tactic, towns near Tamaulipas were abandoned by the population to support the Mexican army.



FIG. 3.11 During the nineteenth century independence movements began spreading throughout the continent. The main figure in this movement was Simon Bolivar, who contributed to the independence of Bolivia, Colombia, Ecuador, Panama, Peru and Venezuela.

66

International Conflicts and Territorial Dispossession

→ Expected Learning

Identify the causes and consequences of foreign intervention in Mexico.

Introductory questions

1. Answer the questions.
 - Do you know which countries intended to occupy Mexico during the nineteenth century?
 - Why do you think that a country intervenes or invades another taking advantage of the debts that have not been settled? Do you think countries are entitled to collect what they are owed or do you think it is an abusive attitude that takes advantage of the weakened economic situation?
2. Compare your answers with a partner. Correct them if necessary.
3. Keep your answers so you can come back to them when you finish studying this topic.

Threat of Reconquest and Need for International Recognition

After the Independence, Mexico was seen as a country from which much wealth could be extracted, as Spain had done for such a long time. For this reason, the new government feared an attempt of reconquest. When the Spanish left, part of their army had taken refuge in the fortress of San Juan de Ulua, in Veracruz. As feared, on October 26, 1821 there was a first Spanish reconquest attempt of Mexico. The bombardment of Veracruz from the last army group caused severe damage, but Mexican naval forces made the Spanish surrender on November 23, 1825.

In 1825, Guadalupe Victoria blocked the fortress, forced the Spanish to surrender and they were expelled. In 1827, a Spanish conspiracy led by Father Arenas was discovered, and he was executed along with Gregorio Arana. Generals Pedro Celestino Negrete and Jose Antonio Echavarrri were arrested, prosecuted and exiled, so Guadalupe Victoria decided to expel all of those born in Spain, belonging or not to the army.

In 1829, there was a new attempt of reconquest, three thousand men landed in Cabo Rojo, Veracruz and from there they went to Tampico, Tamaulipas (Fig. 3.10). The attack was repelled by generals Manuel Mier y Teran and Antonio Lopez de Santa Anna, and the Spanish Army was defeated. Given this fact, Santa Anna became a national hero.

In addition to internal problems, Mexico needed to be recognized by the other countries as an independent nation-state. Since Mexico was Spain's enemy, the other Catholic countries refused to recognize its independence and those who were not Catholic, like the United States and Belize, remained undefined.

European countries did not recognize the independence of Mexico because they were ruled by absolutist governments and they did not want ideas of nationalism and liberalism to be extended, but they finally accepted the situation.

In order to recognize Mexico as an independent country, powerful nations such as England, France and the United States asked for a privileged commercial and fiscal treatment in exchange.

England sought to give loans from which they would obtain high interests, and gain key sectors of the economy, such as mining. France wanted to take over part of the American territories. The United States wanted to increase its hegemony through the Monroe Doctrine: "America for the Americans".

Chile, Colombia and Peru (Fig. 3.11) had just gained their independence and were the first to recognize Mexico by crediting its representatives in 1822. By 1823, the United States recognized the independence of Mexico. Great Britain did so in 1826 due to commercial interests. However, the Vatican and Spain did not do so until 1836.

SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Visual/Spatial skills: Building a crossword puzzle.

Verbal/Linguistic skills: Playing word games.

EVALUATION OF CONTENT

Students should have their crossword puzzles checked.

Team Work

1. Work in teams to research when Mexico was recognized as an independent country by other countries in Europe and America. Try to find out about countries other than those mentioned in the unit.
2. Use the information to develop a timeline in which you mark the recognition dates.
3. Discuss in groups the reasons that every country may have had to recognize the Independence of our country sooner or later, this way you will be able to understand the difficulties that Mexico faced in becoming a nation.

Northern Colonization Attempts

At the end of the eighteenth century, the colonial government of New Spain had allowed American settlers to begin an occupation of the territories at the northern border. This colonization allowed Moses Austin to become established, as well as 300 other families, in the province of Texas.

In 1823, the Mexican government ratified the grant to colonize the territory in the north, under the condition that the settlers be Catholics. To support the mobilization, the government gave lands and exempted the people who went to the territories from paying taxes.

By 1830, English-speaking settlers tripled the number of Creoles and mestizos (Fig. 3.12). The new Anglo settlers were, mostly, slaveholders and Protestants. The Mexican government tried to stop this situation, but the remoteness and lack of communication made it impossible to do it.

FIG. 3.12 Colonization concessions in Texas around 1833.

Separation of Texas

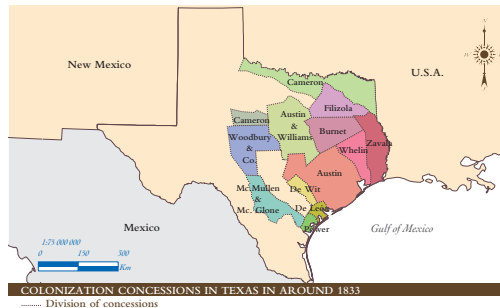
Upon its independence of July 4, 1776, the United States began an expansionist race to the west of the territory occupied by the Thirteen Colonies.

Soon after, the process of the separation of Texas began. Anglo settlers who were slaveholders and lived in the territory of Texas were against the abolition of slavery decreed by President Guerrero in 1829.

Anglos decided to submit a few requests to Congress, such as cancelling the ban of Anglo-American immigration, extend the period of tax exemption, increase Texan representation, authorize the use of English in government procedures and approve jury trials.

In 1833, Stephen Austin (Fig. 3.13) traveled to Mexico City on his countrymen's requests. In the meantime, Vice President Valentín Gómez Farías, was charged of treason for encouraging Texas to separate from Mexico and was imprisoned. When Austin got to the Capital and realized he would not achieve his objective, he wrote a letter to his countrymen telling them to ignore the government and to start organizing the municipalities; however, his letter was intercepted and Austin was imprisoned until 1835, when Santa Anna released him.

Santa Anna introduced the centralist Constitution of the Seven Laws, in which the states lost their autonomy from the federation; the more distant states were upset. Stephen Austin took advantage of this to declare the independence of Texas and attacked the Mexican army that was positioned in the area. Santa Anna defended the territory from the attack of the Americans. He managed to defeat them in several battles and conducted a slaughter in the town of the Alam. In San Jacinto, he was surprised in



COLONIZATION CONCESSIONS IN TEXAS IN AROUND 1833



FIG. 3.13 Stephen Austin is known as the "father of Texas", his intervention was crucial to its independence.

SESSION INFORMATION

Week: 18

Session: 70

Expected learning outcome: Identify the causes and consequences of foreign interventions in Mexico.

CONTENT DELIVERY

Start: Use some comprehension check questions to remind students of the period being studied.

Development: Get them to read "Northern Colonization Attempts" and "Separation of Texas" (it ends in the following page). Then, they should make a questionnaire of 7 questions.

Closing: Students should exchange notebooks to answer each other's questionnaires.

Kells

67

SKILLS DEVELOPMENT

Reading skills: Scanning, reading for detail.

Writing skills: Making questionnaires.

EVALUATION OF CONTENT

Ask comprehension-check questions about both topics at random.

SESSION INFORMATION

Week: 18

Session: 71

Expected learning outcome:

Identify the causes and consequences of foreign interventions in Mexico.

CONTENT DELIVERY

Start: Have students read “The 1838 French Blockade”. Help as necessary so everyone understands what it is about.

Development: In teams, they should discuss the questions in the Team Work chart.

Closing: Lead the discussion so everybody can see the reasons behind the French blockade.

Project preparation: Students should take two maps of North America, cardboard or a large sheet of bond paper, markers, and ruler.



FIG. 3.14 Santa Anna defeated the Americans in several battles, perpetrated a slaughter in the village of The Alamo, but was finally defeated at the Battle of San Jacinto River in 1836.

his sleep by the Texans, and was taken prisoner. Santa Anna negotiated his release; to obtain his freedom he signed the Treaties of Velasco recognizing the independence of Texas (Fig. 3.14).

Some of the causes that influenced in the separation of Texas were:

- The ratification of the permission for colonization.
- The Mexican government forgot and abandoned the territory.
- Poor communication that made it difficult to know exactly what was happening.
- The influence of the United States, which basically wanted to annex the territory to its nation.
- Santa Anna's centralism.

Activity

Read the instructions and write the answers in your notebook.

1. Research “American expansionism” and write a short explanation.
2. Who were the main beneficiaries and those affected by this expansion?

Keep your answers to help you identify the causes and consequences of foreign influence, in this case, from the United States.



FIG. 3.15 During this war, known as the “Pastry War”, Santa Anna was wounded in battle and lost a leg.

The 1838 French Blockade

After the establishment of the government of Guerrero, French interests in Mexico included the removal of Mexican officials and the granting of special treatment to French citizens residing in the country.

In March 1838, the French government blocked the port of Veracruz to impede foreign trade with Mexico. The excuse given by France was that the Mexican government had refused to compensate a French baker, surnamed Remontel, with 600,000 pesos. Remontel claimed damages of war to his bakery, caused by Mexican officials in 1828 (Fig. 3.15).

At that time, the Mexican army was trying to negotiate the withdrawal of French vessels and at the French refusal, the war broke out and the French took over the San Juan de Ulua Fortress. When Santa Anna was in charge of the defense of the fortress, the people supported him. Given the situation and to favor their own interests, the British government intervened for the continuation of the negotiations. Finally, on March 21, 1839 the Mexican government agreed to pay the 600,000 pesos in compensation.

Team Work

1. In teams reflect on the following:
 - Do you consider the blockade and invasion of France to Mexico fair? Do you think their true motives were to defend a baker?
 - What do you think their true interest was?
2. Discuss the expansionist ambitions of Europe, this will help you identify the causes and consequences of foreign intervention in Mexico.

GLOSSARY

Annexation. To incorporate (territory) into an existing political unit such as a country, state, county or city.

The War with the United States

In 1836, Santa Anna accepted the independence of Texas, however, it was not until 1845 that the territory applied for **annexation** to the American Union, which was approved by the United States Congress. Mexico, however, did not accept this annexation.

On May 13, 1846, the United States declared war on Mexico, justifying its military incursion with the lack of compensation payment to American citizens. Besides, Mexico had to accept the annexation of Texas to the United States. The United States Army invaded the country on four fronts and forced the government

68

SKILLS DEVELOPMENT

Reading skills: Reading for gist.

Verbal/Linguistic skills: Debating.

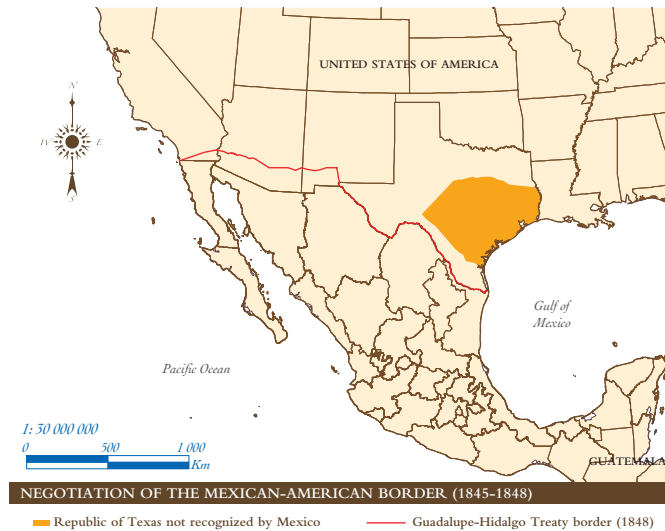
EVALUATION OF CONTENT

Students should name two reasons why France organized a blockade.

to take refuge in Queretaro. General Scott defeated the Mexican Army in Veracruz and continued moving until reaching Mexico City, where he took the fortresses of Churubusco and Chapultepec.

On September 14, 1847, the American flag was hoisted at the National Palace.

The war came to an end with the signing of the Treaty of Guadalupe-Hidalgo in 1848, in which Mexico had to cede the territories of Texas, New Mexico and Alta California, which was more than half of its national territory. (Fig. 3.16). Also, it had to pay compensation for war damage and in exchange for the lost territories, Mexico received a compensation of 15 million dollars.



To Know More

During the war with the United States about 300 or 400 U.S. army soldiers defected to join Mexico. They were Irish that formed the Saint Patrick Battalion and felt more identified with the Mexicans because they were Catholic and suffered the disdain of other Americans.

FIG. 3.16 Mexican territory after the Treaty of Guadalupe-Hidalgo.

Group Work

- Form two teams to work on this activity.
 - The first team will make a wall-size mind map to explain the causes and consequences of foreign intervention.
 - The second team will make another wall-size map that shows the process of dispossession of Mexican territory.
- Present your work to the classroom or on the bulletin board. This will help you to understand the historical time and place of these events.

Seeking a Political System

→ Expected Learning

Explain changes in the different forms of government in the nineteenth century.

Kells

SESSION INFORMATION

Week: 18

Session: 72

Expected learning outcome: Identify the causes and consequences of foreign interventions in Mexico.

CONTENT DELIVERY

Start: Ask students to go back to page 60 to color in the maps they should have taken to class, all the Mexican territory in the XVIII century. Then, color the current Mexican territory and compare them. How much territory was lost? Why did it happen? Students should read the following paragraph to find out the answers to those questions.

Development: Students should read “The War with the United States”. Then, they should make a wall-size mind map (thoroughly explained in the Group Work chart).

Closing: Students should be able to narrate the causes and consequences of foreign interventions in Mexico.

SKILLS DEVELOPMENT

Critical thinking skills: Recycling information, mind mapping.

Visual/Spatial skills: Creating maps.

EVALUATION OF CONTENT

Students should actively participate in the wall-size mind map elaboration. They should also get their maps checked by the teacher.

SESSION INFORMATION

Week: 19

Session: 73

Expected learning outcome:

Explain changes in the different forms of government in the XIX century.

CONTENT DELIVERY

Start: In teams, students should discuss the introductory questions.

Development: They should read “The ideology of Liberals and Conservatives” (It starts on page 70 and ends on page 71).

Closing: Students should do the Individual Work activity.

ICT

If you want to know more about the war against the United States, go to:

<http://www.archives.gov/education/lessons/guadalupe-hidalgo/>

KEY CONCEPT

Centralism: Government directed from the center, in which the states do not enjoy autonomy.

Federalism: A system of government in which the states that make up the nation are autonomous, have their own laws and are integrated through a federal pact.

GLOSSARY

Economic protectionism.

Economic policy developed by a country, namely to safeguard and encourage industry through the imposition of taxes on foreign products and fiscal incentives (tax cuts).



FIG. 3.17 Lucas Alamán was a conservative.

70

Introductory questions

1. Answer the questions.
 - Are you aware of the two main forms of government that existed in Mexico during the nineteenth century?
 - What form of government do you think was more convenient for Mexico in that period? Why?
2. When answering, consider what the country was going through, and consider that for three centuries it was part of a monarchy.
3. Keep your answers so you can return to them when you finish studying this topic.

The Ideology of Liberals and Conservatives

From the beginning of its independent life, Mexico experienced different forms of government based on ideologies of what was best for the country.

In April 1823, Mexico was declared a Republic and a constituent congress was appointed to write the Constitution. Congress had two political factions: the Conservatives and the Liberals.

The Conservatives proposed to preserve the existing social order from the Colony, a monarchy or a **centralist** republic, in which the country was controlled by a central government both politically and economically with one Constitution and states that were not autonomous. This group was mainly composed of the wealthy classes (landowners, miners and merchants), intellectuals and professionals or clergy and army members. The Conservatives defended the respect to retention of properties, and the charter of the Church and the army. Their project included establishing Catholicism as the official religion and **Economic protectionism** for industry following the model of the European monarchies (Fig. 3.17).

The Liberals wanted to establish a federal republic in which each state was autonomous, in other words, each regulated its policies and economy independently and the federation was limited to regulating relations between the states and abroad. Criollos and mestizos, who were part of the middle class, formed the liberal group; many were intellectuals, lawyers, teachers and journalists, but also some hacienda landowners and merchants supported the liberal ideas. The Liberal Party was against monarchical ideas and believed that the United States was a model nation that had to be followed. The Liberals believed that everyone was equal before the law, and they did not accept privileges. They proposed to divide the land among smallholders and defended the right for everyone to profess the religion they wished and to have a secular society. They also proposed free trade and the inclusion of Mexico into the capitalist system.

Shortly after the Declaration of Independence of the Mexican Empire was signed, a government was formed in which the executive power was taken by a regency consisting of five members, among whom was the last viceroy, Juan O'Donoju, and Agustín de Iturbide, who was named president of the regency.

In 1822, Iturbide organized a Congress and proposed a moderate constitutional monarchy, shortly after he was crowned emperor. Insurgents that had fought for independence disagreed with the monarchical system because they were seeking to form a republic as a form of government, in which the government was divided into three powers: executive, legislative and the judiciary. Some insurgents such as Vicente Guerrero, Nicolás Bravo and Antonio López de Santa Anna protested against Iturbide, who by 1823, was forced to abdicate and was expelled from the country. When he returned from exile, in 1824, he was executed.

When the empire ended, the insurgent generals Pedro Celestino Negrete, Nicolás Bravo and Guadalupe Victoria took the executive power. In 1824 the federal Constitution for that year was enacted.

That same year elections were held, and the **federalist**, Guadalupe Victoria became president and the centralist Nicolás Bravo became vice president. However, the ideological differences between the president and the vice president led to different conflicts (Fig. 3.18 p. 71).

SKILLS DEVELOPMENT

Speaking skills: Discussing.

Critical thinking skills: Organizing information.

Visual/Spatial skills: Charting.

EVALUATION OF CONTENT

Students should get their table checked.

In the elections of 1828, two Federalists Manuel Gomez Pedraza and Vicente Guerrero competed. Congress declared Gomez Pedraza the winner. Vicente Guerrero did not agree with the result and staged a coup d'etat to assume power. Congress dismissed Guerrero and appointed the vice-president Anastasio Bustamante as president.

Guerrero was executed in Oaxaca in 1831, Bustamante resigned and Manuel Gomez Pedraza concluded the presidential term and called for elections in which Antonio Lopez de Santa Anna was elected as president and Valentin Gomez Farias as vice president. In Santa Anna's absence, Gomez Farias took control of the country and tried to limit the power of the Church (Fig. 3.19).

After the Federalist government and because of the type of administration that was being carried out, a centralist government was formed. It was made up of moderate Federalists and conservative centralists, who enacted the Constitution of the Seven Laws in 1836. From 1835 to 1846, the governments were centralized and were based on the Constitution of the Seven Laws.

In 1846, during the United States invasion of Mexico, the Federalists restored the Federal Republic. The confrontation between liberals and conservatives lasted a long time because both ideologies had several followers.

The liberal president, Valentin Gomez Farias, wanted to weaken the conservatives so he ordered the exile of several members of the Church, enacted laws affecting the power of the Church and legislated to dissolve the charter of the military.



FIG. 3.18 Guadalupe Victoria was the first president of Mexico. On October 4, 1824, just two days after his mandate, the Federal Constitution of the United States of Mexico was enacted.



FIG. 3.19 Valentin Gomez Farias fought against the abuses of the Church, thanks to him, papal bulls, with which the Church demanded taxes, were suspended.

Individual Work

Read the instructions and work in your notebook.

1. Prepare a table where you specify the characteristics of liberals and conservatives.
2. List who made up each group, what form of government they proposed, which model of nation they followed and what they proposed in relation to the Church and trade.
3. Share and compare your work with others.
4. Display the tables in a visible place in your classroom. This will help to explain the changes in the different kinds of government in the nineteenth century.

The Constitution of 1857

During the nineteenth century, in the pursuit of legalizing the form of government, two important liberal constitutions were developed, the Constitution of 1824 and the Constitution of 1857.

The Constitution enacted on February 5, 1857 arose from the debate between liberals and conservatives during the Constitutional Convention held in February 1856.

This Constitution established Mexico as a Federal Republic, representative and democratic, with the power divided into legislative, executive and judiciary. The Legislative power was represented in Congress, formed by the Chamber of Representatives. The Executive power was represented by the President of the Republic and because the position of Vice President had been eliminated, it was stated that in the absence of the president, the power would rest in the president of the Supreme Court of Justice of the Nation.

This constitution differed from that of 1824 primarily in the relationship of the Church and the State (Fig. 3.20). It established respect towards individual rights: freedom of education, of thought, of work, of expression, of association, of transit and of property.



To Know More

The terms "federalism" and "centralism" are related to political systems or forms of government; while the terms "liberalism" and "conservatism" are ideologies related to economic and social aspects.

FIG. 3.20 Jose Maria Luis Mora was a liberal ideologist and one of the major figures who fought for the separation of the church from the state.

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SESSION INFORMATION

Week: 19

Session: 74

Expected learning outcome:

Explain changes in the different forms of government in the XIX century.

CONTENT DELIVERY

Start: Prepare a rally in which teams will advance 7 stations by answering comprehension-check questions about the ideology of liberals and conservatives.

Development: Students should read "The Constitution of 1857" and name three main legislations it had. Then, they should discuss if those ideals are still valid or not.

Closing: Then, in teams, they should make a role-play pretending they are the 1857 Congress, stating reasons why the constitution established some of its regulations. Some of them will be conservative representatives and some others will be liberal ones.

Project preparation:

Next sessions, in teams of four, they will make three TV shows interviewing Benito Juarez, Maximilian of Habsburg and Ignacio Zaragoza. They should read page 73 and do further research. Students should dress up for the TV show.

SKILLS DEVELOPMENT

Critical thinking skills: Recycling information.

Bodily/Kinesthetic skills: Role playing.

Verbal/Linguistic skills: Discussing, debating.

EVALUATION OF CONTENT

Students should give valid reasons to establish legislations.

SESSION INFORMATION

Week: 19

Session: 75

Expected learning outcome:

Explain changes in the different forms of government in the XIX century.

CONTENT DELIVERY

Start: In teams, students should perform their TV show interviewing Benito Juárez. Choose a team to present in front of the class.

Development: Students should read page 72 and write a brief summary about the Reform Laws.

Closing: Students should be able to explain what the Reforms Laws included.



FIG. 3.21 After the enactment of the Constitution, each state had the possibility of creating its own; at first this caused divisions, but it eventually led to most people having the same rights.

KEY CONCEPT

Reform: Political Movement in the mid-nineteenth century that sought separating the church from the state.

Secularization: Independence between public and religious affairs, this is, the Church not intervening in the state's affairs.

War, the Reform Laws and their Impact on the Secularization of Society

The dissatisfaction of conservatives with the Constitution of 1857 (Fig. 3.21) increased when President Ignacio Comonfort supported Felix Zuloaga to avoid a civil war. Both rose up in arms with the Plan of Tacubaya to ignore the Constitution. They convened a new Constitutional Convention to develop another Constitution. Benito Juárez was imprisoned, and a civil war was triggered between liberals and conservatives.

President Comonfort was not recognized by either the liberals nor the conservatives and was forced to leave the country. Juárez was released from prison and because he was the President of the Supreme Court, he took the presidency of the Republic. His first action as president was to establish the "legal government" in Guanajuato (Fig. 3.22 left); the country at that moment had two governments at the same time, the conservative in Mexico City with Felix Zuloaga as President (Fig. 3.22 right) and the liberal in Guanajuato, with Benito Juárez in charge.

The conservative government persecuted Juárez, so the liberal president settled in Veracruz, and from there he promulgated the *Reform* Laws in 1859, which reaffirmed the liberal ideology and weakened the Conservatives.

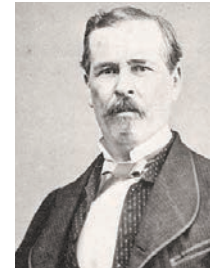
Some of the most important Reform Laws include:

- The law of the nationalization of Church property; with this law, Church properties were confiscated in order to diminish the conservatives' power and gather funds for the liberal fight.
- The freedom of worship law, with this, Mexicans could profess the religion they wanted.
- The law of separation of the church and the state, this law broke the bond that existed between the two institutions.
- The civil registry law did not recognize the authority of the Church to register births, marriages and deaths; this passed into the hands of the State.
- The law of *secularization* of cemeteries ordered that the administration of cemeteries be carried out by civil authorities and not by the Church.

The Reform War and Laws were crucial to the secularization of the State; to separate the Church from the State, the Church lost many of its powers and benefits.



FIG. 3.22 Juárez (left), at the presidential office in Guanajuato, was an example of struggle that inspired movements in several countries in Latin America. Felix Maria Zuloaga (right) led the Plan of Tacubaya, which did not recognize the 1957 Constitution.



Individual Work

1. Research on the Internet or in your school library the enacted Constitutions during the 33 years of struggle between liberals and conservatives, the ones that were written in 1824, 1836, 1843 and 1857.
2. Make a table with this information and say whether these were federal constitutions or of what kind and whether they were supported by liberals or centralists. In another column, write the main contributions of each. This table will help you to explain the changes of government in this period and to use and manage of historical information.

72

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Verbal/Linguistic skills: Interviewing.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Students should actively participate in the role-plays; they should get their summary checked.

French Intervention and the Second Empire

Both liberals and conservatives needed support from powerful foreign nations that were interested in Mexico, in order to obtain money and armament for the struggle between these two factions.

Conservatives sought support among European nations and Liberals looked for the support of the United States. To achieve their goals, they signed treaties with the countries that supported them.

When President Benito Juarez, who was backed by liberals, began the Reform, conservatives disagreed because they thought that the establishment of an empire could bring peace to the country.

So, they offered the Crown of Mexico to Archduke Maximilian of Habsburg. He was supported by Napoleon III who was carrying out an **expansionism** campaign for the French Empire.

Due to the enormous costs of war, the country was still having an economic crisis and President Juarez suspended the payment of external debt to European countries. When this occurred, France allied with Spain and England and invaded Mexico demanding the payment of the debt.

In 1862, with the imminent invasion by Spain, England and France, Juarez decided to negotiate the payments, but the claimant countries landed in Veracruz (Fig. 3.23). To avoid the invasion, the Treaties of the Solitude were signed looking for a solution to the conflicts, respecting Mexican independence and its territory. Spain and England were benefited by the treaties and withdrew their troops, but Napoleon III wanted France to conquer as much of the world as possible so he refused to sign the treaties (Fig. 3.24).

The French army, backed by the conservatives, invaded Mexico and moved to the center of the country. But on May 5th, 1862, General Ignacio Zaragoza stopped its progress in what is known as the Battle of Puebla, so it was not until June 10, 1863 that the army occupied Mexico City (Fig. 3.25).

FIG. 3.25 Although the war was lost, Zaragoza's triumph in the Battle of Puebla was important because, even if it was only one battle, he managed to beat one of the strongest armies and the invasion was delayed a few months.



FIG. 3.23 French troops moving forward after landing in Veracruz.

GLOSSARY

Expansionism. A country's tendency to extend its economic and political dominance over other countries.

FIG. 3.24 The payment of the debt was an excuse for Napoleon III to invade Mexico, since what he actually wanted was to institute a dependent French monarchy in our country. The painting portrays French troops landing in Veracruz.



FIG. 3.26 Part of the population was very enthusiastic about the arrival of the monarchs to the country. In the picture, Maximilian of Habsburg and Charlotte of Belgium.

Kells

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SESSION INFORMATION

Week: 19

Session: 76

Expected learning outcome: Explain changes in the different forms of government in the XIX century.

CONTENT DELIVERY

Start: In teams, students should perform their TV show interviewing Ignacio Zaragoza and a narrator, explaining why the Battle of Puebla is important. Choose a team to present in front of the class.

Development: Analyze Ignacio Zaragoza's contribution to Mexican history. Have them discuss the important facts in this period.

Closing: Students should be able to identify why the Battle of Puebla is important.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Verbal/Linguistic skills: Interviewing.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Students should actively participate in the TV show. They should be able to give reasons why The 5th of May is an important date.

SESSION INFORMATION

Week: 20

Session: 77

Expected learning outcome:

Explain changes in the different forms of government in the XIX century.

CONTENT DELIVERY

Start: In teams, students should perform their TV show interviewing Maximilian of Habsburg and a narrator, explaining why he is an important character to understand the Reform Laws. Choose a team to present in front of the class.

Development: Analyze Maximilian contribution to Mexican history. Have them discuss the important facts in this period.

Closing: Students should be able to identify Maximilian role in the History of Mexico.

Did you

know...?

The *tiendas de raya* (company stores) in haciendas got their name for this reason. The workers bought everything in those stores, sometimes on credit. Their debts would be recorded, but since they could not write, they put a dash (*raya*) instead of a signature. Hence, the *tiendas de raya*.

To Know

More

If you want to know more about the Second Empire, read *Noticias del Imperio* by Fernando del Paso.

retreated to Queretaro, where he was arrested. On June 19, 1867 Maximilian was executed, along with Generals Miguel Miramon and Tomas Mejia, at the Cerro de las Campanas in Queretaro (Fig. 3.27).

On July 15, Juarez returned to Mexico City and pretended to impose himself again as president after the 1871 elections in which he contended against Sebastian Lerdo de Tejada and Porfirio Diaz.

Juarez died as President of the Republic on July 18, 1872.

FIG. 3.27 Maximilian of Habsburg was abandoned by the conservatives for having liberal ideas, but he could not be supported by liberals because he represented a monarchy. When he was to be executed, President Juarez received pleadings from many countries for his release.



Team Work

1. In teams of five, make a wall-size mind map indicating the various governments that Mexico had in the nineteenth century and explain the causes and consequences of the changes in the forms of government during this century.
2. Prepare a short presentation and present your work to the class. This activity will serve as a conclusion to this topic.

Restoration of the Republic and the Porfiriato

→ Expected Learning

Analyze the different causes of economic development in Mexico and its social consequences at the end of the nineteenth century and the beginning of the twentieth century.

Introductory questions

1. Answer the questions.
 - How do you think Mexico achieved stability and development in the last decades of the nineteenth century?
 - How much do you think the ceasing of wars and invasions influenced this?
 - What do you consider were the advances in the country's development that occurred in the second half of the century?
2. Discuss your answers with two or three of your classmates.
3. Keep your answers so you can go back to them at the end of the topic.

Liberal Governments and their National Project

The victory of Benito Juarez and Porfirio Diaz over Maximilian and the French troops brought about the **restoration** of the Republic.

GLOSSARY

Restoration. In a country, restoration of the political regime that existed before and that had been replaced by another.

74

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Verbal/Linguistic skills: interviewing.

Critical thinking skills: Summarizing.

EVALUATION OF CONTENT

Students should be able to name Maximilian of Habsburg actions and facts that contributed to Mexico's history.

In the political order, the implementation of the liberal Constitution of 1857 was considered. As for the social order, it was intended to bring peace by decreasing banditry and attracting foreign migration to populate the isolated areas in the north of the territory. On the economic side, they tried to establish smallholdings (parcels) of land to sow using new farming techniques, attract foreign investment, develop industry and turn Mexico into the commercial bridge between Europe and the far east (as it had been during colonial times) through free trade. Finally, on the cultural side, religious freedom was sought as long as it did not get involved with politics. There were attempts to integrate indigenous communities by proclaiming Spanish as the official language. Also, the idea of having compulsory and free education was established.

It was complicated to carry out liberal proposals. The roads and villages were still insecure, since banditry could not be reduced, this caused foreign investment and migration to be limited and Mexico was not seen as an attractive country by either sector. The **smallholdings** or parcels did not succeed as the government expected since large land owners acquired the smaller lands. Trade could not be as free because roads were not suitable for transportation.

GLOSSARY

Smallholding. A field which has been subdivided into strips of smaller areas.

Individual Work

1. Make a list of the proposals suggested by the liberal government of Benito Juarez to help with the development of the country. Then, mention whether they were carried out or not. In case they were not carried out, give the reasons.
2. Discuss with your classmates the problems faced by the country during the nineteenth century. This activity will help you form a historic conscience for coexistence.

Porfirian Peace and the Centralization of Power

Porfirio Diaz took over the presidency of the Republic in 1877. The first years were complicated because he had to change his Cabinet several times to find the balance needed. He began to control his government when he was about to finish. From 1880 to 1884, Manuel Gonzalez governed the country, but after his term, Porfirio Diaz returned to power.

As discussed in the previous section, a major government emergency was to bring peace to the country. During his second term, Diaz managed to do so, by using force against the **seeditious** generals, the disobedient indigenous and bandits. The pacification of the country was essential to achieve the economic development desired by Mexicans and from Mexico City, Porfirio Diaz was able to control the Mexican territory.

GLOSSARY

Seditious. That promotes a violent and collective uprising against the authority.

Individual Work

1. Based on what you have learned, make a comparative list, with the advantages and disadvantages of Diaz's tactics to bring peace to the country.
2. Discuss the advantages and disadvantages of a person that retains power for many years. This way you can analyze multiple causes of economic development in Mexico during that period.

Reorganization of Public Funds, Economic Growth and Foreign Investments

Porfirio Diaz proposed ideas similar to Juarez's to achieve economic progress. They were based mainly on migration and foreign investment. Since it was also necessary to efficiently communicate around the country, Diaz gave **concessions** to British and American investors to expand the railroads. Foreigners also invested in the country and bought mines, established industries and founded banks.

GLOSSARY

Concession. Legal transaction through which government concedes the rights of public property or the management of a public service.

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SESSION INFORMATION

Week: 20

Session: 78

Expected learning

outcome: Analyze the different causes of economic development in Mexico and its social consequences at the end of the XIX century and the beginning of the XX century.

CONTENT DELIVERY

Start: Students should read "Liberal Governments and their National Project" as well as "Porfiriato Peace and the Centralization of Power". Ask comprehension-check questions.

Development: Students should do the Individual Work activity. Help as necessary.

Closing: Students should discuss the problems faced by the government and provide with possible solutions to them. For the second part, they should discuss the pros and cons of a person who is in charge of power for many years.

SKILLS DEVELOPMENT

Reading skills: Scanning, reading for specific information.

Critical thinking skills: Listing, comparing and contrasting.

Verbal/Linguistic skills: Discussing.

EVALUATION OF CONTENT

Students should actively participate in the debates.

SESSION INFORMATION

Week: 20

Session: 79

Expected learning outcome:

Analyze the different causes of economic development in Mexico and its social consequences at the end of the XIX century and the beginning of the XX century.

CONTENT DELIVERY

Start: Make a guess who...? Game. Students should ask questions in order to guess the name of the characters in the XIX century in Mexico. (Maximilian, Benito Juárez, Ignacio Zaragoza, Porfirio Díaz).

Development:

Students should read "Reorganization of Public Funds, Economic Growth and Foreign Investments", which starts up on page 75 and all page 76. Help with comprehension-check questions.

Closing: Students should do the Team Work activity described on page 77.

Project preparation:

In teams, students will organize a trial to Porfirio Díaz.

FIG. 3.28 The proliferation of new industrial facilities (such as the metal foundry in the picture) contributed to the formation of the working class.



In 1882, the National Bank of Mexico was established; through it, the government could collect taxes. This bank was also dedicated to the service of the general treasury operations, the administration of public debts and to give loans and advances to the government.

Even with all these changes, the country remained largely rural. About 80% of the Mexican population still worked in agriculture and did not enjoy the economic benefits that took place in the cities during that time.

ICT

To learn more about the economic boom and about society during the Porfiriato watch the video *Sociedad, Vida cotidiana y Cultura en el Porfiriato* on Youtube.com

The Emergence of the Working Class and of the New Urban Middle Class

The expansion of the railroads helped with the development of industrial cities and mining. In the early twentieth century, the inhabitants of Mexico City, Guadalajara, Puebla, San Luis Potosí, Leon and Morelia had an urban life that was different to the one they had during the nineteenth century. Popular sectors began to get good educations and well paid jobs. Even when they were still far from the political elite and the aristocracy, people in the cities were able to increase their standard of living by forming a new social class: the urban middle class.

Industrial (Fig. 3.28) and mining growth in the country formed a new social class, the working class. Workers unions were formed and on several occasions, they went on strike demanding higher wages and better working conditions. Of course, with all these changes the role of women became more important in the working life of the country. Of all the workers in those days, it is estimated that a third of them were women, working mainly in the textile and tobacco industries, and in food factories.

Rural Rebellions, Pronouncements, Levy and Banditry

Porfirio Díaz brought peace to the country by maintaining political control. In the economic sector, he let the entrepreneurs act freely; and because of this, a few families were enriched while most of the population lacked the bare minimum to have a good standard of living. The superiority and wealth of some was based on the inferiority and poverty of others.

During this period, industry, mining and the services sector had an important growth, but agriculture did not progress. Only agriculture for exportation was grown on good land and was controlled by a few families, owners of large estates (Fig. 3.29). Moreover, products raised for self-consumption were grown on the worst lands without appropriate techniques for the terrain.

Workers did not have an easy life either, they had workdays of over 15 hours and, in some cases, they did not have any days off. The workers organized and formed **cooperatives** and **unions**, so during the Porfiriato there were numerous strikes.

Both peasants and laborers were exploited. They were paid through a voucher that could be redeemed at the company stores (*tiendas de raya*). These shops were next to factories or farms and were owned by the employers. The economic gap between employers and employees was immense.

This inequality resulted in many people having terrible living conditions. There were two ways out of this desperate situation. One was taking the path of banditry. The other was joining the armed forces.

Banditry was a tradition that originated during the nineteenth century. Some people became bandits because of the economic problems they were going through. Others, however, did so to rebel against the government. The punishment for banditry was jail, and in some cases, even the death penalty.

To deal with the insecurity caused by banditry, the government had to increase the size of the army. To do this, it formed **levies**. The government went to indigenous communities or farms, and recruited isolated people to join the army. The same was done with beggars in the cities.

GLOSSARY

Cooperative Society. The association negotiated with producers and sellers to have common revenue.

Union. Workers association formed to defend and promote the professional, economic or social interests of its members.

Levy. To recruit people for the military service.



FIG. 3.29 Henequen was called green gold, because its exportation grew during the Porfiriato, greatly enriching the landowners. The painting features a henequen hacienda.

76

SKILLS DEVELOPMENT

Critical thinking skills: Formulating questions.

Reading skills: Scanning, reading for detail.

EVALUATION OF CONTENT

Students should be able to respond to the Team Work activity questions.

SESSION INFORMATION

Week: 20

Session: 80

Expected learning

outcome: Analyze the different causes of economic development in Mexico and its social consequences at the end of the XIX century and the beginning of the XX century.

CONTENT DELIVERY

Start: Students should prepare the trial setting. Students will play the characters: Porfirio Diaz, the judge, the prosecutor, the advocate, the members of the jury and three - five witnesses. They should base the interrogatory or defense according to the information they have studied in the book and any other piece of information they can get from other sources.

Development: They should play the trial with your intervention as needed.

Closing: Students should mention the social consequences and economic growth that Porfirio Diaz made possible.

Team Work

- Form teams of three or four to answer the questions.
 - Why were there social differences in the population during the Porfiriato?
 - What social consequences did the industrialization of the country bring?
 - Why did small farmers have so many economic problems?
 - Do you think the problem of banditry decreased during the time of Porfirio Diaz?
- Write your answers in your notebook, they will help you to form a historical consciousness for coexistence.



Railroads and Transformation of the Landscape

When Diaz came to power, the rail network only had 640 kilometers built. The only full stretch was the Mexico - Veracruz line. During his first four years in office, Diaz failed to significantly increase the number of networks. However, when he returned to power after the Manuel Gonzalez period, Diaz managed to connect and communicate a large part of the territory. In just a decade, from 1877 to 1887, on average 700 kilometers were built a year. Transportation between Mexico and the United States grew, and therefore, the trade between the two countries increased.

By 1910, Mexico had over 19,000 kilometers of railroads (Fig. 3.30). Control of the territory was facilitated by improvement in the means of transportation (Fig. 3.31). Furthermore, a unique currency was established across the country.

The arrival of the railway in distant populations from the center of the territory modified the way to travel as well as the landscape.



FIG. 3.31 Porfirio Diaz powered railroads in Mexico. Thousands of kilometers of rail network were built from 1880 to 1910. This increased the development of industry and trade.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Interpersonal skills: Working as a team member.

EVALUATION OF CONTENT

Students should actively participate in the trial; They should be able to tell social consequences and economic growth facts that were mentioned.

SESSION INFORMATION

Week: 21

Session: 81

Expected learning outcome:

Explain the social and political contradictions of the *Porfiriato* that caused the beginning of the Mexican Revolution.

CONTENT DELIVERY

Start: Students should read pages 78 and 79. Help as necessary with comprehension.

Development: Students should do the Group work activities.

Closing: Students should summarize in a mind map the reasons why the Revolution started.

Small populations that had not changed since colonial times began to rise. Furthermore, the number of telegraph line poles increased with the growth of the railway network. The railroads also allowed the establishment of new factories outside Mexico City, since it facilitated transporting products.

Prelude to Revolution

→ Expected Learning

Explain the social and political contradictions of the Porfirian regime that caused the beginning of the Mexican Revolution.

Introductory questions

1. Work in teams of four to answer the questions.
 - According to what you read in the previous section, what do you think were the social costs of the economic development during the Porfiriato?
 - How do you think Porfirio Diaz could have solved the existing social differences?
 - During the nineteenth century, Mexico had many heads of government and various forms of government. This made the country unstable. Porfirio Diaz's dictatorship managed to give stability by giving continuity to political and economic projects. Discuss the advantages and disadvantages of the Porfirian dictatorship.
2. Keep your answers to review them at the end of the topic.

GLOSSARY

Illiterate. A person that cannot read or write

Positivism. A philosophical system that supports only the experimental method and rejects any notion made in advance and any universal and absolute notion.

The Social and Political Costs of Porfirian Economic Development

During the Porfiriato, industrialization increased the country's economic development, however, it only improved the standard of living of a few families, owners of businesses or lands, and of foreign investors. Meanwhile, most of the population lived in deplorable conditions.

The economic situation was not the only thing that affected the masses. Mexico had been constituted as a democratic Republic, but very few people participated in the political life of the country. The masses were mostly **illiterate**, so they understood little of politics. Those intellectuals that did participate, but who opposed the regime, were censored and forbidden to publish what they wrote. In fact, Porfirio Diaz said that Mexicans, except for the middle and upper classes, did not know how to govern themselves and therefore they had to obey their political leaders.

Permanence of a Group in Power

During the last decade of the nineteenth century, when Diaz controlled the Mexican territory, he decided to amend the Constitution to allow reelection, and remain in power.

Not only did Diaz remain in power for decades, but also the people who worked with him. His Cabinet was formed by a group of people known as "The scientists", who supported European **positivist** ideas, (Fig. 3.32).

In 1904, Porfirio Diaz was again reelected. Most people did not even know that there were elections. By that year, the position of vice-president already existed because people in the government and Porfirio Diaz himself realized that the president was mortal, after all. However, in the 1910 elections, Diaz was the elected candidate again, and practically all the same people still formed his Cabinet.

FIG. 3.32 The members of the group "The scientists" were people who had collaborated with the regime since Porfirio Diaz came to power.



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SKILLS DEVELOPMENT

Reading skills: Scanning, reading for gist, reading for specific information.

EVALUATION OF CONTENT

Students should get their mind maps checked by the teacher.

Strike and Repression

The Porfiriato has been known as a time when peace was brought into the country. During Diaz's government, revolutions and military pronouncements that had taken place in Mexico since the Independence, had been avoided.

However, President Diaz faced many challenges. For instance, the regional **chiefdoms** that did not want to follow a central authority; **dissident** voices, both domestic and foreign, that did not accept reelection; communities who opposed the central power and the process of modernization in the country and the constant threat of altering the Porfirian pax. These groups conducted rebellions, mainly in rural communities of Guerrero, Yucatan, Sonora and Chihuahua.

However, many of these rebellions did not have a coordinated national leadership, so they were easily suppressed. Other rebellions were more difficult to suppress, such as the ones conducted by the Mayan Indians in Yucatan and the Yaquis in Sonora. The latter group was severely repressed during the Porfiriato. At the beginning of the twentieth century, the Yaquis were deported to the states of Yucatan and Oaxaca to work as laborers on farms (Fig. 3.33).

Workers also protested against the regime. Their poor working conditions made them get together and organize strikes. However, two of the largest repressions against workers took place in Cananea (Sonora) in 1906, and in Rio Blanco (Veracruz) against textile workers in 1907 (Fig. 3.34). These two strikes are recognized as precursors of the revolutionary movement of 1910.

The repression exercised by the group in power showed the Mexican government's lack of willingness to improve workers' living conditions. Instead of building the basis of economic growth, the authorities violently repressed the demonstrations and strikes while saying that Mexico had finally obtained peace.

GLOSSARY

Chiefdom. Territory with a chief; town or region which is under the abusive power of a person.

Dissenters. Those people that separate from a behavior, belief or common doctrine.



FIG. 3.33 Most laborers barely survived on what they earned, but some were like members of the family of their employers.



FIG. 3.34 Textile workers in Rio Blanco, Veracruz, protested against the poor working conditions.

Group Work

1. Form teams of four or five to discuss and identify the causes that led field, mine, and industry workers to protest.
2. Answer the questions.
 - a) How did the government respond to strikes and demonstrations?
 - b) Why are these social movements mentioned as precursors of the Revolution of 1910?
 - c) Do you think the group in power felt identified with the rural and working population? In what way did this affect the discontent that some social sectors felt?
3. Finally, individually, imagine you are a foreign journalist and you are going to send a news story to your country about social conditions during the Porfiriato. Write a report describing the social situation; this will help you understand how social and political contradictions during the Porfiriato were factors that contributed to the Mexican Revolution.

Culture

→ Expected Learning

Identify characteristics related to culture, art and education during the nineteenth century.

Kells

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SESSION INFORMATION

Week: 21

Session: 82

Expected learning outcome: Explain the social and political contradictions of the *Porfiriato* that caused the beginning of the Mexican Revolution.

CONTENT DELIVERY

Start: Students should read pages 78 and 79. Help as necessary with comprehension.

Development: Students should do the Group work activities.

Closing: Students should summarize in a mind map the reasons why the Revolution started.

Project preparation: Organize 6 teams. Each team should prepare one of the following topics: Politicization: Press and leaflets, Science and Art Associations and Institutes, Public Education and Teacher Training schools, Classicism, Romanticism and Modernism, Landscapes in painting, Influences and Foreign Fashion reading the information on pages 80, 81, 82 and doing further research. They should give a presentation with visuals, examples, an explanation and a seven-question quiz during the following 3 sessions.

SKILLS DEVELOPMENT

Reading skills: Scanning, reading for gist, reading for specific information.

EVALUATION OF CONTENT

Students should get their mind maps checked by the teacher.

SESSION INFORMATION

Week: 21

Session: 83

Expected learning outcome:

Identify characteristics related to culture, art and education during the XIX century.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

GLOSSARY

Gazette. Periodical publication that gives commercial, administrative, literary or other types of news.

FIG. 3.35 This was one of the independent newspapers that opposed Porfirian regime. It was founded by Filomeno Mata (1845-1911).

To Know More

One of the best-known opposition journalists was Filomeno Mata. He founded a newspaper called *Diario del Hogar*, which included sections apparently innocent, such as *Noticias locales*, *Dulcería y Pastelería* or *Pastel de la semana*. However, this newspaper strongly criticized the Díaz regime. He had a reformist and liberal tendency and he was against reelection. He also denounced the abuses of the regime. Therefore, Filomeno Mata was imprisoned several times.

GLOSSARY

Social Gathering. A group of people that get together regularly to talk or to have fun.

Politicization: Press and Leaflets

The press and leaflets were the ideal means to express political views. At the beginning of the independence movement there were only four important printers. The kind of journalism practiced was political, controversial and reflective, although they were newspapers with a few pages without illustrations.



During the First Empire, the press had unlimited freedom. The interests of Iturbide's supporters were reflected in the imperial **gazette**. Then, the Liberals monopolized politics in the country and, consequently, the press; although, there were some remarkable publications by the Conservatives.

During the second half of the nineteenth century, newspapers began to have more content and the illustrated press played a central role in creating a national identity. In addition, critical opposing journalism appeared.

The use of political cartoons was also a resource to oppose the regime. The classic newspapers were *El Siglo XIX*, *El Monitor Republicano*, *El Tiempo*, *La Voz de Mexico*, *El Diario de Mexico*, *La Huelga*, *El Socialista*. These led to public debate.

Porfirio Díaz inherited from Juárez a permanent type of opposition journalism. However, after coming to power things changed and the Porfirian regime applied censorship. Only the press supporting the regime could be published. The government bought many journalists and tried to end independent newspapers, fostering the growth of underground newspapers and leaflets.

Many journalists who expressed their ideas against Díaz ended up in jail, killed or exiled. Still, no matter how much the government pressured independent newspapers, they continued to report the abuses of the regime. One of the most popular publications was *El Hijo del Ahuizote*. Another of these independent newspapers was *Diario del Hogar* founded by Filomeno Mata (Figs. 3.35 and 3.36).



FIG. 3.36 Engravings were very popular in the press of the time, mainly because most people did not know how to read or write

Science and Art Associations and Institutes

Independent Mexico needed to create institutions of science and art that promoted the development of the nation. Although there were already some like the San Carlos Academy, founded in 1781.

The turbulent years of the first half of the nineteenth century made it difficult for institutions to consolidate, although some managed to be created such as the Institute of Arts and Sciences of Oaxaca, founded in 1821, where people such as Benito Juárez and Porfirio Díaz attended.

The peace that the country managed to have after the restoration of the Republic allowed the creation of institutions of various kinds: public, scientific, educational and economic, to name a few.

Also, during the nineteenth century, associations in which people gathered to study the arts and literature were formed. They had what was commonly known as **social gatherings**. People in search of knowledge attended these gatherings, but the lack of institutions caused them to be informal.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

During the Porfiriato, educational institutions were created. There were arts and crafts schools and night schools for adults. Science was encouraged during this period, education at the newly created National Preparatory School was no longer based on religious or political dogmas, and the information obtained there was based on finding the truth through science. Science promoted knowledge through sustained undeniable truths while humanities promoted culture and national values. By September 22, 1910, Justo Sierra promoted the creation of the National University, which provided the country with an image of progress.

Public Education and Normal Schools

As of Juarez's times, there was the intention of teaching the entire population of Mexico to read and write. In 1867, a law was passed that established liberal principles for a compulsory free secular education. This idea was a **utopia** because it was impossible to carry it out. During Porfirio Diaz's times, more children went to school. However, the illiteracy rate was still very high.

The schools established in the Porfiriato used new educational programs based on modern pedagogy. The modern Mexican school was based on a moral, physical, intellectual and aesthetic development in students.

Normal schools already existed in some other regions such as San Luis Potosi and Guadalajara. The project was approved in 1885 (Fig. 3.37), when Congress enacted the establishment of the Normal School for Teachers.



GLOSSARY

Utopia. Plan, design, doctrine or optimistic system that seems unrealizable at the time of formulation.

FIG. 3.37 Teacher training was one of the major objectives of the regime. In 1885 the first Normal School was created in the capital city. From then on, many more were created in different states.

GLOSSARY

Sensory. Relative to the senses and the way they perceive the stimuli.

Romanticism. Art Movement that, in their opposition to traditional rationalism of the times, prioritized feelings.

Modernism. In general terms, this artistic movement led especially to poetry, an important aesthetic renovation.

FIG. 3.38 Ignacio Manuel Altamirano always wrote with the belief that literature had the noble task of educating and entertaining.

Classicism, Romanticism and Modernism

Classicism refers to the works of art and literature that were inspired by aesthetic standards of classical antiquity. In Mexico, there were representatives in the field of architecture, literature and music.

Romanticism was a movement that wanted to break with the ideology of the Enlightenment and neoclassicism. In Latin America, romanticism tried to acknowledge the history of each nation revaluing the Hispanic cultures compared to that of the Spanish. Among the most prominent romantics in Mexico are Ignacio Manuel Altamirano and Guillermo Prieto (Fig. 3.38).

Subsequently, at the end of the nineteenth century, **modernism** emerged, a movement seeking harmony and perfection of the world. This is why its representatives talk about **sensory** beauty and inner world. The most important Mexican representatives were Manuel Gutierrez Najera, Enrique Gonzalez Martinez, Salvador Diaz Miron and Amado Nervo.



Landscapes in Paintings

One of the artistic movements from the nineteenth century was landscapes. Bourgeois society became interested in painting, because they used it as a decoration for their homes. The biggest representative of landscapes in Mexico was Jose Maria Velasco, who also trained at the Academy of San Carlos.

The Academy of San Carlos. It was inaugurated in 1781 and it was named in honor of King Charles III of Spain. During the nineteenth century the Academy educated many painters who influenced the country's artistic life, and to this day, it remains as one of the most important academies (Fig. 3.39 p. 82).

Kells

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SESSION INFORMATION

Week: 21

Session: 84

Expected learning outcome: Identify characteristics related to culture, art and education during the XIX century.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 22

Sessions: 85, 86

Expected learning outcome:

Identify characteristics related to culture, art and education during the XIX century.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Project preparation: Students should be divided into four teams. Two teams will present "From Silent Movies to Third Dimension". The other two teams will present "The Political Cartoon: Criticism and Opposition". Explain the evaluation parameters: The information from the book (pages 83, 84), further research, visuals, examples, quiz, and collaborative work.

Possible Additional Resources: Porfirio Diaz footage. Material to create a cartoon.

ICT

To learn more about the creation of the National University, read the article *Justo Sierra y la Universidad Nacional* that you can find in journal 100. Universidad Nacional de Mexico, 1910-2010 and enter the following website:

http://www.100.unam.mx/index.php?option=com_content&id=51&Itemid=74



FIG. 3.39 Painter Pelegrín Clavé was born in Spain in 1811. However, he lived in Mexico from 1846 to 1868 and was director of the Academy of San Carlos.



FIG. 3.40 Fashion was an exclusive possession of the upper classes of the time.

Influences and Foreign Fashion

During the Porfiriato, foreign fashion influenced everyday life in the country (Fig. 3.40) and created a French tendency in the customs and dress of the time. In big cities people even modified certain traditions during leisure time. They imitated the European custom of going out for coffee and the American one of going shopping at department stores. Downtown Mexico City was modified when restaurants, cafes and department stores were built.

Mexican architecture was also permeated by foreign fashion. Wealthy families built their houses in a French style. A very clear example is Paseo de la Reforma avenue in Mexico City, which was made to resemble the Champs-Élysées in Paris. The Mexican Avenue was decorated with a large number of statues. Near Paseo de la Reforma, new neighborhoods emerged that followed the architectural styles of European fashion.

Team Work

1. With the help of your teacher, organize a debate in the classroom to discuss the artistic environment of the time in relation to the national identity.
2. Work in two teams to research one of the two artistic expressions and trends.
 - One group will argue how certain artistic expressions of the time, which aimed at consolidating the image of a nation (landscapes, socially committed literature, poems to the country).
 - The other group will investigate the artistic trends that were far from the social commitment and had a tendency to express issues different from the national character (modernism and the influence of foreign art).
3. Your teacher will moderate and lead the presentations. This activity will help you in the management of historical information.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Topics to Analyze, Discuss and Reflect

→ Expected Learning

Investigate cultural and everyday life transformations over time and value their importance.

From Silent Movies to the Third Dimension

Films have become one of the favorite inventions of people as a leisure activity. But, since its beginnings, cinema has sought not only to entertain, but to propagandize and document.

The beginning of films took place in France in 1895 when two brothers, Louise and Auguste Lumiere, captured and projected moving images.

In 1896, two representatives of the Lumiere brothers came to Mexico and projected a film in the Chapultepec Castle for Porfirio Diaz. He was so delighted with this invention that in August, that same year, he agreed to be filmed because he thought it could be ideal propaganda (Fig. 3.41).

The Mexican Revolution contributed to the development of cinema in our country because it was the first documented historical event presented this way. One of the great characters that made use of the films was Francisco Villa. It is said that besides being a great strategist, he was the first Mexican politician that understood the power of cinema as a reality check. Villa managed to get money for his campaigns in exchange for letting American film companies film his battles. To do this, he had to modify his schedules, of both his battles and executions, because these had to be filmed in daylight so he stopped executing and fighting at dawn.

By 1940, when the sound film was invented, two film genres emerged in Mexico: Comedy and melodrama movies. From the comedy genre, an artist was acclaimed by the Mexican public: Mario Moreno "Cantinflas". Meanwhile, melodramas showed the daily life of poor people. The most representative films of this genre are *Los Olvidados* directed by Luis Buñuel and *Nosotros los pobres* directed by Ismael Rodriguez. This era was known as the Golden Age of Mexican cinema.

By the end of the fifties and early sixties, Mexican cinema declined. However, when Luis Echeverria was president (1970-1976), a new genre in Mexican cinema emerged: the **incisive** and critical cinema that focused on social and political issues. One of the most acclaimed films by the Mexican audience was *El Castillo de la Pureza* by director Arturo Ripstein, 1972.

During the eighties, films produced were of very low quality. However, Mexico partnered with the United States to produce films on the border, dabbling in the Western genre.

As of 1992, Mexican cinema was promoted again. The movie *Como agua para chocolate* by Alfonso Arau remained in theaters for several weeks.

Today, movie halls present both national and foreign films.

Group Work

1. Get together with the rest of your classmates and watch a movie from the Golden Age of Mexican cinema. After watching it, answer the questions and discuss.
 - What sector of society does the film portray?
 - Describe the social and economic conditions of the characters.
 - What differences do you find between the characters' lives and the people around you? What similarities.
2. Finally, write your conclusions in your notebook, about the importance of cultural changes in Mexico with the arrival of films. This activity will help you use historical information.

ICT

If you want to see pictures of Porfirio Diaz and Mexican cinema during times of the Revolution go to youtube and look for: Porfirio Diaz and Mexican cinema during the Revolution.



FIG. 3.41 Porfirio Diaz was not actually an actor, but he was the first person to be filmed and his image projected on a screen. Diaz used this for propaganda.

GLOSSARY

Incisive. Pungent, biting.

83

SESSION INFORMATION

Week: 22

Session: 87

Expected learning outcome: Investigate cultural and every day life transformations over time and value their importance.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 22

Session: 88

Expected learning outcome:

Investigate cultural and every day life transformations over time and value their importance.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Topics to Analyze, Discuss and Reflect



FIG. 3.42 Engraving by Gabriel Vicente Gahona.

GLOSSARY

Engraving. Stamp that is produced through film printing engraved for the purpose.

The Political Cartoon: Criticism and Opposition

The cartoon has been used as an alternative expression for political criticism. It has also become a resource to shape imaginary politics. Through humor, criticism is made and a judgement is expressed. The cartoon has served people, political parties and factions to spread their ideas.

This form of expression occurred in our country from the early independent years. From that moment, we chose to use the cartoon as a means to criticize the government in turn.

One of the first engravers who started signing his work was Gabriel Vicente Gahona, popularly known as Picheta (Fig. 3.42). He was an artist and a social critic of the customs of his time, especially of his native city, Merida. In his prints he mentioned the struggle between centralists and federalists, the war of Castes in Yucatan, and exemplified scenes of everyday life in Merida. He has been considered as a precursor of Jose Guadalupe Posada.

During the Porfiriato, because of censorship, there was no freedom of press, so journalists suffered repression from the government.

However, the cartoon was very important as a critical expression for both the dictatorship and the social conditions of inequality in the country. One of its most known exponents was Santiago Hernandez. He was a great critic of the time, not only against the conservatives but also against the liberals. In fact, each political mistake was questioned by this cartoonist. He collaborated in publications such as: El Espectro, La Orquesta, La Pluma Roja, El Mascara and El hijo de Ahuizote (Fig. 3.43).

Undoubtedly, one of the best-known Mexican cartoonists of all time was Jose Guadalupe Posada. From the age of 16, he began drawing cartoons in the newspaper El Jicote. It was there that he began to form his political conscience. His extensive work covers several areas, from advertising to publishing. But it was the political cartoon and its vision of death that he is best known for. His drawings represented a clear vision of the political and ideological positions of the artist (Fig. 3.44). One of the most important publications showing political cartoons was El Hijo del Ahuizote. It is considered within the satirical genre, because through its mocking images, it showed indignation. This magazine was founded in 1885 and was characterized by its opposition to the Porfirista regime. One of its greatest contributors was Jose Guadalupe Posada.



FIG. 3.43 Porfirio Diaz closed El Hijo del Ahuizote, which by using acidic satire, led the criticism of the regime. The brothers, Ricardo and Enrique Flores Magon were editors of this newspaper.



FIG. 3.44 Jose Guadalupe Posada's cartoons are an icon in Mexican culture nowadays.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Evaluation

Self-Evaluation

- Based on the contents of the module, complete the following table by marking a cross (X) in the column that best describes your performance.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can organize relevant facts and processes from Independent Mexico to before the Mexican Revolution, using terms such as century, decade and year.			
I can identify changes in the political organization of the Mexican territory during the nineteenth century.			
I can explain the difficulties Mexico had to constitute as an independent nation.			
I can identify the causes and consequences of foreign intervention in Mexico.			
I can explain changes in the different forms of government in the nineteenth century.			
I can analyze the different causes of economic development in Mexico and its social consequences in the end at the nineteenth century and the beginning of the twentieth century.			
I can explain the social and political contradictions of the Porfirian regime that caused the beginning of the Mexican Revolution.			
I can identify characteristics related to culture, art and education during the nineteenth century.			
I can investigate cultural and everyday life transformations throughout time and value their importance.			

- Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

Co-evaluation

- Get together with another classmate to conduct a mutual evaluation. Both should write the other person's answers in order to evaluate your performance in group work.

	Always	Usually	Sometimes	Never
Actively participates in team activities.				
Argues in favor of his opinions during group discussions				
Respects the others' points of view when replying to opinions contrary to his/hers.				
Finishes the activities he/she was assigned to do on time.				

- Check each other's chart and discuss the answers. Think about ways to improve areas with low grades.
- Now answer the following questions, remember to support your answers so that your partner can evaluate them properly. We suggest you ask each other questions related to the ones proposed here.
 - Can you identify the time and place in which Mexico started its independent life, in which the main changes in the political organization took place, during which there were foreign interventions in Mexico and the Porfirian regime extended?
 - Can you analyze the political, social and cultural characteristics of society in the nineteenth and twentieth centuries?
 - How do you think that knowing about Mexico's fight to consolidate as an independent and sovereign country and its efforts to find the most adequate political organization helps you to develop a historical conscience for coexistence?

SESSION INFORMATION

Week: 23

Sessions: 89, 90

Evaluation

CONTENT DELIVERY

Start: Students should answer pages 85 and 86 prior to taking the unit assessment.

Development: Use the Teacher's Guide Unit 3 Assessment, pages 150 to 152.

Closing: Use the Teacher's Guide Evaluation Format, pages 163, 164.

SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating.

SESSION INFORMATION

Week: 23

Sessions: 91, 92

Evaluation

Evaluation

1. During the Restored Republic, they tried to implement the 1857 liberal Constitution. Match the columns identifying the social, economic and cultural proposals with their respective shares.

(c) Social Order	a) Establish ranches, sow with new farming techniques, attract capital from abroad, develop industry and create a commercial bridge between Mexico and Europe and the East with free trade.
(a) Economic Order	b) Pacify the country by weakening banditry and attract foreign migration to populate the desolate northern areas of the territory.
(b) Political Order	c) Freedom of religion, as long as it wasn't involved in politics, it was attempted to integrate indigenous communities proclaiming the use of Spanish as the only language and established the idea of having compulsory and free education.

2. Fill in the blanks using one of the words listed below:

strikes pacification working social railway political rural industrial investment financing

During the Porfirian regime, investment was necessary for the country to achieve economic development. Diaz counted mainly on foreign financing to increase railway networks. The expansion of railroads facilitated the country's industrial development. This led to the formation of a new social class, the working middle class. It also increased the number of social institutions; in 1882 the National Bank of Mexico was founded. Even with all these changes, the country remained mostly rural. There was a lot of social inequality, so many people lived in terrible conditions. In addition, very few people were involved in the country's political life. Many social groups demonstrated against the regime. The workers, for example, organized strikes. As such, during the Porfirian period, the country succeeded in having peace and some economic stability was achieved, but there was a high pacification cost.

CONTENT DELIVERY

Start: Students should answer pages 85 and 86 prior to taking the unit assessment.

Development: Use the Teacher's Guide Unit 3 Assessment, pages 150 to 152.

Closing: Use the Teacher's Guide Evaluation Format, page 163, 164.

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SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating.

Student book U4



The Mexican Revolution, the Creation of Institutions and Economic Development (1910-1982)

Skills

- Understanding historical time and place.
- Management of historical information.
- Raising historical awareness for coexistence.

Expected learning

- Identify in time and place the facts and processes related to the Mexican Revolution.
- Organize in sequence the formation of revolutionary institutions and economic development, using terms such as year and decade.
- Explain the process of the Mexican Revolution and the importance of the Constitution of 1917.
- Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.
- Explain the multiple causes of the economic and industrial growth and the limits of protectionism.
- Recognize the causes of inequality, political discomfort and the importance of social participation.
- Explain Mexico's foreign policies regarding international events.
- Recognize the elements of revolutionary nationalism in the arts and education.
- Investigate the cultural and everyday life transformations over time and value their importance.

Activity

1. Look at the timeline on the next page and identify the events that took place around the world after the Mexican Revolution.
2. Answer the following question in your notebook.
 - How do you think these events influenced economic development and the creation of institutions between the beginning and the end of the twentieth century?
3. Draw a chart in your notebook and classify the events from the timeline into political, cultural, social and economic.
4. Compare your results with another classmate.

Kells

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SESSION INFORMATION

Week: 24

Session: 93

Expected learning

outcome: Students will identify difficult topics in the unit to make a study plan.

CONTENT DELIVERY

Start: Have students analyze and identify what they could do well in units 1 and 2; as well as what they should improve in unit 3. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

Development: Have students check the skills, learning outcomes and key concepts in unit 3. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.).

Closing: Students should write down their study plan and have it checked.

SKILLS DEVELOPMENT

Metacognitive skills: Planning, organizing studies content.

EVALUATION OF CONTENT

Students should get their study plan checked.

SESSION INFORMATION

Week: 24

Sessions: 94, 95

Expected learning outcome:

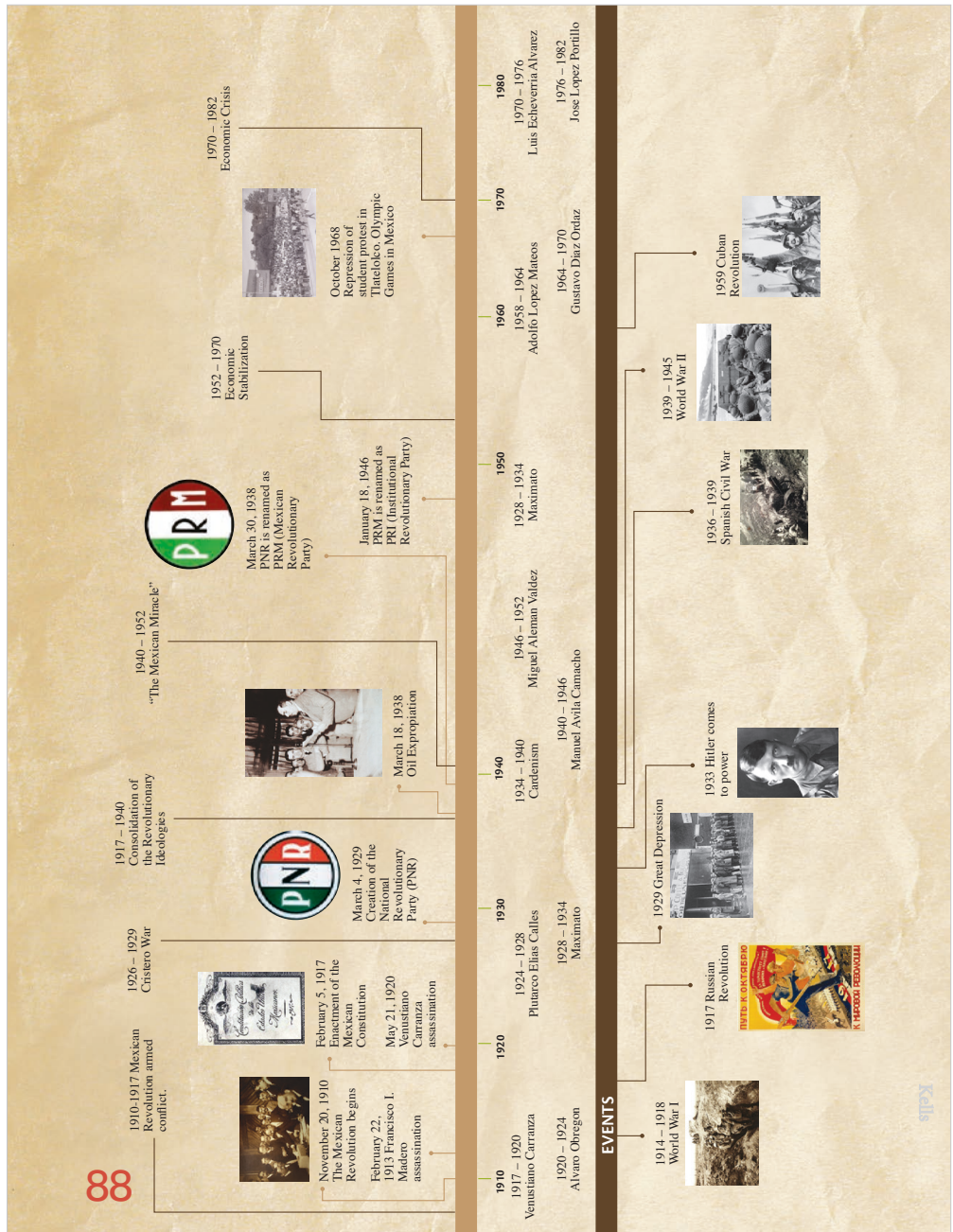
Identify in time and place the facts and processes related to the Mexican Revolution. Organize in sequence the formation of revolutionary institutions and the economic development, using terms such as year and decade.

CONTENT DELIVERY

Start: Have students analyze the timeline for a couple of minutes.

Development: Ask them to read pages 89 and 90. Then, they should underline the events mentioned in the timeline.

Closing: Students should relate the events to the timeline with numbers or letters. For example: (Page 89, paragraph 1, lines 9, 10) "...Madero's victory caused Diaz to abandon the presidency and to exile in France in 1911..." is related to the third event on the timeline.



SKILLS DEVELOPMENT

Reading skills: Reading for detail.

EVALUATION OF CONTENT

Students should identify main events in the timeline.

Period overview

→ Expected Learning

Identify in time and place the facts and processes related to the Mexican Revolution. Organize in sequence the formation of revolutionary institutions and the economic development, using terms such as year and decade.

Temporal and Spatial Location of the Mexican Revolution and the National and International Events That Characterized Mexico in those Decades

Introductory questions

1. Read the questions below and answer them in your notebooks.
 - When did the Mexican Revolution begin?
 - Who was ruling Mexico in that year?
 - How long do you think the ideologies of the Mexican Revolution took to consolidate?
 - Do you think that this historic period can be studied as an isolated event or that international events should also be considered?
2. Share and compare your answers with two or three of your classmates and keep them so that you can check them when you finish studying this topic.

During the last two decades of the nineteenth century and the first of the twentieth century, Porfirio Diaz was still ruling Mexico. In addition to not having a democracy, since Diaz was reelected every period, the working conditions of many Mexicans were deplorable. Thus, different groups of people, such as the Flores Magon brothers, began planning to **overthrow** the regime. Francisco I. Madero was part of a social sector called "the anti-reelectionists", and he was the opposition candidate. Porfirio Diaz committed fraud in the elections of 1910, with the intention of keeping his power. After this event, the anti-reelectionists planned to rise in arms on November 20, 1910, a day which is considered the beginning of the Mexican Revolution. Madero's victory caused Diaz to abandon the presidency and to exile in France in 1911 (Fig. 4.1). Madero was proclaimed president on November 6, 1911; however, he only lasted a few years there. Madero was assassinated in 1913 because Victoriano Huerta betrayed him.

The Revolution had led to the creation of many groups which were fighting for different ideals: the Carrancistas, led by Venustiano Carranza, the Villistas, led by Francisco Villa and the Zapatists headed by Emiliano Zapata. The three leaders joined against Huerta, who was dismissed in 1914. The armed struggle continued for a few more years. Villa and Zapata joined against Carranza, but lost to him. On February 5, 1917, the Mexican Constitution, which contained all the demands of all the contenders involved, was enacted; however, it took a few more decades for the revolutionary ideals to benefit the population. In addition, the years of Caudillo System lasted longer. During the 1920s, power was still being taken by force. Venustiano Carranza was assassinated in 1920 and Alvaro Obregon was elected president. His term ended in 1924, but he returned in 1928 as a presidential candidate. He could not become president a second time because he was murdered during the Cristero War (Fig. 4.2).

GLOSSARY

Overthrow. Especially in politics, to bring down or depose someone from status or fortune.

FIG. 4.1 Porfirio Diaz went into exile in France, where he died in 1915. His remains are buried at the Parisian cemetery of Montparnasse.



FIG. 4.2 Alvaro Obregon made a constitutional reform so that he could be reelected. However, he was assassinated in 1928 by the Cristero, Jose de Leon Toral.

89

SESSION INFORMATION

Week: 24

Sessions: 94, 95

Expected learning

outcome: Identify in time and place the facts and processes related to the Mexican Revolution. Organize in sequence the formation of revolutionary institutions and the economic development, using terms such as year and decade.

CONTENT DELIVERY

Start: Have students analyze the timeline for a couple of minutes.

Development: Ask them to read pages 89 and 90. Then, they should underline the events mentioned in the timeline.

Closing: Students should relate the events to the timeline with numbers or letters. For example:

(Page 89, paragraph 1, lines 9, 10) "...Madero's victory caused Diaz to abandon the presidency and to exile in France in 1911..." is related to the third event on the timeline.

SKILLS DEVELOPMENT

Reading skills: Reading for detail.

EVALUATION OF CONTENT

Students should identify main events in the timeline.

SESSION INFORMATION

Week: 24

Sessions: 94, 95

Expected learning outcome:

Identify in time and place the facts and processes related to the Mexican Revolution. Organize in sequence the formation of revolutionary institutions and the economic development, using terms such as year and decade.

CONTENT DELIVERY

Start: Have students analyze the timeline for a couple of minutes.

Development: Ask them to read pages 89 and 90. Then, they should underline the events mentioned in the timeline.

Closing: Students should relate the events to the timeline with numbers or letters.

Project preparation:

Form teams of six people. Each person will play one of the following characters: Francisco I. Madero, Victoriano Huerta, Jose María Pino Suárez, Venustiano Carranza, Francisco Villa and Emiliano Zapata. They should wear costumes (with paper, or any other pieces of clothes they can get). They should do research about the character they will play and prepare a concise, clear biography.

GLOSSARY

Caudillo System. Form of government in which power is obtained through authoritarian or violent methods.



FIG. 4.3 The Cuban Revolution, led by Fidel Castro and Ernesto "Che" Guevara, influenced students and guerrillas from all Latin America who demanded social equality, democracy and freedom.

ICT

To learn more about the Cuban Revolution, watch a documentary produced by the History Channel on YouTube, search for Cuban Revolution documentary History Channel.

This war had begun under President Plutarco Elias Calles when the power of the Church was limited because Calles believed that education should be provided by the state. The **Caudillo System** ended in 1929 with the creation of a single political party, the National Revolutionary Party.

The revolutionary ideals of democracy and justice were moving slowly. A true land distribution did not happen until the presidency of Lazaro Cardenas (1934-1940). Also, during his six years in office, unions and peasant organizations were strengthened, and the oil expropriation took place, nationalizing one of the most valuable natural resources in Mexico. The next decade was good for the economy since the beginning of World War II helped the industrialization of the country, and the so-called "Mexican miracle" emerged. Social security institutions were created, and educational reforms were made to improve the quality of education. The National Indigenous Institute was founded, where problems related to the indigenous population were studied to try to improve their standard of living.

Mexico was progressing, but certain aspects such as presidentialism, economic protectionism and the technological backwardness brought decades of economic and social crisis. By 1970, the national economy was not growing as in the previous years, and Mexico became an indebted country. One of the most affected groups were poor people living in rural areas. The poverty of the countryside caused many underprivileged people to migrate to the cities, causing a big social and ecological crisis. Cities grew excessively and the living conditions of their citizens deteriorated. Pollution increased, as well as discontent among the population. Social movements began demanding better working conditions and fighting against social injustice. In addition, influenced by international events, the society began to demand freedom and true democracy. This was expressed in social movements, but also in guerrillas inspired by the Cuban Revolution (Fig. 4.3). Demonstrations were suppressed by the government, particularly the students' demonstration of 1968. Social inequality and deterioration in daily life led to the illegal migration of many Mexicans to the United States.

The twentieth century witnessed dramatic changes in people's daily lives, as had not happened in a long time. The new technologies and the reduction of working hours began a new era of entertainment. The arrival of television changed the way families gathered at home. Furthermore, women emancipated and managed to get the right to vote and hold better jobs. New public colleges and universities were opened.

Team Work

1. Form teams of four, order the following events chronologically and specify whether they took place in a specific year or if they happened over several years. Research in the school library and on the Internet.
 - Enactment of the Mexican Constitution
 - Women are granted the right to vote
 - Social Security Institutions are established
 - The "Mexican Miracle"
 - The Cuban Revolution
 - Creation of the National Indigenous Institute
 - The Student Movement
 - Creation and strengthening of the unions
 - Land distribution
 - Mexican Economic Crisis
 - World War I
 - Construction of the Ciudad Universitaria campus
 - Founding of the National Revolutionary Party (PNR)
 - Oil Expropriation
2. Compare your results with another team.
3. Think of the main ideas or institutions that shaped our national identity. With the help from your teacher, organize a discussion about which of them are still important today. This is how you will be able to sequentially order the creation of the different revolutionary institutions and you will also increase your capacity to understand historic time and place.

90

SKILLS DEVELOPMENT

Reading skills: Reading for detail.

EVALUATION OF CONTENT

Students should identify main events in the timeline.

Topics to Understand The Period

- How did Mexico change after the Mexican Revolution and the global transformations?

→ Expected Learning

Explain the process of the Mexican Revolution and the importance of the Constitution of 1917.

From the Armed Movement to the Reconstruction

Opening Activity

1. Form six teams and choose one of the following six Mexican historical figures to research their lives.
 - Francisco I. Madero
 - Victoriano Huerta
 - Jose Maria Pino Suarez
 - Venustiano Carranza
 - Francisco Villa
 - Emiliano Zapata
2. Once every team has gathered all the information, organize a calendar with the help of your teacher, to present your work to the class.
3. Save your answers so that you can go back to them when you finish studying this topic.

The Beginning of the Armed Movement

At the beginning of the twentieth century there was much discontent among the Mexican population because inequality and poverty had increased during the regime of Porfirio Diaz, affecting most of the population. During 1910, Diaz proclaimed to other nations that Mexico was ready for democracy, so he called for elections. Some opposition groups had already established other political parties. One was the **Anti-Reelectionist** National Party, founded by Francisco I. Madero (Fig. 4.4). As its name implies, it opposed reelection. Shortly before the election, Diaz had Madero imprisoned in San Luis Potosi. It is well known that Madero won the election, but Diaz ignored the result and proclaimed himself reelected. Soon after, Madero was exiled in San Antonio, Texas.

From exile, Madero set the military and ideological bases to raise the people up in arms against the dictatorship and the armed conflict began on November 20, 1910.

On October 6 of that same year, the San Luis Potosi Plan came into being, in which the precept of no re-election was declared supreme law of the nation, and where they also refused to recognize Porfirio Diaz's regime.

Madero came back to Mexico on February 14, 1911 and he took the lead of the Ejercito Libertador. He established his headquarters in Bustillo, Chihuahua, and shortly after that, Pascual Orozco and Francisco Villa joined him. In Puebla, Aquiles Serdan had been fighting for the same Madero principles since 1909. Emiliano Zapata also joined this fight in Morelos in 1910, and the Ambrosio brothers and Francisco Figueroa did the same in Guerrero.

The triumph of Madero and his followers was overwhelming. On May 21, 1911, Madero and Diaz signed the Treaty of Ciudad Juarez, where the fighting between them came to an end. Diaz did not have another option, but to go to France in exile. On November 6 of that same year, Madero took office as President of the Republic and Jose Maria Pino Suarez as Vice President.



FIG. 4.4 Madero was born in Coahuila to a wealthy farming family. In 1908, he published *The Presidential Succession of 1910* where his anti reelectionist ideas were made clear.

KEY CONCEPT

Anti reelectionists: A group of people who opposed reelection. They advocated for democratic elections where a person was in office for a single term.

91

SESSION INFORMATION

Week: 24

Session: 96

Expected learning outcome: Explain the process of the Mexican revolution and the importance of the Constitution of 1917.

CONTENT DELIVERY

Start: In discussion tables, each one will introduce himself to the rest explaining why they were important in the Mexican Revolution.

Development: Students should read pages 91 and 92.

Closing: Once they finish, they should do the Team Work activity described on page 93.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Reading skills: Scanning.

EVALUATION OF CONTENT

Students should be able to respond to the activity questions accurately and then, they should get the questions checked by the teacher.

SESSION INFORMATION

Week: 24

Session: 96

Expected learning outcome:

Explain the process of the Mexican revolution and the importance of the Constitution of 1917.

CONTENT DELIVERY

Start: In discussion tables, each one will introduce himself to the rest explaining why they were important in the Mexican Revolution.

Development: Students should read pages 91 and 92.

Closing: Once they finish, they should do the Team Work activity described on page 93.

Project preparation:

Divide the group in six teams. Each team will prepare one of the subtopics in the third sequence (pages 93- 98) and give a presentation during the following three sessions. They should prepare the information given in the book; visuals, a five- question quiz and everyone in each team should talk.

GLOSSARY

Coup d'état. When the political power is suddenly and violently taken by a powerful group. A Coup d'état undermines the legitimacy of an established government.

Did you know...?

Between November, 1910 and May, 1911 the most important armed struggles were seen on the railroads in the northern region of the country. The railroad was very important for two reasons: first, it was the troops' means of transport and second, it was through the railway that there was communication with the northern border for stocking up on weapons and supplies.



FIG. 4.5 The Carrancists represented the interests of the middle class as well as those of the industries and mine owners in the north.



FIG. 4.6 Alvaro Obregón signing the Treaties of Teoloyucan.

The Social and Revolutionary Diversity of the Movements and their Leaders

The arrival of Madero to power did not calm the revolutionary rush. There were other groups that had political and ideological differences and who opposed Madero's regime as well. Among them, there were the anarchists group, led by the Flores Magon brothers. Bernardo Reyes and Felix Diaz were also against Madero; they tried to stage a **coup d'état** and were imprisoned.

On February 9, 1913, the "Ciudadela coup d'état" came out of an event where groups opposed to Madero's government rose in arms. Facing the danger of a greater revolt, Madero put Victoriano Huerta in command of the troops, however, Huerta betrayed him and the period known as the Ten Tragic Days began. Madero was forced to resign from the presidency and shortly after, was imprisoned and assassinated. Victoriano Huerta's government was promptly recognized by the United States, but his betrayal led to several groups rising up against him. Once again, the population was divided by different ideologies and three groups were formed, the Constitucionalists led by Carranza, the Zapatists led by Emiliano Zapata, and the Villistas, who had Francisco Villa as a guide (Fig. 4.5).

Venustiano Carranza and the Constitucionalists were fighting to uphold the Constitution of 1857, and issued the Plan of Guadalupe in which they called the armed forces to defend Madero's revolution and refuse to recognize Huerta's government. Carranza was appointed first head of the Constitucionalist Army, and many leaders sympathized with them; Francisco Villa, Felipe Angeles, Alvaro Obregon and Pablo Gonzalez were some of them. In 1914, the Carrancists defeated Victoriano Huerta and signed the Treaty of Teoloyucan (Fig. 4.6).

In the south, Zapatists were struggling to get back the lands taken by landowners during the Porfiriato. Zapata's movement was primarily rural. In 1911, Emiliano Zapata enacted the Plan of Ayala where he clearly expressed his discontent against Madero because he hadn't redistributed the land. In 1913, the Zapatists joined the Constitucionalists against Victoriano Huerta, but very soon the differences between the Carrancist ideology and the interest for which the Zapatists were fighting, were evident.

Francisco Villa, whose real name was Doroteo Arango, was another main figure of the Revolution; he was known as the "Centaur of the North". He was as a great a fighter and organizer as Zapata and Carranza; therefore, he could lead rebellions against Victoriano Huerta. In 1913, he formed the Northern Division and, shortly after that, he entered the city of Chihuahua where he became provisional governor for a couple of months. Gradually, he began controlling the northwest territory, thanks to his great tactical skills for battles. At first, he fought side by side with the Carrancists, however, several ideological differences soon arose.

With so many differences between the armed groups and the interests they pursued, in November 1914, the Aguascalientes Convention was held; the leaders of these groups concealed their differences and formed a new alliance. Villa and Zapata were united in a common front and advanced to Mexico City, where they came up victorious (Fig. 4.7 p. 93). Meanwhile, Carranza had to escape to Veracruz.

The Constitution of 1917

After the Constitucionalist army triumphed, it was resolved to convoke Congress to create a new Constitution.

This was approved in Queretaro on February 5, 1917 and was based on the Constitution of 1857. However, this time it included social rights, since it was inspired in the ideals of individual freedom and political democracy.

From that moment on, Mexico was instituted as a democratic and Federal Republic. No reelection was decreed and, for the first time, citizens were given rights. The most important ones were the right to vote, equality before the law for all citizens, the right to strike and to have a workers' organization. Workdays of a maximum of eight hours were promulgated, and education was also enacted as obligatory, free and **secular**.

92

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Reading skills: Scanning.

EVALUATION OF CONTENT

Students should be able to respond to the activity questions accurately and then, they should get the questions checked by the teacher.



FIG. 4.7 Villa and Zapata armies entered Mexico City triumphantly and remained there for a short time.

Team Work

- Form groups of three and answer the questions in your notebooks.
 - What were the main proposals of the anti-reelectionists?
 - What ideological differences existed between the Carrancists the Villistas and the Zapatists?
 - What was different about the Constitution of 1917 and the Constitution of 1857?
 - How did this new Constitution affect or benefit the people?
- Save your answers to these questions, they will later help you explain the historical significance of the Constitution of 1917.

Revolutionary and Nationalist Politics

→ Expected Learning

Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.

Introductory questions

- Before starting this topic, research the Mexican presidents from 1910 to 1929 and list them in your notebook.
- With the help of your teacher, organize a discussion about the caudillo revolutionary system era.
- Save your answers so that you can go back to them when you finish studying the topic.

From the Caudillos to the Creation of the PNR

Carranza's electoral victory did not bring peace to the country, which was suffering the consequences of many years of war, starvation and a diminished population. Between 1917 and 1920, different rebel outbreaks arose throughout the territory. The Villistas and Zapatists guerrillas were calmed. Emiliano Zapata was murdered in 1919 by orders of Carranza, and Villa was asked to withdraw in exchange for a large property.

With elections approaching in 1920, Carranza endorsed Ignacio Bonilla, a civilian, as a candidate. This led to a rupture between Carranza and General Alvaro Obregon. Obregon, supported by Adolfo de la Huerta and Plutarco Elias Calles, proclaimed the Plan of Agua Prieta that, among other things, did not recognize the government of Carranza. Many others joined this plan, and Carranza had to leave Mexico City. On May 21, 1920, he was assassinated on his way to Veracruz.

ICT

The history of both Mexico and the United States has always advanced parallelly. You can find out more about about the influence of US President Woodrow Wilson during Revolutionary times, read the article Woodrow Wilson and American Diplomacy in Mexico, by historian Alicia Mayer. You can find it at:

<http://www.historicas.unam.mx/modem/emus/ehmc12/155.html>

GLOSSARY

Secular. Independent of any religious organization or denomination.

93

SESSION INFORMATION

Week: 25

Session: 97

Expected learning

outcome: Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentation.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 25

Session: 97

Expected learning outcome:

Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Once they finish, they should do the Team Work activity described on page 93.

Project preparation: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.



FIG. 4.8 Calles belonged to the Sonora Group. He has been designated as the maximum leader of the Revolution.

GLOSSARY

Sonora Group. A group of people in government positions, such as Alvaro Obregon, Plutarco Elias Calles and Adolfo de la Huerta. They are called this because they were from the state of Sonora.

Statesman. Political person with great knowledge and experience in State affairs.

The Cristero War

The first two years of Plutarco Elias Calles government were very beneficial for the nation. Calles showed great talents as a **statesman**. During this time he fought against corruption and began to reconstruct the country after the Revolution; he built roads, created the Bank of Mexico and the first airline. Calles was aware of the enormous power that the Vatican had in Mexico through the Catholic Church; therefore, he began the separation of the state from the church.

Along with the support of the CROM (Regional Confederation of Mexican Workers), Calles wanted to set up a Mexican Catholic Apostolic Church that did not rely on Rome. This announcement caused great discontent among the Mexican clergy. It was at this point that a certain sector of the Mexican population, mostly secular Catholics, demonstrated against the government. The militant Catholics formed the National League for the Defense of Religious Freedoms, which soon became a raging battle group thus triggering the Cristero War (Fig. 4.9). The league united to the cry of "Long live Christ the King" (Viva Cristo Rey), that is why they were called "cristeros".



FIG. 4.9 This religious war resulted in the death of around 200 000 people.

KEY CONCEPT

Five-day working week: Also called "semana inglesa", is a workweek that goes from Monday to Friday with two consecutive days off.

Labor Unions and Peasant Organizations

In the Constitution of 1917, workers' rights were protected by law. Article 123 of the constitution gave everyone the right to have a decent job and promoted the creation of social labor organizations.

Certain reforms were carried out to help improve the workers and peasants' conditions. The **five-day working week** was applied and employment contracts started to be issued. There was still a lot of work to be done, since there was still arbitrariness and injustice.

As of 1912, workers had tried to organize and create labor unions to back them up against employers' injustices. The first associations of national nature were not established until 1917. In Saltillo, about 100 labor organizations gathered and formed the Regional Confederation of Mexican Workers (CROM).

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.



FIG. 4.10 The workers and peasants' struggles as well as government support, enabled an improvement in the quality of work for many Mexicans. A meeting of CROM is shown in the picture.

The union and dissent of these sectors led to a reduction in social injustices that laborers, peasants and other workers were experiencing (Fig. 4.10).

Land Reform

The battle over land distribution began in Colonial times when haciendas were formed, and during independent Mexico when they became large estates or latifundia.

One of the ideals of the Mexican Revolution was to divide the land and end the large estates. In 1915, Venustiano Carranza issued the Agrarian Law, ordering the restitution of land to the people. These could be given as common land (*Ejido*) or as private property.

The Constitution of 1917 took this problem into account and Article 27 was proclaimed, it laid the basis for land reform, limiting the extension of private property. However, little was put into practice. The governments of Obregon and Calles did not intend to divide the land.

It wasn't until Lazaro Cardenas became president that a profound reform took place, based on ejidos.

Cardenism

Plutarco Elias Calles finished his presidential term in 1928; however, he continued being powerful for some years by subordinating the new governments. In 1935, he chose Lazaro Cardenas del Rio, who had been governor of Michoacan, as a presidential candidate. Once he went into office, Cardenas took some actions that went against the interests of Plutarco Elias Calles. Cardenas had a socialist ideology, while Calles had a conservative position. To break the *Maximato* and its supporters, Cardenas reformed the PNR and changed its name to the Mexican Revolutionary Party (PRM). Plutarco Elias Calles did not have the support of the population and had to leave Mexico in exile.

Cardenas encouraged the workers and peasant groups to organize the masses into two institutions: the Confederation of Workers of Mexico (CTM) and the National Peasant Confederation (CNC). The right to strike was given, and instead of canceling the agrarian reform, he went ahead with it. This was when the revolution finally reached its climax and ordinary people could benefit from revolutionary achievements.

Cardenas was a beloved president because he traveled throughout the Republic to communicate with people to find out what the real needs of the population were (Fig. 4.11). In terms of economic policy, Cardenas decided on agricultural and industrial development for domestic consumption. To do this, working conditions had to be improved, because workers would be the main consumers. Cardenas did not want to end the capitalist economy, he wanted to defend the interests of Mexicans. Therefore he nationalized the railways in 1937 and expropriated the oil in 1938 (Fig. 4.12 p. 96).

KEY CONCEPT

Ejido: Piece of land that is worked by a community and whose earnings are distributed among all. The Ejido is not private property and, as such, cannot be sold or transferred.

Maximato: Mexican political period from 1928-1934. Its name comes from Plutarco Elias Calles who was known as the "maximum leader" of the Revolution. Although Calles only ruled from 1924 to 1928, governments that came after him until 1934 were chosen by him, which allowed him to govern without being president.



FIG. 4.11 Lazaro Cardenas del Rio traveled throughout the country to understand the needs of the population.

95

SESSION INFORMATION

Week: 25

Session: 98

Expected learning

outcome: Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 25

Session: 98

Expected learning outcome:

Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

ICT

To learn more about The Cristero War, search for information on the internet: "La Guerra de los Cristeros" (e Cristero War produced or published by Enrique Krauze).



FIG. 4.12 Railroads and the nationalization of oil allowed the country to develop as it hadn't been in a while.

Presidentialism

Rosario Castellanos wrote the novel, *Balun Canan*, in which she described how the social and educational policies affected Chiapas during the Maximato and Cardenism, as well as the differences between indigenous and mestizo traditions.

In Mexico, in 1917, it was established in Article 83 that the executive power was unitary, directly elected by the people for a period of six years and could not be reelected. In 1933, Article 83 was amended again to reinforce the idea of no reelection.

No reelection was no guarantee of political alternation in Mexico, because only one political party ruled until the year 2000, from the foundation of the PNR (changing to PMR), which subsequently changed its name to the Institutional Revolutionary Party (PRI).

Did you

know...?

If you want to know how social and educational policies affected Chiapas during the Maximato and Cardenism and what differences exist between indigenous and mestizo traditions, read the novel *Balun Canan*, by the Mexican writer Rosario Castellanos.

Indigenism

Although the Constitution of 1917 granted rights and equality for all Mexican citizens, there was a group that remained excluded: the indigenous.

Throughout 1930, living conditions of indigenous groups remained deplorable. Wanting to help these groups, Lázaro Cárdenas held the First Inter-American Indigenous Conference in the city of Patzcuaro, Michoacan to create the Inter-American Indigenous Institute (III). In 1948, when Miguel Alemán was president of Mexico, the National Indigenous Institute (INI) was founded. Since then, the purpose of this institute has been to investigate the problems of indigenous peoples and to propose solutions to improve their quality of life (Fig. 4.13).



FIG. 4.13 The Tarahumara or Raramuri live in the state of Chihuahua. Their language is Tarahumara, which comes from the Yuto-Aztec family. They live in the mountains, mostly in caves.

96

Kells

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Individual Work

The following chart shows various indigenous peoples and the state in which they live, identify them and follow the directions below.

Indigenous Group	State	Indigenous Group	State
Chichimeca	Guanajuato	Mazahua	Mexico and Michoacan
Chol	Chiapas and Tabasco	Mixteco	Guerrero, Oaxaca and Puebla
Chontal	Oaxaca and Tabasco	Otomi	Mexico and Michoacan
Cora	Nayarit	Purepecha	Michoacan
Huasteco	San Luis Potosi	Seri	Sonora
Huichol	Jalisco and Nayarit	Tarahumara	Chihuahua
Kiliwa	Baja California	Totonaca	Puebla and Veracruz
Lacandon	Chiapas	Tzotzil	Chiapas
Maya	Campeche, Quintana Roo and Yucatan	Yaqui	Sonora
Mayo	Sinaloa and Sonora	Zapoteco	Oaxaca

Chart taken from the "National Commission for the Development of Indigenous Peoples (CDI)", retrieved from: http://www.cdi.gob.mx/index.php?option=com_content&view=article&id=758&Itemid=68

1. On a map of Mexico, identify the states or regions where each of these indigenous groups live. Use a different color to show each of them.
2. Form teams of three or four and, choose one of the indigenous peoples and research their language, food, clothing and traditions.
3. Each team will make a presentation of their work.
4. As a group, reflect on the challenges the Mexican government faces to incorporate indigenous communities.

Education Projects

The Constitution of 1917 promulgated freedom of education. Secular education was mandatory only for public schools; private schools had full religious freedom. In 1921, in the same year that the Secretary of Public Education (SEP) was founded, with Jose Vasconcelos as Minister, education was **centralized** and the educational program was homogenized around the country, proposing a national education project (Fig. 4.14). This project was conceived as the construction of Mexican nationalism, a mixture of indigenous and Hispanic cultural heritage.

During Manuel Avila Camacho's presidency (1940 -1946), Jaime Torres Bodet was appointed as Minister of Education. He promoted the National



GLOSSARY

Centralize. To create a system that depends on a central power.

FIG. 4.14 Jose Vasconcelos (center) was considered the father of education in Mexico. He believed that education would bring about the progress and improvement of the individual and society.

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SESSION INFORMATION

Week: 25

Session: 99

Expected learning

outcome: Describe the changes from a *caudillo* regime to a presidential one and the importance of social policies during their development.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Project preparation: Divide the group into 5 or 10 teams. They should do the Individual Work activity described on top of the page but in teams to give a presentation about each indigenous community in the session after the following.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 25-27

Sessions: 100 – 106 (including the presentations on indigenous groups and the individual activity described on this page)

Expected learning outcome:

Describe the changes from a caudillo regime to a presidential one and the importance of social policies during their development.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Did you know...?

Jaime Torres Bodet founded the National Free Textbooks Commission. The chairman was the writer and intellectual Martín Luis Guzmán. Since then, books have been free for all children attending school.

Campaign Against Illiteracy, established the Administrative Committee of the Federal School Construction Program and published the Popular Encyclopedic Library. Torres Bodet held the same position during the presidency of Adolfo López Mateos (1958-1964).

New Social Security Institutions

Mexican workers not only got better working conditions throughout the twentieth century, but it was also considered that it would be appropriate to create social security institutions to provide health care and other benefits.

The Mexican Social Security Institute (IMSS) was founded in 1943. Eventually, the IMSS increased the number of services that it offered. So, workers began benefiting from daycare for their children as well as from cultural, sporting and educational services.

In 1925, the General Directorate of Civil Service Pensions and Retirement was formed. From there, the Institute of Social Security and Services for State Workers (ISSSTE) was founded in 1959. With these two institutions, most of the population obtained healthcare.

In addition, the Ministry of Health established several clinics and vaccination campaigns led to the decrease in diseases such as measles and polio.

Individual Activity

1. Research articles 3, 83, 123 and 130 articles in the Constitution and write them in your notebook.
2. Create a mind map that relates the articles in the Constitution with the ideas they contain.
 - Constitution of 1917
 - Article 3
 - Article 83
 - Article 123
 - Article 130
 - Secular and compulsory education
 - Free textbooks
 - Socialist Education
 - Caudillo System
 - No reelection
 - Single Party
 - Presidentialism
 - Social Policies
 - Unions
 - Agricultural and laborers movements
 - Land Distribution
 - National Indigenous Institute
 - Social Security
3. Share your map with two classmates.
4. Write a short description in your notebook about the outcome of switching from a caudillo system to a presidential system and discuss with your classmates the importance of these systems in post-revolutionary social policies.

Towards an Industrial Economy

→ Expected Learning

Explain the multiple causes of economic and industrial growth and the limits of protectionism.

Introductory questions

1. Read the following text and determine why the Mexican economy did not have the best times in the early decade of the thirties in the last century.
2. Identify the causes originated by the international context and those that were caused by internal trouble and make a list of them in your notebook.
3. Save your notes so that you can go back to them when you finish studying this topic.

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Kells

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

The Great Depression

“The Great Depression was caused by a fall in the United States stock market in 1929, which involved a loss on savings that led numerous banks to be unable to meet their debts and to a declined financial capacity of the system.

Its magnitude was global, as the international financial system was mainly based on loans from the banks that were affected (Fig. 4.18).

The Mexican economy was then linked to the United States economy in several ways. Raw material exports occupied an important position in the trade balance. In addition, capital flows from the neighboring country were important for Mexico. The demand of the United States for raw materials and manufactured goods decreased and the government of Herbert Hoover imposed restrictive trade measures: high **duties** and other protectionist laws, which negatively affected the trade balance. The impact of the Great Depression on Mexico was very serious.

Regardless of the crisis, the Mexican economy had been dropping for some time. Production had started declining since the internal crisis of 1925 and the Great Depression only worsened the problem. Agriculture had poor harvests in 1929 and the effect of this crisis was noticed the most in the financial sector.”

¹ Jorge Antonio Morales Alfaro, “De que manera la Gran Depresion afecto la Politica Mexicana? 1929-1934” (“How did the Great Depression affect Mexican Politics? 1929-1934”), Gaceta de Ciencia Política, Mexico, ITAM, 2012

GLOSSARY

Duty. Official rate or tax which determines the fees to be paid in various branches, in this case, customs.

From an Exporting Model to Importing Substitution

The economic model of Mexico from colonial times focused on exporting of raw materials. With the poor harvests of 1929 and the global crisis, Mexico had to change its economic policy. Instead of exporting raw materials and importing manufactured goods, Mexico began industrializing. The economic process called “importation substitutions” replaced the importation of manufactured products for local production and exportation.

From the Mexican Miracle to Petrolization of the Economy

The increasing pace of the Mexican economy from 1940 to 1952 came to be known as the “Mexican miracle”. When Cardenism ended, the Revolution ended social projects and governments began concentrating on the economic growth of the country. The “Mexican miracle” was achieved by both the import substitution model and the *war economy*, in which the world’s most powerful countries were involved due to World War II. This benefitted countries like Mexico who exported raw materials and oil abroad.

The conflict led to an increase in the external demand for certain Mexican products such as steel, paper and cement. But most importantly, oil.

The “Mexican miracle” lasted until 1952, which means that it occurred during the mandates of Manuel Avila Camacho (Fig. 4.15) and Miguel Aleman Valdes. From that point, the economy entered a stabilizing stage that lasted until 1970, during the administrations of Adolfo Ruiz Cortines, Adolfo Lopez Mateos and Gustavo Diaz Ordaz.

Limitations in Protectionism and Technological Backwardness

With the economic peak other aspects that affected the economy of the country in the long run were neglected. Mexico, at first, achieved its economic growth through exports, and during the stabilization phase it was financed by international loans. The Mexican economy was based on protectionism, i.e., imports and foreign investment were limited to encourage domestic industry.

KEY CONCEPT

War Economy: Economy that is applied in times of armed conflict or violent convulsions. The aim is to preserve the operation of the essential economic activities of a country. For countries that are not directly involved in the conflict, this type of economy turns into an opportunity for growth and development.



FIG. 4.15 “The Mexican Miracle” started during the presidency of Manuel Avila Camacho (speaking into the microphone in the picture).

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SESSION INFORMATION

Week: 27

Session: 107

Expected learning outcome: Explain the multiple causes of economic and industrial growth and the limits of protectionism.

CONTENT DELIVERY

Start: Students should answer the introductory questions on page 98 as a whole class.

Development: Students should read “The Great Depression”, “From an Exporting Model to Importing Substitution” and “From the Mexican Miracle to the Petroleum Exploitation Economy”.

Closing: Students should write five questions to ask their partners. Then, they will exchange notebooks to answer each other’s questions.

SKILLS DEVELOPMENT

Critical thinking skills: Formulating questions.

EVALUATION OF CONTENT

Ask comprehension-check questions at random.

SESSION INFORMATION

Week: 27

Session: 108

Expected learning outcome:

Explain the multiple causes of economic and industrial growth and the limits of protectionism.

CONTENT DELIVERY

Start: Students should read “Limits in Protectionism and Technological Backwardness” (starting on page 99) along with “The Crisis on the Countryside”.

Development: Students should do the Individual Activity described in the chart. Students should have their answers written down in their notebooks.

Project preparation: Students should do the research described at the bottom of the page to give presentations about “Inequality and Social movements” during the following 4 sessions. It is advisable that students use the topics mentioned on pages 101 and 102.

ICT

To learn more about industrialization and “The Mexican Miracle”; watch this documentary made by TV Educativa:

<http://www.youtube.com/watch?v=9wJukXO1Xc>

By 1970, Mexico had become an indebted country. Protectionism was no longer a viable option. Although at first it had led to national manufacturing, this only happened in a *captive market*. Because of this, entrepreneurs stopped worrying about efficiency in production and lost interest in investing in technology. In the case of oil, from 1938 to 1970, *exploration* was neglected, so reserves diminished.

Industrial development after 1970 became dependent on the exterior, since it was necessary to meet the requirements of industrial development.

The Crisis in the Countryside

The great problem of the Mexican countryside in the twentieth century has been the poverty in which its workers live. Even though there had been a distribution of land, neither ejidatarios nor landowners had the technology or the money to increase production (Fig. 4.16). Moreover, protectionism also hit producers,

since the Mexican government wanted to keep certain products at a low price to help consumers. However, this affected the producers because sometimes the sale price was so low that they could not generate any profits.

The agricultural crisis had many social implications. Some peasants had to migrate to the big cities and become salaried employees. Others entered the *braceros* program to go to work in the United States, while others had to emigrate illegally.



FIG. 4.16 In the 1950s, many people left the countryside to work in the cities.

KEY CONCEPT

Captive Market: When there are barriers that prevent free competition in a country, the product offering becomes a monopoly. Consumers have no option, and then they become the captive market of monopolies.

Exploration: Term used in the oil industry to indicate searching for the product. Exploration is complicated and involves advanced technology.

Bracero: Worker that temporarily migrates to another country. In 1942, a labor agreement between Mexico and the United States known as the “bracero program” was signed; in this agreement, Mexicans migrated legally to the U.S. to work the land.

Individual Activity

Follow the instructions and answer the questions in your notebook.

1. List the causes that led Mexico to industrial growth. Differentiate between domestic and foreign factors.
2. From the causes you listed, choose two and explain them in more detail.
3. Define protectionism in your own words.
4. How did protectionism affect Mexican economy?
5. What were the social consequences from the countryside crisis?
6. Keep your answers to this activity; they will help you explain the multiple causes of economic development in Mexico during this period.

Inequality and Social Movements

→ Expected Learning

Recognize the causes of inequality, political discomfort and the importance of social participation.

Introductory questions

1. Research the world's most important social movements in the second half of the twentieth century. Use a world history book, your school library or the internet, and describe and explain in your notebook the world's most important social movements in the second half of the twentieth century.
2. With your teacher's help, plan a schedule for a series of presentations in class.
3. Save your notes so that you can come back to them when you finish studying the topic.

100

SKILLS DEVELOPMENT

Reading skills: Scanning and reading for detail.

EVALUATION OF CONTENT

Students should get their activity questions checked by the teacher.

Population Explosion, Internal Migration, Demand for Services, and Pollution

At the beginning of the twentieth century, the population in Mexico was very **decimated** because of the wars and famine that had plagued the country throughout the previous century.

The crisis in the countryside and rural poverty caused large migratory movements towards cities. The rate of urbanization increased as of 1940. For the first time in Mexico's history, a mostly rural population was leaving behind the predominantly agricultural country. Besides the great metropolis, like Mexico City, Guadalajara and Monterrey, 29 other cities that were growing rapidly emerged during this period.

Cities had opportunities that rural areas did not. In addition to **salaried** jobs, urban populations had greater chances of getting a better education. The problem was that the cities grew disproportionately and opportunities to find a job and decent housing were diminishing as more and more people arrived (Fig. 4.17).

The growth of urban population brought high levels of pollution caused mainly by the number of industries within cities, the increasing number of vehicles and the tonnage of waste produced by the population. As you can see, these problems have been around for half a century.

Political, Social and Union Movements

The creation of unions was a major accomplishment of the political movements of the early twentieth century. Unfortunately, in Mexico the problem of union bureaucracy started almost from the beginning of the working congregations.

The leaders were not democratically elected by the workers, but appointed by the government. In addition, leaders had agreements with employers, so they rarely took the workers' interests into account.

For the government, union alliances were very important because through them, they could control the opposition.

The 1968 Student Movement and its Influence

A few months before the 1968 Olympic Games opening in Mexico City, the world's eyes were already on the country. A student movement had broken out few months before when the riot police had cleared Vocational Schools #2 and #5 after a conflict that began with a football match. The anger had grown over the policemen entering the school and assaulting both students and teachers (Fig. 4.18).

The social discontent and outrage felt after such an act motivated students from different schools and universities (mainly from the UNAM and IPN) to organize and express their outrage.



Did you know...?

In Mexico 42% of pollutants is produced by humans. It is estimated that, on average, each Mexican emits 170 kilograms of air pollutants per year, equivalent to the weight of two adults.

GLOSSARY

Decimated. Drastically reduced in numbers due to: disease, war, famine or other calamities which may cause high mortalities in a country.

Salaried. Paid on a regular basis.



FIG. 4.17 The lack of adequate housing for the urban population that increased due to migration from the countryside to the city, forced architects and planners to plan multi-family housing units that could house many people.

FIG. 4.18 The student movement of 1968 was supported by other social groups looking for democracy in Mexico and opposing the use of force and police repression.

SESSION INFORMATION

Week: 28

Sessions: 109 - 112

Expected learning outcome: Recognize the causes of inequality, political discomfort and the importance of social participation.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Project preparation: Divide students into 6 teams. Each team will read and present one of the sequence "Foreign Policy and International context" subtopics explained on pages 103 – 105.

Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 28

Sessions: 109 - 112

Expected learning outcome:

Recognize the causes of inequality, political discomfort and the importance of social participation.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

GLOSSARY

Initiative. An act or strategy intended to resolve a problem or improve a situation.

Fundamental. The essential nature or the main part of something.

FIG. 4.19 Obtaining women's suffrage was the beginning of women's struggle to achieve gender equality, i.e., that they would have the same employment opportunities and access to local decision-making.



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The students were supported by other sectors of the population such as parents, electricians, railroad workers, farmers, teachers, doctors, intellectuals and even the university authorities.

Students gathered at the *Plaza de las Tres Culturas* to protest, but Gustavo Diaz Ordaz's government radically ended this movement with the massacre, imprisonment and disappearance of the main leaders and thousands of people on October 2nd.

The First Guerrillas

The corruption, empowerment and enrichment of a few at the expense of most people generated a rising inequality that caused dissatisfaction in various social groups. Many of them got together in secret to fight against the government. Armed groups in different regions of the territory confronted the Mexican army between the years 1965 and 1980.

Inspired by socialist and communist movements that erupted around the world at that time, mainly by the Cuban Revolution led by Fidel Castro and Ernesto "Che" Guevara, these guerrilla groups were attempting to destabilize the government.

One of the first confrontations in Mexico occurred in 1965 when the Popular Guerrilla Group assaulted Madera's quarters in Chihuahua, and from there several guerrillas emerged. In 1970, an attempt was made to unite the guerrilla groups into a single organization. Many of these groups came together and formed the Communist League September 23, which was the most important urban guerrilla up to the 1980s.

From Women's Right to Vote to Gender Equality

Individual Activity

1. In your notebook, write a description of the functions each member of your family has, include: your father, mother, brothers or sisters, your grandparents, uncles and cousins. Focus on both home and work.
2. Are there differences in the roles of women and men?
3. Explain your answer. Discuss and compare with the class.

The ideals of the Revolution included the precept of social equality, but gender equality was never considered. While women had been integrated into the revolutionary and working life, they had low participation as citizens and their part in the political life of the country wasn't much, since full access to their rights had been limited by cultural patterns and by economic power.

In 1952, there were several manifestations of female empowerment, the first of which was for the right to vote. They demanded that President Adolfo Ruiz Cortines create an **initiative** to reform Article 34 of the Constitution that would consider women full citizens with the right to vote and be elected to office. This was fulfilled on October 17, 1953 (Fig. 4.19).

In 1974, they got the **fundamental** principle of legal equality between men and women to be integrated into the Constitution. In 1980, the National Program for the Integration of the Development of Women was created, promoting the improvement of social conditions for women. Although in the twentieth century the issue of gender equality made progress, in the twenty-first century there is still a lot to be done.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Individual Activity

Read the next activities and individually write the answers to the questions in your notebooks.

1. List each of the causes that led to social and political discontent in the country.
 2. Explain the relationship between economy, migration and land abandonment.
 3. Who suffered unequal treatment in the twentieth century? What factors caused this situation?
 4. How did those who opposed the regime demonstrate their discontent and how did the government respond to these protests?
 5. What social changes were achieved during the twentieth century?
- Save the product of these activities; it will help you explain the causes of inequality and its influence on the social movements of this period.

Did you

know...?

Luis Gonzalez de Alba is the author of *Los Días y Los Años* in which he narrates his testimony as part of the student movement of 1968. There were also movies about this event, such as *Rojo Amanecer*.

Foreign Policy and International Context

→ Expected Learning

Explain Mexico's foreign policies regarding international events.

Introductory questions

1. In teams of four, create a timeline with the processes and major events that happened in the world from 1914 to 1980.
2. Compare your timeline with the one shown at the beginning of this unit, and in your notebook, make a list of the events that happened simultaneously.
3. Save your notes so that you can go back to them when you finish studying this topic.

Mexico before the First World War

When the First World War began in 1914, diplomatic relations between Europe and Mexico were interrupted. Mexico also had its own conflicts due to a revolutionary struggle and the various armed groups wanted to renew relations with whoever was more convenient for them.

Venustiano Carranza tried to collaborate with Germany. Germany's aim was to prevent Mexico from supporting the United States. Although Mexican-German plans were never carried out, Mexico distanced itself from both the U.S. and the European countries that fought against the Germans. Even before, diplomatic relations with these countries were delicate, as Carranza had launched an offensive against European diplomats who had supported the Huerta regime (Fig. 4.20).

After the war in 1918, Mexico tried to have diplomatic missions in Britain, Spain and France. But only relations with France were achieved.

In late 1919, Soviet agents came to Mexico to organize the Mexican Communist Party using a socialist structure. Carranza allowed the association of this group as he was attempting to legitimize his regime as anti-United States.

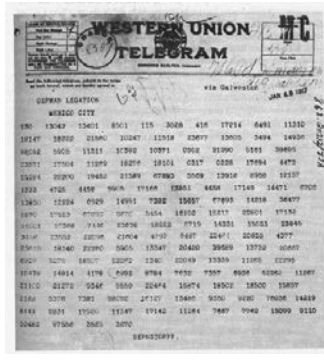


FIG. 4.20 The Zimmerman Telegram. In 1917, the Minister of Foreign Affairs of the German Empire, Arthur Zimmermann, sent a coded telegram to the German ambassador in Mexico where he asked him to ally with the Mexicans against the U.S.

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SESSION INFORMATION

Week: 29

Session: 113

Expected learning outcome: Explain Mexico's foreign policies regarding international events.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Kells

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Kells

SESSION INFORMATION

Week: 29

Sessions: 113, 114

Expected learning outcome:

Explain Mexico's foreign policies regarding international events.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.



FIG. 4.21 Francisco Franco staged the coup d'état that led to the Spanish Civil War.

KEY CONCEPT

Falangism: Political and economic theory that was born in Spain inspired by fascism. It is based on a totalitarian state where workers and entrepreneurs serve the nation. It highlights an extreme nationalism and deep Catholicism.

Did you know...?

During the war, some children were sent to Russia, England or Mexico. They were called "The Children of War". Approximately 400 children arrived in Mexico and were received by President Lázaro Cárdenas and his wife, Amalia Solórzano and were sent to Morelia where the Spain - Mexico Industrial School was established for them to study. They became known as "the Children of Morelia" and unfortunately, some of these children never returned to their parents.

The Spanish Civil War and the Refugees

In 1931, Spain went from being a monarchy to a republic, since most Spanish citizens had chosen this form of government. However, there were different political orientations and ideologies. There were left wing groups ranging from the moderate socialism to anarchism and communism. There were right wing groups that were *falangists* or even Republicans, but conservative ones. It was hard to keep the country at peace given the ideological differences.

On July 18, 1936, General Francisco Franco with Falangist backing, staged a coup d'état (Fig. 4.21). Those who defended the republic rose in arms and the Spanish Civil War started. Franco had Germany and Italy's support. Republicans were aided by the Soviet Union, and by Mexico whose president was Lázaro Cárdenas.

German power and the Republican disorganization allowed the Franquists to win the war. Therefore, an estimated 500,000 people had to leave Spain when the war was nearly over. Most of them fled through the Pyrenees to France where they were detained in concentration camps.

Given this humanitarian problem, Lázaro Cárdenas decided to provide assistance to these Republicans. Spanish associations were organized to support the exiles and Mexico granted them visas so that they could enter the country and find a job.

About 20,000 Spanish took refuge in Mexico. Some of them were academics, intellectuals and scientists. This was a boon to culture and the great academic institutions such as the UNAM; thanks to this group of people, the House of Spain was formed, which later became El Colegio de México.

Mexico's Entry into World War II

The Second World War started in 1939, where the Axis powers (Germany, Italy and Japan) fought against the Allies (Britain, France, the Soviet Union and the United States). At first, Mexico declared its neutrality, but because of its proximity to the United States, its official position was modified.

The United States entered the war in 1941. Mexico supported the Americans by banning the export of strategic materials and the selling of a significant portion of their mining production to non-American countries. In the same year, relations with Britain were reestablished as the invasions of Yugoslavia and Greece by Germany were condemned. Mexico also developed relations with governments in exile in London, like Belgium, the Netherlands, Norway, Poland and Czechoslovakia.

In 1942, Manuel Avila Camacho's government broke diplomatic relations with Italy and Germany. In May of that same year, some Mexican merchant ships were sunk by German submarines. It was at this time that Mexico decided to join the conflict by supporting the Allies.

The Mexican military involvement was not significant, since only the 201st Mexican Fighter Squadron (Escuadron 201) was sent to fight the Japanese in Asia (Fig. 4.22).



FIG. 4.22 The 201st Mexican Fighter Squadron was also known as the Aztec Eagles.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Admission into International Organizations

After World War I, the countries leading this conflict met and formed the League of Nations in order to prevent another war of such magnitude. Mexico, as a representative in the League of Nations, protested against several events that took place in the 1930s. Mexico disagreed when Italy invaded Ethiopia and when Japanese troops entered Manchuria, and it also supported the Spanish Republic against Franco's coup d'état.

The League of Nations couldn't prevent the Second World War, so this organization was **dissolved**. In its place, the United Nations (UN) was established in 1945, and Mexico was invited as a member.

Mexico was also part of the Organization of American States (OAS) established in 1948 with the aim of promoting peace and justice, solidarity and to defend the sovereignty and territorial integrity of its member states.

Political Effects of the Cold War and the Cuban Revolution

After World War II, in 1945, the world was divided into two, the capitalists, led by the United States, and the communists, led by the Soviet Union. From that moment on, a rivalry between them began creating a new bipolar order. For nearly 50 years the world lived with the fear of a new war between the two superpowers; this phenomenon has been called the Cold War (Fig. 4.23). The Cold War influenced the entire world, since other countries were indirectly involved because they had to ally with either one of these two powers.

Mexico had to align with the United States because both countries had older trade relations although Mexico did not support all the United States' international policies. Mexico condemned the Vietnam War and refrained, as a member of the OAS, to vote in favor of Cuba's expulsion after its revolution.

Policies on Mexican Immigrants

The demographic explosion that took place in Mexico during the twentieth century made the population seek better opportunities to establish somewhere else.

Many people migrated from the countryside to the city. During this time Mexico began experiencing a new phenomenon: Mexican migration to the United States.

As early as 1939, with the outbreak of the Second World War, the United States required a workforce for agricultural work. In 1942, the bracero immigration program was created, where about five million Mexicans went to work on American farmland. This program ended in 1964 (Fig. 4.24) and some workers had to return to Mexico, however, the poor rural conditions caused many Mexicans to start crossing the border illegally.

This led to a series of laws and initiatives against the undocumented Mexican immigrants.

Team Work

1. In teams of five, make a journalistic report where you explain Mexico's foreign policy for international events. You can make a video report or a news story.
2. Present your work to the class. This will help you explain Mexico's foreign policy for international events and manage historical information.

ICT

Explore the United Nations website:

(<http://www.Un.org/en/>)

to discover more about this organization and about its members.

GLOSSARY

Dissolve. To separate or disunite something that was somehow attached.



FIG. 4.23 One of the rivalries of the Cold War was the "space race". The Russians were the first to launch a human being into orbit, and the Americans were the first to put a man on the moon.



FIG. 4.24 The Bracero program took place from 1942 to 1964. Nearly five million Mexicans went to work the fields in the United States.

105

SESSION INFORMATION

Week: 29

Sessions: 115, 116

Expected learning outcome: Explain Mexico's foreign policies regarding international events.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Project preparation: Students should be divided into 7 teams. Each team will read and present one of the sequence "Culture and Daily Life Transformation" subtopics explained on pages 106 – 109.

Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Homework: Students should get a large picture of "Dream of a Sunday Afternoon in the Alameda" by Diego Rivera.

105

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 30

Session: 117

Expected learning outcome:

Recognize the elements of the revolutionary nationalism in the arts and education.

CONTENT DELIVERY

Start: Have students analyze the painting and answer the introductory questions on page 106. Elicit answers. Then, explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

ICT

To learn more about the Bracero program, read *El Movimiento Masivo de Los Braceros* which you can find online at:

<http://www.farmworkers.org/pbracero.html>

Culture and Daily Life Transformation

→ Expected Learning

Recognize the elements of the revolutionary nationalism in the arts and education.

Introductory questions

1. Analyze the mural "Dream of a Sunday Afternoon in the Alameda" (Sueño de una tarde dominical en la Alameda) painted by Diego Rivera and answer the following questions in your notebook.
 - What historical figures can you recognize in the mural?
 - What elements of Mexican culture do you see?
 - What do you think Diego Rivera's purpose was when he painted this mural?
2. Discuss your answers in your notebook, in groups of three or four as well as with your teacher.
3. Save your answers so that you can go back to them when you finish studying this topic.



FIG. 4.25 The emergence of department stores during the mid-century defined the fashion and trends of the time.

New Patterns of Consumption and Popularization of Technology

The change that Mexico suffered when going from being a predominantly agrarian state to an industrialized country, also affected consumption patterns. With the cities growing, the population living in them stopped producing goods and had to find and buy them. In the late nineteenth century markets and shops began emerging, which were called "estancillos". There were bakeries, butchers and tortilla factories in every neighborhood.

The growth of cities changed people's lifestyle, since going to many different stores stopped being efficient and it was necessary to start selling different products in the same establishment. This is how, during the fifties, the first convenience stores or supermarkets emerged (Fig. 4.25).

These new consumption patterns were also the result of the increase in sales of household appliances. The electrification of the country that began in 1940 provided an opportunity for the middle class to start buying products such as refrigerators, blenders, washing machines and televisions.

By the 1980s, appliances were very popular; they stopped being exclusive products for the middle and upper classes. Installment purchases and mass production allowed more people to have access to technology.

In addition to stores, large shopping centers began to be built. The first shopping malls were built in the United States during the 1950s, and Mexico copied this model in the late 1960s.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

New Dimension in Communications and Transportation

During the Porfiriato, thousands of kilometers of railways were built, so the country was better connected. Transportation in Mexico City was by electric tram or by the “mulita” trolley.

The Mexican government decided to invest in transportation by road, rather than by rail. As of 1940, the railroads had begun to decline.

The first cars arrived in Mexico during the Porfiriato. The arrival of the largest vehicle assembler in Mexico, the Ford Motor Company, during the twenties, cheapened the cost of vehicles. However, these remained exclusive to the upper classes. In addition, the country had very few roads.

In 1940, the highway system began expanding. During Lopez Mateos’s presidential term, 35 federal highways connecting the major cities were built. Railroads were replaced by buses and trucks. The arrival of other car brands increased the supply of these products and more people could buy them.

Another means of transport that grew in the twentieth century was aviation. In 1928, the development of commercial aviation in our country was encouraged.

During the twentieth century, communication between people began to be efficient. The radio not only kept the population informed, but it also became a means of entertainment. With the radio, people were informed in a simpler way. In fact, when Plutarco Elias Calles took office, the event was broadcasted on the radio.

People also managed to stay in communication thanks to, the postal service (Fig. 4.26) the telegraph, and later, to the telephone.



FIG. 4.26 From 1910 to 1940, the number of postal offices doubled. The road system grew and the impulse on aviation increased postal service. In the decade of the 1970s, the service expanded its network to over 400,000 kilometers.

Media and Entertainment

The twentieth century brought a new way to inform and entertain people: radio and television. Soon, XEW began broadcasting and these transmissions reached the remotest parts of the country. In addition to providing information to the population, entertainment programs began to be produced (Fig. 4.27).

Television, on the other hand, was supported by Lazaro Cardenas through investigations made by Guillermo Gonzalez Camarena, a student from the Instituto Politecnico Nacional. Initially, the state was the producer and political programs were broadcasted.

The new channels began broadcasting entertainment programs, such as movies and soap operas as well as soccer matches, reaching Mexican homes.

Radio and television changed people’s lives. It was common for the families to gather around their radios or televisions to watch or listen to a show.

Leisure, Tourism and Sports

Besides the new entertainment media that people found on the radio, films and television, the choices people had for spending their free time began **diversifying** in Mexico. Sports started booming, and people spent their free time watching baseball games, boxing or bullfighting; however, the most popular sport was soccer.

Wrestling was another type of entertainment for Mexicans. Wrestlers like El Santo, Blue Demon and Mil Mascaras were among the best known. Its boom occurred in the late 1950s when the new Arena Mexico and Arena Coliseum were built. The sport became even more popular when the fighters began playing leading roles in many Mexican films.



GLOSSARY

diversify. To turn something uniform and unique into something multiple and diverse.

FIG. 4.27 XEW transmitted news and the first entertainment programs. (In the picture, a live radio broadcast)

107

SESSION INFORMATION

Week: 30

Sessions: 117, 118

Expected learning outcome: Recognize the elements of the revolutionary nationalism in the arts and education.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 30

Sessions: 118, 119

Expected learning outcome:

Recognize the elements of the revolutionary nationalism in the arts and education.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

GLOSSARY

Metropolitan. Pertaining to the urban complex consisting of a city and its suburbs.

The major film companies produced little or no movies during the war, and Mexican cinema began to gain audience and gradually, the films achieved a higher quality. Actors like Pedro Infante, Dolores Del Rio and Mario Moreno "Cantinflas" were very well known, and many of these films were part of the rising Mexican identity.

With the availability roads and airplanes, people start traveling more. Large holiday centers like Acapulco were developed; in addition, cultural visits to archaeological sites were promoted.

Public Universities and Technological Education

The industrialization process of the country had a lot to do with the creation of universities and technological institutes. The most important were the National University of Mexico (UNAM) in 1910, the National Polytechnic Institute (IPN), in 1931 (Fig. 4.28) and the Autonomous University of Chapingo (UACH) in 1923.

The creation of public universities and technological institutes gave many disadvantaged youths an opportunity to study and contribute to the development of the nation.

In 1974, President Luis Echeverría, in response to students' demands in Mexico City, decided to found the Metropolitan Autonomous University (UAM), which currently has five academic units. It was planned for this university to be public, independent and **metropolitan**.

The Consolidation of a Secular Education

Secular education was conceived in Mexico in the nineteenth century, secularization kept education away from any religious doctrine, and the clergy and conservative forces opposed to it.

These groups succeeded in making secular education mandatory for public schools, while private schools had the option to teach religion.

During Calles's presidential term, many private Catholic schools had to operate undercover. The creation of the Secretary of Public Education (SEP) in 1921, during Obregón's government, had a big boost thanks to its first secretary, the philosopher and writer José Vasconcelos, who was a defender of secular education.

Since 1938, he began a period of reconciliation between Catholic schools and the government. However, the formal education and curricula to be followed by all schools, whether public or private, are based on secular education.

FIG. 4.28 The National Polytechnic Institute was founded by Lázaro Cárdenas and his motto was "Art to the service of the motherland."



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Kells

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

From Nationalism to Current Artistic Trends

Revolutionaries and subsequent governments were given the task of uniting the country. It was important to create a discourse and an identity that gave significance to the conflict and to the new revolutionary ideals. The government supported artists to show Mexican nationalism in their work, primarily in arts such as painting, film, music and literature (Fig. 4.29).

One of the first groups, was the group of the muralists. Their works magnified the prehispanic past and supported the social revolution that Mexico had been living, condemning the exploiters and extolling the peasantry and working classes as well as the ethnic diversity. Many paintings of this period emphasize ethnic groups, with lots of color. The most renowned muralists are Diego Rivera, Jose Clemente Orozco and David Alfaro Siqueiros (Fig. 4.30), although there were many more. They were given the opportunity to paint murals for public buildings.

Revolution was not merely reflected in paintings, but also in other arts, such as literature, dance and music. Through the creation of the Mexican Folkloric Ballet, dance, music and costumes of other regions were shown. Composers of music, such as Silvestre Revueltas and Jose Pablo Moncayo expressed major national issues in their work, such as the Huapango composed by Moncayo, which incorporates a lot of Mexico's musical tradition.

The founding of the National Institute of Fine Arts (INBA) during the presidency of Miguel Aleman promoted the arts through public exposure and financial support.



FIG. 4.29 Cultural and reading promotion campaigns represented the beginnings of what would become the universal education in Mexico (in this image, *La Patria*, from Jorge Gonzalez Camarena).



FIG. 4.30 Siqueiros was one of the Mexican muralists committed to the working classes. He fought in the Mexican Revolution and the Spanish Civil War. He was a member of the Communist Party (pictured, *The Cananea strike*).

Team Work

1. Form teams of three and create a work of art that reflects your identity as Mexicans, choosing from art disciplines, such as painting, sculpture, photography, music or literature.
2. Organize an art exhibition inside your classroom and explain your work to your classmates and teacher as well as to other groups you invite. This will help you to recognize the elements of revolutionary nationalism in the arts.

Kells

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SESSION INFORMATION

Week: 30

Session: 120

Expected learning outcome: Recognize the elements of the revolutionary nationalism in the arts and education.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Project preparation: Students should be divided into 4 teams. Two teams will read and give a presentation about "Women in Society and in the Workplace". The other two teams will read and give a presentation about "Entertainment through time" explained on pages 110 – 111.

Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 31

Sessions: 121, 122

Expected learning outcome:

Investigate the cultural and every day life transformations through time and value their importance.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Topics to Analyze, Discuss and Reflect

→ Expected Learning

Investigate the cultural and everyday life transformations through time and value their importance.



FIG. 4.31 Jobs for women have always existed, since camp followers to modern women. The difference is that nowadays their jobs are acknowledged by the law.

Women in Society and in the Workforce

The roles learned from childhood and other cultural aspects have put women in an inferior position to men. It had long been believed that women could only work at home, while men had to be the financial providers for the family. Likewise, women had no right to decide for themselves. They depended on what their parents or husbands decided for them.

Women have always worked, even those who stayed at home also worked, although that work was not paid (Fig. 4.31). Moreover, in all ages there have been women who have excelled, even under adverse circumstances. In Mexico, there were notable examples as Sor Juana Ines de la Cruz, Leona Vicario and Josefa Ortiz de Dominguez. However, what women obtained in the twentieth century was their vindication, the make the claim for their rights and fight for better jobs.

One of the first Mexicans to question the role of women in the society was Laureana Wright Gonzalez. She founded and directed the weekly publication

“Las Violetas del Anahuac” (Violets from the Anahuac) in which she described and criticized the lifestyle imposed on women.

After the revolutionary struggle, women were still not recognized as citizens and the Constitution of 1917 did not grant them the right to vote until 1953.

The industrialization of the Mexican economy opened up opportunities for women to expand their employment horizons. In addition to the jobs that were already common, as educators, cooks or secretaries, women were able to obtain other jobs, such as telephone operators, typists or seamstresses.

Gradually, women struggled to study degrees that were considered exclusive for men. This is how many women graduated as doctors, lawyers, archeologists and scientists. Furthermore, cultural changes gave them the opportunity to compete with men.

During the twentieth century, many women succeeded in careers, such as scientists, artists, politicians, economists, historians, writers, journalists and athletes.

The emancipation of women was a great achievement, but injustices continued. Even today, women suffer from domestic violence and, in many regions, it is still considered that they should stay at home and they still don't have the power to make their own decisions.

Individual Activity

1. Explore the life of a Mexican woman who has excelled in the twentieth century. Some names that can be helpful ideas for your research are: Frida Kahlo, Eulalia Guzman, Helia Bravo Hollis, Maria Izquierdo, Lola Alvarez Bravo, Rosario Castellanos, Emma Godoy, or someone else you know about.
2. Explain briefly in your notebook, the circumstances in which this woman grew up or the time in which she lived.
3. Write a reflection in which you describe what you consider valuable about that woman's life, by researching this person, you will also be researching cultural transformations.

110

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Entertainment through Time

Throughout history, people have looked for ways to break the routine. In Mexico, ever since colonial times, there have been civic and religious festivities with parades, carnivals or fairs. These celebrations, besides promoting trade, were used as moments of distraction and coexistence.

The arrival of modernity, the reduction in working hours and the introduction of one or two days a week off from work, brought an increase of spare time. Civil-religious holidays were no longer enough to distract people and they started looking for new ways to have fun (Fig. 4.32).

Fairs were turned into attractions where people could play lottery, marbles, darts, and target shooting and later, rides were included (Fig. 4.33).

During the nineteenth century, the theater began to rise; at first it was almost exclusive to intellectuals and scholars. The plays that were presented on stage not only entertained a certain sector of the population, but they represented historical events and political aspects. It also helped to disseminate the dramatic works of foreign authors.

The emergence of radio and television made it possible for people to spend their leisure time indoors. But they still wanted to go out. Theater became more and more popular until it was partially replaced by cinema.

Practicing a sport was also becoming part of Mexicans' activities. Sporting facilities were built and parks were adapted for people to exercise. In addition, people spent their time going to arenas for events, such as soccer matches.

Cultural activities were no longer exclusive to the elite. Although the first museums were inaugurated in the nineteenth century, it was not until the twentieth century that they became popular and taken into account as part of the activities chosen to spend free time.

Individual Activity

Read the following questions and answer them individually in your notebook:

1. Why did people begin having more spare time?
2. Describe some of the leisure activities that became popular during the twentieth century.
3. What differences and similarities do you notice between the games that are played nowadays and the ones played at the beginning of the twentieth century?
4. How did everyday life change for children and teenagers during the twentieth and the twenty-first century?

FIG. 4.32 In Mexico City, Chapultepec Park has been one of the favorite places to spend free time. It has existed since pre-Hispanic times. During the twentieth century it was extended and, aside from being one of the few green areas in the city, it has several museums, a zoo, spaces for picnics, a lake where you can row boats, a jogging track and a fair with rides.



FIG. 4.33 Fairs have changed over time, from street fairs to modern amusement parks.



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To Learn More

To learn about women's life in northern Mexico, read *Like Water for Chocolate*. Written by Laura Esquivel, the book is set during the Mexican Revolution. There is also a movie based on the book.

SESSION INFORMATION

Week: 31

Sessions: 123, 124

Expected learning outcome: Investigate the cultural and every day life transformations through time and value their importance.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 32

Sessions: 125, 126

Evaluation

CONTENT DELIVERY

Start: Students should answer pages 112 and 113 prior to taking the unit assessment.

Development: Use the Teacher's Guide Unit 4 Assessment, pages 153 and 154. Later on you can check their scores with the answer key, page 155.

Closing: Use the Teacher's Guide Evaluation Format, pages 163, 164..

Evaluation

Self-Evaluation

1. Based on the contents of the module, complete the following table by marking a cross (X) in the column that best describes your performance.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can identify in time and place facts and processes related to the Mexican Revolution.			
I can organize in sequence the formation of revolutionary institutions and economic development using terms such as year and decade.			
I can explain the process of the Mexican Revolution and the importance of the Constitution of 1917.			
I can describe the changes from a caudillo regime to a presidential one and the importance of social policies during its development.			
I can explain the multiple causes of the economic and industrial growth and the limits of protectionism			
I can recognize the causes of inequality, the political discomfort and the importance of social participation.			
I can explain foreign policies of Mexico regarding international events.			
I can recognize the elements of revolutionary nationalism in art and education.			
I can investigate the cultural and everyday life transformations over time and value their importance.			

2. Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

Co-evaluation

1. Get together with another classmate to conduct a mutual evaluation. Both should use the chart below to record the other's answers to evaluate your performance in group work.

Skill	Always	Usually	Sometimes	Never
Actively participates in team activities.				
Supports his/her opinions during group discussions				
Respects the others' points of view when replying to opinions contrary to his/hers.				
Finishes the activities he/she was assigned to do on time.				

2. Check each other's chart and discuss the answers. Think about ways to improve areas that show low grading.
3. Now answer the following questions, remember to give reasons for your answers so your partner can evaluate you properly. We suggest you ask, each other, questions arising from the ones proposed here.
- Can you locate in place and time when the Mexican Revolution broke out, when the 1917 Constitution was promulgated and when industrial growth occurred?
 - Are you able to analyze the political, social and cultural characteristics of the society prior to the outbreak of the Mexican Revolution, subsequent to it and what occurred in the remainder of the twentieth century?
 - How do you think studying the Mexican Revolution, the transformation of the caudillo regime to a presidential one and the rise of inequality and political discontent helps you in forming a historical consciousness for coexistence?

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SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating.

SESSION INFORMATION

Week: 32

Sessions : 127, 128

Evaluation

Answer the following

1. What is the correct chronological order of the events in the early years of revolutionary struggle?

- a) Madero's triumph, The San Luis Plan, Ciudadela Coup d'état, Ten Tragic Days.
- b) Ciudadela Coup d'état, Ten Tragic Days, Madero's Triumph, The San Luis Plan.
- c) The San Luis Potosi Plan, Madero's Triumph, Ciudadela Coup d'état, Ten Tragic Days.

2. Match the columns.

(f) Plan of Agua Prieta	a) President of Mexico from 1934 to 1940. He made the expropriation oil in 1938.
(g) Alvaro Obregon	b) Through this article the basis for land reform was stated.
(e) Plutarco Elias Calles	c) National conflict between 1926 and 1929 where Catholic militants fought shouting "Viva Cristo Rey" in favor of religious freedom.
(c) Cristero War	d) Through this article the rights of workers were embodied and union formation was promoted.
(d) Article 123	e) He founded the PNR in 1929.
(b) Article 27	f) The government of Carranza is not recognized.
(a) Lazaro Cardenas	g) Goes to power in late 1920.

3. Underline the correct answer.

The National Institute (INI) is created.

- a) 1940
- b) 1948
- c) 1952

During this period, the Free Textbooks National Commission was formed

- a) 1946 - 1952
- b) 1952 - 1959
- c) 1958 - 1964

The Mexican Social Security Institute (IMSS) was founded.

- a) 1943
- b) 1945
- c) 1947

This period was known as the "Mexican miracle".

- a) 1930 - 1942
- b) 1940 - 1952
- c) 1950 - 1962

Demonstration in the Plaza de las Tres Culturas and repression of students.

- a) 1968
- b) 1971
- c) 1975

CONTENT DELIVERY

Start: Students should answer pages 112 and 113 prior to taking the unit assessment.

Development: Use the Teacher's Guide Unit 4 Assessment, pages 153, 154. Then you can check their scores with the answer key, page 155.

Closing: Use the Teacher's Guide Evaluation Format, pages 163 and 164.

SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating.

SESSION INFORMATION

Week: 33

Session: 129

Expected learning outcome:

Students will identify difficult topics in the unit in order to make a study plan.

CONTENT DELIVERY

Start: Have students analyze and identify what they could do well in units 1 through 4; as well as what they should improve in unit 5. Ask them, for instance: What topics were easy? Did your previous study plan work? Didn't it work? Why? Did you really follow your study plan? Students should write down their reflections.

Development: Have students check the skills, learning outcomes and key concepts in unit 5. Ask them to identify the topics they consider the hardest ones. Then, they should plan how to study them and do better than the previous unit. If a strategy didn't work, then they should find another one. Help them with ideas. (Drawing mind maps, discussing with partners, making their own exams, making timelines, making associations, etc.)

Closing: Students should write down their study plan and have it checked.



Mexico in the Global Era (1982-Present)

Skills

- Understanding historical time and place.
- Management of historical information.
- Raising historical awareness for coexistence.

Expected learning

- Organize in sequence the events and processes related to economic, political, social and cultural fields in the last decades in Mexico.
- Identify areas of economic growth, migration and concentration of population in Mexico during the last decades.
- Describe the multiple causes of the economic problems and the creation and establishment of a new economic model.
- Recognize the causes of discontent and the political transition process in the Mexico of today.
- Explain the different reasons for the current social problems of the country and the importance of social participation to solving them.
- Analyze the influence of globalization in the national culture and resistance presented by the multicultural identity.
- Explain the changes in the Mexican external policy and its current problems
- Recognize the challenges that Mexico is facing in the political, economic, social and cultural fields, and participate in actions to contribute to its solution.
- Investigate transformations of culture and everyday life over time and value their importance.

Activity

1. Look at the timeline on the next page, and find the events that took place around the world in the last decades.
2. Answer the following question in your notebook.
 - How do you think these events influenced life in Mexico during this same period?
3. Draw a chart in your notebook and classify the events from the timeline into political, cultural, social and economic.
4. Compare your results with another classmate.

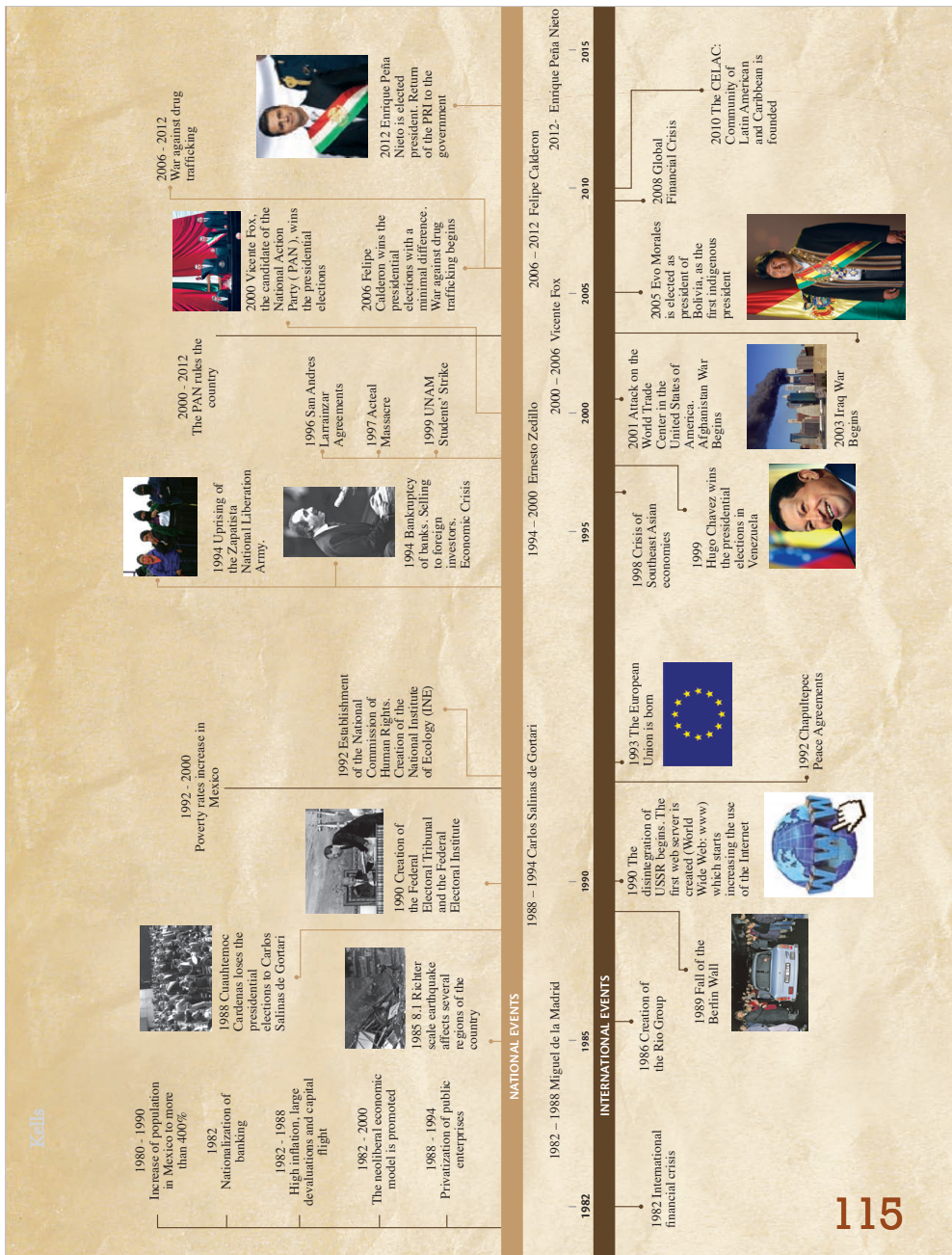
114

SKILLS DEVELOPMENT

Metacognitive skills: Planning, organizing studies content.

EVALUATION OF CONTENT

Students should get their study plan checked.



SKILLS DEVELOPMENT

Logical/Mathematical skills: Discovering relations.

Critical thinking skills: Analyzing, classifying, observing.

EVALUATION OF CONTENT

Students should answer comprehension-check questions accurately.

SESSION INFORMATION

Week: 33

Session: 129

Expected learning outcome: Students will identify key concepts and people in the time period to be studied.

CONTENT DELIVERY

Start: Ask students to read the timeline.

Development: Organize a contest. Prepare some cards with questions about the timeline. Students will run, grab a card and answer it correctly. The team with most correct answers is the winner.

Closing: Students should be able to identify names or facts accurately.

Homework: Students should investigate the meaning of "neoliberalism".

SESSION INFORMATION

Week: 33

Session: 130

Expected learning outcome:

Organize in sequence the events and processes related to the economic, political, social and cultural fields in the last decades in Mexico. Identify the areas of economic growth, migration and population concentration in Mexico during the last decades.

CONTENT DELIVERY

Start: Ask students for the definition of “neoliberalism”. Elicit answers and have a student write the definition on the board. Then, they should discuss the introductory questions in teams. Elicit answers.

Development: Students will read page 116. Then, they should underline all new terms they find. Have students look the terms up in their dictionaries.

Closing: Divide students in teams. Assign a paragraph to each team. They should paraphrase the paragraph and then, combine team members so everybody will share their points of view.

Period overview

KEY CONCEPT

Capital Flight: Financial capital that flows rapidly out of a country, due to an event of economic consequence.

External Debt: Term used to make reference to the money that one country owes another country or countries or to international creditors in foreign currency.

→ Expected Learning

Organize in sequence the events and processes related to the economic, political, social and cultural fields in the last decades in Mexico. Identify the areas of economic growth, migration and concentration of population in Mexico during the last decades.

Location of Temporal and Spatial Changes in the Creation of a New Economic Model and Political Transition

Introductory questions

1. Answer the questions.
 - Have you ever heard anything about the neoliberalism model in Mexico?
 - Do you know which companies were sold during this time?
 - Why do you think that Mexico is considered a country with a young democracy?
 - Have you ever heard of globalization? What do you think it refers to?
2. Share and compare your answers with a partner. Keep the answers for review at the end of the topic.



FIG. 5.1 The decline of Mexican economy began during the presidential term of Luis Echeverría (1970 - 1976).

GLOSSARY

Devaluation. Loss of the exchange value of a currency, relative to gold or other currencies.

Did you

know...?

When Luis Echeverría took office, he tried to vindicate the workers who were in need of a greater social equality. Unfortunately, he could not achieve this and created a populist government wasting great sums of public money. This was the root of the economic crisis that hit Mexico and worsened during the eighties.

In 1982, Miguel de la Madrid became president of Mexico, which was immersed in a great economic crisis, inherited from the governments of Luis Echeverría (Fig. 5.1) and Jose Lopez Portillo, but also as a consequence of the difficult economic situation that the United States was going through. Even though the economy was already deteriorating, Lopez Portillo announced during his final presidential report on September 1, 1982, that he was going to nationalize banks. This news caused **capital flight**, large inflation, high interest rates and the falling of the peso against other currencies. In addition to this, 1982 was a year of global economic crisis, which ended up deteriorating the situation in Mexico.

As of the decade of the seventies, bad tax revenue forced the country to borrow money from the International Monetary Fund. The **devaluation** in the 1980s increased the **external debt** that Mexico had with this organization.

The ascent of the technocrats also began in 1982; those who studied economics or public administration and formed the Mexican political power. The technocrats, in an attempt to bring the country out of the crisis, decided to exercise a neoliberal political-economic model. This model sought to reduce the government's participation in public companies, and to end the protectionist trade to make way for the free market.

The neoliberal model began during Miguel de la Madrid's presidential term, but it intensified after the arrival of Carlos Salinas de Gortari to the Presidency in 1988. During his six-year term, many public companies were sold to domestic and foreign investors and even banks were privatized again.

The external debt was negotiated, giving Mexico the opportunity to make international trade agreements like the North American Free Trade Agreement.

These neo-liberal policies brought Mexico out of the economic crisis; however, it also had negative consequences for society.

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SKILLS DEVELOPMENT

Reading skills: Scanning, reading for detail.

Critical thinking skills: Paraphrasing.

Interpersonal skills: Working as a team member, teaching others.

EVALUATION OF CONTENT

Elicit a summary.

In 1992, an amendment to Article 27 of the Constitution was made, giving the ejidatarios the option to sell their land for private property. People from the countryside lived in great poverty and many decided to migrate to the cities or abroad (Fig. 5.2). The first caused urban overcrowding and therefore, a lack of employment in the cities. Additionally, neo-liberal policies also affected small producers and dealers who could not compete with the big conglomerates that started being formed. That's how social differences were exacerbated, increasing the poverty **rate**. This is why, today, Mexico does not have the resources to feed its population with food grown in the country, so Mexico has to buy it from foreign companies.

In addition to this, the presidential elections of 1988 were controversial. The day of the election and during the vote counting, polls predicted a victory for the opposition candidate, Cuauhtemoc Cardenas, the grandson of General Lazaro Cardenas del Rio. But, the vote counting system "broke down" and the counting stopped for a few hours. When the electoral system was re-established, the candidate Carlos Salinas de Gortari had taken the lead. This caused great dissatisfaction among Cardenas's followers. However, he accepted the results and founded the Democratic Revolution Party (PRD).

These situations led to diverse social protests against neoliberalism and in favor of democracy. One of the most important protests occurred in Chiapas, when the Zapatista National Liberation Army rose up in arms in January 1994. They were fighting in favor of their people's autonomy, greater equality and justice. Unfortunately, this conflict was not resolved during the decade of the nineties and a massacre of indigenous people occurred in Acteal in 1997. Politicians and public officials have been held responsible for this tragedy (Fig. 5.3).

Civil protests pressured leaders to create institutions to help improve the democracy in Mexico through more transparent and honest elections. Thus, during the nineties, a decentralized organism was created to carry out elections, the Federal Electoral Institute. The contribution of citizen advisers was very helpful for the change in political parties to be successful in 2000 when the candidate of the PAN party, Vicente Fox, was elected President. This was an end to the hegemony of the PRI party which had been in office for more than eighty years.



FIG. 5.2 The economic crisis in Mexico increased the number of Mexicans who did not have any other choice but to illegally migrate to the United States (Fig. 5.2).

GLOSSARY

Rate. Numeric expression of the relationship between two quantities.

ICT

To find out more about the elections of 1988, watch the video Elecciones de 1988 (Elections of 1988). It was uploaded to youtube.com by students from the Autonomous Metropolitan University (UAM).



FIG. 5.3 The Chiapas conflict resulted in a massacre of 45 indigenous people in the village of Acteal, leaving a wound that has not healed.

Kells

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SESSION INFORMATION

Week: 33

Session: 131

Expected learning outcome: Organize in sequence the events and processes related to the economic, political, social and cultural fields in the last decades in Mexico. Identify the areas of economic growth, migration and population concentration in Mexico during the last decades.

CONTENT DELIVERY

Start: Students should read the page. Ask comprehension-check questions.

Development: In teams, they will make a cartoon narrating the described events.

Closing: Students should share their cartoon in whole class.

SKILLS DEVELOPMENT

Visual/Spatial skills: Creating a cartoon.

Critical thinking skills: Abstracting information.

EVALUATION OF CONTENT

The cartoon should clearly narrate the events.

SESSION INFORMATION

Week: 33

Session: 132

Expected learning outcome:

Organize in sequence the events and processes related to the economic, political, social and cultural fields in the last decades in Mexico. Identify the areas of economic growth, migration and population concentration in Mexico during the last decades.

CONTENT DELIVERY

Start: Students should read the page. Check new terms comprehension. If they cannot provide with an accurate definition, help them out.

Development: They should write a 7-item questionnaire in order to exchange it and answer each other's paper.

Closing: Students should be able to tell a brief summary about the period.

Project preparation: Students should prepare the timeline described on page 119, in the introductory questions. They will present it the following session. Besides, they should take some play money and a black bottle. (They can paint it or fill it with black paper).

Did you know...?

Obesity is associated with the loss of health. It is a risk factor for the development of diabetes, hypertension, cardiovascular disease and certain types of cancer. The cost of obesity is very high, both, socially and economically. In Mexico, the latest national health and nutrition survey found that 70% of adults, 33% of young people, and 34% of children were overweight or obese. To address this problem it is necessary to increase the intake of healthy foods, to drink water instead of soda and to exercise at least three times a week. What are you doing to avoid being overweight?
Source: www.alianzasalud.org.mx

Besides the economic crisis, during the seventies and eighties, Mexico had to deal with other situations, such as excessive population growth. The founding of the National Population Council in 1974, whose aim was to make people aware of the idea that small families lived better, helped to reduce the levels of population growth. Although, by the end of the 1990s, the population had quadrupled its number.

Natural disasters also affected Mexican society, especially the earthquake of September 19, 1985. At that time there were no civil defense organizations and the disorganization of the government after this terrible disaster delayed the rescue of victims. Fortunately, civil society was ready to organize and help those who were in need.

Work and rescue groups were organized to assist those who were most affected. Civil society also got together with citizen participation movements.

Globalization has increased the cultural exchange between different regions. The American culture began to permeate Mexican society significantly. This affected, among other things, people's eating habits, starting a big health problem in Mexico: obesity; due to media blitz for junk food and a little or no information on healthy eating habits.

During the twenty-first century, Mexico has also faced great challenges such as finding a way to decrease environmental pollution, achieve social equality and increase the quality of education (Fig. 5.4), to name a few. At the beginning of this century, the Internet and new information and communication technologies became massive. The use of cell phones, computers and the Internet has allowed major advances in many areas of life, such as health, education and employment.

However, the use of these technologies has also created environmental problems and a culture that encourages consumerism and individualism.

The political transition advanced, thanks to the creation of organizations, such as the IFAI, that allows citizens to recognize and monitor the proper use of public resources. However, Mexico still faces problems: low economic growth and migration, along with an international economic crisis and drug trafficking.

Mexico has also participated in the phenomena of economic integration, not only with the United States and Canada through NAFTA, but with most Latin American countries. The Community of Latin American and Caribbean States, CELAC, was founded in the year 2010, an event that breaks ground for greater cooperation at the regional level.

FIG. 5.4 An urgent challenge is to raise the standards of education and to equip all schools with physical and educational conditions to achieve it.



Kells

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SKILLS DEVELOPMENT

Critical thinking skills: Formulating questions, summarizing.

EVALUATION OF CONTENT

The questionnaire should ask for main events; it should be clearly answered.

Topics to Understand the Period

What are the main challenges for Mexico and what can we do about them?

The Economic Situation and the Establishment of a New Economic Model

→ Expected Learning

Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

Introductory questions

1. In 1982, when Miguel de la Madrid took office, Mexico was going through a serious economic crisis. Based on what you learned in Module IV and on research that you can do in your school library or on the Internet, do the following.

Create a timeline where you include the following processes:

- The "Mexican miracle".
 - An oil based economy.
 - Limitations of protectionism.
 - A stabilizing development model.
 - The decline of the world economic system.
 - The end of "stabilizing development".
2. Analyzing the timeline you created, discuss with your classmates and your teacher how the Mexican economy began declining in the 1970s.
 3. Find out if some other external factors also influenced the fall of the Mexican economy.

Inflation, Devaluations and External Debt

Luis Echeverría's populist government and the squandering of money ended up with Mexico having to borrow money from international financial organizations. By 1970, Mexico had gone from being a nation with sustained growth to an uncompetitive and indebted country. When Miguel de la Madrid took office in 1982, Mexico suffered one of its most serious economic crisis (Fig. 5.5), and the international context made the Mexican economy worse.

In 1978, international oil prices increased, which partially helped in the recovery. But, the country was dependent on the exports of this product, so when prices fell, the Mexican economy was seriously affected. The government was counting on those resources for the development of the nation. In addition, worldwide interest rates rose, and an uncontrolled inflation as well as an unfavorable exchange rate affected Mexico's resources for the development of the nation (Fig. 5.6). One of the products that increased its price the most during this period was gasoline, with an increase of more than 1,000%. This affected many businesses, since the distribution of goods became more expensive. This was how prices shot up, from the basic food basket to many other types of services. Unfortunately, an increase in salaries could not be as high as the inflation, therefore, all the inhabitants of Mexico were hit by this economic crisis.

The confidence of the private sector in the Mexican economy declined and so-called capital flight took place. These events, among other things, caused in the devaluation of the Mexican peso against the dollar, which caused the external debt that Mexico to the US to rise exorbitantly.



FIG. 5.5 Miguel de la Madrid became President in December 1982.

Did you know...?

Inflation was so severe during the eighties that higher denomination bills were issued. For this reason, in 1993, the Government introduced the "new peso", removing three zeros from the traditional peso. This is, that what in 1980 were 1,000 pesos (\$), in 1993 they turned into one new peso (NS).



FIG. 5.6 The greater part of Mexico's income was based on oil. With the fall of prices, Mexico lost a lot of this income.

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SESSION INFORMATION

Week: 34

Session: 133

Expected learning outcome: Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

CONTENT DELIVERY

Start: Check projects. Have a team present one. Discuss it in whole class.

Development: Students should read the page. In pairs, with the play money and black bottle, they should simulate that one student is Mexico and the other The US. They will role-play the economic crisis. They should explain it with the play money and bottle.

Closing: Students should present in whole class.

Homework: Students should do research described at the bottom of page 120.

SKILLS DEVELOPMENT

Interpersonal skills: Working as a team member.

Bodily/Kinesthetic skills: Acting.

Critical thinking skills: Imagining, analyzing.

EVALUATION OF CONTENT

Everyone will present in whole class.

SESSION INFORMATION

Week: 34

Session: 134

Expected learning outcome:

Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

CONTENT DELIVERY

Start: Students should read page 120. Ask comprehension-check questions.

Development: Ask students for their research. In teams, they should compare the answers they got from older people about the 1980's crisis. Then, they should write an essay about it. Remind them of the writing process: Pre-writing, drafting, revising, proofreading and publishing as well as the essay structure: Topic sentence + supporting sentences. Introduction, body and conclusion.

Closing: Elicit an essay.

Homework: Students should take a large bond paper sheet, markers and a ruler to the following class.

ICT

Former President, Miguel de la Madrid Hurtado, died on April 1, 2012. Several media published journalistic notes due to his death. We invite you to read two of these publications from April 2012, so that you can compare the different perceptions that people had of his six-year term. Cardenas during an event while running for the presidency. (With La Madrid, the beginning of the chaos) from Proceso magazine and which you can read at:

<http://www.proceso.com.mx/?p=304063>

"Miguel de la Madrid" from El Economista, which you can read at:

<http://eleconomista.com.mx/Columnas/columna-invitedapolitica/2012/04/01/miguel-madrid>

Mexico was already in debt at the beginning of the 1970s. At the outset of Luis Echeverría's administration, the external debt was 6 billion pesos; by 1976, the debt had increased up to 20 billion pesos.

During the eighties, with the decline of oil prices, Mexico stopped benefiting from these revenues, which made it very difficult to pay the debt that they already owned. In addition, the rising international interest rates significantly increased the interest that Mexico had to pay other countries, especially to the United States. Mexico had to ask the United States for a debt restructuring since, otherwise, it would have been impossible to pay.

The high interest rates and the devaluation of the peso with respect to foreign currencies exacerbated the economic crisis. There were drastic falls in production and many companies, both public and private, had to close. Due to this, many people lost their jobs, migrated or tried to find a job in the informal economy (Fig. 5.7).

Carlos Salinas de Gortari took office in 1988, with severe doubts about his victory at the polls (Fig. 5.8). One of his first actions as President of Mexico was the renegotiation of the external debt. Millions of dollars a year in interests stopped being paid, which gave the country an opportunity to generate foreign exchange savings.

Pressure from International Financial Organizations

When Luis Echeverría left office in 1976, Mexico was already an indebted country. Due to a poor *tax collection*, the government could not face its payment commitments, so it had to ask for an international loan. However, there was a crisis of investor confidence that culminated in the deterioration of the Mexican economy.

This confidence crisis was caused, largely, by pressure from international financial institutions, particularly by the International Monetary Fund (IMF), that insisted on amending the economic policy of the Mexican government as a condition for sustaining its trust. The problem was that Mexico was so indebted that it depended on international funding to be able to reactivate the economy. Because of this, Mexico had to sign a letter of intent with the IMF, in which it accepted implementing a policy that contributed to the loss of its autonomy and the weakening of its social base. This policy was based on a limitation of wage increases and on the restriction of credit and government spending. This had serious consequences for the population and it also stopped the country's growth. The quality of life for Mexicans was severely diminished.

FIG. 5.7 Unemployment affected both government workers and the people working in the informal economy



FIG. 5.8 Carlos Salinas de Gortari had to make great efforts to legitimize his Government.



Individual Work

1. Research by asking your parents, uncles, grandparents, how they lived the crisis of the 1980s. Ask them if prices, low wages or unemployment affected them. Record the conversation or take notes.
2. Ask someone who is not a member of your family the same questions and register their answers.
3. Integrate the results of your research. Compare them with another classmate and, together, write a brief summary on how people lived the economic crisis of the time. With this, you will be developing your ability to manage historical data.

120

SKILLS DEVELOPMENT

Reading skills: Scanning.

Writing skills: Writing process.

EVALUATION OF CONTENT

Students should hand in the essay.

Nationalization and Banking System Sale

On September 1, 1982, during his last presidential report, Jose Lopez Portillo announced the *nationalization* or *statization* of the bank and they became part of the Mexican State. One of the purposes of this program was to have more control over the Mexican economy in the interior of the country (Fig. 5.9).



FIG. 5.9 Jose Lopez Portillo, in a desperate effort to keep certain financial autonomy, decided to nationalize the Bank, announcing it during his last presidential report on September 1, 1982.

The nationalization of banks increased capital flight and, therefore, increased the devaluation and economic disorder. Bankers were affected because the government expropriated their goods and paid much less than their value. The population in general also suffered, because inflation, as it was already mentioned, increased so much that purchasing power drastically decreased.

With the change in economic policy towards **neoliberalism**, started by Miguel de la Madrid and which Carlos Salinas de Gortari continued, banks were **privatized** again in 1990.

It is important to mention that if Mexican banks had not been privatized, it would have been very difficult to achieve the trade agreement which was signed with the United States and Canada.

Establishment of Neoliberalism

The sale of **parastatal** companies to individuals, i.e., the privatization of government agencies, began in the United Kingdom under the government of Margaret Thatcher (Fig. 5.10). In the United States, the neoliberal model was introduced by Ronald Reagan. Both Thatcher's and Reagan's governments adopted economic policies that transferred almost all public property to private investment, as well as eliminated almost all the control over the financial markets.

With the arrival of Miguel de la Madrid to the presidency, the nationalist policy was left behind and a neoliberal policy was adopted, which allowed Mexican and foreign investors to acquire several public companies.

Carlos Salinas de Gortari continued the same neoliberal policy as de la Madrid.

Thus, during the 1980s and 1990s, many companies were privatized. The most important cases were those of banks, the steel industry, the sugar industry and telecommunications.

The neoliberal policy of these governments also allowed the Mexican market to open to foreign investors, and Mexico was able to enter the dynamics of an economic system that was already beginning to globalize.



FIG. 5.10 Margaret Thatcher was one of the main promoters of the neoliberal model, not only in her government, but as a world economic doctrine.

KEY CONCEPT

Tax collection: Act performed by the State, in order to raise capital for funds that will be managed by the Government and assigned to different areas such as public administration, health, education, labor, environment, among others. Tax revenue is mainly done by charging a consumer tax (IVA) or an income tax (ISR).

Statization, or expropriation. Both words refer to the same concept: to make industrial properties or services, operated by private individuals, depend on the government.

GLOSSARY

Neoliberalism. Political and economic ideology in which the tendency is to reduce the State's intervention to the minimum.

Privatization. A process in which companies in the public sector are transferred to the private sector.

Parastatal. Institution or organization belonging to the State, without forming part of the Public Administration.

SESSION INFORMATION

Week: 34

Session: 135

Expected learning outcome: Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

CONTENT DELIVERY

Start: Ask students for two reasons why there was a major economic crisis in Mexico.

Development: Divide the group in three teams. Each team will read one paragraph on the page (the last paragraph ends in the following page). They should mind map the information. Then, each team will give a presentation about the paragraph they read using the mind map they made.

Closing: Students should present the mind map.

SKILLS DEVELOPMENT

Reading skills: Scanning and reading for detail.

Critical thinking skills: Mind mapping.

Verbal/Linguistic skills: Giving a presentation, teaching others.

EVALUATION OF CONTENT

Students should actively participate in the mind map production. Every member in the team should talk during the presentation they give.

SESSION INFORMATION

Week: 34

Session: 136

Expected learning outcome:

Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

CONTENT DELIVERY

Start: Ask students comprehension-check questions about the economic crisis during the 70's and 80's.

Development: Students should do the Individual Work activity described in the chart. The result of their answers should be turned into an essay. Remind students of the writing process: Pre-writing, drafting, revising, proofreading, publishing as well as the argumentative essay structure: Introduction, body and conclusion.

Closing: Students should hand-in their essays.

Homework: Students should do research to answer the introductory questions on page 122.



FIG. 5.11 Carlos Salinas de Gortari, a man whose name conjures up images of fraud, corruption and economic devastation.

GLOSSARY

Alienate. To turn over or transfer to someone the domain or right to something.



FIG. 5.12 The reforms to ejido properties were counterproductive for farmers, who had to migrate.

very low in ejidos. In January 1992, following the neoliberal policy, article 27 of the Constitution was modified. Among other things, amendments established the right to ejido and community land owners to associate with each other, with the State or with third parties to increase the productivity of their lands. Likewise, if it was suitable to their interests, the land could be **alienated**; that is, the private property regime could be changed and, therefore, it could be sold. This happened during the presidency of Carlos Salinas de Gortari (Fig. 5.11)

Mining, wind energy, tourism and agro exporting companies, occupied many of these ejido lands. The original inhabitants had to migrate to seek other opportunities. Those who were able to maintain their parcels could not update their infrastructure, so their lands were producing very little. In a few years, the number of people who abandoned the fields in order to go to the big cities or to illegally migrate to the United States increased. The fields were controlled by a few companies and Mexico lost its food self-sufficiency (Fig. 5.12).

Individual Work

1. Develop the activities in your notebook.
 - Make a list of the causes that contributed to the economic crisis of 1982.
 - Describe how people were affected due to the economic crisis.
 - Explain how the bank nationalization affected the Mexican economy.
 - Which economic policies were developed in Jose Lopez Portillo's, and Miguel de la Madrid's and Carlos Salinas de Gortari's governments? Did they follow the same path? Which one affected the general public the most?
2. Compare your answers with two or three of your classmates and modify them if you think it is necessary. This activity will help you explain the multiple causes that led to Mexico's economic problems during this period and the establishment of the new model.

Political Transition

→ Expected Learning

Recognize the causes of discontent and the political transition process in the Mexico of today.

Introductory questions

1. According to what you know about the elections of 1988, answer the questions:
 - How was the discontent of a sector of the population channeled?
 - What consequences do you think that the foundation of a new party in Mexico had?
 - What demands from the left wing or guerrilla movements are still in force?
2. Keep your answers so that you can go back to them when you finish the topic.

Social Protests

The neoliberal economic model showed its inability to solve poverty and inequity problems among the Mexican population, since its results were not what the government promised. Society's discontent was expressed through different demonstrations and social movements.

122

SKILLS DEVELOPMENT

Critical thinking skills: Analyzing.

Writing skills: Writing process.

EVALUATION OF CONTENT

Students should get the essay checked.

Farmer associations, trade unions and other organized groups showed their dissatisfaction with the decisions made by the government, such as NAFTA, the amendment to article 27, the privatization of parastatal companies and the questionable Mexican democracy.

Many unions that had supported the PRI changed their minds when they discovered that their leaders practiced a conservative policy which was oblivious to their interests. Some union leaders openly supported the candidacy of Cuauhtemoc Cardenas in 1988 (Fig. 5.13), with large mass events. People from civil society and a large Mexican left wingsector saw his campaign several **postulates** similar to theirs, and gave their support. This made that year's election really competitive, since, in previous elections, the official party, PRI, did not have any real opponents.

One of largest strikes, was the one that was held at UNAM in April 1999. The strike ended 10 months later when elements of the preventive Federal Police (PFP) entered the university, and restored law and order. This strike resulted in thousands of students losing a school year, in addition to the strikers destroying some university facilities (Fig. 5.14).

More recently, during the 2006 elections, Felipe Calderon, the PAN candidate, won by a margin of 0.52% of the votes. This caused large demonstrations, mostly in the capital of the country, in support of the left wing party candidate, Andres Manuel Lopez Obrador.

The Technocrats in the Government

The era of the **technocrats** in Mexico began with the arrival of Miguel de la Madrid to the presidency. Jose Lopez Portillo's administration left the country mired in a big economic crisis; this is why it was thought that people who were prepared in economics or public administration would better at ruling the country. Miguel de la Madrid and Carlos Salinas de Gortari did postgraduate studies in public administration at Harvard University, while Ernesto Zedillo concluded doctoral studies in economics at Yale University. Felipe Calderon also studied economics at Harvard.

What is a fact, is that from 1982 to 2010, including PAN Governments, Mexican technocrats drove the neoliberal economic model. At the macroeconomic level, this model worked fine after the economic crisis of 1994; Mexico was able to recover and has remained stable to date. Mexico was not as affected as other countries in the latest 2008 crisis, and many countries recognize its work on economic stability. Unfortunately, this same model has also increased social differences and left many Mexicans in extreme poverty, while wealth is increasingly concentrated in a few families or societies.

Electoral Reforms

Individual Work

1. Make a list of the political parties that participated in the federal elections of 1988 in your notebooks and answer the questions:
 - How many political parties participated?
 - Who won the elections and to which party did he belong?
 - Did other parties have a chance to win?
 - Do you think that the elections of 1998 were democratic? Justify your answer.
 - What do you think that went wrong during the electoral process of 1988?
2. Compare your answers with another classmate. This activity will help you understand the causes of the social discontent in the period and it will also help in the formation of historical consciousness coexistence.



FIG. 5.13 Cardenas during an event running for the presidency.

GLOSSARY

Postulate. An assumption that is settled to establish a demonstration.



FIG. 5.14 The strike that began in 1999 at the UNAM was led by Alejandro Echevarria Zarco "Mosh", who was later arrested, accused of "property damage".

GLOSSARY

Technocrat. Technical or specialized person in economic and administrative matters, who exercises his public office with a tendency to find effective solutions above other ideological or political considerations.

Kells

123

SESSION INFORMATION

Week: 35

Session: 137

Expected learning outcome: Recognize the causes of discontent and the political transition process in Mexico nowadays.

CONTENT DELIVERY

Start: Ask students to discuss the answers they got to the introductory questions on page 122. Elicit answers in whole class.

Development: Students should read "Social Protests", "The Technocrats in the Government" and "Electoral Reforms". In pairs, they will create a crossword puzzle with at least 8 clues using information from the paragraphs. For example:

Across

1. Their leaders practiced an _____ policy to their interests.

OBLIVIOUS

Closing: Students should exchange crossword puzzles and solve each other's work.

SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Visual/Spatial skills: Creating crossword puzzles.

EVALUATION OF CONTENT

Students should actively participate to create and respond crosswords.

SESSION INFORMATION

Week: 35

Session: 138

Expected learning outcome:

Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

CONTENT DELIVERY

Start: Students should do the Individual Work activity. Elicit answers in whole class (page 123).

Development: Students should read page 24. In groups, they should act out the Zapatistas conflict.

Closing: Help your students reflect upon the questions in the Individual work activity, but in whole class.



FIG. 5.15 The Federal Electoral Institute is responsible for holding the elections in Mexico.

Since the founding of the PRI as a political party, and its hegemony in the governmental power, it has been said that Mexico did not have an efficient democracy. This gradually caused a lack of credibility in the electoral process.

The elections of 1988 happened under a process that seems unclear and suspicious, as you have already seen and researched. This prompted the government of Carlos Salinas de Gortari to start a new electoral reform that would help to have cleaner elections. These reforms began in 1990, when the new Federal Electoral Tribunal was created. A maximum party representation in the Chamber of Deputies was also established. In July of that same year, the Federal Electoral Institute (IFE) was created, so the elections began to be regulated by an autonomous institution and not by the government (Fig. 5.15). New voter registration cards that included a photograph were issued to citizens to improve the security mechanisms that ensured effectiveness of the suffrage. By the year 2000, these measures contributed to political alternation, and Vicente Fox, candidate of the PAN, was elected president, giving an end to PRI's hegemony, which lasted for more than 80 years.

Individual Work

1. Read the following newspaper report published on January 1, 1994, in Chiapas newspaper *Tiempo*. San Cristobal de las Casas. January 1^a

When war came to San Cristobal

"Today, at 0:30 hours, a commando of the Zapatista National Liberation Army (EZLN), took this city by assault, occupying public offices and torching the coordination of the offices of the State Attorney General of Justice, where they shot judicial officer Samuel Moreno Feliciano. Simultaneously, the guerrilla movement took the towns of Las Margaritas, Ocosingo, Altamirano, and Chanal.

The clandestine Committee of the EZLN area reported that "the cause of this struggle, of this revolution, is that we have been oppressed for a long time, and our problems haven't been solved; There is no justice, we are hungry; the Government hasn't solved anything; We rise in arms because we are tired; the Government is not listening to us. It is a fair fight, it is not an improvised fight".

The native language of the three Commissioners of information is Mayan tzeltal, their Spanish is very difficult to understand. They stated that their movement responds to "the people's needs; people are dying of hunger, that's why the people rose in the armed struggle".

After a direct inquiry about Guatemalan guerrillas among their ranks, another Commissioner categorically denied it.

The press conference took place in the small makeshift headquarters that had been the Municipal Legal Department: "we will not give up this fight until we reach the goal, the fulfillment of these demands, until achieving improvement in living conditions for people and until I no longer feel the need". The government never gives a solution to the lack of land; the rich monopolizing the best lands. There are thousands of petitions to the Secretary of Agrarian Reform and they do not give us an answer. There is not enough food, nor health services or education. This fight is for indigenous people having the chance to choose their government. People say "enough of electoral fraud". According to the government there is democracy, but it is a big lie; the people will continue to fight."

Retrieved from: <http://www.bibliotecas.tv/chiapas/ene94/olene94.html>

2. According to what you read and your previous knowledge, answer the following questions:
 - What motivated the Zapatista National Liberation Army to rise in arms?
 - Who was part of the EZLN?
 - What was going on with the land and fields in Mexico during this presidential term?
 - Which is one of the points of the neoliberal economic model that is related to this topic?
3. Record your answers and compare them with another classmate. This activity will help you develop a historical consciousness for coexistence, and managing historical data.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Acting.

Critical thinking skills: Analyzing.

EVALUATION OF CONTENT

Students should actively participate in the play.

The National Liberation Zapatista Movement

The uprising of the Zapatista National Liberation Army (EZLN), known as “Zapatista uprising”, occurred during the last year of Carlos Salinas de Gortari’s presidential term. Practically all its members were indigenous led by sub commander Marcos (Fig. 5.16).

The Mexican army’s response was rapid, which caused the Zapatistas to draw back in the Lacandon Jungle. However, there was a violent confrontation in Ocosingo. After some international requests and local manifestations, Salinas de Gortari declared a ceasefire on January 12th of that same year.

The first dialogue attempt between the Mexican Government and the Zapatistas took place in the spring of 1994, but it was not successful (Fig. 5.17). A new dialogue was attempted in 1995, in San Andres Larrainzar. These talks ended with the signing of the San Andres Agreements in February 1996. The EZLN most important requests emphasized the autonomy of the indigenous peoples, a new social pact that eradicated inequality, discrimination and exploitation of the people by the government. However, the government did not put together a constitutional reform to solve the indigenous problems in Chiapas, so the peace process went into crisis.

During the last years of Ernesto Zedillo’s administration, the indigenous people were repressed, and the unfortunate event of the Acteal massacre took place in 1997. The only thing that it is known about this massacre is that on December 22, 1997, an armed group entered a church which was near the area of influence of the EZLN, and killed 45 people, including four pregnant women and nine children. The information about what motivated this killing or who ordered it is not known with certainty.

During the year 2000, the candidate of the PAN, Vicente Fox, won the presidential election. With his coming to power, there were moments of hope regarding the indigenous problem. However, the new government’s actions were far from what had been agreed in San Andres.

The Zapatista National Liberation Army has become one of the most striking social movements internationally for being, an indigenous, peasant and democratic movement, all at the same time.

In 2012, they made their comeback in major capitals of the State of Chiapas.

The Construction Process for Political Alternation

Political alternation did not occur until the year 2000, when the PRI lost the presidential election (Fig. 5.18). However, the process for this alternation had its origins in the 1960s, when electoral reform opened political space for the opposition. This reform allowed the participation of congressmen who belonged to parties other than the one in office.

However, true alternation occurred when the system changed, from being an hegemonic system (held by the PRI) to a system of political parties, and until the opportunity to have competition among the various political forces was finally given (Fig. 5.19).



FIG. 5.16 Sub commander Marcos is one of the main spokesmen of the movement. He does not call himself a leader, because, as he says, in Zapatism there are no leaders.



FIG. 5.17 The dialogue with the Zapatistas began in San Cristobal de las Casas in February 1994. In the picture, Bishop Samuel Ruiz and the peace Commissioner, Manuel Camacho Solis at a press conference



FIG. 5.18 The arrival to power of Vicente Fox was the culmination of a series of previous efforts for opening a road to democracy in Mexico.



FIG. 5.19 Since the PRI lost the Presidency in the year 2000, the subsequent elections have been very competitive and more democratic.

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SESSION INFORMATION

Week: 35

Session: 139

Expected learning outcome: Describe the multiple causes of economic problems and the creation and establishment of a new economic model.

CONTENT DELIVERY

Start: Students should read the page.

Development: Then, they will build a timeline that explains all the Political Alternation process, which started in the 1960’s.

Closing: Students should get their timeline checked by the teacher.

Project preparation: Divide students into 4 teams. Each team will read and present one of the “Social Realities” sequence subtopics explained on pages 126 – 128. Explain the evaluation parameters: The information from the book, further research, visuals, examples, a 7-question quiz, and collaborative work.

SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Visual/Spatial skills: Building a model/ timeline.

EVALUATION OF CONTENT

Students should actively participate to create and respond crosswords.

SESSION INFORMATION

Week: 35

Session: 140

Expected learning outcome:

Explain the different reasons for the current social problems in the country and the importance of social participation in order to solve them.

CONTENT DELIVERY

Start: Elicit answers for the introductory questions in whole class. Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

ICT

Watch the documentary EZLN, Sub Comandante Marcos y el Silencio (EZLN, Sub Commander Marcos and the Silence) on www.youtube.com.

Since then, we can really speak of a genuine democracy in Mexico, where there is separation of powers and greater fairness in the elections.

Individual Work

1. Work in teams to create a wall newspaper which shows the process that Mexico followed to get to political alternation. This activity will help you as a conclusion to this topic.

Social Realities

→ Expected Learning

Explain the different reasons for the current social problems of the country and the importance of social participation for solving them.

KEY CONCEPT

Basic Food Basket: Group of goods and services which are essential for a family to meet their consumption needs. The Mexican basic food basket includes around 80 items, including both food and supplies.

Introductory Questions

1. Analyze the picture below and answer the questions.



- Describe what you see in the image.
- Why do you think there was an increase in poverty during the decades of the 1980s and 1990s in the 20th century?
- Besides poverty, what other social problems is Mexico facing today?

2. Keep your answers to these questions, since they will help you managing historical and graphical information.

FIG. 5.20 To prevent migration from the countryside to the city, Luis Echeverría's government carried out campaigns to raise awareness about life in the city not being better than life in the countryside



FIG. 5.21 According to data from INEGI, in 2012 six of every ten Mexicans work in the informal economy. Informal employment includes street vendors, domestic workers and, in general, all those who provide services without being registered under the social security system.

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Poverty, Urban Expansion and Unemployment

In Mexico, poverty levels gradually increased from 1992 to 2000. This was even worse in rural areas. This made the cities grow because of the influx of people. Areas of city where the populations moved became risky (Fig. 5.20), and often in risky areas for those who came to populate them.

From 1960 to 1990, the population increased by more than 100%. Mexico went from having 35 to 81 million inhabitants. Unfortunately, about one-third of the population lived in extreme poverty; that is, around 27 million people who did not have enough income to afford the *basic food basket*.

The growth of urban centers such as Mexico City, Guadalajara and Monterrey caused a higher demand for work than was available, causing a high rate of unemployment.



People, having no income, began to engage in informal employment. In this case, they stopped paying taxes, so, the Government stopped receiving that source of income. In addition, those engaged in informal employment were not entitled to benefits such as health, social security, pensions, or Christmas bonuses (Fig. 5.21). The crisis of 1994 worsened the unemployment and poverty situation, and the problem of organized crime also increased.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

The Impact of Population Policies and Birth Control.

Excessive population growth caused the government to initiate family planning campaigns. In 1974, President Luis Echeverria decreed a general population law and founded the National Population Council (CONAPO) to supervise the national family planning program. The population program was aimed at bringing down the population growth rate by reducing the birth rate.

To raise awareness, the government created an advertisement campaign instructing that "a small family lived better" and have "fewer children to give them more". In addition, family planning programs were disseminated through education and health services. These programs have helped to bring down **birth rates**. The average number of children per woman went from 6.8 in 1970 to 2.5 in 1990 (Fig. 5.22).

The Population's Response in Natural Disasters

Mexico's geography has made this country vulnerable to natural **disasters** such as earthquakes, floods and hurricanes. In these situations, Mexicans have united, showing a social commitment and great solidarity (Fig. 5.23).

One of the most critical cases was the earthquake on September 19, 1985, which affected the center, southern and western areas of the country. Mexico City was one of the most damaged areas. The earthquake had an intensity of 8.1 on the Richter scale on the Richter scale and lasted for two minutes. Hospitals, office buildings, hotels and home buildings collapsed due to the intensity of the tremor.

People organized and mobilized brigades to carry out rescue activities, remove debris, move wounded people, donate blood, set up camps for victims and perform other actions necessary to prevent more tragedies (Fig. 5.24), all of this with the constant risk of getting trapped themselves if there was another earthquake.

The Tlatelolco Aztec International Rescue Brigade, AC, not only helped to find people under the rubble, but also organized housing demolition and reconstruction.



FIG. 5.22 The population in Mexico increased considerably and the most affected regions were cities and their metropolitan areas.

KEY CONCEPT

Birth rate: An index used to compare the number of births per woman who is childbearing in different regions or over time.

Disaster Situation: An event which is capable of affecting the functioning of everyday life in a community due to material damage.



FIG. 5.23 The reaction to the disaster caused by the earthquake of 1985 was immediate, supportive and participative.



FIG. 5.24 Thanks to the fact that citizens came together and formed brigades, many people, who were under the rubble, were rescued.

Team Work

1. Form teams of four or five and investigate about how citizens acted to assist those who were affected by any of the natural disasters listed below:
 - Floods in Tabasco (2007)
 - Hurricane Wilma (2005)
 - Hurricane Pauline (1997)
 - Hurricane Gilberto (1988)
 - 1985 Earthquake
2. Make a presentation.
3. Make civil protection signs for your school, in order to know what to do in the event of a natural disaster. This activity will help you in the formation of a civic conscience for coexistence.

Did you know...?

Many hospitals collapsed in the earthquake of 1985. However, some of the infants survived. In particular three newborn infants (two girls and a boy) were rescued at Hospital Juarez and are known as "The miracle of Hospital Juarez" because after seven days of being under the debris, without food and water, these three babies survived.

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SESSION INFORMATION

Week: 36

Session: 141

Expected learning

outcome: Explain the different reasons for the current social problems in the country and the importance of social participation in order to solve them.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 36

Session: 142

Expected learning outcome:

Explain the different reasons for the current social problems in the country and the importance of social participation in order to solve them.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

To Know More

The Science Museum Universum, located in Mexico City, holds a permanent exhibit room called "Population" where you can find information about demography, birth rates and migration among other things. To find out more:

http://www.universum.unam.mx/expo_poblacion.php

FIG. 5.25 The movement for peace, justice and dignity, has given voice to the affected families, after governmental abandonment.

KEY CONCEPT

Human Rights: All the privileges that an individual must possess to achieve integral development.

Did you know...?

The struggle for human rights started in the 18th century, during the French Revolution. They stated that all people should have rights and freedom regardless of their race, color, language, social or economic status. In Mexico, these rights were established in the Constitution in the 19th century.

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Citizen Participation and the Human Rights Movements

Even after the repressive acts that took place against protesters during the government of Gustavo Diaz Ordaz and Luis Echeverría, many citizens decided to continue expressing their displeasure. Some demonstrators ended up as guerrillas. However, there were citizens who preferred to demonstrate peacefully.

Civil society in Mexico has achieved a high level of organization for demanding policies aimed to allow social progress and raising the citizens' standard of living. This has been achieved through the creation of agencies external to the government that defend the interests of the civilian population.

The popular urban movement in Mexico City is an example of this. This movement includes neighbors, tenants, housing applicants and non-salaried employees, who strive to improve housing and public services against the capitalist system that has created misery belts.

Furthermore, the creation of the National Human Rights Commission (CNDH) has promoted and protected the integrity of Mexicans through respect for human rights.



Since its founding, it has received many reports and complaints. The NHRC also makes recommendations to state and municipal governments, political parties and companies to safeguard the fundamental rights of people.

With the increasing violence that the country began experiencing since the war against drug trafficking was launched by President Felipe Calderon (2006-2012), some activists, such as, Javier Sicilia, organized peaceful marches to protest against violence. This movement could give voice to a number of families who didn't have the means to denounce the violations of their *human rights* (Fig. 5.25).

Culture, National Identity and Globalization

→ Expected Learning

Analyze the influence of globalization in national culture and the resistance presented by the multicultural identity

Introductory questions

1. Answer the questions.
 - What elements do you consider are characteristic of Mexican culture?
 - Do you think that there are aspects of Mexican culture that have already become part of the global world?
 - Do you think that globalization helps to value the aspects of a specific culture? Give reasons for your answer.
2. Share your answers with the class.
3. Keep your answers so that you can go back to them when you finish studying this topic.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Cultural Standardization

With the adoption of the neoliberal economic policy, large transnational corporations arrived in Mexico and changed the consumption **patterns** of consumption of its population arrived in Mexico. Since then, various aspects of Mexican culture have blended with western culture and, more specifically, with North American culture.

There are some features that are part of the Mexican identity that are very hard to miss. A good example of this is food. However, the arrival of international products and restaurants has changed the eating habits of Mexicans (Fig. 5.26).

We can find another example of cultural standardization in music and films. An important part of the last century, films, as well as Mexican music, were a way for disseminating national identity. Today film and music producers mainly make copies of American pop culture.

Globalization is another factor that has caused cultural standardization to speed up. This process has accelerated because of mass media and new technologies (Fig. 5.27). Television and the Internet reach large numbers of people and impact their political ideas, customs, traditions and habits of consumption. This has been exploited by large transnational corporations that have sought to draw the same consumption patterns in different populations.

Clothing is an example of how the population has been homogenized. Previously, each civilization had a distinctive feature in the way they dressed, which was adapted to the climate in which they lived. However, since the rise of globalization, people all over the world seek to dress similarly.

Globalization and the Defense of Multicultural Identity

Globalization is a phenomenon that began long ago, beginning at the commercial interchange between different countries. However, in recent years, the effectiveness of communications (radio, TV, telephone, mobiles, Internet) has increased the levels of globalization at a speed that has never been seen before. This allows many cultures to interact and influence others, which also makes them adopt characteristics of others.

In Mexico, multiculturalism is not only found regarding international culture, but also between cultures of the same country. Indigenous communities have acquired habits of other regions that have



GLOSSARY

Pattern. A model that serves as a guide to obtain a similar result.

Globalization. Markets and enterprises tendency to extend, reaching a global dimension that exceeds the national borders.

FIG. 5.26 The changes in the eating habits in Mexico have led to high rates of obesity. It has been estimated that, on average, a Mexican consumes 163 gallons of soda a year.

Did you know...?

The United Nations Organization for food and Agriculture (FAO) recommends an intake of 1720 to 1960 calories per adult per day. In middle and low income countries, the consumption of calories has grown due to the standardization of diets. This has been influenced by the dissemination of different eating habits, as those which prevail in the United States, which highlight the fastest, processed and with low nutrient food. In Mexico, this has caused almost 70% of the population to suffer from obesity.



FIG. 5.27 The use of new technologies creates new education and communication tools for the most vulnerable groups in the country.



FIG. 5.28 In globalization, the major brands invade many areas of our everyday life.

Kells

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SESSION INFORMATION

Week: 36

Session: 143

Expected learning

outcome: Explain the different reasons for the current social problems in the country and the importance of social participation in order to solve them.

CONTENT DELIVERY

Start: Students should discuss the introductory questions on page 128. Elicit answers.

Development: Students should read the whole sequence (it ends on page 130). Then, they should do the Individual Work activities described on page 130.

Closing: Elicit answers in whole class.

Project preparation: In teams of four, students should do research on the Cold War. They should take a large sheet of bond paper, markers and ruler.

SKILLS DEVELOPMENT

Interpersonal skills: Discussing.

Critical thinking skills: Analyzing data.

EVALUATION OF CONTENT

Students should be able to name examples of globalization around them as well as those of multiculturalism.

SESSION INFORMATION

Week: 36

Session: 144

Expected learning outcome:

Explain the changes in the Mexican external policy and its current problems.

CONTENT DELIVERY

Start: Students will share their findings on the Cold War with their teams.

Development: They should build a timeline that explains the Cold War. It should include facts and historic figures in the conflict.

Closing: Choose one of the teams to explain their timeline.

Project preparation: Divide students into 4 teams. Each team will read and present one of the “International Context” sequence subtopics explained on pages 131 – 132. Explain the evaluation parameters: The information from the book, further research, visuals, examples, a 7-question quiz, and collaborative work.

ICT

To understand the westernization of culture, on youtube.com, watch the video Globalization Cultural (Cultural Globalization). At the end of the video, the thoughts of the Spanish philosopher Jose Antonio Marina are featured.



FIG. 5.29 Mexican culture in the United States is a mix between the distinctive customs of the two countries.

arrived through migration and the media. The social, economic and cultural inequalities that exist must be corrected in order to achieve true multiculturalism in the country (Fig. 5.28 p. 129).

We can say that we already live in a global world. Economically, a crisis in a country can end up affecting another country in another part of the world. Also culturally, as taste and consumption patterns are shared by a large part of the world population.

Mexican Culture in the United States

Mexican culture in the United States can be studied from two points of view (Fig. 5.29). The first focuses on how the Mexican culture has influenced American culture. The second, on studying the culture of Mexican immigrants in the United States.

While Mexican culture has been Americanized, in some parts of the United States, traits of Mexican culture have been adopted. Mexican restaurants are very common across the United States. The Spanish language is second in importance in the United States, and more university departments include Mexican and Hispanic studies.

On the other hand, the identity of Mexican immigrants in the United States has been forged over the years. In general, their behavior is different within the new community from their behavior in their places of origin. Immigrants have tried to adjust to their new life conditions by transforming their culture.

Individual Work

1. Read the following paragraph and reflect on culture standardization as well as on Mexican identity and globalization.
“On the one hand we are concerned about losing our traditions and we would like to maintain our identity as Mexicans, and as inhabitants of certain regions within the country. On the other hand, living within globalization requires us to be citizens of the world, to have the same opportunities as people from other countries and regions.”
2. In your notebook, make a list of the pros and cons of having a standardized culture.
3. Form teams of four to answer the questions:
 - Will those people who are born in a city have equal opportunities as those who are born in rural areas?
 - How could we have equal opportunities and, at the same time, keep our own identity?
 - Do you think that Mexicans living abroad should be attached to the new culture that welcomed them or should they continue to maintain their traditions?
4. Write about the concepts of identity, multiculturalism and globalization.
5. Share your work and conclusions with the class. This activity will help you to understand the influence of globalization on national culture.

International Context

→ Expected Learning

Explain the changes in the Mexican external policy and its current problems.

Introductory questions

1. Work in teams of four to research the Cold War.
2. Create a timeline with the main events of the Cold War.
3. Keep your answers so that you can go back to them when you finish studying the topic.

130

SKILLS DEVELOPMENT

Critical thinking skills: Summarizing.

Visual/Spatial skills: Building a timeline.

EVALUATION OF CONTENT

Students should actively participate to make the timeline; they should also contribute with information or materials.

The End of the Cold War

The fall of the Berlin wall in 1989 caused a territorial rearrangement, not only in the Germany of the time, but also in international trade (Fig. 5.30). This was the symbol of German unification, and the symbol of the collapse of the Soviet Union, as well as the fall of the Communist bloc.

The European Union was created in 1993, becoming the first *economic bloc* at a regional level. Subsequently, the Asian bloc composed of countries such as China, Japan, South Korea, Taiwan and Singapore was formed.

From the beginning of the Cold War, Mexico was already firmly positioned within the sphere of American influence. However, the decline of the Soviet bloc ended with the polarization of forces and intensified Mexico's relations with the United States.

Carlos Salinas de Gortari was able to negotiate Mexico's debt but, in exchange, he had to intensify his neoliberal economic policy. In the end, Mexico became part of a free trade zone with North America.

The end of the cold war allowed the free market to be established in the world, since the idea of socialism had become obsolete.



KEY CONCEPT

Economic Bloc: International organization that brings together a group of countries with the purpose of obtaining mutual benefits in international trade and, in general, in the economic sphere. These types of union are made after signing international treaties.

FIG. 5.30 With the fall of the Berlin Wall, capitalism was established as the only economic model in the world.

From Latin American Activism to Multilateral Policies

The end of the cold war also had consequences in the other Latin American countries. The downfall of the Soviet bloc made communism, an ideology which was very strong in various regions, succumb. In fact, by the end of the 20th century, Cuba was the only country in America that remained Communist (Fig. 5.31).

Many Latin American guerrillas, influenced by the Soviet Union, lost strength with the disintegration of this region. However, there were others who have remained or which have emerged since neoliberalism. In Colombia, for instance, the revolutionary armed forces of Colombia (FARC) are still proclaiming themselves as a Marxist-Leninist guerrilla. In Mexico, as you already know, the EZLN arose. There were also guerrillas who came together in order to create a **left wing opposition**.

The economic reorganization that occurred at the end of the cold war also influenced Latin America by intensifying its commercial and trade relations.

The Community of Latin American and Caribbean States (CELAC) (Fig. 5.32) was created to deal with the economic crisis and to achieve greater cooperation and integration among nations. This was a historic event of great relevance for the future.



FIG. 5.31 Fidel Castro, who for decades led the Cuban Government.



GLOSSARY

Left-wing Opposition. A group of people who profess reformist ideas or in general, not conservative.

FIG. 5.32 The CELAC is a nonprofit organization, created for analyzing, screening and managing the political, economic and social problems that affect several countries in Latin America.

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SESSION INFORMATION

Week: 37

Session: 145

Expected learning outcome: Explain changes in the Mexican external policy and current problems.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 37

Session: 146, 147

Expected learning outcome:

Explain changes in the Mexican external policy and current problems.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Project preparation: Divide students into 6 teams. Each team will read and present one of the “Main Challenges” sequence subtopics explained on pages 133 – 136. Explain the evaluation parameters: The information from the book, further research, visuals, examples, a 7-question quiz, and collaborative work.

ICT

To understand Mexico's role during the cold war and how it was influenced by the United States, read the blog of political scientist and historian Lorenzo Meyer, specifically the text, *El muro, la Guerra Fría y Nosotros* (The Wall, the Cold War and Us):

<http://lorenzomeyer.blogspot.mx/2009/11/el-muro-la-guerrafría-y-nosotros.html>

NAFTA and its Problems

NAFTA, North American Free Trade Agreement, was an agreement signed between Mexico, The United States and Canada in December 1992 and became effective on January 1, 1994. The purpose of this arrangement was that imports and exports could be carried out more easily and that the duties for the products would be lower or disappear. NAFTA had positive and negative effects on the Mexican economy and it affected people in different ways.

Since 1990, Mexico's foreign trade increased, especially in the field of the manufacturing industry. Similarly, certain Mexican companies that produce corn dough or milk increased their exports because there were no duties on these products.

The economic security that caused NAFTA increased private, national and foreign investment. This benefited consumers because companies were modernized and made more efficient, there was greater competition and, therefore, the prices of some products went down. However, in order to be competitive, companies sought to reduce salary levels and new companies were able to accept lower costs of production due to high-tech. This displaced small industries from the market, who could not keep low prices because their production costs were too high.

In general, with NAFTA (Fig. 5.33), the purchasing power of Mexicans decreased, poverty increased in certain rural areas as well as illegal migration to the United States. But it is also a fact that exports have grown in Mexico, creating more consumer options and increasing investments.

FIG. 5.33 The NAFTA was signed in 1992 by George H. W. Bush, Carlos Salinas de Gortari and Brian Mulroney, leaders of United States, Mexico and Canada, respectively. The picture shows Carla Hills, Jaime Serra and Michael Wilson, representatives of the three countries.



GLOSSARY

Remittances. Money sent by immigrants to their native land, mainly to their families.

Did you know...?

Mexico established relations with Cuba in 1902. In fact, before the Cuban revolution, Fidel Castro was exiled in our country. From here he organized the expedition in which he returned to Cuba with the guerrilla fighter Ernesto “che” Guevara, who he met in Mexico.

Migration and Commercial Exchange

Current relations between Mexico and the United States have two predominant perspectives: the immigration issue and commercial exchange.

Migration to the United States began in the 19th century; since both countries share a border, moving to the other side was simple. In the 20th century, there were three moments in which this migration became massive. The first was before the world conflicts of the last century, especially at the beginning of the Mexican Revolution. This was the only time that the United States has accepted Mexicans in its territory under the category of refugees. The second moment came with the two world wars. This historic juncture made it possible for Mexico to negotiate a labor agreement that opened the door to thousands of Mexicans. The third moment has been happening over the past three decades, with more and more Mexicans who want to cross the border illegally.

The growing rate of illegal immigration to the United States has pushed this country to issue policies that make the trip more and more complicated and dangerous, and they also hinder the life of undocumented Mexicans on American territory. For both Mexico and the United States migration is an important issue, since for Mexico, this means receiving **remittances**, which represent a large portion of the gross domestic product. On the other hand, The United States benefits from people who are willing to work in the field and in factories. However, a fair deal for the millions of Mexicans who live in the country up north has not been achieved (Fig. 5.34 p. 133).

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.



FIG. 5.34 Mexican and Latino immigrants constitute a very important demographic, economic, political and cultural force for the United States. For example, in Barack Obama's second term, the Latino vote played a fundamental role

In terms of international trade, Mexico has become the primary partner of the United States and that is why the Mexican economy depends so much on the American economy. Although the Mexican market also has important partners in Canada, Brazil and even China.

Main Challenges

→ Expected Learning

Recognize the challenges that Mexico is facing in the political, economic, social and cultural areas, and participate in actions to contribute to their solution.

Introductory questions

1. Form teams of four or five to discuss what the most important challenges that Mexico is facing in the 21st century are.
2. Take into account the needs within your community. You can refer to what you have learned through this unit.
3. Keep your answers so that you can go back to them when you finish studying this topic.

Search for Social and Economic Equality

As you know, one of the negative consequences of neoliberalism was the increasing differences between the rich and poor classes (Fig. 5.35), and Mexico faces a big challenge in reducing such inequality. State policies should be made to promote productivity and to generate better employment conditions and labor institutions should be created.

By reducing economic differences, there will be an opportunity for achieving social equality in which everybody has the same opportunities for accessing good jobs and, thus, providing people with a good standard of living. This would also help to remove people from organized crime groups.



FIG. 5.35 The contrasts in Mexico have increased, there are very few people who are well off and many who simply live with the basics.

Environmental Conservation and Water Care

Industrial development and population growth have had a negative impact on forest and water reserves in Mexico. It also increased pollution of air, soil and water. Due to this, the government had to take measures to preserve the environment (Fig. 5.36).

Since the 1980s, the government has conducted campaigns using the media to help in several issues concerning the preservation of the environment, some examples are: the cost of water campaign, the



FIG. 5.36 The proper use of resources is everyone's responsibility.

ICT

The National Council to Prevent Discrimination (CONAPRED) was created in 2011. To know more about their objectives, check out their website:

<http://www.conapred.org.mx/>

SESSION INFORMATION

Week: 37

Session: 148

Expected learning outcome: Recognize the challenges that Mexico is facing in the political, economic, social and cultural areas, and participate in actions to contribute to their solution.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 38

Session: 149

Expected learning outcome:

Recognize the challenges that Mexico is facing in the political, economic, social and cultural areas, and participate in actions to contribute to their solution.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

General Law of ecological equilibrium and environmental protection, the "Hoy no circula" program in Mexico City, as well as the creation of the National Institute of Ecology (INE) and the Federal Attorney of Environmental Protection (PROFEPA).

Not only the Government has carried out campaigns promoting the conservation of the environment and water, but non-governmental organizations (NGOs) and civil society organizations have also emerged, such as Pronatura Mexico, or the non-profit Mexican Organization for Environmental Conservation (OMCA).

Even with governmental measures and non-profit organizations, Mexico is a polluted country with few forests and water reserves.



FIG. 5.37 Today, most people in Mexico have access to health services.

Public Health Coverage

Population growth in Mexico made health services cease to be sufficient for the population. In 1970, it was seen that there was an uneven distribution in the number of physicians per region. In that year it was estimated that there was one doctor per 474 inhabitants of Mexico City, while in Chiapas they had one doctor for every 1,414 people. By 1990, the number of doctors per population had increased, however, this only benefited the big cities. Health coverage in rural areas continued to be inefficient.

Unfortunately, Mexico still suffers from diseases of underdeveloped countries such as malnutrition and certain infections, in addition to other conditions such as high rates of obesity, diabetes, and cancer.

Another problem that Mexico had to face was that many inhabitants could not have access to the IMSS or the ISSTE health systems since they did not belong to formal employment. The government thought it was unfair that these people could not have access to this benefit, since all citizens have the right to the protection of their health. For this reason, in 2003, the general health law was issued, and the system of social protection of health, commonly known as the Seguro Popular, a popular health care program (Fig. 5.37), came into being on January 1, 2004.

During the presidency of Felipe Calderon, a National Development Plan was created, which proposed to guarantee access to quality health care and to reduce inequalities in medical service in marginalized communities and vulnerable groups (Fig. 5.38).



FIG. 5.38 Starting in 2004 and for the first time in Mexico, equal access to medical insurance was offered to no wage-earning population.

Quality in Education and Scientific and Technological Development

According to UNICEF, the right to quality education is a fundamental aspect of a country's development. In Mexico, primary educational coverage is almost complete. Besides, Mexico has tried to improve the levels of education by using standardized tests, such as ENLACE, which provide information about the knowledge and skills of students. Unfortunately, not all the students have access to quality education.

For this reason, the government has been working on an education reform that benefits the children of this country and their development (Fig. 5.39).



FIG. 5.39 Education in Mexico has not promoted development as in many other countries.

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Kells

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

scholarships have been given to researchers to perform studies, both in Mexico and abroad, in such areas as exact sciences, natural sciences, social sciences, technological development, and humanities.

An example of this is the Chemist, Mario Molina (Fig. 5.40), who studied chemistry at the UNAM and subsequently did postgraduate studies abroad. He was always interested in environmental issues, and this led him to win the Nobel Prize in Chemistry in 1995.

Democratic Transition, Electoral Credibility and the Cost of Political Parties

By the end of the 20th century, Mexican society had already modernized and had enough of a degree of education and political awareness as to know that a single political party could not continue representing it. The democratic transition made possible finding a formula for a modern political life that works according to people's needs.

Several political parties were created throughout the 20th century. In addition to the PRI, there was also the National Action Party (PAN) created in 1939 and other parties such as the Communist Party of Mexico or the Authentic Party of the Mexican Revolution, etc.

However, the creation of political parties has become a business for some people. These parties represent very few citizens and, yet, they are subsidized by the government. In 2000, for example, there were ten political parties registered and only three of them represented approximately an 80% of the population. In the 2006 elections, there were eight political parties and, even so, many Mexicans did not believe that the candidate of the PAN, Felipe Calderon, had won honestly. This means that people have doubts about electoral credibility.

For democracy, it is important to make all Mexicans feel that they are being represented by someone. However, it is a great challenge for Mexico to not spend money unnecessarily.



FIG. 5.40 Mario Molina, Nobel Prize winner in Chemistry, is an example of hard work, dedication and effort.

Individual Work

1. Analyze the images and answer the questions.



- What is wrong with these images?
 - Do you think that Mexicans don't always respect the laws?
 - What would you say to people who smoke in places where it is prohibited or who throw the trash on the street?
2. Keep the answers to these questions in your notebook, because they will help you develop your capacity for managing historical information.

Kells

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SESSION INFORMATION

Week: 38

Session: 150

Expected learning outcome: Recognize the challenges that Mexico is facing in the political, economic, social and cultural areas, and participate in actions to contribute to their solution.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 38

Sessions: 151, 152

Expected learning outcome:

Recognize the challenges that Mexico is facing in the political, economic, social and cultural areas, and participate in actions to contribute to their solution.

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

ICT

To find out the cost of voting in Mexico and to support the political parties, read the article *El Costo del Voto en Mexico No es Tan Alto; El Problema son los Subsidios a Partidos*. OEA published by La Jornada on December 2011:

<http://www.jornada.unam.mx/2011/12/12/politica/007n1pol>

KEY CONCEPT

State of law: That in which all members of society are governed by laws established democratically that protect individual rights and are applied fairly.

Legal Culture and Democratic Coexistence

It is common to see drivers passing through red traffic lights, talking on their cell phone while driving or driving while intoxicated. This is just an example of how our actions are endangering our and others lives. We also see that only a few are stopped and fined by a police officer.

We live in a country in which impunity and corruption have reduced the number of people who respect the laws and regulations (Fig. 5.41). The government has to work to promote respect for laws. However, part of the change is to improve our habits to achieve harmonious coexistence.

The culture of legality makes each individual become responsible for helping and building a society with *State of Law*. To do so, people must start from the following principles: know the basic governing rules, respect the rules, reject and condemn illegal actions and collaborate with law enforcement organizations (Fig. 5.42).

FIG. 5.41 Mexican Congress proposes and discusses laws and regulations; however, phenomena like corruption, impunity and the feeling of lack of citizen representation, among other factors, reduce the number of people who adhere to the law.



FIG. 5.42 If each of us contribute, and are responsible for our actions by respecting the laws, collective welfare and democratic coexistence will be achieved.

Individual Work

1. In your notebook, make a list of the challenges that Mexico is facing in the 21st century.
2. Divide them in political, economic, social and cultural areas. You can also divide them into a local problem, in your community, national or even global.
3. From the problems you mentioned, choose one as a group, in which you and your classmates can participate in the development of a project to positively intervene in the resolution of this problem. It can be a task of environmental awareness, effective use of natural resources or education.
4. Present your work and share it with the rest of your school community.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Topics to Analyze, Discuss and Reflect

→ Expected Learning

- Investigate the transformations of the culture and everyday life over time and value their importance.

From Revolutionary Corrido to Current Music

During the 20th century in Mexico, different musical genres were developed, from classical music to rock.

During the Porfiriato, aesthetic ideas represented the values of medium and high classes of the time, which were consistent with the ideals of European romanticism. However, during the Revolution, music became popular with the emerging of the revolutionary *corrido*. This genre was created subversively and was written anonymously. It is believed that the term "corrido" comes from the fact that the musicians wrote songs on paper and distributed them by hand (Fig. 5.43).

Revolutionary Corridos lyrics show how composers were committed to social causes.

At the end of the revolution, the need to create a new nationalism emerged in Mexico. The arts were an important part of this new ideological current and supported the political and social consolidation of post revolutionary Mexico in search of a cultural identity. The Mexican State supported this current with a cultural policy that applied to all the arts so that they could focus on teaching and dissemination. This trend continued until the 1950s. Many of the musicians followed an *eclectic* path by creating romantic nationalism, indigenous nationalism, impressionist nationalism and expressionist nationalism. Among the most important representatives are Manuel M. Ponce, who rescued the Mexican song as the basis of national music (Fig. 5.44); and Carlos Chavez, Silvestre Revueltas and Blas Galindo. Galindo entered the National Conservatory of Music when he was 21 years old and founded the Mexican Academy of the Arts in 1966.

The golden age of Mexican cinema was a great diffuser of ranchero music. Great representatives, such as Pedro Infante (Fig. 5.45), Jorge Negrete and Jose Alfredo Jimenez were known in other parts of the world because of their films. Both films and songs showed aspects of the everyday Mexican life of the 1940s, 1950s, and 1960s.

The influence of American culture permeated in music in the 1950s, with the emerging of the Mexican rock. This genre came into being with the interpretation of American rock songs in Spanish.

Copying the idea of the 1969 Woodstock **festival**, the Rock and Wheels in Avandaro festival was organized in the State of Mexico in 1971.



FIG. 5.43 The lyrics of revolutionary corridos are a source that historians can use to know certain facts of everyday life during the revolution.



FIG. 5.44 Manuel M. Ponce (who appears in the middle) founded a class in the University Music School, which was dedicated to the study of National folklore. He took this same class to the National Conservatory, where he was named director.



FIG. 5.45 Pedro Infante has become an icon of Mexican culture.

ICT

Check out the website

www.culturadelalegalidad.org.mx

You can learn about promoting the legal culture in your school and at home. You can also see how it is applied in the business and governmental sectors and in religious associations

KEY CONCEPT

Corrido: Musical form which was used as an informative and educational means.

Eclecticism: Confluence point for different styles and trends used by some artists. They cultivate more than a musical style throughout their creative career.

GLOSSARY

Festival. An organized celebration, often focused on music.

SESSION INFORMATION

Week: 39

Sessions: 153, 154

Unit Project Presentation

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

SESSION INFORMATION

Week: 39

Sessions: 155, 156

Unit Project Presentation

CONTENT DELIVERY

Start: Explain the evaluation parameters: The information from the book, further research, visuals, examples, quiz, and collaborative work.

Development: Students should give their presentations.

Closing: Use the quiz they prepared to question the class about the presentation content. Be ready with your own quiz to enrich it. Ask the team to self-monitor and self-evaluate their performance.

Did you know...?

The Arab spring started in Tunisia, Egypt, Algeria, Libya, Morocco and others. It was ignited in Tunisia when a young man named Mohamed Bouaziz was prevented from selling fruit in his cart, rendering him unable to support his family. In protest he set himself on fire. This triggered a series of large scale social protests that spread to the other countries. Social networks played a very important role in creating this internationally important event.



FIG. 5.46 There are many social networks on the internet. Social networks have revolutionized the way to communicate, entertain and relate with others.

After Avandaro, rock in Mexico was banned. Artists could only play in houses and in private spaces and clandestinely. During the 1980s and 1990s, more progressive ideas were assimilated and rock bands such as Caifanes, Fobia, Cafe Tacuba, La Lupita, La Maldita Vecindad, Molotov and Panteon Rococo, among others emerged. Many of these bands included protest lyrics in their songs, trying to reflect the social reality in which we live.

Rock emerged in the 1980s and has been used many times as a means of social protest.

Teenagers and Social Media

The popularization of the Internet marked the beginning of digital lifestyle for humanity. Communication through email was made easier during the nineties. As technology moved forward, new ways of communication were created, starting with chats, forums and IM (Instant Messaging), up to the so-called social networks, which began to operate in 1997.

One of the groups that has been most interested in social networks are the teenagers. More and more young people devote their time to it. Studies have indicated that most young people and children prefer to entertain themselves with the Internet than with television. The arrival of Smart phones has increased the number of hours a teenager spends using social networks. It is common to see young people at family or social events, paying more attention to their phones than to the people around them. This has impacted society in both positive and negative ways.

Researchers have affirmed that this phenomenon can lead to the development of new psychological tendencies such as antisocial behavior disorders, and aggressiveness. Many young people no longer know how to interact in person, because they only socialize through social networks. Although the use of technology from an early age has created "virtual empathy", this allows young people to develop skills for managing electronic media.

Another of the benefits of social networks is that they have allowed civilian organization in a cheap and easy way. This is how the "Arab spring" movement was organized. This consisted of uprisings that occurred in the north of Africa, mainly in Tunisia and Egypt. The Internet played a very important role, because, although the Arab world has been affected by large revolts throughout its history, this time the demonstrations came from the people themselves, calling for democracy. They managed to organize exclusively by the Internet and social networks. The #Yosoy132 movement was formed in Mexico, also through social networks (Fig. 5.46). This started when a group of young students who were opposed to the presidential candidate of the PRI, Enrique Peña Nieto, in 2012, began "tweeting" messages against him. The media did not give them much importance, but because of social networks, this group grew stronger and became known all over Mexico.

Finally, in Mexico the use of these networks has become unsafe. People upload and post information about their lives: what they buy, places they go to, where they travel, etc. This has allowed criminal groups to use that information for robbery or kidnapping.

Individual Work

1. Answer the questions.
 - How often do you use social networks?
 - How have you benefited from using the internet and, specifically, social networks?
 - How have you been negatively affected from using the internet and the social networks?
 - Do you think it is important that we all belong to any social network? State your reasons. Do you think that parents need to set limits to their children about the time and use of social networks?
 - What advantages and disadvantages do you believe the use of social networks has caused Mexican society?
2. Share your answers with the class and reflect on the advantages and disadvantages of using social networks and their impact in contemporary societies, this will help you to understand the cultural transformations up to the present day.

Kells

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SKILLS DEVELOPMENT

Bodily/Kinesthetic skills: Giving presentations.

Interpersonal skills: Working as a team member.

Critical thinking skills: Summarizing information.

Metacognitive skills: Self-monitoring, self-evaluating.

EVALUATION OF CONTENT

Students should be able to answer the quiz and the team should self-evaluate.

Evaluation

Self-Evaluation

1. Based on the contents of this unit, fill in the following table by marking a cross (X) in the column that best describes your performance.

Learning Outcomes	I succeeded	I succeeded with difficulty	I must try harder
I can sequence the events and processes related to the economic, political, social and cultural fields in the last decades in Mexico.			
I can identify areas of economic growth, migration and concentration of population in Mexico during the last decades.			
I can describe the multiple causes of the economic problems and the creation of a new economic model.			
I can recognize causes of discontent and the political transition process in the Mexico of today.			
I can give different reasons for the current social problems of the country and the importance of social participation to solving them.			
I can analyze the influence of globalization in the national culture and the resistance presented by the multicultural identity			
I can explain the changes in the Mexican external policy and its current problems.			
I can recognize the challenges that Mexico is facing in political, economic, social and cultural areas, and participate in actions to contribute to their solution.			
I can investigate the transformations of the culture and everyday life over time and value their importance.			

2. Think about your answers, you may return to the book and the contents of the learning outcomes in which you obtained lower scores.

Co-evaluation

1. Get together with another classmate to conduct a mutual evaluation. Both should write the answers of the other in order to evaluate your performance in group work.

	Always	Usually	Sometimes	Never
Actively participates in team activities.				
Argues in favor of his opinions during group discussions				
Respects the others' points of view when replying to opinions contrary to his/hers.				
Finishes on time the activities he/she was assigned to do.				

2. Check each one's chart and discuss the answers. Think about ways to improve areas that show low grading.

3. Now answer the following questions, remember to support your answers so your partner can evaluate you properly. We suggest you ask, each other, questions arising from the ones proposed here.

- Can you locate the place and time where the main events and processes happened in Mexico in the last decades, the establishment of the neoliberal model, the discontent manifestations, the political transition and globalization?
- Are you able to analyze the political, social and cultural characteristics of society prior to the political transition, their participation in solving problems and their answer to the influence of globalization?
- How do you think that studying the economic growth in Mexico, migration and population density problems, political transition and the influence of globalization may help you in forming a historical consciousness for coexistence?

SESSION INFORMATION

Week: 40

Sessions: 157, 158

Evaluation

CONTENT DELIVERY

Start: Students should answer pages 139 and 140 prior to taking the unit assessment.

Development: Use the Teacher's Guide Unit 5 Assessment, pages 156 to 158. Then, check their scores with the answer key, page 159.

Closing: Use the Teacher's Guide Evaluation Format, pages 163, 164.

SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating.

SESSION INFORMATION

Week: 40

Sessions: 159 - 160

Evaluation

Evaluation

1. Read the following questions and choose the correct answer.
The economic crisis in Mexico during the 1970s and the 1980s caused:

- a) Devaluation, high oil prices and low interest rates.
- b) Inflation, devaluation and increase of the foreign debt.
- c) Inflation, the rise of interest rates and low oil prices.

What was Carlos Salinas de Gortari's first action?

- a) Free trade between the United States and Mexico.
- b) The privatization of banks.
- c) Renegotiating the external debt.

The Mexican President who nationalized the banking system was:

- a) Jose Lopez Portillo
- b) Miguel de la Madrid
- c) Carlos Salinas de Gortari

The rise of neoliberalism occurred during the term of:

- a) Jose Lopez Portillo
- b) Miguel de la Madrid
- c) Carlos Salinas de Gortari

Reforms to the Ejido property caused:

- a) The peasant clustering in communities that worked the land more efficiently.
- b) The sale of Ejido lands to private ownership.
- c) A fairer distribution of lands.

2. Observe the picture and answer the following questions:



- a) What does EZLN stand for? **Zapatista National Liberation Army.**
- b) Where this did movement happen and under of which President? **Under the government of Carlos Salinas de Gortari.**
- c) What did the members of EZLN ask for? **Because of the lack of justice, food and the oppression they had been under.**
- d) Did they reach an agreement? **No, they did not.**

3. Fill in the blanks using one of the words that are listed below:

rural fertility informal market population taxes family planning poverty benefits basic food basket children

_____ **poverty** _____ levels in Mexico increased in the last decade of the 20th century. This problem was exacerbated in _____ **rural** _____ areas. Part of the problem was the exponential increase of the _____ **population** _____. In addition to that, people did not have enough income, not even to buy the _____ **basic food basket** _____. The lack of work gave rise to the _____ **informal market** _____, which is characterized, among other things, because people stop paying _____ **taxes** _____ in addition to not having certain _____ **benefits** _____ such as health services.

To control the population growth, the Government initiated _____ **fertility** _____ campaigns. The purpose of these programs was to reduce the _____ **population** _____ rates. To do this there were slogans indicating that "the small _____ **family planning** _____ lived better" and to have "fewer _____ **children** _____ to give them much".

These programs did help, since the fertility rate decreased since 1990.

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CONTENT DELIVERY

Start: Students should answer pages 139 and 140 prior to taking the unit assessment.

Development: Use the Teacher's Guide Unit 5 Assessment, pages 156 to 159.

Closing: Use the Teacher's Guide Evaluation Format, pages 163, 164.

SKILLS DEVELOPMENT

Metacognitive skills: Self-monitoring, self-evaluating.

Teaching Strategies



Historical analysis

The purpose of historical analysis

The study of history has traditionally focused on memorizing facts, dates and names, which can be extremely heavy and boring for students. This approach to history adds nothing to historical reality knowledge.

History of Mexico aims to give students the opportunity to analyze, discuss and reflect on facts about the past as well as cause and effect of social phenomena. This will help them determine the constants of social development and understand that individuals and societies can act with a historical perspective while planning the nation's future.

Therefore, the study of history should be a tool to provide communities and nations with knowledge and ability to determine their own destiny, based on the causes, consequences and characteristics of historical events.

The Purpose of the Study of History

The study of history includes all human communities that have appeared on the planet.

It is an attempt to scientifically analyze the past of mankind and rationally explain the cause and effect of social phenomena. Students will learn that history is not about the individual, but about the community. That is, history is not only written by heroes, but by human societies and their struggle to survive, develop, excel and dominate other communities and nature.

We also understand that it is impossible to acknowledge the historical development of our nation in an isolated manner since it is definitely related to the history of other nations and therefore, the study of history cannot be partial but inclusive.

Developing Skills and Knowledge to Perform Historical Analysis

Historical analysis should be oriented to basic skills development that enable students to organize, guide and enrich their own knowledge acquisition, becoming active participants in the historical process study.

The purpose of this textbook is to help students analyze historical facts and processes according to the following competencies' development:

1. Understanding spatial and temporal location of historical events. In order to determine the sequence of events, establish simultaneous relationships with other events and determine their multiple causes and consequences, it is important to develop, locate and establish their extent, in a specific historical context, as well as to identify the continuity and transformation of societies, their own characteristics and developmental pace.

Hence, we have included chronological analysis of different periods in history, such as the Pre-Hispanic world and its horizons; the Conquest and Colonization of New Spain, the Mexican Independence and Revolution, the Reforms and post revolutionary governments, the economic and industrial development and stabilization, social movements, neoliberal economic models, as well as social realities in our country and the role our nation plays in a globalized world.

Spatial location is defined with a series of maps and illustrations that represent specific regions

and places.

Each period analysis is done by developing chronological schemes, such as timelines that help students locate the historical time and place of events in a clear way.

- 2. Managing historical information.** It is designed to establish ways to build students' knowledge, becoming active subjects of history projects and activities with specific questions that lead to the creation of a hypothesis. It also guides the selection of different and reliable information sources (books, websites, news, magazines, etc.), that will help students approve or discard their hypotheses, based on the information and their personal opinions. Finally, through the presentation of their work and conclusions through different means such as discussion panels, presentations, forums and debates, students learn to organize and manage what they have learned.
- 3. Raising conscious awareness for coexistence.** In addition to understanding the phenomena and historical processes, students should be able to understand the situation of the country and value the importance of intercultural and democratic coexistence.
- 4. Identifying areas of analysis.** In the historical analysis, students should consider the multiple factors that make up the current social reality, including the economic, social, cultural and political structures, which are closely related and define societies as a whole.
- 5. Integrating cross-curricular knowledge.** Secondary education contributes to develop students' critical thinking skills in a comprehensive way. Having students share purposes and aims from other subjects in the curricula will help them reinforce previous knowledge as they develop a perception of history as part of a whole process and not as an independent piece of information.
- 6. Managing learning resources.** Learning resources include: Timelines and chronological schemes; written texts to guide and strengthen analysis; historical maps, graphs and statistics, mind and conceptual maps, images and illustrations, information and communication technologies, as well as oral sources which are utilized when students participate in conversations, interviews, surveys, visits to museums and historical sites as well as watching recommended films.

General Teaching Guidelines

Student's book structure

As mentioned before, *History of Mexico* is divided into five units. At the beginning of each unit, the skills and learning outcomes have been clearly stated for students to be aware of what they will be learning throughout the unit.

The units are divided into three main sections: *Period Overview*, *Topics to Understand the Period* and *Topics to Analyze, Discuss and Reflect*.

In the *Period Overview*, students are given a first look at the historical period to be analyzed. It includes a timeline and a map to help teachers with the spatial and temporal location of the period, a brief explanation of the process and a series of activities that will help you diagnose previous knowledge and engage student's interest.

The section *Topics to Understand the Period* is aimed to have students analyze the historical events and processes that characterize that period in time. Each topic starts with a question that engages students into a light discussion followed by several activities that reinforce and analyze the theme.

In the *Topics to Analyze, Discuss and Reflect* section, students deal with technological, cultural and everyday topics. This section is intended to awake students' interest, to challenge them with different activities and for them to work in a collaborative way to solve problems humans have faced throughout history.

Throughout the text you will find *Glossary* and *Key Concept* boxes, which include words considered to be important in the context. Other important, useful and very interesting boxes are: *ICT* and *To Know More* that provide students with additional information about the topic and as well as *Curious Facts* and *Did You Know...?* which offer expanded cultural information.

In the Teacher's Guide you will find each session information including pacing and expected learning outcome, content delivery divided into start, development and closing, the list of skills used per session and how you can evaluate learning outcomes.

We are sure that with your experience, enthusiasm and guidance, students will acquire a very rich and new perspective of History of Mexico.

The authors

History of Mexico

Unit 1 Assessment

Date: _____

Name: _____

UNDERLINE THE CORRECT ANSWER

- Cultural geographical area stretching from the center of the current territory of Mexico to Central America:
 - Aridoamerica.
 - Oasis America.
 - Mesoamerica.
- Period where Theocratic societies built big cities achieving great cultural development. During this period the Mayan culture reached splendor:
 - Pre- Classical.
 - Classical.
 - Post-Classical.
- Mesoamerican cultures which developed during the Post-Classical period:
 - Teotihuacan's and Zapotecs.
 - Purepechas and Mexicans.
 - Olmec's and Mayans.
- Great Tenochtitlan was conquered in:
 - 1688.
 - 1325.
 - 1521.
 - 1810.
- Arrange the following events in chronological order:
 - Alliance with the Tlaxcalá's peoples. ()
 - Spaniard defeat: The "Night of Sorrows" escape. ()
 - Foundation of the first Spanish city council, Villa Rica de la Vera Cruz. ()
 - Cortes finds Jerónimo de Aguilar. ()
 - Malintzin better known as "Malinche" was delivered to Cortes as a present. ()
 - The city of Mexico-Tenochtitlan was taken by the Spaniards. ()

6. Read carefully and answer the questions

How was our life before the Spaniards and how did we know they had arrived to our land?

You must know that many years ago, when I was your age, young people in our neighborhood did not live with their families, at their homes, just the way you do now. We lived at our Calmecac. Our life was hard, a life full of suffering and penance. We were taught to bare cold weather, bathe with cold water, and when we slept we were not allowed to use a blanket. That was the way in which we were prepared to fulfill our great noble duties. Some served the gods, they would always live at the temples, fasting and doing penance to be able to be close to them. On the other hand, others would go to war, they would command warriors and teach them about bravery and courage. Others would rule and judge men, they would help Moctezuma, our emperor to rule over our land. Common people, the maceguales, the young ones, did not live at the Calmecac since they belonged to the Telpochcalli. They could sleep in their homes and have fun, they didn't have to fast or keep vigil as we did. But they should obey us afterwards, and work for us, feed us or build our houses. (Navarrete, Federico, Huesos de Lagartija, Mexico, Ediciones SM, 2007, pp. 24-26)

According to the text what was the Nobles school name?

7. According to the text, who was ruling Tenochtitlan when Spaniards arrived?

8. Which were the social classes according to the text?

9. Which were the functions and activities of each one of these social classes according to the text?

10. Write down the difference between secular clergy and regular clergy.

11. Who was the first viceroy in New Spain?

12. Which was the most important activity in New Spain?

13. How were children of Spanish and indigenous called?

14. Who was the last viceroy in New Spain?

15. How were Spaniards' children called when born in New Spain?

History of Mexico

Unit 1 Assessment Answer Key

1. c)
2. b)
3. b)
4. c)
5.
 - a) 4
 - b) 5
 - c) 3
 - d) 1
 - e) 2
 - f) 6
6. Calmecac
7. Moctezuma
8. Nobles and common people, maceguals
9. Nobles fulfilled religious, educational, political and war activities. Maceguals served the nobles.
10. Friars were the regular clergy who evangelized the indigenous. Secular clergy were the ones who served the Spaniards. Those who were more powerful as bishops, etc.
11. Antonio de Mendoza
12. Mining
13. Half-caste
14. Juan O'Donoju
15. Creole

History of Mexico

Unit 2 Assessment

Date: _____

Name: _____

Answer the following questions:

1. What was the political division in New Spain in the XVI and XVII centuries?

2. Who founded the Inquisition and why?

3. What was a viceroy in New Spain?

Underline the correct answer:

4. Group of people joined by regulations or defined order that behaves with discipline and solidarity?

- a) Corporation.
- b) Indigenous Towns.
- c) Real audience.

5. They had the function of managing justice, assisting the viceroy and sometimes governing in his absence.

- a) Corporation.
- b) Indigenous Towns.
- c) Real Audience.
- d) Indias Council.

6. Spanish institution that controlled management and government.

- a) Corporation.
- b) Indigenous Towns.
- c) Real Audience.
- d) Indias Council.

7. They were created to group and concentrate the Indians and they had their own council.
- a) Corporation.
 - b) Indigenous Towns.
 - c) Real Audience.
 - d) Indias Council.
8. Which were the two main economic activities in New Spain?
-
9. Dramatic change that occurred in Spain.
- a) From the Austria to the Plantagenet dynasty.
 - b) From the House of Trastamara to the Habsburg dynasty.
 - c) From the Habsburg to the Bourbon dynasty.
10. Which was the main objective of the Bourbon Reforms?
- a) To satisfy the viceroy needs.
 - b) To recover the administrative, political and commercial control in the American positions.
 - c) To give more power to the creole and larger autonomy and independence to the viceroyalty.
11. When did the Bourbon Reforms get fully enforced?
- a) In the second half of the XVIII century.
 - b) In the first half of the XVII century.
 - c) In the second half of the XVI century.
12. What was the basis of the political and geographic reorganization in New Spain in the XVIII century?
- a) The Metropolis needs.
 - b) The intendancies establishment.
 - c) The grouping according to the regions geography.
13. Which sector in the Church was benefitted after the Bourbon Reforms?
- a) The secular clergy.
 - b) The regular clergy.
 - c) The Jesuits.
14. Which Church sector was most affected by the Bourbon Reforms?
- a) The secular clergy.
 - b) The regular clergy.
 - c) The Jesuits.

15. From the following events, indicate which are amongst the causes of the Independence movement: Enlightenment ideas; The Habsburg dynasty needs; discontent with the Bourbon Reforms; the economic problem that piracy arose; the creole patriotism.
-

16. When was the Apatzingán Constitution promulgated?

- a) 1826
- b) 1816
- c) 1814

17. When did Napoleon invade Spain?

- a) 1808
- b) 1804
- c) 1812

18. Complete the following text about the crisis in the Spanish Crown in the end of the XVIII century and beginning of the XIX centuries that led to the Independence movement in New Spain.

The application of the _____ created great discomfort among the novo Hispanic population, particularly among the _____, since they found themselves under the authority of the _____ and outcast from political and administrative positions. On the other hand, the conflicts of the _____ with other European nations, forced it to demand more resources from the colonies, that found their _____ greatly affected. Finally, the Napoleonic invasion to Spain in 1808 made everyone doubt the legitimacy of the foreign government and led to the New Spain fight for _____ and _____.

History of Mexico

Unit 2 Assessment Answer Key

1. Intendancies and governments.
2. The church, with the objective of prosecuting anyone who was considered heretic.
3. An authority with great administrative, government, economic and military functions.

Underline the correct answer:

4. a)
5. c)
6. d)
7. b)
8. Agriculture and Mining.
9. c)
10. b)
11. a)
12. b)
13. a)
14. c)
15. Enlightenment ideas and discontent with the Bourbon Reforms.
16. c)
17. a)
18. The application of the Bourbon Reforms created great discomfort among the novo Hispanic population, particularly among the creole, since they found themselves under the authority of the Metropolis and outcast from political and administrative positions. On the other hand, the conflicts of the Crown with other European nations, forced it to demand more resources from the colonies, which found their economy greatly affected. Finally, the Napoleonic invasion to Spain in 1808 made everyone doubt the legitimacy of the foreign government and led to the New Spain fight for autonomy and independence.

History of Mexico

Unit 3 Assessment

Date: _____

Name: _____

Underline the appropriate answer.

1. Sonora territory and sold by Santa Anna in 1853:
 - a) Texas.
 - b) New Mexico.
 - c) La Mesilla.
 - d) Alta California.
2. Mexican political party from insurgent background with York Masonic ideology.
 - a) Realists.
 - b) Centralists.
 - c) Federalists.
 - d) Conservatives.
3. The first independent governments in Mexico let Stephen Austin and his followers establish in the territory of:
 - a) Yucatán.
 - b) California.
 - c) Veracruz.
 - d) Texas.
4. The Constitution of 1824 established that Mexico was:
 - a) A constitutional monarchy.
 - b) A centralist republic.
 - c) An absolute monarchy.
 - d) A federal republic.
5. Mexico lost more than half its territory at war with the United States. This fact was established in:
 - a) The Soledad Treaties.
 - b) The Miramar Treaty.
 - c) The Guadalupe-Hidalgo Treaty.
 - d) The Velasco Treaties.

6. Artistic movement from Europe during the first half of the XIX century, characterized because it exalted the individual, nature and nationalism.
 - a) Romanticism.
 - b) Baroque.
 - c) Secularization.

7. Cultural movement developed during *Porfiriato* that is based upon great confidence in science to reach development and progress:
 - a) Secularization.
 - b) Positivism.
 - c) Romanticism.

8. Main proposal from the *Lerdo* law that consists of relieving the church from properties to use them.
 - a) Positivism.
 - b) Confiscation.
 - c) Secularization.

9. What's the name of the party that proposed Monarchic government in Mexico?

10. Mention three territories that Mexico lost at war with the United States in 1848.

11. Historic character who was creole, and led the rebellion against Agustín de Iturbide; he was president of Mexico and in his presidential period Mexico lost territory.

12. Who was the first president in Mexico?

Answer true or false to the following statements.

13. Porfirio Diaz modified the Constitution to reelect indefinitely. _____

14. The American army could enter Mexico City in 1846. _____

15. Complete the following chart:

Group	Liberals
Government system	
Made by	
Posture towards the Church	

History of Mexico

Unit 3 Assessment Answer Key

1. c)
2. c)
3. d)
4. d)
5. c)
6. a)
7. b)
8. b)
9. Conservatives.
10. Texas, New Mexico, Alta California.
11. Antonio López de Santa Anna.
12. Guadalupe Victoria.
13. True.
14. True.

15.

Group	Liberals
Government system	Federal Republic
Made by	Professional people, workers and creoles.
Posture towards the Church	Secularization

History of Mexico

Unit 4 Assessment

Date: _____

Name: _____

Write “T” (True) or “F” (False) according to the statement.

1. The application of new techniques and farming products raised productivity and self-sufficiency in many areas of Mexico. This phenomenon is known as “Green Revolution”.

2. In the “The Mexican Miracle” period, the Mexican industry overcame technological dependency thanks to the imports substitution economic policy.

3. One of the most affected sectors during the 1940 to the 1970 period was mid-class society.

4. World War II benefited Mexico due to the increase of raw materials exports and the national industry development.

5. “The Cold War” is the period of tense peace between 1910 and 1930 in which the world was divided in two economic and capitalist blocks: The capitalist and the economic liberalism.

6. “The Cristera War” was a conflict that originated during Plutarco Elías Calles presidential period.

7. Manuel Ávila Camacho was the first Mexican president who ruled for a period of six years.

8. The imports substitution economic policy was established between 1940 and 1952.

9. Lázaro Cárdenas promoted the church and State union.

Underline the appropriate answer.

10. The conflict between the church and Plutarco Elías Calles government occurred due to the ban on the church to criticize State authorities and it is called:

- a) Caudillismo.
- b) Green Revolution.
- c) Cristera War.

11. Set in chronological order the following events:

1920 – 1940 _____	a) Imports substitution economic policy.
1940 – 1946 _____	b) Services sector starts.
1946 – 1952 _____	c) Mexican Miracle.
1952 – 1964 _____	d) Raw materials exports boom.

12. The increase in farm production in 1943 was called:

13. Set in chronological order the following events writing the letters in the correct place:

- a) PNR is founded.
- b) Cananea strike begins.
- c) The Mexican Revolution starts.
- d) Petroleum expropriation.
- e) Mexican Muralist Movement begins.
- f) Imports substitution economic policy starts.
- g) CTM is founded.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 8. _____

History of Mexico

Unit 4 Assessment Answer Key

Write "T" (True) or "F" (False) according to the statement.

1. True
2. False
3. False
4. True
5. False
6. True
7. False
8. True
9. False

Underline the appropriate answer.

10. c)

11.

1920 – 1940 Importation substitution.	a)
1940 – 1946 Mexican Miracle.	b)
1946 – 1952 Raw materials exports boom	c)
1952 – 1964 Services sector starts	d)

12. Green Revolution.

13. 1. b 2. c 3. g 4. e 5. a 6. h 8. f

History of Mexico

Unit 5 Assessment

Date: _____

Name: _____

1. Read the sentences and write True or False:

1. In the 1990's the Mexican government started a population policy to reduce the massive demographic growth. _____
2. The accelerated growth in urban areas in the second half of the XX century brought up huge problems of misery and marginalization to the lowest social sectors. _____
3. Nearly 80% of wastewater produced in Mexico is taken without any cleaning treatment to rivers, lakes and seas. _____
4. José Vasconcelos, Alfonso Reyes and Octavio Paz are some of the most important literate, Mexican philosophers in the second half of the XX century. _____
5. The NAFTA treaty was established during Carlos Salinas de Gortari government.
6. More than 20 million Mexican people live in the U.S. right now. _____
7. As a consequence of phenomena like globalization and cultural standardization many pro national, multicultural identity movements have emerged. _____

Underline the appropriate answer:

2. During his government many petroleum reserves were exploited, populist policies were applied and external debt was raised.
 - a) José López Portillo.
 - b) Miguel de la Madrid.
 - c) Luis Echeverría.
3. Abbreviation of the international organization that helped Mexico during the crisis periods with the condition of reorienting economic policies.
 - a) UN
 - b) IMF
 - c) OTAN

4. During his government there were free elections that made it possible to alternate power.
 - a) Carlos Salinas de Gortari.
 - b) Ernesto Zedillo.
 - c) Vicente Fox.

5. Constitutional article that was reformed in 2001 to recognize indigenous peoples political autonomy.
 - a) Article 2.
 - b) Article 3.
 - c) Article 27.

6. During his government the electric industry nationalization was established.
 - a) Álvaro Obregón.
 - b) Lázaro Cárdenas.
 - c) Adolfo López Mateos.
 - d) Manuel Ávila Camacho.

7. When could the opposition take the place of the dominant party that had ruled Mexico since 1929?
 - a) 1938.
 - b) 2006.
 - c) 1992.
 - d) 2000.

8. Economic model that is currently being used.
 - a) Shared development.
 - b) Import substitution.
 - c) Neoliberal.
 - d) Stabilizing development.

9. Countries that participate in NAFTA along with Mexico.
 - a) France and England.
 - b) Canada and Belgium.
 - c) The U.S. and Canada.
 - d) The U.S. and Russia.

10. President who declared war to the Axis allies.
 - a) Díaz Ordaz.
 - b) Ávila Camacho.
 - c) Elías Calles.
 - d) López Mateos.

11. During Gustavo Díaz Ordaz presidential term all of the following facts took place, except for:
- a) The Students movement.
 - b) The 1968 Olympic games.
 - c) Subway opening.
 - d) Petroleum nationalization.
12. Cultural movement seeking to create a feeling of belonging and pride over one's nation:
- a) Political – economical
 - b) Caudillismo.
 - c) Nationalism.
 - d) Religious.
13. Which part in the presidential rule has major faculties than the legislative and juridical powers?
- a) Executive.
 - b) Caudillismo.
 - c) Political – economical.
 - d) Religious.
14. Mention at least three current social problems in Mexico.

History of Mexico

Unit 5 Assessment Answer Key

1. Read the sentences and write True or False:

1. False
2. True
3. True
4. False
5. True
6. True
7. True

Underline the appropriate answer:

2. a)
3. b)
4. b)
5. a)
6. c)
7. d)
8. c)
9. c)
10. b)
11. d)
12. c)
13. a)

14. Inequality, poverty, unemployment, insecurity among others.

Projects Rubrics

Aspect	Beginner	In process	Expert
Theoretical framework	The introduction is weak or there are major inaccurate aspects.	The introduction does not fit with the rest of the project or there are minor inaccurate aspects.	The introduction provides with accurate and relevant information.
Project evidence	The project has inaccurate data. It is irrelevant or repetitive and it contains questionable evidence.	The project has minor errors or it is not very elaborated.	The project is clearly explained.
Project design and performance	The variables are not controlled. The study object is not focused. There's a lack of data.	Some variables are controlled. The study object is focused. The data has mistakes.	The variables are under control. The study object is clearly focused. There are few data mistakes.
Conclusion	There is not a conclusion or it is not sustained.	There is a conclusion, but it is weakly sustained.	The conclusion is well sustained.
References	The reference list contains one or two sources but the references are incomplete.	The reference list contains three sources with complete references.	The reference list contains four or more sources with complete references.
Language use	The project is not very clear. It lacks organization, coherency or appropriate grammar use.	The project is clear, with a few flaws on organization, coherency or appropriate grammar use.	The project is coherently described and clearly stated with few grammar and spelling mistakes.
Collaborative work	Not all the members of the team presented or participated.	Some of the members of the team presented or participated.	All the members of the team presented or participated.

Resources list

Unit 1		
Student book page:	Topic	Resources
10	Spatial and temporal location...	A map of Mexico with no names.
21	The Conquest and Spanish expeditions	Cardboard or large sheet of bond paper, markers, ruler
27	Reaching its full potential	Cardboard or large sheet of bond paper, markers, ruler
Unit 2		
37	New Spain from colonization to independence	Two maps of Mexico, cardboard or large sheets of papers, markers, rulers
38	The Rise of Novo Hispanic Economy	Color pencils, ruler, calculator
42	The Spanish monarchy change and reforms in New Spain	Ships (toys or paper-made), golden crowns, a red jacket
48	1810 Conspiracies and insurrection	Either costumes or puppets of the following characters: Miguel Hidalgo, Ignacio Allende, Josefa Ortíz de Dominguez, José María Morelos y Pavón, etc.
52	From Baroque to Neoclassical period	Pictures or examples of three architecture, literature and sculpture masterworks in Mexico from baroque and three more of neoclassical style.
Unit 3		
67	Separation of Texas	Finger puppets of Stephen Austin, Antonio López de Santa Anna
69	The war with the U.S.	Two maps of North America, cardboard or a large sheet of bond paper, markers, and ruler.
72	War, the Reform Laws...	Costumes of: Benito Juárez, Maximilian of Habsburg, Ignacio Zaragoza
76	Restoration of the Republic and Porfiriato	Costumes to play a trial on Porfirio Díaz: Porfirio Díaz, the prosecutor, the advocate, the members of the jury and three to five witnesses.
Unit 4		
91	From the Armed Movement to the Reconstruction	Costumes to play the following characters: Francisco I. Madero, Victoriano Huerta, José María Pino Suárez, Venustiano Carranza, Francisco Villa, Emiliano Zapata.

106	Culture and Daily Life Transformation	A large picture of “Dream of a Sunday Afternoon in the Alameda” by Diego Rivera.
Unit 5		
119	Inflations, devaluation and External debt	Play money, a black bottle (painted or filled with black paper, to simulate petroleum).
121	Inflations, devaluation and External debt	Large bond paper sheet, markers and a ruler.
130	The Cold War	Large bond paper sheet, markers and a ruler.

History of Mexico

Attendance and Evaluation List

School: _____ School year: _____ Teacher: _____

Student's name	Unit attendance												Sequences grades						
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			

History of Mexico is a beautifully illustrated text that allows you to enjoy, understand and live through Mexico's past events as you read each unit and learn about the lives of those who helped build the nation we live in today.

History of Mexico will take you on a journey through time where you'll be part of memorable events, learn interesting facts about different cultures, races, ideas and traditions and how they have come to change and influenced modern times.

History of Mexico Teacher's Guide offers strategies to develop English language skills as well as learning skills while explaining history of Mexico in an approachable, interesting way for students.

