

Unit 2: Mexico

- **Identify important features of Latin American geography: countries, cities, bodies of water, and other geological landforms.**
- **Evaluate the regimes of Benito Juarez and Porfirio Diaz.**
- **Analyze the role of the peasants as the catalyst for the Revolution.**
- **Identify key events, people, groups, and consequences that led to the Mexican Revolution.**
- **Evaluate the actions of the government after the Revolution: the struggles for power, the promises kept and the promises it failed to keep.**
- **Analyze and evaluate the current state of the political, economic, and cultural landscape of Mexico.**

Era #1: 1858-1910: Pre-Revolution: Benito Juarez and Porfirio Diaz

Era #2: 1910-1920: Revolution and the chaotic struggle for power

Era #3: 1920-Present: Post-Revolution and Current-day Mexico

Assessment for Unit 2: the way you'll demonstrate to me and yourself that you've been successful in your learning.

1. Mexican Revolution Essay: Judge the political, social, and economic effectiveness of the Mexican Revolution.

Era #1: 1858-1910: Pre-Revolution: Benito Juarez and Porfirio Diaz

Evaluate the regimes of Benito Juarez and Porfirio Diaz.

Analyze the role of the peasants as the catalyst for the Revolution.

- *Revolutionary Leaders*
- *Selected Murals*

Era #2: 1910-1920: Revolution and the chaotic struggle for power

Identify key events, people, groups, and consequences that led to the Mexican Revolution.

- "Commentaries on Porfirio Diaz" (Channing Arnold & Frederick J. Tabor Frost)
- "Barbarous Mexico" (John Kenneth Turner)
- "Plan of San Luis Potosi" (Francisco Madero)
- "Platform of the Francisco I. Madero Party" (Francisco Madero)
- "Corrido Historia Y Muerte del Gral. Francisco Villa" (Vivo)
- "El Cuartelazo" (Unknown)

- “Tiempos Amargos” (Unknown)
- “Plan de Ayala” (Emiliano Zapata)
- *Mexican Constitution*

Era #3: 1920-Present: Post-Revolution and Current-day Mexico

Evaluate the actions of the government after the Revolution: the struggles for power, the promises kept and the promises it failed to keep.

- “Lázaro Cárdenas del Río”
- “Adolfo López Mateos”
- “Political/Economic Report for the Month of October, 1967” (US Consulate)

Analyze and evaluate the government’s response to the student movement in 1968, and its role in the Tlatelolco Massacre.

- “Tlatelolco Massacre”
- “Renewed Violence in Mexico” (CIA)
- “The Most Terrifying Night of My Life” (BBC)

Analyze and evaluate the government’s response to the increasing drug-trade violence in Juarez and other border cities.

- “Women’s Struggle for Safety and Justice”
- “To Work and Die in Juarez” (Evelyn Nieves)
- “Your Safety in Juarez, Mexico” (Juarez Travel Guide)
- “Drug Gangs Keep Town on Edge in Mexico” (Julie Watson)

Analyze and evaluate the current state of the political, economic, and cultural landscape of Mexico.

- “Life of a Maquiladora Worker” (Maria Ibarra)
- *Beautiful Flowers of the Maquiladora* (Iglesias Prieto)
- “Chiapas: A History of Marginalization”
- “Mexico’s Other Border” (Cynthia Gorney)
- “Challenging Times for Mexico’s New Leader” (BBC)
- “Our Wall” (Charles Bowden)

CONTENT LIST

1. revolution
2. dictator
3. regime
4. populist
5. peasant
6. landlord
7. agrarian
8. reform
9. uprising
10. revolution
11. Benito Juarez
12. Porfirio Diaz
13. Francisco Madero
14. "Pancho" Villa
15. Emiliano Zapata
16. Venustiano Carranza
17. Alvaro Obregon
18. Mural
19. Martyr
20. Student uprising
21. 1968 Olympics
22. Tlatelolco Massacre
23. Juarez
24. Drug cartels
25. Corruption
26. Bribery
27. Chiapas
28. NAFTA
29. Economy
30. Maquiladora

Mexican Revolution Essay

Big Question: Was the Mexican Revolution successful?

Due Date: _____

Value: 100 exam points

In your essay, you will try to answer this question by looking at the conditions of society before the Revolution, the goals of the Revolution, and the conditions of society after the Revolution.

Model thesis: The revolution was _____ (completely, moderately, not at all, slightly, etc.) successful as shown by (THEME 1) , (THEME 2) and (THEME 3) .

THEME - a way in which the revolution was or wasn't successful.

This essay will be 5 paragraphs (3-5 pages), broken down like this:

Paragraph 1: Introduction and your Thesis

Paragraph 2: Theme 1

Paragraph 3: Theme 2

Paragraph 4: Theme 3

Paragraph 5: Conclusion

Guidelines:

___ 5 paragraphs in Schaffer style

___ MLA format (Double Spaced, 1" margins, Correct heading, Correct title, Last name and page number in top right corner)

___ 3-5 pages

___ Works Cited page

___ At least 4 pieces of evidence and your interpretations for paragraphs 2, 3, and 4

___ At least 5 different sources, 2 of which must be books

___ 20 notecards of research

___ Times New Roman, 12 pt.

You will turn the final draft of your paper into *www.turnitin.com*.

MEXICAN REVOLUTION ESSAY

10	<input type="checkbox"/>	a) Has a clear well-developed thesis that addresses the prompt, demonstrates an understanding of the complexity of the topic, and guides the essay throughout.
	<input type="checkbox"/>	b) Advances an argument in a consistent, logical way through an effective organizational structure appropriate to the assignment.
	<input type="checkbox"/>	c) Uses sufficient relevant evidence to support the thesis; integrates evidence seamlessly.
9	<input type="checkbox"/>	d) Effectively analyzes, interprets, and makes inferences from evidence; demonstrates a deep understanding of its underlying context.
	<input type="checkbox"/>	e) Is well written; engages the reader with a distinctive, consistent voice; may contain insignificant errors that are appropriate in the context of the assignment.
8	<input type="checkbox"/>	f) Fulfills all stylistic guidelines of the assignment in a professional way that demonstrates appropriate creativity.
<hr/>		
7	<input type="checkbox"/>	a) Has a thesis that addresses the prompt.
	<input type="checkbox"/>	b) Advances an argument in a somewhat logical way through an organizational structure appropriate to the assignment; some imbalance is acceptable.
6	<input type="checkbox"/>	c) Uses some relevant evidence to support the thesis; attempts to integrate evidence within the essay.
	<input type="checkbox"/>	d) Analyzes, interprets, and makes inferences from evidence in a limited way.
5	<input type="checkbox"/>	e) Is acceptably written; holds the reader's attention; contains minor errors that do not interfere with comprehension and are appropriate in the context of the assignment.
	<input type="checkbox"/>	f) Fulfills all stylistic guidelines of the assignment.
<hr/>		
4	<input type="checkbox"/>	a) Has a limited, confused, or poorly developed thesis; may simply restate the prompt.
	<input type="checkbox"/>	b) Supports an argument in a simplistic way; may address only part of the prompt; employs a formulaic or otherwise inappropriate organizational structure.
3	<input type="checkbox"/>	c) Uses little relevant evidence; uses generalities instead of specific, concrete details; includes evidence in a rough, distracting way.
2	<input type="checkbox"/>	d) Offers only superficial analysis, interpretation, or inference; merely summarizes evidence; is mostly descriptive or narrative in nature.
	<input type="checkbox"/>	e) Is poorly written or burdensome to read; contains significant errors.
	<input type="checkbox"/>	f) Halfheartedly attempts to fulfill the stylistic guidelines of the assignment.
<hr/>		
1	<input type="checkbox"/>	a) Has no thesis or a thesis that does not address the prompt.
	<input type="checkbox"/>	b) Shows inadequate or inaccurate understanding of the prompt; has no organizational structure.
0	<input type="checkbox"/>	c) Uses little to no relevant evidence.
	<input type="checkbox"/>	d) Makes no attempt at analysis or interpretation.
NR	<input type="checkbox"/>	e) Is unintelligible; contains numerous major errors.
	<input type="checkbox"/>	f) Ignores the stylistic guidelines of the assignment.

Score		10	9	8	7	6	5	4	3	2	1	NR
Points		100	96	94	92	90	86	84	80	74	50	0