SECTION 1

Step-by-Step Instruction

Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Identify the causes and effects of the Mexican Revolution.
- Describe the Institutional Revolutionary Party (PRI) and the reforms it introduced in Mexico after the revolution.
- Analyze the effects of nationalism in Latin America in the 1920s and 1930s.

Prepare to Read

Build Background Knowledge
Remind students about the effects of nationalism on Europe in the 1800s. Then ask them to preview this section's headings and predict how nationalism might affect Latin America.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.
  - Ask How does Ferreira describe his experience fighting in Mexico's Revolution? 
  - He is glad that he fought with Zapata and others to realize an ideal. Ask students to predict what ideals the rebels were fighting for, and whether these ideals were realized.

Focus
Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

Preview
Have students preview the Section Objectives and the list of Terms, People, and Places.

Reading Skill
Have students use the Reading Strategy: Identify Causes and Effects worksheet.

Vocabulary Builder
Use the information below and the following resources to teach the high-use words from this section.

High-Use Words
- Assets, p. 855: a thing of value
- Intervene, p. 856: to come between two arguing factions

Definitions and Sample Sentences
- The company’s good location was one of its assets.
- My mother was always intervening to resolve my arguments with my sister.
large plantations, controlled by the landowning elites. Some peasants
earned lower wages in factories and mines in Mexico’s cities. Meanwhile,
the growing urban middle class wanted democracy and the elite resented
the power of foreign companies. All of these groups opposed the Díaz
dictatorship.

The unrest boiled over in 1910 when Francisco Madero, a liberal
reformer from an elite family, demanded free elections. Faced with rebel-

lion in several parts of the country, Díaz resigned in 1911. Soon a bloody,
complex struggle engulfed Mexico. (See below.)

INFOGRAPHIC

The Mexican Revolution

fighting raged across Mexico for over a
decade. Peasants, urban workers, ranchers,
and urban workers were drawn into the
violent struggle. Women soldiers called
soldaderas helped to fight alongside the men.
The struggle took a terrible toll. When it ended,
the Mexican economy was in shambles and
more than one million people were dead.

Díaz resigned in 1911.

Carranza faced the threat of Huerta and in 1913
joined forces with Zapata and Villa to defeat Huerta. When Huerta was
defeated, Carranza turned on Villa and Zapata and defeated them.

Carranza became president of Mexico in 1917. A new
constitution was passed, but reforms were slow to materialize.

Villa and Zapata, in turn, formed an uneasy coalition
against Huerta, Villa and Zapata judging themselves,
wanting to make broad changes
to improve peasants’ lives. Carranza,
however, was a rich landowner, disagreed. After
defeating Huerta, Carranza turned on Villa and Zapata and defeated them.

Villa, Zapata, and Carranza
formed an uneasy coalition
against Huerta. Villa and
Zapata, judging themselves,
wanting to make broad changes
to improve peasants’ lives. Carranza,
however, was a rich landowner, disagreed. After
defeating Huerta, Carranza turned on Villa and Zapata and defeated them.

1. Face to revolution, Díaz resigned after
holding power for almost 35 years.
2. People were unhappy with Díaz’s rule and
Madero was democratically elected in 1911.
3. But within two years he was assassinated by one of his
generals, Venustiano Carranza.
4. Madero, a liberal reformer, was
democratically elected in 1911. But within two years he was
assassinated by one of his generals, Venustiano Carranza.
5. Huerta lost no time
setting up his own
dictatorship.
6. Madero was assassinated by one of his
generals, Venustiano Carranza.
7. Huerta lost no time
setting up his own
dictatorship.
8. Villa, Zapata, and Carranza
formed an uneasy coalition
against Huerta. Villa and
Zapata, judging themselves,
wanting to make broad changes
to improve peasants’ lives. Carranza,
however, was a rich landowner, disagreed. After
defeating Huerta, Carranza turned on Villa and Zapata and defeated them.

Thinking Critically

1. Sequence. Describe the events of the Mexican
Revolution.

2. Compare. Why might Carranza feel that it was in his best interests to eliminate Zapata and Villa?

Answers

1. Use the following study guide resources to help students acquire basic skills:
   - Adapted Reading and Note Taking Study Guide
   - Adapted Note Taking Study Guide, p. 243
   - Adapted Section Summary, p. 244

**Teach**

**The Mexican Revolution**

**Instruct**

- **Introduce.** After reading The Mexican Revolution, ask students to explain the inequality that existed in many Latin American countries. (Wealth went to a small upper class and foreign investors.)

- **Teach.** Ask students to list the groups unhappy with Díaz’s rule and write their answers on the board. Then ask students to list each group’s interest in the revolution, and write those responses on the board. (rural peasants—land and better lives; urban workers—better wages; urban middle class—democratic government; elites—control over resources owned by foreign companies themselves.) Discuss ways the interests of these groups might conflict.

- **Quick Activity.** Refer students to the Infographic on this page. Read the text as a class. Have six students play the roles of the revolution’s key players.

**Independent Practice**

**Biography.** Have students read Emiliano Zapata and complete the worksheet.

**Monitor Progress**

Ask students to draw a brief timeline of the revolution.

Elites resented the influence of foreign companies; poor rural peasants wanted land; poor urban workers wanted better wages; the urban middle class wanted a democratic government.

**Answers**

1. Diaz stepped down as a leader, and Madero was elected but assassinated by Huerta, who set up a dictatorship. Carranza, Villa, and Zapata defeated Huerta, then Carranza defeated Villa and Zapata and became president in 1917.

2. Answers should recognize that as a wealthy, conservative landowner, Carranza was threatened by the land reform policies of Zapata and Villa.
Revolution Leads to Change

Instruct

- Introduce: Key Terms Have students find the key term nationalization (in blue) in the text and define its meaning. Ask students to predict how nationalization will affect Mexico after the revolution.
- Teach Discuss the reforms instituted after the revolution. Ask What were the main provisions of the Constitution of 1917 (land reform, labor protection, stronger government control over the economy, takeover of Church lands, and possible nationalization of resources)? Flow did the PRI accommodate many groups in Mexican society, while keeping power for itself? (The PRI adopted some of each group’s key goals.) Point out the circle graph on land distribution on this page. Ask Why do you think land distribution was such a key issue? (Sample: During Díaz’s rule, those who held land held power. It was a way to get greater opportunity.)
- Quick Activity Remind students that the PRI dominated Mexican politics from the 1930s to 2000. Organize students to debate whether PRI control was good or bad for Mexico. Have them consider the goals of the revolution, the importance of stability, and the location of power.

Independent Practice
Have students return to the chart of the various groups’ interests. Ask them to note whether the aims of the various groups who fought in the revolution had been fulfilled by the 1930s.

Monitor Progress
As students complete their flowcharts, circulate to make sure they understand the major causes and effects of the Mexican Revolution. For a completed version of the flowchart, see Note Taking Transparencies, 174A.

Answer

Caption Lázaro Cárdenas

Revolution Leads to Change

In 1917, voters elected Venustiano Carranza president of Mexico. That year, Carranza reluctantly approved a new constitution that included land and labor reform. With amendments, it is still in force today.

The Constitution of 1917 The Constitution of 1917 addressed three major issues: land, religion, and labor. The constitution strengthened government control over the economy. It permitted the breakup of large estates, placed restrictions on foreigners owning land, and allowed nationalization, or government takeover, of natural resources. Church land was made “the property of the nation.” This constitution set a minimum wage and protected workers’ rights to strike.

Although the constitution gave suffrage only to men, it did give women some rights. Women doing the same job as men were entitled to the same pay. In response to women activists, Carranza also passed laws allowing married women to draw up contracts, take part in legal suits, have equal authority with men in spending family funds.

The PRI Controls Mexico Fighting continued on a smaller scale throughout the 1920s, including Carranza’s overthrow in 1920. In 1929, the government organized what later became the Institutional Revolutionary Party (PRI). The PRI managed to accommodate many groups in Mexican society, including business and military leaders, peasants, and workers. The PRI did this by adopting some of the goals of those groups, while keeping real power in its own hands. It suppressed opposition and dissent. Using all of those tactics, the PRI brought stability to Mexico and over time carried out many desired reforms. The PRI dominated Mexican politics from the 1930s until the free election of 2000.

Reforms Materialize At first, the Constitution of 1917 was just a set of goals to be achieved in the future. But in the 1920s and 1930s, as the government finally restored order, it began to carry out reforms. In the 1930s, the government helped some Indian communities regain lands that had been taken from them. In the 1950s, under President Lázaro Cárdenas, millions of acres of land were redistributed to peasants.
under a communal land program. The government supported labor unions and launched a massive effort to combat illiteracy. Schools and libraries were set up. Dedicated teachers, often young women, worked for low pay. While they taught basic skills, they spread ideas of nationalism that began to bridge the gap between the region and the central government. As the revolutionary era ended, Mexico became the first Latin American nation to pursue real social and economic reforms for the majority of its people.

The government also took a strong role in directing the economy. In 1930, labor disputes broke out between Mexican workers and the management of some foreign-owned petroleum companies. In response, President Cardenas decreed that the Mexican government would nationalize Mexico’s oil resources. American and British oil companies resisted Cardenas’s decision, but eventually accepted compensation for their losses. Mexicans felt that they had at last gained economic independence from foreign influence.

**Checkpoint**
How did the Constitution of 1917 try to resolve some of the problems that started the revolution?

**Nationalism at Work in Latin America**

Mexico’s move to reclaim its oil fields from foreign investors reflected a growing spirit of nationalism throughout Latin America. This spirit focused in part on ending economic dependencies on the industrial powers, especially the United States, but it echoed throughout political and cultural life as well.

**Economic Nationalism** During the 1920s and 1930s, world events affected Latin American economies. After World War I, trade with Europe fell off. The Great Depression struck the United States in 1929 and spread around the world in the 1930s. Prices for Latin American exports plummeted as demand dried up. At the same time, the cost of imported consumer goods rose. Latin America’s economies, dependent on export trade, declined rapidly.

A tide of economic nationalism, or emphasis on home control of the economy, swept Latin American countries. They were determined to develop their own industries so they would not have to buy as many products from other countries. Local entrepreneurs set up factories to produce goods. Governments raised tariffs, or taxes on imports, to protect the new industries. Governments also invested directly in new businesses. Following Mexico’s lead, some nations took over foreign-owned companies. The drive to create domestic industries was not wholly successful. Capital distribution of wealth held back economic development.

**Political Nationalism** The Great Depression also triggered political changes in Latin America. The economic crisis caused people to lose faith in the ruling oligarchies and the ideas of liberal government. Liberalism, a belief in the individual and in limited government, was a European theory. People began to feel that it did not work in Latin America. However, ideas about what form a new type of government should take varied. People began to feel that it did not work in Latin America. How did political and cultural nationalism grow in Latin America? Latin Americans began to reject European political ideas and European cultural influences, in favor of more indigenous Latin American ideas.

**Vocabulary Builder**

<table>
<thead>
<tr>
<th>Economic</th>
<th>Political</th>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationalizing Oil</td>
<td>President Cárdenas nationalized foreign-owned oil companies. In response, some nations boycotted Mexican oil.</td>
<td></td>
</tr>
</tbody>
</table>

1. Why is Cárdenas shown standing on a pile of oil barrels?
2. Do you think the cartoonist is Mexican? Why or why not?

**Answers**

It lessened the power of foreign investors and distributed land more equally.

**Analyzing Political Cartoons**

1. Because he nationalized the oil industry in Mexico
2. Sample: Probably not, because the cartoon is in English and opposed the nationalization of oil, as did American and British oil companies.

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**Link to Literature**

Mariano Azuela’s *The Underdogs*. One of the earliest works of Latin American cultural nationalism was Mariano Azuela’s *Los de Abajo* (The Underdogs). The novel is based on Azuela’s own experience fighting with Pancho Villa. It chronicles the Mexican Revolution from the point of view of a poor peasant who becomes a general in Villa’s guerrilla army. Azuela’s novel abandons European traditions to focus on colloquial, peasant speech; short action sentences with little description; and a series of brief episodes instead of a plot. The book describes a revolution sabotaged by corruption and greed, with disastrous results for the common people. At the end, the main character concludes, “The Revolution is a hurricane, and the man who goes into it is no longer a man, but just a miserable dry leaf driven by the wind.”
Cultural Nationalism By the 1920s, Latin American writers, artists, and thinkers began to reject European influences in culture as well. Instead, they took pride in their own culture, with its blend of Western and native traditions. In Mexico, cultural nationalism, or pride in one’s own culture, was reflected in the revival of mural painting, a major art form of the Aztecs and Maya. In the 1920s and 1930s, Diego Rivera, José Clemente Orozco (oh ROH koh), David Alfaro Siqueiros (see KEH rohs), and other muralists created magnificent works. On the walls of public buildings, they portrayed the struggles of the Mexican people for liberty. The murals have been a great source of national pride ever since.

The Good Neighbor Policy During and after World War I, investments by the United States in the states of Latin America scored. British influence declined. The United States continued to play the role of international policeman, intervening to restore order when it felt its interests were threatened.

During the Mexican Revolution, the United States stepped in to support the leaders who feared American interests. In 1914, the United States attached the port of Veracruz to punish Mexico for impressing several American sailors. In 1916, the U.S. army invaded Mexico after Pancho Villa killed more than a dozen Americans in New Mexico. This interference stirred up anti-American feelings, which increased throughout Latin America during the 1920s. For example, in Nicaragua, Augusto César Sandino led a guerrilla movement against United States forces occupying his country.

In the 1930s, President Franklin Roosevelt took a new approach to Latin America and pledged to follow “the policy of the good neighbor.” Under the Good Neighbor Policy, the United States pledged to lessen its interference in the affairs of Latin American nations. The United States withdrew troops stationed in Haiti and Nicaragua. It lifted the Platt Amendment, which had limited Cuban independence. Roosevelt also supported Mexico’s nationalization of its oil companies. The Good Neighbor policy strengthened Latin American nationalism and improved relations between Latin America and the United States.

Checkpoint Describe how economic and political nationalism in Latin America were related.

Progress Monitoring Online For: Self-quiz with vocabulary practice Web Code: naa-2711

Writing About History Quick Write: Write a Thesis Statement A persuasive essay seeks to convince its reader to accept the writer’s position on a topic. To be effective, the thesis statement must state a position that provokes solid arguments. Write an effective thesis statement on the topic of economic nationalism in Latin America.

Terms, People, and Places
1. What do each of the key terms listed at the beginning of the section, except “haciendas,” have in common? Explain.
2. Reading Skill: Identify Causes and Effects. Use your completed flowcharts to answer the Focus Question: How did Latin Americans struggle for change in the early 1900s?
4. It distributed some land more fairly, supported labor, and nationalized natural resources. It did not support democracy.
5. It led to the development of domestic industry, the nationalization of foreign-owned business, rejection of liberalism, authoritarian regimes, and a resurgence of cultural pride.
6. It reduced U.S. involvement in the region.
**Mexican Murals**

During the 1920s and 1930s, the Mexican government commissioned artists to paint beautiful murals about revolutionary themes on the walls of public buildings. The murals were meant to help all Mexicans, even those who couldn’t read, learn about the ideals of the Revolution.

The most famous Mexican muralist was Diego Rivera. The panel to the right is part of a huge work on Mexican history that Rivera painted on the stairway of the National Palace in Mexico City.

**Diego Rivera**

In art school as a teen, Diego Rivera questioned why his teachers taught only European masters. After studying art in Europe, Rivera fought alongside Zapata. After five months, he fled back to Europe, but he remained a revolutionary. He met Picasso in Paris and studied Renaissance fresco techniques in Italy. He also learned more about the communist experiment in the Soviet Union. After the revolution, he returned to Mexico. The Mexican government commissioned him, with José Clemente Orozco and David Alfaro Siqueiros, to create public murals honoring Mexico’s national heritage. Rivera combined Mexican folk art with the fresco techniques he had learned in Italy to create unique murals, often with socialist themes.

**Build Background Knowledge**

Remind students that Mexican murals were a form of cultural nationalism. Using the Idea Wave strategy (TE, p. T22), ask them to brainstorm ways that a mural would be an effective way of spreading nationalist ideas.

**Instruct**

- Discuss the periods covered in the mural. Ask: What point in Mexican history does the mural begin? (with Cortés’ conquest) At what point does it end? (with the Mexican Revolution)
- Ask: What strikes you about the painting? (Answers will vary; students may note the bright colors or the complex composition.) Do you think the mural reflects a pride in Mexican history? Why or why not? (Answers will vary.)

**Monitor Progress**

Divide the class into small groups. Ask students to pick a section of the mural not mentioned in the text, identify who is pictured, and describe that person’s or group’s role in Mexico’s history. Ask them to consider why Rivera included the person in that section of the mural. Using the Numbered Heads strategy (TE, p. T23), have the groups share their findings with the class.

**Thinking Critically**

1. **Make Inferences** Why do you think Diego Rivera has the Mexican eagle holding the Aztec war symbol rather than the serpent?
2. **Draw Conclusions** What do Rivera’s murals reveal about how he viewed Mexican history?