

DISCUSSION GUIDE FOR
“ENDURING PERCEPTIONS OF MEXICO”
a video interview with Professor Juanita Darling



- Organizing Questions**
- How was the Mexican Revolution portrayed in the United States?
 - How does the Mexican Revolution continue to shape perceptions of Mexico in the United States?

Summary Juanita Darling is Associate Professor and Director of the Latin American Studies Minor at San Francisco State University. In this seven-minute video, Professor Darling discusses the perceptions of Mexico that emerged during the Mexican Revolution and explains how these perceptions continue to influence U.S. perceptions of Mexico 100 years later. She also compares the characteristics of Mexicans who immigrated to the United States during the Mexican Revolution with those of Mexican Americans already living in the United States at the time.

- Objectives** During and after viewing this video, students will:
- identify how the Mexican Revolution was portrayed in the United States and how this continues to color perceptions of Mexico in the United States; and
 - analyze key people and incidents of the Mexican Revolution to identify how they influenced perceptions of the conflict in the United States.

Materials	<p>Handout 1, <i>Overview of the Mexican Revolution</i>, pp. 4–9, 30 copies</p> <p>Handout 2, <i>Video Notes</i>, pp. 10–11, 30 copies</p> <p>Handout 3, <i>Key Influencers of U.S. Perceptions of the Mexican Revolution</i>, p. 12, 30 copies</p> <p>Handout 4, <i>Pancho Villa’s Films</i>, pp. 13–14, 30 copies</p> <p>Answer Key 1, <i>Overview of the Mexican Revolution</i>, pp. 15–16</p> <p>Answer Key 2, <i>Video Notes</i>, p. 17</p> <p>Answer Key 3, <i>Pancho Villa’s Films</i>, p. 18</p> <p>Teacher Information, <i>Video Transcript</i>, pp. 19–20</p> <p>Video, “Enduring Perceptions of Mexico,” online at http://spice.fsi.stanford.edu/multimedia/enduring-perceptions-mexico</p> <p>Video Clip, “Pancho Villa on the Border,” online at https://youtu.be/g58zPkStLMY (optional)</p>
Equipment	<p>Computer with Internet access and a Flash-enabled or HTML5-supported web browser</p> <p>Computers with Internet access for student research</p> <p>Computer projector and screen</p> <p>Computer speakers</p>
Teacher Preparation	<p>Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.</p> <ol style="list-style-type: none">1. Make the appropriate number of copies of handouts.2. Set up and test computer, projector, speakers, and video(s) before starting the lesson. Confirm that you are able to play the video(s) with adequate audio volume.3. Preview Video, “Enduring Perceptions of Mexico.”4. View the video clip, “Pancho Villa on the Border,” and decide whether to show all or parts of it during class. This video clip contains scenes of an execution and several slain bodies, so your school’s policies on video content may restrict you from showing this in class.5. Become familiar with the content of handouts and answer keys.
Time	Two 50-minute class periods, plus homework before the first class period
Procedures Before Day One	<ol style="list-style-type: none">1. Explain to students that they will be learning about how the Mexican Revolution was portrayed in the United States. They will watch a video featuring Juanita Darling, Associate Professor and Director of the Latin American Studies Minor at San Francisco State University. To prepare for the video, students first need to refresh their knowledge of the Mexican Revolution.

2. Distribute one copy of Handout 1, *Overview of the Mexican Revolution*, to each student. Ask students to read the handout and respond to the two questions as homework.

Day One

1. Organize students into groups of five students each. Allow groups ten minutes to share their list of the most important dates and events in the Mexican Revolution with each other and discuss how much their lists overlap.
2. Collect Handout 1, *Overview of the Mexican Revolution*, from each student. Use Answer Key 1, *Overview of the Mexican Revolution*, to assess student responses.
3. Distribute one copy of Handout 2, *Video Notes*, to each student. Allow students several minutes to read through the questions before they view the video.
4. View the video, “Enduring Perceptions of Mexico.” If necessary, pause the video at various points to allow students to respond to the prompts on Handout 2.
5. Once the video has ended, allow students several minutes to write their answers to the questions.
6. Distribute one copy of Handout 3, *Key Influencers of U.S. Perceptions of the Mexican Revolution*, to each student. Assign each group one of the influencers to research. You may assign influencers randomly, or allow groups to choose their preference.
7. Allow time for students to address the prompt on the handout in their groups. Students can conduct research on the Internet as well as reference comments made in the video.
8. If students have not completed Handout 3 by the end of the class period, ask them to do so for homework.

Day Two

1. Ask students to return to their groups from the previous class period, when they worked on Handout 3, *Key Influencers of U.S. Perceptions of the Mexican Revolution*. Allow groups five minutes to choose a representative and prepare to report their findings to the rest of the class.
2. Call up one representative from each group to present its findings to the rest of the class for three minutes.
3. Once all groups have presented, distribute one copy of Handout 4, *Pancho Villa’s Films*, to each student. Ask students to answer the questions on the handout by the end of the class period.
Note: If you decide to show all or parts of the optional video clip, “Pancho Villa on the Border,” do so before students begin to respond to the questions on Handout 4. Please note that parts of the video clip contain graphic images.
4. Collect one copy of Handout 2, *Video Notes*, and Handout 4, *Pancho Villa’s Films*, from each student for assessment. Use the corresponding answer keys to assess student responses.

OVERVIEW OF THE MEXICAN REVOLUTION

After centuries as a colony of Spain, Mexico became an independent country in 1821. It endured years of instability after its independence, contributing to the loss of more than half of its territory to Texas in the 1830s and the United States in the 1840s, and was also briefly conquered and ruled by France from 1863 to 1867.

The 50 years of political instability that followed independence ended when Porfirio Díaz became president in 1876. Díaz ruled Mexico for more than 36 years, defining a period known in Mexico as the *porfiriato*. He invited foreign investment into Mexico, and the country's railroads, mines, and industries expanded greatly. However, the land of peasants and indigenous populations was often seized for these new developments, and those who protested were repressed and sometimes imprisoned. Most of the country's new wealth went to the Mexican elite, which was concentrated in Mexico City. By 1910, 20 percent of Mexico's land was owned by U.S. citizens or companies, fueling resentment among many Mexicans.

porfiriato—term used in Mexico to refer to the period of Porfirio Díaz's effective rule over the country, from 1876 to 1911

After around 1900, protests against Díaz's policies and his repressive rule grew more frequent. During an interview in 1908, Díaz told a visiting U.S. journalist that he would not run for president in the 1910 election. This eased many of the political tensions in the country. Francisco Madero, who wrote a popular book criticizing Díaz's long rule and advocating democracy, was seen by many as the favorite to win the election in 1910. Unlike most of the country's political elite, Madero was from northern Mexico. He had studied in the United States and hoped to bring some of the benefits of democracy he saw there to Mexico.

However, Díaz changed his mind and decided to run for president again in 1910 despite his earlier promise not to do so. He imprisoned Madero, whom he saw as a threat, and won reelection in July 1910. After the election, Díaz let Madero out on bail, and Madero fled to San Antonio in the United States, where he issued the Plan of San Luis Potosí, calling for uprisings against Díaz on 20 November 1910. Several revolts against the Díaz regime broke out that day, marking the widely agreed upon start of the Mexican Revolution.

Plan of San Luis Potosí—manifesto written by Francisco Madero and published in San Luis Potosí in October 1910 denouncing Porfirio Díaz and urging the people of Mexico to rise up against him on 20 November 1910

Armed groups dedicated to defeating the government quickly emerged. Madero persuaded Pascual Orozco and Francisco "Pancho" Villa to join the revolt; they started fighting government forces in the north of Mexico. While some northerners were motivated by the same democratic ideals as Madero, many simply wanted more autonomy from Mexico City and did not even know who Madero was. Meanwhile, a rebel fighter named Emiliano Zapata led an uprising of villagers in Morelos (central Mexico) who were seeking land and water rights.

In early 1911, northern rebels captured railways that allowed them to quickly transport troops and supplies to battle federal forces further

south. In May 1911, Madero's forces beat government troops in the decisive Battle of Juárez. Díaz and Madero agreed to conditions for a peaceful transfer of power: Díaz resigned and left to Paris in exile, an interim president was chosen, and a new election was scheduled for October 1911. Madero easily won the election and became president in November 1911. At the time, it seemed as if the Mexican Revolution was over. Instead, nine more years of armed conflict and political instability awaited.

Madero was unable to keep all of the unrelated revolutionary fighters who had helped overthrow Díaz satisfied. He did not focus on land reform, and indicated that there would be a long transition to democracy. Zapata, who had led the rebel forces in the south, was adamant about returning lands that had been seized during the *porfiriato* to indigenous farmers. When he discovered that this was not a priority for Madero, he started an armed rebellion that quickly spread among several southern states.

In early 1912, Pascual Orozco, one of the commanders of northern troops, became disillusioned with Madero for failing to carry out several of the social reforms he had promised. Orozco declared a revolt against Madero and won several victories against Madero's troops. In response, Madero asked military commander Victoriano Huerta to defeat and capture Orozco's forces. Huerta defeated Orozco's troops in 1912. However, in a shocking betrayal, Huerta organized a successful military coup against Madero in February 1913 with support from counterrevolutionary forces linked to Díaz and the U.S. ambassador to Mexico. Huerta declared himself the new president and executed Madero and his vice president.

Huerta ruled in a dictatorial manner. He arrested and killed potential adversaries, censored the press, and forced the poor to join the army. Angered by Huerta's actions, Villa aligned with two other northern leaders—Venustiano Carranza and Álvaro Obregón—to fight against Huerta. They announced the Plan of Guadalupe, which named Carranza as the successor president to Huerta but did not mention social reforms. Zapata continued his resistance in the south, and the United States soon declared its opposition to Huerta's government and imposed an arms embargo on Mexico.

In early 1914, Villa signed a film deal with the Mutual Film Company of the United States to raise money for his forces. Real and staged battle scenes starring Villa and his forces were filmed and shown in movie theatres across the United States. The popularity of these films, which featured brutal scenes of war and portrayed Pancho Villa as a sympathetic bandit, made Villa famous around the world and built his reputation as a revolutionary hero.

Huerta's forces lost ground throughout 1914, and Huerta resigned in June 1914 and fled to Spain. As planned, Carranza was named president, bringing hope that Mexico was once again on the road to stability and real reform.

coup (coup d'état)—the sudden overthrow of a government and seizure of political power

counterrevolutionary—a revolutionary who attempts to overthrow a government or social system that was established by a previous revolution

Plan of Guadalupe—document written in March 1913 by a coalition of forces who opposed Victoriano Huerta. The plan stated that Huerta's rule was not legitimate and that once Huerta was defeated Venustiano Carranza would become the interim president and would call for elections as soon as peace had been restored.

embargo—an official ban on trade or other commercial activity with a particular country

However, without a common enemy, the uneasy alliance among the victorious armies quickly frayed. Zapata pushed for radical land reform, Villa emphasized political autonomy for northern Mexico, and Obregón and Carranza argued over priorities. Before long, the coalition had fractured and fighting started anew. Zapata and Villa declared war on Carranza in September 1914, less than three months after defeating Huerta. The country was once again in civil war, and 1914 to 1916 marked the bloodiest stage in the ten years of the Revolution.

The United States recognized Carranza as president of Mexico in October 1915 and helped him move troops to the north of Mexico to fight against Villa. Feeling betrayed by the United States, Villa led soldiers on several raids within U.S. territory. They sacked Columbus, New Mexico in March 1916, killing eight U.S. soldiers and ten U.S. civilians. Indignant, the United States assigned General John Pershing to lead a force of 10,000 men that ventured 350 miles into Mexican territory to capture Villa, but they were unable to do so.

decree—an order having the force of law

As the fighting continued, Carranza tried to give his presidency more legitimacy by enacting some of the more sweeping reforms that the initial revolutionaries had demanded. In January 1915 he issued a decree that called for land and electoral reform and more workers' rights. In October 1916, a Constitutional Convention met, and the new Mexican Constitution, which was very progressive in terms of human rights for its time, was completed in January 1917. Carranza was elected president under the terms of the new constitution in March 1917. Some scholars mark this as the end of the Revolution, as it formally enshrined many of the reforms the original revolutionaries were seeking. Nevertheless, conflict and instability continued for three more years as Carranza's government forces continued to fight on several fronts.

Zapata was assassinated in an ambush in 1919, ending the war against the resistance forces known as Zapatistas. The same year, Álvaro Obregón—a popular ex-general who had won many famous battles against Villa's forces—declared himself a candidate for the 1920 election. Carranza tried to jail him, but Obregón escaped and declared himself in rebellion against Carranza. Obregón had a wider base of support and was able to quickly advance against Carranza's troops. In May 1920, Obregón's forces captured Mexico City, ousting Carranza and killing him. The ten years of conflict and instability that defined the Mexican Revolution were finally over when Obregón was elected president in October 1920. Most scholars consider this the end of the Mexican Revolution, as all subsequent presidential successions were peaceful.

With a broader network of support than previous presidents in the Mexican Revolution (Madero, Huerta, and Carranza), Obregón was able to negotiate peace agreements with most remaining armed groups, including Villa. He settled a major dispute over oil with the United States and gained official recognition from the United States in 1923. Obregón

also introduced educational reform and greatly expanded access to basic education. He transitioned power peacefully to Plutarco Elías Calles, one of his allies, after Calles won the 1924 presidential election.

By the late 1920s, Obregón and his successors had organized their coalition of supporters into what became the Institutional Revolutionary Party (PRI). The PRI ruled Mexico from the 1920s until the year 2000, making it one of the most enduring governments in the world—a stark contrast to the ten years of fighting and political instability of the Mexican Revolution.

In the 1930s, PRI leader Lázaro Cárdenas carried out many of the rural land reforms that Zapata had championed, such as distributing large haciendas to peasants. In fact, many of the demands of the original revolutionaries—wider access to basic education and health services, more protections for workers' rights, and the return of control of key industries to Mexico—came to pass during the 1920s and 1930s.

hacienda—term used to refer to a large estate in Spanish-speaking countries (similar to plantation)

Sources

"An Educator's Guide to the Mexican Revolution," Stanford University.

"[Mexican Revolution](#)," Wikipedia.

"The Mexican Revolution and the United States: A Chronology," Adán Griego, Stanford University.

"[The Mexican Revolution and the United States in the Collections of the Library of Congress](#)," Library of Congress.

Questions

1. The overview mentioned many key figures in the Mexican Revolution. Match the eight figures below with the brief description of roles in the table that follows.

Lázaro Cárdenas	Francisco Madero
Venustiano Carranza	Álvaro Obregón
Porfirio Díaz	Francisco “Pancho” Villa
Victoriano Huerta	Emiliano Zapata

Role	Name
Leader of revolutionaries in central Mexico throughout the Mexican Revolution. He sought the return of land and water rights to the rural poor and indigenous groups and was uncompromising in this demand. This led him to turn against several presidents who failed to prioritize land reform, and he was eventually assassinated in 1919.	
One of the commanders of the original northern forces who defeated Díaz, he later put down an uprising against the Madero government before turning on Madero and taking the presidency in a 1913 coup. His dictatorial rule generated strong opposition, and he was forced to flee Mexico in 1914.	
Issued the call for rebellion that marked the start of the Mexican Revolution after he was jailed for standing against Díaz in the 1910 Mexican election. Became president in 1911, but was unable to unite all of the rebel forces and in 1913 was ousted in a coup by Huerta and executed.	
President of Mexico from 1934 to 1940, he carried out the land reforms that Zapata and others had fought for during the Mexican Revolution. He also provided greater rights for workers and transferred capital from foreign companies back to Mexico, fulfilling several of the other demands of the original revolutionaries.	
Leader of forces in the north of Mexico for the duration of the Revolution. He became a global celebrity when movies of his forces fighting the Mexican government were distributed, earning him a reputation as a frontier Robin Hood. Changed alliances several times throughout the Revolution. At times was supported by the United States but was later pursued by 10,000 U.S. troops after carrying out border raids in U.S. territory.	
President of Mexico from 1914 to 1920. Led the drafting of the Mexican Constitution of 1917, which codified many of the reforms that the original revolutionaries had sought. Despite this, the country was in civil war for his entire term, fighting both Zapata’s forces in the south and northern forces led by Villa and others.	
Elected President of Mexico in 1920, effectively ending the Revolution. Signed peace treaties with the remaining fighting groups, gained official recognition from the United States, and peacefully transitioned power to a new president in 1924.	
Led Mexico almost continuously from 1876 until 1911. Greatly expanded Mexico’s economy, but his seizure of land from the poor and indigenous, repression of opposition, and discontent with his long undemocratic rule sparked the start of the Mexican Revolution.	

2. Choose ten of the most important events from the narrative and place them into the timeline below in chronological order. You will compare your list with your classmates later, so make sure that the dates and descriptions are clear enough for others to understand.

	Date (Year and Month)	Description of Event
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3. How does the group of Mexicans who came to the United States during the Revolution continue to shape the Mexican-American community in the United States today?

Reference: Defined Terms (in order of mention)

coup (coup d'état)—the sudden overthrow of a government and seizure of political power

Ambrose Bierce—highly influential American journalist and writer who traveled to Mexico to cover the Mexican Revolution but disappeared without a trace

Castilian—a variety of Spanish that originated in northern and central Spain; loosely refers to the Spanish as spoken in Spain in contrast with the varieties of Spanish spoken in the Americas

revolutionary—someone who attempts the (usually violent) overthrow of one government or ruler and the substitution of another by the governed

counterrevolutionary—a revolutionary who attempts to overthrow a government or social system that was established by a previous revolution

refugee—one who flees to a foreign country or power to escape danger or persecution

Flores Magón brothers—three brothers who worked as journalists and opposed the rule of Porfirio Díaz. They fled to the United States in 1903 and published newspapers denouncing Díaz that were delivered to and distributed in Mexico.

KEY INFLUENCERS OF U.S. PERCEPTIONS OF THE MEXICAN REVOLUTION

During the video, Professor Darling mentioned several people and incidents that influenced U.S. perceptions of the Mexican Revolution. As a group, research one of the key people or incidents below and prepare to present your responses to these questions to your classmates:

1. What was the role of this person or incident in the Mexican Revolution?
2. How did this influencer affect U.S. perceptions of the Revolution?
3. In what ways did Mexican perceptions of this person or incident differ from U.S. perceptions?

Key Influencers:

People

- A. Ambrose Bierce
- B. Porfirio Díaz
- C. Pancho Villa
- D. Emiliano Zapata

Incidents

- E. Battle of Veracruz and U.S. Occupation of Veracruz, Mexico (April–November 1914)
- F. Pancho Villa's raid on Columbus, New Mexico (March 1916)
- G. The Punitive Expedition conducted by the U.S. Army to capture Pancho Villa (March 1916–February 1917)
- H. Discovery of the Zimmerman Telegram sent from Germany to Mexico (January–February 1917)

PANCHO VILLA'S FILMS

One of the reasons that Pancho Villa became so well known in the United States and around the world was his appearance in several films in an era when Americans often went to movie theaters. In 1914, Pancho Villa signed a contract with the Mutual Film Company to film real and reenacted battles between his troops and Mexican government forces. These scenes were made into the silent film *The Life of General Villa*, which premiered across the United States later in 1914. The movie made Villa a household name in the United States and many parts of the world. Villa starred as himself in several other movies from 1912 to 1916, adding to his legend. While the original films starring Villa have been lost, some scenes of Villa's troops fighting Mexican government troops have been preserved in the Library of Congress and can be found online.

A poster touting reels of film from Villa's battles to potential distributors appears on the next page. **After reading through the poster, respond to the questions below. Your teacher will collect your responses for assessment.**

1. Based on the information you have, what impression of Pancho Villa and the Mexican Revolution did these films promote?
2. Why might film companies have portrayed the Mexican Revolution in this way?
3. How might the fact that these films were the result of a contract between the Mutual Film Company and Pancho Villa impact their authenticity?

384

THE MOVING PICTURE WORLD

Mexican War Pictures

Photographed under Fire by the

Mutual Film Corporation

under special contract with

GENERAL VILLA



3-Sheet Poster in Full Color.

Seven Exciting Reels. Direct from its only showing at the Lyric Theatre, 42nd Street and Broadway, New York. Crowd Pulling Posters, Still Pictures of Absorbing Interest for Lobby Display.

FOR months the newspapers of the whole world, and especially those of the United States, have been full of accounts of the photographing of battles in the Mexican war, under special contract with General Francisco Villa, the great rebel commander—probably the most talked-of man in the world to-day. In every city, town and village there is absorbing interest not alone in the fighting, but in the life story of the man himself. Since early in January daring camera men have carried Mutual cameras into the thick of every fight and have made thousands of feet of film amid the roar of artillery, the deadly hum of machine guns and the vicious crackle of rifle fire. The brilliant sunlight of the tropics has made marvelous pictures—pictures thrilling with nearness and the reality of actual sordid warfare. You can almost hear the whistle of bullets as you see the spatters of dust in the picture, and the shriek of the shells as rapid-fire guns on armored trains leap back in the recoil.

Much of this film had to be cut out because it was too realistically horrible to be publicly shown.

Some because it was obscured by the smoke and dust of battle.

Some was lost entirely by the shattering of cameras by bullets.

TWO THOUSAND FEET OF ACTUAL BATTLE SCENES HAVE BEEN SELECTED.

These form the last two reels of the seven we offer.

Of perhaps even greater interest are the five reels made in the very districts where the fighting was fiercest, showing by a series of exciting scenes the **TRAGIC EARLY LIFE OF GENERAL VILLA.**

It would be impossible to tell the scenes of actual battle from those posed to show the story, were they not separated and shown frankly by themselves, to avoid the smallest suspicion of misrepresentation.

Here then is a story vastly more exciting, more absorbing, more thrilling than the most exciting of fiction, where woe and murder and intrigue weave a tale of tragic reality—with vast educational interest beside. Every man and woman and schoolchild ought to see and, what is more to the point, **WANTS** to see these pictures.

The task of distribution of such a film is not the business of a company with other interests.

Every picture house in the country—no matter what programme it shows, no matter what its usual feature arrangements—should show these seven reels.

Just now, with hundreds of theaters closed for the summer months, the possibilities of theater showings are enormous. The man who buys state rights on this series, and then **WORKS HIS TERRITORY TO CAPACITY**, has profit chances almost undreamed of—even in the moving picture business. **BUT—You must speak QUICKLY.**

MEXICAN WAR FILM COMPANY

Room 1208, 71 W. 23rd Street,

NEW YORK CITY

STATE RIGHTS FOR SALE TO THIS WONDERFUL SERIES. ♪

OVERVIEW OF THE MEXICAN REVOLUTION

1. Ensure that names and roles match as indicated below.

Role	Name
Leader of revolutionaries in central Mexico throughout the Mexican Revolution. He sought the return of land and water rights to the rural poor and indigenous groups and was uncompromising in this demand. This led him to turn against several presidents who failed to prioritize land reform, and he was eventually assassinated in 1919.	<i>Emiliano Zapata</i>
One of the commanders of the original northern forces who defeated Díaz, he later put down an uprising against the Madero government before turning on Madero and taking the presidency in a 1913 coup. His dictatorial rule generated strong opposition, and he was forced to flee Mexico in 1914.	<i>Victoriano Huerta</i>
Issued the call for rebellion that marked the start of the Mexican Revolution after he was jailed for standing against Díaz in the 1910 Mexican election. Became president in 1911, but was unable to unite all of the rebel forces and in 1913 was ousted in a coup by Huerta and executed.	<i>Francisco Madero</i>
President of Mexico from 1934 to 1940, he carried out the land reforms that Zapata and others had fought for during the Mexican Revolution. He also provided greater rights for workers and transferred capital from foreign companies back to Mexico, fulfilling several of the other demands of the original revolutionaries.	<i>Lázaro Cárdenas</i>
Leader of forces in the north of Mexico for the duration of the Revolution. He became a global celebrity when movies of his forces fighting the Mexican government were distributed, earning him a reputation as a frontier Robin Hood. Changed alliances several times throughout the Revolution. At times was supported by the United States but was later pursued by 10,000 U.S. troops after carrying out border raids in U.S. territory.	<i>Francisco "Pancho" Villa</i>
President of Mexico from 1914 to 1920. Led the drafting of the Mexican Constitution of 1917, which codified many of the reforms that the original revolutionaries had sought. Despite this, the country was in civil war for his entire term, fighting both Zapata's forces in the south and northern forces led by Villa and others.	<i>Venustiano Carranza</i>
Elected President of Mexico in 1920, effectively ending the Revolution. Signed peace treaties with the remaining fighting groups, gained official recognition from the United States, and peacefully transitioned power to a new president in 1924.	<i>Álvaro Obregón</i>
Led Mexico almost continuously from 1876 until 1911. Greatly expanded Mexico's economy, but his seizure of land from the poor and indigenous, repression of opposition, and discontent with his long undemocratic rule sparked the start of the Mexican Revolution.	<i>Porfirio Díaz</i>

answer key 1

2. While opinions on which ten events or dates are most important will vary, responses should include most of the following:

	Date (Year and Month)	Description of Event
1	July 1910	Díaz wins reelection. He had previously stated he would not run in the 1910 elections, but changed his mind.
2	October 1910	Madero issues the Plan of San Luis Potosí, calling for uprisings against Díaz to start on 20 November 1910.
3	November 1910	Uprisings against Díaz, as requested by Madero, begin. This is usually considered the formal beginning of the Mexican Revolution.
4	May 1911	Revolutionary forces, led by Madero, defeat government troops in the Battle of Juárez, forcing Díaz to step down and signaling the victory of the revolutionaries.
5	October 1911	Madero wins election as president of Mexico.
6	1912	Factions of the revolutionary forces turn against Madero and begin fighting against government troops.
7	February 1913	Huerta succeeds in a military coup, killing Madero and installing himself as the new president of Mexico.
8	June 1914	Huerta is forced to resign in the face of defeat by rebel forces; Carranza becomes president.
9	September 1914	Villa and Zapata break their alliance with Carranza and begin fighting him.
10	March 1916	Pancho Villa raids Columbus, New Mexico. In response, the United States organizes a mission to enter Mexico and capture Villa.
11	January 1917	The new Mexican Constitution is finalized. It addresses many of the demands of the original revolutionaries.
12	March 1917	Carranza becomes the first president elected under terms of the new Mexican Constitution.
13	1919	Zapata is assassinated by government forces.
14	May 1920	Obregón's fighters enter Mexico City, taking control of the government and killing Carranza.
15	October 1920	Obregón is elected president, effectively ending the Mexican Revolution.

VIDEO NOTES

1. What three images of Mexico that formed during the Mexican Revolution persist in the United States today?
 - *Pancho Villa was a very colorful character who became well-known to Americans because he appeared in film. He remains a widely recognized figure even today.*
 - *The deceptions and reprisals that characterized the Mexican Revolution created a sense in the United States that Mexico’s leaders can’t be trusted.*
 - *The disappearance of American writer Ambrose Bierce created a perception of Mexico as a mysterious and violent place.*
2. What were some differences between the Mexicans who immigrated to the United States during the Mexican Revolution and those who were already living in the United States?

Mexican Americans living in territory that became part of the United States in 1848	Mexicans who came to the United States during the Mexican Revolution
<i>Relatively few (only around 75,000)</i>	<i>Many more in number (estimates range from 200,000 to 1,000,000)</i>
<i>Mostly ranchers and farmers who had lived in the southwestern United States for generations</i>	<i>More scattered throughout the United States</i>
<i>Lived in tight-knit, long-established communities; relatively isolated from Mexico and the outside world</i>	<i>More politically minded (many were revolutionaries, counterrevolutionaries, and refugees)</i>
<i>Felt few ties to Mexico—some, in fact, still felt ties to Spain</i>	<i>Felt much more affinity to Mexico and a stronger Mexican heritage</i>
<i>Spoke a form of Spanish that sounded more like that spoken in Spain</i>	

3. How does the group of Mexicans who came to the United States during the Revolution continue to shape the Mexican-American community in the United States today?

Mexicans who came during the Mexican Revolution felt greater ties to Mexico and were often politically minded. This formed the basis for the activism in the Mexican-American (and even broader Latino) community that is evident today.

PANCHO VILLA'S FILMS

1. Based on the information you have, what impression of Pancho Villa and the Mexican Revolution did these films promote?

Answers will vary, but students may note how the films highlight and romanticize the violence and brutality of the war. The films celebrate Villa as a valiant revolutionary, while also showing how savagely he dealt with captured enemies.

2. Why might film companies have portrayed the Mexican Revolution in this way?

The companies likely hoped that the promise of seeing actual, vivid war scenes would attract audiences.

3. How might the fact that these films were the result of a contract between the Mutual Film Company and Pancho Villa impact their authenticity?

Given the difficulty in getting high-quality close-up shots during actual battle, scholars believe that most of the "battle scenes" in these films were reenactments before or after actual battles—and sometimes, even back in film studios.

VIDEO TRANSCRIPT

On-screen text:

**Enduring Perceptions of Mexico
a discussion with Juanita Darling**

On-screen text:

Juanita Darling

**Associate Professor and Director of the Latin American Studies Minor
San Francisco State University**

Juanita Darling: It's really remarkable that a century after the Mexican Revolution, many of the ideas that were formed at that time really shape the U.S. perceptions of Mexico.

One of the most obvious is that of course if we think of what person do—what Mexican person does every one in the U.S. know—and it's probably going to be Pancho Villa. And even though he was not the ultimate winner of the Revolution, he was the person who was seen on movie screens across the United States because of his film deal with the Mutual Film Company. He was the revolutionary that all of the journalists wanted to cover because he was this incredibly colorful character.

But on a deeper level, what we see in the Mexican Revolution is this series of betrayals and shifting alliances. First, Díaz offers to open the elections, Madero offers himself as a candidate, Madero gets arrested, Madero declares a revolution and asks Villa and Orozco and Zapata to fight with him. When he wins, he turns around and betrays them. Then the same—in the same situation with Huerta being part of Díaz's army. Then, when Díaz is overthrown, [Huerta] forms part of Madero's army, then he throws Madero out in a coup and kills him. And so there's a series of deceptions. It's like *Game of Thrones*. And that perception of Mexico as a place where the leaders really can't be trusted has also come down to us through the 20th century into the 21st century.

And finally, the disappearance even of Ambrose Bierce, who actually never wrote a word about the Revolution because he disappeared before he made contact with any of the revolutionary armies, has also created this air of Mexico as a very kind of mysterious and violent place that has persisted into the 21st century.

At the time that the Southwestern, what are now the Southwestern states, became part of the U.S. in 1848 after the Mexican-American War, the Mexicans who were living there were people who had been there for generations. They spoke a Spanish even that was more like old Spanish Castilian than 20th century Mexican Spanish. They were ranchers, they were farmers, they lived in small communities where they all knew each other. And they were very tied to their communities and somewhat isolated from the rest of the world.

The people who came during the Revolution were a mixture of revolutionaries, counterrevolutionaries, and refugees. The revolutionaries included people actually like Madero who after Díaz had imprisoned him, escaped, and he went to San Antonio. And from Texas he wrote the Plan of San Luis Potosí, which was the basis for the Revolution. And beyond him, there were also the Flores Magón brothers who came and put out and published newspapers that were published in the U.S. and sent back to Mexico. They formed an anarchist party for Mexico, for change in Mexico, and were really scattered in communities throughout the United States drawing on many of the people who had left Mexico because of the Revolution.

In addition to that, there were the refugees who came and, even though their main reason for coming was the fact that they just—to protect themselves from the violence because they couldn't make a living in this war-torn country—certainly had developed some ideas about what it was...the impact that a government could have on you. And so they, and they were all of them, were people with strong ties to Mexico. Oh, I skipped the counterrevolutionaries. As the Mexican Revolution went on and different factions were in and out of power, they would try to regroup across the border in the U.S.

And so these were all people who had very close ties to Mexico, whereas the people who had been there for generations, if they felt any ties it was to Spain rather than to Mexico, because Mexico had governed that area for a relatively short time, only about 25 years. And so they [those who came during the Mexican Revolution] had much closer ties to Mexico. They were much more politically active. They—and there were large numbers of them. There were only about 75,000 non-indigenous people in the Southwestern states in 1848. And, but with the Revolution, there were large numbers of people crossing the border.

The people who came during the Revolution tended to be much more politicized. They're much more connected to Mexico. They felt their—they felt a Mexican heritage much more strongly. And they really became the basis of shaping the activism that we see now in the Mexican-American and broader Latino communities.