

DISCUSSION GUIDE FOR  
“GLOBAL CONNECTIONS OF THE MEXICAN REVOLUTION”  
a video interview with Graciela Márquez Colín



Organizing Questions

- How did the outside world influence the Mexican Revolution, and in what ways did the Mexican Revolution influence the outside world?
- How did World War I and Mexico’s oil boom impact the Mexican Revolution?

Summary

Graciela Márquez Colín is a Professor of Historical Studies at Colegio de México. In this 13-minute video, Professor Márquez Colín discusses the connections between the Mexican Revolution and other parts of the world. She covers Mexico’s links to the global economy, the important role of Mexican oil exports in World War I even as Mexico itself was embroiled in civil war, the new “total war” tactics in World War I and Mexico, the infamous Zimmermann Note, and artistic and intellectual exchanges related to the Mexican Revolution.

Objectives

During and after viewing this video, students will:

- identify connections between World War I in Europe and the Mexican Revolution;
- explain the importance of Mexico’s oil boom to World War I and how oil exports continued uninterrupted despite the violence of the Revolution; and
- use images to illustrate connections between the Mexican Revolution and other parts of the world.

<b>Materials</b>	<p>Handout 1, <i>Overview of the Mexican Revolution</i>, pp. 4–9, 30 copies</p> <p>Handout 2, <i>Video Notes</i>, pp. 10–12, 30 copies</p> <p>Handout 3, <i>Global Connections of the Mexican Revolution in Images</i>, p. 13, 30 copies</p> <p>Handout 4, <i>Crossword Puzzle</i>, p. 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>, pp. 17–18</p> <p>Answer Key 3, <i>Global Connections of the Mexican Revolution in Images</i>, p. 19</p> <p>Answer Key 4, <i>Crossword Puzzle</i>, p. 20</p> <p>Teacher Information, <i>Video Transcript</i>, pp. 21–23</p> <p>Video, “Global Connections of the Mexican Revolution,” online at <a href="http://spice.fsi.stanford.edu/multimedia/global-connections-mexican-revolution">http://spice.fsi.stanford.edu/multimedia/global-connections-mexican-revolution</a></p>
<b>Equipment</b>	<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>
<b>Teacher Preparation</b>	<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"><li>1. Make the appropriate number of copies of handouts.</li><li>2. Set up and test computer, projector, speakers, and video before starting the lesson. Confirm that you are able to play the video with adequate audio volume.</li><li>3. Prepare a way for students to easily collect and display images to the rest of the class. Options include setting up a shared drive, distributing one USB drive to each group, or directing students to post to a shared class website.</li><li>4. Preview Video, “Global Connections of the Mexican Revolution.”</li><li>5. Become familiar with the content of handouts and answer keys.</li></ol>
<b>Time</b>	Two 50-minute class periods, plus homework before the first class period
<b>Procedures Before Day One</b>	<ol style="list-style-type: none"><li>1. Explain to students that they will be learning about connections between the Mexican Revolution and events in other parts of the world. They will watch a video featuring Graciela Márquez Colín, Professor of Historical Studies at Colegio de México. To prepare for the video, students first need to refresh their knowledge of the Mexican Revolution.</li></ol>

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, “Global Connections of the Mexican Revolution.” 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, *Global Connections of the Mexican Revolution in Images*, to each student. Assign each group one of the topics to research. You may assign topics randomly, or allow groups to choose their preference.
7. Allow time for students to complete the assignment. They will need to conduct research on the Internet to find relevant images.  
Note: Refer to Answer Key 3, *Global Connections of the Mexican Revolution in Images*, for suggestions on images that students may want to use.
8. Ask students to complete Handout 3 as homework.

### Day Two

1. Ask students to return to their groups from the previous class period, when they worked on Handout 3, *Global Connections of the Mexican Revolution in Images*. Allow groups ten minutes to upload their images to a location that can be projected and prepare to report their findings.
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, *Crossword Puzzle*, to each student. Ask students to complete the crossword puzzle without referencing previous handouts.
4. Collect one copy of Handout 4, *Crossword Puzzle*, as well as one copy of Handout 2, *Video Notes*, 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 can the Mexican Revolution and World War I be seen as examples of “total war”?

4. What was the Zimmermann Note, and what did it propose?

5. What drew intellectuals from around the world to visit Mexico City in the late 1910s?

**Reference: Defined Terms (in order of mention)**

**gold standard**—a monetary system in which the standard economic unit of account (in this case, the Mexican peso) is based on a fixed quantity of gold

**henequen**—a type of agave plant used to make rope and twine

**centennial**—in this context, Mexico's celebration in 1910 of 100 years since it declared independence from Spain in 1810

**Mr. Doheny**—Edward Doheny (1856–1935), an American oil tycoon whose company drilled the first oil well in Mexico in 1901 and owned many oil fields along the Gulf of Mexico

**Mr. Weetman Pearson**—Weetman Dickinson Pearson (1856–1927), a British businessman and politician who created the Mexican Eagle Petroleum Company, bringing Pearson great wealth during the decade of the Mexican Revolution

**Gulf of Mexico**—body of water off of Mexico's eastern coast. Mexico's oil deposits were concentrated here in an area known as the "Golden Belt."

**"total war"**—approach to warfare in which all of society's resources are mobilized to fight the war and warfare is prioritized over non-combatant needs. This implies that non-combatants of the enemy power can be targeted since everyone in society is involved in the war effort.

**booty**—money or valuables seized or stolen, especially by soldiers in war

**U-boat**—a German military submarine

**Diego Rivera (1886–1957)**—Mexican painter and muralist whose art focused on Mexican culture and history. He spent extensive periods living and working in Europe and the United States in addition to Mexico and is considered the most influential Mexican artist of the 20th century.

**utopia**—a place of imagined perfection, especially in laws, government, and social conditions

**Russian Revolution**—a pair of uprisings in 1917 that deposed Emperor Nicholas II and Russia's autocratic government and replaced it with the world's first Soviet (communist) government, paving the way for the creation of the Soviet Union

**Chinese Revolution**—a revolution that started in 1911 and overthrew the last imperial dynasty of China in 1912, replacing it with the Republic of China

## GLOBAL CONNECTIONS OF THE MEXICAN REVOLUTION IN IMAGES

In the video, Professor Márquez Colín mentioned five main connections between the Mexican Revolution and other parts of the world. Work as a group to bring one of these connections to life by finding images related to your assigned topic. You will display the images you find and answer your key question in a three-minute presentation.

### Directions:

1. Receive your group's assigned topic from your teacher.
2. Conduct research on the key question for your topic, and find one to three related images.
3. Save the digital images you found, along with the source for each image, in a location you can easily access during the classroom presentation.
4. Outline the key points you will make in your presentation, and choose one or two members of your group to present.

### List of Topics and Key Questions:

Topic	Key Question
<b>A. Expansion of Trade</b>	How did the government of Porfirio Díaz use the occasion of the Centennial of Independence to attract foreign investment to Mexico and promote foreign trade?
<b>B. Mexico's Oil Boom</b>	How did Mexico's oil exports grow during the ten years of the Mexican Revolution, and who controlled this oil wealth?
<b>C. "Total War"</b>	In what ways was all of Mexican society drawn into the war effort?
<b>D. Zimmermann Note</b>	How did the content of the Zimmermann Note become public, and how did this knowledge influence the U.S. decision to enter World War I?
<b>E. Intellectual and Artistic Exchange</b>	How did the Mexican Revolution influence Mexican art?

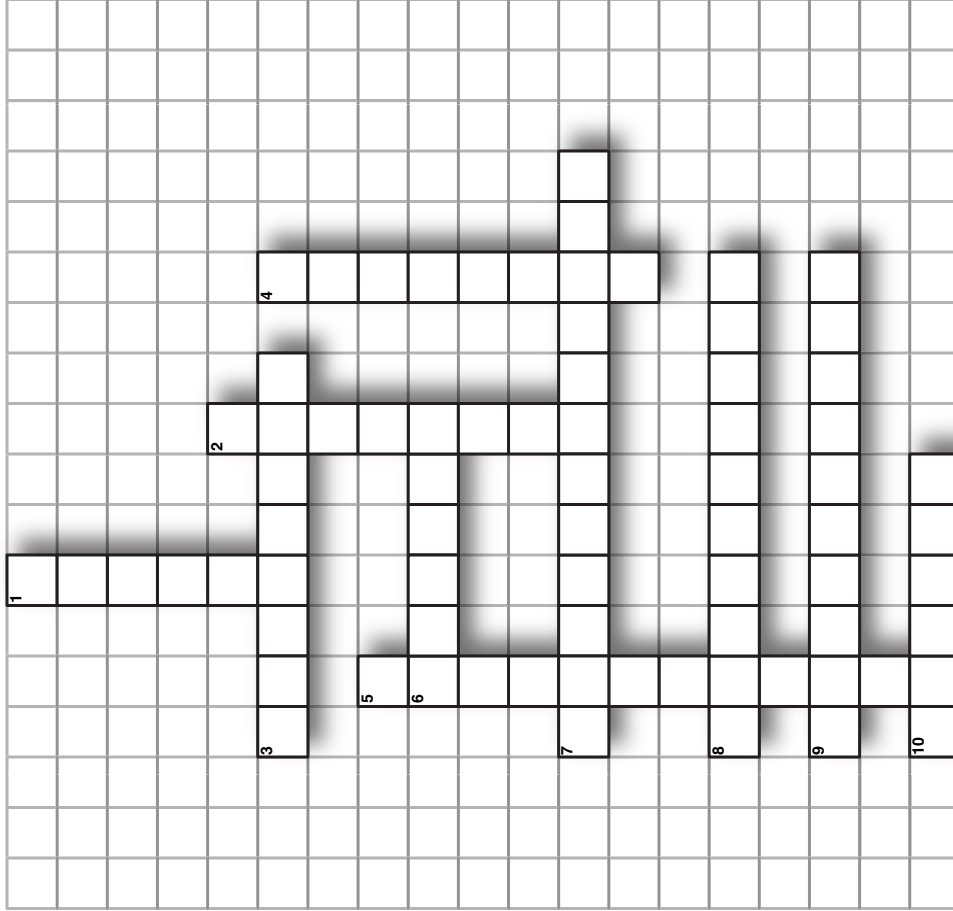
CROSSWORD PUZZLE

**Across Clues**

3. Describes the nature of the Mexican Revolution from 1914 to 1916, in which huge sectors of Mexican society were involved in the war effort and casualties mounted
6. Perception of Mexico City in the late 1910s that enticed many intellectuals from around the world to visit and live in what they saw as the center of a social revolution
7. Monetary system that fixed Mexican peso to a given quantity of gold, making financial transactions and trade easier
8. Mexico's year-long celebration in 1910, in which the government showed off its economic progress
9. Name of German foreign minister who proposed an alliance with Mexico against the United States
10. American who drilled the first oil well in Mexico and owned a huge share of Mexico's oil fields

**Down Clues**

1. Mexican artist and muralist who drew inspiration from Mexico's history and culture
2. Mexican president to whom Zimmermann proposed an alliance between Germany and Mexico against the United States
4. Communications technology used to send Zimmermann's note from Berlin to Mexico City
5. Location of Mexico's oil fields, which centered around the port city of Tampico



## 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.	<b><i>Emiliano Zapata</i></b>
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.	<b><i>Victoriano Huerta</i></b>
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.	<b><i>Francisco Madero</i></b>
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.	<b><i>Lázaro Cárdenas</i></b>
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.	<b><i>Francisco "Pancho" Villa</i></b>
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.	<b><i>Venustiano Carranza</i></b>
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.	<b><i>Álvaro Obregón</i></b>
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.	<b><i>Porfirio Díaz</i></b>

**answer key 1**

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

	<b>Date (Year and Month)</b>	<b>Description of Event</b>
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. In what ways was Mexico connected to the global economy before the Mexican Revolution?
  - Mexico adopted the gold standard in 1905, making it easier to trade with other countries.
  - Mexico became a heavy exporter of raw materials, minerals, and agricultural products under Porfirio Díaz.
  - Mexico was becoming an important exporter of oil to the United States and Europe.

2. How did Mexico experience a boom in oil production during the decade of the Mexican Revolution (1910–1920) despite all of the fighting?

*Several oil fields were discovered along the Gulf of Mexico and became operational between 1910 and 1920, creating a large supply of oil. At the same time, demand for oil as a fuel increased tremendously because of World War I; Mexico exported large amounts of oil to Europe.*

*All of the fighters in the Mexican Revolution—revolutionaries, counterrevolutionaries, and others—recognized the contribution of oil exports to Mexico’s economy and avoided disrupting oil production. They knew that the owners of the oil fields, especially Edward Doheny from the United States and Weetman Pearson of Great Britain, were very powerful and would turn against them if oil exports were disrupted.*

3. How can the Mexican Revolution and World War I be seen as examples of “total war”?

*“Total war” refers to a situation in which the war effort is not confined to military forces, but extends to the entire society. This is often associated with high troop casualties. In Europe during World War I, many countries had to direct large portions of their economy toward supporting the war. The large numbers of males who served in the army and died in battle also required more women to enter the labor force.*

*Mexico experienced some of these dynamics between 1914 and 1916, when most of society was forced to dedicate time, effort, or money to the Mexican Revolution. Mexico also suffered tremendous casualties during the decade of the Revolution, as an estimated 1.4 million people (nine percent of the country’s population) died as a result of the conflict.*

4. What was the Zimmermann Note, and what did it propose?

*The “Zimmermann Note” was an encoded telegram from Germany’s Foreign Secretary Arthur Zimmermann to the German ambassador in Mexico City. If it became clear that the United States was going to enter World War I, the German ambassador was instructed to propose to Venustiano Carranza, the Mexican president, an alliance in which Mexico would fight the United States with funding from Germany. If Mexico and Germany won, Germany offered to give Arizona, New Mexico, and Texas back to Mexico. The telegram also proposed asking Japan to join the alliance with the offer of giving California to Japan if the alliance were victorious.*

*Germany proposed this because it feared that the United States was going to enter the war in Europe on the side of the Allied Powers, enabling them to defeat Germany and the other Central Powers. Germany hoped that, if Mexico accepted the proposal, the United States would need to reduce its weapons shipments to the Allied Powers and instead dedicate its weapons, money, and energy to fighting Mexico.*

5. What drew intellectuals from around the world to visit Mexico City in the late 1910s?

*The Mexican Revolution was seen by many abroad as an exciting, progressive social revolution where those who had previously been persecuted were free to pursue their dreams. After 1918, when World War I was finally over and many Europeans felt safe to travel again (and when the heaviest fighting in the Mexican Revolution had ended), many intellectuals from around the world visited Mexico City to experience this “utopian social revolution” firsthand.*

## GLOBAL CONNECTIONS OF THE MEXICAN REVOLUTION IN IMAGES

Evaluate students on

- how well they addressed the key question for their assigned topic;
- how clearly they explained the connection between the images they found and their key question; and
- whether they noted the sources for the images they used.

### Suggested Images

While you should allow students to conduct their own research to find appropriate images, you can point groups who need assistance to the images hyperlinked below.

- A. Expansion of Trade:** How did the government of Porfirio Díaz use the occasion of the Centennial of Independence to attract foreign investment to Mexico and promote foreign trade?
- [Memory of the Centennial](#)
  - [Visit of Japanese prime minister to Mexico for Centennial](#)
  - [Mexico City lit up for Centennial festivities](#)
- B. Mexico's Oil Boom:** How did Mexico's oil exports grow during the ten years of the Mexican Revolution, and who controlled this oil wealth?
- [Oil wells in Mexico](#)
  - [Mexican oil refinery](#)
  - [Photo of U.S. oil baron Edward Doheny](#)
  - [Photo of UK oil baron Weetman Pearson](#)
  - [Certificate from the Petroleum Development Company](#)
- C. "Total War":** In what ways was all of Mexican society drawn into the war effort?
- [Women in the Mexican Revolution](#)
  - [Girl fighter in the Revolution](#)
  - [Soldaderas \(women of the Mexican Revolution\)](#)
- D. Zimmermann Note:** How did the content of the Zimmermann Note become public, and how did this knowledge influence the U.S. decision to enter World War I?
- [Original Zimmermann telegram](#)
  - [Portion of the telegram as deciphered by British spies](#)
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  - [Political cartoon showing partition proposed in the Zimmermann Note](#)
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- E. Intellectual and Artistic Exchange:** How did the Mexican Revolution influence Mexican art?
- [The Soldiers of Zapata \(David Alfaro Siqueiros\)](#)
  - [Zapatista Landscape \(Diego Rivera\)](#)
  - [Portion of "History of Mexico" \(Diego Rivera\)](#)
  - [Agrarian Leader Zapata \(Diego Rivera\)](#)

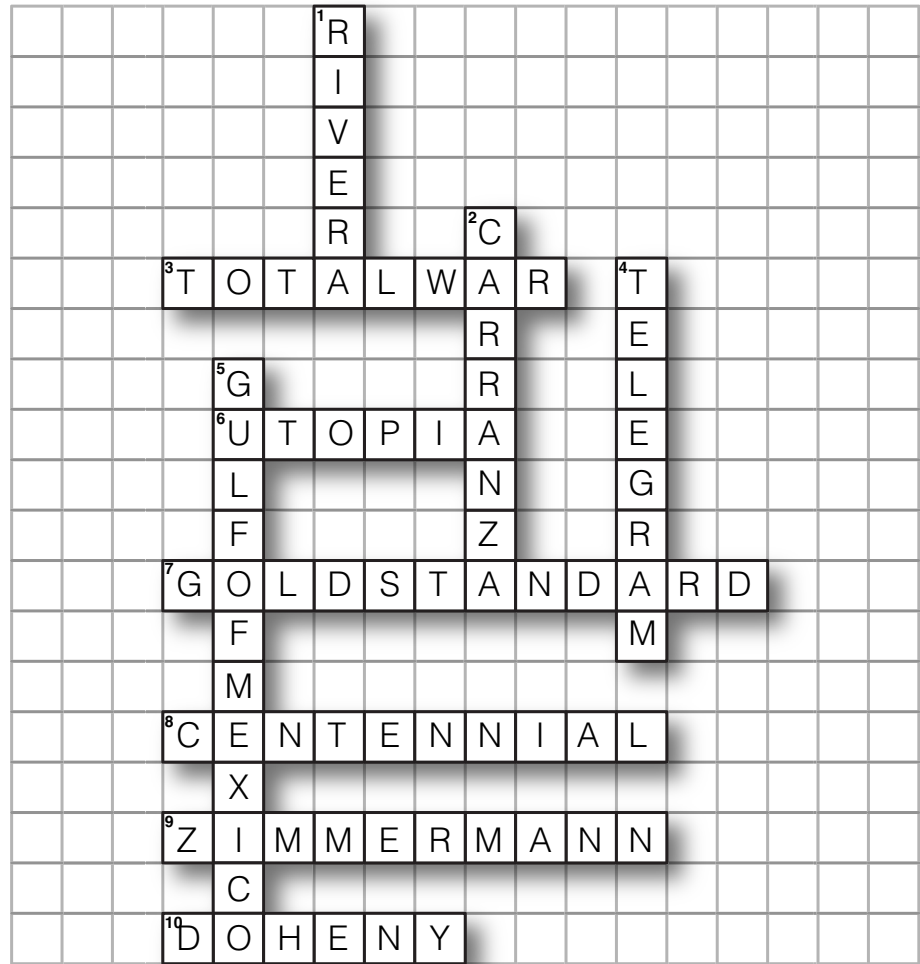
CROSSWORD PUZZLE

ACROSS

- 3. total war
- 6. utopia
- 7. gold standard
- 8. centennial
- 9. Zimmermann
- 10. Doheny

DOWN

- 1. Rivera
- 2. Carranza
- 4. telegram
- 5. Gulf of Mexico



## VIDEO TRANSCRIPT

**On-screen text:****Global Connections of the Mexican Revolution  
a discussion with Graciela Márquez Colín****On-screen text:****Graciela Márquez Colín****Professor, Centro de Estudios Históricos (CEH), Colegio de México**

**Graciela Márquez Colín:** Mexico was already a well-integrated country into the global economy before 1910, before the start of the Revolution. So, Mexico joined the community of trading partners in the U.S., in Europe. It also adopted the gold standard in 1905. It exported lots of materials, lots of raw materials, gold, silver, but also industrial metal, industrial minerals, henequen [a type of agave plant], vanilla, and other agricultural products. So in general, Mexico was part of the global economy before 1910.

And [it] was precisely in 1910 when celebrating the centennial of the independence that Mexico wanted to show [off] its material progress, wanted to exhibit how modernized, how it was a modern economy, and in a way it was appealing to foreign investors to channel resources to mines, to agriculture enterprises. In that sense, Mexico in 1910 was a very global economy in a sense.

The start of the Revolution did not stop those flows. Quite the contrary, by 1910–1911, Mexico experienced a boom in oil production. Because of earlier discoveries, Mexico was able—foreign oil companies were able—to export Mexican oil to the United States. And throughout the decade from 1910 to 1920, Mexico became a major player in oil markets. By 1918, it was the second largest oil producer in the world, just because of all the investments that were taking place between 1910 and 1920.

However, the country was engulfed in a Revolution. The revolutionary armies, foreign diplomats, and foreign powers did not want to damage that oil industry. And they, in a sense, all protected the oil investments. There were major players like Mr. Doheny from the United States or Mr. Weetman Pearson from Great Britain. So, Mexico enjoyed this oil boom while revolutionary armies were fighting for the control of the executive power in the country. Oil was not booming just because there [were] all these rich deposits along the Gulf of Mexico, but also because of increases in demand. World War I increased the demand [for] oil. And therefore, Mexico joined these efforts to provide oil to Europe.

There were other connections of the Mexican Revolution that started in November 1910, and these other connections had to do [with] how the war was fought. [Whereas] in Europe, [the] entire societies contributed to the effort—to the war effort—by providing not only soldiers, but also all kinds of resources and moving women to the labor force. In Mexico, the idea of a “total war,” that is the involvement of the society into the war effort, was also present at least for the years 1914 to 1916.

There were innovations in how armies fought in battles, especially with generals setting up new techniques, new tactics, in the war itself, but also Mexico experienced high demographic costs. Approximately seven million—excuse me—approximately 1.4 million deaths occurred in the decade [to] 1920, from 1910 to 1920. Thus, in a sense, the Mexican Revolution is connected to

World War I in the way the war was fought. It was a total war, it was a huge effort in terms of resources and lives.

So, another connection of the Mexican Revolution with World War I, and perhaps one of the best-known episodes of this international interaction between the Mexican Revolution and the global context, is what is called the Zimmermann Note. Foreign—German—diplomats in Mexico were trying to find ways in which the Mexican involvement in the war would help them, maybe not directly but in indirect ways. And one of these paths could be the organization of a war between Mexico and United States so that the American army would be involved in Mexican territory rather than being involved in European soil. For that end, in early 1917, the foreign office in Berlin decided to send a note to [then] Venustiano Carranza, the leader of the winning [faction] of the Revolution. So by 1917, Carranza would be able to wage war on the United States.

So, they sent a coded message through London, then Washington, and then in Mexico City. The coded message was intercepted in Mexico City by British spies. What [the] Germans didn't know was that the British already had the codes from the beginning of the war and they were able to decipher the Zimmermann Note.

What does—what was the content of such a note? Germany proposed [to] Venustiano Carranza to wage war on the United States, and in return, Mexico would acquire—if they were victorious in such a war—Mexico would acquire the territories of Texas, New Mexico, and Arizona. They would also extend such an alliance to Japan. If Japan joined this alliance between Germany and Mexico, Japan would have California as a booty in that war. Once known, the Zimmermann Note was repudiated by the United States and the British government.

The United States entered World War I not only because of the Zimmermann Note—but it was an important factor—but also because Germany had decided to initiate unlimited U-boat warfare. So, there's this connection between the Mexican Revolution and World War I. So, that is another connection: we have the connection that Mexico was already an economy well-integrated in the world economy, that the Mexican oil was part of the supply of energy demanded by the contending parties in Europe, and the Zimmermann Note was certainly one of the more important elements in these global connections that Mexico had.

And finally, there was another connection related to artists. Many Mexican artists were not living in Mexico during the Revolution, the revolutionary years. In part, some of them were exiles, but some others were living in Europe and were absorbing in Europe all the new techniques, the vanguard settings of Paris, of London, of Italy or Spain. One of these artists was Diego Rivera.

With Rivera, there were other artists living abroad. But also at the end of the Revolution, at the end of the armed phases of the Revolution, and at the end of the World War I, by 1919 when finally the World War I was over and huge fighting in Mexico City was also over, many foreigners visited Mexico City. Mexico City became a city of utopia, a city of the Revolution, a city of dreams, a city of those who were being prosecuted elsewhere. They found refuge in Mexico.

All these foreigners interacted with some intellectuals in Mexico. They founded the [Mexican] Communist Party. They came from all over the world. They came from India, from Romania, from Germany, from Spain, certain from the United States. All these intellectuals living in Mexico interacted, shared some dreams, and transformed themselves, lived their dreams themselves. And then they left the city once the city no longer was the center of this utopia, no longer was the center of this place in which new ideas and experimentation took place.

So, it's really important to understand the Mexican Revolution within an international context. It's not only about battles among Mexicans, it's not about Mexican heroes, it's about a revolution, a social revolution that predated the Russian Revolution, predated the Chinese Revolution of [1911 to] 1912, and that showed that the 20th century was really beginning.