



Image: Source unknown. Photographer: Agustín Víctor Casasola.

## INTRODUCTORY MATERIALS: WHAT IS A REVOLUTION?

### MATERIALS NEEDED

Whiteboard or chalkboard, pens, pencils, markers, paper

### PROCEDURE

1. Write the word “revolution” on the board for the entire class.
2. Give students two minutes to write what they think the word “revolution” means, what other words they associate with “revolution,” and/or where they’ve heard the word “revolution” and in what contexts they’ve seen it used.
3. At the end of the two minutes, ask students to turn to the person next to them and discuss what they wrote for “revolution.” Give them approximately five minutes to do this.
4. Next, ask students to form groups of 4 or 5 with the students sitting closest to them. As a group, they should discuss their ideas for the meaning of the word “revolution” and create a definition for the word. Give them five to ten minutes to do this.
5. Reconvene as a whole class and ask each group to share their definition. Write each definition on the board. Once all groups have shared, look at all of the definitions to see if there are any common ideas. Create a final working definition of the word “revolution.” Keep this definition posted throughout the unit.

## **THE MEXICAN REVOLUTION: FILM**

---

### **MATERIALS NEEDED**

- ❖ Video on “The Mexican Revolution” found at [http://english.bicentenario.gob.mx/index.php?option=com\\_content&view=article&id=108&Itemid=83](http://english.bicentenario.gob.mx/index.php?option=com_content&view=article&id=108&Itemid=83)
- ❖ Internet access
- ❖ Computer, LCD projector, or Smart Board for class viewing of film

### **PROCEDURE**

1. Watch the five-minute film created by the Bicentennial Office of the Instituto Nacional de Estudios Históricos de las Revoluciones de Mexico. It will provide a quick overview of the important events and people of the Mexican Revolution.
2. Ask students to share their initial reactions to what they saw in the film. Take notes and keep them posted so that students can refer back to them throughout the unit. Use the following questions to guide the discussion:
  - ❖ What was the purpose of the Mexican Revolution?
  - ❖ What events led up to the Mexican Revolution?
  - ❖ Who were the major figures of the Revolution?
  - ❖ What words would you use to describe the Revolution?

## **THE STORM THAT SWEPT MEXICO: FILM**

---

### **MATERIALS NEEDED**

- ❖ DVD of “The Storm that Swept Mexico” video (available through PBS, local or university libraries). More information can be found at <http://www.pbs.org/itvs/storm-that-swept-mexico/>
- ❖ DVD player/TV for class viewing of film

### **PROCEDURE**

1. Watch the beginning of “The Storm that Swept Mexico.” It is a two-disc, multiple-hour film. Once students have watched the beginning of the film, the film can be viewed in shorter sections throughout the rest of the unit. If you do not have access to the film, use the trailer to provide a quick visual overview of the important events and people of the Mexican Revolution.
2. Ask students to share their initial reactions to what they saw in the film. Take notes and keep them posted so that students can refer back to them throughout the unit. Use the following questions to guide the discussion:

- ❖ What was the purpose of the Mexican Revolution?
- ❖ What events led up to the Mexican Revolution?
- ❖ Who were the major figures of the Revolution?
- ❖ What words would you use to describe the Revolution?

## **MEXICAN REVOLUTION: PHOTOGRAPHY**

---

### **MATERIALS NEEDED**

- ❖ Digital photo archive (Fototeca) of the Instituto Nacional de Antropología e Historia (INAH) website found at: <http://fototeca.inah.gob.mx/fototeca/>
- ❖ Internet access
- ❖ Computer, LCD projector, or Smart Board for class viewing of photographs
- ❖ Optional: Slideshow provided in the appendix of this guide; images are purposefully selected to show individuals in less formal, less stereotypical settings.

### **PROCEDURE**

1. Display the Fototeca-INAH website.
2. The site is in Spanish, but is easy to navigate even if you're not familiar with the Spanish language. Find the search box labeled "Buscar." In that box type "revolucion" (note Spanish spelling with a c), and click on the "Buscar" box. The site will then pull up over 200 pages of photos of the Mexican Revolution.
3. Hover over the individual photos to display a larger version of the thumbnail provided. Look for images that are of interest to the students. When you find one, click on the first of the three boxes below the photo thumbnail to display the larger version. Note: the second of the three boxes will display the subject or title of the photograph, providing more information about whom or what is shown. Use the following questions to guide the discussion of the photos:
  - ❖ What do you think is shown in the photo?
  - ❖ Are there people? What do they look like? Do you know who they are? What are their facial expressions? How are they dressed?
  - ❖ What is in the background of the photo? Was it taken inside or outside?
  - ❖ Does anything surprise you about the photo?
  - ❖ Does it tell us anything important about the Revolution?