

# PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

**Title of Lesson:** The EZLN in Historical Context

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**Subject/Grade Level:** 9<sup>th</sup> grade History of Mexico

**Time Frame:** one 50-60 minute lesson + two nights of homework

**Introduction:** This lesson explores the emergence of indigenous opposition to NAFTA in the early 1990s through two primary documents published by the Ejército Zapatista de Liberación Nacional (EZLN) at the start of the Zapatista rebellion in Chiapas, Mexico.

## **Geographic Connections:**

*D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.*

The lesson considers the experience of rural Mexicans and their responses to the political and economic decisions made by the Mexican government.

## **Vocabulary:**

Chiapas, EZLN, Constitution of 1917, Article 27, *ejidos*, NAFTA

## **Content Standards:**

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

## **Essential Question:**

What does the emergence of the EZLN in 1994 and the longevity of the Zapatista movement suggest about political and economic progress in 20<sup>th</sup> century Mexico?

## **Placement of Lesson within Broader Curriculum/Context:**

This lesson fits into a short unit framed around the NAFTA treaty in the last two weeks of a semester-long course on the History of Mexico for first semester 9<sup>th</sup> graders. The assessment associated with the lesson will give students the opportunity to apply the content knowledge and analytical writing skills that they have gained over the course of the semester.

## **Learner Background:**

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Students will have a solid knowledge of major developments in Mexican History preceding the 1990s. The primary text for the course is [\*Born in Blood and Fire\*](#), by John Chasteen. Coverage of 20<sup>th</sup> century Mexico is framed around the Mexican revolution and the implementation of its goals, focusing specifically on the issues of land and natural resources as articulated in the Constitution of 1917, and the question of who holds political and economic power. The unit on NAFTA is supplemented by an excerpt of a publication by Brown University's Choices Program, [\*Caught Between Two Worlds, Mexico at the Crossroads\*](#). This specific lesson asks students to return to the question of how developments in the country affect the rural indigenous population.

The lesson is preceded by a semester of developing analytical writing skills. Although the assessment is a "reflection" rather than a full-fledged analytical essay, students are expected to articulate their opinion clearly and use concrete evidence from the reading material and class discussion to back up their argument.

**Objective(s) for Lesson:** *Students will be able to:*

1. identify the goals or demands of the EZLN based on primary source documents
2. understand and explain the conditions leading to the contemporary Zapatista movement
3. draw connections between the Mexican Constitution of 1917, the NAFTA treaty and the Zapatista movement
4. identify themes related to EZLN goals as illustrated in several pieces of Zapatista art
5. write a brief reflection (homework assignment) responding to the lesson's essential question, citing evidence from the reading assignment, artwork and class discussion.

**Integration of 21st century skills:** critical thinking, effective written and verbal communication, integration of interactive geographical information, primary source material and artwork.

**Assessment:**

This is a formative/low-stakes assessment that allows students to develop their analytical writing skill. Students will submit a written response analyzing the essential question for the lesson on the meaning of the Zapatista movement. This exercise will give students the opportunity to show their knowledge of the conditions in which the people of Chiapas live and reasons for the emergence of the Zapatista movement in historical context.

**Materials/Resources:**

Initial reading assignment (homework to precede lesson):

Subcomandante Marcos. [\*Chiapas: The Southeast in Two Winds: A Storm and a Prophecy\*](#). 1992. *Mexican History: A Primary Source Reader*. Ed. Nora E. Jaffary, Edward W. Osowski and Susie S. Porter. Boulder: Westview, 2010. 424-28.

Zapatista Army of National Liberation. [\*EZLN Demands at the Dialogue Table\*](#). 1994. *The Mexico Reader*. Ed. Gilbert Thomas and Timothy J. Henderson. Durham: Duke Press, 2002. 638-45.

**Lesson Development/Instructional Strategies:**

Homework:

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1. Assign homework reading in class preceding Zapatista lesson.
2. Give students list of reading/discussion questions with initial assignment. They should consider these questions as they take notes on the reading.

### Questions for reading/class discussion:

- Where is Chiapas?
- Who are the Zapatistas? What does this name imply?
- What are the specific social, political and economic demands made by the EZLN in 1994?
- What are the social, political and economic roots of these demands? (Why are they being made?)
- How does the reality of life in Chiapas fit into the vision of Mexico articulated in the Constitution of 1917?
- How is the emergence of the Zapatista movement connected to the North American Free Trade Agreement?
- In the eyes of the Zapatistas, to what extent were the goals of the Mexican revolution “institutionalized”/achieved by the 1990s? (this is a question that the class considers from various perspectives as we move through the 20<sup>th</sup> century).

### Class Lesson Plan:

3. Begin by briefly questioning whole class about the location of Chiapas, the identity and characteristics of the population there, etc. based on the reading. [5-7 minutes]
  - a. Use National Geographic [MapMaker Interactive](#) to focus on Chiapas. Filter for “Population Density,” “Human Footprint” and “Land Cover” to illustrate the characteristics of the region and supplement the discussion about the population of Chiapas. (I will do this with my computer and projector to save time; students could also do this individually on their iPads or computers).
4. Divide students into groups of 2-3 to discuss the meaning of the two chapters presented in “Chiapas: The Southeast in Two Winds.” [7-10 minutes]
  - a. What are the forces represented by “The Wind From Above” and the “The Wind From Below”?
  - b. How does each force operate? What gives strength to each? Who supports each?
5. Reconvene entire class to address the questions above and move into a discussion of the reading questions. [25 minutes]
  - a. Discuss general information presented in documents:
    - What social, political and economic demands were made by the EZLN in 1994? What conditions led to these demands?
    - Who are the Zapatistas? What does this name imply?
  - b. Ask students to recall (from previous lessons) the principles related to land and resources articulated in the 1917 Mexican Constitution (particularly Article 27) and the connection between the neoliberal policies of Carlos Salinas, including the end of the *ejido* system in 1992 and the signing of NAFTA.
  - c. Continue with discussion questions:

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- How does the reality of life in Chiapas fit into the vision of Mexico articulated in the Constitution of 1917?
  - Why did the emergence of the Zapatista movement coincided with the implementation of NAFTA?
  - In the eyes of the Zapatistas, to what extent were the goals of the Mexican revolution “institutionalized”/achieved by the 1990s?
6. Have students read sections “Why do the questions of land reform and the indigenous communities persist?” and “How has the Zapatista rebellion spread?” (pp. 31-33) from [Caught Between Two Worlds: Mexico at the Crossroads](#). Then look at several examples of Zapatista art (see Appendix below). [10 minutes]
- What vision of a future world is illustrated in the paintings?
  - Why do you think the Zapatista rebellion spread in Mexico?
  - How might this movement be appealing to international communities?

### Follow-up homework (assign at end of lesson):

7. Write a reflection (~1 page) on the following question, using evidence from the reading materials and class discussion to support your opinion:
- What does the emergence of the EZLN in 1994 and the longevity of the Zapatista movement suggest about political and economic progress in 20<sup>th</sup> century Mexico?

### **Students Needing Differentiated Instruction:**

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Students who struggle with the reading and/or writing assignment will have the opportunity to meet with me. This may happen ahead of the class (for those who struggle with the reading, to identify key vocabulary and work through difficult passages), or after the class but before the reflection is due (for those who struggle with writing, to review the reading/class discussion questions and plan for the reflection).

How will you provide opportunities for enrichment/higher level of challenge for students?

Students seeking additional materials have access to a collection of primary and secondary sources on the course Document Reader that our History Department has set up online. These include additional primary source declarations by the EZLN, as well as newspaper articles and academic pieces covering NAFTA and the Zapatista movement. Example: Perez-Rocha, Manuel and Javier Rojo. [“NAFTA at 20: the New Spin.”](#) *Foreign Policy in Focus*. March 14, 2013.

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Appendix:

A. "Podran Cortar Todas Las Flores..."



B. "Otro Mundo es Posible"

