SCAVenger Hunt

**Introduction and Objective**

This activity is inspired by and adapted from Rethinking School’s “The U.S.-Mexico War Tea Party” found in *The Line Between Us* (Wisconsin: Rethinking Schools, 2006).

Spanning more than ten years, the Mexican Revolution is a complex historical event that involved numerous individuals. The scavenger hunt activity will introduce students to many of these individuals, and the various motivations of those individuals participating in or resisting the Revolution. Each student will take on the role of one individual involved in the Mexican Revolution. Then, using the provided questionnaire hand-out, students will move around the room interviewing classmates in order to appropriately answer all of the questions on the hand-out.

This activity can be used after a brief introduction to the Mexican Revolution. It does not require a great deal of background knowledge on the Revolution. Its purpose is to solidify knowledge and understanding of the individuals involved in the Mexican Revolution.
**Materials**

- Scavenger hunt roles, cut up (one for each student in the class)
- Blank nametags (enough for every student in the class)
- Copies of “The Mexican Revolution Scavenger Hunt” hand-out for every student

**Procedure**

4. Explain to students that they are going to do an activity about the Mexican Revolution. Distribute one nametag and one scavenger hunt role to each student in the class. There are only 16, so depending upon the number of students in the class, some students will be assigned the same historical character.

5. Have students fill out their nametags using the name of the individual they are assigned. Tell students that in this activity you would like each of them to attempt to become these people from history. Ask students to read their roles several times and to memorize as much of the information as possible. Encourage them to underline key points.

6. Distribute a copy of “The Mexican Revolution Scavenger Hunt” hand-out to each student. Explain their assignment: Students should circulate through the classroom, meeting other individuals from the Mexican Revolution. They should use the questions on the sheet as a guide to talk with others about the war and complete the questions as fully as possible. They must use a different individual to answer each of the 11 questions. Tell them that it’s not a race; the aim is for students to spend time hearing each other’s stories, not just hurriedly scribbling down answers to the different questions. It may be helpful to ask for a student volunteer to demonstrate with the teacher an encounter between two of the individuals, so that the rest of the class can sense the kind of interaction that is expected.

7. Afterwards ask students to share some of their finding with the whole class. This needn’t be exhaustive, as students will learn a lot more about these issues throughout the rest of the unit.

**Possible Questions**

- What surprised you about this activity?
- Who found someone with an opinion very different from your character’s opinion?
- What were some of the different opinions you encountered on why individuals were fighting in the Revolution?
- What were the results of the Revolution?
- What questions does this activity leave you with?
EXTENSION: TIMELINE/FLOWCHART OF THE MEXICAN REVOLUTION

Save the cards used during the Scavenger Hunt. As students learn more about the events of Revolution, use the pictures to create a timeline or flowchart of the Revolution on a large piece of butcher paper or bulletin board. You may need to print out extra copies of some of the cards in order to mark all of the important events that particular figure was involved in. Various information can be displayed on the timeline: important events, changing alliances, and deaths of major leaders are a few examples.
THE MEXICAN REVOLUTION
SCAVENGER HUNT

1. Find someone who was affected by the war. Who is this person? How was this person affected?

2. Find someone who supports the Mexican Revolution. Who is this person? Why do they support the revolution?

3. Find someone who is in opposition to the Mexican Revolution. Who is this person? Why do they support the revolution?

4. Find someone from Southern Mexico. What is their experience with the Revolution?

5. Find someone from Northern Mexico. What is their experience with the Revolution?

6. Find someone who saw things in the war that he or she found shocking. Who is this person? What shocked this person?

7. Find someone who fought in the revolution. Who did they fight for? Why did they join the Revolution?

8. Find one of the major leaders of the revolution. Why did they join the Revolution? What did they hope to accomplish through the Revolution?

9. Find someone from outside Mexico who has an opinion about the Revolution. Where are they from? Why are they in Mexico? What do they think about the Revolution?

10. Find someone who was a dictator of Mexico. Why did they take control of the country? What did they hope to accomplish?

11. Find someone who was killed fighting for the Revolution. How did they die?
WEALTHY LANDOWNER
FROM SONORA

LOCATION: Sonora
BORN - DIED: 19th - 20th centuries
SOCIAL CLASS: Aristocrat / Haciendado
ALLEGIANCE: Porfiriato

I fully support Diaz in this war against the traitor, Madero. The state of Sonora has grown rich during the Porfiriato. Our mining industry thrives. We have eliminated the “Yaqui problem,” making excellent use of land that had too long sat stagnant. I hear dangerous talk from the small landholders that they will join Madero. Election clubs are forming all around me in support of the traitor. This is a mistake. I will personally take up arms to aid my government, which has blessed us with stability and order.

U.S. AMBASSADOR
HENRY LANE WILSON

LOCATION: Mexico City / Washington, D.C.
BORN - DIED: 1857 - 1932
SOCIAL CLASS: Privileged
ALLEGIANCE: U.S. Department of State

I have done much work in Mexico in furtherance of U.S. interests. After enormous difficulties, I got General Huerta and Félix Diaz to agree that Huerta should be the Provisional President of the Republic... I expect no further trouble in the city, and I congratulate the Department of State upon the happy outcome of events, which have been directly or indirectly the result of its instructions.

PEASANT
FROM MORELOS

LOCATION: Morelos
BORN - DIED: 19th - 20th centuries
SOCIAL CLASS: Indigenous / Peasantry
ALLEGIANCE: Zapatistas

My father’s land now belongs to the hacendado. It is part of a massive sugar plantation—more land than any one man could ever need. I work this land as a slave, spending my entire wage on food at the company store. I am told that I am constantly in debt and must pay my debt by working long days in the fields. But how can this be? I buy nothing except what I need to survive. When Madero became president, we expected that our families’ lands would be returned. That is apparently a lie. I am ready to join Emiliano Zapata and his army which is preparing to move north against the traitor Madero.

LABORER FROM
VERACRUZ

LOCATION: Veracruz
BORN - DIED: 19th - 20th centuries
SOCIAL CLASS: Laborer
ALLEGIANCE: Unknown / Multiple

I work twelve hour days, seven days per week. I make a pittance for a wage. My two youngest sons were worked to death in the textile mills. Recently, workers lashed out, setting the tienda de raya aflame. The local jefe called in federal troops to punish all of us. Federales fired point-blank into crowds, killing women and children without distinction. The dictator, Diaz, always supports the oppressive mill owners. If the workers strike again, I am afraid that my wife and remaining children will be killed.
**Emiliano Zapata**

**Location:** Morelos / The South  
**Born - Died:** 1879 - 1919  
**Social Class:** Indigenous / Peasantry  
**Allegiance:** Zapatistas

It never occurred to Carranza that the Revolution was fought for the benefit of the great masses, for the legions of the oppressed whom he motivated with his harangues. He has given or rented our haciendas to his favorites. The old landholdings have been taken over by new landlords, and the people are mocked in their hopes. I am the leader of the Southern armies that fight for agrarian reform. My nickname is Attila of the South.

---

**Pancho Villa**

**Location:** Durango / The North  
**Born - Died:** 1878 - 1923  
**Social Class:** Peasantry  
**Allegiance:** Villistas

My nickname is Centaur of the North. I will never be president of Mexico. I was born without wealth, in Durango. I never went to school a day in my life, and I am not educated enough for the post. My alphabet has been the sight and trigger of my rifle; my books have been the movements of the enemy. I can fight only for the liberation of my people. If the federales win they will have to fight us again, but if we win we will leave them in such shape that they will not be able to recuperate. My defeat at Ceyala was the beginning of the end.

---

**Álvaro Obregón**

**Location:** Sonora / The North / Mexico City  
**Born - Died:** 1880 - 1928  
**Social Class:** Indigenous / Peasantry  
**Allegiance:** Obregónistas

I view land ownership as important to the dignity of the people. This is one thing I learned from the Zapatistas. Since I have become president of Mexico, I have begun distributing land, and in the process, buying future support against potential opponents. The goals of my presidency will include land reform, modernization, and expanded access to education. With these goals, I should be able to easily gain the support of the Zapatistas and bring stability back to Mexico.

---

**Gildardo Magaña**

**Location:** Michoacán / Morelos  
**Born - Died:** 1891-1939  
**Social Class:** Merchant/Educated  
**Allegiance:** Zapatistas/Obregónistas

I am a Mexican, through and through, but I have been trained in economics in the U.S. With this background, I travelled south to join the Zapatistas. While other intellectuals were villainizing Zapata without reason, I recognized that his cause—land reform—was for the good of Mexico. When Zapata was assassinated by cowards, I was elected to lead his army. Though I will never fill his massive shoes with my tiny feet, I will do my best to try. In the interest of Mexico, I plan to pledge allegiance to Obregón, who has promised to return indigenous lands in exchange. The land we seek was nourished by the blood of those who died fighting for a liberated Mexico.
VENUSTIANO CARRANZA

PORFIRIO DÍAZ

VICTORIANO HUERTA

AMERICAN JOURNALIST
VENUSTIANO CARRANZA

LOCATION: Coahuila / The North
BORN - DIED: 1859 - 1920
SOCIAL CLASS: Privileged / Ranching
ALLEGIANC: Carrancistas

I have restored the constitution of 1857 and ended the Huerta dictatorship. The revolution is over and the people of Mexico must begin rebuilding. I have heard that workers in Veracruz are striking again. I will not respond kindly to this. I have also heard that Zapata has called me a traitor to the revolution. I am devising a daring plot to kill this peasant from Morelos. One of my colonels will gain his trust, feign defection to his cause, accompany him to the Hacienda de Chinameca and assassinate him where he stands. With the labor movement and the Zapatistas finally quieted, Mexico will be rebuilt.

PERFIRIO DÍAZ

LOCATION: Oaxaca / Mexico City / Europe
BORN - DIED: 1830 - 1915
SOCIAL CLASS: Working Class
ALLEGIANC: Porfirist

I have learned much from the great cities of Europe. I am using Paris and London as examples to modernize our economy and our transportation systems. I am building an international railroad from Texas to Durango! My científicos have brought Order, Liberty, and Progress to Mexico. It is true that the lower classes complain of brutal working conditions, poor diet and debilitating disease, but their lives too would improve if they would just stop drinking pulque and apply themselves to our great national project. Besides, if one complains too loudly, I will have him thrown in prison! My system of enforced peace is flawless.

AMERICAN JOURNALIST

LOCATION: U.S. / Veracruz
BORN - DIED: 19th - 20th centuries
SOCIAL CLASS: Privileged / Educated
ALLEGIANC: None / Multiple

I am here during the American naval occupation of Veracruz. The occupation has given Veracruz a bull market in health, order, and business. Mexican paper money appreciated. Prices rose. Profits soared. Verily, the Veracruzans will long remember this being conquered by the Americans and yearn for the blissful day when the Americans will conquer them again. They would not mind thus being conquered to the end of time.

VICTORIANO HUERTA

LOCATION: Jalisco / Mexico City
BORN - DIED: 1850 - 1916
SOCIAL CLASS: Privileged / Military
ALLEGIANC: Huerta

I am sick of these men of inaction. I have spent my life fighting against the Yaqui and Maya, and recently against the Zapatistas in Morelos. My president, Madero, could never do what I have done. He is weak. Let me tell you a secret: I have been working with the U.S. Ambassador to devise a plan for Mexico. He has reported to me that the soldiers are unhappy and that Don Porfirio’s nephew, Félix, is staging a coup against Madero. I am seriously considering this opportunity to join these men and purge Mexico of its weakness.
**Pascual Orozco**

**LOCATION:** Chihuahua / The North  
**BORN - DIED:** 1882 - 1915  
**SOCIAL CLASS:** Middle Class  
**ALLEGIANCE:** Huerta

Who am I, you ask? I am an experienced businessman, investor, and importer of U.S. weapons. I supplied and commanded Madero's forces against the tyranny of Diáz. When I defeated federal troops in battle after battle, I stripped their corpses of their uniforms and sent those rags to the dictator with a note that read: “Here are the wrappers, send me more tamales!” Thousands celebrated when my colonel, Villa, and I took Ciudad Juárez against all odds and guided Madero to the presidency. But Madero is not suited to rebuild Mexico. General Huerta and I will dispose of him shortly.

**Francisco I. Madero**

**LOCATION:** Coahuila / Europe / The North / Mexico City  
**BORN - DIED:** 1873 - 1913  
**SOCIAL CLASS:** Extremely Privileged  
**ALLEGIANCE:** Maderistas

Diá's perpetual tyranny is intolerable. This violent and illegal system can no longer exist. The people designated me as their candidate in the 1910 election because I have the vigor of a patriot, ready to sacrifice myself, if necessary, to obtain liberty and to help the people free themselves! I declare the 1910 election illegal and I assume the provisional presidency of the republic. On Sunday, November 20, 1910, all the towns in the republic will rise in arms at 6 o’clock p.m. Viva la Revolucion!

**Soldadera**

**LOCATION:** Durango / The North  
**BORN - DIED:** 19th - 20th Centuries  
**SOCIAL CLASS:** Indigenous / Peasantry  
**ALLEGIANCE:** Villa

Many don't realize that women were an important part of the Mexican Revolution. We fought alongside our fathers, brothers, and husbands. We traveled on the tops of trains with our armies. I am one of those women, a coronela in Villa’s army. I left the fighting and returned home to Catarinas. I was too disillusioned with corruption of the Revolution.

**John J. Pershing**

**LOCATION:** Sonora / The North  
**BORN - DIED:** 1860 - 1948  
**SOCIAL CLASS:** Privileged / Military  
**ALLEGIANCE:** U.S.

I am a fighter at heart. As a young man I was wounded fighting the Lakota at Wounded Knee. Pancho Villa, then, is nothing to me. I treated this man with respect when he met with me in 1914. And now he dares to invade U.S. territory and kill U.S. citizens? My troops will hunt down and rid the world of this common bandit.
References for Images

1. **Peasant from Morelos.** Image provided by Fototeca-INAH. Núm 4930 | “Revolucionario zapatista al parecer frente a un parque, reprografía”

2. **Wealthy landowner from Sonora.** Image provided by Fototeca-INAH. Núm 14566 | “Filiberto Villareal con ferrocarrileros durante la revolucion Delahuertista”

3. **Laborer from Veracruz.** Image provided by Fototeca-INAH. Núm 5070 | “Revolucionario zapatista al parecer frente a un parque, reprografía”


5. **Pancho Villa.** Image provided by Fototeca-INAH. Núm 5770 | “Francisco Villa en San Pedro de las Colonias, retrato”

6. **Emiliano Zapata.** Image provided by Fototeca-INAH. Núm 6341 | “Emiliano Zapata, general, retrato de tres cuartos de perfil”

7. **Gildardo Magaña.** Image provided by Fototeca-INAH. Núm 20658 | “Gildardo Magaña, general, vestido de traje, retrato”

8. **Alvaro Obregón.** Image provided by Fototeca-INAH. Núm 33320 | “Alvaro Obregon, general, retrato”

9. **Venustiano Carranza.** Image provided by Fototeca-INAH. Núm 6356 | “Venustiano Carranza, retrato”


16. **Soldadera.** Image provided by Fototeca-INAH. Núm 186519 | “Herculano de la Rodia y Clara Rodia de Peña, familia minera de Durango que se alzó en contra de la dictadura”