ESSENTIAL QUESTIONS:

- To what extent was the inherent threat of the Zimmermann Note a reality in 1917-1919?
- How did U.S.-Mexico relations evolve over the course of the Mexican Revolution 1910-1916?
- How did Americans in Zimmermannland (Arizona, New Mexico, and Texas) react to the Zimmermann Telegram during 1917-1919?
- To what extent do these events influence U.S.-Mexico relations today?
SUMMARY: The Zimmermann Telegram was a major factor in the U.S. decision to join the Allies in WWI. In this lesson, students will analyze the U.S.-Mexican-German context of the telegram, examine the reaction in the land covered by the telegram and connect the impact of the telegram to today’s U.S.-Mexico border issues.

STANDARDS ALIGNMENT: See Standards Alignment document (Appendix D)

TIME NEEDED: Two 50-minute class periods

OBJECTIVES: Students will:

- Explore the U.S.-Mexico relationship 1910-1916 through primary and secondary sources
- Investigate the impact of the Zimmermann Telegram on the Southwest United States
- Illustrate that impact in a political cartoon, citing sources
- Connect WWI era U.S.-Mexico border issues to current day U.S.-Mexico border issues
- Compare and contrast 1900-1916 and current U.S.-Mexico border issues

INTERDISCIPLINARY: ELA: Informational text, Summarization
Fine Arts: Political Cartoon

THEMES & CONNECTIONS: This lesson works best when included in a broader study of the First World War, including instruction on the following:

1. The U.S.-Mexican War and the Treaty of Guadalupe Hidalgo
2. The Mexican Revolution
3. Course of the War
4. Norms of WWI era Geopolitical Diplomacy, including Zimmermann Telegram
5. Military Strategy and Tactics (including sabotage, espionage, cryptography)

MATERIALS NEEDED: Companion PowerPoint, GSTEP worksheet photocopies, Document packets*, Notepaper, Post-its, Colored Pencils, Butcher paper

*To avoid a lot of printing, you could also provide the document packets electronically for students to review via computers or smartphones.
BACKGROUND INFORMATION

The U.S.-Mexico frontier crosses some of the most inhospitable terrain in North America. Arid mountains, blazing deserts and lethal predators even today keep most humans at bay over most of the frontier’s 1,933 miles. However, in the years 1910-1919, this line in the sand was one of the most critical strategic points on the world map. Germany labored long and hard in many ways to prevent American entry into the Great War through diplomacy, skillful sabotage and a modicum of naval restraint. However, Germany’s ace in the hole was an existential threat – exploitation of the weak American underbelly on the lightly guarded U.S.-Mexico border.

In the chaos of the Mexican Revolution, Germany had watched U.S. President Woodrow Wilson wring his hands at the prospect of North American war against a far-inferior military opponent. Indeed, it seemed quite clear from the German perspective that Wilson would go to humiliating lengths to avoid such a fight. He appeared unable to choose and support a side, instead vacillating between several camps. He tolerated cross-border incidents and acted hesitantly in punishing clear provocation. All Germany needed was a sufficiently capable ally. Among the many contenders for Mexican leadership, three emerged as likely candidates – Huerta, Villa and Carranza. Germany directly tried to aid Huerta with a shipment of guns and ammunition, which was seized by U.S. forces. This led to an embarrassing 1914 international incident in which the U.S. had to back down. After Huerta’s untimely demise, Germans may have approached Villa, the most thoroughly northern of the Mexican revolutionaries. While this has never been conclusively proven, what mattered most at the time was that the U.S. believed Villa was under German influence. Wilson did act against Villa in 1916 to the extent of sending a U.S. cavalry force to chase Villa inside Mexico, but took great pains to treat this action as a criminal chase, not a military incursion into a sovereign nation.

Finally, Germany was determined to make an offer to Carranza, the Mexican leader du jour. Arthur Zimmermann’s 1917 Telegram offering to return Arizona, New Mexico and Texas to Mexico as part of a WWI alliance shocked and infuriated Americans. The European Allies were in poor shape, with the Russian collapse, French Mutinies and the Irish rebellion threatening British unity. Given the state of U.S.-Mexican relations, this certainly was an excuse to invade Mexico, or for Mexico to invade the U.S. It made almost no military sense to send American forces to Europe if the threat of Zimmermann was real – however if it was not a real threat, then was it sufficient cause to join the Allies?
LESSON

PRE-ASSESSMENT:

1. Ask students the following questions:
   - To what extent was the inherent threat of the Zimmermann Telegram a reality in 1917-1919?
   - To what extent do these events influence U.S.-Mexico relations today?
2. Collect written responses for comparison with post-assessment responses.

DIRECTIONS: *

1) Group class into four-person research teams.
2) Introduce Zimmermannland with political cartoon analysis of “The Temptation” which is included in companion PowerPoint (Zimmermannland Lesson Companion PPT)
3) Introduce Objectives, Standards and Essential Questions to guide learning
4) Introduce EQ1 (Essential Question 1), slides on events of August 1918 Nogales, Sonora and Nogales, Arizona
5) Introduce EQ2 and slide of “Explore” directions. Students will review their document packets. They will record important events on Post-Its as they work. When finished, they will post them in the classroom as a timeline. (Posting on a whiteboard or chalkboard is recommended.) Additional reading links are provided with each document. (These stories can be incorporated into the timeline, or not, at the teacher’s discretion.)
6) Distribute Document Set EQ2, Post-Its and GSTEP analysis graphic organizer (Organizer and description are provided in Appendix B & C)
7) Students analyze Document Set EQ2, code for dates and GSTEP, compile timeline
8) Partner and whole class discussion of EQ2
9) Introduce EQ3, Slide of “Impact” directions, location of cartoon gallery (wall, etc.)
10) Distribute Document Set EQ3, colored pencils, GSTEP organizer
11) Students analyze Document Set EQ3, draft and post cartoon
12) Partner and whole class discussion of EQ3
13) Introduce EQ4, Slide of “Connect” directions, location of bubble map gallery (wall, etc.)
14) Distribute butcher paper, GSTEP organizer
15) Students collaborate, draft and post bubble map (or other graphic organizer)
16) Partner and whole class discussion of EQ4
17) View and discuss BBC Mundo clip on WWI on the U.S.-Mexico border

*Instructor may modify lesson for time by skipping steps 13-15
POST-ASSESSMENT:

1. Ask students the following questions:
   - To what extent was the inherent threat of the Zimmermann Telegram a reality in 1917-1919?
   - To what extent do these events influence U.S.-Mexico relations today?
2. Collect written responses for comparison with pre-assessment responses.
3. Compare individual scores to measure growth and increased understanding as a result of participating in the Zimmermannland lesson.

MODIFICATIONS/ACCOMODATIONS:

1. Documents in sets EQ2, EQ3 are marked with Flesch-Kincaid Readability Grade Level to address the needs of diverse readers.
2. Optional readings in the EQ2 document set can be assigned to advanced students for supplemental information. They could incorporate their findings into their timeline and share the extra information during class discussion.
3. Extension: Bubble maps from step 15 can be used as an outline for a post-activity essay.
Appendix A: 
Zimmermannland Document Sets Index

- Readings are intended to be distributed to groups of four students.
- Each is marked with Flesch-Kincaid Readability, grade level for ELA Differentiation.
- Web links for further exploration are provided at the end of each reading. These are for students who wish to learn more about the events in question or for those who wish to see the events in the context of what other events were taking place at the time.

**EQ2 Document Set**

1. German-American-Mexican Relations before the Mexican Revolution to Madero
2. President Taft to Mexico 10/17/1909
3. Headlines, New-York Tribune February 21-March 8, 1913
4. In Plain Sight-Felix A Sommerfeld, Spymaster in Mexico 1908-1914
5. "Huerta, Victoriano," Handbook of Texas Online
8. Official Letter of Complaint to the U.S. Government by President Carranza 22 May 1916
   Optional HW Reading “Impressions of a Few Days on the Mexican Border (Douglas, AZ)

**EQ3 Document Set**

9. Headlines from Border States Newspapers January-February 1917
10. Border State Newspaper Headlines 1 March 1917
11. “Copper in Arizona” TRUE COPY OF THE NOTES OF HON. THOMAS E. CAMPBELL
12. Bisbee Deportation Headlines 1917
13. Yaqui Fight in Bear Valley (AZ) 10 January 1918
14. Arizona World War One Alien Registration Records (Male) 1918
15. Arizona World War One Alien Registration Records (Female) 1918
16. The Battle of Ambos Nogales 27 August 1918
Like the other major European powers before 1910, Germany was one of the main foreign influences in Mexico under Porfirio Diaz. Unlike Britain and France, however, it was a latecomer to the game of using Mexico as a counter to the United States, and as a result its commercial and economic penetration of the country was always impeded by its European and American rivals...

No one expected a revolution in 1910, least of all the Germans. According to a former German ambassador, the Mexicans were a little more than a "teeming, bestial mass of humanity" that had no chance of toppling Diaz. When the unthinkable happened, Berlin then assumed his replacement, Francisco Madero, would turn out to be another Diaz who would once again rule Mexico with an iron grip.

German diplomats in the country had no reason to think otherwise, since Madero was known to have come from one of Mexico's wealthiest families. They further expected Madero to promote German commercial interests, for his family had close ties with the Deutsch-Sudamerikanische Bank, one of Germany's main banking houses in Mexico. Not only did the bank supply Madero with financial backing in his quest to succeed Diaz, it may even have helped ship arms to Madero's revolutionaries. In return, the new government gave the bank special privileges, called on its assistance in its financial dealings, and occasionally even allowed the bank to give it advice. It also helped found a mortgage bank for Mexico and attempted to develop new industrial firms in cooperation with the Madero family. The latter venture collapsed because of the regime's continuing political instability, and in 1913 it relocated its headquarters to Argentina to escape the unrest.
German policy through 1913 had as its primary objective the avoidance of confrontation with the United States. This was not always easy, as the American press took to accusing Germany of trying to use the Mexican revolution as an excuse for intervention. The Kölnische Zeitung, a semiofficial German paper, responded to these accusations in unequivocal terms: "Even if the current unrest should lead to a total revolution in Mexico, even if Mexico were to be incorporated into the United States, even if the Americans were to attempt this incorporation against the will of the Mexicans, Germany would certainly not play Don Quixote and draw its sword." Madero, meanwhile, was anxious to use German political influence to ward off the United States, but the German legation, led by Ambassador Admiral Paul von Hintze, refused to do anything he thought would provoke the Americans. Even though Madero attempted to follow a generally pro-German foreign policy, Berlin found his domestic policies extremely disturbing. The problem was that Madero insisted on promoting democratic freedoms instead of following the example of Porfirio Diaz by suppressing Mexico's unrest...

President Diaz: Your Excellency, the Mexican people and I feel very proud indeed to have you on Mexican soil. I believe that the personal acquaintance which I have made with you and the friendly feelings which already exist between the United States and Mexico will be a guarantee of the continuance of the friendly, cordial and strong relations between the people of the two countries and that success and prosperity will follow.

President Taft: this is the first time so far as I know, that a president of the United States has stepped beyond the border of the United States, either on the north or to the south, and I esteem it a great privilege to be the president at the time when that event happened. I hope that it is significant of the tightening of the bond between the two counties. Railroads and other means of communication like the telegraph have brought us closer to each other, so that the City of Mexico and the city of Washington are far nearer today than they ever were before, and that means a closer union of feeling between the two peoples, a closer feeling between those responsible for the government of each country; and I esteem it the greatest honor of my life to have the privilege of representing the United States in such a significant ceremony.

President Taft: I think your Excellency was good enough to let me present the gentlemen who accompany me on the other side, so that I will not go through that ceremony again.

Presidents Photographed

After a private conference in the customs house, the two presidents stepped in front of the building under the scarlet canopy and accompanied by the president’s body guard, President Diaz posed for a
picture. In spite of Mr. Taft's {sic} on the side of honor, the picture being
taken in his country, President Diaz would not comply with the request
and Mr. Taft was occupying the right side. When President Taft arrived in
Juarez he was received royally by the entire population and the crowds
were handled easily every one doing his utmost to make the reception a
complete success. The school children were singing our national hymn
when the president made his way up Avenida Juarez and upon his
arrival at the customs house the Mexican hands were playing America.

Optional Reading: New York Tribune
A WOMAN WHO FEARS FOR HER HUSBAND’S LIFE

Francisco I. Madero, the deposed President of Mexico and his wife, who yesterday was torn between hope and despair as she waited the word that would decide the fate of her husband.
MADERO TO LIVE PLEDGES HUERTA; DIAZ AS A HERO

New President Assures The Tribune His Only Consideration Is to Prevent His Predecessor Becoming a Menace.

FATE MAY REST WITH CABINET

Diaz Haile as Conquerer as He Marches at the Head of His Troops from the Citadel, an Avowed Candidate for Permanent President—Ministers Take Office.

HUERTA FACES A NEW REVOLT ADDED TO OLD

Three Governors of States Formally Refuse to Recognize Him and Loyalty of Others is Doubted.

PORFIRIO DIAZ TO RETURN

No Matter What the Cost on Who Pays the Price, Huerta Says, He Will Restore Order, Using Troops if He Must.

MADERO VISITED BY WIFE

Prisoner Permitted to See Her for First Time – People Less Concerned About His Fate than About Extent of Revolt Against New President.


TAFT RUSHING 10,000 TROOPS CLOSE TO MEXICO

Seeks to Have Successor in White House Prepared to Meet Any Eventuality That May Arise.

MME. MADERO’s VAIN PLEA

Huerta Unable to Assure Her of Husband’s Safety, and Deposed President and Vice-President Are Taken to Penitentiary.

SEEK TO BLAME MADERO

LONDON CALLS FOR U.S. INTERVENTION


NO TIME FOR DALLIANCE

Further Delay, It Is Pointed Out, Is Fraught with Ruin for All Legitimate Enterprise in Mexico.

DIPLOMATS SHUN DE LA BARRA FETE

Refuse to Attend Official Reception Until Government Explains Killing of Madero and Suarez.

MR. TAFT IS RESOLUTE

Reiterates His Purpose of Moving 10,000 Troops Close to Frontier, but American Intervention Is Declared To Be No Nearer.

U.S. FORCES PREPARED TO ACT

Mobilization at Galveston Rushed—English Papers Clamor for Intervention, but No Overt Act Against Foreigners—Madero’s Sister Shrieks “Assassins!”

FOUL PLAY SUSPICION IS RIFE

Pathetic Incidents When Slain Men’s Relatives Are Not Permitted to See Bodies—Populace Sees Another “Fugitive Law” Murder, and Representatives of Foreign Powers Decline De la Barra’s Luncheon Invitation Until Mystery is Cleared.

FEAR GENERAL REVOLUTION IN CENTRAL AMERICA

State Department Learns of Numerous Plots for a Concerted Uprising in All the Republics.

AGITATORS FORM COMPACT

This, and Not the Mexican Situation Alone, the Real Reason for the Mobilization of 10,000 Troops at Galveston.

WILL SEND MORE WARSHIPS

Half a Dozen Soon To Be Ordered to Mexican and Central American Waters Ready for Any Emergency Under the Wilson Administration.

NINETY-FIVE SLAIN BY HUERTA’S MEN

Volunteers Near Juarez, Who Fought with Madero, Refused to Accept New Rule.

MADEROS FLEE FOR LIVES

Bodies of Slain Executives To Be Buried by Relatives—Judicial Investigation of Deaths Ordered.
U.S. TROOPERS KILL MEXICANS

Sharp Fight Along Arizona Boundary Between 9th Negro Cavalry and Huerta's Regular Patrol.

AROUSE DOUGLAS CITIZENS

Arm Themselves to Resist “Invasion” –Diaz Hero of Day at Bull Fight in Mexico City—Rebels Kill 50 Regulars.

MADERO RELATIVES AND ADHERENTS ARRIVE HERE.

RAPHAEL HERNANDEZ. Minster of Promotion in the Madero Cabinet.

MRS. WILLIAM Scott AND FRANCISCO MADERO, SR., FATHER OF THE DEPOSED AND SLAIN PRESIDENT OF MEXICO.
Optional Reading: *New York Tribune*

http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-20/ed-1/seq-1/
On April 9th, 1914, nine sailors from the American navy vessel U.S.S. Dolphin went ashore in the port city of Tampico...Suspecting the Americans would spy on their defenses, the federal colonel in charge, Pablo Gonzalez, arrested and detained the sailors...the Wilson administration had declared in November (1913) that it would depose the Mexican dictator by force if necessary. By April of 1914, intervention...was on everyone’s minds. Republican Senators Albert Bacon Fall and William Alden Smith kept up the clamor for military action...

On the 13th of April, the situation intensified. Wilson ordered all available American forces into Mexican waters. The mission was to create a naval blockade of Mexico as well as an occupation of the ports of Tampico and Veracruz. Marines from Galveston had orders to prepare and invasion of Mexico with the goal of taking the capital. In Mexico, this virtual declaration of war (since a naval blockade is an act of war) was regarded as a replay of the Mexican American War of 1846-48 when U.S. troops entered Mexico City. In that war Mexico lost half of its territory to the United States. How much would the Americans take this time? ...Huerta, who had nothing to lose and a lot to gain by invoking Mexican nationalism, did not blink.

Coincidentally, and not in any way associated with the American action, the German HAPAG steamer Ypiranga left Havana on the morning of April 21st and was approaching the Mexican coastline for a routine stop at Veracruz...American consul at Veracruz William W Canada, had transmitted a telegram to Secretary Bryant, informing him that the German ship carried arms and ammunition for Huerta...Ships of the U.S. Atlantic Fleet started bombardment of Veracruz. By 11:30 AM the first detail of 787 soldiers, of whom 502 were marines, landed and seized the customs house, and an urban battle ensued in which many
civilians are said to have taken part. The defense of the city also included the release of prisoners held at the feared San Juan de Ulua prison...

Optional Reading: New York Tribune
After the invasion of Veracruz, Huerta, fearing that the Americans would attack Mexico City next, had called troops back from around the country to defend the capital. The rebels immediately stepped up their campaign against the government, and on June 23 Villa took the city of Zacatecas, a catastrophic loss for the government forces. Huerta formally submitted his letter of resignation to the Mexican Congress on July 15, 1914, and five days later left Puerto México for Jamaica on a German cruiser. From Kingston he sailed to Bristol on a chartered United Fruit Company steamer, and eventually went on to Barcelona, Spain, where he and his family moved into a small hotel...

With the continuing instability in Mexico, Huerta entertained hopes of making a comeback. He received offers of assistance from Germany, which was seeking an ally in the Western Hemisphere and hoping to keep the United States out of World War I. He was also approached by Mexican exiles planning a revolutionary movement to be led militarily by Orozco from the United States. Huerta arrived in New York City on the Spanish steamer López on April 12 and met with German diplomatic and secret-service personnel, who arranged the deposit of $895,000 in various bank accounts and promised to supply 10,000 rifles and ammunition to the rebels. He chose June 28, 1915, as the beginning of the new campaign, and left New York on June 24, telling reporters that he planned to visit San Francisco. On June 27, however, Huerta got off the train in Newman, New Mexico, where Orozco met him.

The two had planned to cross back into Mexico at Bosque Bonito, near Sierra Blanca, Texas, but they were arrested by Justice Department officials and federal troops before they left the railroad station... Huerta and Orozco were soon freed on bonds of $15,000 and $7,500 respectively, but were placed under house arrest in El Paso due to the proximity of the Mexican border. As a result of Orozco's escape on July
3, the authorities canceled Huerta’s bond and rearrested him. After six days in the El Paso jail his bond was again set at $15,000, but he declined to meet it and agreed to remain a prisoner if he were transferred back to Fort Bliss...But Huerta became despondent after Orozco died on August 30. His drinking, always heavy, increased, and his health deteriorated. He was allowed to return home to El Paso on November 5 and remained with his family for about a month. Rumors of the impending revolt picked up again, however, and the federal marshal decided to move him back to Fort Bliss. Huerta’s request to be allowed to die at home was granted a couple of weeks later. In late December he developed jaundice, and an operation to remove gallstones on January 1 revealed cirrhosis of the liver. He underwent a second operation on January 3, but nothing was done about the cirrhosis. Huerta finally died on January 13, 1916, and was buried in Concordia Cemetery, El Paso, next to the grave of Pascual Orozco. With his death, the hopes of Mexican exiles for another revolt against the Constitutionalists all but collapsed.

Optional Reading: *New York Tribune*

Flesch-Kincaid Reading Level N/A
Must We Intervene in Mexico?
CARTER, in New York Evening Sun
Optional Reading: *The Arizona Republican*


Flesch-Kincaid Reading Level 13.9

President Wilson to the Secretary of State ad interim. Washington, 17 June 1915 (page 535)

“My Dear Mr. Secretary: I have the feeling, the past twenty four hours or so, that it was possible we were not using all the influences we might use in Mexico to guide what is taking place there. Would it be possible to find some direct but unofficial channel through which we could convey to General Carranza this impression: That it was within the possibilities that we might recognize him...but that he need not expect us to consider that course seriously unless her went the full length of conciliation and conference with all the factions with a view to the accommodation upon which the opinion of the whole world now insists...”

President Wilson to the Secretary of State. Cornish, NH, 29 July 1915 (p541)

“My Dear Mr. Secretary: The many distressing and disturbing dispatches pouring in from Mexico perplex me sadly as to what our immediate duty is. I note the messages you are sending to Villa and indirectly to Zapata, and I suppose that they represent all that we can do for the present...”

The Secretary of State to President Wilson. New York, 18 September 1915 (p553)

“...I have been thinking it might possibly be better to orally communicate with the representatives of the two factions (Villa and Carranza) already in this country and ask them for an interview...In this way we would not
get into difficulties which might arise if we formally addressed either Carranza or Villa..." Memorandum by the Secretary of State of A Conversation. Washington, 9 March 1916 4pm (p555)

“Mr. Arredondo (Carranza’s agent in Washington) called to ask in regard to the reports of the attack upon Columbus, New Mexico by Villista troops. I read to him the dispatches from Cobb and Carothers, sent today. I told him that I thought the attack was made in accordance with a definite plan on the part of Villa to compel this Government to invade Mexico and that I sincerely hoped he would advise his Government to raise not objection to the pursuit by American troops into Mexico of the attacking forces; that it was beyond human endurance to be attacked in the way the American troops had been attacked and when they attempted to revenge the death of their comrades to be stopped at the border; that I though the case of “hot pursuit” by a punitive expedition was a very different thing from the deliberate invasion by an expeditionary force with intent to occupy Mexican territory…”

Optional Reading: New York Tribune

Optional Viewing: Texas Archive Pancho Villa’s Columbus Raid (1982) film
1. The Mexican Government has just been informed that a group of American troops, crossing the international boundary, has entered Mexican territory and is at the present time near a place called El Pino, located about sixty miles south of the (border) line. The crossing of these troops effected again without the consent of the Mexican Government gravely endangers the harmony and good relations which should exist between the Governments of the United States and Mexico...

2. On account of the incursion at Columbus, N. M., by a band led by Francisco Villa on the morning of March 9, 1916, the Mexican Government, sincerely deploring the occurrence, and for the purpose of affording efficacious protection to the frontier, advanced its desire that the Governments of the United States and Mexico should enter into an agreement for the pursuit of bandits. The above proposal was made by the Government of Mexico guided by the precedent established under similar conditions obtaining in the years 1880 to 1884 (the hunt for Geronimo)...

5. The Government of the United States objected to the above limitations, and when at last the American Government submitted the last counter-draft, accepting them in part, it stated, nevertheless, that while agreeing to sign the agreement, the latter would not apply on the Columbus expedition.

10. On this account, and fearing that the American Government would hasten the crossing of new troops into Mexican territory in pursuit of the outlaws, the Mexican Government instructed General Obregon to notify
the United States that the crossing of American soldiers on this new account would not be permitted to enter into Mexico, and that orders had already been given to all military commanders on the frontier to prevent it.

14. The Mexican Government, however, has just been informed that 400 men of the Eighth Regiment of the American Army are in Mexican territory, having crossed the line in the direction of Boquillas approximately between the 11th and 11th of May, and are at present near a place called El Pino, about sixty miles south of the frontier.

16... The Mexican Government cannot consider this last incident except as an invasion of our territory, made by American forces against the expressed will of the Mexican Government, and it is its duty to request, as it does, the American Government to order the immediate withdrawal of these new forces and to abstain completely from sending any other expedition of a similar character. 19. With reference to the troops which are now interned in the State of Chihuahua on account of the Columbus incident, the Mexican Government is compelled to insist on their withdrawal. The Mexican Government understands that, in the face of the unwillingness of the American Government to withdraw the above forces, it would be left no other recourse than to procure the defence of its territory by means of arms, but it understands at the same time its duty to avoid as far as possible an armed conflict between both countries; and, acting in accordance with Article 21 of the treaty of February 2, 1848, (Guadalupe Hidalgo) it considers it its duty to resort to all means of a peaceful character to find a solution...

Optional Reading: The Arizona Republican
Optional Homework Document: “Impressions of a Few Days on the Mexican Border”

1982.83.79, (Kansas City, MO: National WWI Museum and Memorial.)

Flesch-Kincaid Reading Level 11.7

“Turmoil, confusion, things all upset, windstorms and thunder, rain that is wet, sand and red ‘dobe, sun burning hot, the whole commissary tied in a knot.

Canned milk a-boiling out in the sun, corned beef a-cooking ‘til it is done, bread that is baking without any fire, the grub that is spoiling rouses our ire.

Water in pipes that is really lukewarm, red ants by thousands constantly swarm, typhoid injections, ten thousand germs, language by non-coms, any old terms.

Smoke from the smelter tries us to choke, gases of arsenic born of coke, two kinds of cactus, plenty of thorns, twenty-two buglers blowing their horns.

Thirty-two sick me lying in bed, sweating and groaning with pains in their head, rookies complaining about the chow, wishing from eggs and milk from a cow.

Mess kits and rifles all in disorder, one German rookie crossing the border, Men in the tents sing “Tipperary”, Mexican bones all over the prairie.

Special detail for the men in the squads, blankets and ponchos rolled up in wads, cartridges issued, one bandolier, some of the rookies felling quite queer.
Beautiful shower bath once every day, plenty of ticks, shortage of hay, jitney trolleys that take you to town, root beer in schooners, bright sparkling brown.

Mexican peons riding on mules, white men and soldiers, soldiers and fools, everything gradually getting in order, here where we’re camped on the Mexican border.”

Optional Reading: The Arizona Republican
THE ARIZONA REPUBLICAN
AN INDEPENDENT PROGRESSIVE JOURNAL

SUPREME COURT SEATS CAMPBELL AS GOVERNOR

Hunt Ejected from Offices
By Supreme Court, Campbell To Take Seat Immediately

Days of Breathtaking Excitement When Highest Tribunal Decides

Campbell, Gratified by Decision

Governor Holds Huge Reception at Adams

Will Not Be There" Says Hunt

Document 10: Border State Newspaper Headlines 1 March 1917

Flesch-Kincaid Reading Level 11.8


CONSPIRACY OF IMPERIAL GOVERNMENT
WOULD SEND JAPAN UP MISSISSIPPI AND
SPLIT U. S.; MEXICO TO GET ARIZONA

WASHINGTON, February 28. The Associated Press is enabled to reveal
that Germany, in planning unrestricted submarine warfare and counting its con-
sequences, proposed an alliance with Mexico and Japan to make war on the United
States, if this country should not remain neutral.

Japan through Mexican mediation, was to be urged to abandon her allies and
join in the attack on the United States.

Mexico, for her reward, was to receive general financial support from Ger-
many, to conquer Texas, New Mexico and Arizona—lost provinces—and share in
the victorious terms Germany contemplated.

Details were left to German Minister von Eckhardt, in Mexico City, who by
instructions signed by German Foreign Minister Zimmermann at Berlin January
10, 1917, was directed to propose the alliance with Mexico to General Carranza,
and suggest that Mexico seek to bring Japan into the plot.

These instructions were transmitted to von Eckhardt through Count von
Bursford, former German ambassador here, now on his way home to Germany
under a safe conduct obtained from his enemies by the country against which he
was plotting war.

Germany pictured to Mexico by broad invitation, England and the Entente
collied, Germany and her allies triumphant and in world domination by
the instrument of unrestricted warfare.

Kultur Would Sick Brown Races On America

ARIZONA, “LAND OF SUNSHINE”
OFFERS MANY OPPORTUNITIES TO
HOMOSEEKERS; FERTILE ACRES

Nothing so calls the attention of the government at the present time
as PREPAREDNESS.

To my mind, increasing the population of the states west of the
Rocky Mountains will do more to preserve peace than anything else that
I can conceive.

The West is the granary of the world where the men, mules and the
meats will be raised. There are at the present time, about 50,000,000 acres of
appropriated public land and there is a movement on foot to
introduce a bill in congress to give every Union and Spanish American
war veteran 160 acres of land providing he will live on it six months and
place one hundred dollars on it in permanent improvements.

The Grafton Homestead bill will be the means of appropriating mil-
ions of acres of land in the west, and in a few years they will be placed
on the tax roll, thereby reducing the present high tax rate: and the bill
to which I have referred as the War Veteran bill will have the same ef-
fect.


With the United States entering World War No. 1 the demand for copper increased and was declared by President Wilson a strategic metal vitally necessary for war uses. Arizona was then producing 60 per cent of the Copper in the United States and 40 per cent of the world’s production. Copper producers were urged to increase production to meet the increased demand of the United States and The Allies. The goal set for Arizona was a billion pounds a year being 25 per cent greater than any previous year. A central buying authority was created representing both the U.S. and The Allies and the price fixed at 23 cents per pound. The copper companies met the challenge by increasing mine production, enlarging plant facilities, employing more men and increasing wages under the Butte Plan. In that war the Federal Govt. did not advance funds for Capital expenditures as in World War No. 2. All copper camps were booming in Arizona due to this expansion.

Inflation effecting the cost of living had not been felt as yet in the in the early part of 1917 but was approaching, due mainly to the increased purchasing power of the wage earners and their natural desire to enjoy the more abundant mode of living. With a guaranteed price for copper at 23 cents per pound plus the gold and silver contained in the raw ore as a savable by-product the Mining Companies were making magnificent profits, with resultant dividends to stockholders, the great majority of whom were out of state residents.

Patriotism ran high to win the war with all aid possible in supplying rugged men for soldiers and sailors, copper for guns and ships, cotton for tires, cattle, sheep and food stuffs to “make the World safe for
Democracy”. President Wilson’s “too proud to fight” was forgotten, politics were adjourned, Hoover, Food Administrator held the confidence and support of the Nation with his slogan – "Food Will Win the War," Arizona’s National Guard Regiment of Infantry, only 600 strong was approaching full war strength by eager volunteer enlistments, had been Federalized and was training on the Mexican Border, where it had been encamped for over a year. It was now known as the 150th U. S. Infantry and no longer under the jurisdiction of the Governor, who had by this action no forces under his direct command.

The sheriffs in the 14 counties and the Town Marshals or Chiefs of Police in cities were the sole forces to maintain law and order in their respective jurisdictions. The Governor had been formally advised by Secretary of War, Newton Baker that should situations arise where the Civil Officers would be unable through the sources at their command to maintain law and order the Governor could call upon Major-General H. A. Greene, U.S.A., commander of the District in which Arizona was located, with headquarters at Douglas, Arizona for such assistance as he, the General, deemed necessary to meet and control the situation.

In plainer words General Greene was the boss, deciding when and where troops were needed to preserve the peace and keep production of War necessities flowing. The governor could petition for help needed but the General had the final say.
American Brutally Beaten By Mob of Alien Enemies; Foreman Of Old Dominion Mine Stoned

(By Review Leased Wire.)

LORE, July 2.—The second case of violence reported in connection with the strike of copper miners in the Globe-Miami occurred late today when fifty Austrians attacked an American machinist who was coming off shift at the Old Dominion mine. Several American miners in the crowd pleaded with the Austrians not to attack the machinist but none interfered. The machinist's face was slightly cut before he escaped. Earlier in the day Richard Mayne, foreman at the Old Dominion Mine, was stoned by striking miners when he was going to work.

An Austrian and another American miner who left the company's property at the same time were not attacked although the American was cautioned against returning to work tomorrow.

Secretary George D. Smith, of the Globe branch of the International Union of Mine, Mill and Smelter Workers announced tonight that he has cautioned all men to refrain from any sort of violence and said that he was certain all international members would act peaceably.
Federal Attorney Declares Arrest of “Wobbly” Organizer Proves Connection With German Government.

SCANTON, Pa., July 4.--Following the arrest today of Joseph Craber, an organizer of the Industrial Workers of the World, charged with being a spy in the employ of the German government, federal authorities declared their investigation had satisfied them that recent strikes of the Industrial Workers of the World in coal districts had been stirred up by Germans in the hope of lessening the power of the United States in the war by decreasing coal production. Craber, who was taken into custody by United States Marshal James S. McGee, was held without bail under the alien enemy act.

UNPatriotic Talk Brings Wobbly Broken Jaw

When the Fourth of July parade started yesterday on its march down the canyon, one of the loyal miners in the ranks saw a “wobbly” standing on the walk. “Here,” he called, “come and take this flag and march with us. Let’s all be good Americans together.”

“Not on your life,” snarled the man. “I don’t associate with such trash.”

His treasonable words incensed the marchers in this part of the ranks to a point past all telling. When the parade reached the post-office this “wobbly” was still abreast the marcher who had offered him the flag up the canyon. The band struck up the Star Spangled Banner. Hats went off everywhere and the patriots began to cheer. The “wobbly’s” head remained covered.

“Take off your hat when the band plays that tune,” called the marcher.

“Not me,” replied the “wobbly,” defiantly.

Bing! The marcher struck hard and right on the point of the jaw.
These Bonds, Tied By Treason, Can Be Cut By Patriotism


Reported from Douglas, Arizona, January 10, 1918, that a detachment of American Cavalry sent into Bear Valley, 25 miles west of Nogales to observe trails, clashed with a band of Yaqui Indians, captured ten, one of whom died in a hospital at Nogales of wounds, according to a telegram from the commander at Nogales.

The Cavalry line maintained its forward movement, checked at times by the hostile fire, but constantly keeping contact with the Indians. Within thirty minutes or so the return shooting lessened. Then the troop concentrated heavy fire on a confined area containing a small group, which had developed into a rear guard for the others. The fire effect soon stopped most of the enemy action. Suddenly a Yaqui stood up waving his arms in surrender. Captain Ryder immediately blew long blasts on his whistle for the order to “cease fire,” and after some scattered shooting the fight was over. Then upon command the troopers moved forward cautiously and surrounded them. This was a bunch of ten Yaquis, who had slowed the Cavalry advance to enable most of their band to escape. It was a courageous stand by a brave group of Indians; and the Cavalrymen treated them with the respect due to fighting men. Especially astonishing was the discovery that one of the Yaquis was an eleven-year old boy. The youngster had fought bravely alongside his elders, firing a rifle that was almost as long as he was tall. After the Yaquis were captured we lined them up with their hands above their heads and searched them. One kept his hands around his middle. Fearing that he might have a knife to use on some trooper, I grabbed his hands and yanked them up. His stomach practically fell out. This was
the man who had been hit by my corporal’s shot. He was wearing two belts of ammunition around his waist and more over each shoulder. The bullet had hit one of the cartridges in his belt, causing it to be exploded, making the flash of fire I saw. Then the bullet entered one side and came out the other, laying his stomach open. He was the chief of the group. We patched him up with first aid kits, mounted him on a horse, and took him to camp. He was a tough Indian, made hardly a groan and hung onto the saddle. If there were more hit we could not find them. Indians do not leave any wounded behind if they can possibly carry them along. One of my men spoke a mixture of Spanish, and secured the information from a prisoner that about twenty others got away. I immediately sent Lieutenant Scott, who had joined the fight, to take a strong detail and search the country for a few miles. However they did not find anything of the remainder of the band. It was dark when we returned to camp. I sent some soldiers to try and get an automobile or any transportation at the mining camps for the wounded Yaqui, but none could be located until morning. He was sent to the Army hospital at Nogales and died that day. We collected all the packs and arms of the Indians. There were a dozen or more rifles, some .30-30 Winchester carbines and German Mausers, lots of ammunition, powder and lead, and bullet molds. A few of the Yaquis spoke understandable Spanish, and some of the troopers talked a lot with them. We learned that the reason they fired upon us was they thought the Negro soldiers were Mexican troops that were on the American side of the border. Also, they were traveling in daylight because no United States troops were there three months before when they came into the country.
Record for Ludwig Hofmeister; Registration Affidavit of Alien Enemy, 2/6/1918

Flesch-Kincaid Reading Level 11.2
15. Have you since January 1, 1914, reported to or registered with a consular or representative of any country other than the United States for military or naval or other service? ____________ (Answer "Yes" or "No") If so, state when, where, and to whom and for what country and for what service. __________________________

16. Have you ever been arrested or convicted of any crime? ____________ (Answer "Yes" or "No") If so, state when, where, and on what charge. __________________________

17. Have you a permit to enter the Confederate States? (Answer "Yes" or "No") If so, state number of permit. __________________________

I solemnly swear that all the above statements and answers by me made are true.

(Signature) __________________________

Left thumb print, if registrant can not write. __________________________

Sworn to before me this __________________________, 1918.

[Signature]

[Signature]

DESCRIPTION OF REGISTRANT:

Age ____________ (years) 

Height ____________ ft. ____________ in. 

Weight ____________ lb. 

Forehead ____________ 

Complexion ____________ 

Eyes ____________ 

Hair ____________ 

Nose ____________ 

Delineative marks ____________ 

Name ____________

Address ____________

[Signature]

Ludwig George Hoffmeister
Document 15: Arizona World War One Alien Registration Records (Female) 1918


Flesch-Kincaid Reading Level 11.2
12. Have you ever been naturalized, partly or wholly, in any country other than the United States? 
   If yes, state when and where and in what country 

13. Has your present husband ever applied for naturalization in or taken out any papers of naturalization in the United States? 
   If yes, state when and where 

14. Has your present husband ever been naturalized, partly or wholly, in any country other than the United States? 
   If yes, state when and where and in what country 

15. Have you ever taken an oath of allegiance to any country, state, or nation other than the United States? 
   If yes, state when and where and to what country 

16. Have you ever been arrested or charged with any crime? 
   If yes, state when, where, and on what charge 

17. Have you a permit to enter forbidden areas? 
   If yes, state number of permit 

18. Language: 
   Spoken: German and English 
   Written: English 
   Read: German and English 

I solemnly swear that all the above statements and answers by me made are true.

Pauline Klopfer

Left thumb print, figure and name must match.

Swin to before me this 20th day of June, 1918.

Graham, Arizona

William H. Eggert

Deputy Sheriff

(Countable, name and address must match.)

DESCRIPTION OF REGISTRANT.

[To be filled in by registration officer.]

Age: 42 years 3 months, Hair: Brown
Height: 5 ft 9 in, Eye: Brown
Weight: 125 lbs, Nose: Round
Complexion: Fair, Face: Round
Dress: Dark, Hair: Brown
Name: Pauline Klopfer
Address: Graham, Arizona
Capt. Henry C. Caron of Troop F, 10th Cavalry

We left our horses at a lumber yard in the vicinity of the Bowman Hotel, and proceeded on foot up Terrace Avenue to our positions as designated. The Mexicans were on the flat house tops and the hills giving us a heavy fire, and we returned it. I was behind a telephone pole with First Sergeant Thomas Jordan and got hit in the right arm below the elbow. Sergeant Jordan picked me up and carried me back out of the range of the fire. He then took command of the troop until I returned from the doctor’s office. I had no lieutenants with me at the time...

Upon arrival of Company F, Thirty-fifth Infantry, it got action in the support of Troop C on the Reservoir Hill sector. A private was hit and fell across the street from the home of “Colonel” A. T. Bird. June Reed, a niece of the Birds, and Miss O’Daley ran out the back and called to the man. He crawled across the street and was helped into the house. We young cavalry officers were very proud of June for the brave deed. She had favored our acquaintance and company over that of the infantry at the hops and Sunday horseback rides. After her display of courage she increased in favor as our special girl friend. During the earlier part of the engagement another of our cavalry girls became involved. Pat Shannon, who lived in a hotel fronting Morley Avenue and near the line, had her share of excitement. Two armed citizens used the upstairs window of her room for a firing station. Pat stood close by them, handing out ammunition as the guns were emptied. She was the daughter of a Chicago physician and employed as pianist by the Nogales Theatre moving picture house. Some weeks after the affray Pat and Lieutenant
“Dee” de Lorimer, Tenth Cavalry, were married. In addition to the citizenry, who shared the gun fight, there were some unattached officers and soldiers engaged. The sergeant of Ordnance Depot No. 2 near the cavalry camp told me that during the fight overtown and while loading a truck with ammunition a colored trooper came galloping up, dressed only in a hospital gown and riding bareback with a halter shank to guide his mount. The “sick” soldier begged for a rifle and shells so as to join his troop. Army regulations to the contrary notwithstanding, the old sergeant picked out a rifle, had the trooper sign a receipt, and gave him a couple of bandoliers of ammunition. Off he went at an extended gallop, the loose hospital gown floating out like a sail, and his bare legs thumping the ribs of the horse in an urge for more speed. The records show that Quartermaster Sergeant Victor Arana, with the Thirty-fifth Infantry, was wounded. It is probable that the sergeant abandoned his truck detail and chose to get on the firing line for the battle.
Appendix B:
GSTEP Introduction

GSTEP Introduction

• In World History, the student is tasked with learning everything that ever happened to everyone living everywhere at every time.
• However, the point of history is not simple memorization of facts, but the understanding of the epic of humanity’s triumphs and struggles.
• In this class, to help students focus their study of World History, we use the GSTEP process.
  – Geography
  – Society
  – Technology
  – Economics
  – Politics

Geography

Geography Defined: a science that deals with the description, distribution, and interaction of the diverse physical, biological, and cultural features of the earth's surface, the physical and human features of an area, a delineation or systematic arrangement. Geography is the context/background for all world history study.

Questions to Ask/Answer

1) What/Where are the Physical Features and Natural Resources?
2) How have these features and resources impacted human development/world history?

Geography Search Terms: Climate, Hydrology, Landforms, Oceanography, Borders, Frontier, Capital City, Region, Demography, Urbanization, Nodality, Maps, Cartography, Chokepoint, Straits, Peninsula, Insular, Continental, Scale, Projection, Key, Orientation, Continent, Ocean, Sea, River, Mountain, Desert, Valley, Ore Deposits, Oil Fields, Arable Land, Desertification…

Society

Society Defined: an enduring and cooperating group whose members have developed organized patterns of relationships through interaction with one another, a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests, a part of a community that is a unit distinguishable by particular aims or standards of living or conduct: a social circle or a group of social circles having a clearly marked identity. Society illustrates the intrapersonal and interpersonal relationships which shape world history and human interactions today.

Questions to Ask/Answer:

1) Who/What has Control over Morals?
(Right / Wrong, Good / Bad, Truth/Lies)

2) Who/What **Controls Distribution of Influence?**

(Popular / Not Popular, Collaboration / Competition)

**Society Search Terms:** Family, Friends, Ethnicity, Language, Music, Dance, Art, Class, Gender, Sexuality, Location, Time Era, Religion, Nation, Method of Production (Agrarian, etc), Manners, Mores, Norms, Folkways, Taboos, Psychological Needs…

**Technology**

**Technology Defined:** The practical application of knowledge especially in a particular area (medical technology), a capability given by the practical application of knowledge (a car’s fuel-saving technology), a manner of accomplishing a task especially using technical processes, methods, or knowledge (information storage), the specialized aspects of a particular field of endeavor. **Technology illustrates humanity’s attempts to understand and manipulate our physical environment to serve collective and individual needs, to provide goods and services and to preserve our legacy for future generations.**

Questions to Ask/Answer:

1) Who/What has **Control over Science?**
   - Math, Natural, Social

2) Who/What **Controls Distribution of Knowledge?**
   - Possible, Probable, Potential
   - Facts, Statistics, Proofs
   - Oral, Written, Electronic

**Technology Search Terms:** Agriculture, Biology, Chemistry, Physics, Mathematics, Writing, Photography, Audio, Video, Climate, Geology, Medicine, Construction, Architecture, Logic, Ecology, Botany, Computing, Transportation, Storage, Manufacturing…

**Economics**

**Economics Defined:** A science concerned with the process or system by which goods and services are produced, sold, and bought, the part of something that relates to money a social science concerned chiefly with description and analysis of the production, distribution, and consumption of goods and services, money theory, principles, or practices. **Economics illustrates the process by which humans identify needs and seek to fulfill them.**

Questions to Ask/Answer:

1) Who/What has **Control of Production?**
   - Land, Labor, Capital (tradable goods/services)

2) Who/What **Controls Distribution of Resources?**
   - Elements, Compounds, Alloys
   - Unskilled and Skilled Workers
   - Money, Gems, Loans, Investments

**Economics Search Terms:** Physiological Needs, Economic Wants, Barter, Land Use, Natural Resources, Consumption, Production, Investment, Supply, Demand, Surplus, Shortage, Scarcity, Feudalism, Entrepreneurship, Risk, Reward, Profit Motive, Labor,
Politics

Politics Defined: science of government, concerned with guiding or influencing governmental policy, concerned with winning and holding control over government, political actions, practices, or policies; especially: competition between competing interest groups or individuals for power and leadership (as in a government), political life especially as a principal activity or profession, political activities characterized by artful and often dishonest practices, the political opinions or sympathies of a person. Politics illustrates how individuals and groups interact through governmental organizations to obtain benefits for themselves and their group(s)

Questions to Ask/Answer:

1) Who/What has Control of Power?
   - Executive, Legislative, Judicial
   - Monarchy, Republic, Democracy, Aristocracy
   - Military, Police, Spies

2) Who/What Controls Distribution of Violence?
   - Physical, Structural
   - Acute, Chronic, Terror, War
   - Execution, Jail, Fines

Appendix C:
GSTEP Worksheet
Appendix D:
Standards Alignment

Common Core College and Career Readiness Anchor Standards for Reading for Students in grades 6–12:

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Reading Standards for Literature for students in grades 9–10:

CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s Landscape with the Fall of Icarus).

CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Common Core Reading Standards for Literature for students in grades 11-12:

CCSS.ELA-Literacy.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Common Core English Language Arts Standards for History/Social Studies for students in grades 9-10:

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.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-Literacy.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Common Core English Language Arts Standards for History/Social Studies for students in grades 11-12:

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

National Standards for English Language Arts (Developed by the International Reading Association [IRA] and the National Council of Teachers of English [NCTE].)

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The National Standards for History are presented by The National Center for History in the Schools

U.S. History:
NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930)
The student in grades 5-12:
Understands the changing role of the United States in world affairs through World War I.

World History:
NSS-WH.5-12.8 Era 8: A Half-Century of Crisis and Achievement, 1900-1945
The student in grades 5-12:
Understands the causes and global consequences of World War I.

National Standards for Social Studies Teachers prepared by National Council for the Social Studies

Thematic Standards:
I. Culture and Cultural Diversity
II. Time, Continuity, and Change
III. People, Places, and Environments
IV. Individual Development and Identity
VI. Power, Authority, and Governance
IX. Global Connections
X. Civic Ideals and Practices
Further Resources:

Video


Books


- The Fort Huachua Museum, comp. "The 10th Cavalry at Huachua 1917-1930." *Huachua Illustrated* 1999: 3-125. Print. Accessible compilation of the activities of African American troops along with Caucasian enlisted and officers on the border during WWI. Also includes information on Mexican troops and skirmishes with Yaqui Native Americans.