



Mexico Project Based Unit 2019

You will have 5 block days to prepare, plus 30-40 min of homework per week

Central question:

How have borders (border between; class, race, geographic regions, ideologies, language) shaped and been shaped by Mexico's history and Revolution and **why does it matter to us today?**

Each project will...

1. tell some part of the story of the Mexican Revolution - the whole crazy thing? Just one part of it? Will you focus on a certain region or relationship or key figure? Your group gets to determine your focus.
2. Tell the audience what the revolution was about from that POV
3. address the central question!
4. Embed at least 3 of the PERSIA categories:

P - political (includes geopolitics)

E - economics (trade, use and control of resources, industry, farming, labor)

R - Religion (indigenous, Catholic Church, role of the clergy and lay people)

S - Society/social class (includes: race, gender, social class, national origin)

I - innovative use of media - communication of ideas and norms or how to "communicate the message" to a variety of audiences; OR Arts: (music, drama, painting, writing)

A - Area (geographic considerations, map changes over time)

5. Include: MLA works cited of at least 5 sources

6. be presented to the class and possibly a wider audience

Project Choices - Only 1 group per project type.

Topographical Map (up to 4 students) (look up making [3D maps online](#))

- Must be 3 dimensional
- May focus on a specific period/event or a broader trends in the Mexican Revolution
- Has a key for all the elements shown (think about how to show your "PERSIA" elements)

Skit with [Corridos](#) (up to 6 or 7 students)

- Re-enacts or tells a story of a real or archetypical person in Mexico's history
- Produce a script or lyric

[Illustrated Timeline](#) (up to 4 students)

- Descriptive title

- 8-10 feet long with minimum 20 entries
- Includes “tweet-like” explanation of each entry
- Icons - to group events/people (battle, campaign, politician, general, or other notable event or person)
- Color coding to show connections between events

Intelligence profiles (up to 4 or 5 students) - Information about 4-5 significant people in the revolution. see sample in Resource Folder (still to come)

- Includes “interview”
- Photos
- Police sketch
- movement’s notes (on where the persons been)
- How the 4 or 5 people affected the Revolution

Movie with corridos (up to 5-6 students)

- Re-enacts or tells a story of a real or archetypical person in Mexico’s history
- Produce a script or lyric

[Newspaper](#) (up to 5 students)

- Includes people profile
- Opinion piece
- Political cartoon
- Advertisements - timely and relevant
- News articles

[Soldiers/individuals Scrapbook](#): around a specific time, region & person - (can be a 50 years or just a 3 month period) (up to 2-3 students)

- ❖ Reflection (individual) on the project and your learning
- ❖ each layout (double sided page) must include writings with important facts about the war, a certain time period during the war, and a piece of memorabilia all cleverly disguised in a narrative created by YOU.
- ❖ All memorabilia and all writings included in layouts must be created by YOU. Some possibilities:

<ul style="list-style-type: none"> ■ photos ■ sketches/drawings ■ letters to/ from the soldier ■ diary entries ■ newspaper clips ■ newspaper articles ■ magazine articles ■ magazine ads ■ poems ■ items sent to the soldier from home ■ propaganda pamphlets or stickers 	<ul style="list-style-type: none"> ■ buttons ■ legal forms (draft papers, call to duty, etc) ■ Souvenirs (menus, hotel bills, train tickets, momentos,) ■ Map of journey or of home(s) ■ Church related (marriages, baptisms, events) ■ Other interesting artifacts of a person’s life or anything else that fits with the time period
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- Other creative idea?