

**Mexico:
Its History, People & Government**

from
Our North American Neighbors Series

**Consultant:
Paul Liffman, Ph.D.
Center for Latin American Studies
University of Chicago**

**Teacher's Guide Written by
Barri Golbus**

**Produced by
COLMAN COMMUNICATIONS CORP.**

This video is the exclusive property of the copyright holder. Copying, transmitting, or reproducing in any form, or by any means, without prior written permission from the copyright holder is prohibited (Title 17, U.S. Code Sections 501 and 506).

© 2002 Colman Communications

Table of Contents

Program Overview	1
Viewer Objectives	2
Suggested Lesson Plan	3
Description of Blackline Masters	5
Answer Key	6
Transcript of the Video	9
Web Resources	20

The purchase of this program entitles the user to the right to reproduce or duplicate, in whole or in part, this teacher's guide and the blackline master handouts that accompany it for the purpose of teaching in conjunction with this program. This right is restricted only for use with this program. Any reproduction or duplication in whole or in part of this guide and the blackline master handouts for any purpose other than for use with this program is prohibited.

**MEXICO:
ITS HISTORY, PEOPLE & GOVERNMENT
Running Time: 20 minutes**

PROGRAM OVERVIEW

Intended Audience and Uses

Mexico: Its History, People & Government is the fourth program in the series ***Our North American Neighbors***, and is designed for social studies students in grades 4-8 (although it can be used at higher grade levels, also). The concepts in this video are found in virtually all leading geography texts that cover Mexico. Moreover, the material presented in this video makes up part of the NCSS (National Council for the Social Studies) recommendations for the target grade levels.

Program Synopsis

Mexico: Its History, People & Government begins with a review of Mesoamerican prehistory - the arrival of hunters and gatherers some 20,000 years ago, the beginnings of agriculture and the formation of advanced cultures, the first of which was the Olmecs. This group built pyramids, studied the heavens and developed a sophisticated system of mathematics used to accurately predict solar and lunar eclipses. The program then visits ancient Mayan ruins on the Yucatan Peninsula, where magnificent architecture, as well as advances in astronomy, mathematics, writing and theology are still apparent. Next, the program briefly reviews Toltec culture and then moves on to the arrival of the fierce Aztecs from the north. The Aztecs built two of the world's largest cities at the time. One was their capital, Tenochtitlán. An engineering marvel, this city of more than 200,000 people had causeways, canals and huge pyramids topped with temples.

The Spanish, who had more sophisticated weaponry, conquered the Aztecs. The defeat marked the beginnings of the Spanish colonial period, an era noted for slave labor, wealthy Creoles who lived on haciendas - and eventually, revolt and independence in the early 19th century. Mexico's relationship with the United States was marked by conflict in the first half of the 19th century. The last half of the century was notable for internal strife. Finally, in 1929, General Plutarco Elias Calles formed the beginnings of a political organization - the Institutional Revolutionary Party (the PRI) that brought stability to the country. The PRI ruled Mexico for some 70 years, but became corrupt and eventually lost power when Vicente Fox was elected president. Mexico is a federal republic with 31 states and a federal district. It has an executive branch, a court system and a legislature with two chambers. Most Mexicans live in urban areas and are Mestizos, people of mixed heritage. Approximately ten percent are Indians. Because Mexicans have blended their Indian and Spanish heritages, they have an extremely colorful and interesting culture. Mexican music, art and folk festivals help make the country lively and unique.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Name four major Indian groups that settled in Meso-america before the arrival of the Spanish.
2. Describe the cultures of each main Indian group.
3. Briefly recount the key events in Mexico's history, from Spanish conquest to the present.
4. Explain Mexico's governmental structure.
5. Describe Mexico's unique culture.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

Well in advance, have your students take the **PRE-TEST**. It can be used to evaluate their knowledge of the material and, thus, help your lesson planning. After assessing your students' level of understanding, begin a discussion of native Americans. Ask, "Have a large number of native Americans intermarried with those of other ethnic groups in our country? Have European and native American cultures blended here? If so, to what extent?" After this introductory discussion, tell your students that Mexico's culture has developed quite differently than ours, and that they will now see a video that explains in what ways. Mention that the program will also discuss Mexico's government and how Mexicans live in today's world.

Pre-Viewing Activities

Either pass out or make an overhead transparency of **LEARNING GOALS**. Discuss each item, making certain the class understands the concepts that will be presented in the video. Next, hand out the **VOCABULARY LIST** and have the class complete this exercise either as individual deskwork, as a class activity or in small groups. If your students have access to computers, they can look up the words at www.onelook.com or the Encarta online dictionary, <http://dictionary.msn.com/>, which has audio files that give pronunciations. Finally, pass out the **VIEW-**

ER'S CONCEPT GUIDE. Have your students read the questions, and tell them that they will be expected to fill in the blanks after the video has been viewed.

View the Video

Total viewing time is approximately 20 minutes. You may find it useful to separately present each section of the video - Mexico's history, its government and its people - as the basis for discrete lessons, then view the entire program in one sitting. It is suggested that the entire presentation be replayed a second or third time, as a review, before giving the **POST-TEST**.

Post-Viewing Activities

If you have not handed out the **VIEWER'S CONCEPT GUIDE**, please do so now and have your students fill in the blanks. This exercise may be done either as individual deskwork, or as a small group or class activity. Next, pass out **MEXICO'S HISTORY: A REVIEW** and have the class complete this exercise either as individual deskwork, as a class activity or in small groups. After the class completes this exercise go over the answers with them and ask for details. Finally, distribute **MEXICAN STATES**. Have your students do this as an individual activity, using either online sources or printed sources in your school's media center or library. If you live in a community that has a Mexican consular office, invite an official from the office to speak to your class about Mexico's political traditions and its government. Ask members of the class to give oral reports - either as individuals or in groups - on key events in Mexico's history. A diorama project that features Tenochtitlán, Teotihuacán or any other ancient Mesoamerican city might be a highly educational activity. Written reports on a host of other historical events and periods are another option, of course.

Finally, you may have your students draw a large timeline mural of Mexico's history based on the information they have received from the video and any research they may have conducted. After you have completed these activities, give the **POST-TEST** to determine the level of your students' comprehension of the material presented.

DESCRIPTION OF BLACKLINE MASTERS

PRE-TEST - An assessment tool that helps you determine the level of your classroom presentation.

LEARNING GOALS - Delineates the concepts students are expected to learn. Also lists behavioral objectives.

VOCABULARY LIST - Presents terms your students will need to know to fully understand the video.

VIEWER'S CONCEPT GUIDE - Focuses on the main information in the program to help your students learn all major concepts.

MEXICO'S HISTORY: A REVIEW - Reviews key historical events presented in the video.

MEXICAN STATES - Helps students learn about some of Mexico's major states.

POST-TEST - An assessment tool that allows you to determine the level of comprehension and retention of key material.

ANSWER KEY

PRE-TEST

- | | |
|-------|-------|
| 1. F | 11. T |
| 2. T | 12. F |
| 3. F | 13. F |
| 4. T | 14. T |
| 5. F | 15. F |
| 6. T | 16. F |
| 7. F | 17. T |
| 8. F | 18. F |
| 9. T | 19. T |
| 10. F | 20. T |

VOCABULARY LIST

Adaptation - A change or modification keeping some old characteristics; **Ancestor** - One from whom a person is descended; **Aqueduct** - A conduit for carrying water; **Archbishop** - A high-ranking official of the Roman Catholic Church ; **Astronomy** - The study of objects outside the earth's atmosphere; **Causeway** - A raised pathway or highway over water; **Civilization** - A relatively high level of cultural and technological development; **Convert** - To change a person's religion; **Corrupt** - Characterized by improper conduct; **Creole** - A person of Spanish descent born in North America; **Deity** - A god or goddess; **Distinctive** - Different from all others; **Elite** - Of high class; **Emerge** - To arise from; **Enslave** - To make a slave; **Escalate** - To increase; **Grid** - A network of uniformly horizontal and vertical lines; **Hacienda** - A large estate; **Impoverished** - To be poor; **Invader** - One who moves into an area without invitation; **Lunar eclipse** - A astronomical event when the earth's shadow is thrown on the moon's surface; **Mestizos** - Persons of mixed ancestry; **Pyramid** - A large ancient structure with a square base and four triangular walls that meet at a point at the

top of the structure; **Rural** - Found in the country, outside the city; **Sacrifice** - A religious rite offering something to a deity; **Society** - A broad group of people with common interests, institutions and traditions; **Solar eclipse** - An astronomical event in which the sun's rays are blocked by the moon; **Sophisticated** - Being knowledgeable in the ways of the world; **Stability** - Not being subject to wars, fights or revolutions; **Strife** - Bitter conflict; **Unique** - One of a kind; **Urban** - Pertaining to the city.

VIEWER'S CONCEPT GUIDE

1. 20,000 years ago
2. heads
3. Yucatan Peninsula
4. master builders
5. Tenochtitlán
6. Moctezoma II
7. Quetzalcoatl
8. Roman Catholicism
9. Creoles, corn, labor, silver
10. took away many of their powers
11. the United States
12. Emiliano Zapata, Francisco (Pancho) Villa
13. PRI (Institutional Revolutionary Party) Plutarco Elias Calles, 1929
14. 31
15. Spain, Africa, America

MEXICO'S HISTORY: A REVIEW

Although answers will vary, the **ancient period** should mention the Olmecs, Mayans, Toltecs and Aztecs; the role of religion in their societies; and their contributions in science, mathematics, architecture and written language.

The **colonial period** should discuss the defeat of the Aztecs at the hands of the Spanish; Hernán Cortes; the establishment and growth of Roman Catholicism in the

colony; the creation of the wealthy Creole class; the takeover of Indian lands, the use of Indian labor, and Charles III's reduction of Creole power .

The period of **revolution and war** should mention Charles III's reduction of Creole power, if not discussed before. Other events and persons to be discussed: The revolt of 1810; independence in 1824; the new constitution; Guadalupe Victoria; war with Texans; war with the United States; the Mexican Revolution; Emiliano Zapata and Francisco Villa.

The **modern period** begins in 1929, with the establishment of a political organization that eventually became the PRI. Other events and persons to be discussed: political stability under the PRI; inefficiencies and corruption; election of Vicente Fox.

MEXICAN STATES

- | | |
|--------------------|----------------------|
| 1. Baja California | 6. Tamaulipás |
| 2. Sonora | 7. Veracruz |
| 3. Chihuahua | 8. Yucatán |
| 4. Coahuila | 9. Chiapas |
| 5. Nuevo León | 10. Federal District |

POST TEST

Part I

2, 3, 6 and 10 are false; the rest are true

Part II

1. c 2. e 3. a 4. b 5. d

Part III

- | | |
|--------------------|----------------------|
| 1. Baja California | 6. Tamaulipás |
| 2. Sonora | 7. Veracruz |
| 3. Chihuahua | 8. Yucatán |
| 4. Coahuila | 9. Chiapas |
| 5. Nuevo León | 10. Federal District |

Part IV

- | | |
|------|------|
| 1. b | 5. c |
| 2. d | 6. d |
| 3. c | 7. b |
| 4. a | 8. b |

TRANSCRIPT OF THE VIDEO

Note: To give viewers a sense of Mexico's linguistic heritage, the producers have elected to use Mexican pronunciations of names and places.

People first came to this land about 20,000 years ago. Ancient rock paintings tell us they hunted wild animals and gathered fruits and seeds.

Then, about 9,000 years ago, they learned how to raise crops.

For the next 6,000 years, most of these people farmed the rich volcanic soil of what would someday be known as central and southeastern Mexico.

Then, about 3,000 years ago, one group of these people - the Olmecs - began to develop an advanced society ruled by priests and kings.

As with some other ancient Indian groups, the Olmecs built large, flat-topped pyramids with temples on them and studied the heavens.

The Olmecs, who lived in a southeastern area bordering what is today called the Gulf of Mexico, developed a sophisticated counting system. Among other things, the system was used to create a stone calendar that could accurately predict lunar and solar eclipses and the movement of planets.

The Olmecs also sculpted huge stone heads that were transported from one area to another by boat.

They even made pull toys for their children.

Later, another great civilization - that of the Mayans - emerged.

Archaeological sites tell us that, at its height, between 1,700 and 1,100 years ago, Mayan cities were located throughout what is known today as the Yucatan Peninsula, in southeastern Mexico.

The Mayans produced remarkable architecture and art.

They also made important advances in astronomy and mathematics. This is a replica of a Mayan calendar.

Moreover, they were the first Native Americans to develop an advanced system of writing.

The Mayans worshipped a sun god, Kinich; a moon goddess, Ix Chel; and a maize god, Ah Mun, along with some 160 other deities.

As Mayan civilization began to decline, another - that of the Toltecs - began to emerge in an area just north of where Mexico City is found today.

The Toltecs were known as the "Master Builders."

They constructed large stone buildings and created a society ruled by warrior-kings.

The greatest of the Toltec warrior-rulers was Quetzalcoatl, which means "great green bird-snake."

Despite its great warriors, however, the Toltec empire lasted only about 300 years, eventually falling to nomadic peoples who, from time to time, invaded from the north.

One group of those invaders was the Aztecs.

They were fierce warriors who raided farming communities and enslaved those whom they captured.

But the Aztecs also were responsible for building two of the world's largest cities at that time.

One, called Teotihuacán, had about 200,000 people.

Teotihuacán was a major religious and commercial center for hundreds of years and its buildings were engineering marvels.

But to the south, it was the Aztec's capital city, Tenochtitlán, that was one of the true engineering and architectural stars of the ancient world.

As this 16th century map shows, Tenochtitlán was built on an island, in Lake Texcoco, and had giant causeways that linked it to the mainland.

Tenochtitlán had wide streets laid out in a grid pattern, as well as canals.

The people highlighted are walking along one of those waterways.

Like Teotihuacán, Tenochtitlán had huge pyramids topped with temples where sacrifices - animals, vegetables, minerals and humans - were offered to the Aztec gods.

The Aztecs were a very religious people.

Like the Mayans, they had many gods, including an adaptation of the Toltec ruler Quetzalcoatl, who was now seen as the god of civilization and learning.

The Aztec empire lasted some 200 years.

Perhaps it would have lasted much longer were it not for the revolts staged by angry subjects and the arrival of Europeans, who sailed to North America in the late 1400s and early 1500s.

A Spanish explorer, Francisco de Cordoba, landed on the Yucatan Peninsula in 1517. He reported back to the Spanish governor in Cuba, Diego Valázquez, that this previously unknown land had large cities - and possibly treasure.

Another explorer, Juan de Grijalva, came the following year.

When the Aztec ruler, Moctezoma II, heard reports of these foreigners, he concluded they must be gods, like Quetzalcoatl. For these beings seemed to be attached to strange, four-legged creatures and had devices that shot thunder and flashes of lightning at their foes.

Then another Spaniard, Hernán Cortes, along with 650 of his own men and thousands of Indians who were the Aztecs' enemies, marched into Aztec lands and soon defeated a large Aztec army.

Moctezoma sent gifts to the foreign invader as a friendly gesture. But the ruler also ordered Cortes to leave Aztec lands.

Cortes ignored the orders and headed toward Tenochtitlán, bullying and then signing on more Indians

as allies along the way - those who hated the Aztecs for taking their corn, and sacrificing their relatives atop the pyramids.

When he arrived at Tenochtitlán, Cortes was allowed to enter without resistance because the Aztecs still believed the Spanish were gods - and Cortes, the great god Quetzalcoatl.

It did not take the Aztecs long to discover their mistake.

For shortly after arriving, Cortes and his men seized the king and held him hostage.

The following year, the Aztecs revolted and the Spanish were forced to flee.

But they returned to the capital a year later, and blocked the causeways that led to the city - as well as the aqueducts that carried fresh water to its citizens.

With no food and fresh water, the Aztecs finally surrendered, and Cortes named King Charles of Spain ruler of these new world lands.

The king's representatives in the new world, such as Altamirano Velasco, shown here (and Roman Catholic archbishops) let the Indians speak their own languages - and let native rulers govern their people.

But the local population had to convert to Roman Catholicism wherever the Spanish gained military control.

Moreover, corn and labor had to be given to the Spaniards - instead of to the Aztecs.

Corn and labor helped people of Spanish heritage in the

new world, or "Creoles," become a wealthy, elite class. The discovery of silver in the 16th century increased their wealth.

Indians were used as laborers on large estates - or "haciendas" - that many Creoles built.

Life in the haciendas was markedly better than in the fields.

Many Creole families lived in ornate splendor.

But then, when the Spanish king, Charles III, took away many of their powers in the late 1700s, this elite class began talking about independence.

In 1810, the talk turned into an open revolt.

Eleven years later, Mexicans found themselves citizens of an independent nation. By 1824, the new country had its first president, Guadalupe Victoria, and a newly adopted constitution.

But conflict returned in the 1830s, when Mexico fought to keep its territory in the north. First, it fought Texans who claimed Mexican lands.

Then, border clashes erupted between U.S. and Mexican forces when Texas became part of the United States, in 1845. Once again, the dispute concerned land.

The clashes escalated until the United States declared war on Mexico in 1846.

In 1847, the U.S. army attacked and then captured Mexico City. The war ended shortly after that and Mexico surrendered half its territory to the U.S.

Ongoing struggles - often with armed civilians ready to do battle against the government - marked much of Mexican history during the last half of the 19th century.

On one side were small farmers who wanted power shifted from the central government to the state governments.

On the other side were central government soldiers, officials, the Roman Catholic Church and many wealthy land owners.

After President Francisco Madero was assassinated in 1911, a bloody revolution broke out.

There were many revolutionary heroes, but among the most famous were Emiliano Zapata and Francisco Villa (often called "Pancho" Villa), who proved to be a brilliant military leader.

Revolution and civil disorder in Mexico lasted many years, and by the late 1920s Mexicans had become tired of the continual strife.

Then, in 1929, General Plutarco Elias Calles formed an organization that eventually would become the Institutional Revolutionary Party, generally called "the PRI" or "P-R-I."

PRI officials brought stability to the country, especially after millions of acres of land were returned to Indians and poor farmers - land that had been taken by the privileged, wealthy class many years before.

However, as time passed during its 72 years in power, many came to see the PRI as inefficient and corrupt.

In response, PRI officials made many changes in the

1990s, including assurances of fair and free elections.

But a majority of Mexicans saw their actions as "too little, too late" - and for the first time since 1910, elected their president from an opposition party.

Newly elected President Vicente Fox immediately began to root out corruption. But he acknowledged it would be many years before Mexican citizens would live in a society free from official dishonesty and unfairness.

Mexico is a federal republic with 31 states, plus a federal district that includes Mexico City.

There is a congress composed of two chambers.

The Senate has two senators from each state. They are elected for six-year terms.

The Chamber of Deputies has 500 members who have three-year terms.

Mexico's highest court - the Supreme Court of Justice - has 11 members whom the president appoints for 15-year terms.

The real center of power in Mexico, however, is located within the presidential palace. From there, the president personally controls where the government spends much of its money.

Of course, government spending often affects the Mexican people, the vast majority of whom are "mestizos," or those of mixed heritage.

Specifically, some of their ancestors came from Spain; some, from Africa as slaves; and some were Native Americans.

Being a mestizo is generally seen as a matter of pride.

Mestizos see themselves as being descended from proud and accomplished peoples.

Approximately 10 percent of Mexico's citizens count themselves as Indians. But to Mexicans, being an Indian is both a matter of ancestry, and traditional ways of living.

If a person speaks a Native-American language, wears traditional clothing, lives in a traditional house near or in a village where many others consider themselves Indians, then they are Indian - even if they may have mixed ancestry.

Because so many Mexicans have blended their Indian and Spanish heritages, Mexico has created one of the most colorful and interesting cultures in the Americas.

That culture is reflected in many ways, including its various types of distinctive music.

Mexican dances are also distinctive.

The country's beautiful cathedrals reflect its unique culture, too.

And so does its public art.

Mexico's people speak a form of Spanish that contains thousands of words taken from native languages.

But about five million people speak only their native language, of which there are more than three dozen.

Most Mexicans, about 75 percent, live in towns or cities. Mexico is, in fact, a land of large metropolitan centers.

It has eighty urban areas with more than 200,000 people, eleven of which have more than a million residents.

Mexico City, with an estimated population of more than 20 million people in its metropolitan area is, by some estimates, the world's largest city.

The country's urban areas have grown rapidly in recent years because increasing numbers of people have moved to cities from the impoverished countryside to find work and a better life.

A quarter of all Mexicans - most, very poor - live in rural areas. The majority of them are barely able to eke out a living.

If and when they do move to a city, their living standards seldom improve, especially in bad economic times.

With only a few years of schooling, and no city skills, they generally live in the poorest neighborhoods, areas without electricity and running water - but sometimes plenty of dirty air.

Air pollution is a serious problem in many of Mexico's big cities -- including the capital, where some of the world's most polluted air is found.

Even so, almost all urban areas in the country have modern high rise buildings and examples of world-class modern architecture - some with distinctly Mexican characteristics.

Museums, hospitals and libraries - along with clean and orderly neighborhoods are also found in Mexican cities.

There, members of a growing middle class live much as

their counter-parts do in the U.S., Canada, and elsewhere.

Regardless of class, almost all Mexicans enjoy the country's lively festivals.

One of the most important, held in mid-September, commemorates the country's declaration of independence from Spain, in 1810.

In addition to Independence Day celebrations held throughout the country, another festival - honoring Mexico's Patron Saint, Guadalupe - is an important religious holiday.

Almost every town in Mexico has a holiday for its own patron saint, too - often marked by elaborate displays.

This one has been made from locally grown plants.

Mexico is primarily a Roman Catholic country. More than 90 percent of all Mexicans are members of the Roman Catholic Church.

Mexico, then, is a country with a long, rich and turbulent history, one that dates back thousands of years, when Native Americans roamed these lands, then later, built some of the greatest cities of the ancient world.

The story of Mexico also includes invasion and colonial domination by the Spanish.

It is a story of revolution and conflict, but in more recent years, peace, growth - and renewal and a government intent on meeting the country's challenges.

Mexicans are, for the most part, descendants of both Spanish and native peoples and they have a colorful and vibrant culture.

Mexico - its history, government and people: the story of our neighbors to the south.

WEB RESOURCES

Mexico's Holidays

<http://www.mexonline.com/holiday.htm>

Information and links that give information on Mexico's many fiestas, festivals and holidays.

The Embassy of Mexico in Copenhagen

<http://www.mexican-embassy.dk/index.html>

The Mexican embassy in Copenhagen, Denmark, has put together an excellent online package of information on Mexico's culture, history, cuisine, geography and many other aspects of the country.

Mexico Channel

<http://www.trace-sc.com/index1.htm>

A wealth of information on Mexico is available on this outstanding site.

Other Programs in the
North American Neighbors Series:

Mexico: Its Land, Resources & Economy

Canada: Its Land, Resources & Economy

Canada: Its People, History & Government

**MEXICO: ITS HISTORY, PEOPLE & GOVERNMENT
PRE-TEST**

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- ___ 1. The Mayans had no system of writing, but did have a number system.
- ___ 2. The Olmecs moved huge stone heads from one place to another.
- ___ 3. The Toltecs were known as the "Master Weavers."
- ___ 4. The Aztecs built two of the ancient world's largest cities.
- ___ 5. Francisco de Cordoba conquered the Aztecs.
- ___ 6. An Aztec ruler was Moctezoma II.
- ___ 7. Corn, native labor and gold made the Creoles rich.
- ___ 8. In Mexico the Rio Bravo is known as the Rio Grande.
- ___ 9. When Charles III took away the Creole's powers, they began to talk about independence.
- ___ 10. Mexico's first president was Vicente Madero.
- ___ 11. Francisco (Pancho) Villa was a brilliant military leader.
- ___ 12. The PRI ruled Mexico for 97 years.
- ___ 13. A small minority of Mexicans are mestizos.
- ___ 14. Mexico's congress is composed of a Senate and a Chamber of Deputies.
- ___ 15. Mexico's highest court is the Federal Court of Appeals in Mexico City.
- ___ 16. Mexico's patron saint is Saint Felicidad Mecinádo.
- ___ 17. There are more than three dozen native languages in Mexico.
- ___ 18. Mexico's government has done an excellent job cleaning up air pollution.
- ___ 19. There is a growing middle class in Mexico.
- ___ 20. One of Mexico's most important festivals takes place on its Independence Day.

MEXICO: ITS HISTORY, PEOPLE & GOVERNMENT LEARNING GOALS



Mexico: Its History, People & Government

- Name four major Indian groups that settled in what eventually became Mexico
- Describe the cultures of each main Indian group
- Recount the key events in Mexico's history from Spanish colonial times to the present
 - Explain Mexico's governmental structure
 - Describe Mexico's unique culture

**MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT
VOCABULARY LIST**

Directions: A list of vocabulary words used in *Mexico: Its History, People & Government* is found below. Write a definition for the words on the provided spaces.

Adaptation _____

Ancestor _____

Aqueduct _____

Archbishop _____

Astronomy _____

Causeway _____

Civilization _____

Convert _____

Corrupt _____

Creole _____

Deity _____

Distinctive _____

Elite _____

Emerge _____

Enslave _____

Escalate _____

Grid _____

MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT
VOCABULARY LIST (continued)

Hacienda _____

Impoverished _____

Invader _____

Lunar eclipse _____

Mestizos _____

Pyramid _____

Rural _____

Sacrifice _____

Society _____

Solar eclipse _____

Sophisticated _____

Stability _____

Strife _____

Unique _____

Urban _____

**MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT
VIEWER'S CONCEPT GUIDE**

Directions: Fill in the blanks with the correct information.

1. People first came to Mexico about _____ years ago.
2. The Olmecs were famous for their huge stone _____.
3. Mayan cities were located on the _____.
4. The Toltecs were called the _____.
5. The Aztec's capital city, an engineering marvel, was _____.
6. The Aztec ruler who was defeated by the Spanish was _____.
7. The Aztec ruler thought Hernan Cortes was _____.
8. The local population had to covert to _____ wherever the Spanish gained military control.
9. An elite class of people of Spanish heritage, the _____, became wealthy through _____, _____ and _____.
10. In 1810, the Creoles revolted because Charles III _____.
11. Mexican land disputes erupted into war with _____ in 1845.
12. Two famous heroes of the Mexican Revolution were _____ and _____.
13. An organization that became the _____, which ruled Mexico for 72 years, was founded by _____ in _____.
14. Mexico has _____ states and one federal district.
15. Mestizos' ancestors may come from _____, _____ and _____.

MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT

MEXICO'S HISTORY: A REVIEW

Directions: Mexico's history can be divided into four periods. In the spaces provided, write a brief account of each period. Use the back of this paper if you need more room.



MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT

Directions: As you learned in the video, Mexico has 31 states, as well as a federal district. On the spaces provided, write in the name of the states.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT POST-TEST

Part I

Directions: Place a "T" in the space next to the statement if it is true, and an "F" if it is false.

- ___ 1. The first peoples to live in what became Mexico hunted wild animals.
- ___ 2. The Olmecs were ruled by kings and warriors.
- ___ 3. The Mayans moved large stone heads by boat.
- ___ 4. The Toltecs were known as the "master builders."
- ___ 5. The Aztecs built Tenochtitlán on an island in Lake Texcoco.
- ___ 6. Francisco de Cordoba reached the Yucatan Peninsula in the 19th century.
- ___ 7. The Aztec ruler Moctezoma II thought the Spanish were gods.
- ___ 8. The Aztecs took corn and slaves from neighboring tribes.
- ___ 9. Cortes conquered the Aztecs by cutting off their supplies of food and water.
- ___ 10. The first European ruler of Mexico was King Charles of Portugal.

Part II

Directions: Match the historical figure or deity with the proper description.

- | <u>Historical Figure</u> | <u>Description</u> |
|---------------------------------|---------------------------------|
| 1. ___ Kinich | a. Took away the Creoles' power |
| 2. ___ Quetzalcoatl | b. First president of Mexico |
| 3. ___ Charles II | c. Mayan sun god |
| 4. ___ Guadalupe Victoria | d. Revolutionary leader |
| 5. ___ Francisco (Pancho) Villa | e. Great green bird-snake |

MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT POST-TEST PAGE 2

Part III

Directions: Below the map, write the names of the numbered Mexican states in the spaces provided.



1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____

Part IV

Directions: Circle the letter next to the word or phrase that most accurately completes the sentence.

1. During the Mexican Revolution of the early 20th century
 - a. farmers fought ranchers.
 - b. farmers fought government soldiers, officials and wealthy landowners.
 - c. wealthy landowners fought the Spanish colonial government.
 - d. None of the above.

2. The PRI
 - a. helped bring order to Mexico.
 - b. gave back land to poor farmers and Indians.
 - c. was seen as being inefficient and corrupt after being in power many years.
 - d. All of the above.

MEXICO: ITS HISTORY, PEOPLE AND GOVERNMENT
POST-TEST PAGE 3

3. Mexico's government is
 - a. a constitutional monarchy.
 - b. a colonial territory.
 - c. a federal republic.
 - d. None of the above.

4. The most powerful political institution in Mexico is
 - a. the presidency.
 - b. the Supreme Court of Justice.
 - c. the congress, especially the Chamber of Deputies.
 - d. the state governors.

5. Most Mexicans are
 - a. Indians.
 - b. Creoles.
 - c. Mestizos.
 - d. a. and b.

6. The number of native languages spoken in Mexico is
 - a. more than 300.
 - b. fewer than five
 - c. about one dozen.
 - d. about 36.

7. Most Mexicans
 - a. live in rural areas.
 - b. live in cities.
 - c. live on farms.
 - d. a. and c.

8. The religion most Mexicans belong to is
 - a. Greek Orthodox Catholicism.
 - b. Roman Catholicism.
 - c. Hinduism.
 - d. Buddhism.