

“Photo with Ned Henschel and friend at Mexican border, 1996.51.59”  
(Kansas City, MO.: National WWI Museum and Memorial).



# ZIMMERMANNLAND

## The Southwestern Front of WWI

Recommended Grade Levels: 9-12

Course/Content Area: American History

Authored by: William Reimers, National WWI Museum and Memorial Teacher Fellow

### 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
6. Selections from Cartoons Magazine, "In Bloody Mexico"
7. The Lansing Papers, 1914-1920, Vol II. Discussions on U.S. Policy Towards Gen. V. Carranza 1915
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

**Document 1:** German-Mexican Relations Before the Revolution

Lancer, Jalisco. "German-Mexican Relations Before the Revolution." World Historia Forum. December 22, 2005. Accessed March 17, 2015. [http://archive.worldhistoria.com/german-mexican-relations-before-the-revolution\\_topic7794.html](http://archive.worldhistoria.com/german-mexican-relations-before-the-revolution_topic7794.html).

Flesh-Kincaid Reading Level 16.5

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 Díaz by suppressing Mexico's unrest...

Optional Reading: Complete Blog Post, [http://archive.worldhistoria.com/german-mexican-relations-before-the-revolution\\_topic7794.html](http://archive.worldhistoria.com/german-mexican-relations-before-the-revolution_topic7794.html)



**Document 2:** "Tales from the Morgue Blog: President Taft to Mexico." *El Paso Times*. January 27, 2011. Accessed March 17, 2015.  
<http://www.elpasotimes.com/story/news/history/blogs/tales-from-the-morgue/2011/01/27/president-taft-to-mexico/31478663/>.

Flesch-Kincaid Reading Level 16.4

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 countries. 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*

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1909-10-17/ed-1/seq-1/>

**Document 3:** *New York Tribune* Headlines, February 21 – March 8, 1913

Flesch-Kincaid Reading Level 18.2



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

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

*New-York tribune.* (New York [N.Y.]), 21 Feb. 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-21/ed-1>>

**HUERTA FACES  
A NEW REVOLT  
ADDED TO OLD**

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

**PORFIRO 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.

### HUERTA FACES A NEW REVOLT ADDED TO OLD

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

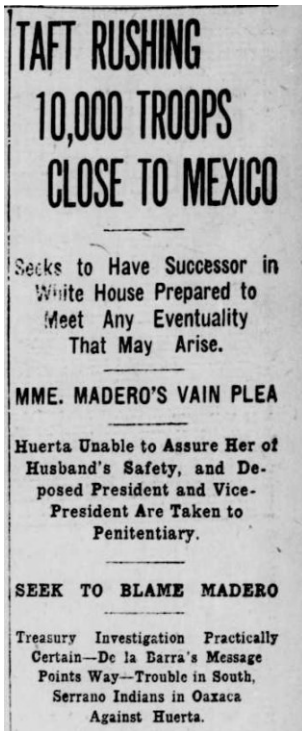
### PORFIRO DIAZ TO RETURN

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.

*New-York tribune.* (New York [N.Y.]), 22 Feb. 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-22/ed-1/seq-1/>>



## 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

Treasury Investigation Practically Certain – De la Barra's Message Points Way – Trouble in South, Serrano Indians in Oaxaca Against Huerta.

*New-York tribune.* (New York [N.Y.]), 23 Feb. 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-23/ed-1/seq-1/>>

# New-York Tribune

Vol. LXXII. No. 24,207. Fair today and probably Tuesday. Moderate north wind. NEW-YORK, MONDAY, FEBRUARY 24, 1913.—14 PAGES. \* \* PRICE ONE CENT. In City of New York, January 11, and Hoboken, N. J. SUBSCRIPTION TWO CENTS.

## MADERO AND SUAREZ MURDERED AMID HUERTA'S TROOPS; DIPLOMATS TACITLY OUTLAW PROVISIONAL RULERS

### LONDON CALLS FOR U. S. INTERVENTION

Amount of British Capital Invested, Say Newspapers. Justifies Forceful Urgings on Washington Government.

### 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.

### LONDON CALLS FOR U.S. INTERVENTION

Amount of British Capital Invested, Say Newspapers. Justifies Forceful Urgings on Washington Government.

### 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.

**“Official” Explanations of Deaths Vary, Story of “Rescue” Attempt Being Given for Double Killing.**

**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.

“Official” Explanations of Deaths Vary, Story of “Rescue” Attempt Being Given for Double Killing.

**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 SU.S.PICION 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.

*New-York tribune.* (New York [N.Y.]), 24 Feb. 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-24/ed-1/seq-1/>>





## FEAR GENERAL REVOLUTION IN CENTRAL AMERICA

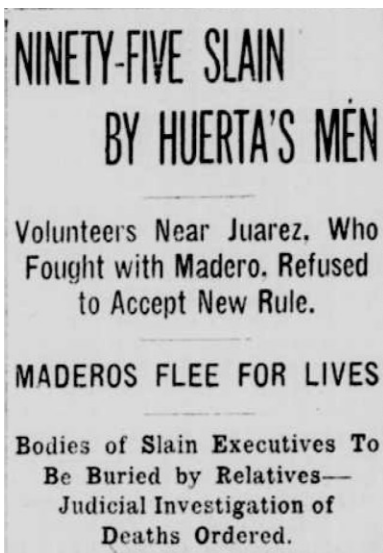
State Department Learns of Numerous Plots for a Concerted Uprising in All the Republics.

## 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

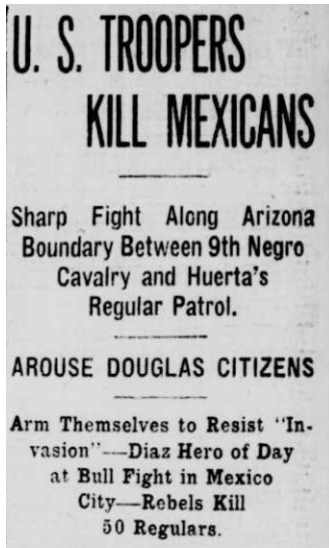
Volunteers Near Juarez, Who Fought with Madero, Refused to Accept New Rule.

## MADEROS FLEE FOR LIVES

Bodies of Slain Executives To Be Buried by Relatives— Judicial Investigation of Deaths Ordered.

*New-York tribune.* (New York [N.Y.]), 25 Feb. 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-25/ed-1/seq-1/>>





**U.S. TROOPERS KILL MEXICANS**

Sharp Fight Along Arizona Boundary Between 9<sup>th</sup> 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.

*New-York tribune.* (New York [N.Y.]), 03 March 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-03-03/ed-1/seq-1/>>



**MADERO RELATIVES AND ADHERENTS ARRIVE HERE.**  
RAPHAEL HERNANDEZ. Minister of Promotion in the Madero Cabinet.

MRS. WILLIAM SCOTT AND FRANCISCO MADERO, SR., FATHER OF THE DEPOSED AND SLAIN PRESIDENT OF MEXICO.

*New-York tribune.* (New York [N.Y.]), 08 March 1913. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-03-08/ed-1/seq-1/>>

Optional Reading: *New York Tribune*

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1913-02-20/ed-1/seq-1/>

**Document 4:** Heribert Von Feilitzch, *In Plain Sight: Felix A. Sommerfeld, Spymaster in Mexico 1908-1914* (Henselstone Verlag, 2012), 340-342.

Flesch-Kincaid Reading Level 14.2

On April 9<sup>th</sup> 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 13<sup>th</sup> 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 21<sup>st</sup> 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*

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1914-04-22/ed-1/seq-1/>

**Document 5:** *Handbook of Texas Online*, Martin Donell Kohout, "Huerta, Victoriano," accessed March 15, 2015, <http://www.tshaonline.org/handbook/online/articles/fhu81>.

Flesch-Kincaid Reading Level 13.3

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.

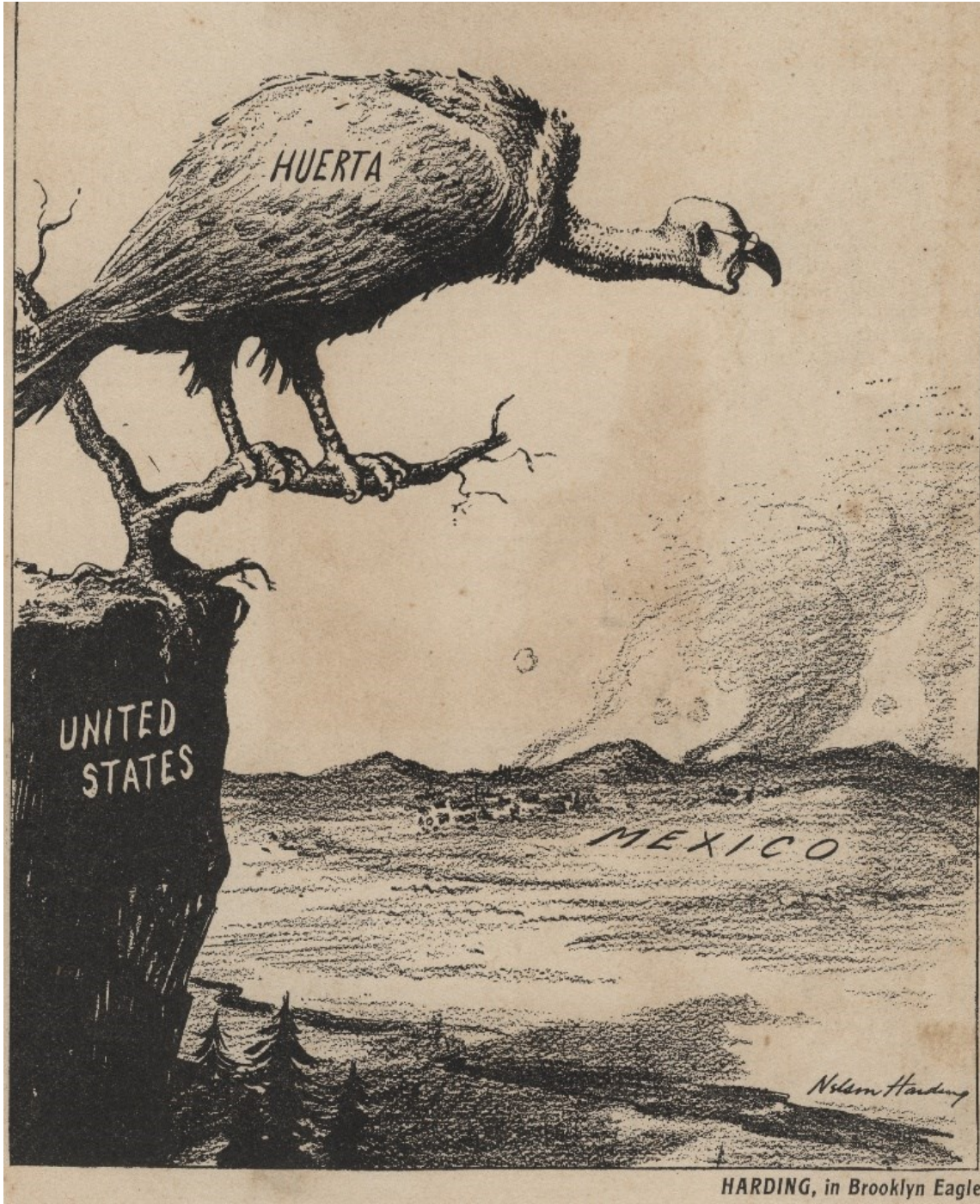
Optional Reading: *New York Tribune*

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1914-04-22/ed-1/seq-1/>



**Document 6:** "In Bloody Mexico." *Cartoons Magazine*, August 1915, 2010.130.145" (Kansas City, MO: National WWI Museum and Memorial).

Flesch-Kincaid Reading Level N/A





# Must We Intervene In Mexico?

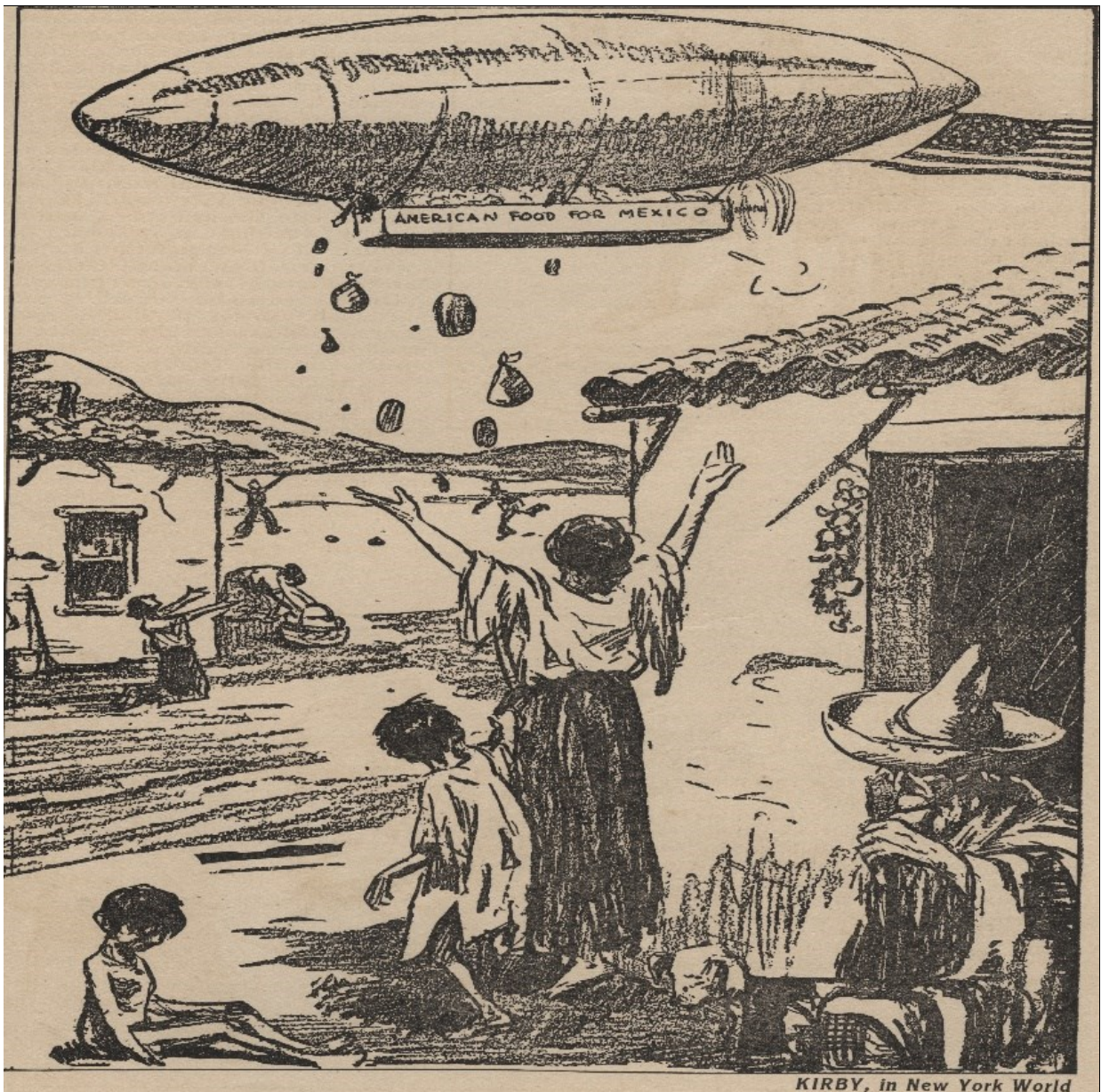






CARTER, in New York Evening Sun





KIRBY, in *New York World*

Optional Reading: *The Arizona Republican*

*Arizona republican*. (Phoenix, Ariz.), 18 Feb. 1915. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84020558/1915-02-18/ed-1/seq-1/>>

**Document 7:** The Lansing Papers, 1914-1920, Vol II. Discussions on U.S. Policy Towards Gen. V. Carranza 1915.

Wilson, Woodrow, "Letter to Secretary of State ad interim, 17 June 1915," in *Papers Relating to the Foreign Relations of the United States, The Lansing Papers, 1914-1920, Volume II*, (Washington, DC, 1940), <https://history.state.gov/historicaldocuments/frus1914-20v02/d370>.

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 he 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 thought 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*

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1916-03-10/ed-1/seq-1/>

Optional Viewing: Texas Archive Pancho Villa's Columbus Raid (1982) film

[http://www.texasarchive.org/library/index.php?title=Pancho\\_Villa's\\_Columbus\\_Raid](http://www.texasarchive.org/library/index.php?title=Pancho_Villa's_Columbus_Raid)

**Document 8:** Official Letter of Complaint to the U.S. Government by President Carranza  
22 May 1916

"Official Letter of Complaint to the U.S. Government by President Carranza." President Venustiano Carranza to U.S. Government. May 22, 1916. In First World War.com. Accessed March 15, 2015. [http://www.firstworldwar.com/source/mexico\\_carranza.htm](http://www.firstworldwar.com/source/mexico_carranza.htm)

Flesch-Kincaid Reading Level 21.8

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 1-th 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*

<http://chroniclingamerica.loc.gov/lccn/sn84020558/1916-06-02/ed-1/seq-1/>

**Optional Homework Document:** “Impressions of a Few Days on the Mexican Border”

Camp, F.B. *Mexican Border Ballads: Written on the Border*. Douglas, AZ: F.B. Camp, 1916." 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*

<http://chroniclingamerica.loc.gov/lccn/sn84020558/1916-06-25/ed-1/seq-1/>



**THE ARIZONA REPUBLICAN**  
AN INDEPENDENT PROGRESSIVE JOURNAL

TWENTY-SEVENTH YEAR      22 PAGES      TUCSON, ARIZONA, SUNDAY MORNING, JANUARY 28, 1917      22 PAGES      VOL. XXVII, NO. 251

---

## SUPREME COURT SEATS CAMPBELL AS GOVERNOR

### OFFICIAL ORDER GIVEN BY WAR DEPARTMENT FOR WITHDRAWAL OF TROOPS SOUTH OF BORDER

### PERSHING'S MEN MAKE THEIR WAY ACROSS DESERT

## CAMPBELL GRATIFIED BY DECISION

### GOVERNOR HOLDS HUGE RECEPTION AT ADAMS

### CAMPBELL'S CAMEL ALIVE


### ARIVACA BATTLE ENDS WITHOUT ANY CASUALTIES

## HUNT EJECTED FROM OFFICES BY SUPREME COURT, CAMPBELL TO TAKE SEAT IMMEDIATELY

### Days of Breathless Waiting Ended When Highest Tribunal Decides that Thomas E. Campbell Is the De Facto Governor of the State, by Virtue of Having Received Certificate of Election; Will Take Office Monday Morning; Hunt Announces He Will Not Be at State House Any More

**HOLD REVIEW OF ARTILLERY ON BORDER**

By FRANK JACOBI, Staff Editor. The review of the artillery units of the United States Army at the border, ranging from the Arizona coast to the Colorado river, will be held here on Monday, Jan. 29. The review will be held at 10 o'clock and will be held in the presence of the commanding general of the artillery, Major General F. V. Coville, and the commanding general of the artillery, Major General F. V. Coville.



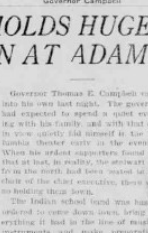
Governor Campbell

**GOVERNOR CAMPBELL IS DE FACTO GOVERNOR**

Thomas E. Campbell was in a highly concentrated state of mind last night when hundreds of people crowded the Adams Hotel lobby to cheer him on his way to the state capitol. He had just received the news that the supreme court had decided in his favor, and he was now the de facto governor of the state.

**PERSHING'S MEN MAKE THEIR WAY ACROSS DESERT**

By FRANK JACOBI, Staff Editor. The advance party of the Pershing expedition, which was sent to the border to meet the Mexican forces, has been seen at the border. The advance party consists of the 10th Cavalry and the 1st Infantry, and they are now on their way across the desert.



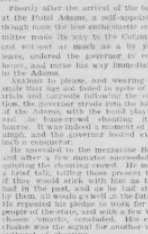
Governor Campbell

**HUNT EJECTED FROM OFFICES BY SUPREME COURT, CAMPBELL TO TAKE SEAT IMMEDIATELY**

Days of Breathless Waiting Ended When Highest Tribunal Decides that Thomas E. Campbell Is the De Facto Governor of the State, by Virtue of Having Received Certificate of Election; Will Take Office Monday Morning; Hunt Announces He Will Not Be at State House Any More

**PERSHING'S MEN MAKE THEIR WAY ACROSS DESERT**

By FRANK JACOBI, Staff Editor. The advance party of the Pershing expedition, which was sent to the border to meet the Mexican forces, has been seen at the border. The advance party consists of the 10th Cavalry and the 1st Infantry, and they are now on their way across the desert.



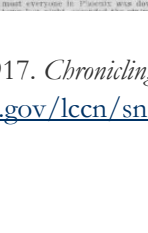
Governor Campbell

**HUNT EJECTED FROM OFFICES BY SUPREME COURT, CAMPBELL TO TAKE SEAT IMMEDIATELY**

Days of Breathless Waiting Ended When Highest Tribunal Decides that Thomas E. Campbell Is the De Facto Governor of the State, by Virtue of Having Received Certificate of Election; Will Take Office Monday Morning; Hunt Announces He Will Not Be at State House Any More

**PERSHING'S MEN MAKE THEIR WAY ACROSS DESERT**

By FRANK JACOBI, Staff Editor. The advance party of the Pershing expedition, which was sent to the border to meet the Mexican forces, has been seen at the border. The advance party consists of the 10th Cavalry and the 1st Infantry, and they are now on their way across the desert.



Governor Campbell

**HUNT EJECTED FROM OFFICES BY SUPREME COURT, CAMPBELL TO TAKE SEAT IMMEDIATELY**

Days of Breathless Waiting Ended When Highest Tribunal Decides that Thomas E. Campbell Is the De Facto Governor of the State, by Virtue of Having Received Certificate of Election; Will Take Office Monday Morning; Hunt Announces He Will Not Be at State House Any More

Arizona republican. (Phoenix, Ariz.), 28 Jan. 1917. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84020558/1917-01-28/ed-1/seq-1/>>

# The Evening Herald

Albuquerque, New Mexico, Monday, February 19, 1917.

THIRTEEN CENTS.  
Vol. 25, No. 54.

THE EVENING HERALD  
VOL. 25, NO. 54.

## GOVERNOR DE BACA IS DEAD AFTER A LONG ILLNESS; LINDSEY IS NEW RULER OF STATE

Chief Executive Passed Away Yesterday Afternoon at St. Vincent's Sanitarium in Santa Fe; Pernicious Anemia Cause.

### BURIAL WILL TAKE PLACE IN LAS VEGAS THURSDAY

Body Will be Taken to the Capitol Building Wednesday, Where It Will Lie in State; Both Houses to Take Proper Action.

By Associated Press.  
Santa Fe, N. M., Feb. 18.—Washington E. Lindsey, Republican of Pueblo, Colorado, today as new governor of New Mexico, having been sworn in in the supreme court room at 11 a. m. today by Justice C. J. Roberts, succeeding E. C. de Baca, Democrat, whose death occurred at St. Vincent's sanitarium here at 2:30 p. m. yesterday, as the result of a prolonged illness with pernicious anemia.

The end came so peacefully that the doctor in charge was doubtful that Governor Lindsey was sleeping. With him at the time were his wife, his son, the state of state, Archibald J. B. Frazier, of New Mexico, and the private secretary, Miss Clara Green, whom he had caused to be summoned a short time previously, owing to inability to do some work. It took a number of appointments for the governor to get to the sanitarium.

While going over a routine business with Miss Green, the governor suddenly became so difficult that he was hurried and summoned. Mrs. de Baca and physician. As they watched the death of life, Lindsey never lost sense of them, who died at an advanced age when it looked as though he would live for some time.



Ezequiel Cabeza de Baca

On the floor appointing someone temporarily in the chair, which the pertinent party members are understood, as was by Mr. Clark has demonstrated himself a good legislator.

The banquet which was to have been tendered on Thursday night in honor of Governor Lindsey, has been dropped. It was abandoned last night, as well as a dinner the same evening. Several persons will entertain for an extended and will be accompanied with a meal on behalf of the citizens of the state, and will attend a short session of the legislature on Thursday commencing at 10 o'clock, and a number of appointments for the governor to get to the sanitarium.

A joint committee from the senate and house, and Secretary of State Antonio Lucero, have been conferring with the family of Governor de Baca this afternoon to make any arrangements they may deem proper for the funeral, and the part that the legislature will probably take in the funeral to accompany the body to Las Vegas.

Both houses met at 2 o'clock today and passed a resolution, following which President Clark of the senate appointed Deputy Governor of Ezequiel Cabeza de Baca, and Secretary of State Antonio Lucero.

## ZEPPELIN CAMPAIGN AGAINST LONDON NOT PROFITABLE; WILL BE ABANDONED, BELIEF

Germany Finds Air Raids on English Cities Have Not Been Successful; Ban It Put on This Method of Warfare.

### PROVINCES TO BE STORM CENTERS IN THE FUTURE

Attacks May be Waged Against Rural Districts Because of the Absence of Air Defenses in These Localities.

By Associated Press.  
London, Feb. 18.—(From a staff correspondent of the Associated Press.)—The Zeppelin campaign against London has been found to be unprofitable. The result of the campaign at London, on the English coast after the latest raid, which took place on the night of Feb. 17, has been that the Zeppelin raiders to abandon this attack as they have done in the case of other cities.

The correspondent, who was in Berlin, was informed that a special committee of the German government has been set up to study the results of the Zeppelin campaign against London. An order has been issued that the Zeppelin raiders will not be allowed to return to the coast of England.

The correspondent says that the Zeppelin raiders will not be allowed to return to the coast of England. The Zeppelin raiders will not be allowed to return to the coast of England.

## GENTLEMEN, LET'S HAVE SOME ACTION ON THE WATER QUESTION

It has now been ten months since the voters of Albuquerque voted a bond issue for a waterworks system, but apparently we are no nearer to an act of building a plant than we were the day the question was before. It is true that estimates covering the value of the present plant have been made, one set by engineers employed by the city and another set by the engineer hired by A. H. McMillan, head of the Water Supply Company. But the figures submitted in the first report are so far apart that there does not appear to be much hope of the water supply, and the city getting together on the matter.

It is thought here that the municipality is a month away from the issue of whether to build. There was only a general report, and no specific plan has been submitted. It would seem to indicate that the people of Albuquerque, as yet, do not seem to have any interest in the water supply, which plan the voters did not intend to have an extraordinary plan.

The Herald says of the opinion last spring when the question was first agitated, which opinion it has not had occasion to change, that the city should accept the proposition of J. D. Lindsey, made in the spring of 1915, which was in effect that the city should own a municipal water plant and a treatment plant, and that the city should own a minimum of 25 acres of land without further purchase.

Second Ohio engineer has been hired and the second Ohio industry will go to Fort Wayne, Mich. Third (last) and fourth Ohio industry will go to Fort Wayne, Mich. Second, third and fourth Ohio industry will go to Fort Wayne, Mich. First installation of the Ohio annual crops will go to Fort Wayne, Mich.

Belgians and English Had a Secret Pact to Advance on Germany

London, Feb. 18.—(The Norddeutsche Allgemeine Zeitung published photographic reproductions of detaching Anglo-Belgian agreements regarding the breaking of British troops on the continent and their transport to Belgium railroads into Belgium, New Orleans news agency cables today.)

The documents had been exchanged between the British and Belgian military authorities. They were from the British archive and furnished detailed proof that in 1915 the detaching plan of mobilization against Germany had already been arranged between the British and the French.

## GERMAN SUB IS SUNK AFTER FORTY-MINUTE FIGHT WITH STEAMER OFF FRENCH COAST

French Freighter Guyane, Reaching New York Today, Brings Word of a Battle Had With U-boat on January 22.

### SHOT FROM STEAMSHIP HITS DIVER SQUARELY

Underwater Boat Is Seen to Collapse and its Course of Fall as Hours Disappear Entirely; No Americans Aboard.

By Associated Press.  
New York, Feb. 18.—In a forty minute battle between a German U-boat and the French steamer Guyane off the coast of France, on January 22, the submarine was sunk, according to officers of the freighter, which arrives here today from Bordeaux.

The battle was one day out from here. At 2:30 p. m. Captain Rousseau said the U-boat was sighted some distance to port and apparently endeavoring to cross the freighter's bow to starboard. The submarine fired a shot which fell short and the Guyane then turned sharply to starboard so that her big 4.2-caliber gun, mounted at the stern, could be trained on the approaching vessel.

The submarine fired a second shot which fell considerably short and a third which struck the water close by the freighter.

Meanwhile the steamer's gunners had not one shell, which failed to hit but struck very near its mark. A second shot from the German, Captain Rousseau said, hit the U-boat's mast and the underwater boat was sunk by the freighter.

At the end of a half hour the submarine disappeared. The freighter's officers said they had no doubt but that the U-boat was lost.

The Guyane, a steel vessel of 2,000 tons net, carried 120 crew members. There were no Americans aboard. She brought a general cargo of about 1,000 tons.

**IF FOR LONG TIME**  
Governor de Baca has not been in some time, falling health forcing him to take only a minor part in the campaign for his own election had all there is a hope of success against his opponent, which was held in his town in a local election, early last January.

Governor de Baca soon after resignation to the Democratic party for the highest state office, went to a hospital in Las Vegas.

## PRECAUTIONS TAKEN TO PREVENT RESCUE OF TRAIN ROBBERS

Men Accused of Holding Up Golden State Limited Are Closely Guarded by Deputy Sheriffs When Brought to Trial.

By Associated Press.  
Tucson, Ariz., Feb. 18.—The victory of the county court and federal court today thwarted today what smartly dressed men, wearing the trademark which bore of robbery, as the result of a robbery, were taken to the trial of the Golden State Limited train of the Golden State Limited train of the St. Paul, Southwestern, railroad on Feb. 17, a group of the men of the Golden State Limited train, in Oklahoma and Arizona, were in Oklahoma.

## FUNSTON ANNOUNCES PLANS FOR SENDING GUARD UNITS HOME

50,000 Troops Have Been Divided Into Two Contingents Each; Four Weeks Will be Required to Move First Contingent.

By Associated Press.  
San Antonio, Tex., Feb. 18.—The general plan to be followed in sending all national guard organizations home from the front for military use in accordance with war department instructions, was announced by General Funston today. The 50,000 troops to be sent home have been divided into two contingents each, including approximately 25,000 men and with equipment. The first contingent has been ordered to move in four weeks. It is estimated that four weeks will be required to move the first contingent.

## 50,000 TROOPS HAVE BEEN DIVIDED INTO TWO CONTINGENTS EACH; FOUR WEEKS WILL BE REQUIRED TO MOVE FIRST CONTINGENT

By Associated Press.  
San Antonio, Tex., Feb. 18.—The general plan to be followed in sending all national guard organizations home from the front for military use in accordance with war department instructions, was announced by General Funston today. The 50,000 troops to be sent home have been divided into two contingents each, including approximately 25,000 men and with equipment. The first contingent has been ordered to move in four weeks. It is estimated that four weeks will be required to move the first contingent.

The evening herald. (Albuquerque, N.M.), 19 Feb. 1917. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn92070582/1917-02-19/ed-1/seq-1/>>



TODAY'S PRICES  
El Paso Herald (1917-18)  
10¢ per copy, 10¢ per copy, 10¢ per copy  
El Paso, Texas, Monday, February 12, 1917

# EL PASO HERALD

HOME EDITION  
WHATEVER CONCERNS  
El Paso, Texas, Monday, February 12, 1917  
FOURTEEN PAGES TODAY.

LATEST NEWS BY ASSOCIATED PRESS. EL PASO, TEXAS, MONDAY EVENING, FEBRUARY 12, 1917. DELIVERED EVERYWHERE BY CARRIER.

## GERMANY ASKS PARLEY; U. S. SAYS "NO" Villa Forces Move Toward U. S. Border

### ARE NOW 30 MILES FROM COLUMBUS

Bandits Occupy Twin Windmills, 26 Miles South of Border Gate, It Is Said.

**SALAZAR NORTH OF ASCENSION**  
Villas Strip Entire Territory of Food and Livestock, Advises State.

BY ASSOCIATED PRESS.  
COLUMBUS, N. M., Feb. 12.—Villa's bandits occupied Twin Windmills, 26 miles south of the border gate, today, according to a dispatch from Salazar, who also says that Villa's forces, with a large force of men, was reported at Columbus, 24 miles northwest of Ascension, and seemed to be moving toward the border.

### MINN. HOTEL BURNS; 24 MISSING

NATION HONORS LINCOLN'S DAY  
Gettysburg Address Is Read in the National House of Representatives.

Washington, D. C., Feb. 12.—The national capital today joined in the nation-wide celebration of Abraham Lincoln's birthday anniversary. Appropriate exercises were held in numerous public schools and all public buildings.

### TRIES TO AVERT BREAK IN PARTY

Chairman Willcox Promises to Call Meeting to Place Party Progressives.

New York, Feb. 12.—Threat of a break between the Republican national committee and certain Progressive state leaders was averted today by the submission of a letter addressed to George W. Perkins and Everett C. Clegg, Progressive members of the Republican national committee, by chairman Willcox, of the Republican national committee, who suggested that the chairman should call a meeting to place the party on a progressive basis.

### FLOORS CRASH; MANY DROP TO BASEMENT; DIE

Woman, Rescued, Runs Screaming Until Feet Are Frozen on Pavement.

MANY LEAP TO DODGE FLAMES  
Thick Layer of Ice Covers Ruins, Hampering Work of Effecting Rescues.

INDIANAPOLIS, Ind., Feb. 12.—At least 13 persons are missing their lives in a fire which destroyed the Kew-Kaw Hotel, 1175 Grand and Hennepin streets, shortly after midnight, according to police authorities.

### GERMAN TRUST IS IN U-BOATS

Believe if Monthly Sunken Tonnage Is Raised to Million, War Is Won.

Capehart, Ind., Feb. 12.—What would result the German experts expect from the submarine campaign is uncertain but it is believed that if it succeeded in raising the monthly tonnage sunken to a million tons, in addition to having a sufficient effect on the shipping of neutral shipping flying to British ports, the campaign would effect the object and bring about the end of the war.

### JAPAN APPROVES CHINA'S STAND

China Will Break With Germany if U-boat War Plans Are Carried Out.

Tokyo, Japan, Feb. 12.—Tsunami Motomi, Japanese minister of foreign affairs, at a conference with the Chinese minister Shiao, approving the attitude of China towards Germany as it has been expressed in China's reply to the German note on unrestricted submarine warfare, according to the newspaper today.

### DEMANDS SEA WAR PLAN BE REVOKED

U. S. Won't Negotiate Until the Sussex Pledge Is Restored, Is Statement.

GERMAN OFFER MADE PUBLIC  
Berlin Suggests Safeguarding American Shipping If the Blockade Is Upheld.

WASHINGTON, D. C., Feb. 12.—The state department today made public a memorandum received by Dr. Paul Bremer, the German minister, asking for Germany, regarding a discussion with the United States over the new submarine campaign.

### REVOLUTION IS MENACING CUBA

Washington, D. C., Feb. 12.—Senator Alton B. Parker, of Kansas, today said that the revolution in Cuba had added that the president should advise the United States to take such steps as may be necessary to prevent the revolution from spreading to the United States.

### CHINESE OPPOSE NEGOTIATION

Five thousand Chinese in Canton, China, have indicated their opposition to the proposed negotiations between the United States and Germany, according to a dispatch from the Chinese government.

### GERMANY HOLDS 72 AMERICANS

STEAMER NEW YORK COMES TO U. S. WITHOUT ACCIDENT

New York, Feb. 12.—The arrival of the steamer New York today brought the news that Germany was holding 72 Americans.

### DEATH TROOP IS SENT TO BATTLE WITH SALAZAR

Lincoln's Anniversary Is Observed in Former Home

Lincoln was celebrated at a special service on the centenary of his birth in the city of Lincoln, Nebraska, today.

### WOMAN, RESCUED, RUNS SCREAMING UNTIL FEET ARE FROZEN ON PAVEMENT

Woman, Rescued, Runs Screaming Until Feet Are Frozen on Pavement.

WOMAN, RESCUED, RUNS SCREAMING UNTIL FEET ARE FROZEN ON PAVEMENT.

### GERMAN OFFER MADE PUBLIC

GERMAN OFFER MADE PUBLIC

GERMAN OFFER MADE PUBLIC

### STEAMER NEW YORK COMES TO U. S. WITHOUT ACCIDENT

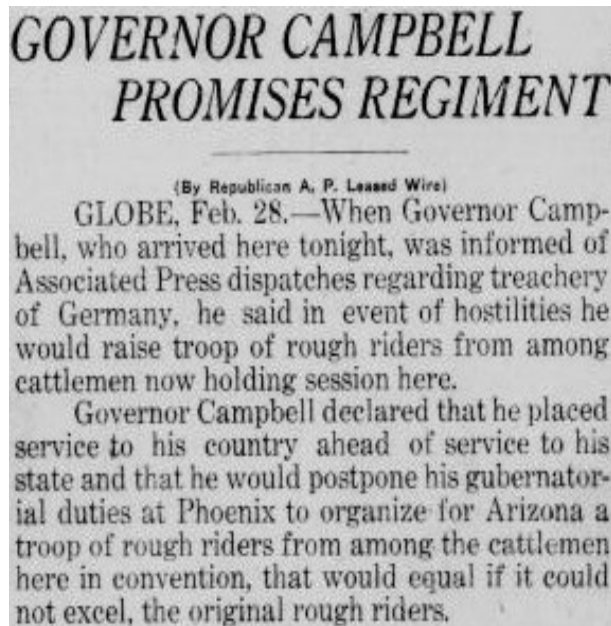
STEAMER NEW YORK COMES TO U. S. WITHOUT ACCIDENT

STEAMER NEW YORK COMES TO U. S. WITHOUT ACCIDENT

El Paso herald. (El Paso, Tex.), 12 Feb. 1917. *Chronicle America: Historic American Newspapers*. Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn88084272/1917-02-12/ed-1/seq-1/>>

**Document 10:** Border State Newspaper Headlines 1 March 1917

Flesch-Kincaid Reading Level 11.8



*Arizona republican.* (Phoenix, Ariz.), 01 March 1917. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84020558/1917-03-01/ed-1/seq-1/>>



*The evening herald.* (Albuquerque, N.M.), 01 March 1917. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn92070582/1917-03-01/ed-1/seq-1/>>

## 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 consequences, 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 Germany, re-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 19, 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 Bernstorff, 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 intimation, England and the Entente allies defeated; Germany and her allies triumphant and in world domination by the instrument of unrestricted warfare.

### Kultur Would Sick Brown Races On America

*Bisbee daily review.* (Bisbee, Ariz.), 01 March 1917. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84024827/1917-03-01/ed-1/seq-1/>>

## ARIZONA, "LAND OF SUNSHINE" OFFERS MANY OPPORTUNITIES TO HOMESEEKERS; 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 meals will be raised. There are at the present time, about 250,000,000 acres of unappropriated 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 Grazing Homestead bill will be the means of appropriating millions 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 effect.

*Tombstone epitaph.* (Tombstone, Ariz.), 04 March 1917. *Chronicling America: Historic American Newspapers.* Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn95060905/1917-03-04/ed-1/seq-1/>>

**Document 11: "Copper in Arizona"**

"True Copy of the Notes of Hon. Thomas E. Campbell (Written between 1934 and 1939)."  
Recollections: Governor Thomas E. Campbell - Bisbee Deportation. Accessed March 15,  
2015. [http://www.library.arizona.edu/exhibits/bisbee/docs/rec\\_camp.html](http://www.library.arizona.edu/exhibits/bisbee/docs/rec_camp.html).

Flesch-Kincaid Reading Level 15.3

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.)

**G**LOBE, 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 mechanic 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.

*Bisbee daily review*. (Bisbee, Ariz.), 03 July 1917. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84024827/1917-07-03/ed-1/seq-1/>>



# U. S. BARES KAISER AND I. W. W. PLOT

Federal Attorney Declares Arrest of "Wobbly" Organizer Proves Connection With German Government.

(By Review Leased Wire.)

**S**CRANTON, Pa., July 4.—Following the arrest today of Joseph Graber, 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. Graber, 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.

*Bisbee daily review*. (Bisbee, Ariz.), 05 July 1917. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84024827/1917-07-05/ed-1/seq-1/>>

These Bonds, Tied By Treason, Can Be Cut By Patriotism



Bisbee daily review. (Bisbee, Ariz.), 07 July 1917. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <<http://chroniclingamerica.loc.gov/lccn/sn84024827/1917-07-07/ed-1/seq-1/>>

**Document 13:** Yaqui Fight in Bear Valley (AZ) 10 January 1918

"Yaqui Fight in Bear Valley." *Huachuca Illustrated*: Vol 2, 1999. 15-19. Accessed March 15, 2015. [http://huachuca-www.army.mil/Files/History\\_Illustrated\\_BuffaloSoldiersPartII.pdf](http://huachuca-www.army.mil/Files/History_Illustrated_BuffaloSoldiersPartII.pdf).

Flesch-Kincaid Reading Level 8.0

Report of Col. Harold B. Wharfield and Cpt. Blondy Ryder, U.S. Army 10<sup>th</sup> Cavalry

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.



**Document 14:** Arizona World War One Alien Registration Records (Male) 1918

Record for Ludwig Hofmeister; Registration Affidavit of Alien Enemy, 2/6/1918 [Electronic Record]; Arizona World War One Alien Registration Records 1918, National Archives Record Group 21: Records of District Courts of the United States 1685-1991: National Archives at Laguna Niguel, CA [retrieved from <http://www.genesearch.com/genealogy-records/arizona.html>, March 15, 2015].

Flesch-Kincaid Reading Level 11.2

**UNITED STATES OF AMERICA**  
**Department of Justice**

**REGISTRATION AFFIDAVIT OF ALIEN ENEMY**

The registration affidavit must be filled in and sworn to in triplicate and accompanied by four unmounted photographs of the registrant, not larger than 3 by 3 inches in size, on this paper with light background. All four photographs should be signed by registrant across the face of the photograph so as not to obscure the face, if registrant is able to write. If registrant is unable to write, he must make his mark in the signature space and affix his left thumb print in the space indicated for the same opposite the signature space.

The affidavit need not be filled out before, but must be signed and sworn to before, a registration officer, who will fill in the description and take the finger prints of the registrant. All registration officers are authorized to administer the oath hereto to persons registering as alien enemies.

I, Ludwig George Hoffmeister hereby register as an alien enemy  
(Here insert name of registrant.)

at Lawell, Arizona and make the following statements  
(Place where affidavit signed and oath administered.)

and answers under oath:

- Name Ludwig George Hoffmeister All other names at any time used The  
Knack De ~~the~~ Coeur, The Original Iron Man  
(Here insert any other names used by registrant.)
- Present residence Lawell, Cochise County, Arizona  
(Street and number, city, town, county, State, and, if apartment house or tenement, the number of apartment or tenement.)
- Length of residence at the foregoing place Nov. 21, 1917  
(Here state date on which applicant began living at his present residence.)
- All other places of residence since January 1, 1914 Kansas City, Mo.  
(Here give particulars as to each of such places of residence.)
- Born in Marburg, Germany on Nov. 10-1884  
(Give city or town, province, and country of birth. Give date of birth.)
- Since January 1, 1914, employed by:

Name of place.	Date.	Occupation.	Name of employer.
Kansas City Mo.	until 4/1/14	Furniture repair	Schleifstein
Kansas City Mo.	July 1st 1905	Painting & Furniture Repair	Self
Adelia Kansas	Jan 1st 1905	Performer	Fred Widdellton
Phoenix Arizona	Nov 14 1912	Officer	worked for self since

7. I arrived in the United States Nov. 20th 1905 at the port of Port Ludlow Wash.  
(Date. State port.)

on ship Eugene A. Kincaid and applied for entry under the name of \_\_\_\_\_  
(State name.) (State name under which entry was made.)

8. (a) Name of father Max George Hoffmeister Living Don't know  
(Answer "Yes" or "No.")  
Residence of father, if living Reckia 14 Germany 74 Henricke st.

(b) Name of mother Babette Bueb Living Don't know  
(Answer "Yes" or "No.")  
Residence of mother, if living Reckia 14 Germany 74 Henricke st.

Signature of Registrant (To be filled in by registrant unless given name of registrant is printed in the space provided for the name of the registrant.)

0

27-1109



15. Have you since January 1, 1914, reported to or registered with a consul or representative of any country other than the United States for military or naval or other service? No (Answer "Yes" or "No.") If yes, state when and where and to whom and for what country and for what service

16. Have you ever been arrested or detained on any charge? No (Answer "Yes" or "No.") If yes, state when, where, and on what charges? Are you on parole? No (Answer "Yes" or "No.")

17. Have you a permit to enter forbidden areas? No (Answer "Yes" or "No.") If yes, 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 5th day of February, 1918  
Lawell Anderson  
L. M. Bailey (Registration officer.)  
Postmaster (Official title, police or post office.)



DESCRIPTION OF REGISTRANT.  
(To be filled in by registration officer.)

Age 34 years. Mouth medium  
Height 5 ft. 10 in. Chin pointed  
Weight 157 Hair light  
Forehead high Complexion fair  
Eyes Blue Face narrow  
Nose sharp  
Distinctive marks Scars on R. arm and left arm and hand  
Name Ludwig George Hoffmeister  
Address Lowell Arizona, Terr. Del.



12. Have you ever been naturalized, partly or wholly, in any country other than the United States? No If yes, state when and where and in what country

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

14. Has your present husband ever been naturalized either wholly or partly, 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 detained on any charge? If yes, state when, where, and on what charge. Are you on parole?

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

(18) Languages: 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 Klopping (Signature)

Left thumb print, if registrant can not write.

Sworn to before me this 20th day of June, 1918

at Cactus, Arizona

William C. Hyatt (Registration officer)

Postmaster (Official title, police, or post office or other title.)



DESCRIPTION OF REGISTRANT. (To be filled in by registration officer.)

Age 42 years 3 months. Mouth Full. Height 5 ft 9 in. Chin Round. Weight 125 lbs. Hair Brown. Forehead Full. Complexion Dark. Eyes Brown. Face Round. Name Pauline Klopping. Address Cactus, Arizona.

67-1113

**Document 16:** The Battle of Ambos Nogales 27 August 1918

"The Battle of Ambos Nogales." *Huachuca Illustrated*: Vol 2, 1999. 25 -27. Accessed March 15, 2015. [http://huachuca-www.army.mil/Files/History\\_Illustrated\\_BuffaloSoldiersPartII.pdf](http://huachuca-www.army.mil/Files/History_Illustrated_BuffaloSoldiersPartII.pdf).

Flesch-Kincaid Reading Level 8.8

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,

Employment, Jobs, Work, Mercantile Capitalism, Industrialism, Socialism, Fascism, Communism, Finance, Currency, Stock, Bond, Corporation, Credit, Gross Domestic Product, Economic Inequality, Gender Wage Gap, Poverty, Unemployment, Black Market, Smuggling, Contraband, Embargo, Fiscal Policy, Monetary Policy, Depression...

Politics

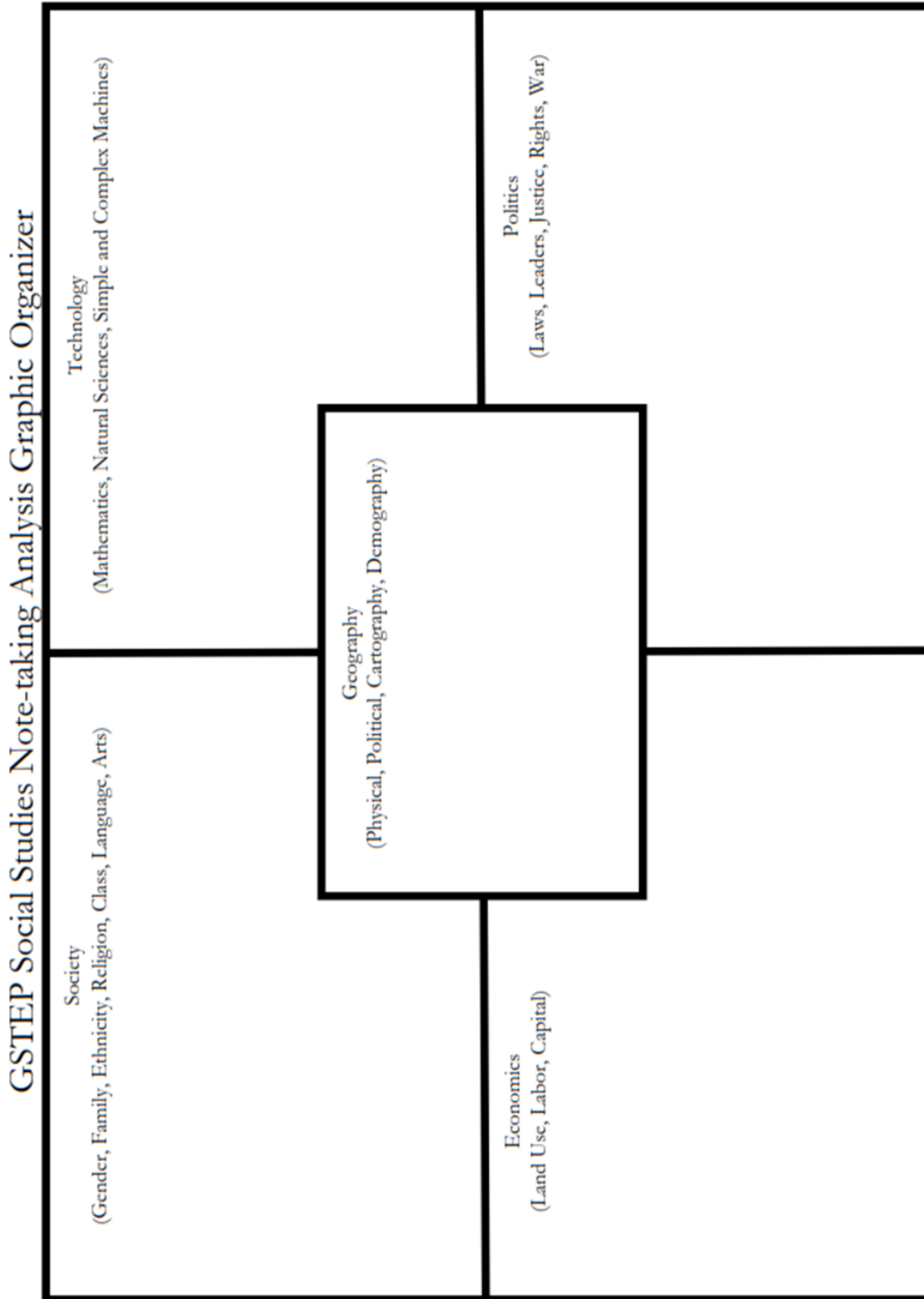
**Politics Defined:** science of government, concerned with guiding or influencing governmental [policy](#), concerned with winning and holding control over government, [political](#) actions, practices, or [policies](#); *especially* : competition between competing interest groups or individuals for 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

**Politics Search Terms:** Anarchy, Tribe, Chief, Monarchy, Oligarchy, Aristocracy, Theocracy, Republic, Democracy, Dictatorship, Code of Laws, Subject, Citizen, Parliament, Crusade, Jihad, War, Strategy, Tactics, Army, Infantry, Cavalry, Artillery, Navy, Political Party, Rebel, Revolution, Independence, Tax, Draft, Levee, Nationalism, Colonialism, Racism, Militarism, Alliance, Genocide, NGO, Humanitarianism...

# Appendix C: GSTEP Worksheet



Created by William C. Reimers, 2015.

# 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 Breughel’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

- "Pancho Villa on the Border." *YouTube*. King Rose Archives, 24 Jan. 2013. Web. 17 Mar. 2015. <https://www.youtube.com/watch?v=g58zPkStLMY>.  
Silent Film Footage of Pancho Villa in action. Fun to use in classroom to show technology innovation.
- *The Secret War in El Paso: Mexican Revolutionary Intrigue 1906-1920*. Perf. Louis R Sadler and Charles H Harris III. Library of Congress, 8 Sept. 2011. Web. 17 Mar. 2015. <https://www.youtube.com/watch?v=GMbyHXxUHdg>.  
This video delves deep into the facts, rumors, intrigues and mysteries of the U.S.-German-Mexican relationship. Worth watching for deeper content knowledge, esp about plot to assassinate Diaz and Taft, activities of Huerta.
- *WWI: The Zimmermann Telegram*. By Luis Fajardo. BBC News, 16 Nov. 2014. Web. 16 Mar. 2015. <https://www.youtube.com/watch?v=KKhgrCDkm0s>.  
Short news story summarizes some of the main legacies of the Zimmermann note on the U.S.-Mexico border region today. Very useful for class.

### Books

- Blum, Howard. *Dark Invasion: 1915: Germany's Secret War and the Hunt for the First Terrorist Cell in America*. New York: Harper Collins, 2014. Print.  
Outstanding spy thriller addresses roots of modern U.S. spycraft. Chapter 35 specifically addresses Huerta's plot to invade U.S.A.
- Tuchman, Barbara W. *The Zimmermann Telegram*. S.l.: Ballantine, 1985. Print.  
The classic on this topic. Especially relevant to Zimmermannland sections are pages 28-29, 96-115, 152-159, 168-189.
- The Fort Huachuca Museum, comp. "The 10th Cavalry at Huachuca 1917-1930." *Huachuca 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.