

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY**Louisiana Gumbo Lesson Resource**

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Title: In Search of Pancho Villa

Subject: Social Studies

Grade Level: 11

Overview:

Through this primary source lesson, students travel to the Mexican border in 1916 with New Orleans' famed Washington Artillery (141st Field Artillery today) in search of Pancho Villa. Students investigate the camp life and military experiences of American soldiers in Mexico. This lesson provides an introduction to the progression of 20th century warfare by allowing students to begin tracing the changes American soldiers encountered throughout the 20th century.

In his 1917 journal, Louis Eason, a member of the 141st Field Artillery, describes his service in General Pershing's 1916 raid into Mexico against Pancho Villa. Eason describes life in the military camp in Donna and McAllen, Texas.

Students use Eason's journal information to reconstruct military life in 1916. Suggested student products include short stories, letters from the front, timeline construction, and mapping exercises.

Approximate Duration: Can be varied to last from 1-3 days

Content Standards:

- **History: Time, Continuity, and Change**
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:

- **H-1A-H3**
interpreting and evaluating the historical evidence presented in primary and secondary sources;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

Grade 9-12

9. U.S. History: Evaluate and use multiple primary or secondary materials to interpret

historical facts, ideas, or issues
(H-1A-H3)

Interdisciplinary Connections:

- **English/Language Arts : Standard 5**
Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Educational Technology Standards:

- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making.

Objectives:

The student will

1. Select and use available/appropriate technology to access and analyze electronic primary artifacts stored in the LOUISiana Digital library database;
2. Examine a variety of primary and secondary sources concerning the U.S.-Mexican border disputes that involved American soldiers in an attempt to capture Pancho Villa;
3. Use reading comprehension skills and available technology to locate, select, and synthesize information from primary and secondary sources to acquire and communicate knowledge about events, ideas, and issues related to U.S involvement in the 1916 border disputes with Mexico;
5. Demonstrate historical perspective by participating in a class discussion concerning the political, social, and economic context of the United States' involvement in 1916 border disputes with Mexico.

Lesson Materials and Resources:

- Essay Rubric
- In Search of Pancho Villa Student Instructions
- Technology Tip: LOUISiana Digital Library Viewers
- Technology Tip: Viewing Documents in the LOUISiana Digital Library

Technology Tools and Materials:

Hardware:

Computer, Internet connection

Software:

Word Processing application such as MS Word, Timeliner (Optional)

Websites:

- [In Pursuit of Pancho Villa](#)
- [Louis Eason Journal](#)

Background Information:

Students should be familiar with the U.S.-Mexican border disputes involving Pancho Villa and General John J. Pershing. Important information includes: the demands of each, the general location of the fighting.

Significance of this lesson: The New Orleans Washington Artillery came into being prior to the United States first clash with Mexico, 1846-1848. Members of the Washington Artillery saw action in Mexico during both the 1846-48 war and the 1916 clash with Pancho Villa. During the early years of the twenty-first century, the Washington Artillery once again played a vital role in American military history as an artillery unit in the Middle East. Students may wish to visit the Washington Artillery's Internet information site to follow their progress and deployment at present.

Lesson Procedures:

Pre-Lesson Preparation

1. Provide students with background concerning the 1916-17 U.S.-Mexican involvement.
2. Make copies of In Search of Pancho Villa Student Instruction Sheet
3. Make plans for computer/Internet access for class

Lesson Procedure

1. Explain that students will investigate camp life for some American soldiers during the 1916 border dispute between the United States and Mexico. Introduce Louis Easton and distribute the In Search of Pancho Villa Student Instruction Sheet. Read and explain directions.
2. Ask students to use reading comprehension skills and available technology tools to read Eason's primary source journal. Explain that they will use the reading and appropriate technology tools to construct a chart concerning Eason's account of his time in service with the New Orleans Washington Artillery.
3. Debrief. Whole class discussion of chart entries. Students demonstrate historical perspective by participating in a class discussion concerning the political, social, and economic context of the United States' involvement in 1916 border disputes with Mexico.
 - a. Discuss the tone of the journal, asking students what they know to be true about Eason (who was he, where did he live prior to joining the military, what type of person was he, etc). Make a classroom list of student responses.
 - b. Ask students what questions they have about Eason (what do they NOT know about Eason).
 - c. Ask students to comment on any information they gathered concerning military engagements or actual combat from Eason's letter. (Note that there is little military action discussed in Eason's letter. Ask students if they know the reason for this?) [Note that this journal was written prior to U.S. involvement in WWI and WWII when the U.S. will see action against much stronger, more technologically advanced enemies.]
4. Instruct students to select one of the student products described on the In Search of Pancho Villa Student Instruction Sheet. Distribute rubrics. Provide adequate time for completion.
5. Ask students to share their product with the class.

Assessment Procedures:

1. Essay Rubric
2. Timeline and Map Rubric as listed on the In Search of Pancho Villa Student Instruction Sheet

Accommodations/Modifications:

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Whole class debriefing sessions
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback
- Visuals and manipulatives

Reproducible Materials:

- [Essay Rubric](#)
- In Search of Pancho Villa Student Instruction Sheet

Explorations and Extensions:

1. Compare and contrast military life for the Washington Artillery at the beginning of the 20th and 21st centuries.
2. Compare Eason's war journal with a journal entry from the European front in WWI.
3. Compare Eason's journal entry with extracts about camp life and duties along the front lines as described in Remarque's *All Quiet on the Western Front*.

Lesson Development Resources:

Richard, C.E. Louisiana: An Illustrated History. 1st ed. Baton Rouge: Foundation for Excellence in Education, 2003.

Pilcher, Jeffrey. Pancho Villa Rides into Mexican Legend; Or, The Cavalry Myth and Military Tactics in the Mexican Revolution. *Military History of the West* 26, no. 1 (Spring 1996)

Haldeen Braddy. *Cock of the Walk, Qui-qui-ri-qui!*: The Legend of Pancho Villa, (Albuquerque, NM: University of New Mexico Press, 1955)

In Search of Pancho Villa Student Instruction Sheet

Primary Source: [Louis Eason's recollections of duty on the Mexican border](#)

Directions:

1. Read Eason's account of his time in service with the New Orleans Washington Artillery. Create a chart on which you take notes concerning the following topics
 - Officers,
 - Camp Life (food, housing, etc),
 - Vocabulary (words that have different meanings from today's usage or words that are new to you),
 - Duties or Jobs,
 - Locations
2. The humorous, conversational tone of the journal allows the reader to clearly envision Eason's camp life. Use Eason's journal information and available technology to produce **one** of the following items.
 - a. You are Louis Eason. Write a letter to your parents describing your time in service. [You must include at least 1 fact for each of the chart headings (see #1)]
 - b. You are an "imbedded journalist" traveling with the Washington Artillery. Use Eason's account to write a newspaper article in which you discuss the American military's experiences along the Mexican border. [You must include at least 1 fact for each of the chart headings (see #1)]
 - c. You are an author and you are writing a book about soldier's experiences through history. Use Eason's journal to write a brief chapter about American military life in 1916. [You must include at least 1 fact for each of the chart headings (see #1)]
 - d. You are a playwright. Use Eason's journal to write a play about American military life in 1916. If time allows, ask students to volunteer to play each part and produce/present your play. [You must include at least 1 fact for each of the chart headings (see #1)]
 - e. You are the historian for the Washington Artillery, and you have been asked to create a map and timeline of regimental action during the 1916-17 engagement along the Mexican border. Use available Internet resources to locate the places mentioned by Eason, to prepare a regimental map. Use events described by Eason to create a timeline account of his journal.

In Search of Pancho Villa

Map Rubric:

Produce a map that

5	<ul style="list-style-type: none"> • <i>Displays and explains</i> 3 locations mentioned by Eason. Locations should be clearly marked. • Map should be neatly labeled with major identifying physical features (rivers, mountains, large cities). • Provide a key that explains symbols and/or colors used on map.
3	<ul style="list-style-type: none"> • <i>Displays and explains</i> 3 locations mentioned by Eason. Locations should be clearly marked. • Contains few major identifying physical features (rivers, mountains, large cities). • Key provides some information but details are sketchy
1	<ul style="list-style-type: none"> • <i>Displays and explains</i> fewer than 3 locations mentioned by Eason. Locations should be clearly marked. • Contains few major identifying physical features (rivers, mountains, large cities) • Key is very incomplete

Timeline Rubric

Timeline should contain

1. The beginning and ending dates (if available) for Eason’s journal.
2. The date for the beginning of World War I.
3. The date U.S. forces became involved in WWI.
4. The date for the end of WWI.
5. All dates should be explained either on the timeline by the dates or using a timeline key.

5	<ul style="list-style-type: none"> • Contains all required information • Neatly prepared • No spelling errors
3	<ul style="list-style-type: none"> • Contains most required information • Neatly prepared • No spelling errors
1	<ul style="list-style-type: none"> • Contains little required information • Lacks neatness • Many spelling errors