

Jerome Deportation and the Role of Mexican Miners

Goals: To focus on the Progressive Era and its effects in Arizona specifically related to mining, immigration, and labor unions.

Objectives: Students will be able to analyze primary source documents, identify causes of labor unions, and evaluate union influence among Mexican miners in Jerome, Arizona.

Grade level: 7-12

Materials:

Computer lab
Document Analysis Worksheets
Peer Evaluation rubric
Background readings and textbooks
Drawing paper
Colored pencils, markers

Procedures:

Present background information to the class:

Review the impact of World War I and the changes it brought to the American economy. Also review with students the Russian Revolution and the rise of union's world wide.

"By May of 1917 all of the twenty or so mines in Jerome were affected by strikes. The strikes that led to the deportation were complicated by the rivalry between the IWW and the AFL's Mine Mill and Smelter Workers (MMSW). The power struggle between them left the working-class community in the district bitterly divided. A third labor union, the Liga Protectora [sic], Latina representing about 500 Mexican miners, complicated the mix with their own demands."

From : <http://www.azjerome.com/pages/jerome/wobblies.htm>

The following activities may be modified depending on a particular grade level or class accommodations.

Activity 1: Background and Circumstances

1. Read: <http://www.azjerome.com/pages/jerome/wobblies.htm>
2. Use the preceding reading and textbook to answer the following

Vocabulary

Industrial Revolution
Strike
Union
IWW / Industrial Workers of the World
Metal Mine Workers Industrial Union
Knights of Labor
United Verde Copper Company

Identify

Eugene Jerome
La Liga Protectora Latina
Wobblies
AFL Mine Mill and Smelter Workers
Jerome deportation

Questions

Why did World War I create a demand for copper?
As copper demand increased, what did the miner's want in return?

Activity 2: Primary Source photograph

Study the following photograph from [Cline Library Colorado Plateau Digital Archives](#) and use the readings from above.

Use the “photograph analysis worksheet” from the [National Archives Teaching With Documents](#).

[Loading the Wobblies or I.W.W., 1917.](#)

1. Who was in charge of the deportation?
2. Which group of miners was actually deported?
3. Why were the Mexican American miners not deported?
4. Would the Mexican workers strike? Why or why not?
5. What is your opinion of the Jerome deportation?

Activity 3: Jerome Journalists

Consider team teaching this project with an English or Journalism teacher.

You are a reporter covering the mining town of Jerome, Arizona. This is a "new" town, part of the wave of the mining rush to the west. You begin to notice the

diversity of the miners and wonder where they came from and why are they here. Then you notice the influence of unions.

You and your partner will be writing a series on the Mexican workers in Jerome. Your newspaper should be written in a two column format (use Microsoft Word, Adobe Pagemaker or other similar program). Each article and editorial should be a minimum of 8 paragraphs and include information from your previous research. Your political cartoon can be hand drawn. If you choose to use a graphics program (such as Illustrator), show a hand drawn rough draft first.

1. **Front Page:** Report on the "Wobblies" influence in Arizona. How do the Mexican workers react to them?
2. **Close Up:** What is the role of the La Liga Protecora Latina?
3. **Political cartoon** that depicts the status of Mexican miners in Jerome. Analyze your cartoon using the [Cartoon Analysis Worksheet](#) from the National Archives.
4. **Editorial** – Your opinion: What is the best course of action for Mexican miners? Explain your opinion and support it with facts from your research.

Extension:

Watch "Los Mineros"

Discuss the differences between the Jerome and Morenci-Clifton experiences.

Assessment:

Use the newspaper project as an assessment and have the group partners assess each other. Assign points for each section as necessary for your class.

One Front Page article _____
One Close Up article _____
Political cartoon analysis _____
Editorial _____
Proofreading partner article, interview, and cartoon _____
Completed Newspaper _____
Peer Evaluation _____

Teacher Resources:

Video: Los Mineros (Galan Productions for the American Experience): Tells of the Mexican American miners in the Morenci and Clifton Regions. Cline Library call number: VT 2907

<http://www.archives.gov/education/lessons/> - Teaching With Documents, National Archives.

<http://www.iww.org/> Industrial Workers of the World website.

<http://www.clements.umich.edu/Photos/HK/Jerome.html> Jerome, Arizona Mining Collection in the William L. Clements Library at the University of Michigan

Byrkit, James W. (1982) *Forging the Copper Collar: Arizona's Labor-Management War of 1901-1921*. Tucson: University of Arizona Press. HD6515.M72 B563 1982

Dorich, Thomas J. , *A socioeconomic portrait of Jerome, Arizona, 1877-1935*, Arizona State University, 1996 – PhD dissertation.

Kluge, James R. (1972). *The Clifton-Morenci Strike: Labor Difficulty in Arizona 1915-1916*. Journal of American History, Vol. 59(1): pp. 181-182. E171 .M57

McBride, Jim (1978). *Deportation at Jerome : the reaction to militant unionism in a western mining camp Jim McBride*. Tempe, Ariz. Scottsdale Corral of the Westerners by Publication Services, Inc. F819.J4 M346 1978

McBride, James P. (1975). *The Liga Protectora Latina: A Mexican-American Benevolent Society in Arizona*. Journal of the West, vol. 14(4): pp. 82-90. F591.J65

Mellinger, Phil (1992). *The men have become organizers: Labor conflict and unionization in the Mexican mining communities of Arizona 1900-1915*. Western Historical Quarterly 23 (3), 323-347. F591 .W464

United Verde Copper Company Collection, Cline Library Special Collections and Archives, Box 199 folders 35-39, Correspondence. NAU.MS.199

This lesson correlates to the following Arizona Social Studies standards:

7th grade

Strand 1: Concept 7: Emergence of the Modern United States

PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.

PO 2. Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.

PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).

PO 4. Discuss the relationship between immigration and industrialization.

PO 5. Analyze the impact of industrialization on the United States:

- a. rural to urban migration
- b. factory conditions
- c. unions
- d. influence of big businesses

PO 6. Describe the following Progressive Reforms that resulted from the Industrial Revolution:

- a. labor unions
- b. Women's Suffrage
- c. trust busting
- d. conservation of natural resources
- e. Temperance Movement

PO 7. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.

Strand 2: Concept 1: Research Skills for History

PO 1. Construct charts, graphs, and narratives using historical data.

PO 2. Interpret historical data displayed in graphs, tables, and charts.

PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.

PO 4. Formulate questions that can be answered by historical study and research.

PO 5. Describe the relationship between a primary source document and a secondary source document.

PO 6. Determine the credibility and bias of primary and secondary sources.

PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.

PO 8. Describe two points of view on the same historical event.

Strand 3: Concept 3: Functions of Government

PO 2. Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).

High school

Strand 1: Concept 7: Emergence of the Modern United States

PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century:

- a. mass production
- b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act)
- c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver)
- d. labor movement (e.g., Bisbee Deportation)
- e. trade

PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:

- a. Civil Rights issues (e.g., Women's Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson)
- b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)
- c. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws)
- d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)
- e. consumerism (e.g., advertising, standard of living, consumer credit)
- f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores).

PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:

- a. Indian Wars (e.g., Little Bighorn, Wounded Knee)
- b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)
- c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)
- d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)
- e. corruption (e.g., Tammany Hall, spoils system)
- f. World War I (e.g., League of Nations, Isolationism)
- g. Red Scare/Socialism
- h. Populism