



# Beyond Fronteras

The Story of Arizona's Santa Cruz County

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## \* LESSON PLAN \*

### **B8. What is the Significance of the 1918 Battle of Ambos Nogales?**

The Mexican Revolution, World War I, and the First U.S.-Mexico Border Fences

**Carlos Francisco Parra, PhD**

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### **Lesson Plan for U.S./Arizona History (High School Level)**

#### **Applicable Arizona History and Social Science Standards**

History and Social Science Standards available as PDF documents by grade band on the Arizona Department of Education website<sup>1</sup>

<b>Grade Band</b> <b>9-12 (High School)</b>	<ul style="list-style-type: none"><li>• <b>HS.SP3.3</b> – Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations</li><li>• <b>HS.H2.1</b> – Explain multiple causes of conflict.</li><li>• <b>HS.H2.3</b> – Evaluate the short- and long- term impacts of conflicts and their resolutions.</li></ul>
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<sup>1</sup> "Arizona History and Social Science Standards," *Arizona Department of Education* (<https://www.azed.gov/standards-practices/k-12standards/standards-social-studies>)

## Lesson Objectives

- Students will recognize the causes and effects of the 1918 Battle of Ambos Nogales and its relevance to the local community today
- Students will expand their comprehension of World War I (1914-1918) and the Mexican Revolution (1910-1920) using local history as a culturally-relevant reference point
- Students will understand the differences between primary and secondary sources of information

## Learning Outcomes

- Students will critically analyze the history of the 1918 Battle of Ambos Nogales via a **reading activity, analysis of primary documents, and discussion with peers**
- Via **readings** and **in-class discussion**, students will be able to identify how the Mexican Revolution and World War I (as larger regional and global conflicts) affected the local community of Nogales during the 1910s
- Through **in-class discussion** and a **written reflection**, students will also be able to identify and question how the border conflicts of the 1910s shaped the development of Nogales to the present in regard to the U.S.-Mexico border

## Duration of Lesson:

1 Day of a 55-Minute Class Period (High School-level social studies period)

## Key Concepts

- August 27, 1918, Battle of Ambos Nogales between U.S. Army and Mexican combatants profoundly transformed the two cities and led to the two (or “*ambos*”) Nogales becoming the first U.S.-Mexican border cities permanently divided by border fences
- 4 U.S. deaths; 13-129 Mexican deaths
- The 1918 Battle of Ambos Nogales was the result of rising tensions along the border during the decade of the Mexican Revolution and the U.S. entry into World War I
- Primary and secondary sources about the Battle of Ambos Nogales vary, although primary sources from the 1910s in both the United States and Mexico point to the tense atmosphere along the border during that time

## **Key Terms**

- **Mexican Revolution** – a series of civil wars in Mexico from 1910-1920 aimed at creating political and social equality. The Mexican Revolution also led to violence along the U.S.-Mexican border and the immigration of hundreds of thousands of *mexicanos* into the United States
- **factions** – competing political groups
- **World War I** – a 1914-1918 global conflict between Imperial Germany and the Allied Powers; the U.S. fought against Germany from 1917-1918
- **primary sources** – written or verbal testimony of an event by direct witnesses
- **secondary sources** – testimony of an event by persons who did not directly witness it
- **combatants** – person fighting in armed conflict
- **corroborate** – prove
- **Corrido** – a form of Mexican musical storytelling via song; gained popularity during Mexican Revolution
- **Corrido de Nogales** – a storytelling song about the Battle of Ambos Nogales composed by unknown Mexican artists; different versions of the Corrido de Nogales exist

## **Supplies Needed**

- Research Article “What is the Significance of the 1918 Battle of Ambos Nogales?” by Carlos F. Parra (<https://beyondfronteras.org/nogalepedia/b/b9-what-is-the-significance-of-the-1918-battle-of-ambos-nogales/>)
- Notebooks and Writing Utensils OR Student Laptops
- Teacher’s Computer and Overhead Projector
- Beyond Fronteras sign-in sheets (optional)

## **Student Deliverables (for Measuring Student Learning)**

Notes/Reflection submitted as a paper copy or MS Word/Google Document online at the end of class

**Brief Lesson Plan Developer Bio**

Carlos Francisco Parra is a native Nogalian, former Nogales High School teacher, and an inaugural University of Arizona Presidential Postdoctoral Fellow. Currently he is an Assistant Professor in the University of Arizona Department of History.



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# \*\*\* Lesson Plan \*\*\*

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## Pre-Lesson Activities

Time Required	Description of Activities
5-10 Minutes	<p>As students enter class, the teacher will have PowerPoint slides on an overhead projection with the following prompts:</p> <p>“List 3 Things You Know About the US-Mexico Border in Nogales”</p> <p>“What do you know about the 1918 Battle of Ambos Nogales?”</p> <p>“List 3 questions you have about the 1918 Battle of Ambos Nogales”</p> <p>Students will write the question and answer each prompt on either a sheet of paper or a Google Docs (or other) online file which will be submitted at the end of class. Students will work independently on the prompts.</p> <p>The students will have previously studied the Mexican Revolution and World War I in this course.</p>
5-7 Minutes	<p>After 5-10 minutes, the teacher will reconvene the students for a class discussion to orient students’ attention to the topic. The teacher may write some of the students’ responses on the board or on a Google Doc shown over the projector</p> <p>The day’s main question is “What is the Significance of the 1918 Battle of Ambos Nogales?” (all discussions should be in service of answering this larger question)</p>

## Main Lesson Activities

Time Required	Description of Activities
5-10 Minutes	<p>The teacher will then deliver a 10-minute lecture (with PowerPoint slides) on the historical background for the 1918 Battle of Ambos Nogales, focusing on primary documents discussed in the accompanying research article. The PowerPoint should make ample use of visual aids to help ELL students and students with special learning needs. The purpose of this activity is to help the students stay focused when conducting the following reading activity.</p>
15-20 Minutes	<p>After the lecture, the teacher will have the students work in pairs and read the article “What is the Significance of the 1918 Battle of Ambos Nogales?” by Carlos F. Parra (<a href="https://beyondfronteras.org/nogalepedia/b/b9-what-is-the-significance-of-the-1918-battle-of-ambos-nogales/">https://beyondfronteras.org/nogalepedia/b/b9-what-is-the-significance-of-the-1918-battle-of-ambos-nogales/</a>)</p> <p>Students will switch turns reading at the end of each paragraph. As they move through the article, they will both write short bullet-point notes summarizing the most important point of each paragraph (the students’ notes may be the same given the teamwork involved here). Students will also identify key terms and write their definitions into their notes as they progress through the reading. These terms may be reviewed in a future class.</p> <p>The teacher may shorten the reading to ensure there is enough instructional time for the whole lesson.</p>
5-7 Minutes	<p>With the reading completed, the teacher will ask different students what were some of the most significant ideas conveyed in the reading by asking them to read the notes they just took. This is an opportunity to get quieter students to speak up in class. Additionally, this is an opportunity for the teacher to clarify points that were unclear in the reading and earlier lecture.</p>



	permits, students should write a 2-3 sentence short reflection summarizing what they learned that day.
CLASS ENDS	As the class adjourns, students will either email/submit their electronic documents or will submit their handwritten paper notes to the teacher on their way out from the classroom.



**A Thank You to Our Santa Cruz County Teachers!**

Thank you for your consideration of our K-12 local history curriculum!

**Thank you for making  
history with us!**



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