



Wobblies, Strikers, Vagrants & Other Undesirables: The *Bisbee Deportation of 1917*

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Grade Level High School
Duration 2 class periods

National Geography Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface
13. How forces of cooperation and conflict among people influence the division and control of earth's surface.

AZ Standards

ELA

Reading

Key Ideas and Details

11-12.RI.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.
11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing

Production and Distribution of Writing

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

HS.H2.1 Explain multiple causes of conflict.
HS.H2.2 Analyze approaches to conflict management and resolution.

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.5 Explain how different labor systems developed and affected societies over time.

Overview

Labor markets and the labor movement have played a prominent role in shaping the development of the

United States as a leading world power – culturally, economically, politically, and militarily. The late 19th and early 20th century was a time of great change and challenge for both management and unions.

Arizona's role in this time of peril and opportunity, roughly from the 1890s to the 1920s, can be better understood by examining the events leading up to and following the Bisbee Deportation of 1917.

Purpose

In this lesson students will gain a better understanding of the relationship between geography and history by examining the Bisbee Deportation in terms of push and pull factors and the impact of forced migrations.

Materials

- Teacher Reading: *An Overview of the Bisbee Deportation*
- *The Struggles of Labor* reading (homework assignment prior to lesson on Bisbee)
- PowerPoint of 3 photos
- Photo Analysis Worksheet
- Map of U.S. West
https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/DeMasiBisbee_abbrev/US%20West_blank%20map.pdf
- Bisbee Deportation Documents Contributed by Cochise County Clerk of the Superior Court--About the Bisbee Deportation Documents By Wes Patience and Judy Tritz
- Bisbee Deportation of 1917 (T-Chart)
- Historical Events and Bisbee (extension idea)

Objectives

The student will be able to:

1. Describe preceding events and effects and outcomes of the labor-management conflict and deportation.
2. Identify push and pull factors in this historical event.
3. Identify how this migration of workers impacted Bisbee and the communities that received the workers.

Procedures

Prerequisite Skills/Prior Knowledge: *Students should have basic understanding of the labor markets, labor union movements, and labor-management conflicts in American history through the late 18th and 19th centuries or have the students read *The Struggles of Labor* as homework.*

SESSION ONE

1. **Anticipatory Set:** Teacher will review briefly with students how to examine a photograph as a primary source. Distribute copies or use as a PowerPoint presentation photos #1, 2, and 3. Students will analyze for clues to the issues, events, location or setting, time frame, and participants (including discrepancies and inconsistencies). Ask students to individually identify and list key questions and inferences they have about the photos. Have them follow this simple guide:

1. I see . . .
2. The photo suggests to me . . .
3. I wonder if . . .

2. Students (individually, whole class, or in groups) are to read Bisbee Deportation Documents Contributed by Cochise County Clerk of the Superior Court--About the Bisbee Deportation Documents By Wes Patience and Judy Tritz. Discuss key points to clarify each section.

SESSION TWO

3. Have students complete the Bisbee Deportation of 1917 (T-Chart).
4. Have groups label a blank map of the U.S. West with Bisbee, its neighboring cities, geographic features, and showing the route the deportation train followed from Warren to Hermanas and Columbus, New Mexico.
5. Have the students write a summary identifying at least 2 push and 2 pull factors (Pull- Why would the miners want to stay? Push-Why would they want to leave?) based on what they know about the Bisbee Deportation. How did the forced migration change Bisbee in 2 ways? How did it impact New Mexico in 2 ways?

Assessment

Geography and ELA

The Photo Analysis Worksheet and the Student Bisbee Deportation of 1917 (T-Chart) from can be graded for completeness and accuracy. A score of 80% or higher will be considered mastery.

The summary can be graded for accuracy: 2 points each for push and pull factors, 2 points each for ways forced migration impacted Bisbee and New Mexico. Mastery will be considered 6 correctly answered out of the 8 points possible.

Geography

The map created can be graded for:

- an accurate location of Bisbee
- labeling neighboring communities
- geographic features

- the route of travel from the Warren ballpark field to Hermanas and Columbus, New Mexico

Mastery will be considered 80% or higher.

Extensions

Have students create an illustrated timeline with 10 important dates. Photos can be drawn or downloaded from the Internet.

Sources

Bisbee Deportation Documents courtesy of Cochise County Clerk of the Superior Court.

Photographs used in photo analysis (as *pdf*, *jpg*, or *png*) are provided courtesy of the Arizona Historical Society – Tucson or are the property of the author; permission is granted to educators for classroom use.

A Brief History of Bisbee by Gary Dillard; Frontera House Press, 1994.

Arizona, a History by Thomas E. Sheridan; University of Arizona Press, 1995.

Arizona Pageant: A Short History of the 48th State by Madeline Ferrin Paré; Arizona Historical Foundation, 1965.

Bisbee, Queen of the Copper Camps by Lynn R. Bailey; Westernlore Press, 1983.

Colorado's War on Militant Unionism: James H. Peabody and the Western Federation of Miners by George G. Suggs, Jr.; Wayne State University Press (1972).

Economic Geography (April 1950); 94-104. A Typology of Arizona Communities by Wilfrid C. Bailey.

Forging the Copper Collar: Arizona's Labor-Management War of 1901-1921 by James W. Byrkit; University of Arizona Press, 1982.

Hard Places: Reading the Landscape of America's Historic Mining Districts by Richard V. Francaviglia; University of Iowa Press, 1991.

Journal of Arizona History 18 (Summer 1977): 149-170. The IWW in Wartime Arizona by James W. Byrkit.

Journal of Arizona History 23 (Autumn 1982): 267-298. Copper Mining and Landscape Evolution: A Century of Change in the Warren Mining District, Arizona by Richard V. Francaviglia.

Southwest: Three Peoples in Geographical Change 1600-1970 by D. W. Meinig, 1971.

The Story of Mining in Bisbee by George F. Leaming; Free Geos Library, 1998.

Website Resources

<http://www.ohiohistorycentral.org/entry.php?rec=644&nm=Wobblies>

http://www.historylink.org/essays/output.cfm?file_id=2016

<http://etc.usf.edu/maps/pages/2700/2780/2780.htm>

<http://www.firstworldwar.com/source/zimmermann.htm>

http://wwi.lib.byu.edu/index.php/The_Zimmerman_Note

<http://www.globalsecurity.org/military/ops/bisbee-deportation.htm> (accessed 9-1-08)

<http://query.nytimes.com/search/sitesearch>

<http://www.pbs.org/wgbh/amex/wilson/>

<http://www.afcio.org/aboutus/history/history/timeline.cfm>

<http://www.fcx.com/metals/fmi/index.html>

<http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf>

<http://www.library.arizona.edu/exhibits/bisbee/docs/092.html>

<http://www.library.arizona.edu/exhibits/bisbee/docs/092.html>

<http://www.georgemeany.org/archives/teachers.html>

For More Reading Book List

<http://www.centerforworkingclassstudies.org/uploads/Documents/LaborHistory.htm#BOOKS> (accessed 9-1-08)

Cleland, Robert Glass, *A History of Phelps Dodge: 1834-1950*, New York: Alfred A. Knopf, 1952.

Durham, G. Robert, *Phelps Dodge Corporation: "Proud of Its Past, Prepared for the Future,"* New York: The Newcomen Society of the United States, 1989.

Navin, Thomas R., *Copper Mining & Management*, Tucson: University of Arizona Press, 1978.

Presbyterian Copper," *Fortune*, July 1932.

Selected Films on Labor History

Out of Darkness: the Mine Workers' Story

Directed by Barbara Kopple and Bill Davis with music by Tom Juravich. (1990, 100 min.)

Salt of the Earth

Classic 1953 film about a New Mexico miners' strike with most of the roles played by the strikers and their families. (94 min.)

The Pageant of the Paterson Silk Strike

Performance poet Chris Chandler meditates on the 1913 IWW strike from the point of view of an 8 year old boy in a photograph. With David Roe on piano. (2007, 15 min)

The Devil's Miner

An astonishing portrait of two brothers, 14-year-old Basilio and 12-year-old Bernardino, who work deep inside the silver mines of Cerro Rico, Bolivia. (2005, 82 min)