

The Arizona Historical Society has provided the following lessons for teachers using primary sources from our collections. The lessons take the Arizona History and Social Studies Standards into consideration. Customized primary source sets can be arranged based on a variety of topics other than the Bisbee Deportation.

A visit to the Library is not required to complete the lesson activities but highly encouraged for Middle/High school students. Various primary sources can be pulled or pre-selected to help guide research, for more information on our collections please visit. Primary sources may also be found online. Here are some great places to start:

-Arizona Historical Society Digital collections:

https://azhsarchives.contentdm.oclc.org/

-Arizona State Library and Archives, Arizona Research Topics:

https://azmemory.azlibrary.gov/nodes/view/45030

-Library of Congress, Primary Source Material sets:

https://www.loc.gov/classroom-materials/?fa=partof type:primary+source+set

The Libraries & Archives Division collects published and unpublished material of enduring historical value that allows researchers to explore Arizona's economic, political, social, and cultural heritage. Formats include manuscripts, photographs, diaries, letters, oral histories, sound recordings, moving images, microfilm, maps, books, and digital files.



Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

HS.SP3.3 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.

Primary Source Lesson Plan

Bisbee Deportation Overview

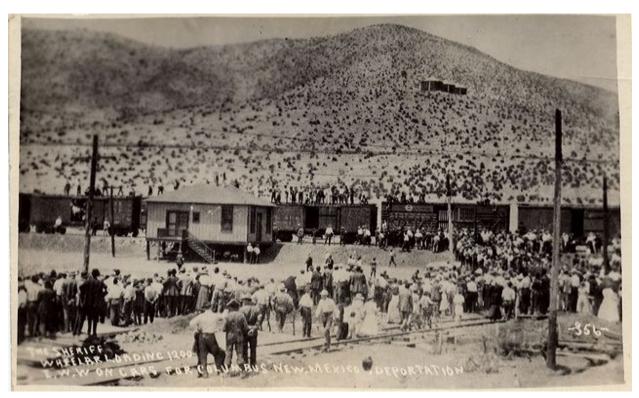
The Bisbee Deportation was the illegal kidnapping and deportation of about 1,300 striking mine workers, their supporters, and citizen bystanders by 2,000 members of a deputized posse, who arrested these people beginning on July 12, 1917. The action was orchestrated by Phelps Dodge, the major mining company in the area, which provided lists of workers and others who were to be arrested in Bisbee, Arizona, to the Cochise County Sheriff, Harry C. Wheeler. These workers were arrested and held at a local baseball park before being loaded into cattle cars and deported 200 miles to Tres Hermanas in New Mexico. The 16-hour journey was through desert without food and with little water. Once unloaded, the deportees, most without money or transportation, were warned against returning to Bisbee.

As Phelps Dodge, in collusion with the sheriff, had closed down access to outside communications, it was some time before the story was reported. The company presented their action as reducing threats to United States interests in World War I in Europe. The Governor of New Mexico, in consultation with President Woodrow Wilson, provided temporary housing for the deportees. A



presidential mediation commission investigated the actions in November 1917, and in its final report, described the deportation as "wholly illegal and without authority in law, either State or Federal." Nevertheless, no individual, company, or agency was ever convicted in connection with the deportations.

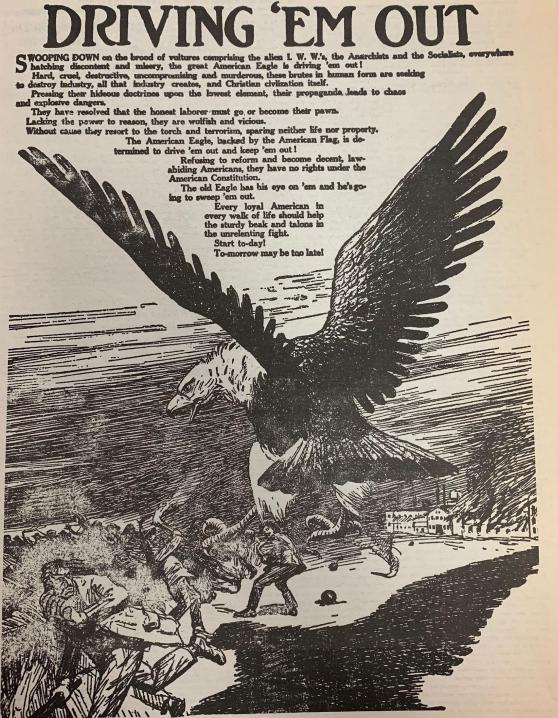
Source 1: Photo File



Striking miners and others were deported from Bisbee on the morning of July 12, 1917. The men are boarding the cattle cars provided by the El Paso and Southwestern Railroad.



DRIVING 'EM OUT





Source 2: Ephemera File

Transcription of text: "Swooping down on the brood of vultures comprising the aliens, I.W.W.'s, the Anarchists and the Socialists, everywhere hatching discontent and misery, the great American Eagle is driving 'em out! Hard, cruel, destructive, uncompromising and murderous, these brutes in human form are seeking to destroy industry, all that industry creates, and Christian civilization itself. Pressing their hideous doctrine upon the honest element, their propaganda leads to chaos and explosive dangers. They have resolved that the honest laborer must go, or become their pawn. Lacking the power to reason, they are wolfish and vicious. Without cause they resort to the torch and terrorism, sparing neither life nor property. The American Eagle, backed by the American Flag, is determined to drive 'em out and keep 'em out! Refusing to reform and become decent lawabiding Americans they have no rights under the American Constitution. The old Eagle has his eye on 'em and he's going to sweep 'em out. Every loyal American in every walk of life should help the sturdy beak and talons in the unrelenting fight. Start today! Tomorrow may be too late!"

Source 3: Book

The great Bisbee IWW deportation of July 12, 1917 / [Rob E. Hanson]

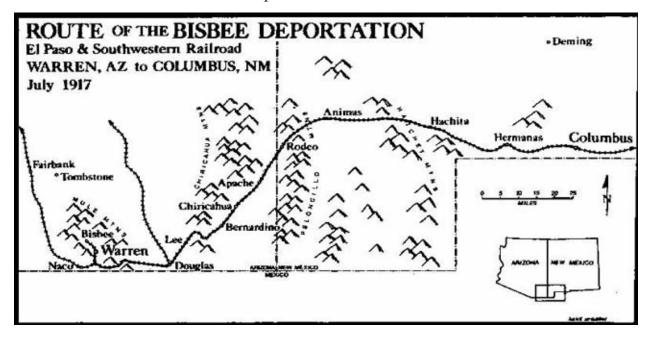
Hanson, Rob E. The Great Bisbee IWW Deportation of July 12, 1917. Bisbee, AZ :Signature Press, 19801989.

Contains letter on letterhead of State of Arizona Department of Library, Archives and Public Records regarding the Archives Division having materials relating to this event, dated January 28, 1994.

"A compilation of the events that took place from newspapers, magazines, photographs, official records and the accounts of some of the participants".--cover.



Source 4: Route of the Bisbee Deportation



Page 212, from Forging the Copper Collar: Arizona's Labor Management War of 1901-1921, by James W. Byrkit.



Source 5: Picture



Bisbee deportation of IWWs, July 12, 1917. Assembled at the ballpark, men in bleachers.

Source 6: Newspaper





Inquiry Questions:

The later history of American deportations of alleged radicals and other undesirables from the country did not follow the precedent of Bisbee and Jerome, which were considered vigilante actions by private citizens. Instead, later deportations were authorized by law and executed by government agents. What effects do you believe may have resulted from the Bisbee deportation?

Activities:

- Choose a random primary source from the set to analyze using the Crop It Method. http://teachinghistory.org/teaching-materials/teaching-guides/25697
- Utilize the Library of Congress' recommendations for analyzing primary sources https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing Primary Sources.pdf
- Have students discuss the contrasting points of view that were prevalent during the Bisbee Deportation. Use primary sources to facilitate conversation.
- Review the differences between primary and secondary sources.
- Discuss what primary sources can add to research?
- What problems do primary sources pose? Bias? Quality of memory? Who is speaking? Relationship of document to the event.
- What problems do secondary sources pose? Bias? Quality of sources used? Experience of the author.
- Is there a difference between a web primary source and print primary source?