

America on the World Stage
Teacher Scholars Program

Title: Roots of Rebellion-Perspectives of Revolt

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Key Words: Pueblo Indians, Sepoy Rebellion, Pueblo Revolt of 1680

Grade Level: 9-10

Time Allotted: 90 minutes

Lesson Overview	Roots of Rebellion is a historical investigation in which students identify and describe the major events and causes of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857. Using the wikisite, they analyze and evaluate perspectives of each revolt. They then categorize the causes of each rebellion according to the themes of environment, culture, politics, economy, and society.
Guiding Question(s)	• What were the causes of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857? • What were the perspectives of each rebellion?

Learning Objectives (SWBAT)

- Students will be able to identify and describe the major events and causes of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857.
- Students will be able to analyze and evaluate perspectives of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857.
- Students will be able to categorize the causes of each rebellion according to the themes of environment, culture, politics, economy, and society.
- Students will be able to connect religious influences as being the triggers for rebellion in both the Pueblo Revolt and the Sepoy Rebellion.

Standards of Learning & Essential Historical Skills Taught

SOL WHII.9. The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

e) assessing the impact of European economic and military power on Africa and Asia, with emphasis on the competition for resources and the responses of colonized peoples.

Historical Analysis and Interpretation

- Students will read, interpret, and analyze primary and secondary sources of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857. They will utilize these sources to compare causes and perspectives of the rebellions.

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Historical Research Capabilities

- Students will evaluate the point of view and question the credibility of sources as constructing the causes of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857.

Historical Issues-Analysis and Decision Making

- Students will identify issues and problems in the perspectives and point of view of the Pueblo Indian Revolt of 1680 and the Sepoy Rebellion of 1857.

Assessment Tool(s):

- The Roots of Rebellion Do Now pre-assesses student understanding of revolts in general and encourages students to make connections between revolts they know about and the Pueblo Revolt and Sepoy Rebellion.
- The History Frame Mapping Organizer assesses student synthesis of his/her assigned rebellion.
- The Perspectives of the Revolt Sharing Organizer checks student understanding of the different points of view of each conflict.
- Causes of the Pueblo Revolt of 1680 and Sepoy Rebellion of 1857 Thematic Maps assess student understanding of the various causes of the revolts in relation to overarching categories.
- Finally, the exit slip (revisiting the Do Now) assesses student synthesis of their assigned revolt.

Materials/Resources

- Lesson 1 Plan with Notes
- Perspectives of Rebellion Lesson One PowerPoint
- Rebellion Do Now
- Website <http://rootsofrebellion.wikispaces.com>
- Pueblo Revolt Organizers Packet
 - o History Frame Mapping Graphic Organizer-Pueblo Revolt
 - o Perspectives of the Pueblo Revolt Expert Organizer
 - o Perspectives of the Pueblo Revolt Sharing Organizer
- Pueblo Revolt Perspectives Packet (in lieu of website)
 - o Document A: Trouble for the Spanish
 - o Documents B: Colonial Leaders
 - o Document C: Otermín Excerpt
 - o Document D: Spanish Settlers
 - o Documents E-G: Pueblo Indians
 - Document E Popé excerpts
 - Document F: Testimony of Pedro Naranjo
 - Document G: Testimony of Juan
 - Document H: Testimony of Joseph
 - Document I: Testimony of Lucas
 - o Document J: Franciscans
 - o Document K: Pueblo Women
- Causes of the Pueblo Revolt Thematic Map (print in legal format 11 x 7)
- Sepoy Rebellion Organizers Packet
 - o History Frame Mapping Graphic Organizer-Sepoy Rebellion
 - o Perspectives of the Sepoy Rebellion Expert Organizer
 - o Perspectives of the Sepoy Rebellion Sharing Organizer

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- Sepoy Rebellion Perspectives Packet (in lieu of website)
 - o Document A: Britannica Article
 - o Document B: British Soldiers
 - o Document C: Account of Opening of Conflict at Meerut
 - o Document D: Bahadur Shah-Azamgarh Proclamation
 - o Document E: Proclamations of Nana Sahib
 - o Document F: Indian Peasants
 - o Document G: Indian Muslims-Sir Syed Ahmed Khan
 - o Document H: British News Sources
- Causes of the Sepoy Rebellion Thematic Map (print in legal format 11 x 7)
- Answer Keys
 - o History Frame Mapping Organizers
 - o Perspectives of Rebellion Sharing Organizers
 - o Causes of Rebellion Thematic Maps

Modifications (to meet needs of diverse leaders)

- Each of the readings for each rebellion is written at different reading levels. Lower level readers could be assigned to the Spanish Settler or the Pueblo Women groups during the Pueblo Revolt jigsaw to ensure that the reading is not too difficult for them. Higher-level readers could be assigned to the Colonial Leaders, Pueblo Indians, or Franciscan groups to ensure that the reading is appropriately challenging. For the Sepoy Rebellion, the British news or Indian Muslims groups would be appropriate for lower-level readers and the British soldiers & wives, Indian leaders, and Indian Peasants would be appropriate for higher level readers.

Instructional Procedures/Process

1. Opening Activity-DO NOW/THINK-PAIR-SHARE: Students will complete a short DO NOW answering the following questions: What are the causes of rebellion? Include examples of rebellion from history. After students respond to the prompt for approximately 5 minutes, students will share with a partner near them. Once students have the opportunity to share with a neighbor, the teacher will have volunteers share their responses with the rest of the class. As the students are listing causes of rebellion and examples of rebellion, the teacher will list the examples on the board. More than likely, the two rebellions of the Pueblo Revolt and Sepoy Rebellion will not be included. The teacher will use the fact that these two revolts are not commonly studied to transition to the research activity. (Have students keep the DO NOWs as these will also serve as their exit slip at the end of class.)
2. Roots of Rebellion Research: Students will be divided into two different groups. One group will research the Pueblo Revolt of 1680 and the other group will research the Sepoy Rebellion of 1857.
 - First, each group needs to read Document A for each rebellion and complete the History Frame Mapping organizer with their group.
 - Then, the teacher (or the group depending on the class) needs to assign members of each group to one perspective of the revolt.

If students will have computer access, use the wikisite (<http://rootsofrebellion.wikispaces.com>) to guide students' research. If students will not have computer access, use the Pueblo Revolt Perspective Packet and the Sepoy Rebellion Perspectives Packet for primary sources.

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For the Pueblo Revolt, group members need to be assigned to the research the perspective of:

- Colonial Leaders
- Spanish Settlers
- Pueblo Indians
- Franciscans
- Pueblo women

For the Sepoy Rebellion, group members need to be assigned to research the perspective of:

- British Soldiers and Wives
- Indian Leaders
- Indian Peasants
- Muslim Indians
- British News

As students research their assigned perspective, they will complete the Perspectives of the Revolt expert organizer. First, students will list their observations, including the type of source, details, subject, purpose, and author. Then, students will analyze the point of view of the source, using the following questions as a guide:

- Why would this person have that perspective?
- Is it a credible source?

Finally, students will list the underlying cause or causes in the summary section of the organizer.

3. Next, students will debrief with their group members. They will share their responses to complete the Perspective of the Revolt sharing organizer. After sharing the perspectives of the Pueblo Revolt, students will categorize the causes of the Pueblo Revolt into the five overarching concepts of the environment, culture, politics, society, and politics. For each cause, students will include the sources and perspectives that support this cause.
4. For closure (exit slip), the teacher will have students revisit their DO NOWs by answering the questions again: What are the causes of rebellion? Include examples of rebellion from history.