

America on the World Stage
Teacher Scholars Program

Title: Roots of Rebellion-Discussion

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

Grade Level: 9-10

Time Allotted: 90 minutes

Lesson Overview	- Students will be able to discuss the major causes of the rebellions in a Socratic Seminar. - Students will be able to compare and contrast the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857.
Guiding Question(s)	- What were the major causes of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857? - How does the Pueblo Revolt compare to the Sepoy Rebellion?

Learning Objectives (SWBAT)

- Students will be able to discuss the major causes of the rebellions in a Socratic Seminar.
- Students will be able to compare and contrast the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857.

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.

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.

America on the World Stage
Teacher Scholars Program

Assessment Tool(s):

- The free write prompt checks student understanding of the major causes of their assigned revolt and allows them to rank them in importance.
- The discussion and discussion notes further assesses this understanding.
- The comparative prompt assesses student understanding of the causes and perspectives of both rebellions, as well as similarities and differences between the two (supports objective 2).

Materials/Resources

From Previous Class and Helpful for Discussion

- History Frame Mapping Graphic Organizer
- Perspectives of the Pueblo Revolt Expert & Sharing Organizers
- Causes of the Pueblo Revolt Thematic Map
- Perspectives of the Sepoy Rebellion Expert & Sharing Organizers
- Causes of the Sepoy Rebellion Thematic Map

For This Class

- Roots of Rebellion Free Write Prompt & Discussion Notes Sheet
- Socratic Seminar Expectations & Directions
- Teacher Discussion Notes Template
- Comparison Prompt
- Comparison Prompt Rubric

Modifications (to meet needs of diverse leaders)

- During the discussion, if the class is large and/or if there are students that tend to be less talkative, a fishbowl model could be used instead of the whole class Socratic seminar. One half of the class (including members of the Pueblo Revolt and Sepoy Rebellion) participates in the discussion on the inside in the shape of a half circle while the other half takes notes on the outside also in the shape of a half circle. At the end of the discussion, the group taking notes shares their comments, observations, and a summary of the discussion.

Instructional Procedures/Process

1. Opening Activity: The teacher will review the previous class. Students will complete the following prompt using the Roots of Rebellion Free Write Prompt & Discussion Notes Sheet: What were the major causes of either the Pueblo Revolt of 1680 or the Sepoy Rebellion of 1857? Students can use their handouts from the previous day, including the history frame mapping graphic organizer, perspectives of revolt graphic organizer, and causes of the rebellions thematic maps. Students will have 10 minutes to respond to the prompt.
2. The teacher will transition to the Socratic Seminar by first going over expectations and rules of the process.

Socratic Seminar Expectations

1. Being prepared for the seminar
2. Directing the flow of the discussion within the seminar
3. Determining the meaning of the seminar
4. Constructing their own analysis of the seminar
5. Utilizing critical thinking, listening, and communicating skills
6. Respecting and honoring the opinions and voices of all other participants

America on the World Stage
Teacher Scholars Program
Socratic Seminar Rules

1. Do not raise your hand during discussion.
 2. Do not interrupt another person. Begin speaking when he or she has finished.
 3. Be respectful of all participants' opinions.
 4. Disagreement is fine. Do so in a respectful manner.
 5. Don't direct your comments to the teacher– direct them to everyone.
 6. Support your opinions with evidence from the text.
 7. Use all of your “talking chips.”
 8. Don't be afraid to ask questions!
 9. Remember... there's no one “RIGHT ANSWER.”¹
3. The class will form a circle for the discussion. Each student will also ball up four pieces of paper to use as their talking chips. Every time a student wants to speak, they will toss his/her talking chip into the center of the circle. Students do not raise hands during the discussion, but use their talking chips when they want to speak or ask a question. Once a student has used all of his/her talking chips, they can no longer comment on the discussion. The teacher will start the seminar with the free write prompt, but will only be taking notes on the discussion using the teacher notes template and not contributing his/her own comments until the end of the discussion. (For the teacher notes template, write student names in order going clockwise around the circle at the top of each box. As students share their comments, take brief notes on their responses. Also, mark how many times each student shares in their box). As the students contribute comments and listen to each other, they also need to take notes using the Roots of Rebellion Discussion Notes, especially since they only studied one of the rebellions. At the end of the discussion, the teacher will comment on the general process and provide feedback on the flow of discussion and content mentioned in the discussion using the teacher notes template.
4. As an overall assessment of lessons one and two, students will respond to the following prompt in a thesis driven paragraph: Compare and contrast the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857. Were the revolts mostly similar or mostly different? Support your position with three details. The teacher will score students' paragraphs using the comparison prompt rubric.

¹ For further assistance, use the Learn NC Article located at <http://www.learnnc.org/lp/pages/4994>