

PROJECT TITLE: Roots of Rebellion: Comparing the Pueblo Indian Revolt of 1680 and the Sepoy Rebellion of 1857	
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CLASSROOM PRACTICE

1. HI Overview & Teaching Thesis

Throughout World and U.S. History, imperialism is presented as the story of the success of the colonizers against native populations. This lesson allows students to see the stories of groups that resisted colonization, despite momentous odds. While viewing the narratives of the groups involved in the Pueblo Indian Revolt of 1680 and the Sepoy Rebellion of 1857, students gain an understanding of the challenges these groups faced under colonial rule, especially the threat to their religious beliefs. In both, government interference in religion sparked rebellion. Through primary and secondary analysis, students better understand the complexity and magnitude of these two revolts, as the Pueblo Revolt was the most successful Native American rebellion against a European power and the British suppression of the Sepoy Rebellion almost expelled the British from India.

2. Suggested Grade Level and Length of Activities

9th /10th grade AP World History
Lesson 1-90 minute block
Lesson 2-90 minute block

3. Significance & Relevance:

Roots of Rebellion is a powerful project that moves students beyond state and national standards. Students use higher order thinking to analyze a variety of documents and critically examine perspectives of rebellion. Not only do students read primary sources, they also complete a comparative prompt on both revolts, a manageable form of historical writing. The comparison of the two rebellions scaffolds student understanding of the nature and complexity of historical movements. This skill of comparison can be used not only in viewing the past, but also in examining present-day events, particularly after the Middle Eastern spring.

Virginia Standards of Learning

WHII.9.E.

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

AP World History Key Concepts

5.3 Nationalism, Revolution, and Reform

Students will understand that increasing questions about political authority and growing nationalism contributed to anticolonial movements.

OAH National History Standards

3 B Students will demonstrate understanding of environmental, cultural, political, economic, and social causes of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857 by

- Comparing and analyzing different perspectives of the revolts.

OAH Historical Inquiry Skills

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.

4. Technology

1. Lesson 1: Each student will use a computer or work with a pair to research their assigned rebellion using the Roots of Rebellion wikisite. The Roots of Rebellion wikisite contains a variety of sources on each rebellion and each is hyperlinked by topic. This enables the students to research their assigned topic, but also ensures that they are using appropriate and historically accurate websites and sources.

4. Modifications, Differentiation, and Extensions

Lesson 1

- For further enrichment, students could read any (or all) of the 5 essays outlined in David Weber's *What Caused the Pueblo Revolt of 1680?* (Bedford St Martin's: 1999) and compare and contrast historian's interpretations of the Pueblo Revolt of 1680.
- Each of the readings for each rebellion is written at different reading levels. Lower level readers could be assigned to the Spanish Settler-Soldier or the Pueblo Women groups during the Pueblo Revolt jigsaw to ensure that the reading is not too difficult to them. Higher-level readers could be assigned to the Colonial Governors, 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 Indian leaders, the British Wives and Soldiers, and Indian Peasants would be appropriate for higher level readers.
- In a U.S. History class, students could also compare King Philip's War and the Pueblo Revolt to analyze the levels of success of each revolt. Students could also discuss why King Philip's War is

generally in U.S. history textbooks and why the Pueblo Revolt is often neglected. Weber's *What Caused the Pueblo Revolt of 1680?* is also a great resource for that discussion (pp. 6-7).

- 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.

Lesson 2

- To encourage additional writing skills development, students could construct a thesis-driven essay rather than a paragraph for the summative assessment.

6. Lesson Overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Lesson One Title: Roots of Rebellion: Perspectives of the Revolt Guiding Questions 1. What were the major causes and events of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857? 2. What were the perspectives of each revolt?	1. 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. 2. Students will be able to analyze and evaluate perspectives of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857. 3. Students will be able to categorize the causes of each rebellion according to the themes environment, culture, politics, economy, and society. 4. Students will be able to connect religious influences as being the triggers for rebellion in both the Pueblo Revolt and the Sepoy Rebellion.	• 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 (supports objective 1). • The Perspectives of the Revolt Sharing Organizer checks student understanding of the different points of view of each conflict (supports objective 2). • 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 (supports objective 3). • Finally, the exit slip (revisiting the Do Now) assesses student synthesis of their assigned revolt (supports objective 1).	• Students will research either the Pueblo Revolt of 1680 or the Sepoy Rebellion of 1857 using a wikisite or perspectives packet. • First, students will learn general information of the revolt by outlining the major events of the rebellion using the History Frame Map. • In their research, students will analyze and evaluate different perspectives of the revolts using the Perspectives of the Revolt Expert Organizer. • Students will share their findings with their group and compile the research into the Perspectives of the Revolt Sharing Organizer. • Finally, students will categorize the causes into five different themes of environment, culture, politics, economy, and society. Students will also connect religious influences being causes for both rebellions.

Lesson Two Title: Roots of Rebellion Discussion 1. What were the major causes and events of the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857? 2. How does the Pueblo Revolt compare to the Sepoy Rebellion?	1. Students will be able to discuss the major causes of the rebellions in a Socratic Seminar. 2. Students will be able to compare and contrast the Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857.	• The free write prompt checks student understanding of the major causes of their assigned revolt and allows them to rank them in importance (supports objective 1). The discussion and discussion notes further assesses this understanding (supports objective 1). • 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).	• Students will first respond to a free write prompt asking about the major causes of their assigned rebellion. • Students then discuss the major causes of Pueblo Revolt of 1680 and the Sepoy Rebellion of 1857 using their research from the first lesson in a Socratic Seminar setting. They also take notes on both rebellions during the discussion. • After discussing the causes of each, students will compare and contrast the two different rebellions in a thesis-driven paragraph.
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7. Related Materials and Resources:

I have included PDF files of certain handouts, to ensure document reliability. Word processing documents are also included so teachers can modify documents.

Lesson 1

- Lesson 1 Plan with Notes
- Perspectives of Rebellion Lesson One PowerPoint
- Rebellion Do Now
- Website <http://rootsofrebellion.wikispaces.com>
- Pueblo Revolt Organizers Packet
 - History Frame Mapping Graphic Organizer-Pueblo Revolt
 - Perspectives of the Pueblo Revolt Expert Organizer
 - Perspectives of the Pueblo Revolt Sharing Organizer
- Pueblo Revolt Perspectives Packet-pdfs included of Pueblo Indian Testimonies
- Causes of the Pueblo Revolt Thematic Map (print in legal format 11 x 7)
- Sepoy Rebellion Organizers Packet
 - History Frame Mapping Graphic Organizer-Sepoy Rebellion
 - Perspectives of the Sepoy Rebellion Expert Organizer
 - Perspectives of the Sepoy Rebellion Sharing Organizer
- Sepoy Rebellion Perspectives Packet
- Causes of the Sepoy Rebellion Thematic Map (print in legal format 11 x 7)
- Answer Keys
 - History Frame Mapping Organizers
 - Perspectives of Rebellion Sharing Organizers
 - Causes of Rebellion Thematic Maps

Lesson 2

- Lesson 2 Plan with Notes
- Roots of Rebellion Free Write Prompt & Discussion Notes Sheet
- Socratic Seminar Expectations & Directions
- Teacher Discussion Notes Template
- Comparison Prompt
- Comparison Prompt Rubric

8. Annotated Instructional Bibliography

- Modern History Sourcebook (<http://www.fordham.edu/halsall/mod/1857greathed.html>) includes a variety of primary sources for modern history. In particular, the account of Elisa Greathed was helpful to understand the beginning of the Sepoy Rebellion in Meerut.
- Mutiny on the Margins (<http://www.csas.ed.ac.uk/mutiny/Texts-Part2.html#Azamgarh>) provides a variety of primary sources during the Indian revolt of 1857, particularly those from the Indian perspective.
- The Constitutional Rights Foundation (<http://www.crf-usa.org/bill-of-rights-in-action/bria-18-2-a.html>) provides a concise, but resourceful description of the Sepoy Indian rebellion and lists others helpful websites.

- PBS New Perspectives on the West (<http://www.pbs.org/weta/thewest/>) –This site contains a variety of sources on the West, including primary documents and biographical profiles. It also contains lesson plans on western related topics ranging from the Nez Perce to water use.
- *What Caused the Pueblo Revolt of 1680* by David Weber is an invaluable source when studying the Pueblo Revolt. He briefly summarizes the revolt and then provides selected readings that detail the variety of historical views on the Pueblo Revolt.

9. Acknowledgements

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