

Lesson 3 – Po’pay / Po’pay /Oate memorials

Goals and Objectives – students will understand who Po’pay was, his role in the Pueblo Revolt and in New Mexican history. Students should be able to discuss the reasons behind the controversy. Students will understand both negative aspects of Po’pay and Oate and the positive contributions of both.

Duration – 1 hour

Materials - readings on Po’Pay and on the statue controversies.

T - Charts

I Am poem template

Introduction -

Teacher led component – as a class we will read some handouts on Po’pay. Discussion will explain the limited amount of written primary sources we have from the Pueblo people and the term oral history. At this point we will also read some of the statements about each of the statues and the pro and con points of view and discuss the issues and reasons for the opinions.

Student Activity (small groups) – Students will complete a T -chart on each of the topics – Po’pay/Pueblo Revolt and Oate/Spanish.

Assessment – (individual) – completion of I Am poem for Po’pay.

A quick-write summarizing what they have learned in this unit.

Closing Activity – Sharing of the T-Charts on the document reader and sharing of the I Am poems as two-voice poetry.

Discussion of Graduate Assignment -

This course greatly increased my knowledge of Spanish Conquest and will help me with a goal I’ve been working towards as a teacher. My mission in the last two years has been to incorporate more Southwestern history into my teaching of U.S. history. The textbooks place great emphasis on events that took place in the eastern part of America. This needs to be taught of course, but I would also like my students to know that a lot of things were happening in the southwest as well. In addition to the lessons I developed here, I also plan on developing lessons on Cortez and the Mexica, the Camino Real, and the Long Walk. I have never taught anything about Onate, Po’pay or the Pueblo Revolt and I look forward to implementing these lessons this year. In addition to being an important part of New Mexican history, I also believe this lesson is a great opportunity to teach the importance of different points of view in history and the complexity of historical issues.

Example

Name _____

Date _____

T-Chart

Positives

Add details to each column.

Subject:

Onate
Spanish
Exploration

Subject:

Pueblo Revolt
Pope

Onate started permanent settlements in NM.

Exploration brought livestock, fruit trees, mining, silversmithing to the Native people

Pope was able to unite the various pueblos.

When the Spanish returned encomienda and repartimiento did not occur. There was also less suppression of the Native religion.

T-Chart *Negatives*

Add details to each column.

Spanish

Popay
Pueblo

Subject:

Subject:

The Spanish forbid
the Indians to practice
their religions



Over 400 men, women
and children were killed
by the Indians.

Popay ruled harshly -



Name _____ Date _____

Sequence Chart

List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Next
Last

Story Mapping

E V E N T / S T O R Y P Y R A M I D

MAIN CHARACTER'S NAME

TWO WORDS DESCRIBING THIS PERSON

THREE WORDS DESCRIBING THE SETTING or PLACE

FOUR WORDS DESCRIBING AN IMPORTANT EVENT

FIVE WORDS DESCRIBING THE MAIN IDEA OR THE IMPORTANCE OF THIS EVENT

Story Mapping

EVENT / STORY PYRAMID

MAIN CHARACTER'S NAME

TWO WORDS DESCRIBING THIS PERSON

THREE WORDS DESCRIBING THE SETTING or PLACE

FOUR WORDS DESCRIBING AN IMPORTANT EVENT

FIVE WORDS DESCRIBING THE MAIN IDEA OR THE IMPORTANCE OF THIS EVENT

Write an I Am Poem

Method:

I am (two special characteristics)

I wonder (something you are actually curious about)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (the first line of the poem restated)

I pretend (something you pretend to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that really bothers you)

I cry (something that makes you very sad)

I am (the first line of the poem repeated)

I understand (something you know is true)

I say (something you believe in)

I dream (something you actually dream about)

I try (something you make an effort to do)

I hope (something you actually hope for)

I am (the first line of the poem repeated)

Create My Instant "I Am" Poem Now!

Clear All Boxes

Sample:

I Am

I am sharp and focused
I wonder what the camera really sees
I hear the buzzing bee
I see flowers in early morning light
I want to stop time in a box
I am sharp and focused

I pretend to be a statue
I feel the shakes inside
I touch the shutter button
I worry about the blurry result
I cry that the moment has forever passed
I am sharp and focused

I understand moments in time
I say let's freeze them forever
I dream of watercolor effects coming to life
I try to see all the soft muted edges
I hope it happens someday
I am sharp and focused

Bibliography

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Hammond, George. *Oñate Colonizer of New Mexico*. Albuquerque: University of New Mexico Press, 1953.

Marquez, Salaz Reuben. *The Pueblo Revolt Massacre*. Albuquerque: Cosmic House, 2008.

Roberts, David. *The Pueblo Revolt: The Secret Rebellion That Drove the Spaniards Out of the Southwest*. New York: Simon and Schuster, 2004.

Articles

Sanchez, Jane. "Spanish – Indian Relations During the Otermin Administration, 1677-1683," *The New Mexico Historical Review* 58:2 1983.

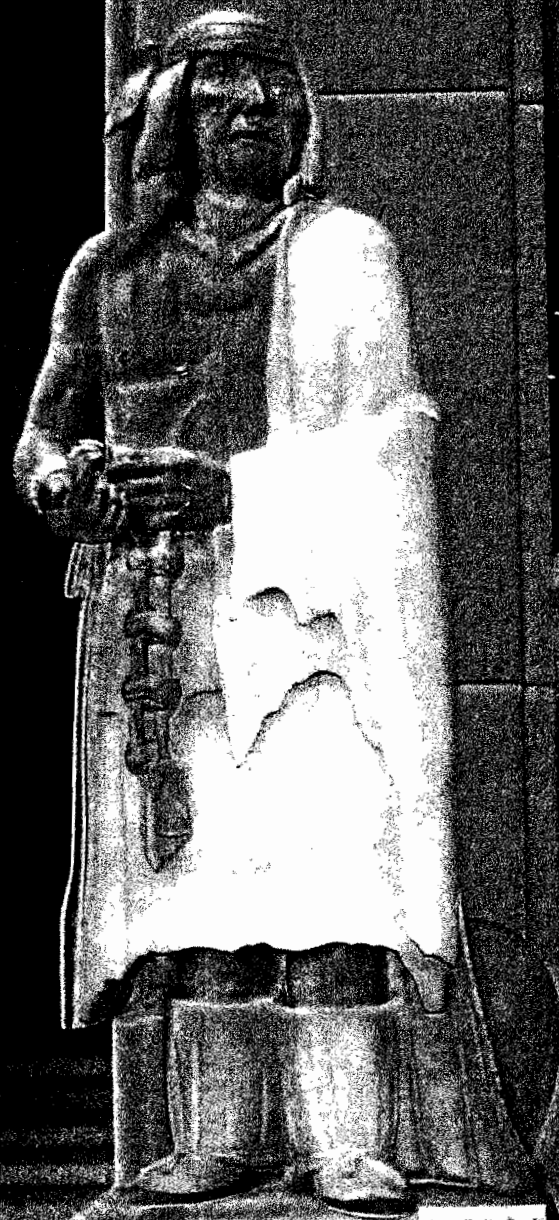
Maps

Weber, Michael. "*Tierra Incognita: The Spanish Cartography of the American Southwest 1540 – 1803*," University of New Mexico Center for Southwest Research.









Please Do Not Touch

NEW MEXICO



PO' PAY

Holy Man - Farmer - Defender
Leader of the Indian Pueblo Revolt
Ohkay Owingeh (San Juan Pueblo)

1680

