

# **PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers**

**Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching**

**Title of Lesson:** Case Study: Tupac Amaru Rebellion

*Dave Desrosiers, Thomas Hunter Middle School, Global History of Warfare, 7<sup>th</sup>/8<sup>th</sup> Grade, 50 minutes*

## **Introduction:**

In this lesson students will use the Tupac Amaru Rebellion as a case study and analyze a primary source document using Sun Tzu's Art of War. Students will assess Micaela Bastidas

**Geographic Connections:** Related to Global Cultural Themes (see C3 under geography:  
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>)

*This lesson supports the social studies C3 for geography D2.Geo.5.9-12.* Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

## **Vocabulary:**

Terms: *Andes, Viceroyalty of Peru, Upper Peru, colonialism, indigenous population, mestizo*  
Actors: *Tupac Amaru, Micaela Bastidas, The Spanish Empire*

## **Content Standards:**

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Essential Question:** *What are the qualities of effective military leadership?*

## **Placement of Lesson within Broader Curriculum/Context:**

*This lesson is in the middle of a unit that focuses on the Waging War chapter of The Art of War. Students will have already read the chapter and analyzed the document.*

*This lesson focuses on applying the Sun Tzu's dicta through the reading of Micaela Bastidas letter to her husband and offers students an opportunity to apply Sun Tzu's doctrine to a reading to Bastidas' criticisms and advice to her husband.*

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## **Learner Background:**

*Students will have read the first and second chapters of The Art of War prior to this lesson and will be familiar with many of the ideas in these chapters. Additionally, students will have some familiarity with other theorists and approaches to warfare.*

**Objective for Lesson:** *Students will be able to use a graphic organizer to evaluate four aspects of criticism in accordance with the doctrinal model of Sun Tzu.*

**Integration of 21st century skills:** Students will use inquiry to compare texts and evaluate the decision making of an 18<sup>th</sup> century military leader.

## **Assessments:**

- **Formative Assessment:** *The completed worksheet will provide the formative assessment.*
- **Summative Assessment:** *The summative assessment is a combination of the classroom discussion, the lessons learned exit slip and the end of unit performance assessment.*

## **Materials/Resources:**

Tupac Amaru Rebellion Mural (Google Translate that

<http://olferleonardo.blogspot.com/2012/10/apoteosis-de-tupac-amaru-ii.html>

Library of Congress Document Analysis Tool

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

Sunzi, and John Minford. *The Art of War*. New York: Viking, 2002. Print.

## **Lesson Development/Instructional Strategies**

- *Preview: Project the image of a mural in Peru depicting the Tupac Amaru Rebellion and ask students to analyze the image using the Library of Congress document analysis tool. Once students complete the analysis conduct a whole class discussion to identify the major components of the mural. Tupac Amaru II and Micaela Bastidas should be identified in the process. (10-15 minutes)*
- *Present to students the background of the Tupac Amaru Rebellion including dates, location, belligerents, objectives and outcome. Explain Micaela Bastidas relationship with her husband and role in the rebellion. (10 minutes)*
- *Divide students into groups of 3-4 and distribute the reading "Letter from Micaela Bastidas to Tupac Amaru II and graphic organizer. Explain that each group will read the document and highlight/underline examples of the military advice from Bastidas personal statements. Students should identify at least four examples of advice that*

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*pertain to military affairs and place onto the organizer. Students will use chapter two of The Art of War to identify the corresponding doctrine. (15 minutes)*

- *Once complete have students present their selections to the class each group's assessment of the writing to the class. (5-10 minutes)*
- *Exit slip: Students shall answer the following writing prompt to complete the lesson. Given your knowledge of the Tupac Amaru Rebellion what lessons should a military leader draw from this example. What lessons are relevant in the modern world and why? (5 minutes)*

### **Students Needing Differentiated Instruction:**

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Use of collaborative grouping to create student groups with a diverse ability levels. One may act as the reader, one as a recorder, and others as researchers.

How will you provide opportunities for enrichment/higher level of challenge for students?

As above.