

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.5A	GRADE 4-5	SCHEMA CONFLICT
TITLE TWELVE KNOTS	TIME NEEDED 30 MINUTES	

DESCRIPTION Change is inevitable; so is conflict. Yet choosing how we engage in conflict could help us shape change in our favor. For example, in 1680, 100 years before the Colonies' War for Independence, New Mexico's Pueblos launched and won their independence from Spain, *and with extraordinary consequences*.

LESSON FOCUS & GOALS The focus of this lesson is to put the Pueblo Revolt of 1680 into its full context. The goal of this lesson is to explore how conflict may be inevitable, but how we engage with conflict is a choice that affects the nature of the outcome.

MATERIALS NEEDED

Print enough copies of this packet so each student has (1) role to play T3.5A. Note, there are (4) roles/packet; if there are 20 students in class, print (5) copies. Re, extensions 5B-G, print 1 copy/student. Pencils. Roll of painter tape.

VOCABULARY

functional tension applying equal force in opposition to achieve balance

revolt to break away from or rise up against authority as by open rebellion; mutiny

HOOK POST OR READ ALOUD

Use painter/masking tape to create 5 or 6, 6' long "slack lines" on the floor. Invite students to 'walk' the line; a low-risk balance break. Afterward, ask **1)** Does walking slackline affect breath rate? **2)** What role does the body play shaping breath rate? **3)** What strategies can your brain use to slow breath rate? **4)** Name other times you risk "losing" your breath.

DIRECTIONS

1) Divide your class into groups of 4. For each group, print and deliver enough copies of this packet, giving one role/position to each student/group. **2)** Working in small groups, give individuals 10 minutes to read, annotate and complete prompts at the bottom of each page. **3)** Gathering as a class, take 10 minutes to work through as many GUIDING QUESTIONS as possible. **4)** Return to small groups and give students 10 minutes to collaborate on the EXIT TICKET found on the following page. *With any JAM, students are tasked with diagnosing the embedded conflict. The purpose of taking a role, therefore, isn't to empathize too deeply, just enough to rationalize with the assigned viewpoint.

TEACHER NOTES

Each JAM package is structured identically, 14 pages, including five (5) extensions, B-F, plus one debrief to deepen comprehension and expand writing skills. *Tip: co-create a visual timeline to illustrate scope & scale.*

T3.JAM.5A**GUIDING QUESTIONS****CLASS DISCUSSION**

1. What does “**time immemorial**” mean? Explain how the Rio Grande Pueblos are sovereign, self-governing nations. Which European nation first validated this status?
2. What was the goal of Columbus’ expedition into the Western Hemisphere?
3. What is the **Doctrine of Discovery**? How did the DoD affect Spain’s Queen & King actions across the Americas, as opposed to Spain’s original goal?
4. What did Spanish conquistadores inadvertently bring with them to the Americas? Infer how this affected Native nations? Native nation sovereignty?
5. What was the **encomienda** system? Explain. Did this affect Pueblo sovereignty?
6. Who is **Popé**? Why do the Pueblos revere him? Describe his approach to conflict. How did New Spain respond to the **1680 Pueblo Revolt**? [Canes of Authority]
7. Later, in 1864, President Abraham Lincoln visited the Pueblos by train, bringing a silver-tip cane to each Pueblo. What does this say about sovereignty? Diplomacy?
8. What’s the embedded conflict that caused the most harm in this JAM?

T3.JAM.5B**FROM CONFUSION TO CLARITY****PARTNER/INDIVIDUAL**

This written re-tell incorporates **1) retrieval practice** and **2) complex syntax**

T3.JAM.5C**STRUCTURED JOURNAL****INDIVIDUAL WORK**

This exercise uses **meta-cognition** to help students identify what they’re thinking. Gaps in comprehension related to the JAM will reveal themselves; prepare to guide/clarify.

T3.JAM.5D**FROM CLARITY TO COMPLEXITY****PARTNER/INDIVIDUAL**

This graphic organizer will help students transfer acquired knowledge from long-term memory back into working memory by **1) retrieval practice** **2) elaborating** ideas & details, **3) analyzing** acquired knowledge by comparing & contrasting viewpoints

T3.JAM.5E**BECAUSE, BUT, SO****INDIVIDUAL WORK**

Three sentence stems invite students to **1) elaborate** details & ideas, **2) grapple with complex syntax**, **3) manage sequence**, flow & logic through conjunctions

T3.JAM.5F**CIRCLING THE TRUTH****GROUP WORK**

This graphic organizer asks students to **interleave** schema, themes & details as they synthesize information into an elaborate re-tell. Great prep work for summary essay.

T3.JAM.5G**LISTEN****CLASS DISCUSSION**

Students complete three sentence stems in preparation for class-wide debrief.

PUTTING SCIENCE INTO THE SOCIAL SCIENCES

Science isn't just knowledge, it's a process. The scientific method is a step-by-step process that humans use to study phenomena. For our purposes, we'll use a 7-step process to run a JAM from start to finish. Use this template to help you organize a JAM.

BEFORE A JAM

- 1. OBSERVATION** Engage with HOOK
- 2. QUESTION** What do you find intriguing about this HOOK? _____

- 3. HYPOTHESIS** Based on the HOOK we predict this JAM is going to address

 _____.

DURING A JAM

- 4. EXPERIMENT** Divide your class into groups of four (4) students. If there are more than 4/group, that's fine! Some students can share a role. Next, run the JAM! Note, half-way through the JAM, re-convene small groups into one large group for a few minutes to answer GUIDING QUESTIONS found on next page.
- 5. ANALYZE DATA** Organize data by using extensions B-F.

AFTER A JAM

- 6. SHARE RESULTS** List the embedded conflict(s) here _____.
 _____.
 What could historical figures have done to prevent injustice, violence & instability?

- 7. NOTES** To prepare for the next JAM, list what students/players could do to maximize time, trust & creativity _____.
 _____.

HELPFUL HINTS

Conflict is inevitable, yet humans have the capacity to choose how they engage. In that sense, managing conflict is an artform we could strive to master. JAMs are “task conflicts” based on historical records that position students to practice conflict by wrestling with multiple viewpoints in dynamic situations. The goal is to practice feeling uncomfortable so as to create a habit of invoking **metacognition**, thinking about what we’re feeling and thinking, before engaging in conflict. If so, we might be more apt to think before we speak, analyze seemingly opposite viewpoints, and find common ground. This includes identifying affect from cognition, keeping competing thoughts top of mind, and sequencing events into one timeline.

Rooted in rigor, JAMs aren’t easy. Competing data sets are discovered through skilled reading, healthy dialogue, and **phenomena**, occurrences or circumstances observed in real time. Taken together, students in a JAM are creating a living model of the past! At that rate, they’re facing a golden opportunity to practice the scientific method! See: **PUTTING SCIENCE INTO THE SOCIAL SCIENCES**. This includes following a step-by-step process whereby they’re thinking and behaving like scientists as they record, organize and analyze all data sets.

Anticipate confusion but be prepared for your students to grow and shine as they adapt and outwit history through this new learning strategy. These one-liners might help steady ‘em.

- *You are not the center of the universe.*
- *No person, no role, has all the answers; each role is merely one piece of the puzzle.*
- *If each role only presents a sliver of the world, what potential problem(s) will your group face when trying to make sense of reality?*
- *What's the wrinkle? What's the embedded conflict? What's the JAM?*
- *Can you name the “elephant in the room” without losing anyone's confidence?*
- *Emotions are neither good nor bad; they're merely signposts that offer guidance as we try to navigate learning.*
- *The trick is learning how to get out of a JAM without creating a bigger mess.*

NAME _____

690L

1. SPANISH ROYAL MONARCHY

In 1492, Spain's Queen Isabella I and King Ferdinand II permitted navigator Cristobal Colon to sail west under the Spanish flag. Meanwhile, during this period, several Catholic leaders, or Popes, issued official letters, documents called Papal Bulls, to European monarchies regarding global exploration. Together, these letters formed the *Doctrine of Discovery*, which Spain, England and France interpreted as a blessing to legally claim land that was not theirs, provided the land in question wasn't occupied by Christians.

Initially, Spain's goal was to find a route to Asia. Instead, Columbus inadvertently landed in the Americas. Spain quickly created a new goal: to colonize parts of South, Central, and North America. Another goal was to spread Christianity. Yet another was to increase wealth, through its colonies, by locating, mining, and exporting valuable metals like gold, silver, and copper back to Spain. For example, Spanish explorers, known as conquistadores, rode horseback from Mexico City to the headwaters of the Rio Grande in the southern Rocky Mountains, in search of gold. *Did they find gold?!* If so, Spain is in luck!

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____
_____What happened next? _____
_____Why? What was their intention? _____

NAME _____

750L

2. NEW SPAIN (MEXICO)

By 1521, Spain conquered the Aztec Empire, creating “New Spain” in what is now Mexico. Leaders strengthened Spain's control over the southern half of North America by building infrastructure to mine valuable resources, precious metals from various regions including Caribbean islands and parts of South, Central, and North America. Next, it transported this wealth back to and cast it into coins, some called *dubloons*.

In one instance, conquistadores ventured north from Mexico City in search of the mythical Seven Cities of Gold, exploring present-day New Mexico, Texas, Oklahoma, and Kansas in search of gold. Whereas the Seven Cities of Gold was a myth, conquistadores did meet various Native nations. This led to an important question: could New Spain colonize these groups? If so, what methods would they use?

In 1521, New Spain used the *Doctrine of Discovery* to justify claiming and settling land located near the headwaters of the Rio Grande, across the same land claimed by 19 Native nations they came to name, Pueblos. Next, New Spain used the **encomienda** system, giving Spanish settlers land grants to establish ranches. Landholders, called *encomenderos*, implemented a labor system through which the Pueblos worked for them, giving their *encomendero* a portion of the harvest as a tribute, or tax. In exchange, *encomenderos* promised military protection through *presidios*, which also acted as support systems to help the Pueblos govern themselves. Meanwhile, Catholic priests established missions, teaching the Pueblos to speak Spanish and practice Catholicism.

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that _____
_____Why? What was their intention? _____
_____.

NAME _____

750L

3. PUEBLOS

New Mexico's Pueblos consist of 19 Native nations that have lived in permanent homes near the headwaters of the Rio Grande in the southern Rocky Mountains since time immemorial. Meaning, before recorded history; some say 10,000 years or more.

Each Pueblo has its own governing system, religious traditions, and language. Therefore, each Pueblo is considered an independent nation. However, Pueblo sovereignty faced significant challenges between 1521 and 1680. Explorers from across the ocean arrived, wearing metal clothing and riding four-legged animals. Soon after, insidious diseases began to spread among the Pueblos over time, causing over 70% of the people to fall seriously ill, if not die.

Meanwhile, these outsiders forced the encomienda system onto the Pueblos. This system allowed the settlers to take over Pueblo lands and force the Pueblos to work for an encomendero. Though the encomendero might provide some tools, they often took a large part of the harvest for themselves. Additionally, they brought their religion with them, established missions, and forced the Pueblos to learn a new language, Spanish, and a new religion, Catholicism. Unfortunately, every time new foreigners arrived, a terrible wave of disease would strike, increasing the death rate at an alarming speed.

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that _____

Why? What was their intention? _____

NAME _____

900L

4. POPÉ

In 1680, after nearly 200 years of enduring severe hardship at the hands of New Spain, a local religious leader named Popé sought to unite the 19 Rio Grande Pueblos and lead them in a **revolt** against New Spain to restore their sovereignty.

The trouble began around 1521 when New Spain conquered North America and subjected the Rio Grande Pueblos to the *encomienda* system. This cruel labor law, akin to slavery, meant the Pueblos had to face many humiliating laws such as paying tribute to their *encomendero*; living near military posts, called *presidios*, which New Spain used to interfere with Pueblo governance; learn Spanish; adopt and practice Catholicism. Day by day, from 1521 to 1680, the 19 Pueblos were losing their autonomy, their right to practice their distinct social, political, and religious traditions.

In response to these injustices, Popé created a plan to free the Pueblos. His strategy involved a coordinated **revolt**. But how would the Pueblos communicate across vast distances without technology? Popé gathered 19 pieces of rope—one for each Pueblo. He then tied an equal number of knots in each—one knot/rope for each day. Next, 19 runners delivered 19 ropes to 19 Pueblo leaders along with instructions to untie one knot each day. When the last knot was untied, it would signal the day the Pueblo had to **revolt!**

In October 1680, the Pueblos rose up and New Spain abandoned the area. Surviving settlers and priests retreated to El Paso, however, 12 years later, New Spain returned. To demonstrate their goodwill, they presented each Pueblo leader with a cane. The Canes of Authority were signs of humility and diplomatic symbols of Pueblo's sovereignty. But did the Pueblos accept these gifts? Did they let New Spain return to the Pueblos?

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

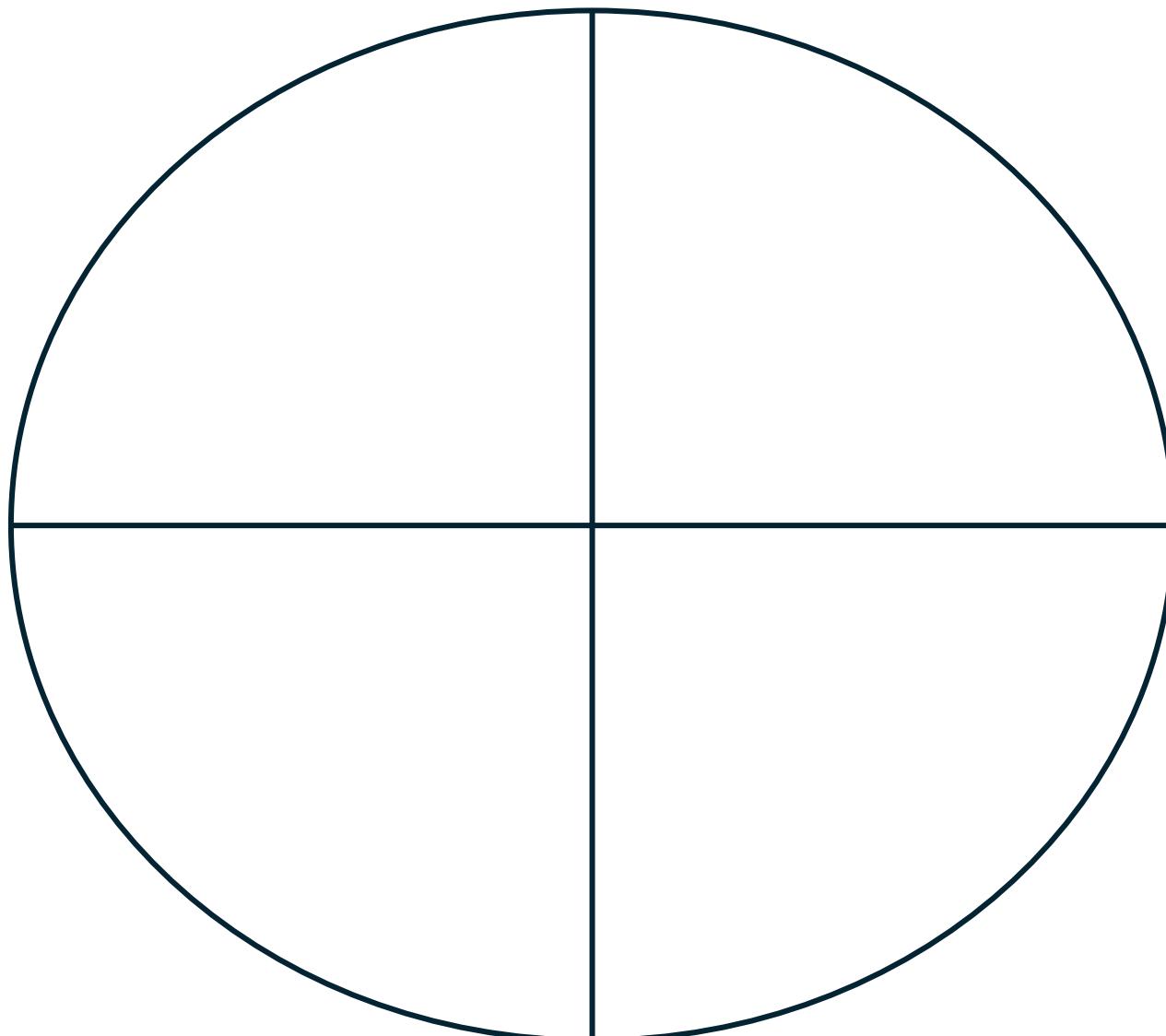
What happened after that _____

Names _____, _____, _____, _____

EXIT TICKET WHAT'S THE JAM?

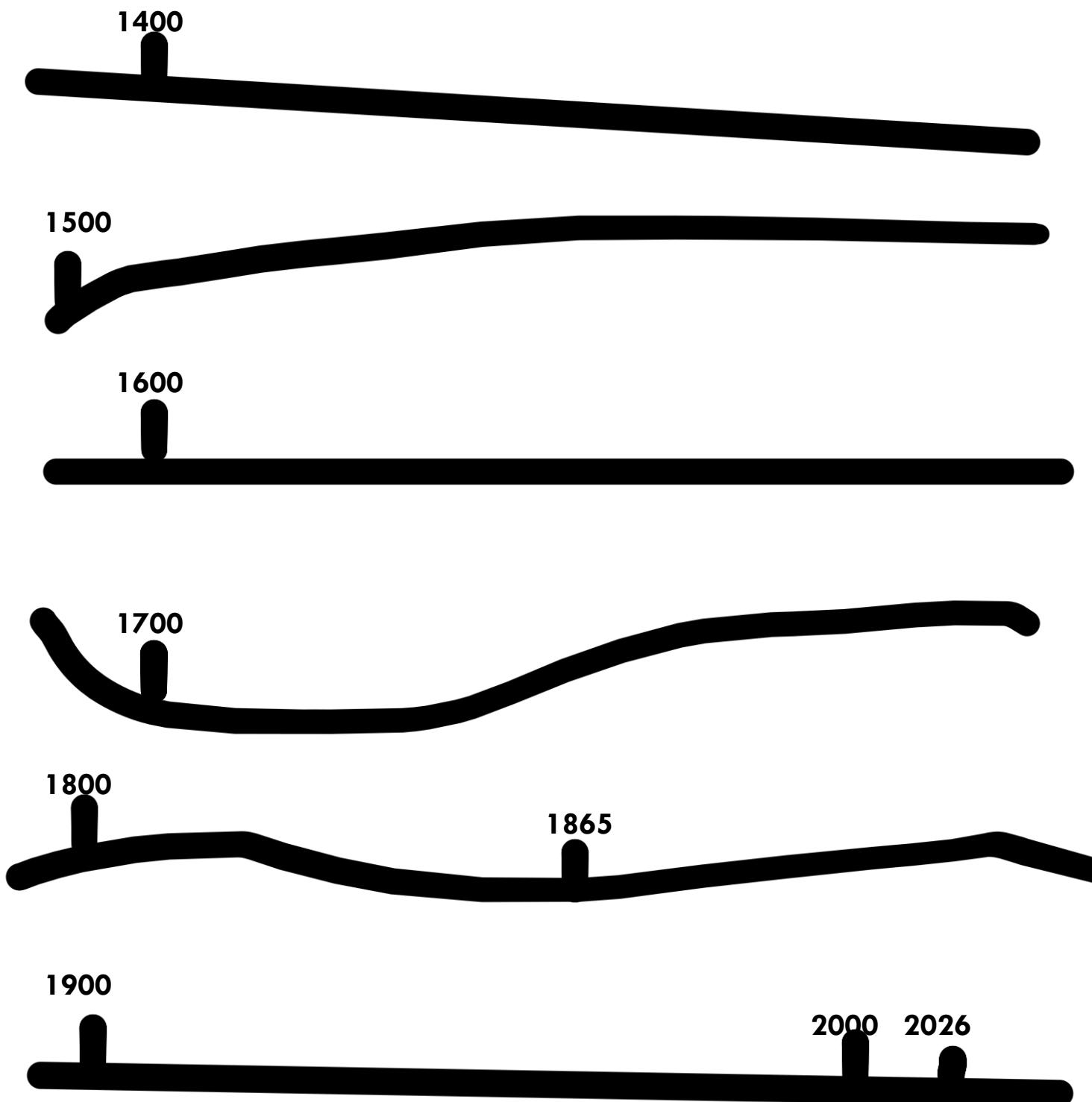
The JAM refers to the thread that connects the (4) viewpoints, the underlying issue few people say aloud. It's the sticky bit; the embedded conflict. *Delicate, nuanced & complex.*

DIRECTIONS 1) Label each quadrant: one role/quadrant. 2) Detail each quadrant with key events, players, including cause and effect—use your notes! 3) Gather as a class to answer GUIDING QUESTIONS. 4) Return to small groups to discuss/identify the wrinkle, aka, the “embedded conflict,” aka the JAM. 5) Name the JAM below.



The root cause of the JAM is _____.

TIMELINE TEMPLATE



NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.5B	GRADE 4-5	SCHEMA CONFLICT
EXTENSION FROM CONFUSION TO CLARITY		

DIRECTIONS FILL IN THE BLANKS

In 1492, Spain _____.

Soon thereafter, in 1521, New Spain _____

_____ at which point it _____. In the

places where New Spain didn't find precious metals, they decided they would have to try and _____.

_____. In the case of the 19 Rio Grande Pueblos, colonial Spain implemented the _____ system. This system included forcing the Pueblos to 1) _____ 2) learning how to speak _____ and 3) practice _____.

New Spain also built military outposts called *presidios* and forced the Pueblos to _____. This positioned New Spain to _____

to interfere with local Pueblo governing systems.

Meanwhile, when new settlers or explorers arrived from Europe they often brought epidemic diseases which cause _____.

By 1680, one Pueblo leader, named _____, had had enough! He _____

And it worked! Except, 12 years later, New Spain returned to the Pueblos with the _____ one for each Pueblo to signal each Pueblo's _____.

Moving forward, New Spain agreed it would _____. _____

If I were in the Pueblos shoes at that time, I would have responded by _____

_____ because _____

JAM T3.5

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.5C	GRADE 4-5	SCHEMA CONFLICT
EXTENSION STRUCTURED JOURNALING		

1. What are the most important ideas in this JAM? _____

2. This is what I don't completely understand ..._____

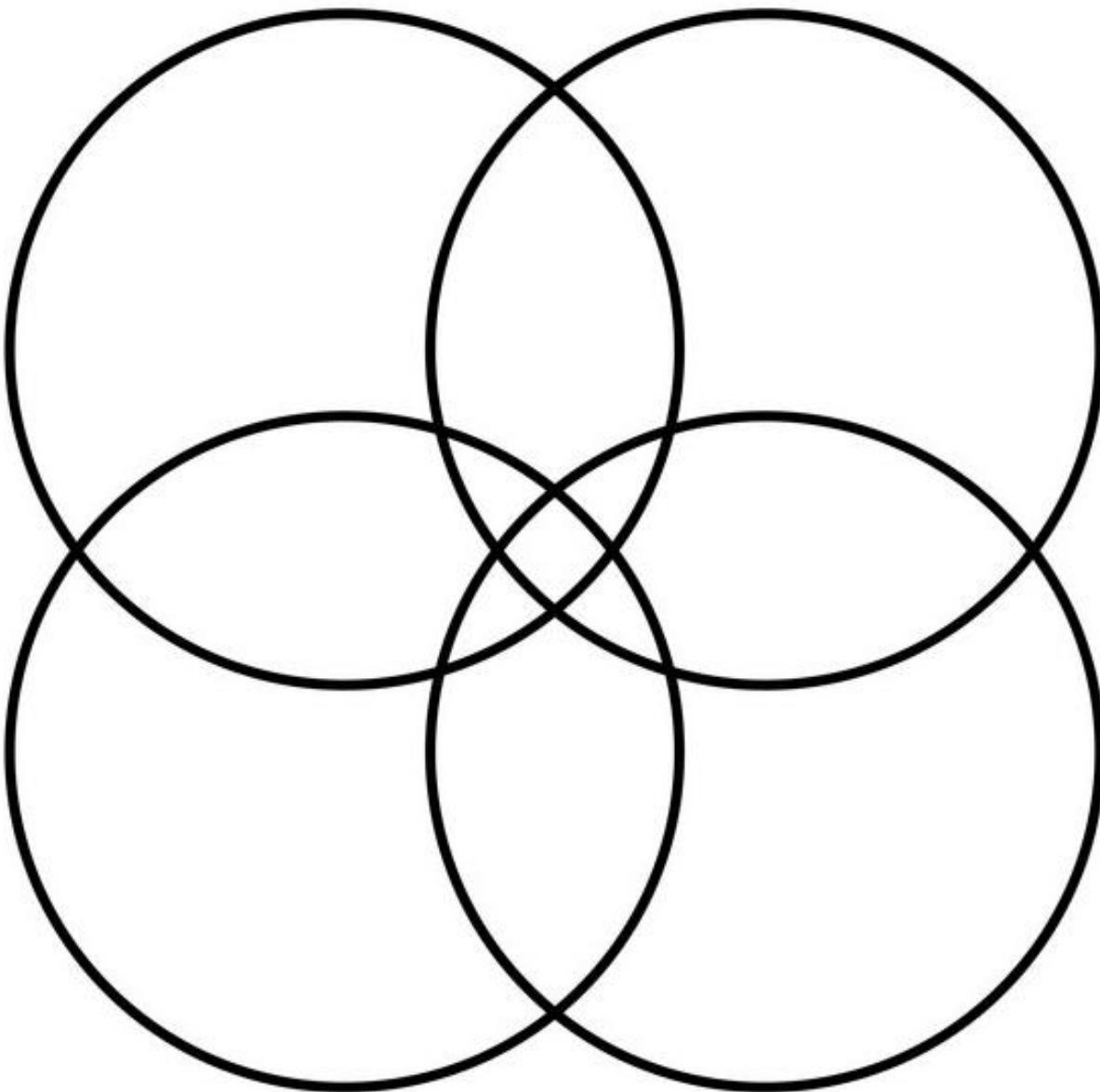
3. This JAM connects to my reality in that ..._____

4. I wonder... _____

5. I also wonder... _____

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.5D	GRADE 4-5	SCHEMA CONFLICT
EXTENSION FROM CLARITY TO COMPLEXITY		

DIRECTIONS How is this graphic organizer different from the first one? 1) In the margin of this 4-Way Venn Diagram, label each circle with the JAM's (4) viewpoints. 2) Consider how some viewpoints' characteristics overlap, or share intentions, goals or actions. 3) In the shapes don't overlap with others, list what makes that viewpoint unique from all others.



JAM T3.5

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.5E	GRADE 4-5	SCHEMA CONFLICT
ASSESSMENT BECAUSE, BUT, SO		

DIRECTIONS Complete the following sentence stems in a way that demonstrates as much perspective as you're able, putting history into its full context.

1. The 19 Rio Grande Pueblos knew they were sovereign **because**

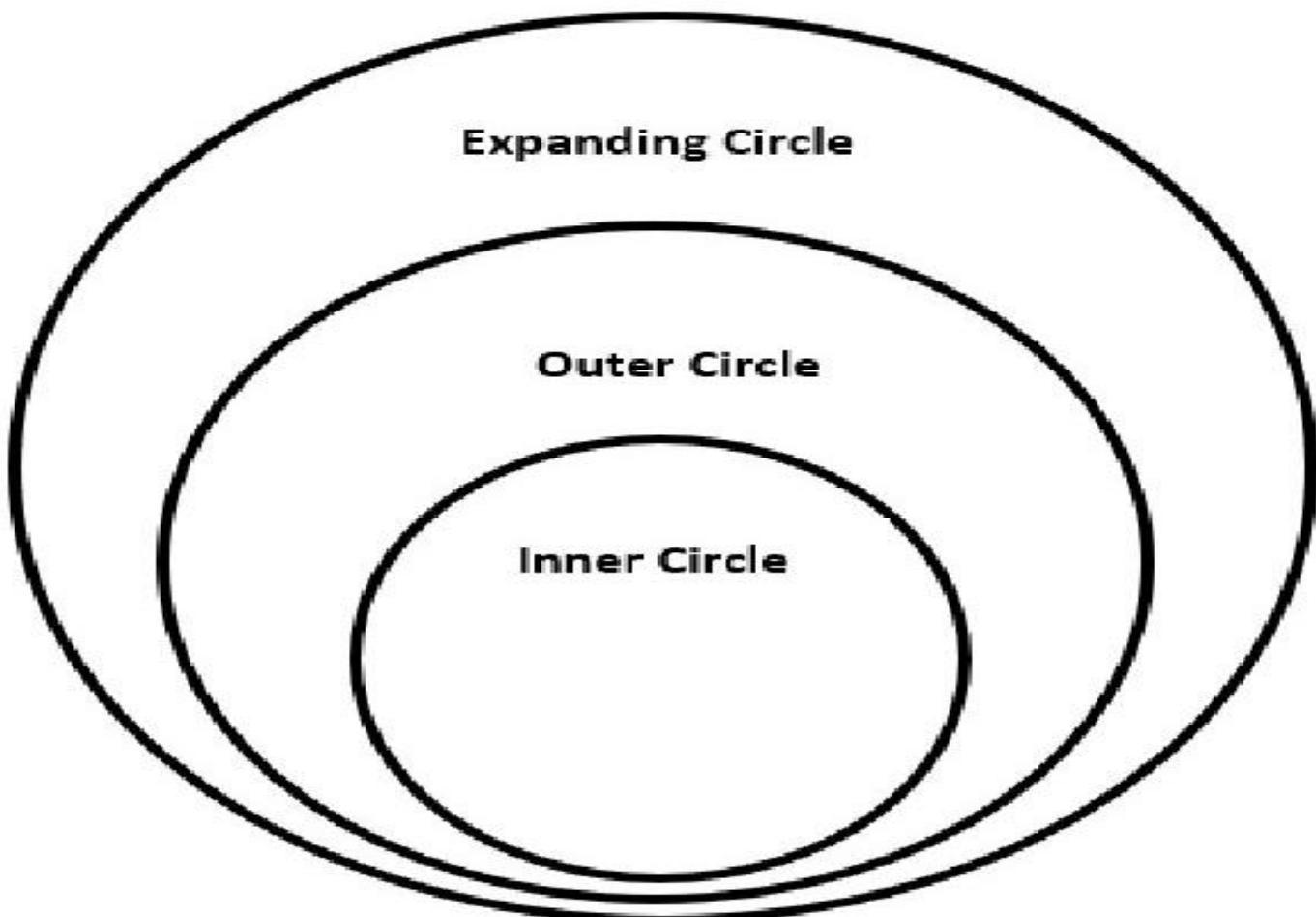
2. The 19 Rio Grande Pueblos knew they were sovereign **but** _____

3. The 19 Rio Grande Pueblos knew they were sovereign **so** _____

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.5F	GRADE 4-5	SCHEMA CONFLICT
EXTENSION	CIRCLING THE TRUTH	

DIRECTIONS 1) Select ONE theme (perhaps the embedded conflict you named at the end of the JAM) that you believe unites all (4) viewpoints. Write it down in the *Inner Circle*. 2) Choose any (3) of the “5 Strands” of Social Studies—**geography, history, government, culture, economics**—that you think demonstrate how and why different roles chose the paths or strategies they did. Write those words in the *Outer Circle*. 3) Use “Retrieval Practice” to list details that support the three strands you listed in the outer circle. **BONUS:** Use this graphic organizer to write a one-paragraph summary essay.

POTENTIAL THEMES (CHOOSE ONE): POWER, MONEY, DEMOCRACY, AUTHORITY, MONEY, BALANCE, KNOWLEDGE,



JAM T3.5

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.5G	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION CLASS-WIDE DEBRIEF		

DID YOU KNOW? Oral storytelling is an integral component of Native nations culture that offers neurological and cognitive benefits. For example, storytelling supports resiliency by promoting early literacy through social cognition, language processing, and memory storage. This is evidenced by the fact that Native nation stories have been scientifically validated as reliable records of historical events going back thousands of years. In summary: *active listening is an unparalleled learning strategy.*

DIRECTIONS Complete these sentence stems to summarize your thoughts (5-7 minutes). Next, bring these pearls of wisdom to share in a class-wide debrief so you and your classmates can practice speaking & listening.

1. One historical event that happened during this JAM that the world needs to spend more time thinking about is _____

2. One behavioral pattern that I noticed during the historical events of this JAM that could support sustainability in the world today is _____

3. One thing my small group did well in this JAM, a behavioral pattern that I believe could make the world safer or more sustainable is _____
