

Learning Guide



A Brief History of the American Southwest for Kids Episode 4: Pueblo Revolt

We hope you enjoyed learning all about Po'Pay and the Pueblo Revolt. Extend your learning with this print-ready Learning Guide!



What's in this Learning Guide?

Get Set to Listen:

Check your knowledge before and after listening to the episode by determining if statements are TRUE or FALSE.

Vocabulary

Discussion Questions

CCSS.ELA-Literacy.SL.3-8.1; CCSS.ELA-Literacy.SL.3-8.3

Writing Prompts and Extension Projects

CCSS.ELA-Literacy.W.3-8.1; CCSS.ELA-Literacy.W.3-8.2; CCSS.ELA-Literacy.W.3-8.3; CCSS.ELA-Literacy.W.3-8.4; CCSS.ELA-Literacy.W.3-8.7; CCSS.ELA-Literacy.W.3-8.8

Historical Map of the American Southwest

Communicating with Knots: Activity & Coloring Page

CCSS.ELA-LITERACY.SL.5.1 / SL.5.2; CCSS.MATH.CONTENT.5.MD.A.1; NCSS: Theme 1: Culture; Theme 2: Time, Continuity & Change; Theme 4: Individuals, Groups, & Institutions

Additional Resources



The Children's Hour
kids public radio



Get Set to Listen

1. Before listening!

Read each statement and write TRUE or FALSE based on what you already know.



2. After listening!

Based on what the experts said in the episode, write TRUE or FALSE.



Before Listening	TRUE or FALSE?	After Listening
	1. When Spanish conquerors came to the area that is now New Mexico, their goal was to learn from Pueblo people about their culture and religion.	
	2. Po'Pay was the leader of the Spanish conquerors.	
	3. Po'Pay used a system of woven cords to communicate the date of the Pueblo Revolt to other tribes.	
	4. All of the Pueblos spoke the same language.	
	5. The Puebloan people vastly outnumbered the Spanish in the Pueblo Revolt.	
	6. The 12 years following the Pueblo Revolt were spent in a period of revitalization.	
	7. After the Pueblo Revolt, the Spanish left the Pueblo people alone and never came back.	
	8. Native culture was never influenced by Spanish culture.	



Get Set to Listen

Answer key

1. FALSE. Unfortunately, the goal of the Spanish was to get rid of Native culture, not to appreciate it.
2. FALSE. In fact, quite the opposite. Po'Pay was a Puebloan religious leader whom the Spanish severely punished.
3. TRUE
4. FALSE. Each group had a unique language, but some commonalities evolved from the need to trade and communicate. And there were some people, like today, who spoke multiple languages.
5. TRUE. In fact, only a few hundred Spanish fought in the Pueblo Revolt, but the Native people had much larger, much more organized groups of fighters, which eventually allowed them to defeat the Spanish.
6. TRUE. After 140 years of Spanish occupation, there was a lot of work to be done to reintroduce Puebloan religion and culture.
7. FALSE. They returned 12 years later to reclaim land, but were once again met by resistant Pueblo people, though the Spanish crown did successfully claim the Nueva Mexico territory.
8. FALSE. Once the Spanish began living in close proximity to Puebloan people, their cultures merged in many ways. This fusion is still present in modern New Mexican culture.



Vocabulary

Listening for Words

1. Make a four-column chart and label the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
2. Write the vocabulary word in the column that describes how well you know the meaning of the word.
3. Listen to [the episode](#). Note how the speaker uses the words.

Matching Words with Definitions

1. Print and cut apart the word and definition cards.
2. Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

Writing with New Words

After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

colonialism

When people from one nation come to a land they don’t own, take it over, and try to make wealth from it and its people.

revolt

To fight against authority or rules, often by a group of people who want change.



Vocabulary

coexistence

Living together in the same place peacefully, even if people have different beliefs, cultures, or ways of life.

assimilate

To adopt the customs, culture, or way of life of another group, sometimes losing your own original traditions in the process.

Po'pay

A leader of the Pueblo people who organized the Pueblo Revolt in 1680 to resist Spanish rule and protect his people's land, culture, and way of life.

calendar

A system for organizing and keeping track of days, weeks, months, and years. Po'pay used knots tied in cord as a calendar for keeping track of days until the Pueblo Revolt.



Discussion Questions

1. Why do you think the Spanish tried to replace Pueblo religion and traditions?
2. How might it feel to have outsiders take control of your land and way of life?
3. Why do you think stories like the Pueblo Revolt are not always well-known?
4. How does learning local history help us understand the place where we live?
5. What parts of this story did you find most surprising, and why?



Group Discussion Strategies

Think Pair Share:

1. Individually, student writes down their answer to a question.
2. Students pair up and tell each other their answers.
3. Teacher calls for volunteers to share with the whole class their answer (and/or their partner's answer). Teacher notes key words/phrases on board.

Round Robin:

1. Teacher poses one question (written on top of a large page) to students, who are assembled into small groups of 3 or 4.
2. Students take turns brainstorming the answers. The recorder of the group writes down all answers.
3. The leader reads the group's ideas to the entire class. Teacher moderates.



Writing Prompts

Narrative Prompts

1. Imagine you are a Pueblo child living in the 1670s. Write a story about what happens when Spanish soldiers and priests arrive in your village. How does your family react?

Extension: Include a moment when you see Po'Pay planning the revolt and explain your feelings about it.

2. Pretend you are delivering a knotted cord message across different Pueblo villages. Write a diary entry describing your journey and what it feels like to help plan the Pueblo Revolt.

Extension: Include descriptions of the landscape, animals, and people you meet, showing how connected life is to the environment.

3. Imagine the day after the Pueblo Revolt when your community begins rebuilding. Write a story showing how people restore homes, ceremonies, and farming practices.

Extension: Add dialogue showing how different Pueblo groups work together or teach each other traditions.

Informative/Explanatory Prompts

1. Describe the Pueblo Revolt and why it was considered the “first American Revolution.” Include how Po'Pay used knotted cords to communicate.

Extension: Include a diagram showing how messages traveled between villages.

2. Explain how Pueblo ceremonies were connected to the land and environment, and why Spanish changes threatened that balance.

Extension: Compare these practices to modern environmental or community traditions you know.

Opinion/Persuasive Prompts

1. Do you think the Pueblo Revolt was the best way for Pueblo people to protect their culture? Why or why not?

Extension: Write a short letter to a friend in another village explaining your opinion and using historical facts to support it.

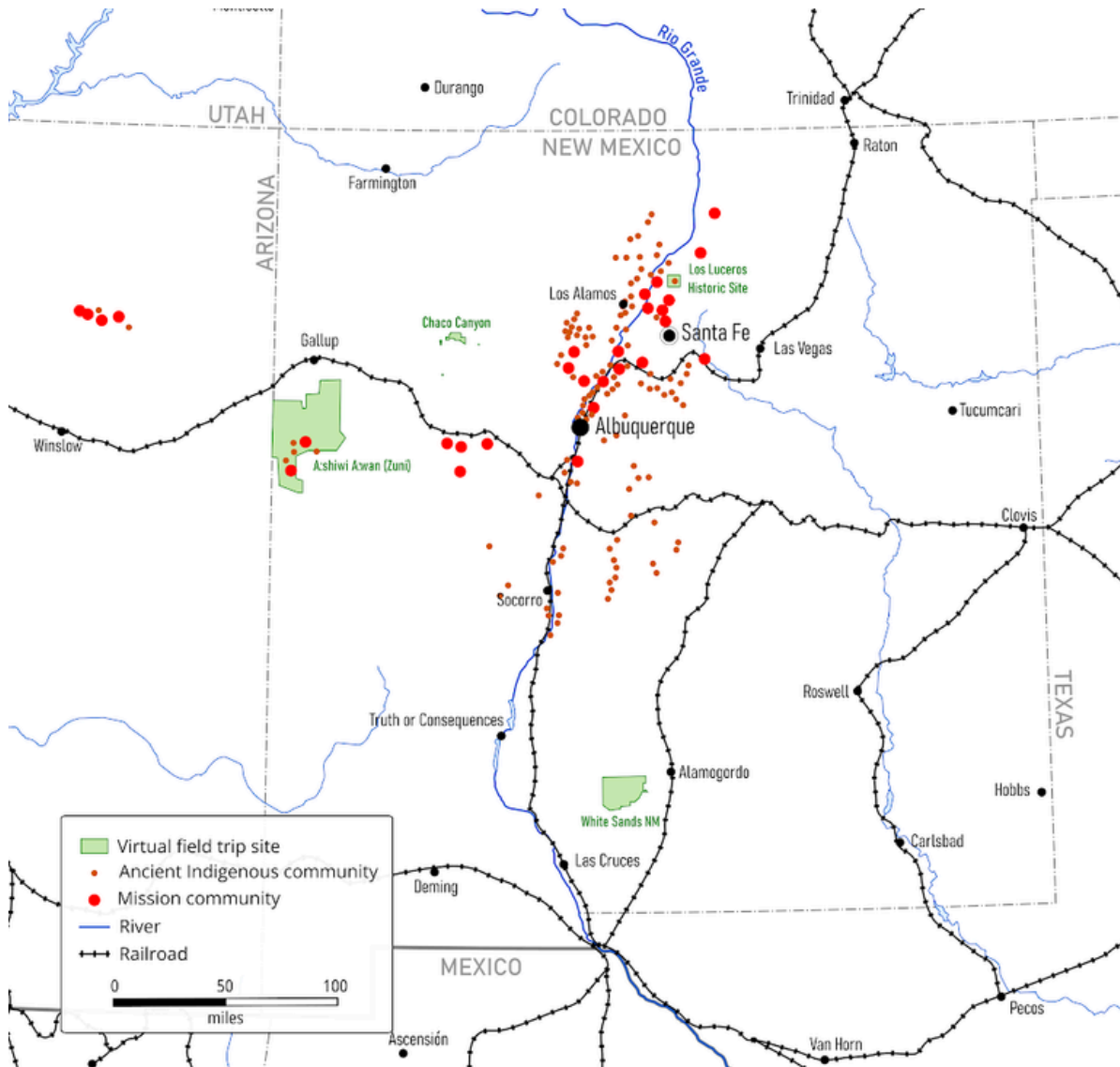
2. Should Spanish and Pueblo cultures have tried to coexist sooner after the revolt, or was it better to stay separate? Explain your reasoning.

Extension: Create a “pros and cons” chart of cultural blending after the revolt to support your opinion.



Historical Map of the American Southwest

On this map, the places that we “visited” with our experts are shown in green. Each place was important in the history of the American Southwest. Have you ever been to any of these locations?



map created by Fehér Dániel 2022

Along with the modern cities, you can also see where the many ancient communities existed, long before the Spanish colonizers arrived (shown as orange dots). How many can you count?

After the Spanish arrived, they built missions (shown as red dots). How many of these mission communities were located near the Rio Grande?

To learn the names and locations of the 19 modern Pueblo nations, you can study [this map](#). Can you label the Pueblo nations on this map?



Activity: Communicating with Knots

Make Your Own Countdown Cord

Discover how Pueblo leaders used knotted cords to organize and coordinate the Pueblo Revolt. Bringing together different Pueblo tribes was a big challenge—people lived far apart and spoke different languages. To help, Pueblo religious leader Po'Pay created woven cords with knots to count down the days until the revolt. You can make your own cord to mark the days until an important event in your life.

Materials

- A piece of string, yarn, or ribbon (about 1–2 feet long)
- Scissors

Listen

to [The Children's Hour "A Brief History of the American Southwest for Kids, episode 4: Pueblo Revolt"](#) (segment 4:52-7:16).

Instructions

1. Choose an upcoming event that is important to you (like a birthday, holiday, or school project).
2. On your cord, tie a knot for each day leading up to the event.
3. Each day, untie one knot to count down until the event.

Reflect

Write a short paragraph about how using the cord helped you plan and feel ready for the event.

Extensions

- Share your cord with a friend and explain how Po'Pay's method helped coordinate the Pueblo Revolt.
- Try making a cord for a group project and have each member untie a knot to track progress together.

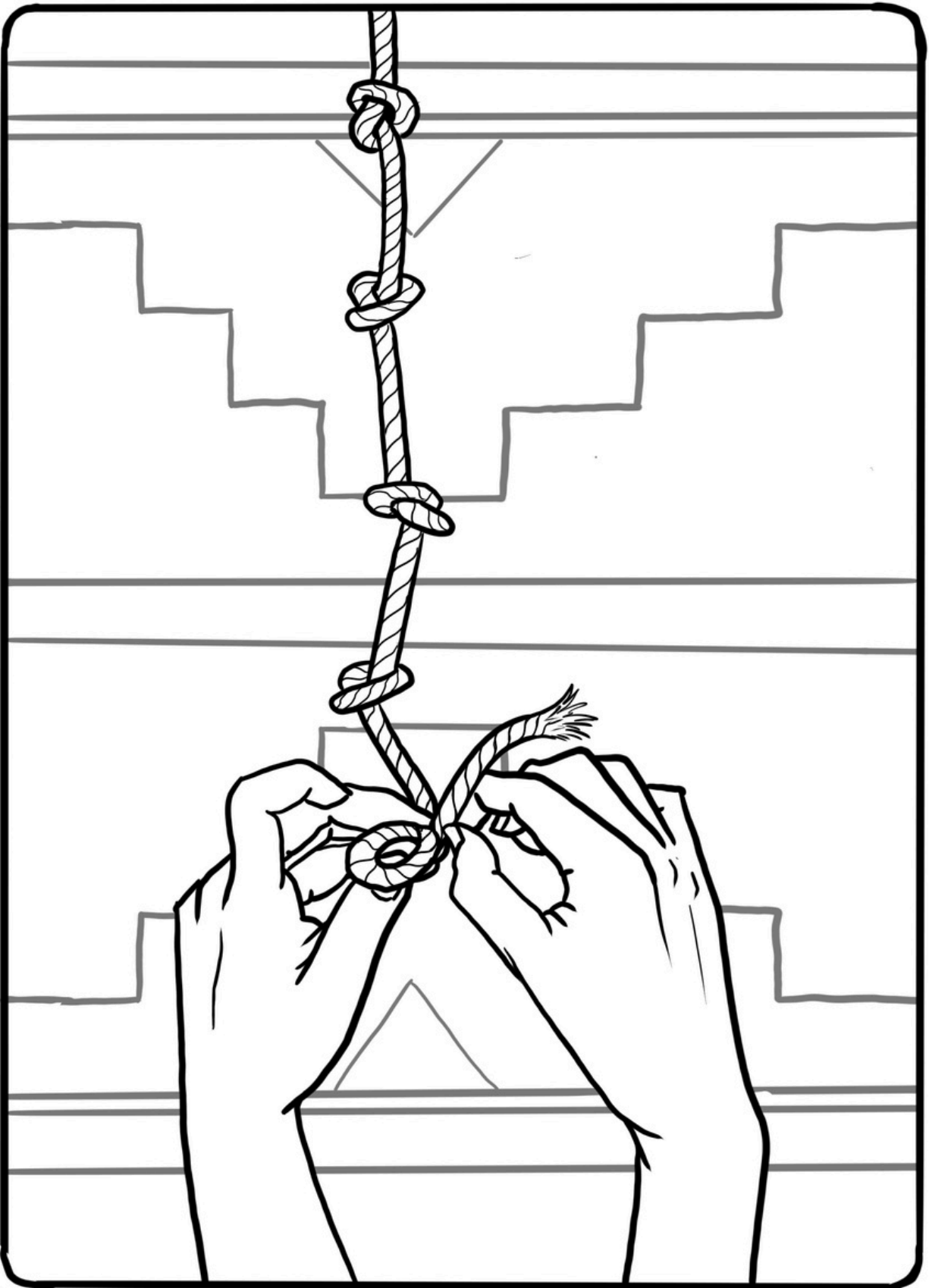
Watch

[Knotted Yucca Cord Demonstration](#)

This video teaches how to make a knotted cord out of yucca leaves similar to the ones Pueblo runners used to carry messages during the Pueblo Revolt in 1680.



Coloring Page: **Communicating with Knots**





Additional Resources

[First Encounters with Spanish Explorers: A Pueblo Experience](#)

A middle school lesson plan from Indigenous Wisdom: Centuries of Pueblo Impact in New Mexico.

[Indian Pueblo Cultural Center](#)

Explore the history of the Pueblo Revolt in presentations, recipes, how-to videos, discussions, and downloadable educational materials.

Videos

[Knotted Yucca Cord Demonstration](#)

This video teaches how to make a knotted cord similar to the ones Pueblo runners used to carry messages during the Pueblo Revolt in 1680.

[Jon Ghahate's Presentation on the Pueblo Revolt](#)

Join Jon Ghahate (Laguna, Zuni) as he discusses the history and lasting influence of the 1680 Pueblo Revolt. The program is free, with optional donations.

[First Encounters with Spanish Explorers: A Pueblo Experience](#)

Dr. Christine Sims (Acoma) presents a multimedia overview of Pueblo culture and the conflicts with the Spanish, leading to the Pueblo Revolt, including Oñate's brutal actions. A lesson plan PDF is available [here](#).