

# Understanding Culpeper's Rebellion

BY PAULINE S. JOHNSON

This lesson will allow students to present their understanding of a critical event in the history of colonial Carolina by analyzing the article “Culpeper’s Rebellion<sup>1</sup>,” examining the causes and effects, and in groups developing and performing a skit that tells the story of the rebellion. A homework assignment will allow students to process the information and interpret meaning from their activity.

## Learning outcomes

- Students will read and analyze the article “Culpeper’s Rebellion.”
- Students will understand the underlying causes and effects of the rebellion.
- Students will develop a skit that demonstrates their comprehension of the event.
- Students will gain historical empathy as they assume roles of the participants in the rebellion.

## Teacher planning

### TIME REQUIRED FOR LESSON

One class period

### MATERIALS NEEDED

- Computer with internet access for each student **or** one computer with an LCD projector
- Paper and pencils
- Index cards for each group
- Art supplies, e.g. colored paper, scissors, crayons, colored pencils, markers, etc.

## STUDENT HANDOUTS

This media is available in the web edition only.

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## Activities

1. Students will read the article “Culpeper’s Rebellion<sup>2</sup>” on their own computers, or on the screen if using an LCD projector (the section can also be printed and copied if you choose).
2. Put the students into mixed-ability groups of five.
3. Have each group complete the story outline worksheet by referring back to the article. Announce to the students that only the actions from the actual rebellion go in the box labeled “Story of the Rebellion.” “Effects of the Rebellion” are the immediate results from the section called “Aftermath.” They do not need to use all the numbers in the boxes. Give the students up to ten minutes to complete this. (Time may vary.) You may want to move among the groups as some students may struggle with choosing the appropriate events to include in each section. The story outline teacher page is one example of a completed form.
4. Give each group a copy of the skit requirements, several pieces of blank paper, and 10 to 15 index cards. Group members will take on the roles of director, script writer, casting director, producer, and props manager. You may need to adjust these roles or numbers of students per group depending on the requirements for your classroom.
5. Have the students read through the skit requirements and follow the procedure. You may want to encourage students to be creative with their skits. As long as they keep in the facts of the rebellion, they may include humor or other theatrical devices. They will:
  1. Choose their roles.
  2. Brainstorm ideas for their two-minute skit.
  3. Plan their skit.
  4. Perform the tasks for their individual roles: The script writer will write out the plan. The casting director should assign parts. The props manager will design simple props from paper and other art supplies. The director will set up the area for practice. The producer will make signs of the time and place for use during the skit.
  5. Each group member will write out his or her lines on index cards.
  6. The director will lead a rehearsal. This should take a long time as students will be reading their lines. You may need to limit this time for the class.
  7. The producer will report to you when his/her group is ready. If other groups are still working, you may ask groups that are done to practice their skit one more time.
6. When groups are done, have them perform their skits for the rest of the class. You may want to ask the students to vote for best play and best actor(s).

7. For homework, ask the students to choose the character or one of the characters they portrayed. Taking on the persona of that character, have the students write a letter to a relative of that character describing his role in Culpeper's Rebellion, why he acted the way he did, and what he believes was the importance of the event.

## Assessment

- Assessment for the skits should include completion of the story outline worksheet, group cooperation, and completed skits.
- Assessment for the letter assignment should include factual information about the events, student's analysis of the motives of the character, and understanding of the significance of Culpeper's Rebellion.

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## National Standards

In addition to meeting objectives of the North Carolina Standard Course of Study, this lesson plan addresses the following national standards.

### **NATIONAL HISTORY STANDARDS**

#### **Era 2: Colonization and Settlement (1585-1763)**

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean

Standard 2: How political, religious, and social institutions emerged in the English colonies

Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America

### **HISTORICAL THINKING STANDARDS**

#### **Standard 1: Chronological Thinking**

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of their own.

#### **Standard 2: Historical Comprehension**

- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Differentiate between historical facts and historical interpretations.
- E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives.

### **Standard 3: Historical Analysis and Interpretation**

B. Consider multiple perspectives.

C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.

### **On the web**

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### **Notes**

1. See <http://www.learnnc.org/lp/editions/nchist-colonial/1.11>.
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### **About the author**

#### **PAULINE S. JOHNSON**

I am currently the Director of a Teaching American History Grant for Buncombe County Schools, Asheville City Schools, and Madison County Schools. I have taught history and English in the seventh and eighth grades for over twenty-six years at Reynolds Middle School in Asheville, North Carolina. I am currently doing adjunct work for Mars Hill College and Western Carolina University. I have a Masters Degree from Western Carolina University and am Nationally Board Certified in Early Adolescence/Social Studies-History. I am certified to teach K–12 and I also have Academically-Intellectually Gifted certification.