

Internal and External Challenges to State Power from 1450 to 1750**Duration**

Two or three class sessions of approximately 40 minutes each

Resources**1. Teacher Commentary****2. Student Handout****3. Homework****Objectives of Lesson**

- To explore and contextualize resistance to state power in the period 1450 to 1750
- To investigate resistance to the expansion of European power on the part of enslaved and indigenous population
- To practice making inferences from and about historical primary source texts and to reflect on source reliability

College Board Objectives from the 2020–21 CED

- **Topic 4.6:** Internal and External Challenges to State Power from 1450 to 1750 (p. 88)
- **Learning Objective L:** “Explain the effects of the development of state power from 1450 to 1750.”
- **Key Concept 4.3.III.iii:** “State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.”
- **Key Concept 5.3.III.C:** “Enslaved persons challenged existing authorities in the Americas through organized resistance.”

Student Activities

- Class discussion of colonization, slavery, and resistance to existing power structures during the years 1450–1750
- Exploration of the motivations and consequences of resistance to European power, particularly in the Americas
- Reflection on European primary source texts and discussion of the reliability and bias present in various types of historical evidence

NOTES

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How to Use This Lesson

This lesson is designed to give students an opportunity to explore historical developments related to resistance to state power in the period 1450 to 1750 through a close reading of important primary source texts. The lesson includes several different components that are designed to spark conversation and help students to think about the variety of ways in which enslaved and native populations resisted European colonization and coerced labor, what their motivations were in doing so, and what the short- and long-term impact of these resistance movements were, both on the resisters and on the power structures themselves. Note that the geographic scope of Unit 4.6 is very broad, and illustrative examples are plenty. As such, the student handout and homework are by necessity limited to a few specific historical revolts against existing power structures (primarily revolts in the Americas against Europeans). If time permits, try to incorporate additional illustrative examples related to Africa or Asia.

The student handout/worksheet is coupled with a series of review questions and a homework assignment that is designed to enable students to practice writing the type of long essay that they will see on the AP® Exam. By the end of the lesson, students should have a stronger understanding of the reasons behind both internal and external challenges to state power in the period 1450 to 1750.

In order to prepare students for the exercises contained in the student handout, we recommend that you begin the class with a short introduction to the broad thematic focuses of Topic 4.6 as outlined by the College Board: governance, the effects of state expansion and centralization across the globe, and resistance to that expansion and centralization. We have included some brief historical context below to help guide your discussion. This introduction can be lecture-style, or, if the setting is appropriate, students can work in pairs or small groups to brainstorm and articulate what they already know about developments related to challenges to state power during this era.

The central component of this lesson requires students to 1) look at a historical map of “New Spain” and read a primary source account related to the Pueblo Revolt of 1680, and 2) look at a historical illustration and read a primary source account related to slave rebellions in Suriname (South America).

We have also included a homework assignment that explores Topic 4.6 further by directing students to practice writing an AP®-style long essay for which the topic is broad and designed to encourage contextualization and making cross-cultural/cross-geographical connections, comparisons, and contrasts. The homework assignment is designed to reinforce the close reading that students do during the lesson and also draw upon students’ prior knowledge of the topic (if any).

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Historical Context

Students should already be well-acquainted with the general trends of the period 1450–1750 and the rise and expansion of maritime empires, which were the focus of several earlier topics in Unit 4. As these empires expanded, they naturally met with resistance both from within the empire’s homelands and from the populations with which the empires interacted, often antagonistically.

Within 17th-century France, for example, the Fronde civil war reflected internal challenges to the state’s monarchy, nobility, and legal establishment. Around the same time period, uprisings in the colonies such as Metacom’s War (aka King Philip’s War) reflected external challenges to state power. Because of time and space limitations, the student handout does not deal directly with either of these topics, but students should know the basic contours of these and other instances of resistance to state power such as African leader Ana Nzinga’s opposition to Portuguese rule, resistance by oppressed serfs in Russia, the Cossack and peasant rebellions in central Asia, the Maratha-Mughal conflict in south Asia, and the Glorious Revolution in England (among many more possible examples).

NOTES

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Fire in Santo Domingo during 1791 Slave Rebellion

Internal and External Challenges to State Power from 1450 to 1750

Exercise 1

The French map below shows the territory of New Spain as it existed around the year 1700.



N. de Fer, *Map of Mexico in New Spain and the Coast of Florida* (c. 1700)

①

Commentary

- ① This lesson is designed to promote reflection and discussion. While it would work as an individual assignment, we encourage you to assign it as small group or pair work to promote more engaged conversation.

In the late 17th century, a charismatic Pueblo leader from Spain's New Mexico territory, Popé (also known as Popay), organized a successful native revolt against the Spanish colonizers. Known as the Pueblo Revolt of 1680, this indigenous uprising was prompted by a variety of factors, including forced conversion to Christianity by Spanish missionaries. At the time, Spain's reach in North America included present-day Mexico and stretched as far north as parts of present-day California, Texas, New Mexico, and Arizona. While Popé and his followers ultimately achieved their aim of driving the Spanish out of their area of New Mexico, the Spanish reconquered the region in 1692 after Popé's death.

②

After the violent uprising in 1680, the Spanish recorded an account of the interrogation of one of their native American prisoners, Pedro Naranjo of the Queres Nation. Read the excerpt below and answer the questions that follow.

③

Source: *Declaration of Pedro Naranjo of the Queres Nation, 1681*

Asked whether he knows the reason or motives which the Indians of this kingdom had for rebelling, forsaking the law of God and obedience to his Majesty, and committing such grave and atrocious crimes, and who were the leaders and principal movers, and by whom and how it was ordered; and why they burned the images, temples, crosses, rosaries, and things of divine worship, committing such atrocities as killing priests, Spaniards, women, and children, and the rest that he might know touching the question, he said that since the government of Señor General Hernando Ugarte y la Concha they have planned to rebel on various occasions through conspiracies of the Indian sorcerers, and that although in some pueblos the messages were accepted, in other parts they would not agree to it; and that it is true that during the government of the said señor general seven or eight Indians were hanged for this same cause, whereupon the unrest subsided.

Some time thereafter [the conspirators] sent from the pueblo of Los Taos through the pueblos of the custodia two deerskins with some pictures on them signifying conspiracy after their manner, in order to convoke the people to a new rebellion, and the said deerskins passed to the province of Moqui, where they refused to accept them. The pact which they had been forming ceased for the time being,

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② If time permits, have a general class discussion about the establishment of Spanish missions in the Americas.

③ Discuss the genre of this passage and the fact that few written sources from the perspective of the peoples colonized by the Spanish actually exist.

but they always kept in their hearts the desire to carry it out, so as to live as they are living today. Finally, in the past years, at the summons of an Indian named Popé who is said to have communication with the devil, it happened that in an *estufa*¹ of the pueblo of Los Taos there appeared to the said Popé three figures of Indians who never came out of the *estufa*...

...These three beings spoke to the said Popé, who was in hiding from the secretary, Francisco Xavier, who wished to punish him as a sorcerer. They told him to make a cord of maguey fiber and tie some knots in it which would signify the number of days that they must wait before the rebellion. He said that the cord was passed through all the pueblos of the kingdom so that the ones which agreed to [the rebellion] might untie one knot in sign of obedience, and by the other knots they would know the days which were lacking; and this was to be done on pain of death to those who refused to agree to it. As a sign of agreement and notice of having concurred in the treason and perfidy they were to send up smoke signals to that effect in each one of the pueblos singly. The said cord was taken from pueblo to pueblo by the swiftest youths under the penalty of death if they revealed the secret...

Everything being thus arranged, two days before the time set for its execution, because his lordship had learned of it and had imprisoned two Indian accomplices from the pueblo of Tesuque, it was carried out prematurely that night, because it seemed to them that they were now discovered; and they killed religious,² Spaniards, women, and children. This being done, it was proclaimed in all the pueblos that everyone in common should obey the commands of their father whom they did not know, which would be given through...El Popé. This was heard by Alonso Catití, who came to the pueblo of this declarant to say that everyone must unite to go to the villa to kill the governor and the Spaniards who had remained with him, and that he who did not obey would, on their return, be beheaded; and in fear of this they agreed to it.

Finally the señor governor and those who were with him escaped from the siege, and later this declarant saw that as soon as the Spaniards had left the kingdom an order came from the said Indian, Popé, in which he commanded all the Indians to break the lands and enlarge their cultivated fields, saying that now they were as they had been in ancient times, free from the labor they had performed for the religious and the Spaniards, who could not now be alive. He said that this is the legitimate cause and the reason they had for rebelling, because they had always desired to live as they had when they came out of the lake of Copala.

¹ chamber

² i.e., priests

1. According to the Pueblo man interrogated in the excerpt, what were some of the motivations behind the Pueblo rebellion? Is this a reliable historical source? How might the author's biases have affected his account of the events that occurred?

④

Write or type your response in this area.

④ Answers will vary. Students should note the Pueblo peoples' desire to return to their native belief systems and cultural practices. Naranjo's desire to please his interrogators, along with the author's inherent biases (including racial prejudices) as a Spaniard, need to be taken into account when reading this document.

2. Contextualize the Pueblo Revolt of 1680 using your knowledge of Spanish colonialism. What was the economic/labor system imposed on the Pueblo peoples by the Spanish? How were the Pueblo and other indigenous peoples in the Americas treated by the Spanish priests, soldiers, and settlers who seized land in what is now the southwest United States?

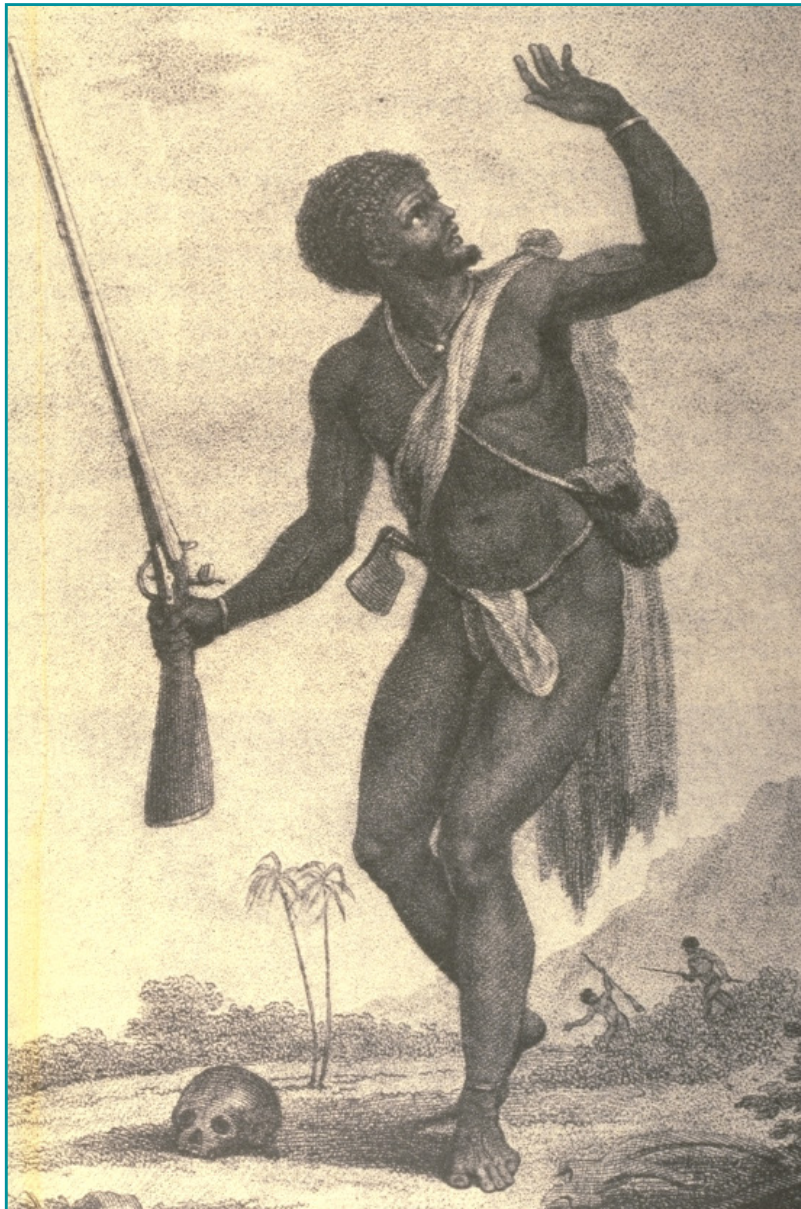
⑤

Write or type your response in this area.

⑤ Answers will vary. Students should note that the *encomienda* system, employed by the Spanish throughout the Americas, was very burdensome on local populations. Coerced labor and violence were the norm.

Exercise 2

The image below shows an illustration from the 1790 account of a young Dutch man, John Gabriel Stedman, who joined a military response to crush one of the many uprisings of slaves in the Dutch colony of Suriname in the 18th century. The term *maroon* refers to descendants of enslaved Africans who set up independent settlements after having escaped from slavery or after having rebelled against their European “masters.”



John Gabriel Stedman, *Armed Maroon*, Surinam, 1770s

⑥

⑥ Answers will vary. The Portuguese did not physically attack the native populations in the area of Elmina during the encounter described, but they certainly made a show (Azambuja is described as sitting on an elevated throne-like chair and having natives pass between lined-up Europeans, almost like running a gauntlet).

In the excerpts that follow, both from Stedman's book about the rebellions against European oppression and forced labor, the author presents his view of the slave revolts that had become widespread and against which the author and other Europeans fought, and he recounts his first sighting of a slave girl in Suriname.

Source: John Gabriel Stedman, *Narrative of a Five Year's Expedition against the Revolted Negroes of Surinam, in Guiana, on the Wild Coast of South America from the year 1772 to 1777* (1796)

⑦

Excerpt 1:

Every part of the World where domestic slavery is established may occasionally be liable to insurrection and disquiet, more especially where the slaves constitute the majority of the inhabitants; but the colony of Surinam, in Dutch Guiana, has been particularly unfortunate in this respect. Whether from the shelter which is afforded to the fugitives by the immense forests which overspread the most considerable part of the country, or whether the government of this settlement be radically defective, it is a certain fact that its European settlers are constantly exposed to the most violent ravages, and the most desperate outrage.... Let it suffice to observe [that] these repeated revolts and insurrections demanded at length the most vigorous measures for the restoration of a general peace; that a considerable body of armed people of this description had assembled in the forests, and became extremely formidable to the colony, determined their High Mightinesses the States of the United Provinces to send out a sufficient maritime force to oppose the insurgents, and, if possible to quell the insurrection.

Excerpt 2:

During our stay in this place,³ the companies frequently walked on shore, and I accompanied them in their excursions; but the pleasure I had flattered myself with, from exchanging the confinement of a ship for the liberty of ranging over a delicious country, was damped by the first object which presented itself after my landing. This was a young female slave, whose only covering was a rag tied round her loins, which, like her skin, was lacerated in several places by the stroke of the whip. The crime which had been committed by this miserable victim of tyranny was the non-performance of a task to which she was apparently unequal, for which she was sentenced to receive two hundred lashes, and to drag, during some months, a chain several yards in length, one end of which was locked round her ankle, and the other end was affixed a weight of at least a hundred pounds. Strongly affected with this shocking circumstance, I took a draft of the unhappy sufferer, and retained a dreadful idea of the inhumanity of the planters towards these miserable subjects to their power.

⑦ This reading provides an excellent opportunity to have an in-depth discussion of the paradoxical nature of slavery in European colonies. While some Europeans such as Stedman clearly recognized the horror of European treatment of indigenous populations, they also made no attempt to change the status quo.

³ Pararimbo, in Suriname

3. Explain the historical circumstances that led to slave rebellions such as those in Suriname in the 18th century.

⑧

Write or type your response in this area.

- ⑧ Answers will vary. Students should note the harsh treatment of slaves as well as the desire for freedom. Slave revolts were especially frequent in areas where slaves outnumbered European settlers, such as parts of the Caribbean and the northern coast of South America.

4. Describe the short-term and long-term effects of slave rebellions such as those in Suriname in the 18th century.

⑨

Write or type your response in this area.

- ⑨ Answers will vary. The short-term effects of slave rebellions often resulted in the re-capture, punishment, and/or execution of those who had rebelled. In some cases, escaped slaves were successfully able to remain free and set up independent communities. In the long-term, slave revolts inspired other slave revolts and eventually, the abolitionist movement took hold.

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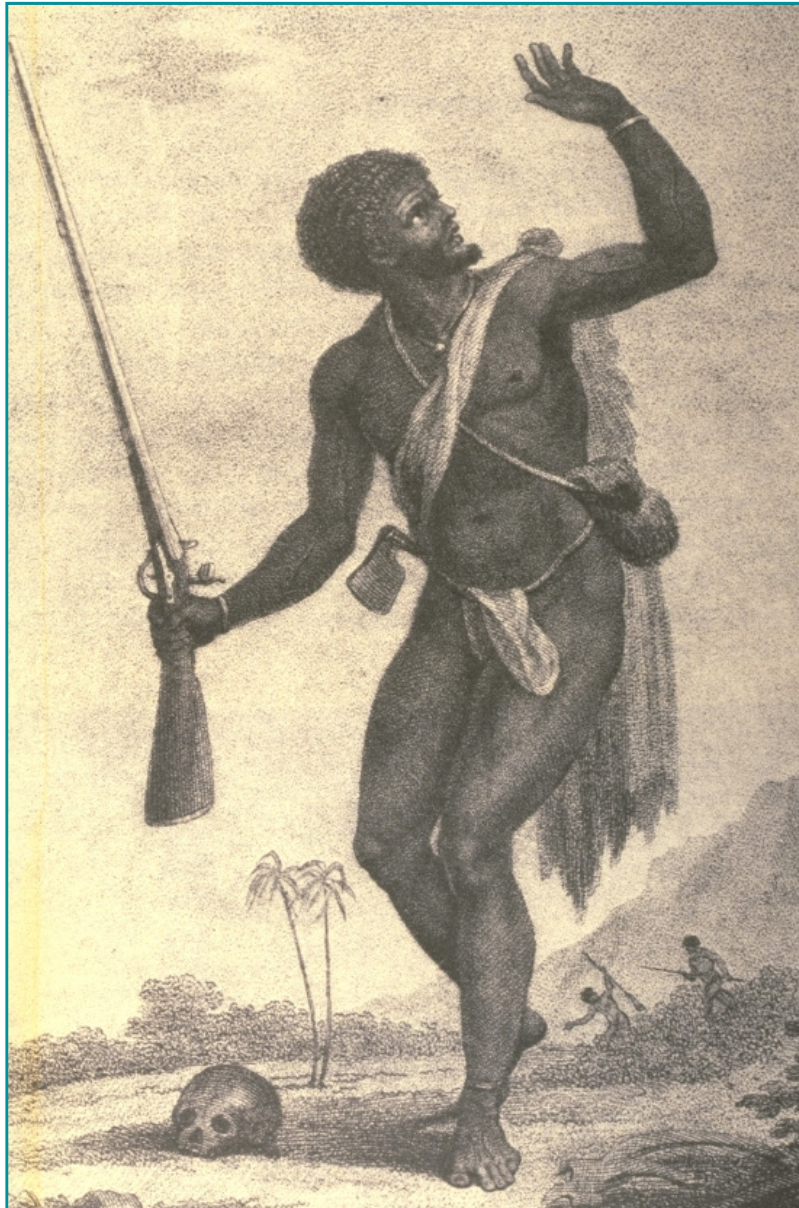
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Write or type your response in this area.

4. Describe the short-term and long-term effects of slave rebellions such as those in Suriname in the 18th century.

Write or type your response in this area.

Internal and External Challenges to State Power from 1450 to 1750**Long essay practice:**

In the period 1450 to 1750, the development of state power and the expansion of European maritime empires encountered both internal and external resistance (i.e., in the home of the empires and in the lands those empires colonized). Develop an argument that analyzes the extent to which external resistance to European colonization in the Americas, Africa, and Asia shared common motivations and/or methodologies of defiance.

Write or type your response in this area.

Internal and External Challenges to State Power from 1450 to 1750**WORKSHEET**

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4. Answers will vary. The short-term effects of slave rebellions often resulted in the recapture, punishment, and/or execution of those who had rebelled. In some cases, escaped slaves were successfully able to remain free and set up independent communities. In the long-term, slave revolts inspired other slave revolts and eventually, the abolitionist movement took hold.

HOMEWORK

1. Answers will vary. Possible illustrative examples that students may use in their long essays include (but are certainly not limited to) Pueblo Revolts, Fronde, the various Cossack uprisings, the conflict between the Maratha and Mughal peoples, Ana Nzinga, King Philip's War, the rise of maroon societies, and a variety of topics related to North American slave resistance over time.