



Sepoy Rebellion Lesson	
Central Historical Question: What caused the Sepoy Rebellion?	
California State Standard(s)	10.4.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.
Common Core State Standard(s):	
<p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i> 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 8. Assess the extent to which the reasoning and evidence in a text support the author's 	<p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 2. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i> <ol style="list-style-type: none"> a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; including formatting, graphics, and multimedia when useful to aiding comprehension. b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to



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claims.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.