

# NTTI Media-Rich Lesson Planning Guide

## **Introductory Activity: (remember to number each step)**

Anticipatory Set:

1. Use the think-write-pair-share discussion strategy.
2. What do you think about when you hear slavery, compromise or abolition?
3. How would the addition of new states affect Congress?
4. Why would slavery create controversy in the territories applying for statehood?
5. Have students share their ideas and discuss as a class.

**Materials:** Questions on the board or overhead.

## **Learning Activities: (remember to number each step)**

1. Use maps and resources to discuss with students the events prior to the Compromise of 1850.
2. Divide class into groups of 4 - 5 students
3. Assign each group with a number that deals with a certain document.
4. Have each group read the document and answer the questions.
5. Once completed, have each group share their findings with the rest of the class.
6. Use the following quotes and have the students decide if the person was pro-slavery or anti-slavery.

**Materials:** Maps, documents, questions, and needed quotes.

## **Culminating Activity: (remember to number each step)**

1. Have the students create a list or visual that represents the content of the lessons.
2. The review using the stand and share strategy:
  - \* have all students stand
  - \* one student will then share an idea with the rest of the class
  - \* all students with the same idea will sit down
  - \* continue presenting ideas until all students in the class are seated.

**Materials:** Drawing utensils & paper.

## **Cross-Curricular Extensions:**

## **Community Connections:**

## **Student Material:**

Drawing utensils, lined and plain paper, pens or pencils.

## **Assessment:**

Did the students create a list or visual that correctly show the content covered in the lesson?

Were the students able to answer the questions on each document?

Did the class understand how the documents help lead to the Civil War?