



Mini-Thinking Pages Lesson Strategies

Learning Objectives: The student will understand the principles of the Constitution. Students will analyze primary sources documents, while using thinking strategies.

TEKS: 8.15D

Materials Needed: Copies of Mini-Thinking Pages for each student and access to the LRE website <https://texasire.org/liam-learns/> to show the videos.

Teacher Background: The following lesson plan is designed to accompany the Liam Learns: *7 Principles of the Constitution* video series.

Teaching Strategy: For each video in this series, we have provided a resource called a Mini-Thinking Page. Each page has some suggested processing strategies to enhance the learning of each of the 7 Principles of the Constitution. The page is also divided into two parts. The first part is guided learning, such as teacher directed or partner work with teacher guidance. The second part is for individual student practice or partner work practice. Teachers should give feedback when appropriate.

Popular Sovereignty

Part 1 - Teacher Guided: Ask students to complete a thinking process called See, Think, Wonder. Students individually should look at the visual provided and write in the boxes; what they see, what they think, and what they wonder. Teacher leads class discussion and gives feedback to students as a whole class.

Part 2 - Student Practice: Students will work individually or with a partner to complete a hot spot question by identifying the correct answer using the visual from above. Students should circle the answer they think is correct from the multiple choices provided. Teacher leads class discussion and gives feedback to students. Students can individually practice with the short answer response by giving a brief explanation in their own words that demonstrates their understanding of the content.

Suggested Answers:

- B
- C

Short Answer Response:

Answers may include:

- The image shows the two opposing sides to the issue of slavery.
- Students may point out the Confederate and U.S. Flags, people moving west in the background, the men dead in bottom of the image, the weapons, the tornado in the background symbolizing chaos of the result of the decision of the Kansas-Nebraska Act to allow popular sovereignty to determine if the territories would be slave or free.

Thinking Strategy: Popular Sovereignty

Study the picture below and then complete the “I see..., I think..., I wonder...” statements in the appropriate box.



Source: Transferred from en.wikipedia to Commons. Public Domain.

I see....

I think....

I wonder....

Student Practice

Student Practice:

The painting depicts the territory of Kansas after the passage of the Kansas-Nebraska Act of 1854. Pro-slavery and anti-slavery supporters clash.

Using your prior knowledge and the picture on the right, which location in the picture on the right depicts the two sides of the conflict. Choose two.

- A. A
- B. B
- C. C
- D. D



Short Answer Response:

Directions: Answer the question below and give a brief explanation in your own words that demonstrates your understanding of the content.

How does this image portray the effects of popular sovereignty found in the Kansas-Nebraska Act? Give specific details found in the image.