



Activity 1 - Developing Comprehension Using Primary Resources

Making Predictions

Teaching Guide

Before beginning this activity, read the articles available on the left called “Cincinnati Enquirer’s first Margaret Garner article” and the article called “A Historical Margaret Garner” by Steven Weisenburger. These will give you a good background on the story.

Part 1

The purpose of this activity is to improve reading comprehension by carefully reading and predicting what the news story is going to tell the reader. In Part 1 of this activity, you will show students a series of 8 Response Visuals (the masthead, then the masthead with the price of the paper, then the date is added, then the headings, and finally the first paragraph of the article). Each new visual adds more information, and students will predict what the story is about, and revise their previous predictions as the activity proceeds. Part 2 of this activity asks students to read the entire article and to respond to a series of questions.

Procedure: Begin by writing “Who? - What? - When? - Where? - Why? - How?” across the board, leaving plenty of room to write information below each word.

Project each of the 8 Response Visuals, in order. There are two ways for you to project the 8 Response Visuals for this lesson. On the left you will see a PDF called Response Visuals. You can print these out as transparencies and project each one in order. Or you can project the power point, also found on the left, that contains all 8 of the Response Visuals which can be projected via an lcd projector to the class.

Project Response Visual #1. This is the masthead of The Cincinnati Enquirer. Students will discuss where this city is, (Ohio was a non-slave state that bordered a slave state). Ask, “does this piece of information tell us the answers to any of the Who, What When questions? Can you guess?”

Visual #2 shows the masthead and the price, “1¢.” Ask how much newspapers cost today and if they can imagine when this newspaper was probably published. Ask, “does this piece of information tell us the answers to any of the Who, What When questions? Can you guess?”

Visual #3 adds the date - 1856. Discuss what events were going on in and around 1856. Ask, “does this piece of information tell us the answers to any of the Who, What When questions? Can you guess?

Visual #4 is the main headline - **Stampede of Slaves A TALE OF HORROR!** This is where the drama begins. Ask all the Who, What, When questions again and ask them to predict what the story is about.

Visuals #5 through #8 add more and more information. Continue to discuss each subhead, asking students to predict, and writing their ideas under each column. The final visual includes all of the headings and the first paragraph of the article. Read the first paragraph of the article and ask them to tell you who the characters are, when and where the story is set. Discuss the plot and theme of the story, the mood or tone of the story, and describe the conflict.

Part 2

Students will read the full news story (slightly edited) where they will learn many more details about what happened. The article has been formatted for them to take notes on the right hand column if they wish.

Pass out the Garner Fugitive Slave Story news article found on the left. Students should read the article silently. Students should answer the following questions:

Relate the Story Elements

- Who are the characters?
- What is the setting?
- What is the plot?
- What is the theme?
- what is the mood/tone
- What is the nature of the conflict?
- What is the solution? (There is no solution and students should figure this out.)

1) On a separate sheet, students should summarize the article by telling what the story is about using a few sentences.

2) Students should pose a series of question they would like answered by following news stories.