



CONFLICT IN THE COLONIES

ENGAGEMENT

Use a graphic organizer (a mind map) to activate students' background knowledge: Have the class brainstorm words/concepts about American colonies. You may suggest one to start the process, but let the students suggest all they can think of.

(In the previous lessons, students have studied the early American colonies. Therefore, they are familiar with the colonies and the colonial life. Brainstorming is a useful strategy to activate students' existing schema and it is essential because learning takes place when we relate new information to old. Also, both visual learners as well as ESL learners can benefit from visual representations of the content. In addition, this activity would give Anna and other ESL students a chance to remember the vocabulary they have learned related to colonies and colonial life.)

EXPLORATION AND EXPLANATION

Jigsaw activity:

Divide the students into groups of 4. This will be their home group. Number the students in each group. Each number will form an expert group and read one section of a reading about the conflict in the colonies. Provide visual representations of the content to help comprehension. During this stage, provide Anna (and other ESL students) with the resources such as dictionaries, thesauruses, online dictionaries they need to comprehend the text. After each group read their sections and list key points as a group, they will go back to their home groups and share the information they have read and learned with the rest of the students their group. To insure participation, inform the students that after sharing their information and listening to others in their home groups, they will be creating a short report and presenting this report to the class on the overhead projector.

(With jigsaw activities, students take responsibility for one another's learning, identify purpose and important concepts in a text, and report information gained. This approach is especially useful for second language learners because they can get support from their peers when they need it. Also, because the jigsaw procedure makes students responsible

for the comprehension of all the students in their home group, students like Anna can rely on much more support than they might receive in many content areas. In addition, since Anna will also be responsible for presenting information to her group, she needs to participate in the small group discussion and ask questions to clarify her own thinking. Through the constant negotiating of meaning and continuous use of oral language each day in class, Anna can practice her speaking skills and be more confident in participating class discussions.

Secondly, the text assigned can be given to Anna ahead of time so that she can read it at home where time is not a constraint. Alternatively, the teacher can record the reading on tape so that Anna can have access to the text both in written and oral form.

Before groups report to class, remind students of the **effective presentation strategies** such as using body language, making eye contact, using visuals and cue cards.)

EXTENSION

In the previous activity, students read about the conflicts between Great Britain and its colonies in America and the outcome of these conflicts. As an extension activity, students will be asked to get into 2 different groups, each group taking on a role of Great Britain or the colonies. Split the room in half with each side on one half. Ask each group to explain the conflicts between Great Britain and its colonies in America from their perspective. Students will learn how each side felt and explain the outcome of the conflicts and how these outcomes affected what Great Britain and the colonies are today. As an alternative to oral discussion, allow students to express themselves in creative ways. For example, students may choose to use drama (i.e., they can role-play a town meeting about the decision to fight for independence from Great Britain or not.) This is very important because students must be given every opportunity to express their full abilities and achieve their full potential.

EVALUATION

Grade the student performance on the following rubric:

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Lesson Plan Activity

Feature	Rating (1=Low, 5=High)				
<p>Jigsaw activity: The student has participated in discussion during the jigsaw activity, and reported back to his/her home group with the findings of the information in the assigned reading.</p>	1	2	3	4	5
<p>Participation in presentation: The student has participated in presentation, contributed thoughtful comments, questions, and opinions, and used effective presentation strategies.</p>	1	2	3	4	5
<p>Reaction paper: The student has shown that he/she understands the topics discussed in the activity and can form an opinion, answer questions, ask questions, and give thoughtful and appropriate comments and feedback about the activity.</p>	1	2	3	4	5
Total Score ____ out of 15					

In addition, Anna and other ESL students will maintain a dialogue journal with the history teacher. A dialogue journal is an ongoing conversation between student and teacher via the written word. This journal intends to help the history teacher and Anna gain insight into the Anna's understanding and learning process. Teacher will respond to the content of Anna's entries, not the form. Through this journal, Anna can demonstrate content knowledge, ask questions and clarify misunderstandings about content. Along with promoting written fluency, this journal will allow for a level of communication between Anna and the history teacher that is not typically possible in a classroom. Dialogue journals are also known to lessen anxiety and increase student motivation.