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| **Name** | **Country** | **Colony of** | **Independence** |
| Victoria | United States | England | 1776 |
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**Colonies and Independence : Assigned Countries Version**

Vocabulary: colony, country, independence

Target Class

* Students all from one country
* Weaker English language skills
* Expose students to a variety of countries
* Big world map on the wall
* Give each student an independence grid
* Put **“colony”** on the board (colonist, colonize, colonial…depending on level) Throw it out there: does anyone know what it means?
* Model with the map and grid: My **country** is The United States….A long time ago, my country was ruled by another country, England. The United States was a **colony** of England.
* Rephrase and ask students to rephrase for clarity. Rely on higher level students to clarify for the others.
* The United States won **independence** from England in 1776. (Clarify and rephrase together)
* Put country cards in a paper bag. Circulate to give each student a card.
* Students circulate interviewing each other & filling in the grid for 8 countries
	+ More than one student will have the same country, if a student recording already has the information, move on to someone else.
* Groups: use the grid to make a timeline of independence
	+ Explain features of a timeline (model on the board)
	+ Each group creates a timeline & displays
	+ Groups: What do you notice about the timeline?
		- Share out: commonalities, contrasts…
		- Teacher and or students write sentences on the board
* Why? The most important question!
	+ France was in Africa, Spain was in South America, and England was all over the place. Why??? Why did colonists go to other countries
		- Open ended conjecture and sharing of ideas, experience, history…
		- Could add to timelines incorporating student experience

**Colonies and Independence : Class Independence Timeline Version**

* Big world map on the wall
* Put **“colony” “colonies”** on the board (colonist, colonize, colonial…depending on level) Throw it out there: does anyone know what it means? Invite anyone to explain for the class using the map on the wall.
* Hand out the Independence Grid
* Model with the map and grid: My country is The United States….A long time ago, my country was ruled by another country, England. The United States was a colony of England. The United States won independence from England in 1776.
	+ Model questions on the board
	+ Use grid: interview students…. What is your name? Was your country ever a colony? When did your country win independence? (If a student’s country was never a colony, make an X in the colony/independence columns)
* Groups: use the grid to make a timeline of independence
	+ Explain features of a timeline (model on the board)
	+ Each group creates a timeline & displays
	+ Groups: What do you notice about the timeline?
		- Share out: commonalities, contrasts…
		- Teacher and or students write sentences on the board
* Why? The most important question!
	+ France was in Africa, Spain was in South America, and England was all over the place. Why??? Why did colonists go to other countries
		- Open ended conjecture and sharing of ideas, experience, history…