***THE CLAFLIN IMPERATIVE***

***PREPARING STDUENTS FOR LEADERSHIP AND SERVICE IN A***

***MULTICULTURAL, GLOBAL AND TECHNOLOGICAL SOCIETY***

**Claflin University**

**School of Education - - - EDUC 450**

**Reflective Lesson Plan Model**

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**PART I: PLANNING**

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| **Title of Lesson** | **Inventions and Inventors** |
| **Source** | ***Is this lesson original idea? If not, from what source did I borrow this lesson?***  **Original Idea mixed with OCSD5 Pacing Guide** |
| **Subject Area (s)** | **Social Studies** |
| **Grade Level** | **5th** |
| **Curriculum Standards** | **Standard 5-3: The student will demonstrate an understanding of major domestic and foreign**  **developments that contributed to the United States’ becoming a world power.** |
| **Description and**  **Background Information** | **What will students experience during the lesson? What is the content to be taught?**  **To begin this lesson, this lesson, the students will listen to the song “Inventions” by MISTER Zebulun Denkins. The students will then be paired off and each pair will be given an object. They are to develop a new use for the object. They will then create their own commercial to sell their product. These commercials will be presented to the class.**  **The students will then be presented with a Power Point Presentation that will guide the discussion about the content.**  **We will then use one of the inventions as the topic of our discussion. We will discuss the various ways this invention helps our lives today.**  **The students will act like they are living during the Industrial Revolution and will write their own letters to a friend describing how the light bulb or the telephone have changed their lives.** |
| **Materials** | **What will I need to teach this lesson? What do students need to participate?**  **Social Studies Journals**  **Pencils**  **Computer/ Projector**  **Items for inventions**  **Telephone shaped paper**  **Lightbulb shaped paper** |
| **Lesson Objectives** | **What will students be able to do at the conclusion of this lesson?**  **Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.**  **Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein.** |
| **Varying Objectives for Individuals Needs** | **How will I vary these objectives for students who do not understand the material?**  **The students who do not understand the material will be able to work with someone who understands the material.**  **How will I vary these objectives for students who have already mastered the concept?**  **The students who have already mastered the material will help the students who are struggling with the material.**  **How will I vary these objectives for students who are presently learning English?** |

**Part II: IMPLEMENTATION**

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| **Pre-assessment** | **How will I find out what students already know about this topic?**  **The students will be pre-assessed through an oral discussion after they will be do a Pair and Share.**  **“What is an inventor?”** |
| **Motivation** | **What will I do to make a connection between students and this lesson?**  **The students will listen to the song “Inventions” by MISTER Zebulun Denkins.** |
| **Statement of Purpose** | **What will I say to explain the importance of learning this lesson?**  **This lesson teaches the students about different inventions that the students still use today** |
| **Teacher Modeling or Demonstration** | **What will I do to show students what is expected?**  **The students will then be presented with a Power Point Presentation that will guide the discussion about the content. The students will be given a graphic organizer to fill out for their notes for the lesson.** |
| **Guided Practice** | **What will we do together as they learn how to succeed at the new task?**  **We will then use one of the inventions as the topic of a letter we will create together. We will discuss the various ways this invention helps our lives today. These notes will be taken on the whiteboard.** |
| **Checking for Understanding** | **What will I ask to know if students understand so far?**   1. **Identify the invention created by \_\_\_\_\_\_\_.** 2. **How can you explain how this invention worked?** 3. **What would happen if the \_\_\_\_\_ was never invented?** 4. **Did this invention help the U.S. become a world power economically, militarily, or both?** 5. **Defend your position on whether this helped the U.S. economically or militarily.** |
| **Independent Practice** | **What will students do to internalize the knowledge?**  **The students will act like they are living during the Industrial Revolution and will write their own letters to a friend describing how the light bulb or the telephone has changed their lives.** |
| **Assessment** | **What will students do to demonstrate what they have learned?**  **The students will be given a quiz** |
| **Closure** | **How will I conclude the lesson and relate it to future experiences?**  **The students will complete exit slips. On these exit slips, the students will draw a picture and write a description for one of the inventions. This description will include who created it, what it is used for, and how it helped the United States either economically or militarily** |
| **Extension Activities** | **What can students do at home or in the classroom to apply the knowledge or skills?**  **Students can complete page 46 in their “Growth of a Nation” Workbooks** |
| **Technology** | **How is technology meaningful to this lesson?**  **Technology was used to present a Power point presentation and also to play the song for the Anticipatory Set (motivation).** |

**PART III: REFLECTION**

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| **Strengths** | **Describe the strengths of my instructional techniques, strategies and classroom management.**  **Describe the strengths of student engagement.**  **The students really enjoyed the song during the motivation section**  **I believe giving the students the graphic organizers helped the students take notes. They always ask, “Do I write that?” and they always say I change the slides too quickly because they’re trying to write everything on the slide. I believe that it helped the students when I drew the graphic organizer on the board and filled it out with them. I didn’t have to worry about the students interrupting instruction because they want to know if they had to write certain things.** |
| **Weaknesses** | **Describe the weaknesses of my instructional techniques, strategies and classroom management.**  **Describe the weaknesses of student engagement.**  **My major weakness tends to be time management. I struggle with the time that I allow each part of the learning cycle to go on. With the first class, I was not able to complete the lesson. This may have been due to events against my control, but I believe there was still a way I could have gotten through the lesson.** |
| **Suggestions for**  **Improvement** | **What specifically can I do to improve?**  **I could keep a timer to help me with my time management issues.** |