***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**

**Name: David Kelly Date:**

**PART I: PLANNING**

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| **Title of Lesson** | **The New Deal** |
| **Source** | ***Is this lesson original idea? If not, from what source did I borrow this lesson?***  Original Idea |
| **Subject Area (s)** | **Social Studies** |
| **Grade Level** | **5th** |
| **Curriculum Standards** | Standard 5-4:  The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response. |
| **Description and**  **Background Information** | **What will students experience during the lesson? What is the content to be taught?**   * President Franklin Roosevelt proposed a wide range of programs, called the New Deal, which focused on three goals   1. relief  2. recovery  3. reform.   * Relief programs set out to assist with the feeding and housing of the poorest American citizens. * The Civilian Conservation Corps (CCC) was a relief and recovery program designed to provide young men who were roaming the countryside in search of work the opportunity to build parks and plant trees. * Recovery programs had little immediate effect and the * Depression did not end until military spending for World War II put people back to work. * Had little immediate effect * Federal Deposit Insurance Corporation (FDIC), attempted to helped to restore and maintain confidence in the banking system and prevent runs on the banks because the government insured the deposits of investors. * Social Security was also designed to reform the system to ensure that the disabled and the elderly would have some income and that the unemployed were protected against lay-offs. |
| **Materials** | **What will I need to teach this lesson? What do students need to participate?**  Blocks  Computer/Projector  Paper  Pencils |
| **Lesson Objectives** | **What will students be able to do at the conclusion of this lesson?**  Students will be able to Explain the immediate and lasting effect on American workers caused by the innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps. |
| **Varying Objectives for Individuals Needs** | **How will I vary these objectives for students who do not understand the material?**  These students will be paired with another student who has mastered the material.  **How will I vary these objectives for students who have already mastered the concept?**  These students will be matched with another student who does not understand the material.  **How will I vary these objectives for students who are presently learning English?**  N/A |

**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 asked, “What do you think the United States did to help the economy after the Great Depression?” |
| **Motivation** | **What will I do to make a connection between students and this lesson?**  The students will be given blocks and will be told to rebuild a structure that has been torn down. This will be related to the United States’ economy being torn down and how it had to be rebuilt. |
| **Statement of Purpose** | **What will I say to explain the importance of learning this lesson?**  This lesson is important because it allows the students to understand how the United States’ economy was rejuvenated after the Great Depression. |
| **Teacher Modeling or Demonstration** | **What will I do to show students what is expected?**  The students will be presented with a Powerpoint Presentation about the innovations of the New Deal |
| **Guided Practice** | **What will we do together as they learn how to succeed at the new task?** Together, we will answer the essential questions and complete a timeline of the events of the 1920s |
| **Checking for Understanding** | **What will I ask to know if students understand so far?**   1. Who proposed the New Deal? 2. What were the goals of the New Deal? 3. What were the effects of the New Deal? Who did it help? 4. What are the programs that were a part of the New Deal? |
| **Independent Practice** | **What will students do to internalize the knowledge?**  The students will work in pairs and create a representation of a given aspect of the Great Depression and how the New Deal helped to combat it. |
| **Assessment** | **What will students do to demonstrate what they have learned?**  The students will take a quiz |
| **Closure** | **How will I conclude the lesson and relate it to future experiences?**  We will review over the lesson by reviewing the essential questions. |
| **Extension Activities** | **What can students do at home or in the classroom to apply the knowledge or skills?**  The students will complete a page in their Growth of a Nation Workbook.  They will also Review for the quiz. |
| **Technology** | **How is technology meaningful to this lesson?**  Technology will be used to present the powerpoint presentation to the students |

**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.**  I believe the anticipatory set did a good job of connecting the lesson to the students. They were able to understand what we were going to be talking about during the lesson before the lesson started.  The majority of the students were very engaged in the lesson after the anticipatory set and throughout the discussion. |
| **Weaknesses** | **Describe the weaknesses of my instructional techniques, strategies and classroom management.**  **Describe the weaknesses of student engagement.**  I believe a couple of the students were not focusing during the lesson. For future lessons, I could try to incorporate some of the interests of those students. |
| **Suggestions for**  **Improvement** | **What specifically can I do to improve?**  I can have the students fill out interest surveys to figure out how I can address the needs of those students more. |