***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** | **The Great Depression** |
| **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?**   * The stock market crash of 1929 marked the end of the economic boom of the 1920s and the start of the Great Depression of the 1930s. * The stock market crash of 1929 exposed the economic weaknesses of the United States. * Factories suffered from overproduction and many industries began to lay off workers as the decade came to an end. * When investors recognized this slowing of the economy, they suddenly began selling off their stocks. This sale was made worse because some investors had borrowed in order to buy stocks and could not pay off their loans as the value of stocks declined. The stock market crash resulted. * After the crash, unemployment continued to rise. * The domino effect of laid off workers, decreasing wages, decreasing buying power, decreasing prices. * As consumers were unable or unwilling to buy, businesses failed. Failed businesses laid off more workers continuing the downward spiral. * Unemployed borrowers were unable to pay off their bank loans. Loss of confidence in the banking system led many people to try to withdraw whatever savings they had. * With limited income from loan payments, the banks could not pay their depositors. Such runs on the banks caused bank failures. People lost what little they had been able to save. Many African Americans had begun to migrate in the early 1900s to combat the depressed farm economy and prejudice in the South. Additional Americans began to migrate from their farms to find jobs during * the Depression. Unfortunately, most did not find the employment opportunities they sought. Homeless people began to build make-shift homes out of scrap lumber and empty boxes in parks and other public spaces. These shantytowns came to be called Hoovervilles, named after President Herbert Hoover. The Dust Bowl conditions of the Midwest led others, such as the Okies, to migrate to California where they sought jobs as migrant workers. Many unemployed young men and some young women took to the highways or rode the rails from town to town seeking work or a handout and became known as hoboes. Students should be able to describe the lives of many Americans during this time |
| **Materials** | **What will I need to teach this lesson? What do students need to participate?**  Dominoes  Play Money  Computer/ Projector  Whiteboard/ Markers  Paper/ Pencil |
| **Lesson Objectives** | **What will students be able to do at the conclusion of this lesson?**  Students will be able to Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks, and businesses, and migration from rural areas. |
| **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 review the Roaring 20’s and asked, “How do you think the United States’ economy would do after the economic boom of the Roaring 20’s?” |
| **Motivation** | **What will I do to make a connection between students and this lesson?**   * I will set up dominoes and then knock them down. This will be compared to Cause and effect and the domino effect that caused the Great Depression * To understand how the stock market works and its impact on the United States’ economy, the students will act out stock market transactions |
| **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 went from the economic boom of the Roaring 20’s to 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 Great Depression. |
| **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 circuit that illustrates the events that caused the stock market to crash. |
| **Checking for Understanding** | **What will I ask to know if students understand so far?**   1. Why was the stock market crash of 1929 significant? 2. What was the major factors that contributed to the great depression? 3. How did the Great Depression impact the lives if people during this time? 4. Why did African Americans migrate north during the early 1900s? 5. What are the signs of economic decline in 2011? 6. How are the signs of economic decline in 2011 similar or different from the 1930s? |
| **Independent Practice** | **What will students do to internalize the knowledge?**  In pairs, the students will complete a timeline of the events from the 1920s  The students will also write 5 adjectives to describe life of Americans during the Great depression. (share) |
| **Assessment** | **What will students do to demonstrate what they have learned?**  The students will take a quiz over the day’s content |
| **Closure** | **How will I conclude the lesson and relate it to future experiences?**  We will review using the Essential questions that have already been answered and the students will be asked to think about what the United States would do to fix this problem. |
| **Extension Activities** | **What can students do at home or in the classroom to apply the knowledge or skills?**  The students will complete page 70 in their Growth of a Nation Workbook |
| **Technology** | **How is technology meaningful to this lesson?**  I will use technology in this lesson to present the Power point 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 dominos and allowing the students to act out the content really helped them to understand the concepts better. |
| **Weaknesses** | **Describe the weaknesses of my instructional techniques, strategies and classroom management.**  **Describe the weaknesses of student engagement.**  After the first class, I was able to notice that I needed to help students understand the stock market crash better. For the second class, I drew a diagram that illustrated the cycle of businesses overproducing contributing to workers being laid off contributing to people not having money to purchase goods and back to the businesses overproducing. |
| **Suggestions for**  **Improvement** | **What specifically can I do to improve?**  I could have the diagram already planned and drawn out and allow the students to fill in the cycles themselves. |