

Middle Childhood Education Lesson Plan Template v. 2

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Lesson Title/#: America and Unemployment

Grade Level: Ninth Grade (55 minutes)

Lesson Foundations

Content Standards	<p>S.S. Ninth Grade Standard 20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p> <p>Literary Standard: CCSS.ELA-LITERACY.WHST.9-10.1.B Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>
Learning Objective(s)	<ol style="list-style-type: none"> 1) Students will summarize the various courses of action the US government has taken regarding unemployment. 2) Students will examine both historical and current perspectives on unemployment. 3) Students will develop a formal piece of writing that supports their stance on a political issue.
Materials & Resources	<p>Teacher: Whiteboard, Poll Everywhere, Origins article: Amsterdam, D. (2011, December). Down and Out (Again): America's Long Struggle With Mass Unemployment. <i>Origins</i> 5 (3). Retrieved November 4, 2015, from http://origins.osu.edu/article/down-and-out-again-america-s-long-struggle-mass-unemployment/page/0/0</p> <p><i>Lifeline: Unemployed Workers Tell Their Stories</i>, found at: http://unemployedworkers.org/sites/unemployedworkers/index.php/site/our_voices</p> <p>Emaze presentation: https://www.emaze.com/@AIWLTZLQ/america--unemployment (if this link does not work, there is a PowerPoint presentation as well)</p> <p>Students: <i>Down and Out Again</i>, cell phone Poll Everywhere, notes, pencil, paper, form of technology (iPad, laptop, etc.), Credible Source checklist</p>

Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
Poll Everywhere (formative)	Students without cell phone capabilities can write down their answers on a sheet of paper that will be collected instead of the Poll Everywhere.	LO #1 Students should answer the questions in the Poll Everywhere with their own words. Look for answers like: 1. I would use the approach of making more jobs. 2. Public work programs allowed people to go back to work, allowing people to spend money.
Check for Understanding (formative)		LO #1 and 2 Students will answer questions posed by the teacher to make sure they are grasping concepts. An example may be: I would create more jobs because this would make people get back to work and stimulate the economy. More jobs equals more spending.
Credible Source Sheet (formative)	Students that need extra support are able to work in groups and approach the teacher to act as facilitator in their understanding of what makes a credible source.	LO #2 Students should be looking at multiple perspectives on the issue of unemployment and using the provided sheet to understand their reliability.
Exit ticket (formative)	Students that need additional assistance can work in pairs, ask questions with their neighbor, or use the teacher as a resource.	Start of LO #3 (that will continue into next day) Look for: It is my opinion that the federal government should be concerned with making more jobs for Americans than upping funding. OR I think that the government should extend unemployment insurance because....

Instructional Procedures/Steps

	Teacher will...	Student will...
<p>Opening <u>3</u> Minutes</p>	<p>Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices</p> <ol style="list-style-type: none"> 1) Greet students as they enter the room and have them be seated. 2) Start class session with the following question: <i>What is the current unemployment rate in the United States? 5.1%</i> 3) Have students think about their answers. (30 seconds) 4) (LO 1) Ask for contribution of answers from class, having students come to the whiteboard to write their hypotheses. (1 minute) 5) Review agenda for the day. (1 minute) 	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply</p> <p>4) Answers will be different for each students, but look for answers within 1% to 10% range. However, all answers that are offered should be accepted to gauge student perception of current events. (LO 1)</p>
<p>Instruction <u>49</u> Minutes</p> <p>Procedures and steps to the lesson.</p>	<ol style="list-style-type: none"> 1) Teacher will use the information from the article for students to answer questions on Poll Everywhere. <i>This check for understanding will be easily assessed from the display of responses on projection screen in the classroom.</i> 1. From the article, what government approach would you use to intervene with unemployment? 2. How did public work programs fund the economy? (5 minutes) 2) Facilitate a small discussion about answers that students provided, asking for justification of answers. EX: <i>Why would you create more jobs?</i> (5 minutes) Check for understanding 3) Transition: Have students put their cell phone (or other technology) away to move into mini lecture. (>1 minute) 	<ol style="list-style-type: none"> 1) Students have read the Origins article: <i>Down and Out (Again): America's Long Struggle with Mass Unemployment</i> by Daniel Amsterdam. Look for answers like: 1. I would use the approach of making more jobs. 2. Public work programs allowed people to go back to work, allowing people to spend money. 2) Look for: I would create more jobs because this would make people get back to work and stimulate the economy. More jobs equals more spending.

	<p>4) Provide mini lecture touching on topics that have been covered from previous readings and lecture. Mini lecture concepts: Cover New Deal, Social Security relief and unemployment insurance, Public Work programs, and unemployment today. Questions may include: What was the purpose of some of the committees Roosevelt founded? Why was it called “alphabet soup”? Why did WWII end the Great Depression? (10-12 minutes) (Check for Understanding)</p> <p>5) Have students watch <i>Lifeline: Unemployed Workers Tell Their Stories</i>, found at: http://unemployedworkers.org/sites/unemployedworkers/index.php/site/our_voices Remind students that there is motive behind political ads. Pose these questions by writing them on the board, and have students think of their answers as they watch the video: 1. What perspective is present in this source? 2. What conclusions can you draw from this source? 3. What ideas justify the author/narrator’s opinions? (5 minutes)</p> <p>6) Transition: Using the perspective from the video, have students take out technology (laptops, iPads, etc.) to move into writer’s workshop. During this time, write this essential question on the board: What is the role of government in unemployment intervention?</p> <p>7) Teacher will hand out Credible Source checklist to each student (or group of students that require differentiation) (1 minute)</p> <p>8) During the writer’s workshop, teacher will move about the room answering questions, checking in on</p>	<p>4) Students will take notes during the small lecture, intervening with questions at the end of instruction. EX: During the Great Depression, local governments were the first to step in to help with unemployment relief, but as things continued to get worse, and local and state governments ran out of money, the federal government stepped in. At first, many strides to put people to work were small-scale. Then, Roosevelt came to office and created his famous “alphabet soup” of government agencies that helped put people back to work. These agencies lasted for a while; the “American tradition” of unemployment aid was carried on, until WWII took the United States back out of the Depression. However, unemployment has been an issue that our country has faced throughout an extended period of time. Today, the unemployment rate rests at 5.1%. Congress has moved to cut unemployment insurance further, leaving many unemployed Americans out of money.</p> <p>7) Using the remaining class time, students will use their technology to review other perspectives of unemployment. This may be Obama’s perspective, Congressional perspective, or others. Using the Credible Resource sheet, students will evaluate the reliability and perspective of the sources that they choose to review. This workshop will</p>
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	students that may need additional assistance, and posing questions to students that may require an extra challenge (20 minutes)	inform students of information, helping them form their own opinion.
Closure ____3-5____ Minutes	1) (LO 3) Exit ticket: Students must turn in a slip of paper with their answer to the EQ posed on the board. This answer will be the standpoint that they take when writing a letter in the following class period(s) to their state legislators. This gives students the opportunity the chance to make connections between sources and viewpoints. (3 minutes or remaining class time)	1) Look for: It is my opinion that the federal government should be concerned with making more jobs for Americans than upping funding. OR I think that the government should extend unemployment insurance because...