

ONLINE LESSON PLAN

Inclusive Best Practices Project: Co-Teaching

Respondents:

Kaci Daniels, Social Studies Teacher
Lindsay Burns, Special Education Teacher

Otto Eldred School District
Otto Eldred Junior-Senior High School

Date of lesson to be observed/taped: **April 20, 2009**

1. Lesson Title:

Introduction to the 1968 Presidential Election

2. Teacher(s) Name(s):

Teacher 1: Kaci Daniels, Social Studies Teacher
Teacher 2: Lindsay Burns, Special Education Teacher

3. Grade Level(s):

11th and 12th (Senior Course)

4. Content Area:

Social Studies

5. Description/Abstract of Lesson

Students are introduced to the many candidates who wished to run for President in 1968.

6. Primary Lesson Objectives

- (1): Identify at least 3 candidates who wished to be president in 1968.
- (2): Compare and contrast the Republican and Democrat primaries.
- (3): Describe the climate of the United States during the campaign season.

7. Cognitive Level:

Knowledge
Comprehension
Analysis

8. Standards and Anchors Addressed:

12.8.3A, C

9. Guiding questions for this lesson:

- (1) What conditions led to so many men running for office?
- (2) Who emerged as leaders in this time? Why did these candidates emerge as leaders?

10. Assessment Tools:

Observation with Checklist
Exit Cards
Peer Assessment/Review

11. Learning Connections:

Students have seen and analyzed the film "The 60s" as well as analyzed at the Vietnam conflict from a foreign perspective, focusing on battles in Vietnam, the climate, topography, and key military and foreign leaders involved. Now, the class will take a domestic approach to ending the war, starting with the 1968 Presidential election.

12. Instructional strategies used in this lesson:

Brainstorming
Cooperative Learning
Guided Practice
Note-taking
Teacher Questions

13. Learning Activities or Tasks

- Sideboard opener information: Today is 10 years since the Columbine High School shooting; the real "Skid Row" (the poorest neighborhood in the nation), contains 40,000 homeless people, in Los Angeles, California
- Hand out worksheet: Election of 1968; Use Smart Board features to fill in the blanks (Press save when completed.)
- Brainstorm: What people do we know (from the 60s movie, discussion, etc.) Fill in on the Smart Board as students respond.
- To complete the rest, let's break into 3 teams:
 - Team A will go out in the hall, read silently or out loud together; this is a college bound group and very independent. Their reading is a challenging, but fair level concerning the prime candidates for the Democratic Party.
 - Team B will be on one side of the classroom with the Inclusion teacher. The group will read out loud from the text, p. 201 (The Election of 1968). Team goal: identify the independent candidate and be able to describe two things about him/his ideas.
 - Team C will be on the other side of the classroom, at times with the regular education teacher, will read out loud from p. 199 (The Republicans at Miami). Team goal: identify Republican candidate(s) and identify two ideas that the Republicans were focusing on.
- Groups will then reconvene and continue/complete the notes sheet:
 - Questions for Group C: Where are the other Republicans? Reagan and Rockefeller ran, but were overshadowed by strong support and unified efforts for Nixon.

- Questions for Group B: Who was the Independent candidate? What was so unique about his ideas?
- Questions for Group A: Of the Democrats, which of these men ran vs. Nixon? Why not the others?
- Summation: Nixon wins the Presidency Show electoral map with a sea of red! (On the Smart Board it will appear as file: Electoral College, 1968.)
- Tomorrow we will discuss why Nixon was an unlikely winner, even though he won so handily.
- Closure:
 - Recap the day: 10 min video (*You Tube*.)
 - Exit slip: List 3 things you learned, 2 of the 3 candidates on the ballot in the national election, and 1 thing you have a question about or 1 thing you found surprising. (Hand out slips before the movie begins, collect at the end of class.)

14. Classroom Organization and Learning Environment:

Students with disabilities will have a variety of learning aids. Proximity is used at all times for one student with profound learning disabilities. Groupings are done with this student included as near to her preferred seat as possible as she has mobility issues as well. The student is also paired with classmates who are patient and accepting.

Advanced students are given the freedom to work independently, often outside the classroom. (That will be evident today).

The classroom is a good size for students; they can easily spread out and are (usually) not limited in where they can sit. Seating is based on student preference, ability to see the Smart Board, and needs (in a group setting).

15. How and where will your students work?

Lab Tables

Horseshoe

Independent students will also leave the room to complete a task.

16. Materials and Resources:

Guided notes using Smart Board (will be saved and printed for absent students, and to compliment student notes as needed)

Text Books

Video (United Streaming or other video content)

17. Lesson Evaluation/Teacher Reflection: To be completed following the lesson