

### Louisiana Tech University Clinical Lesson Plan Template

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School: NA	Grade: 11	Subject: English
Lesson Topic: Native American myths of Louisiana	Date Taught: December 5, 2022	Time Frame: 50 minutes
<b>Demographic Data</b>		
Number of Students: NA	Gender: NA	IEP/504: NA
Race/Ethnicity: Varied		Language(s): NA
<b>Lesson Foundations</b>		
<b>1. Content Knowledge Connections</b>		
Assessment Data (formative/summative assessments, observations, etc.)	<ul style="list-style-type: none"> <li>• NA.</li> <li>• I'm planning the lesson with the assumption that most of the students can read, but not all at the same level.</li> </ul>	
Prerequisite Learner Knowledge/Skills	<ul style="list-style-type: none"> <li>• They need to be able to read and write.</li> <li>• They need basic research skills.</li> </ul> <p>I'd like them to have general knowledge about</p> <ul style="list-style-type: none"> <li>• Louisiana history</li> <li>• Native American history</li> <li>• Mythology</li> </ul>	
Learner interests, needs, etc., to inform selection of learning outcomes and differentiation	<ul style="list-style-type: none"> <li>• Louisiana students ought to have an understanding of their own state's literature, including the literature of those who inhabited the area before it became Louisiana.</li> </ul>	
Describe how this lesson fits within a unit or sequence of lessons	<ul style="list-style-type: none"> <li>• This is the first lesson of five. It will introduce some background on Native American/Louisiana history, mythology in general, and three specific Choctaw and Chitimacha myths.</li> </ul>	
Personal research on lesson topic	<ul style="list-style-type: none"> <li>• The Louisiana Anthology collection of Native American myths</li> <li>• Louisiana History course in graduate school.</li> <li>• I have studied mythology since childhood.</li> </ul>	
<b>2. Learning Outcomes and Formal Measurable Objectives</b>		
Learning Outcome	Measurable Objective	
Create	Generate a paragraph explaining a natural phenomenon.	
Remember	Recall three key points from the three myths we will review today.	
Analyzing	Differentiate the various animals and their roles in these stories.	
<b>3. Standards Directly Connected to the Lesson (alphanumeric AND text)</b>		
<p><b>ELA 11 RSIT 1.</b> Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters</p>		

uncertain.

**ELA 11 RSIT 3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**ELA 11 SLS 1.b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**ELA 11 LS 1.** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**ELA 11 LS 2.** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### 4. Assessment

- Bellringer (10 minutes, 10 points)
- History Review (5 minutes, 5 points)
- Reading the Myths (20 minutes, 15 points)
- Guided note-taking (10 minutes, 15 points)
- Exit ticket (5 minutes, 5 points)

#### 5. Classroom Preparation

Classroom & Class Organization (seating, grouping, etc.)

- The class will work as individuals and in groups.

Teacher/Student Materials

- Handouts (attached)
  - Bellringer
  - History Review
  - “How Snakes Acquired Their Poison” (Choctaw), “Creation” (Chitimacha) and “The Gifts of the Sky God” (Chitimacha)
  - Guided note-taking
  - Exit Ticket

Technology Resources

- Computer
- Internet Connection
- Browser
- Powerpoint
- Projector
- Screen

Management Plan (behavior, time, etc.)

- Classroom timer
- Listen and follow directions.
- Raise your hand before speaking or leaving your seat.
- Keep your hands and feet to yourself.
- Respect your classmates and your teacher.

#### Pedagogy

##### 1. Lesson Introduction

1. **Bellringer:** Think of a natural phenomenon (lightning, earthquakes, the seasons, etc.) and disregard its scientific explanation. Imagine you are trying to come up with a reason for this phenomenon to exist and write down your own explanation.

##### 2. Teaching Strategies

- Integrate technology into the lesson.
- Make time for notetaking.

**1. Modifications/Accommodations**

N/A

**1. Learning Activities**

1. Bellringer.
2. History behind these Native American myths and brief description of mythology in general.
3. Read the 3 stories out loud.
4. Guided note-taking: answer the questions and fill in the short responses related to the 3 creation stories.
5. Exit ticket.

**6. Closure**

- Exit ticket.

**Required Lesson Plan Reflection (See *Pre-Conference form*). Required Teaching Reflection (See *Post-Conference form*).**