

### Louisiana Tech University Clinical Lesson Plan Template

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School: NA	Grade: 11	Subject: English
Lesson Topic: "Tar Baby" Myth Lesson	Date Taught:	Time Frame: 50 minutes
<b>Demographic Data</b>		
Number of Students: NA	Gender: NA	IEP/504: NA
Race/Ethnicity: NA		Language(s): NA
<b>Lesson Foundations</b>		
<b>11. 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 to have critical thinking skills.</li> </ul> <p>I'd like them to have general knowledge about</p> <ul style="list-style-type: none"> <li>• Native American Myths</li> <li>• How to utilize quotations to prove an answer</li> <li>• Louisiana History</li> </ul>	
Learner interests, needs, etc., to inform selection of learning outcomes and differentiation	<ul style="list-style-type: none"> <li>• Louisiana children have a natural interest in our state's culture, specifically Native American culture and how their myths developed and analysis of those myths.</li> </ul>	
Describe how this lesson fits within a unit or sequence of lessons	<ul style="list-style-type: none"> <li>• This is the third lesson of five. It will discuss the tar baby myths, and they will have to analyze these 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>12. Learning Outcomes and Formal Measurable Objectives</b>		
Learning Outcome	Measurable Objective	
Comprehension	TLW identify the "Tar Baby Myths."	
Application	TLW apply their knowledge of the "Tar Baby Myths" in a diagram.	
Analysis	TLW compare and contrast the "Tar Baby Myths" in a written discussion.	
<b>13. Standards Directly Connected to the Lesson (alphanumeric AND text)</b>		
<p><b>ELA 11 RSL 4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>ELA 11 LS 1.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELA 11 LS 2.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling</p>		

when writing.

#### 14. Assessment

- Bellringer (3 minutes, 5 points)
- Notetaking on “Tar Baby Myths” (20 minutes, 5 points)
- “Tar Baby Diagram” (2 minutes, 5 points)
- “Tar Baby” worksheet explanation (20 minutes, 20 points)
- Exit ticket (5 minutes, 5 points)

#### 15. Classroom Preparation

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

- The class will work as individuals

Teacher/Student Materials

- Handouts (attached)
  - Bellringer
  - “Tar Baby” Diagram/Worksheet
  - Exit Ticket

Technology Resources

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

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

##### 3. Lesson Introduction

5. **Bellringer:** Today we will be reading the story of the “Tar Baby.” What do you think a tar baby is?

##### 6. Teaching Strategies

- Integrate technology into the lesson.
- Have students use critical thinking skills.

##### 3. Modifications/Accommodations

4. Make sure the groups have students with different levels of abilities.

##### 5. Learning Activities

11. Bellringer.
12. Students will take notes while the teacher reads the stories of “Piti Bonhomme Godron,” “The Tar Baby,” and

“The Rabbit and the Tar Baby.”

13. The teacher will handout the assignment.
14. The students will look at the “Tar Baby” Myths Diagram.
15. The students will answer the discussion questions on the “Tar Baby”Myths.
16. Exit ticket.

#### **17. Closure**

- Exit ticket.
- Imagine you are writing a text message about today’s lesson to a friend. What would you write?

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