

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 8, 2022	Time Frame: 50 minutes
Demographic Data		
Number of Students: NA	Gender: NA	IEP/504: NA
Race/Ethnicity: Varied		Language(s): NA
Lesson Foundations		
16. Content Knowledge Connections		
Assessment Data (formative/summative assessments, observations, etc.)	<ul style="list-style-type: none"> • I'm planning the lesson with the assumption that most of the students can read, but not all at the same level. 	
Prerequisite Learner Knowledge/Skills	<ul style="list-style-type: none"> • They need to be able to read and write. • They need basic research skills. <p>I'd like them to have general knowledge about</p> <ul style="list-style-type: none"> • Louisiana history • Native American history • Mythology 	
Learner interests, needs, etc., to inform selection of learning outcomes and differentiation	<ul style="list-style-type: none"> • 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. 	
Describe how this lesson fits within a unit or sequence of lessons	<ul style="list-style-type: none"> • This is the fourth lesson of five. It will discuss similarities and differences between Native American myths and Greek/Abrahamic ones. 	
Personal research on lesson topic	<ul style="list-style-type: none"> • The Louisiana Anthology collection of Native American myths • Louisiana History course in graduate school. • I have studied mythology since childhood. 	
17. Learning Outcomes and Formal Measurable Objectives		
Learning Outcome	Measurable Objective	
Understand	Compare Native American myths to other myths from different cultures.	
Analyze	Differentiate cultural values between the Choctaw and Chitimacha peoples as well as the ancient Greeks and Christians/Jews.	
Create	Produce a paragraph on ONE of the myths discussed today and what is significant about it.	
18. Standards Directly Connected to the Lesson (alphanumeric AND text)		
<p>ELA 11 RSL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.</p> <p>ELA 11 RSL 4. 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.</p> <p>ELA 11 SLS 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and</p>		

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.

19. Assessment

- Bellringer (5 minutes, 5 points)
- Overview of Greek/Abrahamic myths (15 minutes, 5 points)
- Notetaking (15 minutes, 15 points)
- Group work (10 minutes, 10 points)
- Exit ticket (5 minutes, 5 points)

20. Classroom Preparation

Classroom & Class Organization (seating, grouping, etc.)	<ul style="list-style-type: none"> • The class will work as individuals.
Teacher/Student Materials	<ul style="list-style-type: none"> • Handouts (attached) <ul style="list-style-type: none"> ○ Bellringer ○ Overview ○ Guided note taking ○ Group Work ○ Exit Ticket
Technology Resources	<ul style="list-style-type: none"> • Computer • Internet Connection • Browser • Powerpoint • Projector • Screen
Management Plan (behavior, time, etc.)	<ul style="list-style-type: none"> • 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

4. Lesson Introduction

Bellringer: Remember your own myth from Monday. Compare and contrast it with another student's and write down at least two key differences and one similarity between your stories. (10 minutes, 10 points.)

7. Teaching Strategies

- Integrate technology into the lesson.
- Make time for notetaking.
- Students will work in groups and as individuals.

4. Modifications/Accommodations

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

7. Learning Activities

18. Bellringer.
19. Brief overview of biblical creation story, fall of man, and tower of Babel, as well as Greek stories of creation and Bellerophon.
20. Guided note-taking: answer the questions and fill in the short responses related to the stories covered today.
21. Group discussion: How are these other stories similar/different from the Choctaw/Chitimacha stories of the snakes and their poison, the creation, and the gifts of the sky god? What can this tell us about the cultural values of the Choctaw and Chitimacha?
22. Exit ticket.

23. Closure

- Exit ticket.

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