

### Louisiana Tech University Clinical Lesson Plan Template

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School: N/A	Grade: 11	Subject: English
Lesson Topic: Marie Laveau Background	Date Taught: Monday 1/5	Time Frame: 50 minutes
<b>Demographic Data</b>		
Number of Students: N/A	Gender: N/A	IEP/504: N/A
Race/Ethnicity: N/A		Language(s): N/A
<b>Lesson Foundations</b>		
<b>1. Content Knowledge Connections</b>		
Assessment Data (formative/summative assessments, observations, etc.)	<ul style="list-style-type: none"> <li>N/A</li> <li>I am planning based on the assumption that students can read, even if not all on the same level.</li> </ul>	
Prerequisite Learner Knowledge/Skills	<ul style="list-style-type: none"> <li>Students need the ability to read and write.</li> <li>Students will also need basic research skills.</li> </ul> <p>I'd like students to have general knowledge about...</p> <ul style="list-style-type: none"> <li>New Orleans</li> <li>Marie Laveau</li> <li>Voodoo</li> </ul>	
Learner interests, needs, etc., to inform selection of learning outcomes and differentiation	<ul style="list-style-type: none"> <li>Louisiana residents should have a natural interest in the culture. One hotbed of culture in Louisiana is New Orleans. New Orleans is intimately connected with Marie Laveau.</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 Marie Laveau's factual background.</li> </ul>	
Personal research on lesson topic	<ul style="list-style-type: none"> <li>Internet Research</li> <li>Louisiana History courses in 8<sup>th</sup> grade and college</li> </ul>	
<b>2. Learning Outcomes and Formal Measurable Objectives</b>		
Learning Outcome	Measurable Objective	
Write	TSW write 3 sentences in response to a picture/prompt.	
Identify	TSW identify answers to notes based on guided notes and a presentation.	
Locate	TSW locate myths/legends about Marie Laveau using the Internet.	
<b>3. Standards Directly Connected to the Lesson (alphanumeric AND text)</b>		
<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 uncertain.		

<p><b>ELA 11 WS 2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>ELA 11 SLS 1.b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</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 when writing.</p>	
<b>4. Assessment</b>	
<ul style="list-style-type: none"> <li>• Bellwork (5 minutes, 5 points)</li> <li>• Guided Note Taking (15 minutes, 15 points)</li> <li>• Journaling (15 minutes, 5 points)</li> <li>• Group work (10 minutes, 5 points)</li> <li>• Exit ticket (5 minutes, 3 points)</li> </ul>	
<b>5. Classroom Preparation</b>	
Classroom & Class Organization (seating, grouping, etc.)	<ul style="list-style-type: none"> <li>• The class will work as individuals and in groups.</li> </ul>
Teacher/Student Materials	<ul style="list-style-type: none"> <li>• Bellwork (on looseleaf: turn in in designated area)</li> <li>• Guided note taking (handout: keep for notes for test) (attached)</li> <li>• Journaling (on looseleaf: turn in in designated area)</li> <li>• Group Work (on journal looseleaf)</li> <li>• Exit Ticket (sticky notes)</li> <li>• (All instructions on Slides presentation)</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet Connection</li> <li>• Browser</li> <li>• Google Classroom</li> <li>• Google Apps (slides, doc)</li> <li>• Projector</li> <li>• Speaker</li> </ul>
Management Plan (behavior, time, etc.)	<ul style="list-style-type: none"> <li>• ENGLISH</li> <li>• Engagement is required. Show up on time and ready to participate.</li> <li>• No running, yelling or flying objects in this classroom. Pick up after yourself.</li> <li>• Good grades are earned, not given. Always do your best work.</li> <li>• Listen to the directions fully and follow them promptly.</li> <li>• Interruptions and rudeness are not tolerated. Raise hand before speaking.</li> <li>• Speak with respect to the teacher and your peers.</li> <li>• Homework and reading assignments are to be completed on time.</li> </ul>

<b>Pedagogy</b>
<b>Lesson Introduction</b>
<p><b>BELLWORK:</b></p> <p>This is Marie Laveau. Write three sentences about what you think you know about her. If you have never heard of her before, use the picture and make three assumptions about her and what you think she is known for. (on Google Slides; will be projected)</p>

Teaching Strategies
<ul style="list-style-type: none"> <li>● Integrate technology into the lesson.</li> <li>● Make time for journaling.</li> <li>● Have students work in groups.</li> </ul>
Modifications/Accommodations
Make sure the groups have students with different levels of abilities.
Learning Activities
<ol style="list-style-type: none"> <li>1. Bellringer.</li> <li>2. Guided notes (from Google Slides presentation)</li> <li>3. Individual journaling: using the internet to look up myths and legends about Marie Laveau in preparation for the lesson on the next day</li> <li>4. Group work analyzing how the myth or legend started about Marie Laveau</li> <li>5. Exit ticket.</li> </ol>
Closure
<ul style="list-style-type: none"> <li>● Exit ticket: The Stick Note Mosaic; Student will fill out one of each and stick on designated spot <ul style="list-style-type: none"> <li>○ Blue: something student knows for sure</li> <li>○ Green: something student found interesting</li> <li>○ Pink: something student has a question on</li> </ul> </li> </ul>

**Guided note taking (15 minutes, 15 points; each question is 1 point):**

1. What was Marie Laveau commonly thought of as?
2. What year is the first historical record of Marie Laveau in connection to Voodoo?
3. What years do numerous authors refer to her as the Voodoo Queen?
4. When was Marie Laveau born?
5. Who were her parents?
6. What was she born as?
7. What is the definition of the answer to the last question?
8. Where did she most likely grow up and who owned the property?
9. Who did Laveau marry at the age of 18 and what year?
10. Where is she buried?
11. When did she meet and start a relationship with Christophe Glapion?
12. Why did they not get married?
13. How many children did they have?
14. What religion was Marie Laveau?
15. How can we be sure of this?