

### Louisiana Tech University Clinical Lesson Plan Template

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| Author(s): Megan Landry  |  | Date Written: November 15, 2022 |
| School: N/A  | Grade: 11  | Subject: English                |
| Lesson Topic: Marie Laveau Myths/Legends   | Date Taught: Tuesday 2/5   | 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<br>(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<br>NOTE: Lessons will follow the same format until Friday, which will consist of a test and essay response.   |                                 |
| Write  | TSW write 3 sentences in response to a picture/prompt.   |                                 |
| Identify   | TSW identify answers to notes based on guided notes and a presentation about common myths and legends of Marie Laveau.   |                                 |
| Locate   | TSW locate different forms of media/literature that Marie Laveau is in using the Internet.   |                                 |

| 3. Standards Directly Connected to the Lesson (alphanumeric AND text)  |   |
|--|---|
| <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 uncertain.</p> <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> |   |
| 4. Assessment  |   |
| <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>  |   |
| 5. Classroom Preparation   |   |
| 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> |

| Pedagogy  |  |
|---|--|
| Lesson Introduction   |  |
| <p><b>BELLWORK:</b></p> <p>Yesterday we learned about Marie Laveau's life and you researched some myths/legends about her, which you then discussed and found the origin of with your group. After your discussion with your group, give a brief overview (3 sentences) about the myth/legend that you found the most interesting. (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 different forms of media/literature that Marie Laveau is in in preparation for the lesson on the next day</li> <li>4. Group work analyzing how Marie Laveau is portrayed in this media/literature</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. How do historians view Marie Laveau?
2. What is one controversy over Laveau?
3. What is left on Marie Laveau's grave?
4. What is the reason behind these markings being left?
5. When did the myths/legends surrounding Marie Laveau begin?
6. What is said Marie Laveau did for work after her first husband died?
7. What did she use her job to do?
8. Who is it said that she studied Voodoo with?
9. Who was this man?
10. Who would go to Laveau for consultation for business decisions?
11. What do many say is the source of Laveau's otherworldly talents?
12. What actually is Voodoo?
13. What is someone called who practiced both Voodoo and Catholicism?
14. When did Marie Laveau die?
15. What is Laveau the subject of?