

Louisiana Tech University Clinical Lesson Plan Template

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School: N/A	Grade: 11	Subject: English
Lesson Topic: Marie Laveau in media (song)	Date Taught: Wednesday 3/5	Time Frame: 50 minutes
Demographic Data		
Number of Students: N/A	Gender: N/A	IEP/504: N/A
Race/Ethnicity: N/A		Language(s): N/A
Lesson Foundations		
1. Content Knowledge Connections		
Assessment Data (formative/summative assessments, observations, etc.)	<ul style="list-style-type: none"> N/A I am planning based on the assumption that students can read, even if not all on the same level. 	
Prerequisite Learner Knowledge/Skills	<ul style="list-style-type: none"> Students need the ability to read and write. Students will also need basic research skills. <p>I'd like students to have general knowledge about...</p> <ul style="list-style-type: none"> New Orleans Marie Laveau Voodoo 	
Learner interests, needs, etc., to inform selection of learning outcomes and differentiation	<ul style="list-style-type: none"> 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. 	
Describe how this lesson fits within a unit or sequence of lessons	<ul style="list-style-type: none"> This is the first lesson of five. It will introduce Marie Laveau's factual background. 	
Personal research on lesson topic	<ul style="list-style-type: none"> Internet Research Louisiana History courses in 8th grade and college 	
2. Learning Outcomes and Formal Measurable Objectives		
Learning Outcome	Measurable Objective 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 the song "Marie Laveau" by Bobby Bare.	
Locate	TSW locate other songs that discuss Marie Laveau.	

3. Standards Directly Connected to the Lesson (alphanumeric AND text)	
<p>ELA 11 RSIT 1. 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>ELA 11 WS 2. 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>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.</p> <p>ELA 11 LS 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA 11 LS 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	
4. Assessment	
<ul style="list-style-type: none"> • Bellwork (5 minutes, 5 points) • Guided Note Taking (15 minutes, 15 points) • Journaling (15 minutes, 5 points) • Group work (10 minutes, 5 points) • Exit ticket (5 minutes, 3 points) 	
5. Classroom Preparation	
Classroom & Class Organization (seating, grouping, etc.)	<ul style="list-style-type: none"> • The class will work as individuals and in groups.
Teacher/Student Materials	<ul style="list-style-type: none"> • Bellwork (on looseleaf: turn in in designated area) • Guided note taking (handout: keep for notes for test) (attached) • Journaling (on looseleaf: turn in in designated area) • Group Work (on journal looseleaf) • Exit Ticket (sticky notes) • (All instructions on Slides presentation)
Technology Resources	<ul style="list-style-type: none"> • Computer • Internet Connection • Browser • Google Classroom • Google Apps (slides, doc) • Projector • Speaker
Management Plan (behavior, time, etc.)	<ul style="list-style-type: none"> • ENGLISH • Engagement is required. Show up on time and ready to participate. • No running, yelling or flying objects in this classroom. Pick up after yourself. • Good grades are earned, not given. Always do your best work. • Listen to the directions fully and follow them promptly. • Interruptions and rudeness are not tolerated. Raise hand before speaking. • Speak with respect to the teacher and your peers. • Homework and reading assignments are to be completed on time.

Pedagogy	
Lesson Introduction	
<p>BELLWORK:</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"> ● Integrate technology into the lesson. ● Make time for journaling. ● Have students work in groups. 	
Modifications/Accommodations	
Make sure the groups have students with different levels of abilities.	
Learning Activities	
<ol style="list-style-type: none"> 1. Bellringer. 2. Guided notes (from Google Slides presentation) 3. Individual journaling: using the internet to look up other songs that Marie Laveau is discussed in. 4. Group work analyzing how Marie Laveau is portrayed in these songs. 5. Exit ticket. 	
Closure	
<ul style="list-style-type: none"> ● Exit ticket: The Stick Note Mosaic; Student will fill out one of each and stick on designated spot <ul style="list-style-type: none"> ○ Blue: something student knows for sure ○ Green: something student found interesting ○ Pink: something student has a question on 	

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

1. Who was one of the world's most famous Voodoo practitioners?
2. What would she do?
3. What is the best known version of the song "Marie Laveau"?
4. Who was the song first recorded by?
5. When was it recorded?
6. Who came up with this version of Marie Laveau?
7. Is it historically accurate?
8. Who does Marie Laveau encounter?
9. What is he trying to do?
10. What ultimately happens to him?
11. When did Bobby Bare bring the song "Marie Laveau" back to life?
12. What number on the chart did this reach?
13. Finish the following lyrics...
 - a. She lived in a swamp in a hollow log with a one-eyed _____ and a three-legged _____
 - b. So if you ever get down where the _____ grow
 - c. Man, you better stay with her for the _____ of your _____