

Louisiana Tech University Clinical Lesson Plan Template

Author(s): Megan Landry		Date Written: November 15, 2022
School: N/A	Grade: 11	Subject: English
Lesson Topic: Marie Laveau in media (television show)	Date Taught: Thursday 4/5	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 portrayal of Marie Laveau in <i>American Horror Story: Coven</i> .	
Locate	TSW locate other examples of her portrayal in television. (can use other examples not discussed in <i>Coven</i>)	

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: Imagine you are a writer for a television series that wants to portray Marie Laveau. How would you do this? What would you focus on? Would you portray her in a negative or positive light? Answers briefly in 5 sentences.</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	
<p>Make sure the groups have students with different levels of abilities.</p>	
Learning Activities	
<ol style="list-style-type: none"> 1. Bellringer. 2. Guided notes (from Google Slides presentation) 3. Individual journaling: Using reliable sources on the Internet, find at least two other acts committed by Marie Laveau in American Horror Story: Coven. 4. Group work analyzing how Marie Laveau is portrayed in these examples (positively or negatively?) 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. What does the show *American Horror Story: Coven* follow?
2. Who does one witch seek out?
3. Why does she seek her out?
4. What is the relationship like between the witches and Laveau? Why?
5. Which actress played Marie Laveau?
6. Who does she accept a deal with and why?
7. What does Laveau learn after giving birth to her daughter?
8. What did Laveau do in 1834 and why?
9. What does Laveau ultimately do with Madame Delphine?
10. What was Laveau doing in 1961?
11. What does she learn from one of her clients?
12. What happens to Henry?
13. What does Laveau do in retaliation to what happens to Henry?
14. What conflict arises around this time?
15. How is this conflict resolved?