

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: Friday 5/5	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.	
Discuss	TSW discuss aspects of Marie Laveau with their shoulder partner in preparation for the test.	
Identify	TSW identify answers to a test based on questions answered throughout the week.	
Locate	TSW locate evidence from notes and reliable Internet sources in answer to a discussion essay question.	

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/study: students will have this time to ask questions and study with their shoulder partner (5 minutes) • Test (50 minutes; 100 points) (includes questions and essay) (attached) • 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"> • Test (handout; turn in in designated area) (attached) • Exit Ticket (sticky notes)
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
BELLWORK: Study with shoulder partner/ask questions
Teaching Strategies
<ul style="list-style-type: none"> ● Integrate technology into the lesson. ● Make time for journaling. ● Have students work in groups.
Modifications/Accommodations
Test modifications/accommodations according to paperwork
Learning Activities
<ol style="list-style-type: none"> 1. Bellwork/study 2. Test. 3. Exit ticket.
Closure
<ul style="list-style-type: none"> ● Exit ticket: The Stick Note Mosaic; Student will write name on back of sticky note and place on designated area <ul style="list-style-type: none"> ○ Blue: I did great and knew everything! ○ Green: There were some that I couldn't remember/didn't know ○ Pink: I did awful and was not prepared

Part One: Short Answer: 60 points

Instructions: Answer the following questions in complete sentences.

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?
16. How do historians view Marie Laveau?
17. What is one controversy over Laveau?
18. What is left on Marie Laveau's grave?
19. What is the reason behind these markings being left?
20. When did the myths/legends surrounding Marie Laveau begin?
21. What is said Marie Laveau did for work after her first husband died?
22. What did she use her job to do?
23. Who is it said that she studied Voodoo with?
24. Who was this man?
25. Who would go to Laveau for consultation for business decisions?
26. What do many say is the source of Laveau's otherworldly talents?
27. What actually is Voodoo?

28. What is someone called who practiced both Voodoo and Catholicism?

29. When did Marie Laveau die?

30. What is Laveau the subject of?

31. Who was one of the world's most famous Voodoo practitioners?

32. What would she do?

33. What is the best known version of the song "Marie Laveau"?

34. Who was the song first recorded by?

35. When was it recorded?

36. Who came up with this version of Marie Laveau?

37. Is it historically accurate?

38. Who does Marie Laveau encounter?

39. What is he trying to do?

40. What ultimately happens to him?

41. When did Bobby Bare bring the song "Marie Laveau" back to life?

42. What number on the chart did this reach?

43. 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 _____

44. What does the show American Horror Story: Coven follow?

45. Who does one witch seek out?

46. Why does she seek her out?

47. What is the relationship like between the witches and Laveau? Why?

48. Which actress played Marie Laveau?

49. Who does she accept a deal with and why?

50. What does Laveau learn after giving birth to her daughter?

51. What did Laveau do in 1834 and why?

52. What does Laveau ultimately do with Madame Delphine?

53. What was Laveau doing in 1961?

54. What does she learn from one of her clients?

55. What happens to Henry?

56. What does Laveau do in retaliation to what happens to Henry?

57. What conflict arises around this time?

58. How is this conflict resolved?

Part Two: Essay Response: 30 points

Instructions: Answer the following prompt in complete sentences. Your response needs to be at least 3

paragraphs (introduction, body, and conclusion) and 300 words.

Points will be for the following:

Content: 15 points

Quality of Writing: 10 points

Grammar/mechanics: 5 points

Choose either the song we discussed in class or the show. How was Marie Laveau portrayed in this? Was it

accurate? Was she portrayed in a positive or negative light?