**Louisiana Tech University Clinical Lesson Plan Template**

| Author(s): Jaykob Stewart | Date Taught: N/A | Length of Lesson: 50 mins |
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| Lesson Topic: Pere Antoine and Other Ghosts of St. Louis Cathedral | Grade: 11th | Subject: English |

| **Pre-Planning Considerations** *(number of students in each category)* | | |
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| Number of Students: N/A | Gender: N/A | IEP/504: N/A |
| Race/Ethnicity: N/A | | Language(s): N/A |

| **Student Characteristics** *(prerequisite knowledge/skills, possible misconceptions, learner interests, cultural heritage, etc.)* | | |
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| **Read and Write**  **Basic Research Skills**  **Know where St. Louis Cathedral is located** | | |
| **Previous Assessment Data** *(preassessment/formative/summative assessments, observations, etc.)* | | |
| **N/A** | | |
| **Lesson Foundations** | | |
| **Content Knowledge Connections** | | |
| I am planning this lesson with the assumption that most of the students can read but not all at the same level. The students need to be able to read, write, and have basic research skills. It will be important for them to know about St. Louis Cathedral and where it is located. Children have a natural interest in ghosts and the historical reasonings for ghosts. This is the second part of a five part unit and will introduce students to Pere Antoine. | | |
| **Standards Directly Connected to the Lesson  (alphanumeric AND text)** | **Learning Outcomes** | **Assessment  (each learning outcome must be assessed)** |
| ELA 11 RSIT 9. Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.  ELA 11 RSW 1. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  ELA 11 RSLS 1. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  ELA 11 RSLS 1. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  ELA 11 RSLS 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | TLW work with peers to promote civil, democratic discussions by working on a handout in their group and answering all of the questions correctly. | Students will get together in their assigned groups and complete the handout on Pere Antoine. |

| **Preparation** | |
| --- | --- |
| **Personal research and resources used for development of lesson** | |
| **Before teaching this lesson I researched the entire history of Pere Antoine and the ghost stories regarding him to have a better understanding for my students.** | |
| **Teacher/Student Materials** | **Technology Resources** |
| Notebooks  Pens/Pencils  Pere Antoine Handout | Projector for Bell Ringer  Projector to display timer |
| **Pedagogy** *(Describe each part of the lesson in enough detail that another teacher could easily teach the lesson using your lesson plan)* | |

|  | **Time** | **Procedural Steps** | **Questions** | **Group Size** |
| --- | --- | --- | --- | --- |
| **Lesson Introduction** | 5 Min  5 Min | As the students enter the classroom they will go to their assigned seats and get their notebooks out. The Bell Ringer topic will be displayed on the projector for the students to see. TLW look at the events on the board regarding the history of the St. Louis Cathedral and create a timeline in their notebook in the order the events took place. This will be a great review for the learners.  TTW welcome the learners into the classroom and take role.  TTW ask students if they would like to share their answers. TLW share their answers to the class and will let the teacher know if the class can move on. This will also allow the students to compare answers and get the right answers in their notebook | N/A | Independent  Whole Class |
| **Learning Activities** | 15 Min  **10 Min**  **5 Min** | TLW break off into their assigned groups and complete the handout about Pere Antoine together. They will discuss each question in depth and come up with the best answer. TTW walk around the classroom and discuss the handout with the students. Once the 25 minutes are up, TTW take up the handouts and tell the class to go back to their assigned seats.  TLW get their computers out and do their own research about Pere Antoine. They will discuss with their group members things they see that were not included in the handout. As a group, they will come up with 5 facts that they thought was interesting and was not in the handout.  TLW will go back to their assigned seats and  participate in a class discussion about Pere Antoine and what they came up with in their group research. After that TTW get the class transitioned for the Exit Ticket | **N/A** | Group  Group  Whole Class |

| **Closure** | 5 Min  5 Min | TLW get out a piece of paper and listen to the teacher for directions. TTW set up the timer on the projector for 4 minutes. TLW try to write down as much as they remember from the lesson in 4 minutes. This will let the teacher know if the knowledge was learned in this lesson.  TTW take up all of the students’ sheets of paper and ask a few people to share something they wrote down. This will allow some other students to hear some things they may have forgotten in the lesson. | N/A | Individual  Whole Class |
| --- | --- | --- | --- | --- |

| **Modifications/Accommodations/Differentiation** |
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| The group members in the class activity will be of different levels of learning. |

Pere Antoine Handout

Group Members:

Date:

Pere Antoine was born Francisco Ildefonso Mareno in the Spanish town of Sedella, on the southern Mediterranean coast of Andalusia. After joining the Capuchin Order, he was given the name Antonio and sent to the New World.

He arrived in New Orleans in 1774 as an official of the Spanish Inquisition and named pastor of the Church of St. Louis. At first, he gained a reputation for rigidity in his early dealings with the French population of New Orleans.

As fire broke out on Good Friday 1788 he refused to allow the church bells to ring in warning. A decision that would lead to the destruction of most of the city and its beloved church. The cornerstone of a new church was laid immediately following the Great Fire and in 1794 the new church was completed, now designated as a cathedral. The Spanish Crown appointed Friar Antonio to be its Rector.

In 1819, he presided over the wedding of Jacques Paris to Marie Laveau, who established a large following of her own as Voodoo Priestess. Later in life he became known for his kind nature, his generosity, and his care for the city’s prisoners and slaves.

Now much loved and deeply revered by the local community, Pere Antoine died on 19 January 1829 at the age of 81. He was buried inside the church three days later.

Questions:

1. Where was Pere Antoine born?
2. What name was Pere Antoine given at birth? What name was he given when he was sent to the New World?
3. What year did he arrive in New Orleans? What did he do for St. Louis church while in New Orleans?
4. What year did the fire break out in New Orleans that destroyed the city?
5. What was Pere Antoine’s role in the fire? Why is he to blame for the city being destroyed?
6. What year was the new church built? What was significant about this building compared to the last one?
7. Name the two people that were getting married at the wedding that Pere Antoine presided over?
8. What was different about Pere Antoine as he got older in his life?
9. What year did Pere Antoine die? How old was he?
10. Where was Pere Antoine buried?

[Link I received Info used in Handout](http://www.pereantoinefrenchquarter.com/about-pere-antoine)