**Louisiana Tech University Clinical Lesson Plan Template**

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

| **Pre-Planning Considerations** *(number of students in each category)* |
| --- |
| 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.)* |
| --- |
| **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 third part of a five part unit and will allow students to hear about the ghost stories of 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 respond thoughtfully to diverse perspectives by reading the ghost story of Pere Antoine and writing a page about it. | Students will read the ghost story of Pere Antoine and respond by writing a one page paper analyzing the text. |

| **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** |
| NotebooksPens/PencilsPere Antoine ghost story reading | Projector for Bell RingerProjector 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 Min5 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 write about if they believe in ghosts and why or why not. This will be a great introduction to the ghost story taught in class today and will get the students excited.TTW welcome the learners into the classroom and take role.TTW ask students if they would like to share their responses. TLW share their responses to the class. This will also allow the students to display their feelings about ghosts  | N/A | IndependentWhole Class |
| **Learning Activities**  | 15 Min**15 min** | TLW look on the google classroom for the Pere Antoine ghost story reading. They will read the story on their own. TTW walk around the classroom and make sure everyone is on task and doing what they are supposed to do.TLW get out a sheet of paper and write a one page response to the story. They will summarize what is being said, and give their thoughts about what they think the reading means to them and if they think it is true or not. | **N/A** | IndividualIndividual |

| **Closure** | 10 Min | TTW will begin a class discussion with the students asking them about the reading. TLW share with the class how the reading made them feel, and if it changed their response to the bell ringer. | N/A | Whole Class |
| --- | --- | --- | --- | --- |

| **Modifications/Accommodations/Differentiation**  |
| --- |
| N/A |

[Link to Pere Antoine Ghost Story Reading](http://hauntedhouses.com/louisiana/st-louis-cathedral/)