**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 fourth part of a five part unit and will allow students to learn more about Pere Dagobert and Delphine LaLaurie. | | |
| **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 make strategic use of digital media by doing research on Pere Dagobert and Delphine LaLaurie and presenting their findings to their peers | Students will research Pere Dagobert and Delphine LaLaurie in groups and present their findings to their peers to conclude the period. |

| **Preparation** | |
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| **Personal research and resources used for development of lesson** | |
| **Before teaching this lesson I researched the entire history of significant people in New Orleans history and the ghost stories regarding them to have a better understanding for my students.** | |
| **Teacher/Student Materials** | **Technology Resources** |
| Notebooks  Pens/Pencils  Poster Board  Markers | Projector for Bell Ringer  Projector to display timer  Laptops  Internet |
| **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 write about what they have learned throughout the week that they did not know before. TTW welcome the class into the room 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 teacher to see if the important content is being retained day by day by the students. | N/A | Independent  Whole Class |
| **Learning Activities** | 20 min  **15 min** | TLW split into their assigned group. The class is split into four groups. One group is assigned the early life of Pere Dagobert, another is assigned the career of Pere Dagobert, another is assigned the early life of Delphine LaLaurie, and the last is assigned the career of Delphine LaLaurie. Each group will research important information using their laptops and designate a writer to put these facts on a poster board. TTW walk around the classroom and guide each student in the right direction.  TTW announce to the class that they need to wrap up their thoughts and get ready to present their findings to the class. TLW take notes on what the other groups have found. | **N/A** | Group  Whole Class |

| **Closure** | 5 Min | TTW will pass out the 3, 2, 1 sheet. TLW complete it and turn it in to the teacher on their way out the door. | N/A | Individual |
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| **Modifications/Accommodations/Differentiation** |
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| The students have been assigned to groups based on their different levels of learning. |

