**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.)* | | |
| --- | --- | --- |
| **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 fifth part of a five part unit and will allow students to learn more about ghost stories of New Orleans and even create their own ghost story. | | |
| **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 forming their own ghost story and connecting it to an important part of Louisiana History. | Students will create their own fictional ghost story and connect it to Louisiana history by using the different perspectives learned in this unit to their advantage. |

| **Preparation** | |
| --- | --- |
| **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  Ghost Stories Readings  Ghost Stories Rubric | 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 down three facts about Pere Dagobert and three facts about Delphine LaLaurie in their notebooks. TTW welcome each student 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 allow the teacher to see if they are able to move on and if the information is being retained by the students. TTW take up the students’ notebooks so the weekly completion bell ringer grade can be recorded. | N/A | Independent  Whole Class |
| **Learning Activities** | 20 min  **15 min** | TLW get out their laptops and go to the google classroom for this class. They will find the link to the reading for Pere Dagobert in the google classroom. TLW go to the link and read the ghost story about Pere Dagobert. TTW walk around the classroom and make sure each student is engaged in the task at hand.  TTW get the class’s attention to look at the projector and will read the Delphine LaLaurie ghost story as an entire class. TLW take turns reading aloud until the reading is done. TTW spark a conversation about how the two readings relate to each other if there is enough time. | **N/A** | Individual  Whole Class |

| **Closure** | 5 Min | TTW will discuss the directions of the ghost story that will be their homework over the weekend. TTW also pass out the rubric to each student and let them see exactly what they are going to be graded on. This assignment will be due when they get back in class on Monday at the start of the next unit. | N/A | Whole Class |
| --- | --- | --- | --- | --- |

| **Modifications/Accommodations/Differentiation** |
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| One of the readings will be read individually and the other reading will be read as an entire class to ensure differentiation in teaching. |

[Pere Dagobert Ghost Story Link](https://www.verylocal.com/haunted-nola-pere-dagobert-de-longuory-ghost-of-st-louis-cathedral/9516/)

[Delphine LaLaurie Ghost Story Link](https://digpodcast.org/2018/10/28/haunted-slavery-the-lalaurie-mansion/)

St. Louis Cathedral Ghost Story Rubric

| Category | 12 | 8 | 4 | 0 |
| --- | --- | --- | --- | --- |
| Response to Writing Prompts | Response addresses the writing prompt clearly and effective. | Response addresses the writing prompt mostly clearly and effective. | Response to writing prompts is unclear or vague. | Response lacks any comprehension of the writing prompt. |
| Quality and Clarity of Thought | Response indicates depth and complexity of thoughts. | Response indicates simplistic or repetitive thoughts. | Response lacks focus or demonstrates confused or conflicting thinking. | Response is unfocused, illogical or incoherent. |
| Organization and Development of Ideas | Response is well organized and developed with appropriate support to make meaning clear (well-chosen examples). | Response is organized and developed with general supporting ideas provided (reasons/general examples). | Response is fairly organized and developed, presenting generalizations without adequate support. | Response is disorganized and underdeveloped, providing little or no relevant support. |
| Grammar Usage/ Errors | Response has 0 grammatical errors | Response has less than 5 grammatical errors | Response has between 5-9 grammatical errors | Response has 10+ grammatical errors |