**Louisiana Tech University Clinical Lesson Plan Template**

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| Author(s): Bruce R. Magee | Date Written: October 15, 2018 |
| School: NA | Grade: 11 | Subject: English |
| Lesson Topic: Samuel Clemens letter to his sister, March 9-11, 1859 | Date Taught: January 22, 2019 | Time Frame: 50 minutes |
| **Demographic Data** |
| Number of Students: NA | Gender: NA | IEP/504: NA |
| Race/Ethnicity: NA | Language(s): NA |
| **Lesson Foundations** |
| 1. **Content Knowledge Connections**
 |
| Assessment Data (formative/summative assessments, observations, etc.) | * NA.
* I’m planning the lesson with the assumption that most of the students can read, but not all at the same level.
 |
| Prerequisite Learner Knowledge/Skills | * They need to be able to read and write.
* They need basic research skills.

I’d like them to have general knowledge about* Mardi Gras
 |
| Learner interests, needs, etc., to inform selection of learning outcomes and differentiation | * Louisiana children have a natural interest in our state’s culture, especially Mardi Gras.
 |
| Describe how this lesson fits within a unit or sequence of lessons | * This is the first lesson of five. It will introduce the letter of Sam Clemens to his sister, Pamela Moffett.
 |
| Personal research on lesson topic | * Louisiana History courses in 8th grade and college.
* I’m the co-editor of the Louisiana Anthology website, and have edited numerous works related to Mardi Gras.
* I’m also the co-host of the Louisiana Anthology Podcast, and have interviewed several scholars about various Mardi Gras traditions.
 |
| 1. **Learning Outcomes and Formal Measurable Objectives**
 |
|  Learning Outcome | Measurable Objective |
| Write | TLW write a definition of a word. |
| Identify | TLW identify answers to questions based on the mini-lecture. |
| Construct | TLW construct a history of an aspect of Mardi Gras. |
| 1. **Standards Directly Connected to the Lesson (alphanumeric AND text)**
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| **ELA 11 RSL 4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**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.**ELA 11 RSIT 3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**ELA 11 RSIT 7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**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.**ELA 11 LS 1.** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**ELA 11 LS 2.** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |
| 1. **Assessment**
 |
| * Bellringer (3 minutes, 5 points)
* Notetaking (10 minutes, 15 points)
* Group work (15 minutes 5 point)
* Group presentations (20 minutes {4 groups, 5 minutes each} 5 points)
* Quiz writing exercise (3 points)
 |
| 1. **Classroom Preparation**
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| Classroom & Class Organization (seating, grouping, etc.) | * The class will work as individuals and in groups.
 |
| Teacher/Student Materials  | * Handouts (attached)
	+ Bellringer
	+ Guided note taking
	+ Journaling
	+ Group Work
	+ Exit Ticket
* Dictionaries
 |
| Technology Resources | * Computer
* Internet Connection
* Browser
* Powerpoint
* Projector
* Screen
* Speaker
 |
| Management Plan (behavior, time, etc.) | * Classroom timer
* Listen and follow directions.
* Raise your hand before speaking or leaving your seat.
* Keep your hands and feet to yourself.
* Respect your classmates and your teacher.
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| **Pedagogy** |
| 1. **Lesson Introduction**
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| 1. **Bellringer**: Define the term “Mardi Gras.” What language does it come from? What does it mean in that language?
 |
| 1. **Teaching Strategies**
 |
| * Integrate technology into the lesson.
* Include popular culture.
* Have students work in groups.
 |
| 1. **Modifications/Accommodations**
 |
| 1. Make sure the groups have students with different levels of abilities.
 |
| 1. **Learning Activities**
 |
| 1. Bellringer.
2. Guided note-taking during my mini-lecture.
3. Group work.
4. Group Presentation.
5. Exit ticket.
 |
| 1. **Closure**
 |
| * Compose questions for a quiz tomorrow.
 |

**Required Lesson Plan Reflection (See *Pre-Conference form).* Required Teaching Reflection (See *Post-Conference form*).**

History of Mardi Gras

* **Bellringer**: Define the term “Mardi Gras.” What language does it come from? What does it mean in that language? (3 minutes, 5 points)

News story on the first Mardi Gras in Louisiana

<http://www.fox8live.com/clip/12185117/arthur-hardy-pointe-du-mardi-gras/>

Mini lecture: The History of Mardi Gras

<http://www.mardigrasneworleans.com/history.html>

**Guided note taking (15 minutes, 15 points):**

When was Mardi Gras first recognized in colonial Louisiana? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

What did Bienville name the spot? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

The people celebrating Mardi Gras were called\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

They carried torches called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

The oldest organized Krewe in New Orleans, the same one Clemens saw

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

The Krewe was known for these two things:

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(2 points)

The name for the period of time leading up to Mardi Gras

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

The annual King of Carnival \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point)

The official colors or Mardi Gras, and what each one means. (3 points)

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The colors were adopted to honor this visitor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 point).

**Group work:** Learn the history of one of the following & report it to the class. (15 minutes, 5 points)

1. Krewe of Zulu
2. Mardi Gras Indians
3. Krewe of Venus
4. Mardi Gras Balls (Masquing)
5. Mardi Gras Baby Dolls
6. King Cake
7. Mardi Gras music
8. Mardi Gras floats

**Presentations:** (20 minutes, 5 points)

**Quiz questions (3 points):** Write three questions from today’s lesson that can on a quiz tomorrow.

1.
2.