**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 23, 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**
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| 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.
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| 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* Letters
* Sam Clemens
* Mardi Gras
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| 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.
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| 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.
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| Personal research on lesson topic | * The Mark Twain Project.
* 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.
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| 1. **Learning Outcomes and Formal Measurable Objectives**
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|  Learning Outcome | Measurable Objective |
| Generate | TLW generate nicknames or puns in the Zap Cat bellringer. |
| Present | TLW present unusual terms, phrases, customs, etc., that Clemens mentions in his letter. |
| Write | TLW write a rough draft of a letter about Mardi Gras. |
| 1. **Standards Directly Connected to the Lesson (alphanumeric AND text)**
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| **ELA 11 RSL 3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.**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 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**
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| * Bell Ringer: Zap Cap (3 points)
* Group presentations (15 points)
* Drafting (5 point)
* Exit ticket (5 points)
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| 1. **Classroom Preparation**
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| Classroom & Class Organization (seating, grouping, etc.) | * The class will work as individuals and in groups.
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| Teacher/Student Materials  | * Handouts (attached)
	+ Bellringer
	+ Group presentation / Guided note-taking
 |
| Technology Resources | * Computer
* Internet Connection
* Browser
* Powerpoint
* Projector
* Screen
* Speaker
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| 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.** Zap cat assignment
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| 1. **Teaching Strategies**
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| * Integrate technology into the lesson.
* Include popular culture
* Make time for rough drafting.
* Have students work in groups.
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| 1. **Modifications/Accommodations**
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| 1. Make sure the groups have students with different levels of abilities.
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| 1. **Learning Activities**
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| 1. Bellringer. “Zap cat” activity. Discuss nicknames/puns in class.
2. Group presentations / guided note-taking. The three groups that didn’t present yesterday will present today. (All students will receive each group assignment to use for their own guided note taking.)
3. Rough drafting a letter about Mardi-Gras to an out-of-state friend.
4. Exit journal entry.
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| 1. **Closure**
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| * Exit journal.
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**Required Lesson Plan Reflection (See *Pre-Conference form).* Required Teaching Reflection (See *Post-Conference form*).**

Analysis of Sam Clemens’ Letter

**Bellringer**: New Orleans recently held a second-line funeral parade for Zap Cat, a cat that killed itself shorting out power to 7,500 New Orleans residents.
<https://www.youtube.com/watch?v=tk8egePCVZk>

Complete one of the following assignments. Be prepared to share some of your answers with the class.

1. Nominate three animals that should be given jazz funerals because of the creative way they created chaos when they met their untimely end. Be sure to give them an appropriate nickname, like “Zap Cat” above.
2. Create the three worst puns you can for the “Zap Cat” incident. (10 minutes, 3 points)

 **Group presentations/guided note-taking.** The three remaining groups should present your findings from yesterday. If you aren’t in the presenting group, write down their findings in the group questions (10 minutes each. 15 points):

**Group 1: The Mystick Krewe of Comus**

1. **What is ‘Lent’? What religion observes it?**
2. **What is *Mardi Gras*? What does the word mean? When does the day fall?**
3. **Locate Good-Children and Tchoupitoulas streets on a map.**
4. **Define ‘apparition’.**
5. **Define ‘haystack’.**
6. **Define ‘calico’.**
7. **What does ‘hoops’ mean here? What kind of haystack and hoops resemble each other?**

**Group 2: Krewe of Endymion**

1. **What is a ‘Spanish Cavalier’?**
2. **What is a ‘rapier’?**
3. **What is a ‘doublet’?**
4. **What are ‘half-breeches’?**
5. **What color is ‘crimson’?**
6. **Define ‘coquettishest’.**
7. **What does “by the beard of the Prophet” mean?**
8. **Why is Clemens so surprised that the girl doffed her cap to him? (Define ‘doff’.) Why would such behavior be less surprising on Mardi Gras?**

**Group 3: Krewe of Zulu**

1. **Define ‘grotesque’.**
2. **What’s a ‘minstrel’?**
3. **Define *en masse*.**
4. **Define ‘stalwart’.**
5. **Write 3 sentences about ‘Comanche Indians’.**
6. **What is the “Mystick Krewe of Comus?” Why are the words spelled so strangely?**
7. **Find a picture of the St. Charles Hotel from the mid-1800’s.**

**Group 4: Krewe of Iris**

1. **What is a ‘huzza’? What might we say instead?**
2. **Locate St. Charles St. on a map of New Orleans.**
3. **What was a Knight Crusader?**
4. **What is ‘gilt’ armor?**
5. **Define ‘regalia’.**
6. **Define ‘ermine’ and ‘satin’.**
7. **What are ‘flaxen’ curls?**
8. **Define ‘infinitesimal’.**

**Group 5: Krewe of Muses**

1. **Define ‘genii’.**
2. **Define ‘terminated’.**
3. **What might ‘transparencies’ mean here?**
4. **Who was Comus and what were his old English tricks?**
5. **Follow the link to the Mark Twain Project version of the letter. Do they agree with my class’s identification for the ‘Piccolominis’ as a family from the 1200’s? Where would Sam have most likely have met them?**
6. **Why did Clemens and his friends have trouble talking to the Piccolominis?**
7. **Define ‘warbler’.**

**Drafting:** Continue working on a 500-word letter about Mardi-Gras to somebody outside the state who doesn’t know much about it. Include family-friendly images. You may talk about your own experiences at Mardi Gras if you have any you want to share.(10 minutes 5 points)

**Exit Journal entry (5 minutes 3 points):** Summarize what you learned today in 3 to 5 sentences. Share what you learned with your elbow partner.