

Lesson Delivery

Delivering a lesson geared to objectives that have been made clear to students

Final Questions: 23-26



Lesson Delivery Feature Components

- 23. Content Objectives
- 24. Language Objectives
- 25. Students Engaged
- 26. Pacing



The Lesson

Unit: Italian Renaissance (Tenth Grade)

This classroom is in a metropolitan high school in a suburb located next to the major city. At the district level, approximately 30 percent of the students are English learners or former English learners. At this particular high school, however, the number of students with English as a second language is closer to 60 percent. In the tenth grade classroom of Mr. Ryan, the mix of English learners, former English learners who have been redesignated, and native English speakers is about one-third, one-third, one-third. This class has 27 students. The English learners in this room are at the intermediate to advanced levels of proficiency. Beginning level ELs study in a separate sheltered World History course.

The Italian Renaissance unit has several main topics, including the political power of the city-states and papacy, the rise of Renaissance art and architecture, the philosophy of Humanism, and the development and use of technology. An essential question students will address throughout the unit is: "What makes someone a Renaissance man or woman?"

This lesson is part of a unit on the Italian Renaissance for high school English language learners in a World History course.

Teaching Scenario: Mr. Ryan

In Mr. Ryan's classroom, the students experienced an art history lesson as Mr. Ryan showed slides of paintings and lectured on the similarities and differences between Medieval and Renaissance art. His learning objective was "Students will learn about the contributions that Italian Renaissance artists made to the world of art." He did not have a defined language objective, although his tasks required listening comprehension and comparative writing. After his 20-minute lecture, in which some students misbehaved or tuned out, he gave them an assignment to select one Medieval and one Renaissance painting from those he had displayed and to write a comparative essay about their artistic styles.

The next day, Mr. Ryan spent five minutes showing the students additional paintings at the start of the lesson to determine if the students had understood the information provided the day before. For each example, he asked the students to identify the painting a Medieval or a Renaissance piece of art and to explain their answers. The students were to write down their ideas individually first. After he showed five paintings, he encouraged the students to pair up and share their responses with a partner. They then reviewed the exercise as a class.

Next, Mr. Ryan had the students begin their essays on the paintings they had chosen. He told them that the essays would be evaluated on how well they conveyed the students' knowledge of the differences between the two styles of art and how accurate their explanations were. The students worked on these essays for the rest of the period, with varying degrees of engagement, while Mr. Ryan graded papers at his desk. Some students finished in 10 minutes; others looked into space for half the period, and others were still writing when the bell rang. From time to time, Mr. Ryan walked around the room and exhorted the students to "Get to work!" and "Add more to that."

