

# Lesson Preparation

Lesson Preparation is a critical foundation for delivering a high-quality lesson.

Final Questions: 1-6



## Lesson Preparation Feature Components

1. **Content Objectives**
2. **Language Objectives**
3. **Content Concepts**
4. **Supplementary Materials**
5. **Adaptation of Content**
6. **Meaningful Activities**



## 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

When the students entered Mr. Ryan's class, they found a large picture of the *Mona Lisa* projected on the screen at the front of the room. As the students settled, he told them to get out their warm-up journals to copy the learning objective for the day and to answer the warm-or question, both posted on the side blackboard. The learning objective was "Students will learn about the contributions that Italian Renaissance artists made to the world of art." The warm-up question was "What makes this portrait of the *Mona Lisa* special?"

After three minutes, Mr. Ryan asked for volunteers to respond to the question. No one raised his or her hand, so he immediately called on the student in the first desk of the farthest left row. That student had no answer, so Mr. Ryan called upon another. That student, the best in the class, said it was the smile.

Mr. Ryan, pleased, agreed and told the class that today they would learn about art during the Italian Renaissance. He told them to take out their notebooks and draw a T-chart, labeling one column Medieval Art and the other Renaissance Art.

For the next 20 minutes, Mr. Ryan showed the students paintings from the Medieval and Renaissance periods through his PowerPoint presentation. He lectured on the aspects of style including realism and symbolism, use of light and shadow, visual perspective, and so forth. He illustrated his points with images of real paintings. He frequently reminded the students to take good notes because they would be writing an essay comparing two of the paintings later.

Mr. Ryan was passionate about Renaissance paintings and peppered his talk with descriptions of visits to various museums in

Florence two years earlier. He was disappointed when some students started to act out about eight minutes into the presentation, tossing paper wads at one another while the lights were dimmed for the PowerPoint slides. Mr. Ryan had to stop and reprimand the students twice. Other students doodled or put their heads down on their desks.

When the presentation ended, he posted reproductions of five Medieval and five Renaissance paintings on the front board. He asked the students to come and look at them, row by row. "Choose one of each type," he said "and write a comparative essay. Use your notes. I'll assess these based on your descriptions and comparisons of the artistic styles." When the bell rang, several students were still at the board trying to decide which paintings to select.