

Teacher Handout #2

High School Honors English Lesson

| Dimension | Evidence | Rating |
|---------------|--|--------|
| Communication | <p>The teacher used questions throughout the text providing students with some analysis and synthesis questions. In the beginning of the lesson the teacher asks students, “What would be significant about a character?” She then asks students to discuss what they know about the characters through the dialogue? The teacher asks students questions later in the lesson such as, “How are the two themes, ignorance and truth, related? Do you believe Shakespeare can have two characters' themes represent the same thing?”</p> <p>The teacher establishes classroom practices that provide opportunities for students to communicate with their peers within group activities. Students begin to ask each other questions in their groups during the group activity (i.e., S.”</p> <p>What would be another word for someone who is two-faced? Would a movie show the sliminess of the character? The text is slower, so I don’t think I would get the same effect.”) The questions were purposeful and coherent to allow students to identify and discuss the characters dialogue and the theme and to deconstruct the words that would tell them more about the character in a particular act. The teacher asked students questions once they completed individual group activities to get students to further explain their theme or character’s dialogue (i.e., “Does anyone else have a theme that is similar to truth? S. Ignorance. T. How would this be similar? S. In truth there is blindness and in Ignorance. Blindness. T. But, how are they related? S. They're almost opposites. T. Connor what do you have? S. Othello. Trust. T. Anyone, something similar? S. Loyalty. T. Do you see how Shakespeare has two characters that can represent the same theme?) “</p> <p>The teacher’s questions required whole class responses and individual responses. The teacher provided students adequate wait time during their individual and whole group responses.</p> | |

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| Achieving Expectation | | |
| Content Knowledge and Expertise | | |
| Differentiation | | |
| Monitor and Adjust | | |
| Classroom Environment, Routines and Procedures | | |