



## Viewing Guide: Teaching Strategy: Barometer

### Overview

In this classroom video, English language arts teacher Jonathan Dee introduces the Barometer teaching strategy with his students during the first week of the school year. This teaching strategy helps students share their opinions by asking them to line up along a continuum based on their position on an issue. This approach makes a wide range of opinions visible and helps engage students in dialogue.

### As you watch, consider the following:

1. At 0:35, Mr. Dee says, "I'm just getting to know my students here, the first week of school, and there's a lot of students: they don't necessarily know each other very well, but if they can respect the different opinions, hopefully with this Barometer activity, it will be a great way to encounter the really serious units that we will see in eighth grade." How might you use a Barometer activity to build community and trust in your classroom?
2. What spatial constraints would you need to consider in order for this strategy to be successful in your classroom?
3. At 2:09, a handout Mr. Dee created to accompany the lesson appears on screen. What is useful about having students fill out such a handout before engaging in a Barometer activity? What changes would you make to such a handout in order to meet your students' needs?



### In this video:

Jonathan Dee, teacher  
8th grade, Cameron Middle School  
Framingham, MA

### Video Goals:

The purpose of watching this video is to:

- Observe how the Barometer teaching strategy can be used early in the school year to build awareness and appreciation of a wide range of opinions in the classroom.
- Consider how you might use this strategy in your own classroom.
- See the Barometer teaching strategy "in action."



### Lesson Resources:

- Teaching Strategy: Barometer