



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 2: Lesson 14

End of Unit 2 Assessment, Part 1A:

Fishbowl on Better Use of Water in Agriculture



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can present claims and findings with descriptions, facts, details, and examples, using effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
- I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.7.9a and SL.7.9a)
- I can self-select a text based on personal preferences and read it independently. (RI.7.11a)

Supporting Learning Targets

- I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.
- I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.
- I can self-select a text based on personal preferences and read it independently.

Ongoing Assessment

- Ticket to Enter
- End of Unit 2 Assessment, Part 1A: Fishbowl



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Ticket to Enter (8 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Teacher Models Fishbowl Speaking Techniques (3 minutes)B. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)C. Stakeholder Charts and Reflection (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Checking In on Independent Reading (12 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book.	<ul style="list-style-type: none">• This lesson is in many ways a culmination and celebration of the reading and research students have done thus far in this unit. It provides an opportunity for each student to share his or her learning aloud with the class, as well as to learn from classmates' research before committing to a position.• The Ticket to Enter is a written synthesis of the preparation students have done for homework the night before and addresses the standard RI.7.9a, which asks students to advocate persuasively. Consider collecting and assessing it to see how your students are performing on that standard.• Review the Fishbowl Prep: Teacher Model (see supporting materials) to prepare to model the speaking techniques you are asking students to use during the Fishbowl (such as appropriate volume and eye contact). Explain that you are modeling a third option—changing personal water use—instead of agricultural or industrial use, so they can learn from you without you giving any “answers” away.• In Work Time C, students perform one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see the stand-alone document on EngageNY.org: “Launching Independent Reading in Grades 6–8: Sample Plan.” The routine you have or will establish should support students in checking to see if they met their previous goal and set a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.• Remember that the Fishbowl is the first half of the End of Unit 2 Assessment; the second half is the preparation of a visual aid (Lessons 16 and 17) based on the students' research and Fishbowl discussion.• In advance: Make sure you have decided on a routine for checking in about independent reading; review the Fishbowl protocol (see Appendix). Some teachers like to keep a tally of how many times each student participates. Others assess using a checklist as students are speaking. You might even consider videotaping the Fishbowl to watch and assess later.• Post: Learning targets.



Lesson Vocabulary	Materials
advocate	<ul style="list-style-type: none"> • Ticket to Enter (one per student) • Industrial/Agricultural Fishbowl Graphic Organizer: Part I (from Lesson 13) • Fishbowl Prep: Teacher Model (for teacher reference) • End of Unit 2 Assessment, Part 1 (one per student) • End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (for teacher reference) • Stakeholder chart for agricultural management of water (from Lesson 13)

Opening	Meeting Students' Needs
<p>A. Ticket to Enter (8 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, distribute the Ticket to Enter. Ask them to take out their Industrial/Agricultural Fishbowl Graphic Organizer: Part I as a reference to help them fill out the Ticket to Enter. • Collect the tickets. 	<ul style="list-style-type: none"> • Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials and handouts.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud: <ul style="list-style-type: none"> * “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.” * “I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.” * “I can self-select a text based on personal preferences and read it independently.” • Ask students to raise their hands if they think they know what the word <i>advocate</i> means. Cold call a student who has raised his or her hand. • Listen for: “help,” “support,” or “persuade.” You may want to reiterate that “to advocate for” something is to support it and defend it, and that the noun form of advocate means “a supporter.” 	



Work Time	Meeting Students' Needs
<p>A. Teacher Models Fishbowl Speaking Techniques (3 minutes)</p> <ul style="list-style-type: none">• Use the Fishbowl Prep: Teacher Model (for teacher reference) as a guide as you model the appropriate speaking techniques you would like students to use in the Fishbowl.• When you are done, ask the class:<ul style="list-style-type: none">* “What speaking techniques did you notice me use?”• Cold call several students to share out. Listen for: “You looked at us, not just your paper,” “You spoke in a respectful tone,” “You spoke loudly enough for us to hear you,” and “You spoke formally and used vocabulary words.”• Refer students to the checklist at the bottom of their Industrial/Agricultural Fishbowl Graphic Organizer: Part I. Invite them to read the checklist and note whether you followed all of the criteria (with the exception of taking notes).• Ask students to hold up a Fist to Six (since there are six criteria) to show how many of the items on the checklist you displayed.• Look at how many fingers students are holding up. If any students rate you lower than a 6, call on them and ask them to clarify what they saw.	



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit 2 Assessment, Part 1A: Fishbowl (15 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment, Part 1 handout.• Review this document with the class by calling on several students to read different sections aloud. Stop and check for understanding before you move on.• Announce that the group of students defending making changes in agriculture will go first. Invite students to make two concentric circles with their desks, with those assigned to agriculture on the inside. Remind them to bring their Industrial/Agricultural Fishbowl Graphic Organizer: Part I with them.• Remind students of the speaking techniques and sentence starters. Emphasize that the more they can connect to and build on what their classmates have said, the more successful the conversation will be. Ask students to encourage each other to speak and to invite each other's ideas.• Explain that you will announce the official start and end of the Fishbowl, and you will step in only to ask clarifying questions if necessary.• Begin the Fishbowl by rereading the prompt: "Defend this claim: We should begin to manage water better by addressing water use in agriculture first instead of industry." Announce that the Fishbowl will now begin.• Allow students to talk for approximately 10 minutes, depending on the direction the conversation is heading and its general flow. Feel free to interject if you feel that a student would benefit by being prodded with a clarifying question or an invitation to speak.• Give students a 2-minute warning before you end the Fishbowl.• After the allotted time, during a natural stopping place, announce that the Fishbowl will now conclude.	<ul style="list-style-type: none">• Some students may need extra encouragement to participate in the Fishbowl and share their ideas out loud. Use your discretion to interject if you notice that a student has not spoken yet and say something like: "I'd like to invite any students who haven't spoken yet to share their opinions." Alternatively, you could ask individual students to share their ideas in a supportive way. Use your judgment as to what would be most supportive to each individual student. You could also select certain students as "leaders" in advance and ask them privately to help prompt quieter students to speak during the Fishbowl.



Work Time (continued)	Meeting Students' Needs
<p>C. Stakeholder Charts and Reflection (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Stakeholder chart for agricultural management of water. Assign students to a partner from the opposite group (one partner defending industry; the other partner defending agriculture) and ask them to sit together with their charts and a writing utensil.• Prompt students to review the information discussed in the Fishbowl and, using memory and notes from the Fishbowl, to fill in more details on their Stakeholder charts.• After a few minutes, refocus the class. Explain that you will debrief the Fishbowl together, checking in on how the whole class did on the first two learning targets of the day.• Ask students to hold up a Fist to Five, demonstrating how well they think the class collectively achieved the learning targets. Read them one at a time:<ul style="list-style-type: none">* “I can prepare for a class discussion and participate in it effectively by collecting and explaining appropriate evidence to support my claims.”* “I can engage with my peers to discuss the controversy over water management and persuade them to agree with my point of view using logic, evidence, and appropriate speaking techniques to advocate for my position.”• Invite students to look at each other’s assessments and remind them that they will have another chance tomorrow to address these learning targets.• Explain that now the class will address the third learning target as you transition to independent reading.	



Closing and Assessment	Meeting Students' Needs
<p>A. Checking In on Independent Reading (12 minutes)</p> <ul style="list-style-type: none">• Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: “Launching Independent Reading in Grades 6–8: Sample Plan.” Remember that in this time:<ul style="list-style-type: none">– Students need time to talk with a peer about their book.– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).– Students need to check in to see if they met their last goal and then set a new goal.	<ul style="list-style-type: none">• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and to monitor their progress.• In the next independent reading check-in, prioritize talking with students who did not meet their goals.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book.	



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Supporting Materials



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Ticket to Enter

.....
Name:

.....
Date:

Using your Industrial/Agricultural Fishbowl Graphic Organizer: Part I as a guide, respond one of the following prompts, depending on which topic you have been selected to defend:

- If you are supporting the claim that we should address **industry** first, respond to this prompt:

Pretend it is just before class and a classmate in the hallway says, “It’s clear that solving water management issues in industry is the way to go. It would have a much greater impact.” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that industry could have a greater impact on water management than agriculture.

- If you are supporting the claim that we should address **agriculture** first, respond to this prompt:

Pretend it is just before class and a classmate in the hallway says, “It’s clear that solving water management issues in agriculture is the way to go. It would have a much greater impact.” Now, in a paragraph below, use logic and reasoning to prove your classmate wrong. Imagine you are responding to the comment and advocate for the position that agriculture could have a greater impact on water management than industry.



Fishbowl Prep: Teacher Model
For Teacher Reference

Name: _____

Date: _____

Imagine you are a student about to participate in a Fishbowl discussion. Pretend that you filled out the following note-catcher for homework last night. Use it as an outline from which to speak to the class about how the first step to better water management is changing our personal use (as opposed to industry or agriculture).

Speak to the class for 1 to 2 minutes, convincing them of your claim, and use the notes below and the Assessment Checklist (see the End of Unit 2 Assessment—Teacher Assessment Checklist) as your guide. The goal is to model the appropriate speaking techniques you would like students to emulate as they participate in the Fishbowl.

Claim: We should begin to manage water better by addressing personal use first.

Evidence	
<p>Who are the most important stakeholders in personal water use?</p> <ul style="list-style-type: none"> • Every single individual is a stakeholder. • It is easier to control our own actions rather than someone else's, especially if it's a big industry. 	<p>What positive consequences are there for addressing personal water use?</p> <ul style="list-style-type: none"> • Every single drop can make a difference; we can save billions of gallons a day. • We can save 150 gallons of water per month if we shorten our showers. • We can save 10 gallons of water every hour if we turn off our electronic devices. • We can control how much water we use individually.



Fishbowl Prep: Teacher Model
For Teacher Reference

Who are the most important stakeholders in personal water use?

- **Every single individual is a stakeholder.**
- **It is easier to control our own actions rather than someone else's, especially if it's a big industry.**

Using the information in the three other boxes, summarize here why personal use of water should be addressed before agriculture or industry.

Because the only thing we can really control is ourselves, it makes sense to start by changing our personal use of water to address the water shortage. By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could help to prevent a water shortage. Then we can get industry and agriculture on our side.

End of Unit 2 Assessment
Part 1

Name: _____

Date: _____

Learning targets addressed in this assessment:

- I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)
- I can come to discussions prepared to refer to evidence on the topic, text, or issue that probes and reflects on ideas under discussion. (SL.7.1 and SL.7.1a)
- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.7.9a)

Directions: In a Fishbowl discussion with your class, you will take a stand on one of the following prompts, assigned to you by your teacher. You may use your Ticket to Enter to help you provide evidence when you speak. When it is not your turn to participate in the Fishbowl, you will take notes on what your classmates say (in a separate section of your Ticket to Enter) so you can add them later to your Stakeholder chart.

The Prompts:

1A. Defend this claim: We should begin to manage water better by addressing water use in industry first instead of agriculture.

Use concrete evidence from your reading and research to support this claim.

1B. Defend this claim: We should begin to manage water better by addressing water use in agriculture first instead of industry.

Use concrete evidence from your reading and research to support this claim.



End of Unit 2 Assessment
Part 1

The checklist below is how the teacher will assess you. When participating in the Fishbowl, keep the criteria below in mind.

During the Fishbowl, I am expected to ...	✓
Present my claim and evidence in a focused, logical, and coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Use formal English: <ul style="list-style-type: none">• Academic and domain-specific vocabulary• Language that expresses ideas precisely, eliminating wordiness and redundancy	
Take notes on what my classmates are saying when it is not my turn to speak	



End of Unit 2 Assessment, Part 1:
Teacher Assessment Checklist For Teacher Reference

Student's Name: _____

Date: _____

During the Fishbowl, I am expected to ...	✓
Present my claim and evidence in a focused, logical, and coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Use formal English: <ul style="list-style-type: none">• Academic and domain-specific vocabulary• Language that expresses ideas precisely, eliminating wordiness and redundancy	
Take notes on what my classmates are saying when it is not my turn to speak	