



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 2: Lesson 15

End of Unit 2 Assessment, Part 1B:

Fishbowl on Better Use of Water in Industry



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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. (RI.7.9a and SL.7.9a)

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.

Ongoing Assessment

- End of Unit 2 Assessment, Part 1 B: Fishbowl
- Thinking Log



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Reflection on Fishbowl (4 minutes) B. Reviewing Learning Targets (1 minute) 2. Work Time <ol style="list-style-type: none"> A. End of Unit 2 Assessment, Part 1B: Fishbowl (15 minutes) B. Stakeholder Charts (5 minutes) C. Choose a Position (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Thinking Log and Share Out (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Fill out your Decision Statement graphic organizer in preparation for your presentation. 	<ul style="list-style-type: none"> • This lesson is a continuation of the previous lesson's Fishbowl and serves as the transition between discussing different possible solutions to water management to homing in on one. • After the second round of the Fishbowl is complete and students have heard both sides, they will make a decision about which category of water management they think is truly the best place to start making changes to improve water sustainability. • Today's lesson allows for some reflection in students' Thinking Logs on how the Fishbowls have helped to refine and clarify their thinking about this topic. It would be beneficial to have students share these ideas with each other to debrief. Also consider collecting the Thinking Logs and using excerpts as part of a classroom display to document students' learning. • 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 students' research and Fishbowl discussion. Students will start to prepare for this presentation by answering probing questions to help them clarify their position on the overarching research question: "How do industry and agriculture currently manage water? Which category of water management would be a good place to begin to make the way we manage water more sustainable?" They will also fill out graphic organizers that will help them capture their thoughts for homework. • Applaud students for their hard work up to this point: Preparing for and defending a position in the Fishbowl (which they may not actually agree with) takes intellectual effort. Assure them that they now get to pick a side they truly believe in and get more and more creative with how they express their opinions, including a visual representation of their thinking. • You will want to review these assessments as soon as possible as the next lesson builds on the feedback you provide. • Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Entry task (one per student) • Industrial/Agricultural Fishbowl graphic organizer (from Lesson 13; one per student) • End of Unit 2 Assessment, Part 1 (from Lesson 14; one per student) • End of Unit 2 Assessment, Part 1: Teacher Assessment Checklist (from Lesson 14; for teacher reference) • Stakeholder chart for industrial management of water (from Lesson 12; one per student) • Probing questions (one to display) • Document camera • Decision Statement graphic organizer (one per student)

Opening	Meeting Students' Needs
<p>A. Entry Task: Reflection on Fishbowl (4 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, give them an entry task slip. Allow them 2 minutes to fill it out, and then cold call students to share out. • Respond to what they say the class could have improved on by inviting students in today's session to make an effort to do those things. 	<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 (1 minute)</p> <ul style="list-style-type: none"> • Read aloud today's learning targets: <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." 	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1B: Fishbowl (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Industrial/Agricultural Fishbowl graphic organizer and End of Unit 2 Assessment: Part 1 handouts.• Announce that today the class will hear from the group defending making changes in industry. Invite students to make two concentric circles with their desks, with those assigned to industry on the inside.• Remind students of the speaking techniques and sentence starters. Emphasize that the more students can connect to and build on what their classmates have said, the more successful the conversation will be. Ask them 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 industry first instead of agriculture." Announce that this 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 place, announce that the Fishbowl will now conclude.	



Work Time	Meeting Students' Needs
<p>B. Stakeholder Charts (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their Stakeholder charts for industrial management of water and keep their Industrial/Agricultural Fishbowl graphic organizers with them as they meet with the same cross-group partner as in the last lesson.• Instruct students to work together to add to their Stakeholder charts based on the information they heard in today's Fishbowl.• Invite students to return to their regular seats.	<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.
<p>C. Choose a Position (10 minutes)</p> <ul style="list-style-type: none">• Project the probing questions with the document camera and read one question at a time aloud to the class. After each question, pause and allow students to respond in conversation with their seat partners.• After allowing students to discuss their thoughts about each question, distribute the Decision Statement graphic organizer and give them time to start filling in some of their ideas. Circulate as they do this to provide support and answer any questions.• Once you have addressed any questions, ask students to put these in a safe place, as they will finish them for homework.	



Closing and Assessment	Meeting Students' Needs
<p>A. Thinking Log and Share Out (5 minutes)</p> <ul style="list-style-type: none">• Ask students to fill out the final entry in their Thinking Logs for Lesson 15: “How did the Fishbowls clarify your thinking about better ways to manage the agricultural and industrial use of water more sustainably?” Give them 2 minutes to write.• For the remaining 3 minutes, ask if any students would like to share their entries aloud for the whole class. Call on volunteers.• Collect the Thinking Logs. Consider using excerpts from them for a classroom display.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Fill out your Decision Statement graphic organizer in preparation for your presentation.	



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 2: Lesson 15

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Entry Task

Name:

Date:

In the space below, write down what you noticed that students did well and what you thought they could have improved in yesterday’s Fishbowl. Think of their use of evidence and effective speaking techniques in particular.

Did well:	Could have improved:
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Probing Questions

.....
Name:

.....
Date:

First, consider your overarching research question:

How do industry and agriculture currently manage water? Which category of water management would be a good place to begin to make the way we manage water more sustainable?

Now, to help you decide on an answer, discuss these questions with a partner:

- Which category will have the most immediate impact?
- Which one will have the most long-term impact?
- Which changes are easiest to implement right now?
- Which will help us change how we think about water and our water habits?
- Which will help make water seem less “invisible”?



Decision Statement
Graphic Organizer

.....
Name:
.....

.....
Date:
.....

Overarching question: How do industry and agriculture currently manage water? Which category of water management would be a good place to begin to make the way we manage water more sustainable?

My Claim:

Reason 1:

Reason 2:

Reason 3:

Evidence:

Evidence:

Evidence:

•

•

•

•

•

•

•

•

•

•

•

•