



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 4: Unit 1: Lesson 13**

## **End of Unit Assessment: Fishbowl Discussion**



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End of Unit Assessment:  
Fishbowl Discussion

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

I can interpret information presented in different media and formats. (SL.6.2)

I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

I can use my experience, knowledge, and understanding of culture to think analytically, address problems creatively, and advocate persuasively. (SL.6.2a)

Supporting Learning Targets

- I can interpret information about DDT presented by my peers orally and visually.
- I can explain how new information contributes to my understanding of DDT.
- I can use my knowledge of DDT to advocate persuasively for one side or another.

Ongoing Assessment

- End of Unit 1 Assessment: Fishbowl discussion: DDT: Do the Benefits Outweigh the Consequences?
- Fishbowl Discussion Partner Scoring Log
- Exit Ticket: Two Stars and One Step



End of Unit Assessment:  
Fishbowl Discussion

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>B. Preparing for the Assessment: Select Inner and Outer Circle Students for Round 1(2 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 1 Assessment: Fishbowl Discussion: Do the Benefits of DDT Outweigh the Consequences? (36 minutes: 10 minutes for each inner-circle discussion, 2 minutes for each transition)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Two Stars and One Step (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 12: “There are Three.” Complete Learning from Frightful’s Perspective: Chapter 12.</p>	<ul style="list-style-type: none"> <li>• For this assessment, smaller groups of students are in the inner circle at any given time, as their classmates observe.</li> <li>• The interactive roles of both the inner and outer circle participants are important in students’ ability to achieve goals and experience success with this assessment. After the first 4 minutes of each Fishbowl discussion, pause for 1 minute so the outer circle partners can share observations, feedback, and goals with their inner circle partners. After the next 4 minutes of the Fishbowl discussion, allow 1 minute for the outer circle partners to give feedback to give closure on the inner circle participant’s contribution to the discussion.</li> <li>• In between each round, allow 2 minutes for inner circle students and outer circle students to exchange places.</li> <li>• Keep students on their toes! In order for outer circle students not to know which discussion group will go next, consider selecting the students who were counted off as number 3 to be the second inner circle group.</li> <li>• As inner circle students are determined, add those names to the Fishbowl Assessments.</li> <li>• Review: Fishbowl Discussion protocol (Appendix).</li> <li>• Post: Learning targets.</li> </ul>



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Lesson Vocabulary	Materials
interpret, advocate, persuasively, peers, orally, visually	<ul style="list-style-type: none"><li>• Document camera</li><li>• <i>Frightful's Mountain</i> (book; one per student)</li><li>• Sticky notes (five per student)</li><li>• Pencils (one per student)</li><li>• Resource Reference sheet (from Lesson 12)</li><li>• Benefits of DDT Cascading Consequences chart and Harmful Effects of DDT Cascading Consequences chart (from previous lessons)</li><li>• Articles; Tracing an Argument graphic organizers; sidebar task cards; Interpreting Charts and Graphs graphic organizer (students' copies from previous lessons)</li><li>• Fishbowl Discussion Partner Scoring Log (two per student)</li><li>• End of Unit 1 Assessment—Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (three copies for the teacher; one for each inner circle group)</li><li>• Exit Ticket: Two Stars and One Step (one per student)</li><li>• Learning from Frightful's Perspective: Chapter 12 (one per student)</li></ul>



End of Unit Assessment:  
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Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>* "I can interpret information about DDT presented by my peers orally and visually."</li><li>* "I can explain how new information contributes to my understanding of DDT."</li><li>* "I can use my knowledge of DDT to advocate persuasively for one side or another."</li></ul> <ul style="list-style-type: none"><li>• Ask students to stand in a circle as they unpack the learning targets.</li><li>• Use a <b>document camera</b> to display the learning targets. Read aloud while students quietly read along.</li><li>• Make sure students have their text, <i>Frightful's Mountain</i>.</li><li>• Remind students that they have been on a journey to learn about DDT and to use that knowledge to contemplate if the benefits of DDT outweigh the harmful consequences.</li><li>• Invite students to think about Rachel Carson's quote: "In nature nothing exists alone."</li><li>• Encourage students to consider living things such as peregrine falcons, children battling malaria, people struggling with poverty, insects, farmers. As all living things in the world move forward, it is important to learn, discuss, and question.</li></ul>	<ul style="list-style-type: none"><li>• Some students may benefit from different assessment opportunities to share the claims and evidence they have documented on their Cascading Consequences charts.</li><li>• When Fishbowl discussion is required, consider partnering ELL students who speak the same home language. This allows students to have more meaningful discussions and clarify points in their native language.</li></ul>



End of Unit Assessment:  
Fishbowl Discussion

Opening (continued)	Meeting Students' Needs
<p><b>B. Preparing for the Assessment: Select Inner and Outer Circle Students for Round 1 (2 minutes)</b></p> <ul style="list-style-type: none"><li>• While students are standing in the circle, ask them to count off as 1's, 2's and 3's. Inform 1's that they will be in the inner circle; 2's and 3's will be the outer circle for the first Fishbowl discussion.</li><li>• Direct 1's to take a seat in the inner circle. Ask 2's and 3's to sit in the outer circle in the order of 2, 3, 2, 3 ... When the outer circle students are seated, ask them to move two seats to the left or the right. Explain that each inner circle student will be partnered with both a 2 and a 3 outer circle student.</li><li>• Explain that there will be three Fishbowl discussions. All students will have the opportunity to discuss in the inner circle. All students will also participate in the outer circle and have the opportunity to listen, learn, and provide feedback to their inner circle partners.</li><li>• Tell students that each Fishbowl discussion will take 10 minutes. Explain the discussion will pause midway so outer circle partners can provide feedback to their inner circle partner for 1 minute. That feedback will include recognition of something that is being done well and steps to take in the next part of the discussion. When the discussion is finished, outer circle partners will share their final feedback that includes both successes and steps for future discussions.</li><li>• Tell students the next inner circle group will be selected at the end of the first round of the Fishbowl discussion.</li></ul>	



End of Unit Assessment:  
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Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment: Fishbowl Discussion: Do the Benefits of DDT Outweigh the Consequences? (36 minutes: 10 minutes for each inner-circle discussion, 2 minutes for each transition)</b></p> <ul style="list-style-type: none"> <li>• Distribute two copies of the <b>Fishbowl Discussion Partner Scoring Log</b> to each student.</li> <li>• Explain that feedback and reflection will take place twice. The first time will be midway through the Fishbowl discussion; the second time will be at the end of the Fishbowl discussion. Outer circle partners will share their observations.</li> <li>• Ask the outer circle students to put their names and their inner circle partner's name on the scoring log. Explain that all of the completed Fishbowl Discussion Partner Scoring Logs will be collected at the end of the Fishbowl discussion.</li> <li>• Remind students that the guided question they will be discussing is: * “Do the benefits of DDT outweigh the harmful consequences?”</li> <li>• Refer to the <b>End of Unit 1 Assessment—Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences?</b></li> <li>• Invite students to begin.</li> <li>• See Teaching Notes for guidance regarding pacing. After 4 minutes, pause for feedback. After 10 minutes, stop, and commend students for their participation in the Fishbowl discussion. Share that their interaction as speakers and listeners is an important contribution to learning, interpreting, and advocating with informed thoughts.</li> <li>• Remind students it is valuable to reflect on their role in the discussion. Tell students that in Unit 2, they will have another opportunity to communicate their knowledge and opinions.</li> </ul>	



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Closing and Assessment	Meeting Students' Needs
<p><b>A Exit Ticket: Two Stars and One Step (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Exit Ticket: Two Stars and One Step</b>.</li><li>• Ask students to reflect on their Fishbowl discussion participation as both an inner circle and outer circle participant, and then write two successes they had and one goal for improving.</li><li>• Collect students' exit tickets to enhance your assessment of students' participation in the discussions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 12: "There are Three." Complete <b>Learning from Frightful's Perspective: Chapter 12</b>.</li></ul>	





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## Supporting Materials



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Fishbowl Discussion  
Partner Scoring Log

Name:

Partner's Name:

Date:

Effective Fishbowl Participants:

- Come well prepared with Cascading Consequences charts.
- Say things that show they understand the information from the resources.
- Say things that connect with what other participants are saying.
- Use claims and evidence from the resources to support ideas.
- Use good eye contact, appropriate voice level, and body language.
- Listen actively and avoid side conversations.
- Encourage others to speak.
- Ask questions to understand others' perspectives.

*Identify two successes and one goal for your partner.*

1. Number of Questions/Comments Made (Tally)

2. Number of Claims and Evidence from the Resources (Tally)

3. How was the quality of his/her questions or comments? (Do they know their stuff?)

Excellent

Good

Fair

Poor

Unacceptable



Fishbowl Discussion  
Partner Scoring Log

4. How was his/her eye contact, voice level, and body language?

Excellent                  Good                  Fair                  Poor                  Unacceptable

5. Did he/she follow good partnership manners? (Respect other's comments; listen attentively, no side conversations.)

All the time      Most of the time      Some of the time      Not at all

6. Did your partner meet his/her goals for the Fishbowl discussion?

All the time      Most of the time      Some of the time      Not at all

**Reflection**

Two stars: \_\_\_\_\_

One step: \_\_\_\_\_



**Exit Ticket:**  
Two Stars and One Step

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Stars:**

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**Step:**

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Learning from Frightful’s Perspective:  
Chapter 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Focus Question:</b></p> <p>When Flip Pearson and Dr. Werner take the eyases, Molly wants a chance to see them. What does Molly notice when Flip allows her to look in the bag?</p>	<p>Evidence from the Text:</p>	
<p>Chapter 12: “There are Three”</p> <p><b>Words I Found Difficult:</b></p> <p><b>Glossary:</b> horizontal—adj.: positioned from side to side rather than up and down; parallel to the ground vertical—adj.: positioned up and down rather than from side to side; going straight up torrents—n.: large amounts of water that move very quickly in one direction morsel—n.: a small piece of food</p>	<p>What does Molly see? My Thoughts:</p>	