



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 1: Lesson 15**

## **Assessment Part 3: Advocating Persuasively in a Fishbowl**



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**Assessment Part 3:**  
Advocating Persuasively in a Fishbowl

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

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I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.8.2a)  
I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a)

**Supporting Learning Targets**

- I can advocate persuasively for one of the four meals Michael Pollan introduces in *The Omnivore's Dilemma*.

**Ongoing Assessment**

- End of Unit 1 Assessment, Part 3: Developing a Claim (from homework)
- Advocating Persuasively Checklist Rubric



Assessment Part 3:  
Advocating Persuasively in a Fishbowl

Agenda	Teaching Notes
<p>1. Opening</p> <p>    A. Unpacking the Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>    A. End of Unit 1 Assessment, Part 3: Advocating Persuasively in a Fishbowl (35 minutes)</p> <p>3. Closing and Assessment</p> <p>    A. Exit Ticket: Which Meal Would You Choose to Feed Your Family? (8 minutes)</p> <p>4. Homework</p> <p>    A. Read “The Omnivore’s Solution: Some Tips for Eating” on pages 287–290 of <i>The Omnivore’s Dilemma</i> and answer this question:</p> <p>        * What three tips would you give to people about eating now that you have read most of <i>The Omnivore’s Dilemma</i>?</p>	<ul style="list-style-type: none"> <li>• During this assessment, students advocate persuasively in a Fishbowl using the End of Unit 1 Assessment, Part 3: Developing a Claim they started in Lesson 14 and completed for homework.</li> <li>• Depending on the size of your group, you may need to conduct two or three Fishbowl discussions. You may also need longer than the time allocated; consider this when planning.</li> <li>• Assess each student advocating persuasively in the Fishbowl using the Advocating Persuasively Checklist Rubric (see supporting materials). This rubric is based on the Advocating Persuasively Checklist from Lesson 13.</li> <li>• As a celebration at the end of the unit, consider bringing in food students may not have tried before to sample from the meal choices .</li> <li>• In advance:</li> <li>• Plan the groupings for the Fishbowls. Group students to provide them with the opportunity to respond to a counter claim.</li> <li>• Post: Learning target.</li> </ul>

Lesson Vocabulary	Materials
<p>advocate, persuade, convince</p>	<ul style="list-style-type: none"> <li>• <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student)</li> <li>• Fishbowl protocol (from Lesson 13)</li> <li>• Advocating Persuasively Checklist (from Lesson 13)</li> <li>• Advocating Persuasively Checklist Rubric (one per student)</li> <li>• Exit Ticket: Which Meal Would You Choose to Feed Your Family? Why? (one per student)</li> <li>• Homework: Tips for Eating (one per student)</li> </ul>



Assessment Part 3:  
Advocating Persuasively in a Fishbowl

Opening	Meeting Students' Needs
<p><b>A. Unpacking the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that in the previous lesson and for homework, they made a claim on their End of Unit 1 Assessment, Part 3: Developing a Claim based on the question:           <ul style="list-style-type: none"> <li>* “Now that you have read a lot of <i>The Omnivore’s Dilemma</i> and know a lot more than you did in the beginning, which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why?”</li> </ul> </li> <li>Tell students that today, for the final part of their end of unit 1 assessment, they’ll be assessed on their ability to advocate persuasively for their meal by participating in a Fishbowl, just as they practiced in Lesson 13.</li> <li>Read the target aloud:           <ul style="list-style-type: none"> <li>* “I can advocate persuasively for one of the four meals Michael Pollan introduces in <i>The Omnivore’s Dilemma</i>.”</li> </ul> </li> <li>Remind students that to <i>advocate</i> means to publicly support an idea and that to <i>persuade</i> means to <i>convince</i> an audience to take your viewpoint on an issue.</li> </ul>	<ul style="list-style-type: none"> <li>Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>
Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment, Part 3: Advocating Persuasively in a Fishbowl (35 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they practiced advocating persuasively in a Fishbowl in Lesson 13.</li> <li>Be sure students have their text, <i>The Omnivore’s Dilemma</i>. Display and review the <b>Fishbowl protocol</b> with students. Display and review the <b>Advocating Persuasively Checklist</b>. Remind them of the criteria you’ll assess them against.</li> <li>Remind students that they should refer to their End of Unit 1 Assessment, Part 3: Developing a Claim to advocate persuasively and that they should also be prepared to respond to a counterclaim by someone else in their Fishbowl discussion.</li> <li>Begin Fishbowl 1. Organize the first group of students in the middle of the Fishbowl. The first student will not be able to respond to a counterclaim immediately because no one has gone before; after all students in the center have presented, ask the first student who presented to respond briefly to a counterclaim. All other students should respond to a counterclaim at the end of their presentations.</li> <li>Rotate students into the center of the Fishbowl until all students have had a chance to present in the Fishbowl.</li> <li>Repeat for Fishbowl Two and for as many fishbowls as you need for the size of your class.</li> <li>As students advocate persuasively, assess each one against the <b>Advocating Persuasively Checklist Rubric</b>.</li> </ul>	



End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Which Meal Would You Choose to Feed Your Family? (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that listening to other people advocate persuasively can sometimes make us change our minds. Ask them to think quietly for a minute about the following:               <ul style="list-style-type: none"> <li>*“Did participating in and listening to other Fishbowls cause you to change your minds about your original claim of the meal you would choose?”</li> </ul> </li> <li>Distribute copies of the <b>Exit Ticket: Which Meal Would You Choose to Feed Your Family? Why?</b> and ask students to complete them.</li> <li>Collect students' exit tickets. Thank students for their thoughtful participation in the Fishbowls.</li> <li>End by telling students that in Unit 2 they will explore Michael Pollan's four food chains further by extending their research to resources away from <i>The Omnivore's Dilemma</i> book.</li> <li>Distribute <b>Homework: Tips for Eating</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Using exit tickets allows you to get a quick check for understanding of the learning target so instruction can be adjusted or tailored to students' needs.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read “The Omnivore's Solution: Some Tips for Eating” on pages 287–290 of <i>The Omnivore's Dilemma</i> and answer this question:               <ul style="list-style-type: none"> <li>* What three tips would you give to people about eating now that you have read most of <i>The Omnivore's Dilemma</i>?</li> </ul> </li> </ul>	



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## Supporting Materials



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Advocating Persuasively Checklist Rubric

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

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

Content	<b>The speaker ...</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Makes a strong claim.	A strong claim is made in response to the question to open the presentation.	A claim is made in response to the question to open the presentation.	A claim is made but it doesn't respond directly to the question or it isn't presented at the beginning.	There is no claim made.
	Provides clear reasons for making that claim.	Two clear reasons have been provided for making that claim.	Two reasons have been provided for making that claim.	One reason has been provided for making that claim.	No reasons have been provided for making the claim.
	Provides strong supporting evidence for reasons from research.	Two pieces of strong evidence have been provided to support each reason.	Two pieces of evidence have been provided to support each reason.	There is at least one piece of evidence to support each reason.	No evidence is provided to support the reasons presented.
	Responds to a counterclaim made by someone else in the Fishbowl.	There is a clear response to a claim made by another student in the Fishbowl.	There is a response to a claim made by another student in the Fishbowl.	There is some evidence of a response to a counterclaim.	There is no response to a claim made by another student.



**Advocating Persuasively Checklist Rubric**

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

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

	<b>The speaker ...</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Presentation</b>	Eye contact with audience members.	Eye contact is made with many different people in the audience throughout advocating persuasively.	Eye contact is made with a number of people in the audience throughout advocating persuasively.	Eye contact is made with one or two people.	Eye contact is not made with anyone in the audience.
	Speaks clearly and slowly enough for everyone to hear and understand.	Speaking is paced perfectly throughout—slow and clear enough for everyone to understand.	Speaking is paced well for a majority of the time—slow and clear enough for most people to understand.	Speaking is paced well for some of the time—slow and clear enough for some people to understand.	Speaking is too rushed and not clear enough. It is very difficult for most people to understand.
	Appropriate volume was used.	Volume is appropriate for everyone to hear—not too loud and not too quiet.	Volume is appropriate for most people to hear.	Volume is appropriate for some people to hear.	Volume is challenging for most people to hear.



Exit Ticket: Which Meal Would You Choose to Feed Your Family? Why?

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**Name:**

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**Date:**

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Which meal did you choose at the beginning of the unit? Why?

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Which meal did you advocate persuasively for? Why?

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Which meal would you choose now? Why?

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Homework: Tips for Eating

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Name:

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Date:

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\* What three tips would you give to people about eating now that you have read most of *The Omnivore's Dilemma*?

1.

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2.

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3.

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