



Unit 4 (Lessons 3-6):

Lesson 3: Fishbowl Prep Day 1

Lesson 4: Fishbowl Prep Day 2

Lesson 5: Fishbowl Discussion Day 1

Lesson 6: Fishbowl Discussion Day 2



Name: _____

Learning Objectives:

- ★ **SL.7.1:** I can engage effectively in a discussion, while expressing my own ideas and building upon others' ideas.
- ★ **SL.7.4:** I can present claims and findings, emphasizing key points in a focused manner.

***Task = Any blank that is required to be filled in by the student.
The response must be relevant to receive points.**

Grading

4 (Advanced)	3 (Proficient)	2 (Developing)	1 (Well-Below)	0
Missing 0 to 2 tasks.	Missing 3-5 tasks.	Missing 6-10 tasks.	Missing 11 or more tasks.	Not turned in/ turned in blank

Lesson 3: Fishbowl Prep Day 1

Learning Targets:

- **SL.7.1:** I can engage effectively in a discussion, while expressing my own ideas and building upon others' ideas.
- **SL.7.4:** I can present claims and findings, emphasizing key points in a focused manner.

Do Now: Review the Fishbowl Discussion criteria.

Criteria	✓
I presented my claim clearly.	
I presented my findings in a logical order.	
I used descriptions, facts, and details to support my claim.	
I made eye contact with my audience.	
I used appropriate volume.	
I clearly pronounced my words.	
I included a visual display that clarifies information in my presentation.	
I used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
I persuasively advocated my position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Insert 5-6 student generated questions here from entire grade level

Fishbowl Prep #1: Gathering Evidence

Directions: For today's lesson, you and your discussion group will select one question from the list above that were created by all of the 7th grade students. You will build claims, along with gathering sufficient evidence and reasoning. You will bring this graphic organizer to the **first** fishbowl discussion so your group can have an evidence-based discussion.

Question #1

Claim

Evidence #1

Evidence #2

Evidence #3

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

Reasoning #1

Reasoning #2

Reasoning #3

<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
-------------	-------------	-------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 4: Fishbowl Prep Day 2

Learning Targets:

- **SL.7.1:** I can engage effectively in a discussion, while expressing my own ideas and building upon others' ideas.
- **SL.7.4:** I can present claims and findings, emphasizing key points in a focused manner.

Do Now: Review your graphic organizer for Question #1 from yesterday and complete the checklist. Ensure that you are being accountable for preparing for the fishbowl discussion.

Checklist for Forming an Evidence-Based Claim

Claim:

- The claim is a sentence that presents an issue.
- The claim is clear and specific.
- The claim gives the author's point of view or belief.
- The claim is something you can support with a solid argument.
- The claim uses domain-specific vocabulary.

Evidence:

- The evidence is relevant.
- The evidence is factual and descriptive.
- The evidence is in a logical order.
- The evidence uses domain-specific vocabulary.

Insert 5-6 student generated questions here from entire grade level

Fishbowl Prep #2: Gathering Evidence

Directions: For today's lesson, you and your discussion group will select one question from the list above that were created by all of the 7th grade students. You will build claims, along with gathering sufficient evidence and reasoning. You will bring this graphic organizer to the **second** fishbowl discussion so your group can have an evidence-based discussion.

Question #2

Claim

Evidence #1

Evidence #2

Evidence #3

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

_____	_____	_____
Reasoning #1	Reasoning #2	Reasoning #3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 5: Fishbowl Discussion Day 1
<p>Learning Targets:</p> <ul style="list-style-type: none"> → SL.7.1: I can engage effectively in a discussion, while expressing my own ideas and building upon others' ideas. → SL.7.4: I can present claims and findings, emphasizing key points in a focused manner.

Peer Critique #1	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	

Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #2	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #3	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	

Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #4	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #5	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	

Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Lesson 6: Fishbowl Discussion Day 2

Learning Targets:

- **SL.7.1:** I can engage effectively in a discussion, while expressing my own ideas and building upon others' ideas.
- **SL.7.4:** I can present claims and findings, emphasizing key points in a focused manner.

Peer Critique #1

Student:

Reviewer:

Criteria



Student presented their claim clearly.

Student presented their findings in a logical order.

Student used descriptions, facts, and details to support their claim.

Student made eye contact with the audience.

Student used appropriate volume.

Student clearly pronounced my words.

Student included a visual display that clarifies information in my presentation.

Student used formal English.
Academic and domain-specific vocabulary
Language that expresses ideas precisely, eliminating wordiness and redundancy

Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	
---	--

Peer Critique #2	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #3	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	

Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #4	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	
Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	

Peer Critique #5	
Student:	
Reviewer:	
Criteria	✓
Student presented their claim clearly.	
Student presented their findings in a logical order.	
Student used descriptions, facts, and details to support their claim.	

Student made eye contact with the audience.	
Student used appropriate volume.	
Student clearly pronounced my words.	
Student included a visual display that clarifies information in my presentation.	
Student used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
Student persuasively advocated for their position about either the Kapu system or Missionaries spreading Christianity in Hawai'i.	