

Fishbowl Seminar Protocol

GRADES

6 - 12

DISCIPLINE

 ELA


COURSE

Any

PACING

 60min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to actively listen, discuss texts, and select important facts and passages for use in one's own speaking and writing</p>	<p>FISHBOWL SEMINAR PROTOCOL In the fishbowl seminar, you will actively engage in one discussion and actively watch and take notes on two additional discussions. At the end of your fishbowl, you will summarize in writing a response to your question. At the end of the other two fishbowls, you will write what you would have said.</p>	<p>Rubric for seminars</p>	<p><i>Before class:</i></p> <ul style="list-style-type: none"> Determine three <i>powerful</i> discussion questions for use in the fishbowl seminar.* Arrange the desks into two circles. The inner circle should have seats for 1/3 of the number of students in your class. The outer circle should have seats for the other 2/3 of the class. Place a copy of the Rubric for Seminars on each student's desk. <p><i>During class:</i></p> <ol style="list-style-type: none"> Divide the class into three groups. Instruct Group 1 to sit in the inner circle and Groups 2 and 3 to sit in the outer circle. Ask students to read the rubric for seminars. (5 minutes) Explain the process for respectfully participating in a fishbowl discussion by summarizing Steps 3-6 for students and answer student questions about the rubric for scoring. (5 minutes) Assign each group one of the powerful discussion questions. Ask students to think about and jot a few "talking points" and specific textual evidence (including page or paragraph numbers) for their question. (5 minutes) Instruct Group 1 to begin to discuss their question. While Group 1 is discussing their question, Groups 2 and 3 need to actively listen and take notes on what Group 1 says. Group 1's responsibility is to engage in the conversation and be "in the moment." <i>There will be time after the conversation for them to write notes.</i> (10 minutes) At the end of Group 1's discussion, ask Group 1 and Group 2 to exchange seats. Then, ask Group 1 to write a <i>summary</i> of their discussion as an answer to their question and ask Groups 2 and 3 to write "<i>What I Would've Said</i>" in response to group 1 question and discussion. (5 minutes) Repeat the Steps 3-5 for groups 2 and 3 with their questions. (30 minutes)

		<p>7. Ask students to use the rubric to self-assess themselves. Then, they should justify their grade with specific evidence from their notes, summary, and/or comments.*</p> <p><i>* Differentiation:</i> For classes that need additional scaffolding, assign each group prior to the day of the fishbowl seminar and provide each group with their question. Students should prepare "talking points" as homework. You may also want to provide the rubric and conduct Steps 1-2 in days prior to the fishbowl.</p> <p>During the first seminars in the course, you may choose to weight their written notes more than their speaking contributions. However, as the year progresses, each student should be participating verbally.</p>
	<p>Standards:</p> <p>SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Additional Attachments:</p> <p> Rubric for seminars</p>	

by Juliana I. Thompson

