**MOLLOY COLLEGE**

**DIVISION OF EDUCATION**

**Lesson Plan: Fishbowl Lesson Plan**

**Student:** Jessica Trinidad **Professor:** Dr. Kevin Sheehan

**Course EDU:** 509  **Date:** April 24, 2018

**Grade:** Third Grade  **Content Area:** Social Studies

**INSTRUCTIONAL OBJECTIVES (LESSON OBJECTIVES)**

After students have finished the unit, they will engage in the collective essay in the air by engaging in a fishbowl activity in which the student will score 3 out of 4 on a self-evaluated rubric judging their effectiveness on the DBQ.

**NYS STANDARDS AND INDICATORS**

***NYS-CCLS / +NYS STANDARDS AND INDICATORS***

**New York State Social Studies Standard**

**3.5 Development, Movement, and Interaction of Cultures:** Communities share cultural similarities and differences across the world.

**Key Concept**

3.5a The structure and activities of families and schools share similarities and differences across world communities.

**Indicator:**This will be evident when students compare and contrast the geographic location, culture, languages, and the social, political, and economic climates of two different regions (Melbourne and Rockville Center).

**National Social Studies Standards and Themes**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can: Identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.

 **Indicator:** This will be evident when students study various accounts of community life in both Melbourne and Rockville Center and how these places influence the happiness and development of an individual’s identity.

**NCSS C3 Inquiry Arc**

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

 **Indicator:** This will be evident when students work collaboratively to develop conclusions while completing the “essay in the air” question: “Are the people of Melbourne, Australia happier than the people of your own community (Rockville Center) in America?”

**Speaking and Listening**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own clearly persuasively.

 **Indicator:** This will be evident when the students engage in groups and collaboratively create an essay in the air.

**Social Studies Practices: Habits of Mind**

Gathering, Interpreting and Using Evidence

Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

**Indicator**: *This will be evident when the students work in groups to identify supporting details from the DBQs to create an essay in the air.*

**INSTRUCTIONAL RESOURCES**

* DBQs
* Self Evaluation Resources

**MOTIVATION**

Dividing the class into two groups to participate in the fishbowl activity.

**DEVELOPMENTAL PROCEDURES**

1. The teacher will go over lesson expectations (CHAMPS).

2. Students will be broken up into two groups to participate in the fishbowl activity. (*Has anyone heard of a fishbowl activity?)*

3. The teacher will assign the students in the first group different roles; the leader, timekeeper, note-taker, and the fact checker *(What are the responsibilities of each role?).*

4. Students in one group will sit at a table and create an essay in the air using the DBQs from the previous lessons. (*Does anyone have an idea of what an essay in the air is?)*

5. Students will participate in an essay in the air while the other group will engage in the fishbowl. (*Using the DBQs answer the question by discussing “Are the people of Melbourne, Australia happier than the people of your own community (Rockville Center) in America?”*

6. Students will engage in a fishbowl with assigned roles and see how many documents are used, talk about if they use outside info, how well did they answer the question, and how well do they divide the time. (*Make sure you are closely watching the other group and they are answering the main question.)*

7. Students who are outside the fishbowl will be given evaluation rubrics to fill out on their performance and students within the fishbowl will be given self-evaluation rubrics to fill out on their personal performance in the activity.

8. The students will switch groups and be assigned a new role. (*Now group one will be outside the fishbowl and group two will be in the fishbowl creating an essay in the air).*

**INSTRUCTIONAL STRATEGIES**

Fishbowl

**Indicator:** This will be evident when students participate in the fishbowl activity to create an essay in the air.

Cooperative Learning

**Indicator:** This will be evident when each group works together to create an essay in the air.

Discussion

**Indicator:** This will be evident when students discuss the DBQs to create the essay in the air.

**ADAPTATIONS**

* Teacher will provide redirecting and refocusing as needed by the student.
* The student who has weak motor skills will be provided with pencil grips when needing to write.

**DIFFERENTIATION OF INSTRUCTION**

* The visual learner will be assigned the role of the note taker to visually see an outline of the essay.
* The auditory learner will be assigned the leader to speak.

**ASSESSMENT**

* Students will be assessed both formally and informally.
* The teacher will assess informally by observing the students while they participate in the fishbowl activity.
* The teacher will assess the students formally by looking over the self-evaluated rubric.

**INDEPENDENT PRACTICE**

Students will find outside information on two of the documents and will be asked to think critically about the sources they find. In a brief journal entry, students will state if the sources they found seem to support their answer to the essay in the air.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

The teacher will create a graphic organizer with cut outs of the documents pictures to create an outline.

Academic Enrichment

The teacher will have the student find two documents on Melbourne that can be used next year.

**REFERENCES**

New York State K-12 Social Studies Framework. (n.d.). Retrieved April 14, 2018, from

 <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

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

**Self-evaluated rubric for fishbowl & essay in the air activity**

*(to be completed by students within the fishbowl)*

Did you speak enough during the activity? \_\_\_\_\_\_\_\_/1 point

Did you successfully complete your role? \_\_\_\_\_\_\_\_/1 point

Did your group use all of the documents? \_\_\_\_\_\_\_\_/1 point

Did your group successfully answer the question? \_\_\_\_\_\_\_\_/1 point

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

**Rubrics for students inside fishbowl**

*(to be completed by students outside the fishbowl)*

How many documents did the group use? Did they use all of the documents? \_\_\_\_\_\_\_\_/1 point

Did each group member complete their role? \_\_\_\_\_\_\_\_/1 point

Were the details the group used correct? \_\_\_\_\_\_\_\_/1 point

Did the group successfully answer the question? \_\_\_\_\_\_\_\_/1 point