Making Global Connections – “Fishbowl” Discussion

Lesson Outcomes/Objectives: Students will demonstrate their knowledge of the concepts taught throughout the unit by successfully participating in a group discussion. They will make connections between the themes from the novella Hiroshima and current global issues relating to nuclear weapons.

Standards:
• CCSS.ELA-Literacy SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
• CCSS.ELA-Literacy SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
• CCSS.ELA-Literacy SL.7.1b Follow rules for collegial discussion. (For this lesson students will follow the “Fishbowl” guidelines).
• CCSS.ELA-Literacy SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
• SS Essential Standard 7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism, and colonization).

Summary: In this culminating activity, students will participate in a “Fishbowl” discussion that will be facilitated by the teacher. Although the teacher will bring a list of engaging questions pertaining to the book, students will need to write 2-3 of their own questions. Students’ questions should connect concepts from the book with current global issues. These should be timely and given the recent events in North Korea, this is the topic we selected.

**2-3 days prior to the “fishbowl”, students were (See lesson 3) given a homework assignment that requires them to read current events about North Korea’s nuclear weapons program. This information provides the background information they’ll need to formulate 2-3 questions to bring to the seminar.

Timeline: The timeline is embedded within the lesson procedure. Lessons are planned in 60 minute (1 class period) intervals.

Lesson Materials:
• Copies of the novella “Hiroshima” by L. Yep
• Teacher made questions pertaining to the novella (list of question are provided at the end of this plan).
• Students should bring the questions / observations from their homework assignment.
• A class roster would be beneficial for the teacher during the formative assessment piece.

**Lesson Procedures:**

Note: In order for this lesson to be completed in one class period, students need to have prior knowledge of how a “fishbowl” activity works. Specific instructions for this activity are located at [http://www.facinghistory.org/resources/strategies/fishbowl](http://www.facinghistory.org/resources/strategies/fishbowl). In the interest of time, it is assumed that the teacher has previously explained the rules and/or has used this activity in an earlier unit.

• Quick review of rules for fishbowl activity: Remind students that each person should actively engage in a group discussion where they respectfully share ideas, ask questions, and listen to the perspective of others. The facilitator (teacher or designated student) will make sure that the discussion stays on topic and will move the conversation along, when necessary. Students in the inner circle participate in the first discussion while students in the outer circle make observations. Observers (the outer group) are not allowed to speak, however they should write down any themes they notice, ideas they would like clarified or elaborated upon, questions they have, etc.). (10 minutes for review)

• The classroom should be arranged into 2 circles. Ideally, the teacher will divide the class in half, therefore the number of chairs in the inner and outer circles are even - or close to even- and should accommodate the number of participants. (Pre-arranged or 5 minutes with the help of the class)

• The teacher will begin the conversation or designate someone in the inner “fishbowl” as the facilitator. (The first discussion should last ~20 minutes)

• Each group switches and a new discussion begins. Now the students who were in the outer group can talk about the notes they made and ask their own questions, make comments. They should bring fresh insights - in other words, this should not be a repeat of the first discussion. (The second discussion should last ~20 minutes)

• For the remainder of class students should fill in the “L” section of the KWL chart. In the event they need more time, this can be completed for homework and turned in the following day along with the final portfolio (see Summative Assessment below for more information).

**Differentiation:** Students with disabilities (SWD) (i.e. Deaf and hard of hearing) will:

• Have an interpreter/language facilitator to ensure that he/she may fully participate in the fishbowl activity.

• Have the option of using note cards or another type of visual to pose his or her questions to other students, make comments, etc. [This will not be needed if the other students know sign language, or if the student prefers to ask aloud or via an interpreter].
Formative Assessment:
Teacher will keep track of student understanding/involvement using the “Facilitator’s Tally Sheet”:
Types of Responses:
G - General Comment
O - Personal Opinion
RO - Repeated Opinion
U - Unique insight
T - Opinion with text reference (novel)
C - Global Connection - reference to text and current event
P - Prediction

Throughout the discussion, the teacher should scan tally’s on the roster to check for understanding. If the data shows that a particular student is not demonstrating an understanding, the teacher can use this information to modify, clarify, or follow up with that student at a later date.

Attachments/Sources for Activities:

1. Fishbowl Activity Instructions (may be displayed on the SmartBoard, overheard, or given as handouts depending on teacher preference).
   http://www.facinghistory.org/resources/strategies/fishbowl (for teacher)

2. Copy of Teacher Questions:

   Fishbowl Questions for Hiroshima

   1. Most of the book is told from the perspective of a fictional character that is based on several real people. Did the book make you change the way you view(ed) the bombing? If the story had been told through the eyes of the pilot that dropped the bomb, do you think you would have had the same reaction?

   2. The book states that directly after the bomb hits that Sachi’s skin feels like she fell into boiling oil. It also states that people 2 miles from where the bomb hit are burned badly. Why is this? How do you think you would have reacted in this situation? Why did people, “evaporate”?

   3. Despite having dropped one A-bomb on Hiroshima, the Japanese still did not stop their war effort. Do you think the United States was justified in dropping another bomb over Nagasaki even after they were able to see the devastation the first bomb caused? Why or why not?
4. Page 28 says that Sachi is the only one of her classmates to survive. How would this make you feel if you were in the same position?

5. For years Sachi has to live with the disfiguring face scars that the fire and radiation caused to her face. In 1949 the United States flies 25 “maidens” to the US for free reconstructive plastic surgery. Why do you think the US did this? If you were Sachi, would you have accepted the invitation? Why or why not?

6. We read that one of the crewmen from the Enola Gay, the plane that dropped the bomb on Hiroshima, see the maidens on the news and begins to cry. Why do you think he has this particular reaction?

7. How do you feel about the world’s current situation regarding nuclear weapons? Should all countries agree to get rid of them completely? What could be the potential effects of WW3 on our world?

8. If you were able to visit Japan’s Atomic Bomb Dome memorial, would you go? Why or why not? What kind of reaction do you think you would when you see this memorial and you realize that it was American soldiers that were responsible for the devastation? Do you agree that the United States was justified in their actions?