

SIUE TPS WORKSHOP ACTIVITIES FOR PD

ACTIVITY NAME	Fishbowl Analysis
OVERVIEW	In a fishbowl analysis, a small group’s analysis of a primary source is observed by a larger group. The larger group then adds a “second layer of thinking” to the analysis by offering additional observations, reflections and questions about the primary source. The larger group can then also “analyze the analysis by offering commentary about the small-group’s analysis techniques.
BEST FOR	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • Grades 5-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • Social Studies • Literacy: Reading Language Arts <p>This activity works well with challenging primary sources such as:</p> <ul style="list-style-type: none"> • Poetry • Political cartoons
GOALS	Method for teaching analysis of challenging primary sources
TIME REQUIRED	One class period or less depending on what is being analyzed, the students age and/or level of analysis skills
OBJECTIVES	<p>Participants will learn a variation for instructing students to analyze primary sources by participating in an activity in which they will:</p> <ul style="list-style-type: none"> • Analyze a primary source giving their observation, reflections, and questions • Provide a “second-layer” of thinking by observing a small-group analysis and offering additional observations, reflections and questions about the primary source. • Improve the quality of the students’ small-group discussion and primary source analysis techniques by allowing the class to observe and comment on the small group’s analysis • Using their own and others’ observations, reflections and questions of a primary source, share orally or in writing what they know about the source(s) and/or topic
MATERIALS/ RESOURCES	<p>Library of Congress Primary Sources:</p> <ul style="list-style-type: none"> • Simic, Charles. "In the Library." Library of Congress Web Guides. THE BOOK OF GODS AND DEVILS, Harcourt, Inc., 1990. Web. 21 May 2012. <http://www.loc.gov/rr/program/bib/charlessimic/inthelibrary.html >. <p>Other Resources and Materials:</p> <ul style="list-style-type: none"> • Projector with Internet access • Teacher’s Guide to Analyzing Books and Other Printed Texts; <http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf> • Thinking About Poems as Historical Artifacts; http://www.loc.gov/teachers/lyrical/tools/docs/poems.pdf • Primary Source Analysis Tool; <http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf > • Teacher-friendly “Fishbowl Analysis Guide” (see attached)
PREPARATION	<p>Facilitator/Teacher:</p> <ul style="list-style-type: none"> • Read the Library of Congress Web Guide, Charles Simic: Online Resources; <http://www.loc.gov/rr/program/bib/charlessimic/> • Read and analyze the poem, “In the Library,” by Charles Simic <p>Participants/Students:</p> <ul style="list-style-type: none"> • Previous practice working in small-group discussions • Previous exposure to primary source analysis through teacher modeling • Experience with evidence-based writing • Optional: Experience with analyzing poetry

<p>PROCEDURE</p>	<ol style="list-style-type: none"> 1. Have 4-5 participants/students place their chairs/desks in a small circle in the center of the classroom. This is the “fishbowl.” 2. Have all other participants/students place their chairs/desks in a large circle surrounding the small group. 3. Give all participants/students a “Primary Source Analysis Tool”. 4. Display the poem “In the Library” on a projector via the Web page at http://www.loc.gov/rr/program/bib/charlessimic/inthelibrary.html. (This poem is copyrighted and may not be reproduced or stored.) 5. Provide an investigative question to focus the analysis. i.e.: <ul style="list-style-type: none"> ➤ “How does this poem tell you about the author’s feelings about the library?” 6. Read the poem aloud as participants/students follow along 7. Instruct all participants/students (inside the fishbowl and outside) to read the poem again silently and analyze it individually on their own “Primary Source Analysis Tools”. (Allow 3-5 minutes; more or less depending on grade/skill level). 8. Instruct those “inside the fishbowl” (small group) to talk with each other about their observations, reflections and questions using the investigative question to focus the analysis. Depending on the participants’/students’ grade level, abilities, and experience, you may wish to <i>lightly</i> facilitate this discussion by posing some questions from the “Teacher’s Guide to Analyzing Books and Other Printed Texts”, or from “Thinking about Poems as Historical Artifacts”. 9. Instruct the rest of the class to silently watch the discussion, take notes and record any questions that they may want to ask of the small group members after the analysis. Those outside the fishbowl should be specifically observing and noting: <ul style="list-style-type: none"> • That all reflections are rooted in an observation of <i>this source</i> • If they can add any more observations, reflections or questions about this source • If they can they answer any of the questions raised in the fishbowl • If they agree or disagree with the reflections a particular participant and why or why not • Offer any constructive compliments about the efforts of those in the fishbowl 10. Have the “outside” group members take turns sharing aloud what they have noted in step 9. Note: Allowing some wait time and even awkward silences before light facilitation may be beneficial. 11. Have those “inside” the fishbowl share what the experience was like to have their discussion observed so closely and what they learned about the primary source and about their own analysis techniques through the outsiders’ comments. Scaffold this discussion as needed. 12. Conversely have the “outsiders” share how it felt to have to sit quietly and watch the discussion. Again scaffold as needed. 13. Allow all participants/students to offer their thoughts on the merits and/or drawbacks of analyzing a primary source in this fashion. 14. The participants/student can then return to their seats and journal about the primary source (poem) using the using the knowledge they have gained from their own analysis and the small and large group discussions. Encourage them to refer back to their primary source analysis tool and notes. Tip: The focus question may be a helpful writing prompt. An alternate writing activity of journaling about their own analysis skills displayed and/or gleaned in this activity could serve as self-assessment
<p>ASSESSMENT/ REFLECTION</p>	<p>Steps 9 through 14 of the above procedure are an inherent self-assessment/reflection tool. The facilitator/teacher can collect the writings to use as an assessment of the activity’s effectiveness or the students’ learning.</p> <p>In a teacher professional development setting, this time would be an opportunity for colleagues to benefit from each other’s’ expertise by sharing their thoughts about the pedagogy of this activity. Encourage the participants to communicate their likes, dislikes and suggestions for variation of this analysis method. If possible, note these suggestions on big paper or record for later distribution.</p>
<p>EXTENSION</p>	<p>More information fromLOC.gov about the former U.S. Poet Laureate Charles Simic ca be found at</p> <ul style="list-style-type: none"> • <http://www.loc.gov/rr/program/bib/charlessimic/> <p>A video interview of Charles Simic from New Hampshire Public television can be found at</p> <ul style="list-style-type: none"> • <http://video.nhptv.org/video/1651017576/> (Mr. Simic reads some of his other poems, but not this one (In the Library). At about 15:54 he talks about people noticing things in his poems that he didn't at first. This also often happens in a layered analysis method such as fishbowl.

Fishbowl Analysis with a Primary Source

Poetry as a Historical Artifact, 1-2 days, 5th grade and up

The Fishbowl is a strategy used for analyzing a challenging source. In order to think deeply about the primary source, the students will analyze and study the source several times, going deeper in their thinking each time. They should also be familiar with analyzing a primary source with the Library of Congress Analysis Tool using an observe-reflect-question strategy (O/R/Qs).

<http://www.loc.gov/teachers/usingprimarysources/guides.html>



1. Have 4-5 students place their chairs/desks in a small circle in the center of the classroom. This is the "fishbowl." Choose students strategically to balance participation within the fishbowl.
2. Have all other students place their chairs/desks in a large circle surrounding the small group. Once students know how to do this exercise, two or three fishbowls on the same source can occur simultaneously.
3. Give all students a "Primary Source Analysis Tool".
4. Display the poem "In the Library" on a projector via the Web page at <http://www.loc.gov/rr/program/bib/charlessimic/inthelibrary.html>. (This poem is copyrighted and may not be reproduced or stored.)
5. Provide an investigative question to focus the analysis. i.e.: "How does this poem express the author's feelings about the library in 1990? What was the poet's message?"
6. Read the poem aloud as students follow along.
7. Instruct **all** students (inside the fishbowl and outside) to read the poem again **silently** and analyze it using their individual "Primary Source Analysis Tool". (Allow 3-5 minutes; more time depending on grade level).
8. Instruct the small group to begin sharing with each other about their O/R/Qs using the investigative question to focus the analysis. Depending on the students' grade level, abilities, and experience, you may wish to facilitate this discussion by posing some questions from the "Teacher's Guide to Analyzing Books and Other Printed Texts", or from "Thinking about Poems as Historical Artifacts" (listed under "Additional Resources"). Allow 10-15 minutes.
9. Instruct the rest of the class to watch the discussion. Assign roles and tasks for students sitting in the outer circle. General tasks without roles can be assigned to the entire outer circle group:

Possible roles with tasks to assign the outer circle group:

- *Reporter*-Takes notes and prepares a summary that discusses strengths and weakness of the dialogue
- *Silent Contributor*-What would you say if you were in the inner circle? Provide additional O/R/Qs, answer any of the questions posed by the small group, offer a comment sharing an agreement or disagreement with a particular student and why or why not, offer comments which affirm or acknowledge ideas shared during small-group discussion, and asking a question of a student for clarification. (Resource: KIPP: Edutopia.org, Connectors)
- *Referencing Text Tallyer*- Counts how many times each member references the text [and notes the references]
- *Comment Tallyer*- Records how many times each person speaks
- *Shadower*- Evaluates a member of the inner circle on the following criteria.
Did the member: Speak loudly and clearly? Cite reasons and evidence for our statements? Use the text to find support (that all reflections are rooted in an observation of this source)? Listen to others respectfully? Stick with the subject? Talk to the whole group and not as side conversation? Paraphrase accurately? Avoid inappropriate language? Ask for help to clear confusion? Support others? Seem prepared?

10. Have the "outside" group members take turns sharing aloud what they have observed in step 9. (10-15 minutes)

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11. Allow "inside" group members respond to "outside" group.

12. Lead discussion to bring the experiences and ideas together:

- As the facilitator, be sure to focus the discussion by having students relate to the focus question, “How does the author use poetry to share his message about libraries in 1990? What is his point of view?”
- Discuss with students how they felt being on the “inside” or “outside” of the fishbowl.
- What did they learn about the primary source through the additional discussion from the outside observers?
- What did they learn about their own analysis techniques? and group discussion skills?

13. Have students return to their seats and write about the poem. Students can individually complete the organizer, “Thinking About Poems as Historical Artifacts”. Students should use the information in the source to support their ideas. Encourage them to refer back to their primary source analysis tool and notes.

14. Have students write their own poem about libraries today.

15. Have students share their poem with a partner discussing how libraries are the same and different today based on Charles Simic’s poem and the poem they wrote.

Library of Congress Primary Source

- Simic, Charles. "In the Library." Library of Congress Web Guides. THE BOOK OF GODS AND DEVILS, Harcourt, Inc., 1990. Web. 21 May 2012. <http://www.loc.gov/rr/program/bib/charlessimic/inthelibrary.html>.

Other Resources and Materials

- Primary Source Analysis Tool:
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
- Teacher’s Guide to Analyzing Books and Other Printed Texts;
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf
- Thinking About Poems as Historical Artifacts; <http://www.loc.gov/teachers/lyrical/tools/docs/poems.pdf>
- KIPP: Edutopia.org, Connectors:
<http://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-toolsforct-socraticseminarconnectors.pdf>.
KIPP: Edutopia.org, Connectors to Help You in Seminar Discussion:
<http://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-toolsforct-socraticseminarstatements.pdf>

Additional Resource

- A Celebration of American Poets Laureate with Charles Simic, Kay Ryan, Rita Dove, Billy Collins, and more (October 6, 2010) - 87 minutes in length. (Chas Simic is introduced at marker 01:04:57)
http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=5092

Fifth-grade Common Core State Standards met by this activity:

CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.