

## *Reversing Roles, Expanding Mindsets: A Close Reading Activity*

-Activity Time: 30-35 min. per fishbowl discussion  
-5 key passages per fishbowl, each accompanied by one inductive or analytical question

**Fishbowl Assignment Sheet Directions:** In the fishbowl, one classmate will read aloud the selected passage followed by the discussion question (this counts as participation). Then spend several minutes analyzing the passage/question with your peers. Remember, you need to participate at least twice in order to receive full credit during the fishbowl. If you are in the outer ring, take notes. This will help you write your discussion board post. (points \_\_)

**Discussion Board Directions:** Answer one or two of the questions discussed during the other group's fishbowl. The handouts with the questions are in the \_\_\_\_\_ folder. It doesn't matter how many questions you address; rather, what's important is that your reflection is thoughtful, thorough, and demonstrates that you listened carefully to the dialogue. Feel free to expand upon the points raised by your classmates. Your "beefy" paragraph should be at least 8 sentences in length, but feel free to write more. (points \_\_)

- Group B's posts are due \_\_\_\_\_
- Group A's posts are due \_\_\_\_\_

**Peer Reply Threads:** In no less than 4 thoughtful sentences, agree or (politely) disagree with your classmate, and explain why. You can respond to anyone from Group A or B, but it must be someone who doesn't have a peer response yet. Add your reply thread by \_\_\_\_\_. (points \_\_)

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### **Transition to Students Writing Questions**

- (1) Spend some time in class going over the differences between factual, inductive, and analytical questions. Here is a link to Burke's three types of questions:  
[https://www.heinemann.com/shared/companionresources/e02157/burkewtbiintroduction/typesofquestions\\_intro.1.pdf](https://www.heinemann.com/shared/companionresources/e02157/burkewtbiintroduction/typesofquestions_intro.1.pdf)
- (2) Break the students into five groups (in Zoom, you can use the breakout rooms). Give each group one passage or set of page numbers from which to choose a passage. With their groupmates, the students should come up with one inductive and one analytical question per excerpt. If they are selecting the passage, they should type this up as well.
- (3) The groups should check in with you and have their questions approved before posting them to the discussion board. Don't worry too much about the distinction between inductive and analytical—just make sure the questions are thought-provoking and not factual.
- (4) Each group will post their passage and two questions to the discussion board before the end of class as group work. Then you will select one question from each group and compile the passages/questions into a document for the next fishbowl.