



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 1

Building Background Knowledge: Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can summarize an informational text. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)

Supporting Learning Targets

- I can explain recovery and rebuilding efforts in Haiti based on information from President Obama's opening remarks of a speech.
- I can summarize a chunk of President Obama's opening remarks.
- I can determine the meaning of words in context from President Obama's opening remarks.

Ongoing Assessment

- Annotated chunk of President Obama's opening remarks
- Summary paragraph
- 2010 Haiti Earthquake concept map



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: 2010 Haiti Earthquake Concept Maps (8 minutes) B. Unpacking Learning Targets and Listening to President Obama’s Opening Remarks in Speech about Haiti (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes) B. Second Read: Jigsaw Expert Groups Summarize (13 minutes) C. Key Vocabulary to Deepen Understanding (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief in Regular Small Groups (7 minutes) B. Review Learning Targets (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread the transcript of opening remarks by President Obama to someone at home, or out loud to yourself in front of a mirror. B. Record <i>one similarity</i> between the four chunks of President Obama’s opening remarks and <i>one difference</i> between the four chunks. C. Add key vocabulary from your chunk to glossaries in your student journal. 	<ul style="list-style-type: none"> • In this lesson, students are introduced to President Obama’s opening remarks from the speech “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti,” delivered days after the 2010 earthquake in Haiti. The speech serves two purposes. First, it builds background knowledge about the 2010 earthquake in Haiti. Second, it serves as a model speech to give students a sense of their final performance task, in which they write an opinion speech about prioritizing aid to neighboring countries following a natural disaster. • Students study chunks of the opening remarks using the Jigsaw protocol (see Appendix). Initially, students meet in their “regular small groups,” and each member of the group is assigned a specific chunk of the speech. Students then work in larger “expert groups,” with six to eight peers who are assigned the same chunk of the speech. Finally, they return to their regular small groups to share their chunk and what they learned. • Students also work with key vocabulary to deepen their understanding of the text, which includes revisiting key words from Units 1 and 2 • In advance: <ul style="list-style-type: none"> • Determine regular small groups of four, preferably heterogeneous groups, with students who haven’t worked closely in previous units. • Decide which chunks of President Obama’s opening remarks you assign to which students. Assign more difficult chunks to stronger readers. • Be sure the technology used to view the speech functions properly. • Review: Jigsaw protocol (Appendix). • Post: Learning targets; regular small groups on chart paper; guiding questions for Unit 3



Lesson Vocabulary	Materials
<p>explain, recovery, rebuilding, efforts, information, opening remarks, speech, summarize, determine, context</p> <p>Chunk #1: contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild</p> <p>Chunk #2: scope, catastrophe, defies, scene, distribute, aid, coordination, effort</p> <p>Chunk #3: responding, scenes, common, scope, service, aid, relief, efforts</p> <p>Chunk #4: restore, united, resilience, recover, rebuild, display, despite, committed</p>	<ul style="list-style-type: none"> • Student journals (from Units 1 and 2) • Markers (one per student) • Chart paper for 2010 Haiti earthquake concept map (one per group) • Video: “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (0:00–5:25) http://www.whitehouse.gov/photos-and-video/video/presidents-obama-bush-clinton-help-haiti#transcript • Computer, LCD projector, and speakers (to play the speech) • Transcript: Opening Remarks by President Obama (one per student) • Literary Summary anchor chart (begun in Unit 2, Lesson 1) • Second Read and Summary task card: Opening Remarks by President Obama, Chunk #1, #2, #3, #4 (one per student reading assigned chunk of text) • Lesson 1: Homework task card (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: 2010 Haiti Earthquake Concept Maps (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to collect their student journals and join their new predetermined group of four (see Teaching Notes). • Remind students that in Unit 2 they read fictitious accounts of real natural events: the storm that struck Galveston in 1900 and the 2010 earthquake in Haiti. Ask students to discuss with group members: <ul style="list-style-type: none"> * “How did reading literature about real natural disasters help you understand the impact of those events on the people and environment where they took place?” • After a moment, invite several students to share out. Listen for ideas like: “In <i>Eight Days</i>, we learned that houses fell in on people and they were trapped like Junior was; we learned that people died, like Junior’s friend Oscar; in <i>Dark Water Rising</i>, the narrator Seth described the destruction of buildings and homes, and the flooding; many people were swept away or died in the storm; the land was covered by foul-smelling mud and slime.” • Remind students that in <i>Dark Water Rising</i>, the narrator Seth shared many details about what Galveston was like before, during, and after the storm. However, in <i>Eight Days</i>, the narrator Junior was young and frightened, so he mainly “played in his mind” to remember all the things he liked to do in Haiti before the earthquake. In this unit, students will learn about what happened <i>after</i> the earthquake in Haiti by reading and viewing informational texts. • Distribute markers to each student and one piece of chart paper for 2010 Haiti earthquake concept map to each group. • Ask students to put the title “2010 Haiti earthquake concept map” at the top of their chart paper. • Invite students to discuss the following with their group and record their ideas on their chart paper: <ul style="list-style-type: none"> * “What do you know about the earthquake in Haiti from your close read of <i>Eight Days</i>?” • After 5 minutes, cold call each group to share their thinking. Listen for: “The ground shook and shook; it was frightening; houses collapsed on people; it took many days to rescue people from the destruction; families were separated.” • Tell students they will continue to add to these concept maps as they learn more about the Haiti earthquake. 	<ul style="list-style-type: none"> • Provide a bank of words or phrases for students that struggle with language when adding to their anchor charts . • Assign a color to each student in the group with which they must add to the concept map. This ensures accountability for each group member and provides ongoing assessment for learning throughout the unit .



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets and Listening to President Obama’s Opening Remarks in Speech about Haiti (10 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the learning targets and read them aloud to the class: <ul style="list-style-type: none"> * “I can explain recovery and rebuilding efforts in Haiti based on information from President Obama’s opening remarks of a speech.” * “I can summarize a chunk of President Obama’s opening remarks.” * “I can determine the meaning of words in context from President Obama’s opening remarks.” • Focus student attention on key terms from the targets: <i>information, explain, recovery, rebuilding, efforts, opening remarks, speech, summarize, determine, and context.</i> • Remind students that they worked with targets similar to these in both Units 1 and 2, when they were asked to use information to explain natural disasters such as hurricanes and earthquakes; to summarize what they read; and to determine the meaning of words from context. • Focus students’ attention on the terms <i>recovery, rebuilding, and efforts.</i> • Ask students to consider and discuss in groups: <ul style="list-style-type: none"> * “What do you think each of these words mean?” Encourage students to think about the prefix re- as they consider the meaning of these terms. • Cold call several students to share their thinking whole group. Listen for: “The prefix re- means going back, or again; <i>recovery</i> means going back to a normal way of life, healing, returning to health again; <i>rebuilding</i> means repairing, fixing, reconstructing, remaking, making something how it was before; <i>efforts</i> means hard work, what people do to achieve a goal or overcome a disaster,” or similar suggestions. • Focus students’ attention on the words opening remarks and speech. • Once again, give students a minute to discuss: <ul style="list-style-type: none"> * “What do you think these mean?” 	<ul style="list-style-type: none"> • Review where Haiti is located in relation to the United States on a map of the Western Hemisphere. • Some students may need to listen to the opening remarks of the speech on their own with headsets to minimize distractions and allow for a self-paced experience



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask for volunteers to share out with the class. Listen for: <ul style="list-style-type: none"> * “Opening remarks are the beginning of a speech; a speech is an oral presentation, a talk given to an audience.” • Cold call a few students to restate each of the learning targets in their own words. • Share the guiding questions for Unit 3 with students: <ul style="list-style-type: none"> * “How should multinational aid organizations prioritize assistance when they respond to communities struck by natural disasters?” * “How do speeches motivate and compel people to act?” • Explain to students that they will view and read a variety of informational texts in this unit to help them understand the role of multinational aid organizations after disasters like the earthquake in Haiti occur. They will use that knowledge for the Final Performance Task, in which they craft a speech on the best way to prioritize aid to an area struck by a hurricane. • Introduce the video: “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (0:00–5:25), which shows President Obama’s opening remarks from a speech given just days after an earthquake destroyed much of the city of Port-au-Prince in Haiti. As they listen to the speech, ask students to pay attention to the reasons and evidence President Obama provides to support the opinion that the U.S. should provide assistance to Haiti as they try to recover from that devastating natural event. • Use a computer, LCD projector, and speakers to play the video for the students. • After the video, ask students to discuss in their groups: <ul style="list-style-type: none"> * “What reasons and evidence did President Obama use as he spoke about the need for the U.S. to provide assistance to Haiti?” • Invite members from each group to share out. Listen for ideas such as: “President Obama said relief efforts will save lives and deliver relief to avoid a bigger catastrophe; people need help because of the destruction caused, the suffering of people affected by the earthquake, families sleeping in the streets, thousands feared dead; because of our common humanity we have a responsibility to respond; it’s our responsibility to provide aid; we are united in our support of Haiti.” • Tell students they will view and analyze these opening remarks more closely in later lessons to help them prepare for the speeches they will deliver during the Final Performance Task. Today, they will read and summarize chunks of the speech’s opening to better understand the relief efforts in Haiti after the earthquake. 	



Work Time	Meeting Students' Needs
<p>A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes)</p> <ul style="list-style-type: none"> • Distribute one copy of the Transcript: Opening Remarks by President Obama to each student. Assign each student a number 1–4. Ask them to draw a line above and below their assigned chunk of text: <ul style="list-style-type: none"> – Student 1, Chunk #1: Paragraphs 1–4, starting, “Good morning, everybody ...” and ending, “... desperately need right now.” – Student 2, Chunk #2: Paragraphs 5–7, starting, “Every day that goes by ...” and ending, “... extends beyond our government.” – Student 3, Chunk #3: Paragraphs 8–10, starting, “Here at home ...” and ending, “... 10 million men, women, and children.” – Student 4, Chunk #4: Paragraphs 11–14, starting, “As president, Bill Clinton ...” and ending, “... start with President Bush.” • Ask students to calmly and quietly join classmates who were assigned the same chunk of text to form a new “expert group” (see Teaching Notes). • Tell expert groups to do the following in the next 5 minutes: <ol style="list-style-type: none"> 1. Read their assigned chunk of the opening remarks for gist. 2. Discuss what they think the gist of their chunk is. 3. On the text (next to their chunk), jot the gist in the margin. • Circulate to support as needed. • Cold call members from each expert group to share out the gist of their chunk whole class. Listen for: <ul style="list-style-type: none"> – “The gist of Chunk #1 is the American people need to come together to provide assistance to the people of Haiti.” – “The gist of Chunk #2 is the scope of this catastrophe makes it challenging to deliver aid to the people of Haiti quickly; we need to work closely with other countries to provide aid.” – “The gist of Chunk #3 is Presidents Bush and Clinton are working together to help the American people do their part to support the people of Haiti.” – “The gist of Chunk #4 is we need to stand united to help rebuild Haiti. 	<ul style="list-style-type: none"> • Strategically assign shorter and less complex chunks of the opening remarks to students who struggle reading complex text . • Display instructions for students to refer to as they read the speech for the first time .



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Jigsaw Expert Groups Summarize (13 minutes)</p> <ul style="list-style-type: none"> • Tell students to remain in their expert groups. • Remind students of the literary summaries they wrote in Unit 2. Explain that they will now write a summary of an informational text instead. • Display the Literary Summary anchor chart. Tell students summaries of informational text include some similar types of information to summaries of literature. Ask students to review the criteria for a Literary Summary. • After a minute, ask students to discuss with group members: <ul style="list-style-type: none"> * “What types of similar information would you also include in a summary of informational text?” • Cold call several students to share out. Listen for and guide students as needed toward the following: <ul style="list-style-type: none"> – “We include the title of the text; WHO is the name of the author of the text, or in the case of a speech, the name of the person speaking, the names of other people mentioned in the text.” – “For WHAT, we write about the topic of the text, main idea, important quotes or details from the text.” – “For WHAT, we write about the topic of the text, main idea, important quotes or details from the text.” – “For WHEN, we write the date the text was written, or time period referred to in the text.” – “For WHERE, we write the name of the area, location discussed in the article.” • As students share out, record their ideas on the Literary Summary chart in a different color to indicate new criteria for summarizing informational rather than literary text. If students don’t mention the above criteria, add them to the anchor chart. 	<ul style="list-style-type: none"> • Some students may benefit from a separate anchor chart dedicated to Informational Text Summaries to minimize confusion over the two types of summaries .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Distribute the Second Read and Summary task card: Opening Remarks by President Obama, chunk #1, #2, #3 or #4 to each student. Remind them that their group is only responsible for their assigned chunk. If they worked on chunk 1 before, they will only work on chunk 1 again. • Orient students to the tops of their task cards, #1, #2, #3 or #4. Ask them to quickly read through the “Key Vocabulary” and “Previous Vocabulary.” Point out that the previous vocabulary is from Units 1 and 2; they will work with these words later in the lesson. • Ask students to read the directions aloud in their groups. Give them 8–10 minutes to complete all five steps with their group members. Circulate to offer support as needed. 	
<p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to rejoin their regular small groups. • Invite students to think about the purpose for determining the meaning of unknown words in context; then invite several students to share out their thinking. Listen for: “Understanding the meaning of unknown, or unfamiliar words helps us better understand the text.” • Display the following terms for students: <i>catastrophe, aid, effort(s), scope, service, relief, rebuild</i> • Ask students to write these words on a new page in the glossary section of their journals. Explain the importance of understanding these key vocabulary terms found throughout chunks of the opening of the speech and the remainder of this unit. • Give students 5 minutes to work in their regular small groups to: <ol style="list-style-type: none"> 1. Locate each vocabulary word in the opening remarks. 2. Determine the meaning of each word based on context clues. 3. Discuss your thinking with one or two group members. 4. Record a synonym or brief definition for each word in the glossary. 	<ul style="list-style-type: none"> • Consider providing texts that have pre-highlighted vocabulary words for those students who may have difficulty finding them on their own. • Post the directions for sharing vocabulary and summary work for reference. • Create an anchor chart for students with key vocabulary that visualizes what students should be recording in their glossaries. • Consider focusing students that struggle with language on three to four vocabulary words instead of all of them at once .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate to support as necessary.• Cold call members from each group to share their definitions. Listen for: <i>catastrophe</i>—disaster; tragedy <i>aid</i>—help; assistance; support; relief <i>effort(s)</i>—work to achieve a goal or overcome a difficulty; hard work <i>scope</i>—extent; scale; range <i>service</i>—assist; help <i>relief</i>—assistance; aid; help; support <i>rebuild</i>—repair; fix; reconstruct; remake; make something how it was before• Allow students 2 minutes to revise their summary paragraphs from Work Time B, based on new understandings about key vocabulary.• As time allows, invite students to share out what they changed about their paragraphs and why.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief in Regular Small Groups (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to take 3–4 minutes do the following in their regular small groups: <ol style="list-style-type: none"> 1. Trade summary paragraphs with another member of your small group (who read a different chunk of the text). 2. Quickly read through your partner's summary paragraph. 3. Think about one piece of information from your partner's summary that your group could add to your 2010 Haiti earthquake concept map. • Ask students to each name one thing they learned about the 2010 Haiti earthquake from their chunk of text and their partner's summary in their groups. • Each group member should add one idea to the group's 2010 Haiti earthquake concept map. • As time allows, cold call students to share out what they added to their concept map. 	<ul style="list-style-type: none"> • Some students may need specific details pointed out to them in the speech that they could share with their group and add to their concept map
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Focus students whole group. Read each of the learning targets aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery of each target. • Note students who show a thumbs-down as they may need more support writing a summary based on quotes and key details or determining the meaning of unknown words from context. • Distribute the Lesson 1: Homework task card to each student and briefly preview it. 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the transcript of President Obama's opening remarks to someone at home, or out loud to yourself in front of a mirror.• In your journal, record one similarity between the four chunks of President Obama's opening remarks and one difference between the four chunks.• Add key vocabulary from your chunk to glossaries in your student journal.	<ul style="list-style-type: none">• Provide an audio recording of the opening remarks for students who struggle with reading complex text independently .• Consider pre-selecting and narrowing the vocabulary for students who struggle with language .