



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Overview



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Unit 3: Research on 2010 Earthquake in Haiti, Learning about the Red Cross, and Writing an Opinion Speech

In this unit, students use their reading skills to analyze informational texts, building their background knowledge about the earthquake that struck Haiti in 2010.

Simultaneously, they learn about writing and delivering an effective speech through an analysis of the joint speech given by President Obama and former presidents Clinton and Bush in the days after the 2010 earthquake in Haiti. As a connection to Social Studies, students also read primary source documents to conduct research about how the United States, through multinational organizations such as the Red Cross, responds to disasters in the Western Hemisphere. For the mid-unit assessment, students complete a short constructed response to explain the importance of providing aid to a country struck by a hypothetical hurricane, and then prioritize and organize their research notes into a graphic organizer to plan their opinion speech about how aid should be prioritized. Students then practice crafting the opinion speech through a brief shared writing experience. They

examine the Obama/Clinton/Bush speech as well as a TED Talk given by a student to co-construct a rubric that addresses the speaking and listening standards for delivering a speech to an audience. During the End of Unit 3 Assessment, students draft a speech for the final performance task about how to prioritize aid following a hypothetical hurricane in Mexico. They then participate in a critique, feedback, and revision session with peers. Next, students receive instruction on language conventions to focus on editing their speeches for punctuation, verb tense, correlative conjunctions, and sentences to enhance clarity or meaning. Students have time to practice their speeches; they then deliver their final speeches to group members. **The performance task incorporates both the final draft of the written speech (NYSP12 ELA CCLS RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.6) and the public speaking task (NYSP12 ELA CCLS SL.5.4 and SL.5.6).**

Guiding Questions And Big Ideas

- **How should multinational aid organizations prioritize aid when they respond to neighboring communities struck by a natural disaster?**
- **How do speeches motivate and compel people to act?**
- *Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries struck by a natural disaster.*
- *Public speakers motivate people to act by supporting their opinions with compelling reasons and sound evidence.*



Mid-Unit 3 Assessment	<p>Short Constructed Response and Organizing Notes for a Public Speech</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.7, W.5.7, W.5.8, and W.5.9. This mid-unit assessment is broken into two parts and involves a short constructed response as well as a planning task leading up to students' final performance task. After reading informational texts about natural disasters and how the Red Cross responded to the 2010 earthquake in Haiti, students explain the importance of providing aid to a neighboring country struck by a hypothetical hurricane, then organize their notes from the texts they have read into a graphic organizer they independently create. In the graphic organizer, students state their opinion about how aid should be prioritized when a neighboring country is struck by a natural disaster, and provide at least four clear reasons with supporting evidence as well as a concluding statement. They must also incorporate key vocabulary have learned throughout their reading.</p>
End of Unit 3 Assessment	<p>On-Demand Draft Opinion Speech: "How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?"</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8 and W.5.9. Students write a first draft of their opinion speech, stating with an opinion about how to prioritize aid following a natural disaster in a neighboring country, and support their opinion with reasons and evidence from their research. After completing their opinion speech drafts for the end of unit assessment, students participate in a peer critique and revision session followed by an instructional focus on language conventions and the creation of a display to accompany their final performance task presentations; they then deliver a speech to a small group of their peers in which they state their opinion about how to prioritize aid following a hypothetical natural disaster. The final performance task assesses NYSP12 ELA CCLS L.5.1, L.5.2, L.5.3, L.5.6, and SL.5.5.</p>



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- 5.10 Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.
- 5.10a Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.
- 5.10b The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.
- 5.10c When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.

Science

- 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.
- 5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.
- 7.1a Humans depend on their natural and constructed environments.
- 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.



Texts

1. “A Rocky Road Ahead,” in *Scholastic News Edition 5/6* (Vol. 78, Issue 14), Feb. 2010, 2.
2. President Obama, Former President Bill Clinton, and Former President George W. Bush, “On the Recovery and Rebuilding Effort in Haiti,” found at <http://www.whitehouse.gov/photos-and-video/video/presidents-obama-bush-clinton-help-haiti#transcript>.
3. Britt Norlander, “On Shaky Ground,” In *Scholastic Action* (Vol. 33 Issue 14), May 10, 2010, 16-19.
4. “Haiti Earthquake Relief One-Year Report,” found at http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf.
5. “Help for Haiti,” in *Weekly Reader News Edition 3* (Vol. 79, Issue 18), Feb. 2010, 3.
6. “Red Cross Disaster Relief,” found at http://www.redcross.org/images/MEDIA_CustomProductCatalog/m16740817_Fact_Sheet-_Disaster_Response_Feb_2013.pdf.
7. “Surface Amplified Haiti Earthquake,” in *Current Science* (Vol. 96, Issue 10), Jan. 2011, 13.
8. “The Red Cross at a Glance,” found at <http://money.howstuffworks.com/red-cross.htm>.



This unit is approximately 3.5 weeks or 16 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 1	<ul style="list-style-type: none"> 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) 	<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. 	<ul style="list-style-type: none"> Annotated chunk of President Obama's opening remarks Summary paragraph 2010 Haiti Earthquake concept map 	<ul style="list-style-type: none"> Literary Summary Jigsaw protocol
Lesson 2	Building Background Knowledge: Jigsaw to Build and Share Expertise about 2010 Haiti Earthquake, Part 2	<ul style="list-style-type: none"> I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of domain-specific words or phrases in an informational text. (RI.5.4) I can compare and contrast multiple accounts of the same event or topic. (RI.5.6) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) 	<ul style="list-style-type: none"> I can determine two main ideas and supporting details from an informational text about the 2010 earthquake in Haiti. I can determine the meaning of words and phrases in an informational text about the 2010 earthquake in Haiti. I can synthesize information about the 2010 earthquake in Haiti by comparing and contrasting multiple accounts of the event. 	<ul style="list-style-type: none"> 2010 Haiti earthquake concept maps Vocabulary glossaries in student journals Main Ideas and Details note-catcher 	<ul style="list-style-type: none"> Jigsaw protocol Back-to-Back, Face-to-Face protocol Gallery Walk protocol
Lesson 3	Researching about the Red Cross: What Is a Multinational Aid Organization?	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can document what I learn about a topic by taking notes. (W.5.8) I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1) 	<ul style="list-style-type: none"> I can take notes from informational texts about multinational aid organizations. I can explain what a multinational aid organization is. I can explain key ideas about multinational aid organizations by using quotes from my note-catcher. 	<ul style="list-style-type: none"> Vocabulary glossaries in student journals Three-column note-catcher: What Is a Multinational Aid Organization? Chalk Talk sticky notes 	<ul style="list-style-type: none"> Chalk Talk protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Researching about the Red Cross, Continued: Who Is the Red Cross and What Does This Multinational Organization Do?	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can document what I learn about a topic by taking notes. (W.5.8) I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> I can take notes from an informational text about the Red Cross. I can explain how the Red Cross is a clear example of a multinational aid organization, using evidence from the text. I can determine the meaning of words and phrases in an informational text about the Red Cross. 	<ul style="list-style-type: none"> Gist statement (in margin) Red Cross Video Viewing page Three-column note-catcher: What Is a Multinational Aid Organization? Vocabulary glossaries in student journals 	<ul style="list-style-type: none"> Popcorn Read protocol
Lesson 5	Researching about the Red Cross, Continued: How Did the Red Cross Aid Haiti After the 2010 Earthquake?	<ul style="list-style-type: none"> I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) I can document what I learn about a topic by taking notes. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1) 	<ul style="list-style-type: none"> I can take notes from an informational text about the Red Cross aid to Haiti. I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text. 	<ul style="list-style-type: none"> Three-column note-catcher: What Is a Multinational Aid Organization? Vocabulary glossaries in student journals Red Cross in Haiti four-square note-catcher 	<ul style="list-style-type: none"> Rank, Talk, Write protocol
Lesson 6	Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech	<ul style="list-style-type: none"> I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1) I can introduce the topic of my opinion piece. <ol style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) I can document what I learn about a topic by taking notes. (W.5.8) 	<ul style="list-style-type: none"> I can create an organizational structure to logically group ideas for an opinion speech. I can introduce the topic of my opinion speech. I can state an opinion in my speech about the need to prioritize aid to a neighboring country struck by a hurricane. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech 	<ul style="list-style-type: none"> Opinion, Reasons, and Evidence



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech	<ul style="list-style-type: none"> I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1) I can create an organizational structure in which I group together related ideas. I can identify reasons that support my opinion. <ul style="list-style-type: none"> d. I can construct a concluding statement or section for my opinion piece. I can summarize or paraphrase information in my notes and in finished work. (W.5.8) I can choose evidence from informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> I can prioritize the four types of aid in order to add reasons to my speech outline. I can paraphrase evidence to include in my speech outline. I can write a concluding statement for my opinion speech. I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Opinion, Reasons, and Evidence What Do We Know about Natural Disasters?
Lesson 8	Speech Writing: Identifying Criteria for a High-Quality Introduction	<ul style="list-style-type: none"> I can summarize the points a speaker provides. (SL.5.3) I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing them clearly. (SL.5.1) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can introduce the topic of my opinion piece. <ul style="list-style-type: none"> a. I can create an organizational structure in which I group together related ideas. 	<ul style="list-style-type: none"> I can summarize the introduction of the speech given by Adora Svitak. I can identify criteria for the introduction of an opinion speech. With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake. 	<ul style="list-style-type: none"> Response on President Obama's Opinion Shared Writing: Introduction for an Opinion Speech 	<ul style="list-style-type: none"> Criteria for an Opinion Speech Class Introduction to an Opinion Speech



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Speech Writing: Identifying Reasons, Evidence, and Linking Words	<ul style="list-style-type: none"> I can explain how the evidence a speaker provides supports the points they're trying to make. (SL.5.3) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. 	<ul style="list-style-type: none"> I can explain how the evidence provided by Adora Svitak and President Obama support their opinions. With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence. With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake. 	<ul style="list-style-type: none"> Transcript: Opening Remarks by President Obama (with text-coding, from homework) President Obama Reasons and Evidence Sorting task card Shared Writing Body Paragraphs 	<ul style="list-style-type: none"> Criteria for an Opinion Speech Linking Words Class Body of an Opinion Speech
Lesson 10	Speech Writing: Identifying Criteria for a High-Quality Conclusion	<ul style="list-style-type: none"> I can summarize the points a speaker provides. (SL.5.3) I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own clearly. (SL.5.1) I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can construct a concluding statement or section for my opinion piece. 	<ul style="list-style-type: none"> I can summarize the speech given by Adora Svitak. I can identify criteria for the conclusion of an opinion speech. With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake. 	<ul style="list-style-type: none"> Vocabulary glossaries in student journals Shared Writing Conclusion paragraphs 	<ul style="list-style-type: none"> Criteria for an Opinion Speech Linking Words Class Conclusion to an Opinion Speech



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can introduce the topic of my opinion piece. I can create an organizational structure in which I group together related ideas. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2) Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. Use underlining, quotation marks, or italics to indicate titles of works. 	<ul style="list-style-type: none"> I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country. I can accurately use conventions in the draft of my opinion speech. I can reflect on my learning about how to write an opinion speech. 	<ul style="list-style-type: none"> Lesson 10 task card: Mechanics and index card End of Unit 3 Assessment: Draft Opinion Speech Tracking My Progress: End of Unit 3 recording form 	<ul style="list-style-type: none"> Linking Words Criteria for an Opinion Speech Class Introduction to an Opinion Speech Class Body of an Opinion Speech Class Conclusion to an Opinion Speech Give One, Get One, Move On protocol
Lesson 12	Final Performance Task: Critique and Revision, Part I	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can follow our class norms when I participate in a conversation. (SL.5.1) 	<ul style="list-style-type: none"> I can follow our class norms when working with a partner to give and receive feedback. I can use feedback from peers to revise my opinion speech to better meet the criteria. 	<ul style="list-style-type: none"> Draft opinion speech revisions Opinion Speech Criteria feedback form 	<ul style="list-style-type: none"> Criteria for an Opinion Speech Peer Critique protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Final Performance Task: Critique and Revision, Part II	<ul style="list-style-type: none"> I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) I can form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. I can use correlative conjunctions (e.g., either/or, neither/nor, not only/but also). I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can summarize or paraphrase information in my notes and in finished work. (W.5.8) 	<ul style="list-style-type: none"> I can accurately use the perfect verb tense in my opinion speech. I can accurately use correlative conjunctions in my opinion speech. I can edit my opinion speech to accurately use verb tenses and correlative conjunctions. 	<ul style="list-style-type: none"> Perfect Verb Tense Practice Correlative Conjunctions Practice Edited draft opinion speech 	<ul style="list-style-type: none"> Criteria for an Opinion Speech
Lesson 14	Editing Sentences and Creating Visual and Multimedia Displays for a Presentation	<ul style="list-style-type: none"> I can use my knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style. I can report on a topic or text using organized facts and details. (SL.5.4) I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) 	<ul style="list-style-type: none"> I can edit my speech draft to address audience interest by expanding, combining, and reducing sentences for meaning and style. I can plan a display that includes multimedia components to accompany my speech presentation. 	<ul style="list-style-type: none"> Edited draft opinion speech Planning for multimedia display 	
Lesson 15	Including Multimedia and Visual Displays in Presentations: Prioritization of Relief Aid after Natural Disasters	<ul style="list-style-type: none"> I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) I can speak clearly and at an understandable pace. (SL.5.4) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (S.L.5.6) 	<ul style="list-style-type: none"> I can create a display that includes multimedia components to accompany my speech presentation. I can evaluate model speeches using the Speech Presentation Rubric. 	<ul style="list-style-type: none"> Planning for multimedia display Speech Presentation Rubric 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	Final Performance Task: Delivering an Opinion Speech with Multimedia Display	<ul style="list-style-type: none"> • I can report on a topic or text using organized facts and details. (SL.5.4) • I can speak clearly and at an understandable pace. (SL.5.4) • I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) • I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) 	<ul style="list-style-type: none"> • I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills. • I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric. • I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster. 	<ul style="list-style-type: none"> • Final Performance Task: Opinion Speech Presentations • Speech Presentation Rubric 	<ul style="list-style-type: none"> • Peer Critique protocol • Gallery Walk protocol



Optional: Experts, Fieldwork, And Service

Experts:

- Invite Red Cross workers to the class to tell stories of their experiences or electronically communicate with them, posing questions to add to students' research.
- Invite victims of the Haiti earthquake to share with students their experiences and stories.

Fieldwork:

- Take the class to a Red Cross site to learn about how the organization works and meet the actual relief workers in their environment.
- Take students to local areas that have experienced natural disasters to see firsthand the devastation and need for aid.

Service:

- Arrange for students to give their speeches at public events, including city council, state or town hall meetings where government officials have the opportunity to make decisions on funding for international aid.

Preparation and Materials

- **Journals:** In this module students will keep notes in a journal, as they have done in previous modules; however if you prefer there is a “one for display” example of each of the note-catchers that you can prepare as student handouts. Decide if students have enough room in their current journals to complete the routine reading and writing for this module. If not, ensure that students each have a spiral-bound or composition notebook.
- Coordinate with a media specialist to support students' creation of displays to accompany the delivery of their opinion speeches for the final performance task.



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Grade 5: Module 4: Unit 3: Recommended Texts



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The list below includes texts with a range of Lexile® text measures about U.S. humanitarian efforts that take place when a natural disaster occurs. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
<i>Volunteering</i>	Amanda Rondeau (author)	Informational	350*
<i>Clara Barton: Angel of the Battlefield</i>	Tamara Hollingsworth (author)	Informational	430
<i>The Red Cross</i>	Anastasia Suen (author)	Informational	580*
<i>Disaster Relief</i>	Nick Hunter (author)	Informational	730*

*Lexile based on a conversion from Accelerated Reading level.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>Disaster Relief</i>	Nick Hunter (author)	Informational	750*
<i>Kids Care! 75 Ways to Make a Difference for People, Animals, & the Environment</i>	Rebecca Olien (author)	Informational	750*
<i>The Haitian Earthquake</i>	Peter Benoit (author)	Informational	870
<i>Hurricane Katrina</i>	Peter Benoit (author)	Informational	880
<i>Earthquake in Haiti</i>	Miriam Aronin (author)	Informational	910
<i>Ways to Help after a Natural Disaster</i>	Laya Saul (author)	Informational	1000*
Lexile text measures above band level (over 1010L)			
<i>Clara Barton: Civil War Hero and American Red Cross Founder</i>	Susan E. Hamen (author)	Informational	1020*
<i>The International Red Cross</i>	Sean Connolly (author)	Informational	1020*
<i>The World Health Organization</i>	Sean Connolly (author)	Informational	1090*
<i>Disaster Relief Workers</i>	Greg Roza (author)	Informational	1160

*Lexile based on a conversion from Accelerated Reading level.

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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?” <p>Encourage students to think about the prefix re- as they consider the meaning of these terms.</p> • 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 .



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Grade 5: Module 4: Unit 3: Lesson 1

Supporting Materials



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Transcript:
Opening Remarks by President Obama

Name:

Date:

Good morning, everybody. In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right. That's what the American people have been doing in recent days with their extraordinary generosity and contributions to the Haitian people.

At this moment, we're moving forward with one of the largest relief efforts in our history—to save lives and to deliver relief that averts an even larger catastrophe. The two leaders with me today will ensure that this is matched by a historic effort that extends beyond our government, because America has no greater resource than the strength and the compassion of the American people.

We just met in the Oval Office—an office they both know well. And I'm pleased that President George W. Bush and President Bill Clinton have agreed to lead a major fundraising effort for relief: the Clinton Bush Haiti Fund. On behalf of the American people, I want to thank both of you for returning to service and leading this urgent mission.

This is a model that works. After the terrible tsunami in Asia, President Bush turned to President Clinton and the first President Bush to lead a similar fund. That effort raised substantial resources for the victims of that disaster—money that helped save lives, deliver aid, and rebuild communities. And that's exactly what the people of Haiti desperately need right now.

Every day that goes by, we learn more about the horrifying scope of this catastrophe—destruction and suffering that defies comprehension. Entire communities buried under mountains of concrete. Families sleeping in the streets. Injured desperate for care. Many thousands feared dead. That's why thousands of American personnel—civilian and military—are on the scene working to distribute clean drinking water and food and medicine, and thousands of tons of emergency food supplies are arriving every day.

Transcript:
Opening Remarks by President Obama

It will be difficult. It is an enormous challenge to distribute this aid quickly and safely in a place that has suffered such destruction. That's what we're focused on now—working closely with our partners: the Haitian government, the United Nations, and many organizations and nations—friends from Argentina and France, from Dominican Republic and Brazil, and countries all around the world.

And Secretary Hillary Clinton will be in Haiti today to meet with President Préval and continue our close coordination with his government. But we also know that our longer-term effort will not be measured in days and weeks; it will be measured in months and even years. And that's why it's so important to enlist and sustain the support of the American people. That's why it's so important to have a point of coordination for all the support that extends beyond our government.

Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us. Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities. This time of suffering can and must be a time of compassion.

As the scope of the destruction became apparent, I spoke to each of these gentlemen, and they each asked the same simple question: How can I help? In the days ahead they'll be asking everyone what they can do—individuals, corporations, NGOs, and institutions. And I urge everyone who wants to help to visit www.clintonbushhaitifund.org.

We're fortunate to have the service of these two leaders. President Bush led America's response to the Asian tsunami, aid, and relief that prevented even greater loss of life in the months after that disaster. And his administration's efforts to fight against HIV/AIDS in Africa treated more than 10 million men, women, and children.

As president, Bill Clinton helped restore democracy in Haiti. As a private citizen, he has helped to save the lives of millions of people around the world. And as the United Nations special envoy to Haiti, he understands intimately the daily struggles and needs of the Haitian people.

And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united. We stand united with the people of Haiti, who have shown such incredible resilience, and we will help them to recover and to rebuild.



Transcript:

Opening Remarks by President Obama

Yesterday we witnessed a small but remarkable display of that determination—some of you may have seen it—Haitians with little more than the clothes on their back marched peacefully through a ruined neighborhood, and despite all their loss and all their suffering, they sang songs of faith and songs of hope.

These are the people we're called upon to help. Those are the hopes that we're committed to answering. That's why the three of us are standing together today. And with that, I would invite each president to say a few words. I'm going to start with President Bush.

President Barack Obama, George W. Bush, and William Clinton. "Presidents Obama, Bush, & Clinton: Help for Haiti." The White House. Washington, D.C. 2010 Jan. 16. Address. Public Domain.



Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #1

Name:

Date:

Key vocabulary: *contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild*

Previous vocabulary: *generosity, resources, victims, disaster*

1. Read the first chunk of the opening remarks, Paragraphs 1–4, starting, “Good morning, everybody ...” and ending, “... desperately need right now.”
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.
4. Share the quotes/details you underlined with group members.
5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).



Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #2

Name:

Date:

Key vocabulary: *scope, catastrophe, defies, scene, distribute, aid, coordination, effort*

Previous vocabulary: *supplies, destruction, support*

1. Read the second chunk of the opening remarks, Paragraphs 5–7, starting, “Every day that goes by ...” and ending, “... extends beyond our government.”
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.
4. Share the quotes/details you underlined with group members.
5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #3

Name:

Date:

Key vocabulary: *responding, scenes, common, scope, service, aid, relief, efforts*

Previous vocabulary: *devastation, destruction, disaster*

1. Read the third chunk of the opening remarks, Paragraphs 8–10, starting, “Here at home ...” and ending, “... 10 million men, women, and children.”
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.
4. Share the quotes/details you underlined with group members.
5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #4

Name:

Date:

Key vocabulary: *restore, united, resilience, recover, rebuild, display, despite, committed*

Previous vocabulary: *loss, suffering, hope(s)*

1. Read the fourth chunk of the opening remarks, Paragraphs 11–14, starting, “As president, Bill Clinton ...” and ending, “... start with President Bush.”
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.
4. Share the quotes/details you underlined with group members.
5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

Lesson 1: Homework Task Card

Name:

Date:

1. Reread the entire transcript of President Obama’s opening remarks to someone at home, or out loud to yourself in front of a mirror.
2. In your journal, record *one similarity* between the four chunks of President Obama’s opening remarks and *one difference* between the four chunks.
3. Add and define vocabulary from the chunk of the speech you read today in your journal glossary.

Chunk #1: *contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild*

Chunk #2: *scope, catastrophe, defies, scene, distribute, aid, coordination, effort*

Chunk #3: *responding, scenes, common, scope, service, aid, relief, efforts*

Chunk #4: *restore, united, resilience, recover, rebuild, display, despite, committee*



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Grade 5: Module 4: Unit 3: Lesson 2

Building Background Knowledge: Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 2



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

- I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of domain-specific words or phrases in an informational text. (RI.5.4)
- I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)
- I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

Supporting Learning Targets

- I can determine two main ideas and supporting details from an informational text about the 2010 earthquake in Haiti.
- I can determine the meaning of words and phrases in an informational text about the 2010 earthquake in Haiti.
- I can synthesize information about the 2010 earthquake in Haiti by comparing and contrasting multiple accounts of the event.

Ongoing Assessment

- 2010 Haiti earthquake concept maps
- Vocabulary glossaries in student journals
- Main Ideas and Details note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (8 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Jigsaw Expert Groups Read for the Gist (12 minutes) B. Second Read: Jigsaw Expert Groups Read for Main Ideas, Details, and Vocabulary to Deepen Understanding (15 minutes) C. Compare, Contrast, and Synthesize Information from All Articles (17 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) B. Review Learning Targets (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete synthesis statement. B. Read three texts that weren't read during the lesson. C. . Add details for each text to the Main Ideas and Details note-catcher. D. Add key vocabulary to the glossary in the student journals from the article read during class 	<ul style="list-style-type: none"> • As in Lesson 1, students participate in a Jigsaw (see Appendix), where they transition from regular small groups to expert groups to read and explore a certain text, then return to regular small groups to share what they have learned. • Students remain in the same expert groups from Lesson 1. Try to strategically assign each text based on students' needs to offer more support to struggling readers, while stronger readers can work more independently. • Each expert group reads one of four texts about the earthquake in Haiti to determine and record two main ideas and supporting details on their Main Ideas and Details note-catchers. Although students have worked with standards RI.5.2, RI.5.4, RI.5.6, and RI.5.9 in previous modules, the texts on Haiti are new, complex, and asking students to simultaneously compare, contrast, and synthesize. • While sharing information from each of the four articles, students record information shared by their group members onto their individual Main Ideas and Details note-catchers. This allows them to compare and contrast details from the four articles and prepares them to write a synthesis statement. • In advance: Review: Jigsaw, Back-to-Back, Face-to-Face, and Gallery Walk protocols; Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; 2010 Haiti earthquake concept maps (from Lesson 1).



Lesson Vocabulary	Materials
<p>determine, main ideas, synthesize, comparing, contrasting, multiple, accounts, event</p> <p>“Surface Amplified Haiti Earthquake”: intensified, topography, seismometer, detects, adjoining, severe, amplifying, withstand</p> <p>“A Rocky Road Ahead”: recover, devastating, collapsed, countless, cope, common, in their hour of need, epicenter, volunteer</p> <p>“Help for Haiti”: crumbled, homeless, urgent, pledged, getting in on the act, holding, fundraisers, volunteer</p> <p>“On Shaky Ground”: magnitude, epicenter, geologist, violent, victims, homeless, gathering, support</p>	<ul style="list-style-type: none"> • Journals • 2010 Haiti earthquake concept maps (from Lesson 1; one per regular small group) • “Surface Amplified Haiti Earthquake” (one per regular small group, for Reader 1) • “A Rocky Road Ahead” (one per regular small group, for Reader 2) • “Help for Haiti” (one per regular small group, for Reader 3) • “On Shaky Ground” (one per regular small group, for Reader 4) • Main Ideas and Details note-catcher (specific to each of the four texts; one per student for the text they are reading in their small group) • Main Ideas and Details note-catcher (answers, for teacher reference) • Lesson 2 Vocabulary Defined (answers, for teacher reference) • Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 (one per student) • Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 (answers, for teacher reference) • Lesson 2: Homework task card (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their journals and sit with their regular small groups. They should turn to the page where they recorded similarities and differences about the four chunks of President Obama’s opening remarks. • Briefly review the Back-to-Back, Face-to-Face protocol. Clarify directions as needed, then ask students to find a partner and sit back-to-back. • Read the following prompt: <ul style="list-style-type: none"> * “Share one way all chunks of the president’s opening remarks about the Haiti earthquake were similar.” • Cold call a few students to share their partner’s thinking aloud. Listen for ideas like: “All four chunks discuss how the Haitian people need relief, aid, assistance.” • Ask students to find a new partner and, again, sit back-to-back. Read the following prompt: <ul style="list-style-type: none"> * “Share one way each chunk of the president’s opening remarks about the Haiti earthquake were different.” • Cold call several students to share whole group. Listen for comments such as the following : <ul style="list-style-type: none"> – “The first chunk is mainly about how the Americans are offering assistance through their generosity.” – “The second chunk is mostly about the difficulty in delivering aid quickly because of the scope of destruction.” – “The third chunk is about how Presidents Bush and Clinton are working to offer assistance.” – “The fourth chunk is about the remarkable determination of the Haitian people despite all their suffering.” • Focus students’ attention to the 2010 Haiti earthquake concept maps. • Staying in their regular small groups, invite students to participate in a Gallery Walk of the concept maps. As they walk, tell students to think about: <ul style="list-style-type: none"> * “What patterns do I notice?” * “What questions do I have?” • Give students 3- to 4 minutes to participate in the Gallery Walk. Ask students to return to their seats and focus attention whole group. • Cold call a few students to share out the patterns they notice and questions they have. 	<ul style="list-style-type: none"> • Distribute visuals to represent patterns and questions for students to place on the concepts map. A sticky note with a P could stand for pattern and a sticky note with a question mark could stand for questions.



Work Time	Meeting Students' Needs
<p>A. First Read: Jigsaw Expert Groups Read for the Gist (12 minutes)</p> <ul style="list-style-type: none">• Tell students they will continue to build their background knowledge about the earthquake in Haiti in the same expert groups from Lesson 1. Like the previous lesson, they will read one of four texts with their expert groups and return to their regular small groups to share what they learned.• Within each regular group, give each group member a different article: Reader 1: “Surface Amplified Haiti Earthquake” Reader 2: “A Rocky Road Ahead” Reader 3: “Help for Haiti” Reader 4: “On Shaky Ground”• Ask students to calmly and quietly move to sit with classmates given the same article.• Say: “As you read today, you will underline important details about the earthquake in Haiti, then review the ideas you underline to determine the gist.”• Invite expert groups to do the following in the next 10 minutes:<ol style="list-style-type: none">1. Read their assigned text.2. Underline three to five important details about the earthquake in Haiti.3. Discuss the details you underline with your group members.4. Refer to the details you underline to help you determine and record the gist in the margin of the text.• Circulate to offer support.• Cold call members from each group to share out the gist of their article whole class. Listen for comments such as the following:<ul style="list-style-type: none">– Expert group 1: “The ‘Surface Amplified Haiti Earthquake’ article is about the destruction in Haiti, and how geologists are using seismometers to study the earthquake in Haiti.”– Expert group 2: “‘The Rocky Road Ahead’ article is about how this was the worst earthquake in the region; Haitian people need aid to recover; many people suffered.”– Expert group 3: “The ‘Help for Haiti’ article is about all the people contributing to the relief efforts in Haiti; kids are raising money to help the Haitian people.– Expert group 4: “The ‘On Shaky Ground’ article is about how the earthquake in Haiti caused more damage than the one in Chile; teens in U.S. schools are trying to help the victims of the Haiti earthquake.”	<ul style="list-style-type: none">• Display instructions for students to refer to as they work• Consider providing struggling students with a list of details from their texts from which they choose to share and add to their group’s concept map



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Jigsaw Expert Groups Read for Main Ideas, Details, and Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets and read the following ones aloud: <ul style="list-style-type: none"> * "I can determine two main ideas and supporting details from an informational text about the 2010 earthquake in Haiti." * "I can determine the meaning of words and phrases in an informational text about the 2010 earthquake in Haiti." • Ask students to think about terms used in these targets they are already familiar with. Ask for volunteers to share out. • Listen for: determine (decide; find out) and main ideas (what the text is mostly about; big ideas). • Cold call one to two students to restate these two learning targets in their own words. • Distribute the Main Ideas and Details note-catcher to each student and display one copy. • Explain to students that each article has two main ideas, and each main idea is supported by three to five details. Tell students that as they read their article, they should do the following: <ol style="list-style-type: none"> 1. Review details you underlined during Work Time A and underline additional key details you locate as you read the article more closely. 2. Locate and circle key vocabulary listed at the top of your Main Ideas and Details note-catcher. Try to determine the meaning of words and phrases from context. 3. In groups, discuss key details you underlined and what you think are two of the main ideas presented in the article. 4. Record two main ideas from the article in your Main Ideas and Details note-catcher. Make sure to include key and previous vocabulary. 5. Record three to five supporting details for each main idea in your note-catcher. Make sure to include key and previous vocabulary. • Allow students 8 to 10 minutes to complete these tasks. Circulate to support as needed. See Main Ideas and Details note-catcher (answers, for teacher reference), and Lesson 2 Vocabulary Defined (answers, for teacher reference). 	<ul style="list-style-type: none"> • Write synonyms for key vocabulary words in the learning targets above or below the words for students to refer to throughout the lesson • Consider providing students who struggle with complex text and writing a partially filled-out Main Ideas and Details note-catcher . • Consider providing text with vocabulary words pre-highlighted or circled for students who struggle with locating the words on their own. • Display the instructions so students can refer to them as they work .



Work Time (continued)	Meeting Students' Needs
<p>C. Compare, Contrast, and Synthesize Information from All Articles (17 minutes)</p> <ul style="list-style-type: none">• Ask students to rejoin their regular small groups.• Direct students' attention to the posted learning targets and read the following learning target aloud:<ul style="list-style-type: none">* "I can synthesize information about the 2010 earthquake in Haiti by comparing and contrasting multiple accounts of the event."• Ask for volunteers to recall and share out the meaning of the words synthesize (combine; integrate), comparing (locating similarities), and contrasting (locating differences).• Invite students to share the main ideas and details they recorded on their note-catchers. Remind them to record information that group members share, as they will need this to write a synthesis statement.• Distribute the Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 to each student and display one copy. Read the directions aloud and provide clarification as needed.• Give students 12 to 13 minutes to complete the steps on their task card. Circulate to support as needed.• Cold call members from each group to share their synthesis statements aloud. See Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 (answers, for teacher reference).	<ul style="list-style-type: none">• Consider providing a partially filled-in Venn diagram for students who struggle with comparing and contrasting evidence from complex text



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to share their synthesis statements with their regular small group members. • Invite each student to add one detail from their notes and synthesis to their group's 2010 Haiti earthquake concept map. • After 3 to 4 minutes, cold call members from each group to share out one detail they added to their concept maps. 	<ul style="list-style-type: none"> • Direct students who struggle with determining key details to specific areas in the text • Note students who show Bugs or Mud, as they may need more support identifying main ideas and details, determining the meaning of unfamiliar vocabulary from context, or comparing, contrasting, and synthesizing information.
<p>B. Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention back to the learning targets and read them aloud. Ask students to use the Glass, Bugs, Mud Checking for Understanding Technique to demonstrate their mastery of each target. • Distribute the Lesson 2: Homework task card to each student. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete your synthesis statement if necessary. • Read the three texts you did not read during today's lesson. • For each of those three texts, add details that support each main idea to your Main Ideas and Details note-catcher. • For the article you read during the lesson, add the key vocabulary to the glossary in your journal. Write a short definition or synonym for each word. 	<ul style="list-style-type: none"> • Provide audio recordings of the texts for students who struggle reading complex text independently . • Consider allowing students who struggle with reading complex text to read only one or two of the articles instead of all four .



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 2

Supporting Materials



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“Surface Amplified Haiti Earthquake”



Even this well-constructed hotel could not withstand the amplified shaking that occurred on the ridge in Port-au-Prince where it was built.

DISCOVERIES

“When the earthquake happened, it went dancing around on its little feet. It did make a record, but it wasn’t very useful,” one of the scientists, Susan Hough, told *The New York Times*. Hough works for the U.S. Geological Survey.

After the quake, Hough installed more seismometers in the country. She placed two on a prominent ridge in the city and two in an adjoining valley. Those four seismometers recorded the quake’s aftershocks. Aftershocks are small tremors that occur hours, days, or weeks after an earthquake.

Hough found that the tremors were more severe along the ridge than they were in the valley. Those findings suggest that the shock waves produced by the original earthquake bounced back and forth within the ridge, amplifying the amount of shaking there, she says.

The ridge happened to be one of the few places in the city where the buildings were well constructed. Even those buildings could not withstand the quake’s vibrations, intensified as they were by the ridge, says Hough.

Surface Amplified Haiti Earthquake

earth **PORT-AU-PRINCE, Haiti**—Strong earthquakes occur around the world every year. So why was the one that struck Haiti a year ago this month so destructive? First, a large city, Port-au-Prince, is located near the center of the quake. Second, most buildings in Port-au-Prince are poorly built, and many crumbled when the quake shook them. Third, the city lies on soft ground, which intensified the shaking.

Now a team of U.S. geologists has discovered a fourth factor: the *topography* of the region. Topography is the shape, height, and depth of land’s surface. Physical features that make up the topography of an area include mountains, valleys, plains, and bodies of water.

Only one *seismometer* existed in Haiti when the earthquake struck. A seismometer is an instrument that detects and records vibrations and movements in the ground.

From left: Berkeley Lab; James King Holman/Photo Researchers, Inc.; Shutterstock

awarded the prize last fall for their discovery of a wonder material called *graphene*. Both men are physicists at the University of Manchester.

Their discovery evolved from a “fun Friday afternoon project” several years ago, says Geim. The two men were doing a low-tech investigation of *graphite*’s ability to conduct electricity. Graphite is a mineral form of carbon. The lead in pencils is graphite.

To accomplish their goal, Geim and Novoselov had to shave off very thin flakes of graphite. They had no luck

until a lab technician showed them how to strip off layers of graphite with the aid of transparent tape. The scientists refined their technique until they were able to peel off a layer of graphite just one atom thick. Graphene was born.

Geim and Novoselov first tested the superthin carbon’s electric properties. *Electricity* is the flow of electrons through a conductor. In most conductors, the electrons flow in a haphazard way, bouncing around like pinballs. In graphene, the electrons sail through like bullets. That property opens up the use of graphene for a new generation of superfast electronics, the physicists say. Graphene could one day replace silicon as the standard material for semiconductors.

Thousands of scientists are now studying graphene. They’ve discovered that the material conducts heat better than any known material. It’s also stretchy and superstrong. A hammock made of a single, superthin sheet of graphene could support a cat, yet it would weigh less than one of the cat’s whiskers.



Left: The atoms in a layer of graphene are linked in a pattern like that of chicken wire. Right: Andre Geim, one of graphene’s discoverers



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“A Rocky Road Ahead”

news zone

A Rocky Road Ahead

Haiti, one of the U.S.'s nearest neighbors, struggles after quake

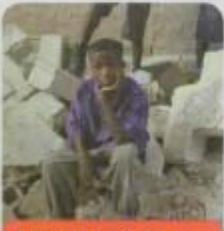


The January 12 earthquake left Haiti's Presidential Palace in ruins.

People in the nation of Haiti are struggling to recover weeks after a devastating earthquake. The powerful 7.0-magnitude quake caused massive destruction in the Caribbean nation (see map).

Tens of thousands of people were killed, and many more were hurt. The Presidential Palace, which is like the White House here in the U.S., was among the many government buildings that collapsed. Countless homes were destroyed, along with schools and hospitals. The disaster added to the suffering of a people already struggling to cope with everyday life. Haiti is one of the poorest nations in the world.

Aid groups from the U.S. and around the world rushed to provide food, water, and medical supplies to Haiti. People



A boy sits amid the rubble of a school.

worldwide are donating money. The U.S. has sent money and troops to help with relief efforts, and to police the streets. “This is a time when we are reminded of the common humanity that we all share,” President Barack Obama said. “With just a few hundred miles of ocean between us . . . Haitians are neighbors . . . we have to be there for them in their hour of need.”

The earthquake's **epicenter** was about 10 miles from Haiti's capital Port-au-Prince. Experts say it was the worst earthquake in the region in more than 200 years.

Americans have pitched in. They have donated money and collected food and clothes. Some have traveled to Haiti to volunteer their medical or search-and-rescue services. Many Haitian-Americans are especially concerned—they have loved ones there. More than 700,000 Americans are of Haitian descent.

“I'm thinking about if my sister's all right,” Kathleen Saint Amant, 10, of Brooklyn, told the *Daily News* of New York. ■



FAST FACTS:

HISTORY: A slave uprising led to Haiti's gaining its independence from France in 1804.

LOCATION: Shares the Caribbean island of Hispaniola with the Dominican Republic.

SIZE: Slightly smaller than the state of Maryland.

MAJOR LANGUAGES: French and Creole.

POPULATION: 9 million; 38 percent are kids under 15.

ECONOMY: Haiti is the poorest nation in the Western Hemisphere. Most people live on less than \$2 a day.

Word to Know

epicenter (EP-uh-sent-uh) *noun*. The area directly above the place where an earthquake occurs.

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“Help for Haiti”

Help for Haiti

The world brings aid to earthquake survivors.

COVER STORY WR



This boy's town was destroyed by the earthquake.

People in Haiti need your help! On January 12, a powerful earthquake shook the country. The quake had such force that many homes and schools were destroyed. Even parts of the president's palace crumbled.

Haiti is in Latin America. It is about 700 miles southeast of Florida. About 200,000 people died in the earthquake. It also caused millions of dollars' worth of **damage**, or harm. Officials estimate that 2 million Haitians were left homeless.

Many of those people now live outdoors. Families sleep in tents in Port-au-Prince. That is the capital of Haiti. People there need **urgent**, or immediate, aid. "I can't continue sleeping outside with



the children," says Rose-Marie Dedieu, a mother in Haiti.

The United States and other countries are helping Haitians. The United States has **pledged**, or promised, \$100 million in aid for Haiti. Former U.S. Presidents George W. Bush and Bill Clinton are leading the efforts. Americans are giving food, supplies, and millions of dollars to Haiti. Even kids are getting in on the act. Many students have been holding fund-raisers at their schools to collect money.

Winnie Romeril flew to Haiti a few days after the earthquake. She is a volunteer with the American Red Cross. Romeril and other workers are giving the people in Haiti blankets, water, and other basic items.

She says they're making small changes every day. "And we're going to keep making things get better ... until people are really back on their feet again," Romeril told *WR News*.

THINK ABOUT IT: Why might the United States want to help Haiti?



A member of the U.S. military carries an injured Haitian girl.

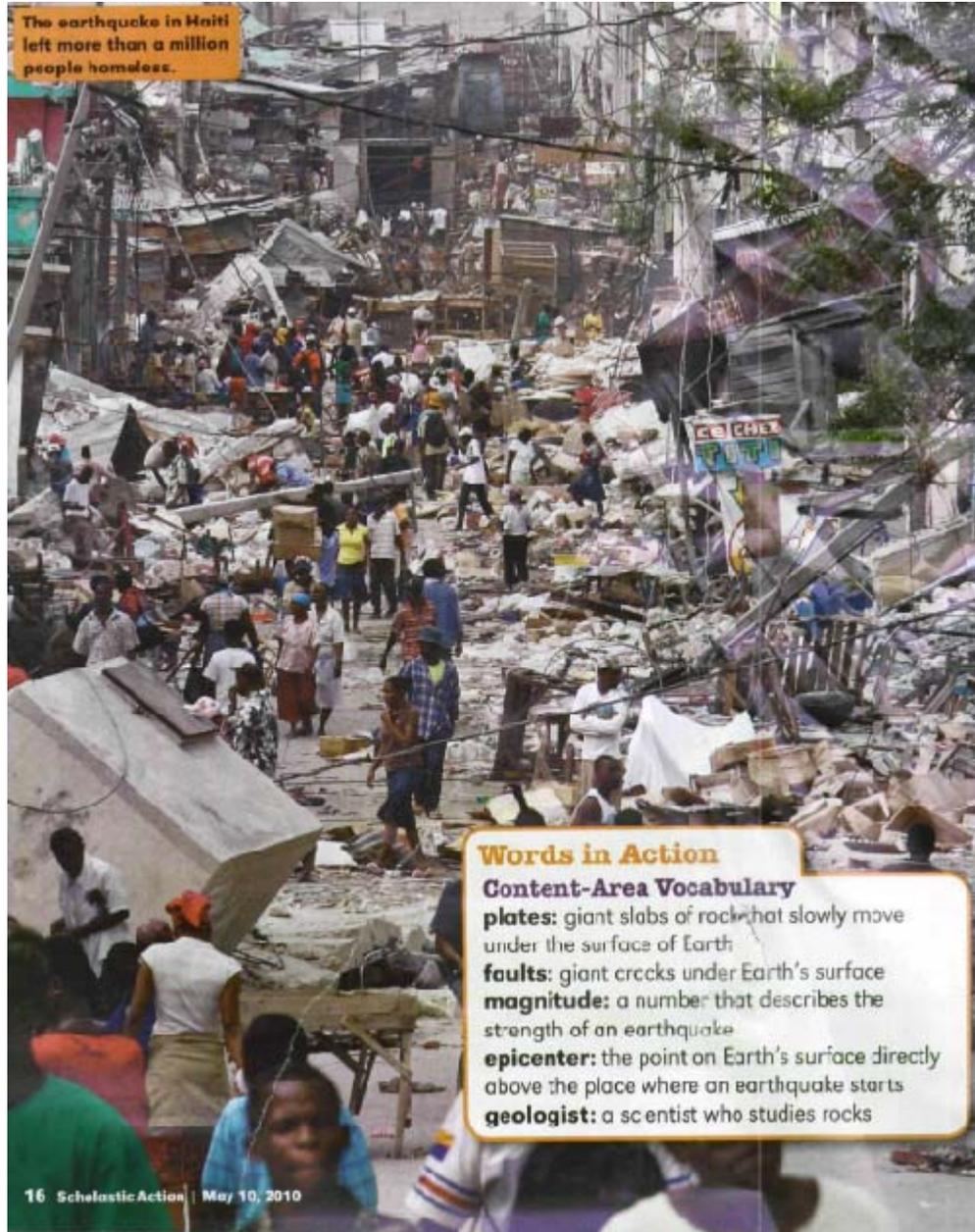
Spotlight on Haiti

<p>Population About 9 million</p> 	<p>Size 10,714 square miles (Haiti is about the same size as Massachusetts.)</p> 	<p>Main languages French and Creole, a mix of languages</p> 	<p>History Haiti is the second-oldest country in the Americas, after the United States. It won its independence from France in 1804.</p> 
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“On Shaky Ground”
By Britt Norlander





“On Shaky Ground”

By Britt Norlander

On Shaky Ground

Powerful earthquakes struck Haiti and Chile this year. Find out what caused them, and how teens are helping survivors.

Darlene Etienne was 16 years old when she almost died. She was at her cousin's house in Haiti when a powerful earthquake struck. The house crashed down around her.

Darlene was trapped. Fifteen days passed before neighbors heard her calling. A rescue team dug her out.

Darlene was lucky to survive. More than 220,000 people died in the earthquake that struck Haiti in January.

Less than two months later, another earthquake shook the ground in Chile. The quake was more powerful than the one in Haiti. But fewer than 1,000 people died.

The two earthquakes were very different. But they both started the same way.

Moving Rocks

Underneath the Earth's surface are rock **plates**.

These giant slabs of rock are always slowly moving. The shifting rocks meet along the edges of the plates. Where they meet, there are underground cracks called **faults**. Both Haiti and Chile are located near faults.

The rocks don't move smoothly along a fault. They rub against each other and get stuck. Over time, pressure builds up along the stuck parts of the fault.

When the pressure becomes too high, the rocks snap. The sudden breaking apart shakes the ground, causing an earthquake.

Built to Last

Scientists measure the strength of an earthquake based on how much shaking occurs. The earthquake in Haiti had a **magnitude** of 7.0. The earthquake in Chile had a magnitude of 8.8. Even though the quake in Chile was stronger, it caused less



Rescue workers pulled Darlene Etienne from the rubble.

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“On Shaky Ground”

By Britt Norlander

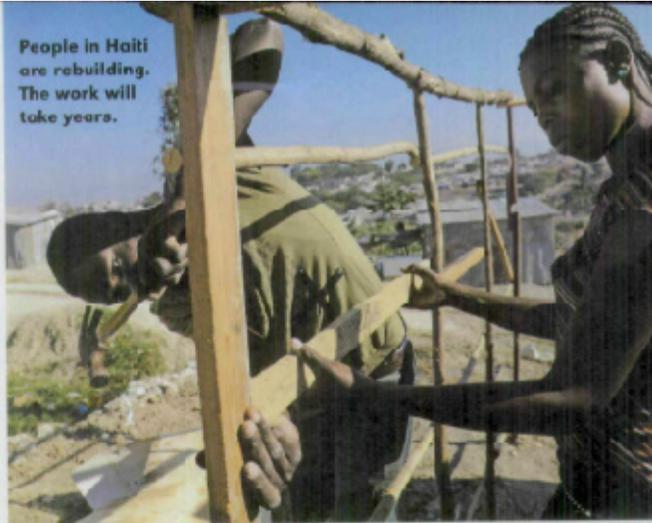
damage than the one in Haiti. One reason for the difference in damage is that the buildings in Chile are stronger. Quakes hit Chile often. Buildings there are made to stand up to shaking. There hadn't been an earthquake in Haiti in more than 200 years. Buildings there weren't as strong.

Danger Zone

The Haiti earthquake also caused more damage because of its location. An earthquake's **epicenter** is the point on Earth's surface directly above the spot where the quake starts.

“Usually, the epicenter is where the shaking is the strongest,” explains Michael Hamburger, a **geologist** at Indiana University.

The epicenter of the Chile earthquake was located away from places where many people live. In Haiti,



People in Haiti are rebuilding. The work will take years.

the epicenter was only 10 miles from the capital city of Port-au-Prince. “The area of highest shaking was very close,” says Hamburger. The violent shaking destroyed more than half of the city's buildings.

Helping Hands

People in Haiti and Chile are trying to clean up the ruins and help the victims.

In Haiti, the quake left about 1.5 million people homeless. All those people need food and other supplies.

Teens at schools around the U.S. are working to help the victims. At Evans High School in Orlando, Florida, students have been gathering supplies to send to Haiti. “We have collected a lot of canned goods, water, and other items,” says Rosemonde Emile, 17.

Many students in the school are originally from Haiti. Others, like Rosemonde, have family members who live there. “Everyone is coming together to help,” says Rosemonde.

You can help too. Visit www.scholastic.com/actionlink. There, you'll find out how to support organizations that are helping earthquake victims.

—Britt Norlander



This house in Chile crumpled from the force of the quake.

“On Shaky Ground”
By Britt Norlander

READING A MAP

Shaky Spots

Earthquakes shook Haiti and Chile this year. The greatest damage happened closest to the epicenter of each earthquake. Look at the maps to see where the epicenters were. Use the maps to answer the questions.

Earthquakes in Haiti and Chile

CHILE

Epicenter of Chile earthquake

Santiago

Concepción

Pacific Ocean

Atlantic Ocean

ARGENTINA

SOUTH AMERICA

Date of earthquake:
February 27, 2010

U.S.

Atlantic Ocean

EQUATOR

HAITI

CHILE

Pacific Ocean

SOUTH AMERICA

MAP KEY
★ = city
● = capital city

HAITI

Epicenter of Haiti earthquake

Port-au-Prince

Atlantic Ocean

Caribbean Sea

DOMINICAN REPUBLIC

CUBA

BAHAMAS

Date of earthquake:
January 12, 2010

- 1.** Which country is closest to Haiti?
 A Cuba C U.S.
 B Argentina D Dominican Republic
- 2.** What city was close to the epicenter of the earthquake in Haiti?
 A Concepción
 B Port-au-Prince
 C Bahamas
 D Santiago
- 3.** The earthquake in Chile happened closest to which body of water?
 A Atlantic Ocean
 B Caribbean Sea
 C Pacific Ocean
 D Arctic Ocean
- 4.** What city was just south of the epicenter of Chile's earthquake?
 A Concepción C Bahamas
 B Port-au-Prince D Santiago

Answers are in the Teacher's Edition.

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Main Ideas and Details Note-catcher:
“Surface: Amplified Haiti Earthquake”

Name: _____

Date: _____

Key vocabulary: *responding, scenes, common, scope, service, aid, relief, efforts*

Previous vocabulary: *devastation, destruction, disaster*

“Surface Amplified Haiti Earthquake”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“A Rocky Road Ahead”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“Help for Haiti”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:



Main Ideas and Details Note-catcher:
“Surface: Amplified Haiti Earthquake”

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:



Main Ideas and Details Note-catcher:
“A Rocky Road Ahead”

Name: _____

Date: _____

Key vocabulary: *recover, devastating, collapsed, countless, cope, common, in their hour of need, epicenter, volunteer*

Previous vocabulary: *destruction, disaster, suffering, aid, supplies, relief effort*

“Surface Amplified Haiti Earthquake”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“A Rocky Road Ahead”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“Help for Haiti”	Main Idea #1:	3-5 Supporting Details:
	Main Idea #2:	3-5 Supporting Details:



Main Ideas and Details Note-catcher:
“A Rocky Road Ahead”

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:



Main Ideas and Details Note-catcher:
“Help for Haiti”

Name: _____

Date: _____

Key vocabulary: *crumbled, homeless, urgent, pledged, getting in on the act, holding, fundraisers, volunteer*

Previous vocabulary: *earthquake, destroyed, damage, harm, aid, efforts, supplies*

“Surface Amplified Haiti Earthquake”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“A Rocky Road Ahead”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“Help for Haiti”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:



Main Ideas and Details Note-catcher:
“Help for Haiti”

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:



Main Ideas and Details Note-catcher:
“On Shaky Ground”

Name: _____

Date: _____

Key vocabulary: *magnitude, epicenter, geologist, violent, victims, homeless, gathering, support*
Previous vocabulary: *earthquake, trapped, plates, faults, damage, ruins, supplies*

“Surface Amplified Haiti Earthquake”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“A Rocky Road Ahead”	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
“Help for Haiti”	Main Idea #1:	3-5 Supporting Details:
	Main Idea #2:	3-5 Supporting Details:



Main Ideas and Details Note-catcher:
“On Shaky Ground”

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:



Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

“Surface Amplified Haiti Earthquake”	Main Idea #1: There are several reasons the earthquake in Haiti was so destructive.	3–5 Supporting Details: <ul style="list-style-type: none">• A large city, Port-au-Prince is near the center of the quake.• Most buildings in Haiti are poorly built.• Because the city is on soft ground, the shaking was intensified.• The quake was destructive because of the topography of the land.
	Main Idea #2: Geologists are setting up more seismometers in Haiti to learn more about the earthquake.	3–5 Supporting Details: <ul style="list-style-type: none">• Seismometers detect vibrations from the earthquake.• Susan Hough placed seismometers on a ridge and in an adjoining valley.• Hough discovered tremors were more severe along the ridge than in the valley.• Hough learned the shocks in the ridge bounced back and forth which amplified the shaking.• Even better constructed buildings could not withstand the earthquakes vibrations.



Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

“A Rocky Road Ahead”	Main Idea #1: People in Haiti are struggling to recover from the devastating earthquake that took place.	3–5 Supporting Details: <ul style="list-style-type: none">• Tens of thousands of people were killed.• Buildings and homes collapsed and were destroyed.• Added to people’s suffering as they were already struggling to cope with living in the poorest nation in the Western Hemisphere.
	Main Idea #2: Aid groups from around the world are working to provide necessary supplies to the Haitian people.	3–5 Supporting Details: <ul style="list-style-type: none">• Groups from the U.S. and around the world provided food, water, and medical supplies to the people in Haiti.• People all over the world are donating money and troops to help with relief efforts.• President Obama said we share a common humanity and must help Haiti in their hour of need.• Volunteers have traveled to Haiti to offer their services.



Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

“Help for Haiti”	Main Idea #1: The people of Haiti need help to recover from the earthquake that destroyed so much of the country.	3–5 Supporting Details: <ul style="list-style-type: none">• The quake destroyed homes and schools.• About 200,000 people died in the quake.• The earthquake caused millions of dollars in damage.• Two million Haitians were left homeless by the quake.• Families have to sleep outside in tents because their homes were destroyed.
	Main Idea #2: The U.S. and other countries are helping Haiti.	3–5 Supporting Details: <ul style="list-style-type: none">• The U.S. has pledged \$100 million in aid to Haiti.• Americans are giving food, supplies, and money to Haiti.• Kids are getting in on the act to help Haiti by holding fund-raisers to raise money.• Volunteers for the Red Cross are giving people in Haiti blankets, water and other basic items.



Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

On Shaky Ground	<p>Main Idea #1: The earthquakes that struck Haiti and Chile were similar and different.</p>	<p>3–5 Supporting Details:</p> <ul style="list-style-type: none">• Both Haiti and Chile are on faults where pressure built up to cause the earthquakes.• Both earthquakes were strong; Haiti’s was a 7.0 magnitude and Chile’s was an 8.8 magnitude.• Because Haiti hadn’t experienced an earthquake in over 200 years they did not make buildings as strong as the ones in Chile that are made to stand up to the shaking.• The earthquake in Haiti caused more damage than the one in Chile because the violent shaking at the epicenter of the quake in Haiti was closer to more people.
	<p>Main Idea #2: People are trying to help rebuild the ruins and help victims of the earthquake in Haiti.</p>	<p>3–5 Supporting Details:</p> <ul style="list-style-type: none">• 1.5 million people are homeless in Haiti, and they need food and other supplies.• Teens in the U.S. are gathering supplies to send to Haiti.• Everyone is working together to offer help and support to victims of the Haiti earthquake.



Lesson 2 Vocabulary Defined
Answers, For Teacher Reference

“Surface Amplified Haiti Earthquake”

intensified—made stronger; increased
topography—“shape, height, and depth of land’s surface; physical features of the land” (definition from article)
seismometer—“an instrument that detects and records vibrations and movements in the ground” (definition from article)
detects—senses; becomes aware of; identifies
adjoining—next to; bordering; adjacent
severe—brutal; difficult; harsh
amplifying—intensifying; increasing; strengthening
withstand—hold out; resist; hold up

“A Rocky Road Ahead”

recover—get back; regain; return to a former state
devastating—destructive; harmful; damaging
collapsed—fell down abruptly or suddenly; cave in; give way
countless—very many; immeasurable; limitless; numerous
cope—handle; deal with; manage; get by
common—shared; joint; for all; collective
in their hour of need—at a time when someone needs help very much
epicenter—“the area directly above the place where an earthquake occurs” (definition from article)
volunteer (v.)—offer free help; do something by choice

“Help for Haiti”

crumbled—fell down; fell to pieces; fell apart; collapsed
homeless—(home) place to live; (less) without; without a place to live
urgent—requires immediate attention; vital; urgent
pledged—promised; guaranteed
getting in on the act—become involved
holding—organizing; having
fundraisers—activities to raise money to help people/someone in need
volunteer (v.)—offer free help; do something by choice

“On Shaky Ground”

magnitude—a measure of the energy an earthquake produces
epicenter—“the point on Earth’s surface directly above the spot where the quake starts” (definition from article)
geologist—a scientist who studies rocks and minerals, the structure of an area
violent—forceful; intense; powerful
victims—people who are injured; people who have been harmed, are suffering
homeless—(home) place to live; (less) without; without a place to live
gathering—collecting; accumulating
support—provide for; take care of; look after; care for

Compare, Contrast, and Synthesize Task Card:
The Haiti Earthquake of 2010

Name:

Date:

Part A:

- With other members of your regular group, share the two main ideas and details you recorded in your note-catcher from the article you read.
- After each person shares, give other members in your group time to ask clarifying questions as needed, then record the main ideas and details onto their own note-catcher for each article they did not read.

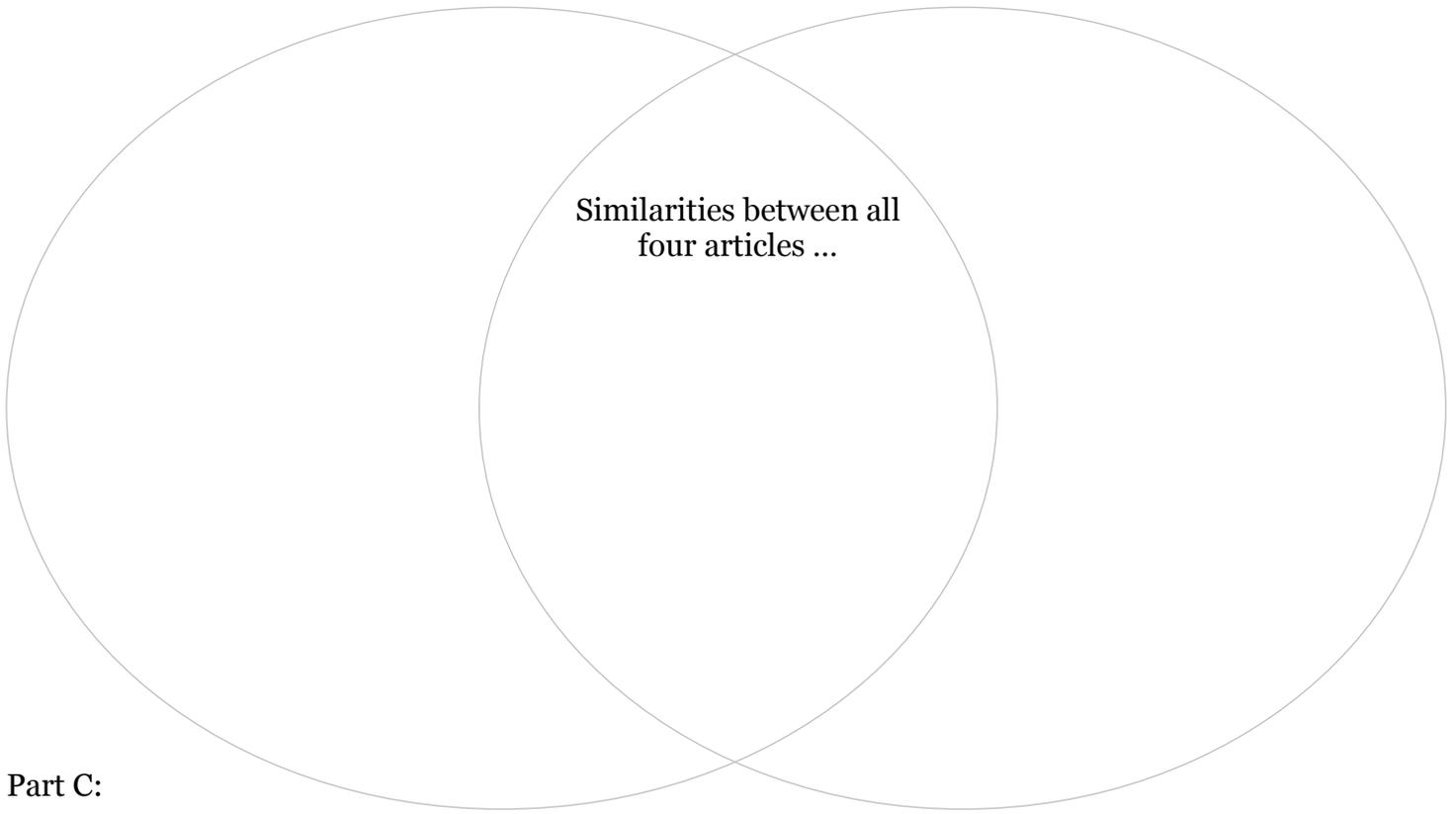
Part B:

- As a group, fill out the Venn diagram below. First, in the center of the oval of the Venn diagram, use the information from your note-catcher to list at least two similarities between the article “Surface Amplified Haiti Earthquake” and the other three articles.
- Then, in the outer spaces of the Venn diagram, use the information in your note-catcher to list at least two differences between the article “Surface Amplified Haiti Earthquake” and the other three articles.

Compare, Contrast, and Synthesize Task Card:
The Haiti Earthquake of 2010

“Surface Amplified Haiti Earthquake”

“A Rocky Road Ahead,” “Help for Haiti,” and “On Shaky Ground”



Part C:

Use the information from your Venn diagram to complete the synthesis statement:

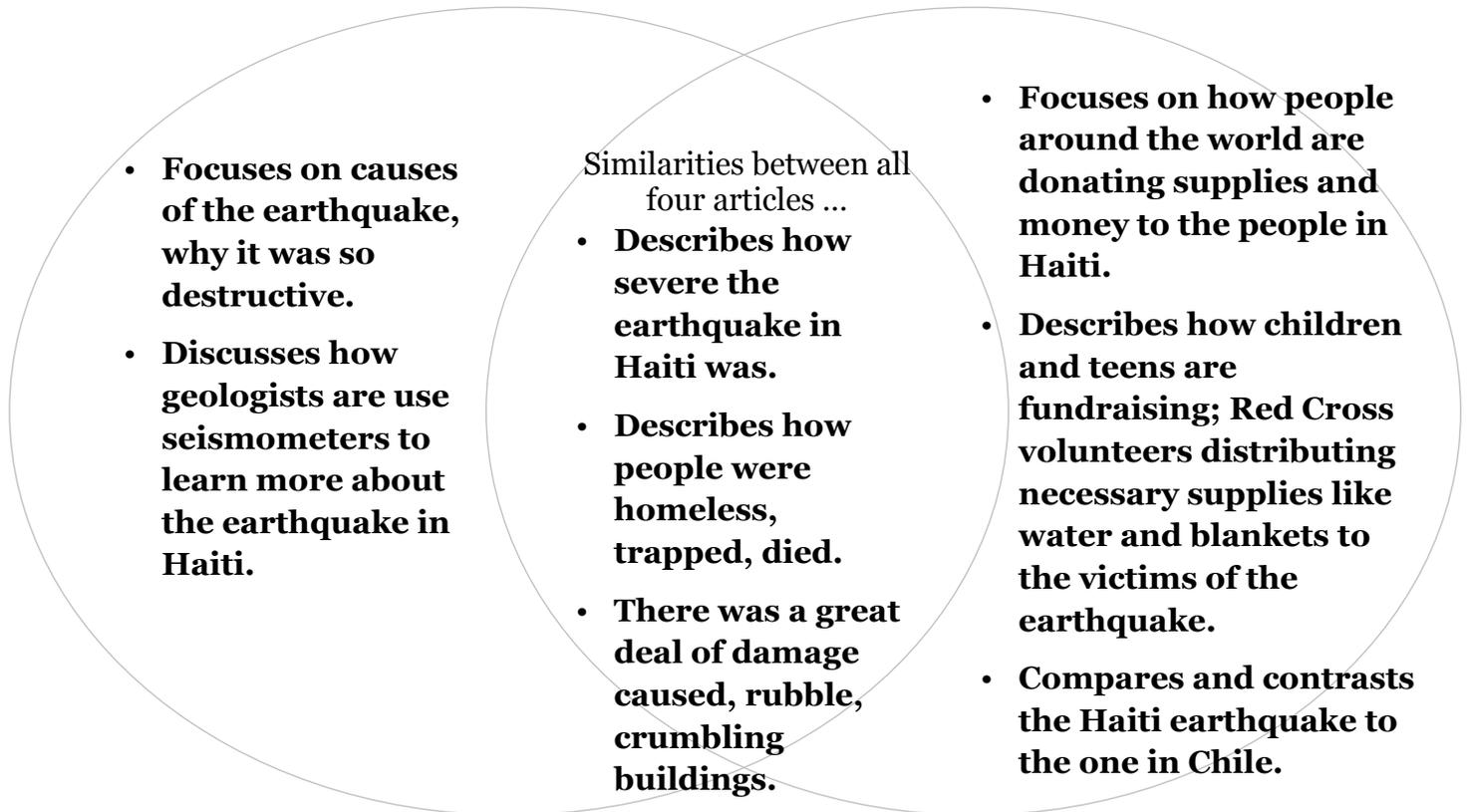
All four articles about the earthquake in Haiti explain ...

The articles also describe different information about the earthquake, such as ...

Compare, Contrast, and Synthesize Task Card:
The Haiti Earthquake of 2010 Answers, For Teacher Reference

“Surface Amplified Haiti Earthquake”

“A Rocky Road Ahead,” “Help for Haiti,” and “On Shaky Ground”



Part C:

Use the information from your Venn diagram to complete the synthesis statement:

All four articles about the earthquake in Haiti explain ...

how destructive the earthquake in Haiti was and the suffering of the Haitian people due to death, destruction, and rubble left by the quake.

The articles also describe different information about the earthquake, such as ...

how geologists are setting up seismometers in Haiti to learn more about the earthquake, and all the ways people around the world are donating supplies and money to help the people of Haiti recover from the disaster.



Lesson 2:
Homework Task Card

Name:

Date:

1. Complete your synthesis statement if you were not able to do so during work time today.
2. Read the three texts you did not read during today's lesson.
3. For each of those three texts, add details that support each main idea to your note-catcher.
4. For just the article that you did read during the actual lesson, add the key vocabulary below to the glossary in your journal. Write a short definition or synonym for each word.

“Surface Amplified Haiti Earthquake”: *intensified, topography, seismometer, detects, adjoining, severe, amplifying, withstand*

“A Rocky Road Ahead”: *recover, devastating, collapsed, countless, cope, common, in their hour of need, epicenter, volunteer*

“Help for Haiti”: *crumbled, homeless, urgent, pledged, getting in on the act, holding, fundraisers, volunteer*

“On Shaky Ground”: *magnitude, epicenter, geologist, violent, victims, homeless, gathering, support*



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 3

Researching about the Red Cross: What Is a Multinational Aid Organization?



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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 document what I learn about a topic by taking notes. (W.5.8)
- I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9)
- After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)

Supporting Learning Targets

- I can take notes from informational texts about multinational aid organizations.
- I can explain what a multinational aid organization is.
- I can explain key ideas about multinational aid organizations by using quotes from my note-catcher.

Ongoing Assessment

- Vocabulary glossaries in student journals
- Three-column note-catcher: What Is a Multinational Aid Organization?
- Chalk Talk sticky notes



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Read Aloud for the Gist (10 minutes) B. Second Read and Taking Notes: What Is a Multinational Aid Organization? (25 minutes) C. Choosing Evidence from Notes: Chalk Talk (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) B. Review Learning Targets (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread the article “The Red Cross at a Glance” independently or aloud to someone at home. . B. Add one to two more details to your three-column note-catcher to explain how the Red Cross is <i>multinational</i>, provides <i>aid</i>, or is an <i>organization</i>. C. . In your journal, add key vocabulary words to the glossary and write a short definition or synonym for each term. 	<ul style="list-style-type: none"> • This lesson shifts students’ focus from building background knowledge to learning more broadly what international aid organizations are and how they offer support to areas like Haiti after they are struck by a natural disaster. • Students closely examine two informational texts to determine the meaning of “multinational,” “aid,” and “organization.” • Since the Lexile ranges for both of the informational texts are above grade level, students follow along as you read both texts aloud. During these first reads, students try to determine the gist of the texts. Before sharing out with the group, students are given time to discuss their thinking in their regular small groups. • Toward the end of the lesson, students use quotes from their three-column note-catchers to participate in a Chalk Talk activity (see Appendix 1) to share their thinking about what a multinational aid organization is, discuss patterns they notice, and ask clarifying questions. • In advance: <ul style="list-style-type: none"> • Determine how you will display the Taking Notes task card: What Is a Multinational Aid Organization? so only one part is visible to students at a time. • Place students into heterogeneous Chalk Talk groups, with a maximum of six students per group. Depending on class size, these groups may be similar to students’ expert groups from Lessons 1 and 2. • Prepare chart paper for Chalk Talk. • Review: Chalk Talk protocol, Milling to Music, and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; directions for Chalk Talk.



Lesson Vocabulary	Materials
<p>notes, multinational, aid, organizations, explain, quotes</p> <p>“Characteristics of Multinational Companies (MNCs)”: multinational, assets, branches, subsidiaries, nationals, mobility, integrated, operate</p> <p>“The Red Cross at a Glance”: organizations, cooperation, assistance, donations, vouchers, chapters</p>	<ul style="list-style-type: none">• Main Idea and Details note-catcher (from Lesson 2)• Journals• “Characteristics of Multinational Companies (MNCs)” (one per student)• “The Red Cross at a Glance” (one per student)• Three-column note-catcher: What Is a Multinational Aid Organization? (one per student)• Document camera• Taking Notes task card: What Is a Multinational Aid Organization? (one for display)• Three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference)• Sticky notes (three per student)• Chalk Talk charts (one per group)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (7 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Main Idea and Details note-catchers.• Review the Milling to Music protocol with students and provide clarification as needed.• Allow students a moment to mill throughout the room and find a partner who did not read the same article. Give students 1 to 2 minutes to share one detail they added to their note-catcher with their partner.• Cold call several students to share the name of the article they read and one detail they added to their note-catcher.• Allow students another moment to mill throughout the room to find another partner who <i>did</i> not read their article or the same article as the first partner. Give students 1 to 2 minutes to share one detail they added to their note-catcher with their partner.• Focus students' attention to the guiding questions for Unit 3 and read the following aloud:<ul style="list-style-type: none">* "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?"• Say something like: "During the previous two lessons, you read informational texts to help you build more background knowledge about the devastating effects of the 2010 earthquake on the people and environment of Haiti. Recall that your final performance task is to deliver an opinion speech about how a U.S. multinational organization should prioritize aid to countries struck by a natural disaster. We'll now learn more about what multinational aid organizations are and how they provide support and assistance to countries, like Haiti, that face significant challenges after a disaster strikes."	<ul style="list-style-type: none">• Display the directions for the Milling to Music protocol for students to refer to during the homework review.



Work Time	Meeting Students' Needs
<p>A. First Read: Read Aloud for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take their journals and sit with their regular small groups.• Distribute one copy of “Characteristics of Multinational Companies (MNCs)” and one copy of “The Red Cross at a Glance” to each student.• Explain to students that even though both of these informational texts are short, they are complex and may contain terms students may find unfamiliar. Remind them that good readers often read a text more than once to determine what it’s saying.• Invite students to follow along silently as you read “Characteristics of Multinational Companies (MNCs)” aloud.• Ask students to discuss the gist of this article in their regular small groups.• Cold call members from each group to share their thinking. Listen for: “Lists and describes each part of a multinational organization; defines features of a multinational organization.” Ask students to record this gist in the margin.• Next, focus students’ attention on the second article: “The Red Cross at a Glance.” Ask students to follow along silently as you read this second article aloud.• Give students a moment to think about and discuss the gist with group members.• Cold call members from each group to share out. Listen for suggestions like: “The Red Cross provides aid to people all over the world; the Red Cross provides many types of assistance.” Ask students to record this gist in the margin.	<ul style="list-style-type: none">• Consider giving students who struggle with reading large quantities of text at once only one article at a time.• Students who struggle with complex text may need to hear the articles read more than once before determining the gist. Alternatively, they may be more successful with determining the gist in chunks rather than after the entire article.



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read and Taking Notes: What Is a Multinational Aid Organization? (25 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read the first two aloud: <ul style="list-style-type: none"> * "I can take notes from informational texts about multinational aid organizations." * "I can explain what a multinational aid organization is." • Remind students they have worked with similar targets in previous units, and ask them to discuss in their groups what it means to <i>take notes</i> and <i>explain</i>. • Invite several students to share their thinking with the class. Listen for: "To take notes means to locate key ideas about a specific topic in the text, and then paraphrase or record direct quotes into a graphic organizer or note catcher; to explain means to use important details and key vocabulary to describe what something is." • Tell students that during the first part of their close reading task, they are reading to locate information that helps them determine the meaning of the terms <i>multinational</i>, <i>aid</i>, and <i>organization</i> in these learning targets. • Distribute the three-column note-catcher: What Is a Multinational Aid Organization? to each student. • Then, using a document camera, display Part 1 of the Taking Notes task card: What Is a Multinational Aid Organization? • Read the directions for Part 1 aloud and answer clarifying questions. Then invite students to begin. Circulate to support. • After 4–5 minutes, focus students' attention once again on the term <i>multinational</i>. Point out the prefix <i>multi-</i> and the root word <i>nation</i>. Ask students to discuss what these parts of the word mean with their regular small groups. • Invite one to two students to share their thinking whole group. Listen for: "<i>multi-</i> means many; <i>nation-</i> means country, land." Point out connections to other words students may know with this prefix (such as multiply, multiplex, multitask). • Ask for volunteers to explain the meaning of "multinational" based on their understanding about parts of the word. Listen for: "Many nations; more than one country or area in the world." 	<ul style="list-style-type: none"> • Students who struggle with language could benefit from a sentence starter when sharing their gist (i.e., "The article "The Red Cross at a Glance" is mostly about • Provide a nonlinguistic visual for take notes (a picture of a person writing on a separate paper or a note card while reading). • Students who struggle with complex text may need a partially filled-in three-column note-catcher. • Consider distributing Taking Notes task cards: What Is a Multinational Aid Organization? to those students who may need it to focus on the directions independently . • Create a visual of the vocabulary words relating to multinational and aid such as a concept map or anchor chart by listing them and the definitions with accompanying visuals for students who struggle with language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Direct students to look at what they recorded in the box “Multinational means ...” on their three-column note-catchers and revise as needed. See three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference). • Display and read Part 2 of the Taking Notes task card: What Is a Multinational Aid Organization? aloud. Answer clarifying questions. Invite students to begin and circulate to support. • After 4 to 5 minutes, cold call several students to share out what they recorded in the boxes “Aid means ...” and “Organization means ...” • Pause to discuss the following key vocabulary terms students may have included in their descriptions of “multinational,” “aid,” or “organization”: <ul style="list-style-type: none"> <i>assets</i>—property owned by an organization; value of an organization <i>branches</i>—different parts of an organization that serve different purposes or functions <i>subsidiaries</i>—parts of a larger organization or company <i>nationals</i>—resident; citizen; inhabitant <i>mobility</i>—ability to move <i>integrate</i>—join together; combine; make parts into a whole <i>operate</i>—function; work <i>cooperation</i>—teamwork; collaboration; working together • Allow students 1 to 2 minutes to revise their descriptions of “multinational,” “aid,” or “organization” based on new understandings about key vocabulary. • Then display and read Part 3 of the Taking Notes task card: What Is a Multinational Aid Organization? aloud. Answer clarifying questions. Then invite students to begin and circulate to support. • After 5 to 6 minutes, cold call several students to share out what they recorded in the boxes “The Red Cross is <i>multinational</i> ...,” “The Red Cross provides <i>aid</i> ...,” and “The Red Cross is an organization ...” on the lower half of their three-column note-catchers. See three-column note-catcher: What Is a Multinational Aid Organization (answers, for teacher reference). 	<ul style="list-style-type: none"> • Continue to add new vocabulary with definitions and visuals to anchor charts for students to refer to throughout the unit. • Allow students who struggle with writing to dictate their definition to a peer or a teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Pause to discuss more key vocabulary students may have included in their descriptions of how the Red Cross “is multinational,” “provides aid,” and how it “is an organization”: <i>chapters</i>—a branch or part of a larger organization <i>assistance</i>—help; aid; support <i>donations</i>—gifts; contributions <i>vouchers</i>—something that serves as a substitute for money, such as a coupon or a ticket Allow students to revise the information in their note-catchers based on new understandings about key terms. Display and read Part 4 of the Taking Notes task card: What Is a Multinational Aid Organization? aloud. Reiterate to students that they should complete only the first statement at the bottom of the three-column note-catchers. Answer clarifying questions. Give students 3 minutes to complete this part and circulate to support. Invite several students to share out whole group. See three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference). 	
<p>C. Choosing Evidence from Notes: Chalk Talk (10 minutes)</p> <ul style="list-style-type: none"> Direct students’ attention to the posted learning targets and read the last learning target aloud: * “I can explain key ideas about multinational aid organizations by using quotes from my note-catcher.” Ask 1 to 2 students to restate this learning target in their own words. Listen for suggestions like: “I can use information from my note-catcher to describe multinational aid organizations,” or similar ideas. Tell students they will use the notes from their three-column note-catcher to participate in a Chalk Talk and share their thinking about what a multinational aid organization is with group members. Place students into Chalk Talk groups of no more than six students, and review the Chalk Talk protocol. 	<ul style="list-style-type: none"> Consider allowing students who struggle with reading a lot of text at once to choose only one to two quotes to share rather than three. Provide sentence starters for students who struggle with language. (“A pattern I notice with the quotes is _____.” A question I have about _____ is _____.”)



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute three sticky notes to each student and point out each group's Chalk Talk chart. Then, direct student attention to the posted directions for the Chalk Talk and read them aloud:<ul style="list-style-type: none">– Refer to your notes, and choose three quotes that describe what a multinational aid organization is.– Record each quote onto a separate sticky note.– Place your sticky notes on the Chalk Talk chart.– Read what other members wrote on Chalk Talk sticky notes.– Think about patterns you notice and questions you have.– Discuss patterns and questions with group members.• Provide clarification as needed. Give students 5 to 6 minutes to complete their Chalk Talks and circulate to support as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Invite members from each Chalk Talk group to share out with the class patterns they noticed and questions they had. • Ask groups to consider this question: <ul style="list-style-type: none"> * “Refer to your Chalk Talk notes and discuss: How should multinational aid organizations respond when a community is struck by a natural disaster?” • Give students time to talk in their groups, then cold call each group to share their thinking aloud. 	<ul style="list-style-type: none"> • Consider giving students who struggle with language cue cards that have key vocabulary to choose from to help them answer the debrief question. • Note students who show a three, two, one, or fist as they may need more support locating key details, taking notes, or explaining ideas by using quotes from the text. Consider providing a differentiated homework assignment such as rereading just a chunk of the text to locate details to add to the note-catcher, or drawing a picture to represent the meaning of key vocabulary.
<p>B. Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Read of the Learning Targets aloud and ask students to use Fist-to-Five to demonstrate their mastery toward each target. • Note students who show a three, two, one or fist as they may need more support locating key details, taking notes or explaining ideas by using quotes from the text. 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the article “The Red Cross at a Glance” independently or aloud to someone at home.• Add one to two more details to your three-column note-catcher to explain how the Red Cross is <i>multinational</i>, provides aid, or is an <i>organization</i>.• In your journal, add key vocabulary words to the glossary and write a short definition or synonym for each term.• Key vocabulary: organizations, cooperation, assistance, donations, vouchers, chapters.	<ul style="list-style-type: none">• Provide an audio recording of the article for students that may struggle with reading complex text independently.• Allow students who struggle with writing to dictate the notes to add to their note-catcher to someone at home• Consider focusing students that struggle with language on three to four key vocabulary words rather than all of them at once .



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 3

Supporting Materials



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Characteristics of Multinational Companies

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Source: <http://www.preservearticles.com/2012010319696/essay-on-the-meaning-and-definitionof-multinational-company.html>

The Red Cross at a Glance

by Dave Coustan

When disaster strikes anywhere around the world, the Red Cross is always among the first and biggest aid organizations to set up relief efforts. The Red Cross always finds a way to bring support staff, food aid, shelter, and medical care to areas of great need, even in the most dangerous and difficult conditions imaginable. Their efforts to provide relief for victims of Hurricane Katrina represent the largest mobilization of its kind in history.

- The mission of the American Red Cross is to provide nonpartisan aid in times of war and peace, as well as disaster and emergency relief.
- It was founded by Clara Barton in 1881.
- The Red Cross is led by a staff of volunteers.
- The American Red Cross is a private charity and is not a part of the U.S. government. It works in cooperation with government organizations such as the Federal Emergency Management Agency (FEMA) and the U.S. Armed Forces.
- The costliest disaster was the terrorist attacks of September 11, 2001. Those events resulted in costs of almost \$1 billion in disaster assistance. The greatest loss of life occurred during the Galveston, Texas hurricane of 1900, when 6,000 people lost their lives.
- The Red Cross does not accept individual donations of goods in kind like food and clothing. The costs and difficulties associated with organizing, sanitizing, maintaining, and distributing those goods makes it more efficient for the Red Cross to work through cash donations from individuals. Where possible, they use vouchers to allow victims to select the most locally appropriate aid.
- The American Red Cross is part of the International Red Cross and Red Crescent Movement, which values all nations equally and respects the status of all people.
- There are almost 900 chapters of the American Red Cross in the United States.
- Almost 25 percent of the Red Cross's funding comes from private donations.

In addition to providing direct aid in times of war and disaster, the American Red Cross provides regular educational, medical, and community services through its local chapters. Together, they collect and test more than 7 million units of donated blood each year. In 2004 they taught 11 million Americans critical lifesaving skills such as CPR and first aid.

Coustan, Dave. "The Red Cross at a Glance." HowStuffWorks. Web. 2013.



Three-column note-catcher: What is a Multinational Aid Organization?

Name:

Date:

Multinational means ...	Aid means ...	Organization means ...
The Red Cross is <i>multinational</i> ...	The Red Cross provides <i>aid</i> ...	The Red Cross is an <i>organization</i> ...



Three-column note-catcher: What is a Multinational Aid Organization?

A multinational aid organization is...

The Red Cross is a multinational aid organization because...



Taking Notes Task Card: What Is a Multinational Aid Organization?

We will work through this task card one part at a time.

Part 1: “Characteristics of Multinational Companies (MNCs)”

Key vocabulary: *multinational, assets, branches, subsidiaries, nationals, mobility, integrated, operate*

1. As you read the article *Characteristics of Multinational Companies (MNCs)*, circle and try to determine the meaning of key vocabulary to support your understanding of the term “multinational.”
2. Discuss with group members what you think “multinational” means.
3. In the upper-left box of your note-catcher, paraphrase key ideas from the article to explain the meaning of the word “multinational.”

Part 2: “The Red Cross at a Glance”

Key vocabulary: *organizations, cooperation, assistance, donations, vouchers, chapters*

Previous vocabulary: *disaster, aid, relief efforts, volunteers, distributing, victims*

1. As you read the article “The Red Cross at a Glance,” circle and try to determine the meaning of key and previous vocabulary to support your understanding of the terms “aid” and “organization.”
2. Discuss with group members what you think “aid” means and “organization” means (in this context).
3. In the upper-center box “Aid means ...,” paraphrase key ideas from the article to explain the meaning of “aid.”
4. In the upper-right box “Organization means ...,” paraphrase key ideas from the article to explain the meaning of “organization.”



Taking Notes Task Card: What Is a Multinational Aid Organization?

Part 3: “The Red Cross at a Glance,” Continued

Key vocabulary: *organizations, cooperation, assistance, donations, vouchers, chapters*

Previous vocabulary: *disaster, aid, relief efforts, volunteers, distributing, victims*

1. Reread the introduction paragraph, bulleted information, and the conclusion of “The Red Cross at a Glance” to locate and underline details about how “The Red Cross is *multinational* ...” how “The Red Cross provides *aid* ...” and how “The Red Cross is an *organization* ...”
2. Discuss with group members the details you located and underlined.
3. In each of the lower three boxes on the note-catcher, record one to two quotes from the article that explain how “The Red Cross is *multinational* ...” how “The Red Cross provides *aid* ...” and how “The Red Cross is an *organization* ...”

Part 4: Explaining: What Is a Multinational Aid Organization?

1. Review key ideas from your note-catcher to determine your answer to this question: “What is a multinational aid organization?”
2. Discuss with group members your thinking.
3. To complete *only the first statement* at the bottom of your note-catcher “A multinational aid organization is ...,” write a short definition that includes key and previous vocabulary, as well as details from the informational texts you read.



Three-column note-catcher: What is a Multinational Aid Organization?
(Answers for Teacher Reference)

<p>Multinational means ...</p> <ul style="list-style-type: none"> • A large company with billions in <u>assets</u> • Have <u>branches</u> in more than one country • <u>Subsidiaries</u> are run by <u>nationals</u> of the host country • Involves <u>mobility</u> of resources • <u>Integrates</u> different parts of the organization • <u>Operate</u> in different ways within the host country 	<p>Aid means ...</p> <ul style="list-style-type: none"> • <u>Relief efforts; distributing</u> food, shelter, and medical care 	<p>Organization means ...</p> <ul style="list-style-type: none"> • Bringing <u>volunteers</u> together, in <u>cooperation</u> to help people in need/people struck by <u>disaster</u>
<p>The Red Cross is <i>multinational</i> ...</p> <ul style="list-style-type: none"> • “... one of the biggest <u>aid organizations</u> ...” • “... almost 900 <u>chapters</u> of the American Red Cross in the U.S ... to help when <u>disaster</u> strikes anywhere around the world ...” 	<p>The Red Cross provides <i>aid</i> ...</p> <ul style="list-style-type: none"> • “Set up relief efforts” • “Provides aid in times of ... disaster” • Provided “... almost \$1 billion in disaster assistance ...” after September 11 terrorist attacks • Makes “... distributing goods ... more efficient through cash donations ...” • “... use vouchers to allow victims to select ... aid” 	<p>The Red Cross is an <i>organization</i> ...</p> <ul style="list-style-type: none"> • “Brings support staff ... to areas of great need ...” • “... led by a staff of <u>volunteers</u>.” • “... works in <u>cooperation</u> with other <u>organizations</u> ...”



The Red Cross at a Glance

A multinational aid organization is...

a large corporation with branches throughout the world that brings relief efforts to people who are struck by natural disaster, or who are in need.

The Red Cross is a multinational aid organization because ...



Chalk Talk Chart
For Teacher Reference

A multinational aid organization is ...



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 4

Researching about the Red Cross, Continued:

Who Is the Red Cross and What Does This Multinational Organization Do?



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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 determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can document what I learn about a topic by taking notes. (W.5.8)
- I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can take notes from an informational text about the Red Cross.
- I can explain how the Red Cross is a clear example of a multinational aid organization, using evidence from the text.
- I can determine the meaning of words and phrases in an informational text about the Red Cross.

Ongoing Assessment

- Gist statement (in margin)
- Red Cross Video Viewing page
- Three-column note-catcher: What Is a Multinational Aid Organization?
- Vocabulary glossaries in student journals



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Read Aloud for the Gist (10 minutes) B. Second Read: Taking Notes: How Is the Red Cross a Clear Example of a Multinational Aid Organization? (18 minutes Choosing Evidence from Notes: Chalk Talk (10 minutes) C. Key Vocabulary to Deepen Understanding (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (4 minutes) B. Review Learning Targets (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread “The Red Cross: Disaster Response” B. On your three-column note-catcher, add at least two more details from the article about how the Red Cross is a multinational aid organization. 	<ul style="list-style-type: none"> • This lesson follows a format that is similar to that of Lesson 3. Students add information to their three-column note-catchers from Lesson 3 to explain how the Red Cross is a clear example of a multinational aid organization. • Students remain in their regular small groups throughout Work Times A, B, and C. • Students will need their Main Ideas and Details note-catcher and three-column note-catcher: What Is a Multinational Aid Organization? for the mid-unit assessment in Lesson 6. • Consider how to review and give feedback on students’ note-catchers. Give specific feedback about students’ ability to locate and paraphrase or quote important details about multinational aid organizations, as well as their ability to use key vocabulary in notes and written work. • If you cannot review students’ note-catchers from all previous lessons, be sure to provide specific oral or written feedback about note-catchers from Lesson 2 (since students don’t need that note-catcher for homework). • In advance: <ul style="list-style-type: none"> • Ensure the technology used to view the Red Cross video: “What We Do” is functioning. • Review: Popcorn Read protocol (Appendix 1). • Post: Learning targets; guiding questions for Unit 3.



Lesson Vocabulary	Materials
<p>notes, explain, multinational, aid, organizations, evidence; vulnerable, collaboration, deploying, vital, preposition, stocks, stimulates, economy</p>	<ul style="list-style-type: none">• Three-column note-catcher: What Is a Multinational Aid Organization? (from Lesson 3; one per student)• Red Cross Video Viewing page (one per student)• Red Cross video: “What We Do” (Parts I and II): http://www.redcross.org/what-we-do• “The Red Cross: Disaster Response” article (one per student)• Document camera• Taking Notes task card: How Is the Red Cross a Clear Example of a Multinational Aid Organization? (one for display)• Three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the three-column note-catcher: What Is a Multinational Aid Organization? and join their regular small groups. • Review the Popcorn Read protocol with students. Invite one student to begin by reading aloud one detail he or she added to the three-column note-catcher: What Is a Multinational Aid Organization? • Once all students share a detail, or the Popcorn Read reaches a natural conclusion, ask students to turn to a nearby partner to discuss: <ul style="list-style-type: none"> * “What patterns did you notice?” * “What questions do you have?” • After 1 to 2 minutes, invite several students to share their thinking aloud. • Focus students’ attention whole group. Remind them that during the previous lesson, they read about multinational aid organizations and how the Red Cross is a clear example of a multinational aid organization. Today they will read another informational text about the Red Cross. • Remind students of the guiding question for Unit 3: <ul style="list-style-type: none"> * “How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?” • Tell students they will now watch a short video about The Red Cross. Distribute the Red Cross Video Viewing page, then read the two questions aloud: <ul style="list-style-type: none"> * “What types of aid does the Red Cross provide?” * “Where does the Red Cross provide aid?” • Clarify as needed, then tell students to record a response to each question based on information they hear and see in the video. • Play the Red Cross video: “What We Do” (Parts I and II): http://www.redcross.org/what-we-do. Part I starts at 1:14; Part II starts at 1:57. 	<ul style="list-style-type: none"> • Display the directions and discussion questions for the Popcorn Read protocol for students. • Post the information students should listen for during the video. • Students who struggle with listening and focusing on the video may need to view it again before sharing what they heard and saw.



Work Time	Meeting Students' Needs
<p>A. First Read: Read Aloud for the Gist (10 minutes)</p> <ul style="list-style-type: none">• Distribute the article “The Red Cross: Disaster Response” to each student.• Cold call one to two students to share out what they have typically done during the first read of a text in this unit. Listen for students to say: “Determine and record the gist in the margin of the text.”• Ask students to follow along silently as you read “The Red Cross: Disaster Response” aloud.• Invite students to discuss the gist with their groups. Cold call members from each group to share their thinking. Listen for ideas such as: “The Red Cross helps people worldwide to prevent, prepare for, and respond to disasters; provides relief assistance and resources to people; collaborates to provide resources; has volunteers to assess needs; has relief supplies pre-positioned around the world.”• Direct students to record the gist in the margin of the text.	<ul style="list-style-type: none">• Consider providing the article “The Red Cross: Disaster Response” for ELL students in their home language .• Students who struggle with complex text may need to have the article read more than once or read in chunks, pausing to discuss the gist after each paragraph .



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Taking Notes: How Is the Red Cross a Clear Example of a Multinational Aid Organization? (18 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read the first two aloud: <ul style="list-style-type: none"> * "I can take notes from informational texts about multinational aid organizations." * "I can explain what a multinational aid organization is." • Direct student attention to the posted learning targets and read the first two aloud: <ul style="list-style-type: none"> * "I can take notes from an informational text about the Red Cross." * "I can explain how the Red Cross is a clear example of a multinational aid organization using evidence from the text." • Tell students these are very similar to the learning targets from Lesson 3. However, their focus today is to locate and add information to their three-column note-catcher: What Is a Multinational Aid Organization? that explains how the Red Cross is a clear example of a <i>multinational aid organization</i>. • Ask students to refer to the meanings of "multinational," "aid," and "organizations," found in the upper half of their three-column note-catchers. Cold call one to two students to share out the definitions. • Using a document camera, display Part 1 of the Taking Notes task card: How Is the Red Cross a Clear Example of a Multinational Aid Organization? • Read the directions for Part 1 aloud and invite students to begin. Circulate to support. • After 8 to 10 minutes, cold call several students to share out information they added to the boxes "The Red Cross is <i>multinational</i> ..." "The Red Cross provides aid ..." and "The Red Cross is an <i>organization</i> ..." on the lower half of their three-column note-catchers. (See three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference)). • Next, display and read Part 2 of the task card aloud. Answer clarifying questions, then circulate to support. • After 4 to 5 minutes, invite several students to share out whole group. 	<ul style="list-style-type: none"> • Consider providing a task card for each student, allowing them to focus independently on the directions • Consider providing a pre-highlighted text for students who struggle determining key evidence for the note-catcher, helping them focus on smaller chunks of text .



Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none"> • Redirect students' attention to the posted learning targets and read the third one aloud: <ul style="list-style-type: none"> * "I can determine the meaning of words and phrases in an informational text about the Red Cross." • Ask students to discuss with their groups how they could restate this target in their own words. • Cold call one or two students to share out. Listen for: "I can figure out what unfamiliar words mean by using context clues." • Remind students that using context to determine the meaning of unknown words in context helps us better understand what we are reading. • Ask students to record the "key vocabulary" words listed at the top of the displayed Taking Notes task card onto a new page in the glossary section of their journals: <p><i>vulnerable, collaboration, deploying, vital, pre-position, stocks, stimulates, economy</i></p> • Invite students to do the following with their groups: <ol style="list-style-type: none"> 1. Locate each vocabulary word in the text. 2. Determine the meaning of each word based on context clues. 3. Record a synonym or brief definition for each word in their glossary. 	<ul style="list-style-type: none"> • Consider creating an anchor chart, adding to it the students' ideas and thinking about what is a multinational organization . • Consider focusing students who struggle with language on three to four key words . • Display the directions of what to do with key vocabulary for students as they work in groups . • Create an anchor chart with vocabulary words, including definitions and visuals, for students to refer to throughout the unit .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Refocus students' attention whole group. Cold call members from each group to share out a definition for each term. Listen for:<ul style="list-style-type: none"><i>vulnerable</i>—helpless; weak; defenseless; at risk; in danger<i>collaboration</i>—partnership; teamwork; group effort<i>deploying</i>—organizing; arranging; setting up<i>vital</i>—very important; critical; necessary<i>pre-position</i>—(pre-) before; (position) place, put, set; put in place in advance of an event<i>stocks</i>—supplies; stockpiles; reserves; collections<i>stimulates</i>—increases; speeds up<i>economy</i>—financial system; wealth of a country or nation• Allow students 2 to 3 minutes to revise their definitions or statements on their three-column note-catchers from Work Time B, based on new understandings about key vocabulary.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (4 minutes)</p> <ul style="list-style-type: none">• With a partner, ask students to discuss:<ul style="list-style-type: none">* “How is the Red Cross a clear example of a multinational aid organization?”• After 2 minutes, cold call several students to share out.	<ul style="list-style-type: none">• Consider allowing students who struggle with language to use their note-catchers or annotated text to answer the debrief question.
<p>B. Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct student attention to the posted learning targets. Read each learning target 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 to master specific targets.	<ul style="list-style-type: none">• Note students who show a thumbs-down, as they may need more support identifying key details, taking notes, or determining the meaning of unfamiliar terms from context.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread “The Red Cross: Disaster Response” aloud to someone at home, or on your own in front of a mirror.• On your three-column note-catcher, add at least two more details from the article about how the Red Cross is a multinational aid organization.	<ul style="list-style-type: none">• Provide an audio recording of the article for students who may struggle with reading complex text independently.• Allow students who struggle with writing to dictate the details to add to their note-catcher to someone at home.• Consider focusing students who struggle with language on three to four key vocabulary words rather than all of them at once.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 4

Supporting Materials



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Red Cross Video Viewing

Name:

Date:

1. What types of aid does the Red Cross provide?

2. Where does the Red Cross provide aid?

The Red Cross Disaster Response

Name:

Date:

A Growing Global Need

Global trends such as rapid population growth, unplanned urbanization, environmental degradation, and climate change have caused an increase in the frequency and severity of natural disasters. Communities living in disaster-prone areas are the most at risk, and often the least able to cope with the effects of disaster.

The American Red Cross helps vulnerable people worldwide prevent, prepare for, and respond to disasters. Through our emergency disaster response efforts, we provide relief and recovery assistance to millions of people annually.

The Red Cross Advantage

In collaboration with the global Red Cross network, the American Red Cross is constantly monitoring disasters around the globe. When disasters occur, the local Red Cross or Red Crescent can often handle crises alone. Other times, they need a helping hand and request assistance through the global Red Cross system. This coordinated approach helps ensure that available resources match needs on the ground.

How We Respond

When a Red Cross or Red Crescent partner reaches out for assistance, the American Red Cross can respond by deploying technical experts, mobilizing relief supplies, or providing financial assistance.

Technical Support—The American Red Cross has a network of highly experienced disaster responders and volunteers who can assist in the assessment of needs and implementation of vital relief services immediately following global disasters. The American Red Cross manages two Emergency Response Units (ERUs), or trained teams specializing in specific disaster services. A Relief ERU assists with supply management and distribution, while an IT and Telecommunications ERU facilitates the flow of critical information.



The Red Cross Disaster Response

Relief Supplies—To ensure the rapid delivery of assistance, we pre-position relief supplies at warehouses in Panama City, Panama; Dubai, United Arab Emirates; and Kuala Lumpur, Malaysia. Stocks include hygiene kits, blankets, kitchen sets, tarps, and mosquito nets.

Financial Assistance—We provide cash for the rapid purchase of the most needed supplies in disaster-affected countries. Cash reduces the time and cost of delivery and stimulates the local economy, which is often undermined by a disaster.

"Disaster Response" (Fact Sheet), found here: http://www.redcross.org/images/MEDIA_CustomProductCatalog/m16740817_Fact_Sheet-_Disaster_Response_Feb_2013.pdf



Taking Notes Task Card:

How Is the Red Cross a Clear Example of a Multinational Aid Organization?

Part 1: “The Red Cross: Disaster Response”

Key vocabulary: *vulnerable, collaboration, deploying, vital, pre-position, stocks, stimulates, economy*

Previous vocabulary: *natural disasters, cope, effects, efforts, relief, recovery, assistance, coordinated, ensure, resources, volunteers, distribution*

- Read the article “The Red Cross: Disaster Response” to locate and underline details about how “The Red Cross is *multinational* ...” how “The Red Cross provides *aid* ...,” and how “The Red Cross is an *organization* ...”
- As you read, also circle key and previous vocabulary listed at the top of the task card. Try to determine the meaning of these words from context.
- Discuss with group members the details you located and underlined.
- Add two to three pieces of paraphrased information to the lower half of your note-catcher to explain how “The Red Cross is *multinational* ...,” how “The Red Cross provides *aid* ...,” and how “The Red Cross is an *organization* ...”; include key and previous vocabulary in your notes.

Part 2: Explaining How the Red Cross Is a Clear Example of a Multinational Aid Organization

- Review key ideas from your note-catcher to determine how the Red Cross is a clear example of a multinational aid organization.
- Discuss with group members how you think the Red Cross is a clear example of a multinational aid organization.
- To complete *the second statement* at the bottom of your note-catcher “The Red Cross is a clear example of a multinational aid organization because ...,” use details from your note-catcher, as well as key and previous vocabulary.



Three-Column Note-catcher:

What is a Multinational Aid Organization?
(Answers, For Teacher Reference)

Name:

Date:

(New responses in **bold**)

<p>Multinational means ...</p> <ul style="list-style-type: none">• A large company with billions in <u>assets</u>• Have <u>branches</u> in more than one country• <u>Subsidiaries</u> are run by <u>nationals</u> of the host country• Involves <u>mobility</u> of resources• <u>Integrates</u> different parts of the organization• <u>Operate</u> in different ways within the host country	<p>Aid means ...</p> <ul style="list-style-type: none">• <u>Relief efforts</u>; <u>distributing</u> food, shelter, and medical care	<p>Organization means ...</p> <ul style="list-style-type: none">• Bringing <u>volunteers</u> together, in <u>cooperation</u> to help people in need/people struck by <u>disaster</u>
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Three-Column Note-catcher: What is a Multinational Aid Organization?
Answers, For Teacher Reference

<p>The Red Cross is <i>multinational</i> ...</p> <ul style="list-style-type: none"> • “... one of the biggest <u>aid organizations</u> ...” • “... almost 900 <u>chapters</u> of the American Red Cross in the U.S ... to help when <u>disaster strikes</u> anywhere around the world ...” • Help <u>vulnerable people</u> worldwide • Volunteers assist in the <u>assessment of needs and vital relief</u> following global disasters • <u>Pre-position relief supplies</u> at warehouses in cities around the world 	<p>The Red Cross provides <i>aid</i> ...</p> <ul style="list-style-type: none"> • “Set up <u>relief efforts</u> ...” • “Provides <u>aid</u> in times of ... <u>disaster</u>.” • Provided “... almost \$1 billion in <u>disaster assistance</u>...” after September 11 terrorist attacks • Makes “... distributing goods ... more <u>efficient</u> through cash <u>donations</u> ...” • “... use <u>vouchers</u> to allow <u>victims</u> to select ... <u>aid</u>.” • Provide <u>relief and recovery</u> through <u>emergency disaster response efforts and assistance</u> • <u>Stocks</u> include hygiene kits, blankets, kitchen sets and other items • Provide cash that <u>stimulates</u> the local <u>economy</u> 	<p>The Red Cross is an <i>organization</i> ...</p> <ul style="list-style-type: none"> • “Brings support staff ... to areas of great need ...” • “... led by a staff of <u>volunteers</u>.” • “... works in <u>cooperation</u> with other <u>organizations</u> ...” • Work in <u>collaboration</u> with the global Red Cross network • Use a <u>coordinated</u> approach to help people after a disaster
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A multinational aid organization is ... a large corporation with branches throughout the world that brings relief efforts to people who are struck by natural disaster, or who are in need.

The Red Cross is a clear example of a multinational aid organization because ... **they provide vital relief to people who are vulnerable after a natural disaster. The Red Cross gives assistance by deploying experts, relief supplies, or cash to stimulate the local economy. The Red Cross works in collaboration with the global Red Cross network, and uses a coordinated approach to provide relief to victims of disaster.**



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 5

Researching about the Red Cross, Continued:

How Did the Red Cross Aid Haiti After the 2010 Earthquake?



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

- I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)
- I can document what I learn about a topic by taking notes. (W.5.8)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)

Supporting Learning Targets

- I can take notes from an informational text about the Red Cross aid to Haiti.
- I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text.

Ongoing Assessment

- Three-column note-catcher: What Is a Multinational Aid Organization?
- Vocabulary glossaries in student journals
- Red Cross in Haiti four-square note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader: Four Corners (8 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 Take Notes (20 minutes) C. Using Evidence from the Text: Regular Groups Share (17 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (3 minutes) B. Review Learning Targets (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Read all four sections of the “Haiti Earthquake One-Year Report” independently or to someone at home. B. Add at least one detail to each of the four boxes on your Red Cross in Haiti four-square note-catcher. C. Add and define words from the section you read during class to the glossary in your student journal. D. Continue reading your independent reading book 	<ul style="list-style-type: none"> • Similar to Lessons 1 and 2, students participate in a Jigsaw with their expert groups. • During Work Time A, each expert group reads a different section of “Haiti Earthquake One-Year Report.” Students work with their groups to determine the gist of their section. • During Work Time B, students remain in their expert groups to take notes on their Red Cross in Haiti four-square note-catchers, based on the tasks assigned on their “Haiti Earthquake One-Year Report” expert groups task cards. • During Work Time C, students rejoin their regular small groups and share information from each of the text’s four sections regarding the four areas of Red Cross relief aid. During this share, students record this information onto their Red Cross in Haiti four-square note-catchers. • Following this, students use a new protocol, “Rank, Talk, Write,” which lets them consider and analyze how aid should be prioritized following a natural disaster. • The activities in this lesson serve as a scaffold for the mid-unit assessment, which students take in Lesson 6. In preparation for this assessment, make sure the What Do We Know about Natural Disasters? anchor chart (from Unit 1) is posted for review. Also, return any note-catchers you may have collected for students to use during the assessment. • In advance: Review: Rank, Talk, Write protocol; Four Corners protocol; and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Four Corners sheets around the room (see supporting materials); expert groups; learning targets.



Lesson Vocabulary	Materials
<p>notes, aid, explain, various, prioritized, evidence</p> <p>Expert group #1, Transitional and Permanent Homes (4-7): displaced, makeshift, transitional, inclement, assembled, durable, innovative, gabions</p> <p>Expert group #2, Health, Water, and Sanitation (8-9): cholera, outbreak, launched, campaign, prevent, purification, sanitation, equipping</p> <p>Expert group #3, Disaster Relief Reduction (10-11): reducing, reinforce, facilitate, skit, preparedness, risk-reduction, persistence, minimize</p> <p>Expert group #4, Livelihoods and Host Families (12-13): empowering, means, alleviate, priorities, acquire, enabled, host, displaced</p>	<ul style="list-style-type: none"> • Four Corners sheets (one for each corner/area of the room) • Three-column note-catcher: What Is a Multinational Aid Organization? (from Lessons 3 and 4) • Journals • “Haiti Earthquake One-Year Report” (one section per expert group) • Red Cross in Haiti four-square note-catcher (one per student) • “Haiti Earthquake One-Year Report” expert groups task card (one per expert group) • Red Cross in Haiti four-square note-catcher (answers, for teacher reference) • Lesson 5 Vocabulary Defined (answers, for teacher reference) • Share, Rank, Write task card: The Haiti Earthquake of 2010 (to display)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader: Four Corners (8 minutes)</p> <ul style="list-style-type: none">• Make sure to leave one of the Four Corners sheets in each corner of the room.• Ask students to take out their three-column note-catcher: What Is a Multinational Aid Organization?• Review the Four Corners protocol with students and read the Four Corners options aloud.• Ask students to review the information on their three-column note-catchers. Invite them to choose the Four Corners statement they most agree with and calmly and quietly move to that corner in the room.• Once all students have moved to one of the four corners, tell them to talk with other students at the same corner about:<ul style="list-style-type: none">* “Why did you choose this statement?”* “What details from your note-catcher support the statement you chose?”• After 3 to 4 minutes, invite students from each corner to share the group’s thinking. Encourage students to use specific details from their three-column note-catchers to support their ideas.• Set a purpose for today’s lesson by saying something like: “During the last several lessons, you read information and took notes about the impact of the Haiti earthquake on the people of Port-au-Prince. You also learned what a multinational aid organization is and how the Red Cross fits this description. In this lesson, you will read chunks of an article about four specific ways the Red Cross helped the people of Haiti affected by the 2010 earthquake. Throughout the lesson, think about which of these four types of aid would be <i>most</i> important to provide immediately following a natural disaster.”	<ul style="list-style-type: none">• Display instructions for the Four Corners protocol for students to refer to .• Display the discussion questions for students to refer to at each corner .• Tell students that they’ll share their group’s thinking so they have time to prepare what they’ll say when sharing whole group .



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"> • Ask students to take their journals and sit with their expert groups from Lessons 1 and 2. • Distribute one section of “Haiti Earthquake One-Year Report” to each expert group: <ul style="list-style-type: none"> <i>Expert group #1: Transitional and Permanent Homes</i> <i>Expert group #2: Health, Water, and Sanitation</i> <i>Expert group #3: Disaster Relief Reduction</i> <i>Expert group #4: Livelihoods and Host Families</i> • Give expert groups these directions: <ol style="list-style-type: none"> 1. On your own, read your assigned section of the text for the gist. 2. As a group, discuss what you think the gist of the section is. 3. Note your section’s gist in the margin next to your section of the text. • Refocus students whole group. Call on each group to share out the gist of their section of text. • Listen for students to share ideas like: <ul style="list-style-type: none"> – “The gist of section 1 is the Red Cross provides people with temporary and permanent homes; they are trying to build thousands of homes for people in Haiti.” – “The gist of section 2 is the Red Cross helped stop a cholera outbreak in Haiti; they provide water for sanitation; they distributed millions of gallons of water to people in Haiti.” – “The gist of section 3 is the Red Cross distributes supplies quickly to people after a disaster; they teach children songs, skits, and dances to learn how to prepare for a disaster.” – “The gist of section 4 is the Red Cross give people money and goods they need to recover; they help people acquire new work skills.” 	<ul style="list-style-type: none"> • Post expert groups for students to smooth the transition back into these groups. • Strategically assign students who struggle with complex text those chunks that have a lower text complexity • If expert groups are too large to allow students to concentrate on the read-aloud, divide the group into smaller groups • Consider creating an anchor chart to record the gist of each chunk of text for students to refer to as they continue to work throughout the lesson .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask students to discuss the following in their expert groups: <ul style="list-style-type: none"> * “What similarities did you hear in the gist statements about each section of text?” Invite one member from each group to share. Listen for: “The Red Cross helps people in many ways; they provide people with basic needs like homes, water, medicine, and money.” 	
<p>B. Second Read: Jigsaw Expert Groups Take Notes (20 minutes)</p> <ul style="list-style-type: none"> Direct students’ attention to the posted learning targets and read the first one aloud: <ul style="list-style-type: none"> * “I can take notes from an informational text about Red Cross aid to Haiti.” Cold call one to two students to restate the target in their own words. Listen for suggestions like: “Take details, quotes from a text and restate it; paraphrase key details in my note-catcher so I can explain important information from the article.” Distribute the Red Cross in Haiti four-square note-catcher to each student and one “Haiti Earthquake One-Year Report” expert groups task card to each expert group. Read the directions on the task card aloud and give students 10 minutes to complete their task with their expert groups. For examples of possible details students may record, see Red Cross in Haiti four-square note-catcher (answers, for teacher reference) and Lesson 5 Vocabulary Defined (answers, for teacher reference). Focus students’ attention whole group. List the following vocabulary terms where all students can see: <ul style="list-style-type: none"> Section #1: <i>displaced</i> Section #2: <i>prevent</i> Section #3: <i>reinforce</i> Section #4: <i>enabled, empowering</i> Ask students to write these words in the glossary section of their student journals. Point out that these are terms from different sections of the text, so students may not have seen them all. 	<ul style="list-style-type: none"> Students who struggle with reading complex text may benefit from a partially filled-in note-catcher . Display directions of what to do with the vocabulary words for students to refer to as they work with their group . Add the vocabulary words, definitions, and a visual to the anchor chart for the unit.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Underline the prefix in each word, and ask students to do the same in their glossaries: dis-, en-, em-, pre-, re-• Explain that because they will not find all of these words in their group's section of the text, they must focus on the prefix in each word to help them determine the meaning.• Invite students to share the meaning of each prefix. Listen for: <i>dis</i>—separate; away <i>en-/em</i>—make; provide with <i>pre</i>—before <i>re</i>—back; again• If students don't know the meaning of a prefix, provide the definition for them.• Give expert groups these directions:<ol style="list-style-type: none">1. Review each of the five vocabulary words by looking at the meaning of the prefix and other parts of the word you know.2. With your expert group, discuss a definition for each term.3. On your own, in your journal glossary, write a synonym or short definition for each word.• After 3 to 4 minutes, cold call members from each expert group to share their definitions aloud. Listen for: <i>displaced</i>—away from, separated from ones home or place of residence <i>prevent</i>—stop something before it happens <i>reinforce</i>—go back to add support, to strengthen something <i>enabled</i>—made someone able to do something, made something possible <i>empowering</i>—making someone more powerful, confident	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to revise or add to their Red Cross in Haiti four-square note-catchers based on new understandings about vocabulary and common prefixes. • As time allows, cold call members from each expert group to share out one piece of information they added to their note-catchers based on new understandings about key terms. See Red Cross in Haiti four-square note-catcher (answers, for teacher reference). 	
<p>C. Using Evidence from the Text: Regular Groups Share (17 minutes)</p> <ul style="list-style-type: none"> • Ask students to join their regular small groups. Direct students' attention to the posted learning targets and read the second one aloud: <ul style="list-style-type: none"> * "I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text." • Point out the words <i>explain, various, prioritized, evidence</i>. Remind students they are familiar with the terms explain and evidence from previous lessons and units. Then, cold call one to two students to share out what they recall about these two terms. Listen for: "Explain means to describe, give details; evidence is facts and information." • Next, ask students to discuss with their group what the words various and prioritized mean in the context of this target. After a moment, invite several students to share their thinking whole group. Listen for: "Various means many, several; prioritized means what they thought was most, least important, ranking the importance of different types of aid." • Display Part A of the Share, Rank, Write task card: The Haiti Earthquake of 2010 using the document camera. Read the directions for Part A and encourage students to begin. Circulate to listen in and support as needed. • After 6 to 7 minutes, refocus students whole group. Display Part B of the Share, Rank, Write task card: The Haiti Earthquake of 2010. Read the directions and invite students to begin. • After 6 to 7 minutes, refocus students' attention whole group and pose the following questions: <ul style="list-style-type: none"> * "Which area of assistance did you prioritize as most important and why?" * "Which area of assistance did you rank as least important and why?" • Invite members from each group to share out. Reinforce students' use of evidence to justify how they prioritized areas of relief. 	<ul style="list-style-type: none"> • Provide a task card for each student to refer to as they work. • Display the questions for discussion. Chart the answers that students give when they share with the whole group .



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none">• Focus students' attention whole group and ask them to discuss the following with a partner:<ul style="list-style-type: none">* "How did the Red Cross prioritize aid to Haiti after the 2010 earthquake?"• Invite two or three students to share their thinking with the class.	<ul style="list-style-type: none">• Focus students who struggle with complex text on the portions of the text and note-catcher that would help them with the debrief discussion .
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct student attention to the posted learning targets and read each of them aloud. Have students use Glass, Bugs, Mud to demonstrate their mastery of each target.• Tell students they will take the Mid-Unit 3 Assessment during the next lesson.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read all four sections of the “Haiti Earthquake One-Year Report” independently or to someone at home.• Add at least one detail to each of the four boxes on your Red Cross in Haiti four-square note-catcher.• Add and define words from the section you read during class to the glossary in your journal.• Continue reading your independent reading book for this unit at home.	<ul style="list-style-type: none">• Provide an audio recording of the article for students who may struggle with reading complex text independently.• Allow students who struggle with writing to dictate the details to add to their note-catcher to someone at home.• Consider focusing students who struggle with language on three to four key vocabulary words rather than all of them at once.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 5

Supporting Materials



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The most important thing the Red Cross does is organizing volunteers to provide relief and support to people struck by disaster.

The most important thing the Red Cross does is providing supplies like medicine, food, and water to communities after they are struck by a disaster.



The most important thing the Red Cross does is providing billions of dollars in relief assistance to areas struck by disaster.

The most important thing the Red Cross does is pre-position supplies in preparation for a natural disaster.



“Haiti Earthquake One-Year Report”

TRANSITIONAL HOMES

From Camps to Homes to Call Their Own

The earthquake displaced more than 1.5 million people in Haiti, with most now living in densely populated makeshift camps in Port-au-Prince or with host families outside the capital.

The global Red Cross network plans to provide 30,000 transitional or basic homes for 150,000 Haitians. The American Red Cross is helping build at least 6,500 of them, many in partnership with other humanitarian organizations, including Habitat for Humanity. These homes can withstand inclement weather, include access to water and latrines, and are designed so they can be dismantled should residents need to move and reuse the materials to enhance a future more permanent home. As of the writing of this report, 2,889 homes have been completed for 14,400 Haitians.

Although a transitional home can be assembled considerably faster than a permanent one, construction has been hampered by a series of complex obstacles such as persuading land owners to donate or sell appropriate land in Port-au-Prince and elsewhere; removing tons of rubble left behind by the earthquake; and working with community leaders to identify the most vulnerable people to be recipients of these homes.



Completed Red Cross transitional homes in La Piste, Port-au-Prince.

Helping Haitians Help Themselves: One Red Cross Worker's Story

Desert Jean Daniel started working for the Red Cross as a carpenter building transitional homes. Now a supervisor, the father of four is among more than 100 workers the Red Cross has hired from the tent camp of L'Annexe de la Mairie to build new homes for camp residents.



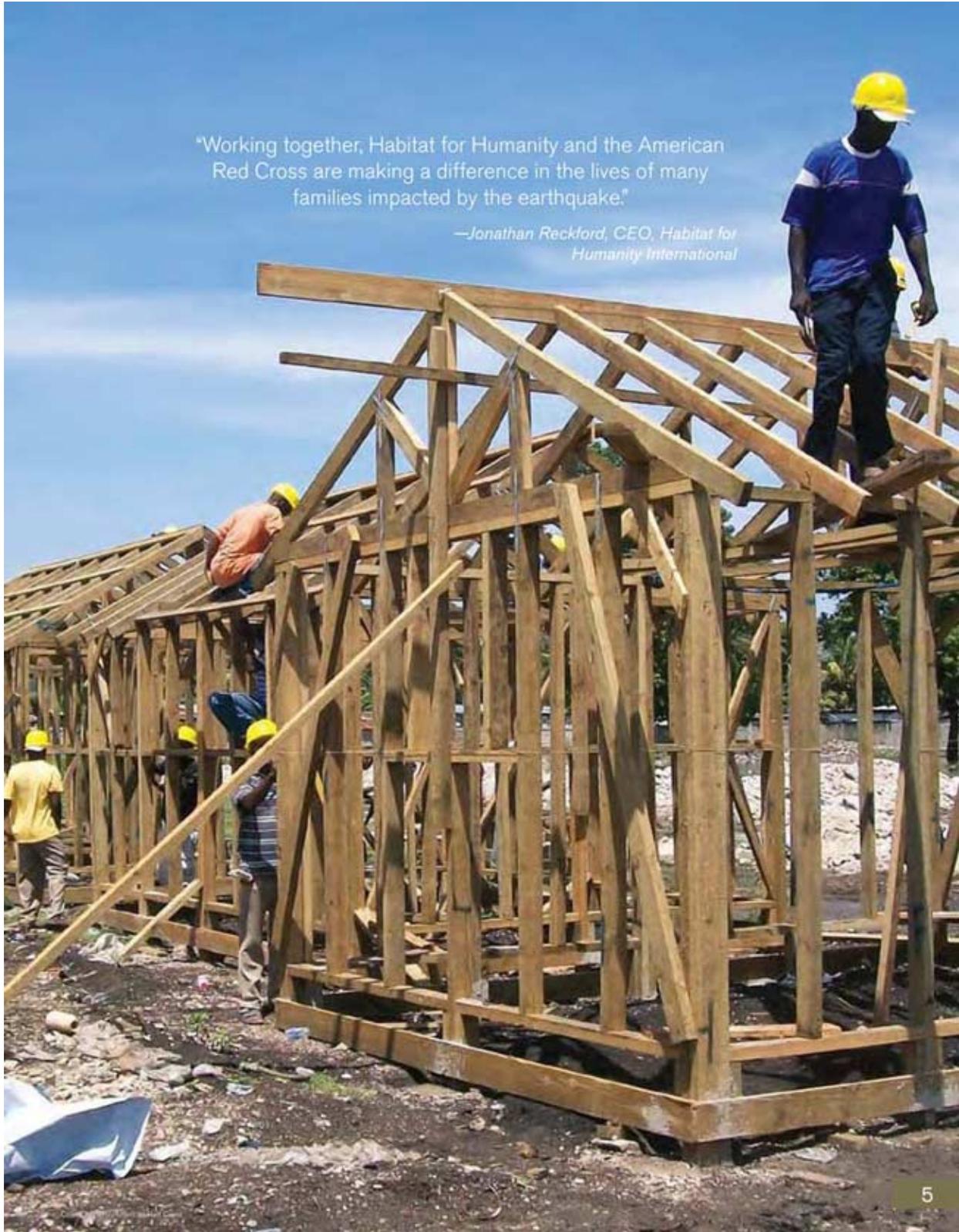
“It’s very important to have people from the community helping to build the homes,” Desert said. “It makes sure that people are invested in their work, and it also brings money to the camp.”

Like so many settlements that sprang up in Port-au-Prince after the earthquake, L’Annexe de la Mairie is packed with families living under tarps and tents. The global Red Cross network is building approximately 350 semi-permanent homes here, funded by the American Red Cross and other Red Cross societies. These homes are elevated off the ground to offer added protection from heavy rains. The Red Cross is also working with the community to improve drainage on the site in order to prevent future flooding.

His experience with the Red Cross has given Desert hope. “It’s the best thing that could have happened to me,” he said. “I used to work on electronics and carpentry before the earthquake, and now I can use those skills to help the community.”



“Haiti Earthquake One-Year Report”





“Haiti Earthquake One-Year Report”



“Haiti Earthquake One-Year Report”

PERMANENT HOMES

Rebuilding for the Future

In order to truly recover, Haitians will need durable, permanent homes located in communities with functioning roads, water and sanitation systems and near an economic base for livelihoods. The American Red Cross is working with partners to develop sustainable programs to make this happen. Although specifics are still being worked out, possible options include:

1. Repair or Rebuild

By repairing damaged homes and rebuilding destroyed homes in existing communities in Port-au-Prince, affected households can remain close to their pre-earthquake support systems. An estimated 25 percent of homes are considered repairable while 20 percent will need to be demolished or require major repairs. This will require the removal of a significant amount of rubble.



Burma Chappan/American Red Cross

2. Build New

By building a new community outside of Port-au-Prince, this allows for easier construction of new affordable homes and infrastructure, similar to this community built by the American Red Cross in Sri Lanka following the 2004 tsunami. This will likely require that residents leave their original communities. Before construction can begin, we must identify and secure appropriate land near job opportunities.



Daryl Cunniff/American Red Cross

3. Recycle Rubble

Converting rubble into building materials is one of the innovative solutions we are exploring, whether we repair existing homes or build new ones. One option that we are currently piloting is to build homes using gabions—wire blocks filled with rubble—which are stacked into frames surrounded by concrete and iron to create sturdy, earthquake-resistant homes.



American Red Cross

KEY ACHIEVEMENT: Sponsoring innovative pilot program to recycle rubble into permanent homes



“Haiti Earthquake One-Year Report”

HEALTH, WATER

Responding Rapidly to Cholera

When the first cases of cholera were reported in October, 50 miles from the capital, the Red Cross knew there was potential for a large-scale disease outbreak. Within days, we launched public education campaigns around the country, including in the densely-populated camps of Port-au-Prince.

The campaigns were, in fact, an expansion of Red Cross health and hygiene promotion efforts that had been underway almost since the earthquake struck. Seven days a week, hundreds of health volunteers and staff have traveled tent to tent to talk to residents about how to prevent, identify and treat cholera, as well as to provide soap and water purification tablets. These efforts were complemented by a text messaging campaign that delivered millions of messages across the country. Because most Haitians get their news from

the radio, the Red Cross has hosted a weekly radio program to better inform Haitians about critically important topics such as public health and disaster preparedness. At the same time, the Red Cross set up three cholera treatment centers to help treat hundreds of Haitians.



American Red Cross health promoters educate camp residents about good hygiene practices.

Facts at a Glance

- Reached more than 112,900 people with cholera prevention messages
- Distributed more than 179 million gallons of water to date
- Providing more than 317,000 people with daily drinking water
- Treated nearly 217,000 patients in Red Cross healthcare facilities



The Red Cross has distributed millions of gallons of clean, drinkable water.



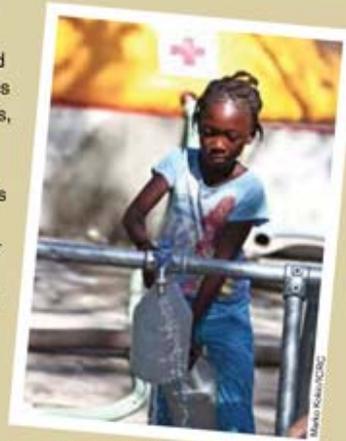
“Haiti Earthquake One-Year Report”

AND SANITATION

Providing Clean Water and Improving Sanitation

The need for clean, drinkable water and basic sanitation was critical before the earthquake and continues a year later, especially in light of the growing cholera response. The global Red Cross network is providing water and sanitation services to hundreds of thousands of Haitians every day. And in the months to come, the American Red Cross will be providing more than 200,000 additional people with daily access to drinking water and sanitation services through partnerships with other humanitarian organizations. For example, the American Red Cross is supporting a toll-free hotline to help identify and dispose of garbage that is piling up outside underserved camps around Port-au-Prince in coordination with metropolitan sanitation authorities.

Even as the Red Cross works to provide water and sanitation services for existing camps, we are also equipping our transitional homes with family latrines, rainwater collection systems installed on roofs and water storage containers.



A Haitian girl collects water from a Red Cross water point.

Saving Lives By Keeping Hospitals Open

As Matacha Jean Baptiste watched her tiny baby girl in the neonatal unit of the Bernard Mevs hospital in Port-au-Prince, she was waiting for the day that she could bring her daughter home. “She was one month premature,” Matacha explained, “and she was having trouble breathing. That’s why I brought her here.” Doctors gave baby Sarah Lynn oxygen and inserted a feeding tube so that she received proper nutrition. “I don’t know what I would have done without this hospital,” Matacha said. “They are saving my baby.”

“The Red Cross money is running this entire hospital,” says Gillian Hotz, an international director with Project Medishare, who frequently visits Haiti. “It’s paying for all of our staff and expenses. This hospital is open because of the American Red Cross.”

The American Red Cross has provided millions of dollars to support three hospitals in Port-au-Prince, which collectively provide medical care to tens of thousands of Haitians. In addition to Bernard Mevs, these include the largest public hospital in Haiti and the German Red Cross field hospital.



The American Red Cross is supporting the Bernard Mevs hospital, which has one of Haiti's few pediatric intensive care units.

KEY ACHIEVEMENT: Providing clean, drinkable water to more than 317,000 people every day



“Haiti Earthquake One-Year Report”

DISASTER RISKS

Reducing the Risks of Future Disasters

With the 2010 hurricane season looming just a few months after the earthquake hit Haiti, the Red Cross had to act quickly to prepare residents, especially the more than 1.5 million displaced people living in camps in and around Port-au-Prince.

The American Red Cross worked for months with the Haitian Red Cross to help tens of thousands of residents reinforce steep embankments with sandbags, dig trenches to allow for runoff during heavy rainstorms, clear ditches to improve drainage, install early warning systems and learn first aid. The global Red Cross network also pre-positioned enough relief supplies for 125,000 people to facilitate rapid distributions after a disaster.



The American Red Cross pays camp residents to dig ditches to help communities prepare for future disasters.

These preparations helped minimize the impact when Hurricane Tomas struck Haiti in early November. Thousands of people were evacuated from unsafe areas nationwide. During this process, Red Cross-trained response committees were critical in alerting residents of many camps to prepare for evacuation.

Preparing for Disasters, With Giggles and Smiles

Dressed in a red Spiderman T-shirt, jean shorts and black high-top sneakers, Cherizard Erito does not look like a scary boy. But today, the 13-year-old has been asked to participate in a skit, playing the role of a flood that is threatening residents of the camp where he and hundreds of other earthquake victims live under makeshift tarps and tents.

With children around him, Cherizard screws up his face in a scowl and barks in Creole at the girls standing before him. Rather than running away, though, they hold their ground and tell him they're not afraid. They know exactly what to do if a flood is threatening. When a yellow flag goes up on the camp flagpole “we will quickly collect our bags and look for mom and dad,” they tell him.



Under the direction of Red Cross staff, more than 360 children at nine camps have learned songs, skits and dances that teach them how to prepare for floods, mudslides and hurricanes.

“It’s fun,” says Cherizard, adding that the most important lesson he has learned is “together we can combat disasters.”



“Haiti Earthquake One-Year Report”

K R E D U C T I O N

Teaching Lessons in Preparedness

As young Haitian workers stream through the American Red Cross office each morning, Pierre Richard is usually in the thick of it—giving orders and providing direction to teams before they head out into the field. A manager in the American Red Cross disaster preparedness and risk-reduction program, Richard oversees training for dozens of Haitian staff and volunteers who interact on a daily basis with victims of the January earthquake.

“You have to love it, you have to practice it, and you have to enjoy sharing this with people,” says Richard when asked about the keys to his success. “To be the best you can be takes repetition and persistence.” He is often out in the field overseeing the work of his teams, a reassuring presence with many years of experience to share.

Richard, 49, who began as a volunteer at the Haitian Red Cross in 1983, became an employee in 2001, and joined the American Red Cross team in Haiti in March 2010.

From teaching camp residents first aid to overseeing cash-for-work mitigation programs that make vulnerable communities safer, Richard sees the benefits of this program every day.

“I get a lot of pleasure from this work,” he says. “This is helping people a lot.”

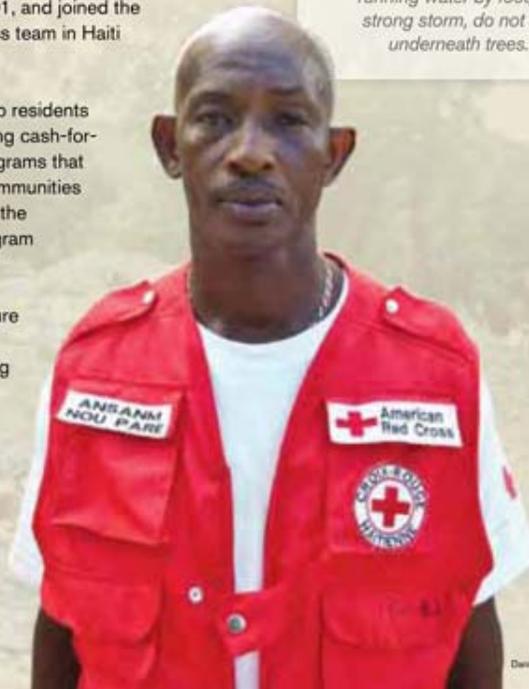
Texting to Save Lives

Since an estimated 80 percent of Haitians—even those living in the camps—have access to cell phones, the Red Cross has used this technology to rapidly deliver potentially lifesaving messages. Prior to Hurricane Tomas making landfall in early November, the Red Cross sent out millions of text messages like this one, providing information on how to minimize risks during the storm.



KwaWouj: Si gen gwo loray, Pa kanpe pre rivyè ni sou pon, pa janbe dlo ni a pye, ni sou bèt, ni nan machin. Pa rete pre fenèt ni anba pyebwa.

“Do not stand nearby rivers or on bridges to watch flowing water. Do not cross streams of running water by foot, animal or car. If there is a strong storm, do not stay close to windows or underneath trees.”



Daniel Cima/American Red Cross



“Haiti Earthquake One-Year Report”

LIVELIHOODS AND

Empowering Haitians With Microfinance and Cash Grants

After the earthquake, many Haitians lost their primary source of income and were left without the means to meet their most basic needs. At the same time, hundreds of thousands of displaced survivors fled Port-au-Prince to stay with friends or family outside the capital, stretching already limited resources for these host families. To alleviate some of these pressures, the American Red Cross has been providing millions of dollars in financial assistance through partnerships with organizations like Fonkoze.

Most recently, the American Red Cross has expanded cash-for-work programs to support projects identified as priorities by the communities themselves. Activities have included digging or clearing drainage canals, building retaining walls to minimize soil erosion and reduce flooding, building terrace gardens and improving roads.

In addition to improving the quality of life in communities, these jobs have provided workers with much-needed cash and helped them acquire new skills, which can be used to find future jobs.

Cash grants funded by the American Red Cross have enabled tens of thousands of Haitians to buy food and cooking fuel, repay debts, send their children to school or restock small businesses. The American Red Cross had announced plans in July to give financial assistance to tens of thousands of additional families living in camps. However, after the Haitian government expressed concerns, the Red Cross has been working to re-allocate the funds into other programs such as cash-for-work, money to help people move into repaired homes or grants for school tuition.

Helping Haitians and Giving Hope

“I can’t find the words to express my joy and gratitude,” says Jacqueline Dorneus. “Fonkoze has given me an advantage. No other institution in Haiti would have given me this money.”

Jacqueline, 63, is one of 220,000 people who have benefited from microcredit loans and cash grants from Fonkoze, Haiti’s largest microfinance institute, funded by \$8 million from the American Red Cross.

Fonkoze programs are centered around women like Jacqueline, who has a small wholesale and retail business selling charcoal, beans, corn, plantains and other goods. She regularly travels to the south of Haiti, where she buys her inventory and trucks it in bulk back to her home in a suburb of Port-au-Prince. She says she typically sells most of the goods while they’re still in transit. Her husband and sisters-in-law also help out with the business.

After her home was damaged January 12, Jacqueline and her family were forced to sleep outside under a tent. But thanks to financial support from the American Red Cross, she has not only grown her business but has also been able to repair the home where she lives today.





“Haiti Earthquake One-Year Report”

D HOST FAMILIES

Helping Haitians Host Others

Benjamin Sergot worked as a schoolteacher in Port-au-Prince before the earthquake turned his world upside down, destroying his home and reducing his school to a pile of concrete and twisted metal.

Benjamin decided to flee the city with his wife and two young children and stay with relatives who live a few hours away. Almost a year later, with much of Port-au-Prince in disrepair, they still live in their relatives' crowded home.

“The house is too small,” lamented Benjamin, who is 25 years old. “We need extra mattresses, and there’s not enough food.”

Recognizing that thousands of families took in desperate friends and relatives like Benjamin after the earthquake—one family in this area has 15 displaced people living in their home—the American Red Cross has been providing assistance to host families across the country. Through a \$4.8 million agreement with Mercy Corps, the American Red Cross is funding a series of market fairs which provide families with vouchers for household goods giving them an opportunity to repair their homes, purchase needed household items, and even send their children to school.

“My name is Nancie Jeangul and my daughter’s name is Martine Jozef. Since January 12, my daughter has not been able to go to school. With the financial support the American Red Cross gave us, I am sending her back to school again. Thank you.”

—Nancie Jeangul, recipient of American Red Cross cash grant

Martine Jozef proudly holds her new school uniform. With financial support from the American Red Cross, Haitian children like Martine are returning to school.

Photo: Tala Frenkel/American Red Cross



“Haiti Earthquake Relief: One-year Report” by the American National Red Cross, found here:

http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf. (pages 4-13)



Red Cross in Haiti Four Square Note-catcher

Name:

Date:

Transitional and Permanent Homes

Health, Water, and Sanitation

Disaster Risk Reduction

Livelihood and Host Families

“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name:

Date:

Expert group #2, *Health, Water, and Sanitation* (pages 8–9)

Key vocabulary: *cholera, outbreak, launched, campaign, prevent, purification, sanitation, equipping*

Previous vocabulary: *volunteers, coordination*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three to five details in the article that explain “Health, Water, and Sanitation” services provided by the Red Cross.
4. With your expert group, discuss the details you underlined and why.
5. Work with group members to paraphrase evidence and add at least three details to the “Health, Water, and Sanitation” square on your note-catcher.



“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name:

Date:

Expert group #1, *Transitional and Permanent Homes* (pages 4–7)

Key vocabulary: *displaced, makeshift, transitional, inclement, assembled, durable, innovative, gabions*

Previous vocabulary: *vulnerable, economic, rubble, secure*

Directions: With your expert group members, complete the following:

1. On your own, read your section of the text silently.
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three to five details in the article that explain “Transitional and Permanent Homes” provided by the Red Cross.
4. With your expert group, discuss the details you underlined and why.
5. Work with group members to paraphrase evidence and add at least three details to the “Transitional and Permanent Homes” square on your note-catcher.

“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name:

Date:

Expert group #1, *Disaster Relief Reduction (pages 10–11)*

Key vocabulary: *reducing, reinforce, facilitate, skit, preparedness, risk-reduction, persistence, minimize*

Previous vocabulary: *pre-positioned, distributions, disaster, aid, vulnerable*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three to five details in the article that explain “Disaster Relief Reduction” programs provided by the Red Cross.
4. With your expert group, discuss the details you underlined and why.
5. Work with group members to paraphrase evidence and add at least three details to the “Disaster Relief Reduction” square on your note-catcher.



“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name:

Date:

Expert group #1, *Disaster Relief Reduction (pages 12–13)*

Key vocabulary: *empowering, means, alleviate, priorities, acquire, enabled, host, displaced*

Previous vocabulary: *resources, partnerships, gratitude, goods, vouchers*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three to five details in the article that explain “Livelihoods and Host Families” support by the Red Cross.
4. With your expert group, discuss the details you underlined and why.
5. Work with group members to paraphrase evidence and add at least three details to the “Livelihoods and Host Families” square on your note-catcher.



Red Cross in Haiti Four Square Note-catcher
Answers, For Teacher Reference

Transitional and Permanent Homes

- Haiti earthquake displaced more than 1.5 million people
- People live in makeshift camps in Port-au-Prince
- Red Cross plans to provide 30,000 transitional homes
- Make homes that can handle inclement weather
- Transitional homes can be built and assembled faster
- Haitians need durable homes
- Use innovative solutions like building homes with gabions

Health, Water, and Sanitation

- Red Cross launched a campaign to keep cholera from becoming an outbreak
- Volunteers talk to Haitians about how to prevent cholera and provide water purification tablets
- Distributed more than 179 million gallons of water to people in Haiti
- Red Cross provides water for sanitation needs
- Equipping homes with latrines, rainwater collection systems, and water storage containers



Red Cross in Haiti Four Square Note-catcher
Answers, For Teacher Reference

Disaster Risk Reduction

- Reducing risks of disaster by helping residents reinforce embankments
- Pre-positioned supplies to help facilitate quick distributions after a disaster
- Children learn songs, skits, and dances that teach them how to prepare for disasters
- Red Cross teaches preparedness and risk-reduction to victims of the Haiti earthquake
- Risk-reduction requires persistence
- Camp residents in Haiti learn first aid
- Red Cross uses technology like text messages to give people information to minimize risks during a storm

Livelihood and Host Families

- Empowering Haitians by providing the means to have basic needs met
- Red Cross works to alleviate pressures on Haitian families by making money available through its partnerships
- Red Cross supports with programs identified as priorities by the communities
- Red Cross helps people acquire new skills for work
- Red Cross has enabled many Haitians to buy food, fuel, repay debts, send their kids to school, and restock businesses with good to run businesses
- Host families provide shelter to displaced people in Haiti
- Red Cross provides vouchers for goods people need



Lesson 5 Vocabulary Defined
Answers, For Teacher Reference

Chunk #1, Transitional and Permanent Homes (4–7)

displaced—away from, separated from ones home or place of residence

makeshift—temporary; crude; do-it-yourself

transitional—in-between; process of change

inclement—stormy; rainy; not pleasant

assembled—built; put together

durable—sturdy; strong; long-lasting; resilient

innovative—new; original; modern

gabions—wire blocks filled with rubble (definition from text)

Chunk #2, Health, Water, and Sanitation (8–9)

cholera—a disease caused by bacteria

outbreak—sudden occurrence; epidemic

launched—started; began

campaign—work to achieve a specific goal

prevent—stop something before it happens

purification—cleansing; sanitization; decontamination

sanitation—cleanliness; hygiene

equipping—supplying; providing; stocking

Chunk #3, Disaster Relief Reduction (10–11)

reducing—decrease; lessen; lower

reinforce—go back to add support, to strengthen something

facilitate—make easy; make possible

skit—short play

preparedness—awareness; watchfulness; vigilance

risk-reduction—decrease, lessen, lower the threat, hazard, danger

persistence—perseverance; determination; diligence

minimize—reduce; lessen; decrease



Lesson 5 Vocabulary Defined
Answers, For Teacher Reference

Chunk #4, Livelihoods and Host Families (12–13)

empowering—making someone more powerful, confident

means—income; resources; something that enables someone to do something

alleviate—lessen; ease

priorities—main concerns; most important

acquire—get; obtain; gain

enabled—made someone able to do something, made something possible

host—owner of a house, home that has guests

displaced—away from, separated from ones home or place of residence

Share, Rank, Write Task Card:
The Haiti Earthquake of 2010

Part A: Share

- Share the information you recorded in your note-catcher with other members of your group.
- Group members ask clarifying questions as needed, then record the details onto their own note-catchers to explain each of the other three areas of relief assistance the Red Cross offers.

Part B: Rank, Talk, Write

- Independently write a short summary sentence about each area of assistance in the margin of your note-catcher, next to each box.
- Think about what is the most, second most, third most, and least important type of aid after a natural disaster, then record a number 1–4 to rank the importance of each type of aid (“1” next to most important type of aid, “2,” “3,” “4” next to the second, third, fourth/least important type of aid).
- Discuss how you ranked the four types of aid, most to least important, with your group members. Explain your thinking by using evidence from your note-catcher.
- As a group, determine the *one* type of aid you think is most important, then write a summary statement on a blank page in your journal to explain what type of aid is most important and why. Be sure to include details and key vocabulary from your notes in your summary.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 6

Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech



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

I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)
 I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1)

- a. I can introduce a topic clearly.
- a. I can state an opinion.

I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)
 I can document what I learn about a topic by taking notes. (W.5.8)

Supporting Learning Targets

- I can create an organizational structure to logically group ideas for an opinion speech.
- I can introduce the topic of my opinion speech.
- I can state an opinion in my speech, about the need to prioritize aid to a neighboring country struck by a hurricane.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)B. Introduce Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review the Topic of Natural Disasters and Opinion Writing (10 minutes)B. Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Learning Target Review (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue Reading Independent Reading Book	<ul style="list-style-type: none">• In this lesson, students complete Part I of the Mid-Unit 3 Assessment. In this part of the assessment, students complete a short constructed response, then refer to three texts and two note catchers from Lessons 3-5 (“Characteristics of Multinational Companies (MCNs)”); “The Red Cross: Disaster Relief”; “Haiti Earthquake One-Year Report”; 3-Column note catcher: What is a Multinational Aid Organization?; Red Cross in Haiti 4-Square note catcher) to create an outline for their opinion speeches. These speeches are a part of students’ Final Performance Task for this unit.• The Mid-Unit 3 Assessment assesses students’ mastery towards RI.5.7, as students must draw from multiple sources to efficiently solve the problem of how aid should be prioritized following a natural disaster.• Note the distinction between opinion writing and “persuasive” writing. Opinions are supported by logical reasons and sound evidence, whereas persuasion employs rhetoric and emotional appeal in addition to these elements. Emphasize to students that they are writing opinion speeches. See Appendix C of CCSS for further clarification.• In advance:<ul style="list-style-type: none">– Review: Parts I and II of the Mid-Unit 3 Assessment to better understand the arc of students’ work across this lesson and Lesson 7.• Milling to Music and Fist-to-Five in Checking for Understanding Techniques (see Appendix 1).• Post: Opinion, Reasons and Evidence anchor chart (begun in Module 3A, Unit 3, Lesson 9), Learning targets



Lesson Vocabulary	Materials
Organizational structure, logically, introduce, topic, speech, state, opinion, prioritize, aid, hypothetical	<ul style="list-style-type: none">• Red Cross in Haiti 4-Square note catcher (from Lesson 5; one per student)• Opinion, Reasons and Evidence anchor chart (begun in Module 3A, Unit 3, Lesson 9)• Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (one per student)• Lined paper (one piece per student)• Organizational Structure, Topic and Opinion Rubric (one per student)• “Characteristics of Multinational Companies (MNCs)” (from Lesson 3; one per student)• “The Red Cross: Disaster Relief” (from Lesson 4; one per student)• “Haiti Earthquake One-Year Report” (from Lesson 5; one per student)• 3-Column Note Catcher: What is a Multinational Aid Organization? (from Lesson 3; one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Red Cross in Haiti 4-Square note catcher. • Review the Milling to Music protocol. • Give students a moment to mingle throughout the room, find a partner, and share one detail they added to their Red Cross in Haiti 4-Square note catchers. • Ask students to mingle three more times, sharing a detail from each of the three remaining categories their note catchers. • Consider listening in on partner conversations as an informal assessment of students' understanding. Ask probing questions or provide guidance to students as needed. • Once students have met with four students, ask them to return to their seats. Focus their attention whole group. • Invite several students to share an interesting detail one of their partners mentioned. 	<ul style="list-style-type: none"> • Display the instructions for the Milling to Music protocol for students to refer to as they review their homework .
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct student attention to the post learning targets and read them aloud: <ul style="list-style-type: none"> * "I can create an organizational structure to logically group ideas." * "I can introduce the topic of my speech." * "I can state an opinion about the need to prioritize aid to a neighboring country if struck by a hurricane." • Then pause to review key terms from each target: <ul style="list-style-type: none"> <i>organizational structure</i> – an outline; tool for organizing ideas <i>logically</i> – in a way that makes sense; in an understandable way <i>introduce</i> – begin, start <i>topic</i> – focus, subject <i>speech</i> - oral presentation, talk delivered to an audience <i>state</i> (v.) – express in words 	<ul style="list-style-type: none"> • Write synonyms, draw visuals, or locate images from the internet for each of the key academic vocabulary from the learning targets next to the words so students can refer to them as they re-read learning targets . • Consider doing a mini-lesson with students on the prefix hypo- to add to their knowledge of word parts that help them determine the meaning of new words . Consider also pointing out to students that the suffix "al" indicates that the word hypothetical is an adjective.



Opening (continued)	Meeting Students' Needs
<p><i>opinion</i> – what I believe; judgment</p> <p><i>prioritize</i> – rank according to importance; most to least or least to most important</p> <p><i>aid</i> – help; assistance; support</p> <ul style="list-style-type: none">• Ask students to turn to a partner and discuss how they could restate each target in their own words. Cold call several students to share their thinking whole group.• Remind students that the Final Performance Task requires them to present an opinion speech on how aid should be prioritized after a hypothetical hurricane strikes a country in the Western Hemisphere. Tell students that part of today's Mid-Unit Assessment helps them prepare for that task.• Ask students to turn and discuss the following with a partner:<ul style="list-style-type: none">* “Does ‘hypothetical’ sound like any other words you’re familiar with?”* “What do you think a ‘hypothetical’ hurricane is?”• After a moment, invite a few students to share their thinking whole group. Listen for, “Hypothetical sounds like hypothesis, which is an educated guess. So, it must be like “based on a hypothesis.” So, hypothetical hurricane might mean a hurricane that is just a supposed hurricane, or a theory. Like ‘what would happen if...?’”• If students are unable to determine the meaning of the word, clarify as needed. Explain that a hypothetical situation is basically a “what if...” situation, imagining what might happen.	



Work Time	Meeting Students' Needs
<p>A. Review the Topic of Natural Disasters and Opinion Writing (10 minutes)</p> <ul style="list-style-type: none"> Focus student attention whole group. Post the Opinion, Reasons and Evidence anchor chart. Ask students to review then turn and discuss with a partner: <ul style="list-style-type: none"> * “What is a topic?” * “What is an opinion?” Cold call 1-2 students to share out whole group. Listen for ideas like, “A topic is the main focus, overall subject being discussed or written about; an opinion is what I believe, it contains a <i>judgment word</i> like most, best, least, worst.” Clarify any misconceptions students may have about the meaning of “topic” or “opinion.” 	<ul style="list-style-type: none"> Consider posting examples of previously written topic statements and opinions from previous modules, specifically from student writing .
<p>B. Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (25 minutes)</p> <ul style="list-style-type: none"> Distribute one copy of the Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech, lined paper, and the Organizational Structure, Topic and Opinion Rubric to each student. <ul style="list-style-type: none"> While you are doing this, ask students to take out the following texts: and note catchers <ul style="list-style-type: none"> • “Characteristics of Multinational Companies (MNCs)” • “The Red Cross: Disaster Relief” • “Haiti Earthquake One-Year Report” • 3-Column note catcher: What is a Multinational Aid Organization? • Red Cross in Haiti 4-Square note catcher 	<ul style="list-style-type: none"> Students that struggle with writing may benefit from dictating their notes to a teacher for the Mid-Unit 3 Assessment. Allow students that struggle with language extra time in order to complete the Mid-Unit 3 Assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed.• Remind students that they have created organizational structures during assessments in previous modules. Ask students to consider the following:<ul style="list-style-type: none">* “What are examples of organizational structures you have used before?”* “How have those organizational structures (graphic organizers) helped you group ideas logically?”• Cold call 2-3 students to share out. Listen for suggestions like:<ul style="list-style-type: none">– “We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment.”– “We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment.”• Point out that students are just doing Part I of the assessment today. They will complete Part II in the following lesson. After they finish their assessment, they should read their independent reading book silently.<ul style="list-style-type: none">– For Part I, Step A, students read a passage about a hypothetical hurricane then complete a short-constructed response.– Part I, Step B, students create an organizational structure for an opinion speech, and write only their topic sentence and opinion statement about how aid should be prioritized after a hurricane.• Clarify as needed; then, invite students to begin. <p>Ask students to hold on to their Mid-Unit 3 Assessments, Part I for the debrief.</p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus student attention whole group and ask them to discuss the following with a nearby partner:<ul style="list-style-type: none">* “What is the topic of your speech?”* “What opinion do you have about prioritizing aid after a hurricane?”• Invite several students to share a clearly-stated topic or strong opinion statement that they heard from their partner.• Direct student attention to the posted learning targets. Read each of them aloud and ask students to use the Fist-to-Five protocol to assess their mastery of each target.• Collect students’ Mid-Unit 3 Assessments, Part I and their three articles. Note: Students will need these materials again during Part II of the assessment, in Lesson 7.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students that speak the same L1 language for the debrief .
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book.	<ul style="list-style-type: none">• Provide audio-recordings of students’ independent reading book for those that struggle with reading complex text independently.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 6

Supporting Materials



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Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Name:

Date:

Directions:

- Read the hypothetical scenario below, from the article “Hurricane Herman Strikes Mexico” about a supposed, “what if” disaster.
- Consider the gist of this article.
- Read the assessment question and outline task.
- Reread the article. Think about how you will respond to the assessment question and complete your opinion speech outline.
- Use information from your note-catchers and anchor charts, as well as key and previous vocabulary to support your thinking.



Mid-Unit 3 Assessment, Part I, A and B

“Hurricane Herman Strikes Mexico”

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico, early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one-million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area’s water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.



Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Part I, B: Outline, Topic Sentence and Opinion Statement for a Public Speech

Create an outline for a speech in which you will state the topic and your opinion about how aid should be prioritized to help the people of Mexico after the devastating effects of Hurricane Herman. To support your thinking, refer to the informational articles and your notes:

- “Characteristics of Multinational Companies (MNCs)”
- “The Red Cross: Disaster Relief”
- “Haiti Earthquake One-Year Report”
- 3-Column note-catcher: What is a Multinational Aid Organization? (from Lessons 3 and 4) Red Cross in Haiti 4-Square note-catcher (from Lesson 5)

Create an outline on a sheet of lined paper that includes spaces for:

- A topic statement.
- An opinion statement.
- Each type of aid to be prioritized (Reasons 1, 2, 3, 4).
- Two pieces of evidence to support each reason.
- A conclusion statement.

Add only the following to your outline:

- A topic statement that explains the focus of your speech.
- An opinion statement about the need to prioritize aid for the people of Mexico following Hurricane Herman.
- Use key and previous vocabulary in your topic and opinion statements.

Be sure to check your work against the rubric provided and edit or add to your outline as necessary.



Organizational Structure, Topic and Opinion Rubric

	3	2	1
Organizational Structure	Independently creates an outline/graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion.	Creates an outline/ graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion. Student needs some support.	Creates an outline/ graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion. Student needs significant support.
Topic	Clearly introduces the topic of the speech.	Topic of the speech is somewhat unclear.	Topic of the speech is unrelated to content or no topic is stated.
Opinion	States a clear opinion about the need to prioritize aid following a natural disaster that includes a judgment word (e.g., best, most, worst, etc.)	Opinion about the need to prioritize aid is unclear but includes a judgment word.	Opinion about the need to prioritize aid is unclear and does not include a judgment word.
Key and Previous Vocabulary	Includes the accurate use of many key and previous vocabulary terms from <i>all units in this module</i> .	Includes the accurate use of many key and previous vocabulary terms <i>mostly from this unit</i> .	Includes very few key and previous vocabulary terms or terms are used inaccurately.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 7

Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech



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

I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)

I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1)

- a. I can create an organizational structure in which I group together related ideas.
- b. I can document what I learn about a topic by taking notes. (W.5.8)
- c. I can construct a concluding statement or section for my opinion piece.

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

I can choose evidence from informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can prioritize the four types of aid in order to add reasons to my speech outline.
- I can paraphrase evidence to include in my speech outline.
- I can write a concluding statement for my opinion speech.
- I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane.

Ongoing Assessment

- Assessment, Part II: Organizing Notes for a Public Speech
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review Reasons, Evidence, and Conclusion (10 minutes)B. Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech (25 minutes)C. Tracking My Progress (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread the first three paragraphs from Transcript: Opening Remarks by President Obama from Lesson 1 independently or to someone at home. Start, “Good morning everybody ...” and end, “... leading this urgent mission.”B. On your index card, write a response to the following question: * “What is President Obama’s opinion about how the U.S. should support Haiti after the earthquake?”	<ul style="list-style-type: none">• In this lesson, students take Part II of the Mid-Unit 3 Assessment: Organizing Notes for a Public Speech and add reasons, evidence, and a concluding statement to their outlines from Part I of the assessment.• More time than usual is reserved for students to complete the Tracking My Progress, Mid-Unit 3 recording form at the end of this lesson, as it asks students to reflect on a combination of targets from Lessons 6 and 7.• Review and score students’ Mid-Unit 3 Assessments, Parts I and II. They will need their outlines from the assessment for the End of Unit 3 Assessment in Lesson 11.• Post: Learning targets; Opinion, Reasons, and Evidence anchor chart (begun in Unit 3, Lesson 9); What Do We Know about Natural Disasters? anchor chart (from Unit 1, Lesson 1).



Lesson Vocabulary	Materials
Prioritize, aid, reasons, outline, speech, evidence, paraphrase, conclusion, reflect, neighboring, struck	<ul style="list-style-type: none">• Opinion, Reasons, and Evidence anchor chart (begun in Unit 3, Lesson 9)• What Do We Know about Natural Disasters? anchor chart (begun in Unit 1, Lesson 1)• Journals• Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (from Lesson 6; students' completed assessments)• Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech (one per student)• Reasons, Evidence, and Conclusion Rubric (one per student)• "Characteristics of Multinational Companies (MNCs)" (from Lesson 3)• "The Red Cross: Disaster Relief" (from Lesson 4)• "Haiti Earthquake One-Year Report" (from Lesson 5)• Three-column note-catcher: What Is a Multinational Aid Organization? (from Lesson 3)• Red Cross in Haiti four-square note-catcher (from Lesson 5)• Tracking My Progress, Mid-Unit 3 recording form (one per student)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Remind students that for Part I of the Mid-Unit 3 Assessment, they created an outline, stated a topic, and provided an opinion about the need to prioritize aid after a hypothetical hurricane strikes Mexico. Today they take Part II of the Mid-Unit 3 Assessment to add reasons, evidence, and a conclusion to their outlines. This work will also help them prepare for writing a full speech later in the unit. Direct students' attention to the posted learning targets and call on four students to read them aloud to the class: <ul style="list-style-type: none"> * "I can prioritize the four types of aid in order to add reasons to my speech outline." * "I can paraphrase evidence to include in my speech outline." * "I can write a concluding statement for my opinion speech" * "I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane." Focus students' attention on the key terms from each target. Cold call several students to share the meaning of each word: <ul style="list-style-type: none"> <i>prioritize</i>—rank according to importance; most to least or least to most important <i>aid</i>—help; assistance; support <i>reasons</i>—why I believe the opinion <i>outline</i>—a tool for organizing ideas; organizational structure <i>speech</i>—oral presentation, talk delivered to an audience <i>paraphrase</i>—restate in my own words <i>evidence</i>—facts, information, details that support reasons <i>conclusion</i>—ending; closing <i>reflect</i>—think about; consider <i>neighboring</i>—next to; adjacent; bordering; nearby; close <i>struck</i>—affected suddenly or unexpectedly 	<ul style="list-style-type: none"> Write synonyms or draw visuals for each of the key academic vocabulary from the learning targets next to the words so students can refer to them.



Work Time	Meeting Students' Needs
<p>A. Review Reasons, Evidence and Conclusion (10 minutes)</p> <ul style="list-style-type: none"> • Direct student attention to the Opinion, Reasons, and Evidence anchor chart (from Module 3A, Unit 3, Lesson 9). Ask students to discuss the following with a nearby partner: <ul style="list-style-type: none"> * “How do reasons support an opinion?” * “How does evidence support a reason?” • Cold call several students to share out whole group. Listen for: “Reasons explain <i>why</i> I believe the opinion; evidence includes facts, information, and details that clearly support my reasons; using strong reasons and evidence to support my opinion makes the audience more likely to agree with my opinion.” • Ask students to discuss with a different partner: <ul style="list-style-type: none"> * “What should be included in the conclusion of an opinion speech?” • Cold call several students to share their thinking whole group. Listen for: “The conclusion restates the opinion from the introduction in a new or interesting way; the conclusion includes important details from the body of the speech.” • Clarify any misconceptions about the meaning of “reasons,” “evidence,” or “conclusion.” • Next, post the What Do We Know about Natural Disasters? anchor chart. Ask students to review the information on the chart, then turn to a speak with a new partner about: <ul style="list-style-type: none"> * “How do natural disasters impact people and the environment?” • Cold call several students to share their ideas with the class. Listen for suggestions like: “People can become trapped beneath rubble, swept away by floods; they’re scared and separated from family members; family members and friends may be killed by the disaster; supplies like water and food become scarce because of damage to supply lines and water systems; people become sick from dirty water and lack of food; people’s homes are destroyed so they need shelter; the landscape is torn apart, trees broken, mud, dirt and grime cover the area.” 	<ul style="list-style-type: none"> • Consider displaying and reviewing previous student writing that contain reasons and evidence for reference. • Students who struggle with language would benefit from a sentence stem. (“Natural disasters cause _____ and _____ to people and the environment.”)



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment, Part II: Organizing notes for a Public Speech (25 minutes)</p> <ul style="list-style-type: none">• Tell students to take out their journals. Distribute students' Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech from Lesson 6, along with one copy of Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech and a Reasons, Evidence, and Conclusion Rubric to each student.• While you are doing this, ask students to take out the same texts and note-catchers used on Part I of the Mid-Unit 3 Assessment:<ul style="list-style-type: none">– “Characteristics of Multinational Companies (MCNs)”– “The Red Cross: Disaster Relief”– “Haiti Earthquake One-Year Report”– Three-column Note-catcher: What Is a Multinational Aid Organization?– Red Cross in Haiti four-square note-catcher• Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed.• After they finish the assessment, they should read their independent reading book silently.• Ask students to hold onto Parts I and II of their Mid-Unit 3 Assessments for the debrief.	<ul style="list-style-type: none">• Allow students who struggle with language extra time in order to complete the Mid-Unit 3 Assessment.



Work Time (continued)	Meeting Students' Needs
<p>C. Tracking My Progress (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the Tracking My Progress, Mid-Unit 3 recording form. • Remind students they have used this self-assessment during previous modules to <i>reflect</i> (consider; think about) upon their mastery of the learning targets. • Ask students to independently complete their Tracking My Progress, Mid-Unit 3 recording forms. 	<ul style="list-style-type: none"> • Consider allowing students who struggle with multiple tasks at once to focus on a few of the long term learning targets rather than all of them at once.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on all they have learned about multinational aid organizations and the types of relief they provide to communities struck by natural disasters around the world. • Ask students to turn and share the reflections from their Tracking My Progress, Mid-Unit 3 recording forms. • Ask for volunteers to share out reflections whole group. • Collect students' Mid-Unit 3 Assessments Parts I and II, as well as their Tracking My Progress recording forms. • Read the homework directions aloud to students. Then, distribute one index card to each student. 	<ul style="list-style-type: none"> • Intentionally partner ELL students with other students who speak their same L1 language to share reflections from their Tracking My Progress , Mid-Unit 3 recording forms.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread the first three paragraphs from Transcript: Opening Remarks by President Obama from Lesson 1 independently or to someone at home. Start, “Good morning everybody ...” and end, “... leading this urgent mission.” • On your index card, write a response to the following question: <ul style="list-style-type: none"> * “What is President Obama’s opinion about how the U.S. should support Haiti after the earthquake?” 	<ul style="list-style-type: none"> • Provide an audio recording of the speech for students who struggle reading complex text independently . • Consider allowing students who struggle with writing to dictate their response to the focus question to someone at home .



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 7

Supporting Materials



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Mid-Unit 3 Assessment, Part II:
Organizing Notes for a Public Speech

Name:

Date:

Directions:

Refer to the article “Hurricane Herman Strikes Mexico,” other informational texts, notes, anchor charts, as well as your topic sentence and opinion (from the Mid-Unit 3 Assessment, Part I). Add the following to the outline you created during Lesson 6:

- Reread the hypothetical scenario “Hurricane Herman Strikes Mexico” about a supposed “what if” hurricane (from Mid-Unit 3 Assessment, Part I).
- Review the information from other articles, notes, and anchor charts to help you think about how to prioritize the four types of aid, from *most important* to *least important* and explain *why* you ranked each as most, second most, third most, and least important (reasons).
 - Transitional and Permanent Homes
 - Health, Water, and Sanitation
 - Disaster Relief Reduction
 - Livelihoods and Host Families
- Provide *two pieces of paraphrased evidence* for each reason to support your thinking about how aid should be prioritized following Hurricane Herman.
- Write a conclusion statement.
- Include details, quotes and information from your notes and the articles you have read.
- Use key and previous vocabulary in your reasons and evidence.

Check your work against the rubric provided and edit or add information as necessary.



Reasons, Evidence, and Conclusion Rubric

Name: _____

Date: _____

	3	2	1
Reasons	Names each of the four types of aid and clearly explains <i>why</i> each is prioritized as most important to least important priority.	Names each of the four types of aid but does not clearly explain <i>why</i> each is prioritized as most important to least important priority.	Does not name all four types of aid.
Evidence	Supports each reason with two pieces of <i>related</i> and paraphrased evidence and paraphrases evidence from notes and all three articles.	Supports each reason with two pieces of <i>related</i> and paraphrased evidence and paraphrases evidence from notes and two articles.	Supports each reason with one piece of <i>related</i> and paraphrased evidence or paraphrases evidence from notes and one article.
Conclusion	Clearly restates the topic and opinion in a new and interesting way.	Restates the topic and opinion.	Does not restate the topic or opinion.
Key Words and Previous Vocabulary	Includes the accurate use of many key and previous vocabulary terms from <i>all units in this module</i> .	Includes the accurate use of many key and previous vocabulary terms <i>mostly from this unit</i> .	Includes very few key and previous vocabulary terms or terms are used inaccurately.



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can create an organizational structure to logically group ideas.

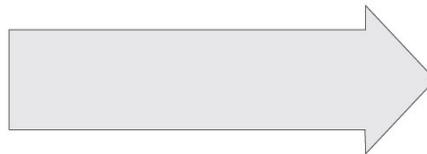
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can introduce the topic of my speech.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can state an opinion about the need to prioritize aid to a neighboring country if struck by a hurricane.

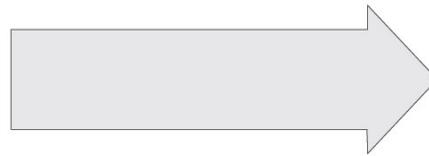
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can prioritize the four types of aid in order to add reasons to my speech outline.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can paraphrase evidence to include in my speech outline.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can write a concluding statement for my opinion speech.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 8

Speech Writing: Identifying Criteria for a High Quality Introduction



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

I can summarize the points a speaker provides. (SL.5.3)

I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 *topics and texts*, building on others' ideas and expressing their own clearly. (SL.5.1)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can introduction of opinion speech.
- b. I can create an organizational structure in which I group together related ideas.

Supporting Learning Targets

- I can summarize the introduction of the speech given by Adora Svitak.
- I can identify criteria for the introduction of an opinion speech.
- With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake.

Ongoing Assessment

- Response on President Obama's Opinion (from homework)
- Shared Writing: Introduction for an Opinion Speech



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Writer through Guiding Questions (10 minutes) B. Introduce Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Determining the Gist and Criteria for the Introduction of an Opinion Speech: Adora Svitak’s TED Talk (15 minutes) B. B. Speech Introduction: Critiquing President Obama’s Speech Introduction (10 minutes) C. Writing an Introduction for an Opinion Speech: Shared Writing (18 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • This lesson marks a transition from Unit 3’s first Guiding Question: “How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?” to the unit’s second Guiding Question: “How do speeches motivate and compel people to act?” • In this lesson, students reflect on the first Guiding Question to build an understanding of the Big Idea that “Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries that are struck by a natural disaster.” • Students are introduced to Adora Svitak’s TED Talk, “What Adults Can Learn from Kids” as an exemplar opinion speech given by a 12-year-old. Explain to students that TED is an acronym that stands for Technology, Entertainment and Design. Talks given at TED conferences by innovators in these three fields are recorded and shared with the world with the tag line, “ideas worth spreading”. • Students listen to the introduction of Adora Svitak’s speech in order to determine criteria for a high-quality introduction to an opinion speech. Part of this process involves students listening for key words that help emphasize Adora Svitak’s opinion in her introduction. • This is the first of three consecutive lessons in which the teacher guides students through a shared writing process about how aid should be prioritized after an earthquake. The purpose of the shared writing experience is to model parts (introduction, body, conclusion) of the opinion speech students will craft during the End-of-Unit 3 Assessment and deliver during the Final Performance Task. • In shared writing, the teacher and students compose text together. Both parties contribute their ideas to the process, and the teacher acts as scribe, writing the text as it is composed. Shared writing enables teachers to make the writing process concrete and visible to students, which allows students to focus exclusively on the thinking involved in writing, not the process. • Across Lessons 8-10, students help co-create the Criteria for an Opinion Speech anchor chart. This anchor chart is broken into three parts: introduction, body, and conclusion. Use a different colored marker for each category. This will help students differentiate the criteria and examples for each part of an opinion speech as they refer to the anchor chart during the End-of-Unit 3 Assessment.



Agenda (continued)	Teaching Notes
	<ul style="list-style-type: none"> • In advance: Create Criteria for an Opinion Speech anchor chart and Class Introduction to an Opinion Speech anchor chart. • Ensure the technology used to view Video: Adora Svitak “What Adults Can Learn From Kids” TED Talk is functioning. • Review: Milling to Music in Checking for Understanding Techniques (see Appendix 1) • Post: Guiding Questions for Unit 3, learning targets

Lesson Vocabulary	Materials
<p>Motivate, compel, act, summarize, speech, introduction, opinion, prioritizing, aid; childish, irrational, irresponsible, behavior, bothers, abolish, discriminatory</p>	<ul style="list-style-type: none"> • Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk: http://www.ted.com/talks/adora_svitak.html (0:00-1:28) • Computer, LCD projector, and speakers • Criteria for an Opinion Speech anchor chart (new; teacher created; see supporting materials) • Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference) • Transcript: Opening Remarks by President Obama (from Lesson 1, one clean version per student) • Class Introduction to an Opinion Speech anchor chart (new; teacher created; see supporting materials) • Earthquake Concepts note catcher (from Unit 1, Lesson 5) • Model Essay: “Earthquakes” (from Unit 1, Lesson 6; one for display) • Chart paper (one piece per group) • Introduction to an Opinion Speech task card (one per group) • Stickers (one per group)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer through Guiding Questions (10 minutes)</p> <ul style="list-style-type: none"> • Students should be in their regular small groups (from Lessons 1-5). • Ask students to take out the index cards on which they recorded President Obama’s opinion. • Review Milling to Music with students. • Ask students to mill throughout the room, then share with their partner: <ul style="list-style-type: none"> * “What is President Obama’s opinion about how the U.S. should support Haiti after the earthquake?” • Give students 1-2 minutes to share their thinking with their first partner. Then, ask students to briefly mill once again, find a new partner, and discuss the opinion they recorded for homework. • Focus student attention whole group. Cold call several partners to share out their thinking on President Obama’s opinion about how the U.S. should support Haiti after the earthquake. Listen for students to name specific statements or phrases that include judgment words from the first three paragraphs of the speech and justify why they think each example is an opinion about how the U.S. should support Haiti. • Ask students to quietly join their regular small groups. • Remind students of the Guiding Question from the first half of Unit 3: <ul style="list-style-type: none"> * “How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?” • Remind students that Guiding Questions are big, open-ended questions that guide our inquiry on a given subject. Whereas, Big Ideas are the enduring understandings that stay with us long after we finish investigating a particular topic. • Ask students to think about and discuss in groups: <ul style="list-style-type: none"> * “Based on the Guiding Question and the informational texts you have read so far, what do you think a Big Idea(s) could be?” • Invite members from each group to share their thinking whole group. Listen for suggestions like, “Multinational aid organizations provide aid to people around the world who are struck by disaster; multinational aid organizations need to prioritize assistance to communities struck by a natural disaster.” 	<ul style="list-style-type: none"> • Display the instructions for Milling to Music for student reference . • Consider modeling with a student a short conversation with this prompt to give students a vision for what you’re expecting . • Provide a sentence starter for students that struggle with language. (“President Obama’s opinion about how people should support Haiti is..., because ...”) • Display the Guiding Questions and write the student responses about the key terms above or below them in the Guiding Question and Big Idea. Leave them displayed for students to refer to through out the lesson .



Opening (opening)	Meeting Students' Needs
<ul style="list-style-type: none"> • Striving to paraphrase students' own suggestions, post the Big Idea: "Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries that are struck by a natural disaster." • Say something like, "In the second half of Unit 3 we are focusing on a new Guiding Question: <ul style="list-style-type: none"> * "How do speeches motivate and compel people to act?" • Ask students to discuss with group members what the terms <i>motivate</i>, <i>compel</i>, and <i>act</i> mean in the context of this question. • Invite members from each group to share their thinking whole group. Listen for, "Motivate means inspire, encourage, cause someone to do something; compel means to urge, make someone do something; act in this context means take action, do something, accomplish a goal." • Explain to students that they will have an opportunity to closely analyze opinion speeches during the next three lessons in order to better understand how to craft an opinion speech about how the U.S. should prioritize aid to communities struck by a natural disaster. 	
<p>B. Introduce Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct student attention to the posted learning targets and read them aloud: <ul style="list-style-type: none"> * "I can summarize the introduction of the speech given by Adora Svitak." * "I can identify criteria for the introduction of an opinion speech." * "With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake." • Cold call students to share out what they recall about the key words in these targets <i>summarize</i> (give a brief explanation of the main ideas; sum up; review the main ideas and details), <i>introduction</i> (opening; beginning), <i>speech</i> (oral presentation, talk delivered to an audience), <i>identify</i> (recognize, determine), <i>criteria</i> (measure, standard), <i>opinion</i> (belief; judgment), <i>prioritizing</i> (rank according to importance), and <i>aid</i> (help; assistance; support). 	



Work Time	Meeting Students' Needs
<p>A. Determining the Gist and Identifying the Criteria for the Introduction to an Opinion Speech: Adora Svitak's TED Talk (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their student journals and say something like, “A speech is structured in the same way that many essays are. It has an introduction, body, and conclusion.” • Tell students they will now watch the introduction of the Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk, which is an exemplar opinion speech given by a young person that <i>motivates</i> and <i>compels</i> people to <i>act</i>. While watching, they should focus on determining the gist. • Explain to students that TED is an acronym for Technology, Entertainment and Design. Talks given at TED conferences by innovators in these three fields are recorded and shared with the world with the tag line, “ideas worth spreading”. • Play the introduction portion of the Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (0:00-1:28) • Give students 2 minutes to discuss in their regular small groups: <ul style="list-style-type: none"> * “What is the gist of Adora Svitak’s introduction?” • Cold call 1-2 students to share out. Listen for, “Kids should not be called childish, irrational or irresponsible just because they are kids; adults have done childish or irrational things; kids have done a lot of great things to improve the world.” • Tell students to record the gist on a blank page in their student journals. • Draw students’ attention to the new Criteria for an Opinion Speech anchor chart. • Tell students they will view the introduction of Adora Svitak’s speech again to determine criteria for a high quality opinion speech introduction.” • Then, list and ask students to write the following key terms in the glossary of their journal: <i>childish, irrational, irresponsible, behavior, bothers, abolish, discriminatory</i>. • Ask students to consider the following during this second listen: <ul style="list-style-type: none"> * “What is Adora Svitak’s opinion?” * “What types of words or phrases does Adora Svitak use to express her opinion?” * “How does Adora Svitak use the key words (now listed in their journals) in her introduction?” 	<ul style="list-style-type: none"> • Students that struggle with auditory learning may need to have the video played more than once before discussing the gist. • Display the key words vocabulary for students to reference while they listen to the speech. • Display the instructions of what to do while watching the introduction for student reference. • Consider pacing the questions and discussions in groups to allow for students to discuss and share out about each one at a time. • Consider giving students that struggle with locating information in a lot of text, a Transcript with the line already drawn. • Provide a task card for groups with the instructions for identifying high quality criteria in a speech introduction.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Emphasize that the goal is not for them to determine the meaning of these terms but to focus on how the speaker uses them to emphasize her opinion.• Replay the Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (0:00-1:28).• Give students 4-5 minutes to discuss Adora’s opinion and how she uses key terms in her introduction.• Cold call members from each group to share out. Listen for, “Adora’s opinion is that kids should not be called childish just because they are not adults; we should abolish the word childish; the words and phrases she uses to express her opinion include judgment words like ‘should,’ ‘bothers (me),’ ‘discriminatory (word)’; she repeats or emphasizes key words related to her opinion such as ‘childish,’ ‘irrational,’ ‘adults,’ ‘behavior.’”• Refocus student attention on the Criteria for an Opinion Speech anchor chart. Ask students to discuss with group members:<ul style="list-style-type: none">* “What makes this speaker’s introduction compelling?”* “What criteria should be included in a high quality introduction of an opinion speech?”• Invite members from each group to share out. If students do not mention the Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference), add these criteria to the anchor chart.	



Work Time (continued)	Meeting Students' Needs
<p>B. Speech Introduction: Critiquing President Obama's Speech Introduction (10 minutes)</p> <ul style="list-style-type: none"> • Distribute a clean version of the Transcript: Opening Remarks by President Obama to each student. Ask students to draw a line below the third paragraph ending, "...leading this urgent mission." • Say something like, "Now that we have determined criteria for a high quality introduction to an opinion speech, we are going to critique the introduction of President Obama's Opening Remarks in order to locate examples of these criteria in an opinion speech specifically about providing aid to a neighboring country struck by a natural disaster. This work helps to reinforce your understanding of how to infuse these elements into your own writing as you craft an opinion speech for the End of Unit 3 Assessment and Final Performance Task." • Ask students to work with group members to: <ol style="list-style-type: none"> 1. Review the Criteria for an Opinion Speech Introduction. 2. Read the introduction of President Obama's speech. 3. Underline words, phrases, and sentences in the introductory paragraphs that are examples of criteria listed on the anchor chart. • After 3-4 minutes, cold call members from each group to share out an example of the introduction criteria they were able to locate in President Obama's speech. • Student responses will vary. Listen for, "President Obama... <ul style="list-style-type: none"> – greeted the audience, – stated an opinion, such as, 'In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right,' – used key words like, "serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission," to emphasize his point – connected to the audience with pronouns like, 'we' and phrases like 'American people,' 'Americans have always come together to lend a hand.' 	<ul style="list-style-type: none"> • Consider assigning each criteria a color and providing that color highlighter to the students to mark in their Transcript for those that are more visual learners • . Consider pacing students by setting a timer for each step of the Task Card and encouraging them to make quick decisions while listening to input from all group members .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Add students' responses to the examples column of the Criteria for an Opinion Speech anchor chart. If students do not mention the examples from President Obama's introduction listed on the teacher reference, add them to the anchor chart. • Leave the anchor chart with criteria and examples posted, for Work Time C. 	
<p>C. Writing an Introduction to an Opinion Speech: Shared Writing (18 minutes)</p> <ul style="list-style-type: none"> • Remind students that their final performance task is to deliver a speech to their classmates in which they share an opinion about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. • Say, "We are going to use a shared writing strategy in this and the next two lessons to practice writing each part of an opinion speech about how the U.S. should prioritize aid to a country struck by an earthquake. This shared writing experience will help you prepare for the speech you will write about how to prioritize aid after a hypothetical hurricane. Today, our focus is on writing a high quality introduction for an opinion speech." • Display the Class Introduction to an Opinion Speech anchor chart. • Then, help students locate the materials they will need: Earthquake Concepts note catcher (from Unit 1, Lesson 5) and the Model Essay: "Earthquakes" (from Unit 1, Lesson 6). • Distribute: one piece of blank chart paper per group and the Introduction to an Opinion Speech task card (one per group). • Read the task card directions aloud and clarify as needed. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to take 7-8 minutes to work with group members to complete the steps on the task card. Circulate to guide and support groups. Listen in on group conversations for the following:<ul style="list-style-type: none">– an attention getter in the form of a question or greeting– a general opinion with a judgment word about prioritizing aid such as, “It is important that we prioritize aid in the best, most efficient way possible...;”– a reason such as, “The earthquake caused a great deal of harm to the community, to people and the environment...;”– evidence similar to, “Many people have been injured, homes were destroyed and little fresh water or food is available...” etc.• After 7-8 minutes, invite one member from each group to post their group’s speech introduction for all students to see.• Say to students, “Now we will vote as a class for the introduction to use in our class opinion speech about how aid should be prioritized after an earthquake. Remember, the introduction should include an attention getter, an opinion statement with a judgment word, and a reason with supporting evidence that includes and emphasizes key terms.”• Tell students to refer to the Criteria for an Opinion Speech anchor chart, criteria and examples for an introduction, to help them make their decision.• Give each group a sticker. Then, invite groups to review each introduction that is posted and vote for the one they think should be the class introduction.• Once all students have voted, ask them to notice which introduction got the most votes and declare that one the class introduction. If there is a tie, then make the decision for the class. Tell students that this is the introduction about how to prioritize aid to a community after an earthquake the class will use.• Keep the introduction students vote for posted for student reference in Lessons 9-15.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus student attention whole group. Then ask student to turn and discuss the following with a partner: <ul style="list-style-type: none"> * “In your opinion, what type of aid should be the greatest priority after an earthquake and why?” • Cold call 2-3 students to share out. Listen for students to say, “Health, water and sanitation are most important because people can die from disease or lack of food and water after a disaster; livelihood and host families are most important because they help people get back to a normal life.” • Then direct student attention to the posted learning targets. Read each one aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target. 	<ul style="list-style-type: none"> • Provide a sentence starter for students that struggle with language. (“I think _____ should be provided first after and earthquake because _____.”) • Refer students to the four types of aid studied in previous lessons . • Note students who show a thumbs-down for a given learning target, as they may need more support summarizing or writing an introduction to an opinion speech.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Re-read paragraphs 4-13 of the “Transcript: Opening Remarks by President Obama” starting, “This is a model that works...” and ending, “songs of faith and songs of hope • Focus on President Obama’s opinion, “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.” Text code reasons (R) and supporting evidence (E) you locate in the speech, that support this opinion. 	<ul style="list-style-type: none"> • Provide an audio recording of President Obama’s speech for students that struggle reading complex text independently . • Allow students that are visual learners to use color highlighters to mark reasons and evidence in President Obama’s speech .



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 8

Supporting Materials



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Criteria for an Opinion Speech Anchor Chart:
Blank, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples
Introduction		
Body		
Conclusion		



Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples
Introduction	<ol style="list-style-type: none">1. Uses an “attention getter”2. Clearly states opinion with a judgment word3. Provides compelling reason(s) and sound evidence to support opinion.4. Emphasizes or repeats Key words/ideas5. Connects personally to audience	<ol style="list-style-type: none">1. Asks a question; greets audience2. “...we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking.”; “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.”



Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, for Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples
Introduction		<p>3. “Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish....After all take a look at these events: Imperialism and colonization, world wars...Now what have kids done? Well, Anne Frank...Ruby Bridges...Charlie Simpson...So as, you can see evidenced by such examples, age has absolutely nothing to do with it.”; “...Americans have always come together...to save lives and to deliver relief that averts an even larger catastrophe.”</p> <p>4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission</p>



Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples
Introduction		5. Uses pronouns like ‘you,’ ‘we’; uses pronoun ‘we’ and phrases like ‘American people,’ ‘Americans have always come together to lend a hand.’
Body		
Conclusion		



Class Introduction to an Opinion Speech Anchor Chart:
Blank for Teacher Reference

Introduction:

Attention Getter:

Opinion Statement:

Reason:

Evidence:



Introduction to an Opinion Speech task card

Choose one member of your group to record the group's attention getter, opinion, reason and evidence, on the group's blank piece of chart paper.

Refer to the Criteria for an Opinion Speech anchor chart to complete the following:

1. As a group, discuss ideas for an "attention getter" to use in the introduction. Come to *consensus* (agreement) and record ONE attention getter for your group to share with the class.
2. As a group, create ONE opinion statement about how aid should be prioritized after an earthquake destroys a community. This opinion statement may be a combination of your opinions or the group may choose to just use one group member's opinion. Remember that an opinion statement **MUST** have a judgment word in it. Record ONE opinion for your group to share with the class.
3. As a group, refer to the Earthquake Concepts note catcher and Model Essay "Earthquakes" to come to consensus about ONE reason and ONE piece of supporting evidence to support your group's opinion about how aid should be prioritized following an earthquake. Remember to *emphasize/repeat key words* in your reasons and evidence.
4. As a group, work to combine these ideas into a paragraph.
5. Have one person from your group post the paragraph you created, for all students to view.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 9

Speech Writing: Identifying Reasons, Evidence, and Linking Words



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

I can explain how the evidence a speaker provides supports the points they're trying to make. (SL.5.3)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons

Supporting Learning Targets

- I can explain how the evidence provided by Adora Svitak and President Obama support their opinions.
- With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence.
- With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake.

Ongoing Assessment

- Transcript: Opening Remarks by President Obama (with text-coding, from homework)
- President Obama Reasons and Evidence Sorting task card
- Shared Writing Body Paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Writer (5 minutes) B. Introducing Learning Targets (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Identifying Criteria for the Body of an Opinion Speech: Adora Svitak’s TED Talk (12 minutes) B. Matching Reasons, Supporting Evidence, Linking Words and Phrases (15 minutes) C. Planning the Body of an Opinion Speech: Reasons, Evidence, and Linking Words (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Reviewing Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Write the following vocabulary words/phrases in the glossary of your student journal. For each word/phrase, write a synonym and draw a visual to help you remember what the word/phrase means: <i>explain, aid, body (of a speech), support, on the other hand, indeed, then again.</i> B. Continue reading your independent reading book. 	<ul style="list-style-type: none"> • In this lesson, students focus on identifying reasons, evidence, and linking words or phrases that support the opinion expressed in the introduction of a speech. To practice this skill, they listen to a part of the body of the Video: Adora Svitak’s “What Adults Can Learn from Kids” TED Talk (1:28–3:15) three times. After the first two views, students identify reasons and evidence Adora uses to support her opinion. During the third viewing, students identify linking words and phrases Adora Svitak uses to connect her opinion, reasons, and evidence. Students add their findings to the Criteria for an Opinion Speech anchor chart and Linking Words anchor chart respectively (from Module 3A or 3B). Note that students are not given a typed transcript of the Adora Svitak video. In order to meet the criteria of SL.5.3, students must be able to listen for details rather than read. • Following this, students work with portions of Transcript: Opening Remarks by President Obama to reinforce their understanding of how reasons, evidence, and linking words or phrases support a speaker’s opinion. • From here, students put their learning into action by working in their regular small groups to craft a body paragraph for the class’s shared writing piece. As in Lesson 8, students assess each group’s paragraph and vote on the strongest one to be included in the class example. • Keep the body paragraph students choose as the strongest, as this will be referenced in Lessons 10–15. • In advance: <ul style="list-style-type: none"> • Ensure the technology used to view Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk is functioning. • Create a Class Body of an Opinion Speech anchor chart (see supporting materials). • Review: Four Corners protocol and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Four Corners sheets; Criteria for an Opinion Speech anchor chart; Linking Words anchor chart; Class Body of an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
explain, reasons, evidence, opinion, aid, body (of a speech), identifying, support, linking words	<ul style="list-style-type: none">• Journals• Four Corners sheets (one for each corner/area of the room)• Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (1:28–3:15)• Computer, LCD projector, and speakers• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Criteria for an Opinion Speech anchor chart (Criteria and Examples, for teacher reference)• Linking Words anchor chart (begun in Module 2A or 2B)• President Obama Reasons and Evidence Sorting task card (one per student)• President Obama Reasons and Evidence Sorting task card (answers, for teacher reference)• Earthquake Concepts note-catcher (from Unit 1, Lesson 5)• Model essay: “Earthquakes” (from Unit 1, Lesson 6)• Body of an Opinion Speech task card (one per group)• Chart paper (one piece per group)• Class Body of an Opinion Speech anchor chart (new; teacher-created; see supporting materials)• Stickers (one per group)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and Transcript: Opening Remarks by President Obama that they text-coded for homework and join their regular small groups.• Invite students to share the reasons and evidence they text-coded with a partner in their group.• Cold call one or two students to share out.• Say: “Today we will continue to think about how to craft an opinion speech that motivates and compels people to act by focusing on adding reasons and evidence to the body of our shared class speech. We will, again, work with President Obama’s speech to do this.”• Remind students of their new guiding question for the unit:<ul style="list-style-type: none">* “How do speeches motivate and compel people to act?”• Review directions for the Four Corners protocol with students. Read aloud the four choices on the Four Corners sheets that students may choose from. Ask students:<ul style="list-style-type: none">* “How should U.S. humanitarian aid organizations prioritize assistance to a neighboring country when a natural disaster strikes?”* “Which one of these types of aid is the most important?”• Invite students to choose and stand in one of the four corners.• Ask them to discuss with others who chose that same type of aid:<ul style="list-style-type: none">* “Why is this type of aid most important?”• Cold call members from each group to share out.	<ul style="list-style-type: none">• Post directions for Four Corners protocol.



Opening (opening)	Meeting Students' Needs
<p>B. Introducing Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read them aloud: <ul style="list-style-type: none"> * "I can explain how the evidence provided by Adora Svitak and President Obama supports their opinions." * "With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence." * "With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake." • Cold call students to share out the meaning of key words from these targets: <ul style="list-style-type: none"> <i>explain</i>—give details, clarify, describe <i>reasons</i>—why I believe the opinion <i>evidence</i>—facts, information <i>opinion</i>—what I believe; contains a judgment word <i>aid</i>—help, assistance, support <i>body</i> (of a speech)—main part of a written piece <i>identifying</i>—recognizing, finding <i>support</i>—prove, strengthen <i>linking words</i>—connecting words or phrases; transition words or phrases • As time allows, cold call students to restate each target in their own words. 	<ul style="list-style-type: none"> • To support ELL students, consider allowing students to work in pairs or small groups and share out as a group .



Work Time	Meeting Students' Needs
<p>A. Identifying Criteria for the Body of an Opinion Speech: Adora Svitak's TED Talk (12 minutes)</p> <ul style="list-style-type: none"> • Be sure students have access to their journals. Say: "Yesterday, we discussed the structure of an opinion speech and criteria for a high-quality introduction. Remember that an opinion speech contains an introduction, body, and conclusion. Today, we will watch another section of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15) in order to identify criteria for the body of a high-quality opinion speech." • Make sure a computer, LCD projector, and speakers are ready to show the video. • Ask students to turn to the page where they recorded the gist of Adora Svitak's introduction in their journals. Remind students that the gist is also Adora's opinion. • Ask for a volunteer to read his or her gist aloud to the group. Listen for: "Kids should not be called childish, irrational, or irresponsible just because they are kids; adults have done childish or irrational things; kids have done a lot of great things to improve the world." • Focus students' attention on the "body" row of the Criteria for an Opinion Speech anchor chart. • Ask students to think about the opinion pieces they wrote in Module 3, then discuss in their regular small group: <ul style="list-style-type: none"> * "How does an author support his or her opinion in the body of a written piece?" • Ask for volunteers from each group to share out their recollections. Listen for: "They use reasons to explain why they believe the opinion; they provide evidence to support each reason; they use linking words and phrases to connect the opinion to the reasons and evidence." • Add "reasons," "evidence," and "linking words" to the body section of the Criteria for an Opinion Speech anchor chart (see Criteria for an Opinion Speech anchor chart, Criteria and Examples, for teacher reference.) • Tell students they will view and listen to the body section of Adora Svitak's speech twice in order to identify the reasons and evidence she uses to support her opinion. • Play the body portion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15). Ask students to discuss with group members reasons and evidence they heard Adora use. 	<ul style="list-style-type: none"> • To support ELL students, consider allowing students to work in pairs or small groups and share out as a group. • Students who struggle with auditory learning may benefit from listening to and viewing the video clip multiple times before identifying reasons or evidence Adora uses to support her opinion . • Provide a transcript of the video only for those students who have an IEP or other learning plan that indicates they are not able to access information that is presented orally.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Play the body portion again. Then, give students 2 minutes to discuss any new reasons or evidence they heard the second time around:<ul style="list-style-type: none">* “What reason(s) did Adora use to support her opinion?”* “What evidence did Adora provide to support her reason(s)?”• Cold call students to share out. Listen for:<ul style="list-style-type: none">– • “One reason she provides is ‘certain types of irrational thinking are what the world needs,’ which she supports with evidence such as:<ul style="list-style-type: none">• ‘Kids aren’t hampered as much as adults when it comes to thinking about reasons why not to do things’• ‘Kids are full of hopeful thinking, kids still dream about perfection.’– “A reason she gives is that kids’ imaginations push the boundaries of possibility,’ which she supports with evidence like:<ul style="list-style-type: none">• ‘Artists said they got some of their best ideas from kids because kids don’t think about limitations or how hard something can be.’• ‘Kids just think about good ideas.’”• Add students’ ideas to the example column of the Criteria for an Opinion Speech anchor chart.• Next, display the Linking Words anchor chart. Briefly review the words and phrases listed with students.• Say: “Now we’ll watch the body section of Adora’s Svitak’s Ted Talk a third time. During this viewing, pay close attention to the linking words and phrases she uses to connect her reasons and evidence to her opinion.”• Play the body portion of Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (1:28–3:15) for a third time.• Give students 1 minute to share with group members the linking words and phrases they heard.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call students from each group to share out whole group. Add students' ideas to the Linking Words anchor chart if not already listed. Listen for :<ul style="list-style-type: none">– Then again– Maybe you– Like– How many of you– Sometimes– Because– Then– On the other hand– In many ways– Now• Help students synthesize their thinking by providing an opportunity to transition from focusing on more discrete mechanics of speech writing to more abstract concepts of generating a compelling message.• Ask students to review the examples of reasons, evidence, and linking words they identified. Then, invite students to discuss the following in their groups:<ul style="list-style-type: none">* “What makes the body of Adora Svitak’s opinion speech compelling?”• Invite two or three students to share their ideas. Listen for: “She compares kids to adults, how kids’ thinking is different or more creative because they aren’t hampered by reasons not to try new things; she provides specific examples, evidence related to what adults have learned from kids; she links her ideas together with words and phrases that transition smoothly from one idea to the next and clearly signal the differences between the ways adults and kids think.”	<ul style="list-style-type: none">•



Work Time (continued)	Meeting Students' Needs
<p>B. Matching Reasons, Supporting Evidence, Linking Words and Phrases (15 minutes)</p> <ul style="list-style-type: none">• Say something like: “We just viewed a small part of Adora Svitak’s speech in order to determine criteria for the body of an opinion speech, as well as to analyze how her reasons, evidence, and linking words or phrases are compelling. Now we will work with selections from President Obama’s speech to reinforce our understanding of the criteria we identified.”• Distribute the President Obama Reasons and Evidence Sorting task card to each student. Read the directions aloud to students and invite them to work with their groups. Circulate to support.• After 7 to 8 minutes, cold call students from each group to share out their answers and explain why they chose each piece of evidence to support each reason. See President Obama Reasons and Evidence Sorting Task (answers, for teacher reference) for possible answers.• Remind students that different reasons and evidence can be used to support an opinion. However, they must ensure that there is a clear link between the opinion, each reason, and the evidence used to support it.• Redirect students’ attention the Linking Words anchor chart.• Give students 2 to 3 minutes to work with group members to review the reasons and evidence on their President Obama Reasons and Evidence Sorting task cards and identify the linking words or phrases that President Obama uses in those excerpts.• Cold call members from each group to share out the linking words and phrases the president uses to connect his ideas logically. Listen for:<ul style="list-style-type: none">– Here at home– Because– By coming together in this way– Indeed• Add student responses to the Linking Words anchor chart if not already listed.	<ul style="list-style-type: none">• Provide a transcript with the line already drawn for students who struggle to locate information in a lot of text .• Consider having fast finishers add the examples from President Obama’s speech to the Criteria for an Opinion Speech anchor chart.



Work Time (continued)	Meeting Students' Needs
<p>C. Planning the Body of an Opinion Speech: Reasons, Evidence, and Linking Words (20 minutes)</p> <ul style="list-style-type: none"> • Remind students that the final performance task involves delivering an opinion speech about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. • Say something like: “During the previous lesson, you worked in groups to write an introduction to our shared opinion speech. Then you used the Criteria for an Opinion Speech anchor chart to vote for the strongest introduction. Today we will craft the body of our class opinion speech about how aid should be prioritized after an earthquake. The body section of our class speech should clearly connect the opinion from our introduction to reasons and supporting evidence that explain the four types of aid, prioritized from most important to least important. The body should also include linking words and phrases that create smooth transitions between ideas. Today you will use the same process as in the previous lesson to plan the body of our shared opinion speech. Then you will select the strongest body paragraph for our shared opinion speech.” • Read aloud the introduction the class chose in Lesson 8. If time permits, revisit the criteria of a high-quality introduction of an opinion speech. • Ask students to take out the materials they will need for the next portion of this lesson: Earthquake Concepts note-catcher and model essay: “Earthquakes.” • Distribute a Body of an Opinion Speech task card and one piece of chart paper to each group. Display the Class Body of an Opinion Speech anchor chart. • Read the task card directions aloud. Give students 10 to 12 minutes to complete these tasks, and circulate to support. Listen for students to: <ul style="list-style-type: none"> – Rank order of the four types of aid from most important to least important. – Provide reasons that explain why each type of aid should be most important, second most important, third most important, and least important. – Support each reason with evidence (facts, information, details). – Use linking words and phrases between the opinion, reasons, and evidence. • Refocus students whole group. Ask each group to display their body paragraphs for all students to view. 	<ul style="list-style-type: none"> • Leave the Criteria for an Opinion Speech and Linking Words anchor charts posted for student reference during Work Time C.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give each group one sticker. Then invite each group to review each group's body paragraphs and vote for the one they think should be used for the class opinion speech.• Remind students to refer to the body row of the Criteria for an Opinion Speech anchor chart to help them make their decision.• Once all students have voted, ask them to notice which group received the most votes and declare that one the body paragraph for the class opinion speech. If there is a tie, then make the decision for the class.	<ul style="list-style-type: none">• Consider pacing students by setting a timer for each step of the task card and encouraging them to make quick decisions while listening to input from all group members .



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Refocus students' attention whole group. Ask them to discuss the following with a partner: <ul style="list-style-type: none"> * "How are reasons and evidence different? Explain and provide an example." • Cold call on one to two students to share out. Listen for ideas such as: "Reasons are <i>why</i> you believe your opinion and <i>evidence</i> are facts and information that support your reason. For example, water sanitation efforts keep people from getting sick and dying from preventable causes after the disaster (reason). The Red Cross can prevent outbreaks of diseases passed through the water supply like cholera (evidence)." • Direct students' attention to the posted learning targets and read each one aloud. • Ask students to indicate the target they felt most successful with using a Fist to Five. Cold call students to share their reasons for their perceived success. • If time permits, ask students to indicate which target caused them to work the hardest. Cold call students to share out the reasons for their struggle(s). Push students to say more than "because it was easy" or "because it was hard." • Ask probing questions such as: <ul style="list-style-type: none"> * "Which part of the target(s) was most difficult for you (e.g., 'identifying,' 'explaining,' 'supporting reasons with evidence,' 'working with peers,' 'prioritizing') and why?" * "What strategies helped you overcome your struggle(s) (e.g., 'discussing ideas with peers,' 'listening and viewing the video more than once'), and how did they help you?" • Listen for students to share details like: "It was difficult for me to explain how Adora supported her reasons because she speaks quickly" or "linking words are easy for me to identify, but difficult to explain how they link ideas together because they are used throughout the speech, either at the beginning or in the middle of a sentence." 	<ul style="list-style-type: none"> • Display or distribute the informal definitions of these words for student reference. (reasons—why you believe what you do; evidence—facts and examples to support your reasons) • Consider posting a sentence starter to support ELL students, "reasons and evidence are different because ... an example of a reason is ... an example of evidence is ..."



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Write the following vocabulary words/phrases in the glossary of your student journal. For each word/phrase, write a synonym and draw a visual to help you remember what the word/phrase means: <i>explain, aid, body (of a speech), support, on the other hand, indeed, then again.</i>• Continue reading your independent reading book. Look for examples of linking words or phrases to add to the Linking Words anchor chart.	<ul style="list-style-type: none">• Provide an audio recording of students' independent reading book for those who struggle reading complex text.• Consider narrowing the list of vocabulary words to three to four words for students who struggle with language.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 9

Supporting Materials



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The MOST important type of aid to provide after a natural disaster is
Transitional and Permanent Homes

The MOST important type of aid to provide after a natural disaster is
Health, Water, and Sanitation



The MOST important type of aid to provide after a natural disaster is
Disaster Risk Reduction

The MOST important type of aid to provide after a natural disaster is
Livelihood and Host Families

Criteria for an Opinion Speech Anchor Chart
Criteria and Examples
For Teacher Reference

*Adora Svitak “Examples of criteria ...” are in plain type.

*President Obama “Examples of criteria ...” are in **bold** type.

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples of criteria
Introduction	<ol style="list-style-type: none"> 1. Uses an “attention getter.” 2. Clearly states opinion with a judgment word. 3. Provides compelling reason(s) and sound evidence to support opinion. 	<ol style="list-style-type: none"> 1. Asks a question (Adora Svitak); greets audience (President Obama). 2. “... we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking.” (Adora Svitak); “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right” (President Obama). 3. “Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish After all, take a look at these events: imperialism and colonization, world wars ... now what have kids done? Well, Anne Frank ... Ruby Bridges ... Charlie Simpson ... So as you can see evidenced by such examples, age has absolutely nothing to do with it.” (Adora Svitak); “... Americans have always come together ... to save lives and to deliver relief that averts an even larger catastrophe” (President Obama).

Criteria for an Opinion Speech Anchor Chart
(Answers, For Teacher Reference)

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples of criteria
Introduction	<p>4. Emphasizes or repeats key words/ideas.</p> <p>5. Connects personally to audience.</p>	<p>4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission.</p> <p>5. Uses pronouns like “you,” “we” (Adora Svitak); uses pronoun “we” and phrases like “American people,” “Americans have always come together to lend a hand” (President Obama).</p>
Body	<p>1. Reasons that support the opinion (explain “why” you believe the opinion).</p> <p>2. Evidence that supports each reason (facts, information, details).</p>	<p>1. “Certain types of irrational thinking are what the world needs, kids’ imagination pushes the boundaries of possibility” (Adora Svitak); “Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us” (President Obama).</p> <p>2. “... kids aren’t hampered as much as adults when it comes to thinking about reasons why not to do things, kids are full of hopeful thinking, kids still dream about perfection, artists said they got some of their best ideas from kids because kids don’t think about limitations or how hard something can be, kids just think about good ideas” (Adora Svitak); “Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities” (President Obama).</p>



Criteria for an Opinion Speech Anchor Chart
(Answers, For Teacher Reference)

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples of criteria
	3. Linking words and phrases.	3. *Add examples to the Linking Words anchor chart, for students' ongoing reference.
Conclusion		

President Obama Reasons and Evidence:
Sorting Task Card

Name:

Date:

1. Review President Obama’s opinion:
“In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.”
2. With group members, read “Reason #1” and review the four examples of evidence: “a,” “b,” “c,” and “d.”
3. With group members, discuss which TWO pieces of evidence best support “Reason #1” and record the letters (“a,” “b,” “c,” or “d”) on the lines next to “Evidence to support Reason #1.”
4. Repeat Steps 2 and 3 for “Reason #2.”
5. Be prepared to share your thinking with the class.

Reason #1: “Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us.”

Evidence to support Reason #1 _____

Evidence to support Reason #1 _____

Reason #2: “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united.”

Evidence to support Reason #2 _____

Evidence to support Reason #2 _____

EVIDENCE:

- a. We stand united with the people of Haiti, who have shown such incredible resilience.
- b. This time of suffering can and must be a time of compassion.
- c. Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities.
- d. We will help the people of Haiti to rebuild and recover.

President Obama Reasons and Evidence:
Sorting Task Card
(Answers, for Teacher Reference)

1. Review President Obama’s opinion:
“In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.”
2. With group members, read “Reason #1” and review the four examples of evidence: “a,” “b,” “c,” and “d.”
3. With group members, discuss which TWO pieces of evidence best support “Reason #1” and record the letters (“a,” “b,” “c,” or “d”) on the lines next to “Evidence to support Reason #1.”
4. Repeat Steps 2 and 3 for “Reason #2.”
5. Be prepared to share your thinking with the class.

Reason #1: “Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us.”

Evidence to support Reason #1 _____ **c** _____

Evidence to support Reason #1 _____ **b** _____

Reason #2: “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united.”

Evidence to support Reason #2 _____ **a** _____

Evidence to support Reason #2 _____ **d** _____



Class Body of an Opinion Speech Anchor Chart
For Teacher Reference

Reason: The most important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Reason: The second most important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Reason: The third most important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Reason: The least important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Body of an Opinion Speech Task Card

As a group, take approximately 10 to 12 minutes to do the following:

1. Refer to the Class Introduction to an Opinion anchor chart to review the class opinion established in Lesson 8.
2. Briefly discuss what you recall about the four types of aid:
 - a. Livelihood and Host Families
 - b. Disaster Risk Reduction
 - c. Health, Water, and Sanitation
 - d. Transition and Permanent Homes
3. Discuss how to rank order the four types of disaster relief aid from most important to least important and why you ranked them the way you did.
4. On your own, review the Earthquake Concepts note-catcher and model essay: “Earthquakes” from Unit 1 and underline evidence that support the group’s opinion and reasons for prioritizing each type of aid from most to least important.
5. After hearing from every member of the group, determine two pieces of evidence to support each reason for prioritizing aid from most to least important.
6. Record the reasons and evidence in order of priority onto your group chart (use the same format as the Class Body of an Opinion Speech anchor chart)
7. Be ready to share with the whole class.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 10

Speech Writing: Identifying Criteria for a High Quality Conclusion



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

I can summarize the points a speaker provides. (SL.5.3)

I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own clearly. (SL.5.1)

d. I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

d. I can construct a concluding statement or section for my opinion piece.

Supporting Learning Targets

- I can summarize the speech given by Adora Svitak.
- I can identify criteria for the conclusion of an opinion speech.
- With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake.

Ongoing Assessment

- Vocabulary glossaries in student journals
- Shared Writing Conclusion paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (8 minutes)B. Introducing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Summarizing a Speech and Criteria for an Opinion Speech Conclusion: Adora Svitak’s TED Talk (20 minutes)B. Speech Conclusion: Critiquing President Obama’s Speech Conclusion (10 minutes)C. Shared Writing: Conclusion (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete Lesson 10 task card: Mechanics.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 8 and 9.• In this lesson, students listen to the introduction, body, and conclusion of Adora Svitak’s TED Talk, “What Adults Can Learn from Kids” three times. During the first listen, students summarize the introduction, body, and conclusion. On the second and third listens, students identify criteria and examples of a high-quality conclusion in an opinion speech.• Following this, students work with portions of Transcript: Closing Remarks by President Obama to reinforce their understanding of how compelling conclusions call listeners to action.• Students move on from these two activities to work with their regular small groups in crafting the conclusion of the class’s shared writing piece. After this, they vote on the strongest conclusion to be added to their class example.• In advance:<ul style="list-style-type: none">• Ensure the technology used to view Video: Adora Svitak “What Adults Can Learn From Kids” TED Talk is functioning.• Create a Class Conclusion to an Opinion Speech anchor chart (see supporting materials).• Review: Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Criteria for an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
summarize, conclusion, speech, identify, criteria, opinion, prioritizing, aid	<ul style="list-style-type: none">• Journals• Linking Words anchor chart (begun in Lesson 9)• Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (0:00–3:15 and 6:00–8:02): http://www.ted.com/talks/adora_svitak.html• Computer, LCD projector, and speakers• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference)• Transcript: Closing Remarks by President Obama (one per student)• Earthquake Concepts note-catcher (from Unit 1, Lesson 5)• Model essay: “Earthquakes” (from Unit 1, Lesson 6)• Chart paper (one piece per group)• Class Conclusion to an Opinion Speech task card (one per group)• Class Conclusion to an Opinion Speech anchor chart (new; teacher-created; see supporting materials)• Class Introduction to an Opinion Speech anchor chart (begun in Lesson 8)• Class Body of an Opinion Speech anchor chart (begun in Lesson 9)• Stickers (one per group)• Lesson 10 task card: Mechanics (one per student)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (8 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and turn to the linking words they identified from their independent reading book.• Display the Linking Words anchor chart and briefly review the currently listed words.• Review Milling to Music with students.• Ask students to mill throughout the room and share with their partner:<ul style="list-style-type: none">* “What is one new linking word or phrase you found that could be used in our opinion speech writing?”* “How could you use this linking word in your own speech?”• Give students 1 to 2 minutes to share their thinking with partners.• Then ask students to mill once again, find a new partner, and discuss another new linking word they found in their book and how they might use it in their own speech.• Give students 1 to 2 minutes to share their ideas in pairs.• Direct students’ attention to the Linking Words anchor chart. Cold call several students to share out a linking word or phrase they heard from a partner that isn’t on the chart and ideas about how they could use the linking word in their own speech. Add students’ words to the chart.• Ask students to quietly join their regular small groups.• Remind students of the guiding question for the second half of this unit:<ul style="list-style-type: none">* “How do speeches motivate and compel people to act?”• Tell students they will listen to the introduction, body, and conclusion of Adora Svitak’s TED Talk speech in order to both summarize and consider how this speech, as a whole, is compelling. Then they will listen to just the conclusion of the speech to determine criteria for a high-quality conclusion to an opinion speech. Lastly, they will critique President Obama’s Closing Remarks before crafting a conclusion for the class opinion speech.	<ul style="list-style-type: none">• Display the directions for Milling to Music for student reference.• Consider briefly checking in with students who struggle with narrowing their choices to help them choose one of the linking words they’ll share from homework.



Opening (opening)	Meeting Students' Needs
<ul style="list-style-type: none">• Reiterate to students that their work during the past three lessons supports their ability to identify and apply high-quality criteria to the shared class speech, but also builds their capacity to create high-quality opinion speech drafts for the End of Unit 3 Assessment.	
<p>B. Introducing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct student attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* “I can summarize the conclusion of the speech given by Adora Svitak.”* “I can identify criteria for the conclusion of an opinion speech.”* “With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake.”• Cold call students to share out the meaning of key terms in the targets: summarize (give a brief explanation of the main ideas; sum up; review the main ideas and details), conclusion (ending, closing), speech (oral presentation, talk delivered to an audience), identify (recognize, determine), criteria (measure, standard), opinion (belief; judgment), prioritizing (rank according to importance), and aid (help; assistance; support).• Cold call several students to restate the learning targets in their own words.	<ul style="list-style-type: none">• Display the learning targets and write student definitions or synonyms above or below the key terms. Leave them displayed for student reference.



Work Time	Meeting Students' Needs
<p>A. Summarizing a Speech and Criteria for an Opinion Speech Conclusion: Adora Svitak's TED Talk (20 minutes)</p> <ul style="list-style-type: none"> • Say: "We've been studying Adora Svitak's TED Talk as a model of a high-quality opinion speech. Today, we are watching the introduction, body, and conclusion of her TED Talk to summarize the speech as a whole and to identify criteria for a high-quality conclusion to an opinion speech. You will watch the video three times and have a different task during each viewing. Watching it one time to summarize the main points of her speech and consider why it is compelling will free up your mind to focus on the criteria of a high-quality conclusion in subsequent viewings." • Tell students they will now watch the introduction, body, and conclusion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02). During this first listen: <ol style="list-style-type: none"> 1. Determine what her speech is about; summarize it. 2. Decide what makes this speech compelling. • Using a computer, LCD projector, and speakers, play the introduction, body, and conclusion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02). • Give students 2 to 3 minutes to discuss in groups: <ul style="list-style-type: none"> * "What is Adora Svitak's speech mostly about?" * "What makes this speech compelling?" • Cold call members from each group to share out. Listen for: "This speech is about how adults shouldn't underestimate what kids can do; the only way kids can grow up to change the world for the better is if adults listen to them and expect to learn great things from them; this speech is compelling because she reiterates her opinion throughout in new and interesting ways; she supports her argument with reasons and sound evidence; she uses real life examples to reinforce her ideas; she links ideas together smoothly." • Have students turn to a new page in their journals and record a two-to-three-sentence summary of Adora Svitak's speech. • Direct students' attention to the "conclusion" row of the Criteria for an Opinion Speech anchor chart. 	<ul style="list-style-type: none"> • Students who struggle with auditory learning may need to have the video played more than once before summarizing. • Display directions for each video viewing for student reference. • For visual learners, consider assigning each criterion a color and providing a colored highlighter to the students to mark in their transcript. • Students who struggle with auditory learning may need to have the video played multiple times or paused to think about and discuss criteria and examples with group members. • For students who have trouble listening for several criteria at once, provide them with only one criterion to listen for, ensuring that every criterion is listened for by at least a few students in the classroom.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Say something like: “This time we’ll watch only the conclusion of Adora Svitak’s speech. During this second viewing, you should:<ol style="list-style-type: none">1. “Determine criteria for a high-quality conclusion to an opinion speech.”• Play the conclusion portion of the video (6:00–8:02).• Ask students to discuss in groups:<ul style="list-style-type: none">* “What criteria should we add to the ‘conclusion’ row of the Criteria for an Opinion Speech anchor chart?”• Cold call a member from each group to share out the group’s thinking. Record students’ ideas on the Criteria for an Opinion Speech anchor chart. Responses will vary, but listen for comments similar to the following:<ul style="list-style-type: none">– “She appreciated the audience.”– “She clearly restated her opinion.”– “She used a quote and a thoughtful statement to reinforce her opinion.”– “She ended with a powerful remark that compels the audience to act and provides closure.”• Refer to the Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference) as necessary.• During the final viewing, ask students to listen for examples of conclusion criteria they just named.• Play the conclusion portion of the video (6:00–8:02) for a third time.• Give students 2 minutes to discuss in groups:<ul style="list-style-type: none">* “What examples of each criterion did you hear in Adora Svitak’s conclusion?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask each group to share out and record their ideas in the examples column of the Criteria for an Opinion Speech anchor chart. Responses will vary, but listen for comments such as the following:<ul style="list-style-type: none">– “I appreciate your attention today because to show that you actually care, you listen.”– “Adults and fellow Tedsters, you need to listen and learn from kids and trust us and expect more from us.”– “You must lend an ear today, because we are the leaders of tomorrow.”– “Kids need opportunities to lead and succeed. Are you ready to make the match?”• Refer to the Criteria for an Opinion Speech anchor chart (answers, for teacher reference) as necessary.	



Work Time (continued)	Meeting Students' Needs
<p>B. Speech Conclusion: Critiquing President Obama's Speech Conclusion (10 minutes)</p> <ul style="list-style-type: none"> • Say something like: "We'll now look for examples of this criteria in the conclusion, or closing remarks, of President Obama's speech given after the earthquake in Haiti." • Distribute the Transcript: Closing Remarks by President Obama to each student. • Ask students to take 5 to 6 minutes with their regular small group members to do the following: <ol style="list-style-type: none"> 1. Refer to the "conclusion" row of the Criteria for an Opinion Speech anchor chart. 2. Independently read the Transcript: Closing Remarks by President Obama. 3. Independently underline words and phrases in the Transcript: Closing Remarks by President Obama that are high-quality examples of the criteria for an opinion speech conclusion. 4. Discuss the words and phrases you underline with group members. • Invite groups to share out: <ul style="list-style-type: none"> * "What examples of each criterion were you able to locate?" • Answers will vary, but listen for comments such as the following: <ul style="list-style-type: none"> – "... really what they're going to be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need." – "I've been in contact with President Préal. I've been talking to the folks on the ground. We are going to be making slow and steady progress ..." – "... when the news media starts seeing its attention drift to other things but there's still enormous needs on the ground ... ensure that these efforts are sustained." – Record students' ideas on the Criteria for an Opinion Speech anchor chart. See the Criteria for an Opinion Speech anchor chart (answers, for teacher reference) as necessary. 	<ul style="list-style-type: none"> • For students who struggle with language, provide a sentence starter to support during group discussions (I heard her start her conclusion with _____; she used _____; she used words and phrases such as _____). • For students who may have difficulty remembering, consider including a task card with instructions with the Transcript: Closing Remarks by President Obama and their group members.



Work Time (continued)	Meeting Students' Needs
<p>C. Shared Writing: Conclusion (15 minutes)</p> <ul style="list-style-type: none"> Remind students that their final performance task is to deliver an opinion speech to their classmates about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. Say something like: “We have been working our way through a shared writing experience about ‘How the U.S. Should Prioritize Aid to a Country Struck by an Earthquake.’ We have decided on an introduction, as well as reasons and evidence for the body of our speech. Today, you’ll work with your regular small groups to write a high-quality conclusion. We will use the criteria we have developed to vote on the strongest conclusion. This shared writing experience will help you prepare for the opinion speech draft you’ll write for the End of Unit 3 Assessment in the next lesson.” Then, ask students to get out the materials they will need: Earthquake Concepts note-catcher and model essay: “Earthquakes” in their journals. Distribute: one piece of chart paper and a Class Conclusion to an Opinion Speech task card to each group. Display the Class Conclusion to an Opinion Speech anchor chart. Tell students that as necessary, they should refer to the Class Introduction to an Opinion Speech anchor chart and Class Body of an Opinion Speech anchor chart. Read the task card directions aloud and clarify as necessary. Give students 6 to 7 minutes to complete these tasks, and circulate to support groups. Listen for students to: <ul style="list-style-type: none"> Appreciate the audience. Restate the opinion (from the introduction). Use a quote or thoughtful statement to reiterate important reasons and evidence. Close with a final remark that compels the audience to act and provides closure. Refocus students’ attention whole group. Invite one member from each group to display their group’s conclusion for all students to see. 	<ul style="list-style-type: none"> For students who struggle with language, provide a sentence starter for support during group discussions (An example of the conclusion criteria in President Obama’s speech is _____; an example of appreciation is _____; an example of a thoughtful statement is _____). Consider pacing students by setting a timer for each step of the task card and encouraging them to make quick decisions while listening to input from all group members. Consider assigning roles to students in groups who may have difficulty making decisions about who is going to do what.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give each group one sticker. Then, invite them to review each group's conclusion and vote for the one they want for the class conclusion. Remind students to refer to the Criteria for an Opinion Speech Conclusion anchor chart to help them decide.• Once students have voted, ask them to notice which conclusion received the most votes and declare it the class conclusion. If there is a tie, then make the decision for the class.	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to a neighbor to discuss:<ul style="list-style-type: none">* “What is a thoughtful statement you could make to compel people to provide aid after a hurricane? Explain why your statement is compelling.”• Invite a few students to share out their ideas.• Direct students' attention to the posted learning targets and read each one aloud. Ask students to use the Fist to Five checking for understanding technique demonstrate their level of mastery of each target.• Distribute the Lesson 10 task card: Mechanics and one index card to each student.• Read the directions aloud and clarify as needed.	<ul style="list-style-type: none">• Display a sentence starter for students who struggle with language: “A thoughtful statement I could make to compel people to provide aid is ... It's compelling because ...”• Make a note of students who show 0, 1, or 2. They may need additional support writing a high-quality conclusion.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete Lesson 10 task card: Mechanics.	<ul style="list-style-type: none">• Provide an audio recording of the Transcript: Closing Remarks by President Obama for students struggling with reading complex text independently.• For students who struggle with complex text, consider asking them to look for just one or two things in the Transcript: Closing Remarks by President Obama.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 10

Supporting Materials



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Criteria for an Opinion Speech Anchor Chart
Criteria and Examples, for Teacher Reference

*Adora Svitak “Examples of criteria ...” are in plain type.

*President Obama “Examples of criteria ...” are in **bold** type.

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples of criteria
Introduction	<p>1. Uses an “attention getter.”</p> <p>2. Clearly states opinion with a judgment word.</p> <p>3. Provides compelling reason(s) and sound evidence to support opinion.</p>	<p>1. Asks a question (Adora Svitak); greets audience (President Obama).</p> <p>2. “... we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking.” (Adora Svitak); “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right” (President Obama).</p> <p>3. “Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish After all, take a look at these events: imperialism and colonization, world wars ... now what have kids done? Well, Anne Frank ... Ruby Bridges ... Charlie Simpson ... So as you can see evidenced by such examples, age has absolutely nothing to do with it.” (Adora Svitak); “... Americans have always come together ... to save lives and to deliver relief that averts an even larger catastrophe” (President Obama).</p>

Criteria for an Opinion Speech Anchor Chart
Answers, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples of criteria
Introduction	<p>4. Emphasizes or repeats key words/ideas.</p> <p>5. Connects personally to audience.</p>	<p>4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission.</p> <p>5. Uses pronouns like “you,” “we” (Adora Svitak); uses pronoun “we” and phrases like “American people,” “Americans have always come together to lend a hand” (President Obama).</p>
Body	<p>1. Reasons that support the opinion (explain “why” you believe the opinion).</p> <p>2. Evidence that supports each reason (facts, information, details).</p>	<p>1. “Certain types of irrational thinking are what the world needs, kids’ imagination pushes the boundaries of possibility” (Adora Svitak); “Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us” (President Obama).</p> <p>2. “... kids aren’t hampered as much as adults when it comes to thinking about reasons why not to do things, kids are full of hopeful thinking, kids still dream about perfection, artists said they got some of their best ideas from kids because kids don’t think about limitations or how hard something can be, kids just think about good ideas” (Adora Svitak); “Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities” (President Obama).</p>



Criteria for an Opinion Speech Anchor Chart
Answers, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Examples of criteria
	3. Linking words and phrases.	3. *Add examples to the Linking Words anchor chart, for students' ongoing reference.
Conclusion		



Class Conclusion to an Opinion Speech Anchor Chart
For Teacher Reference

Name:

Date:

Conclusion:

Audience appreciation:

Clear restatement of the opinion:

Quote or thoughtful statement to reiterate important reasons and evidence:

Closing remark that compels people to act and provides closure:

Transcript: Closing Remarks by President Obama
after the 2010 Haiti Earthquake

Name:

Date:

Excerpt from “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (January 16, 2010)

President Obama:

Well, these gentlemen are going to do an extraordinary job, but really what they’re going to be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need. So I want to thank each of them not only for being here today but what I know is going to be an extraordinary effort.

I want to make sure that everybody got that website one more time. Obviously we’re just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org.

And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There’s going to be fear, anxiety, a sense of desperation in some cases.

I’ve been in contact with President Préval. I’ve been talking to the folks on the ground. We are going to be making slow and steady progress, and the key now is to—for everybody in Haiti to understand that there is going to be sustained help on the way.

But what these gentlemen are going to be able to do is when the news media starts seeing its attention drift to other things but there’s still enormous needs on the ground, these two gentlemen of extraordinary stature I think are going to be able to help ensure that these efforts are sustained. And that’s why it’s so important and that’s why I’m so grateful that they agreed to do it.

Thank you, gentlemen.



Class Conclusion to an Opinion Speech Task Card

Choose one member of your group to record the group's conclusion on the chart paper.
Refer to the Criteria for an Opinion Speech anchor chart to complete the following:

1. With group members, discuss ideas for an “appreciation of the audience” to use in the conclusion. Come to consensus (agreement) and record ONE appreciation for your group to share with the class.
2. With group members, refer to the Class Introduction to an Opinion Speech anchor chart, then work together to restate the class opinion statement about how aid should be prioritized after an earthquake destroys a community.
3. With group members, refer to the Class Body of an Opinion Speech anchor chart to determine ONE quote or thoughtful statement that reiterates important reasons and evidence.
4. With group members, discuss ideas for a strong final statement that will compel your audience to act and provide closure. Come to consensus and record ONE final statement.
5. Work as a team to combine these ideas into a paragraph.
6. Have one person from your group display the conclusion you decided on so everyone in the class can see it.



Lesson 10 Task Card:
Mechanics

Name:

Date:

Reread the Transcripts: President Obama’s Opening Remarks and Closing Remarks.
As you read, try to locate examples of the following:

- Punctuation that separates items in a series (*e.g., We bought apples, oranges, grapes, and pears at the market*).
- A comma that separates an introduction/transition word or phrase from the rest of the sentence (*e.g., Therefore, we must act now*).
- Use of a comma to indicate direct address (*e.g., Is that you, Steve?*).
- Use of underlining, quotation marks, or *italics* to indicate titles of websites or texts.

Record each example you can locate onto your index card.
Be prepared to share and explain your examples during homework review in the next lesson.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 11

End of Unit 3 Assessment: Draft Opinion Speech:
How Should Aid Be Prioritized Following a Natural
Disaster in a Neighboring Country?



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

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2)

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
- d. Use underlining, quotation marks, or italics to indicate titles of works.

Supporting Learning Targets

- I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country.
- I can accurately use conventions in the draft of my opinion speech.
- I can reflect on my learning about how to write an opinion speech.

Ongoing Assessment

- Lesson 10 task card: Mechanics and index card
- End of Unit 3 Assessment: Draft Opinion Speech
- Tracking My Progress: End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (7 minutes)B. Introducing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Review Language Conventions (10 minutes)B. End of Unit 3 Assessment (25 minutes)C. Tracking My Progress (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, students complete the End of Unit 3 Assessment, creating their best draft of a high-quality opinion speech.• During the Mid-Unit 3 Assessment (in Lessons 6–7), students created an outline for their speeches and recorded their initial thinking for each part of the opinion speech (introduction, body, conclusion). In Lessons 8–10, students identified criteria for a high-quality opinion speech and participated in a shared writing experience to practice crafting a high-quality opinion speech. This preliminary planning and group writing served as a scaffold for students to independently draft an opinion speech about how to prioritize aid to Mexico following a hypothetical hurricane.• During Lessons 12–15, students will revise and practice their speeches before delivering the final and best version in small groups for the final performance task in Lesson 16.• If possible, use the Drafting an Opinion Speech: Assessment Rubric to grade students’ speeches before Lesson 12. If that is not feasible, consider:<ol style="list-style-type: none">A) Photocopying students’ speeches, so you can return their originals in Lesson 12 and keep the photocopied versions to score as time permits;B) Skimming students’ speeches to provide one piece of specific positive feedback—based on one focus area of the rubric—and one specific suggestion they should focus on when revising.• Review: Give One, Get One protocol (see Appendix).• In advance: Gather the following anchor charts for display: Linking Words anchor chart, Criteria for an Opinion Speech anchor chart, Class Introduction to an Opinion Speech anchor chart, Class Body of an Opinion Speech anchor chart, and Class Conclusion to an Opinion Speech anchor chart.• Post: Learning targets.



Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Lesson Vocabulary	Materials
<p>draft, opinion, speech, aid, prioritized, strikes, neighboring, accurately, conventions, reflect</p>	<ul style="list-style-type: none">• Examples of Punctuation Used Accurately (one to display)• Examples of Punctuation Used Accurately (answers, for teacher reference)• Linking Words anchor chart (begun in Lesson 8)• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Class Introduction to an Opinion Speech anchor chart (begun in Lesson 8)• Class Body of an Opinion Speech anchor chart (begun in Lesson 9)• Class Conclusion to an Opinion Speech anchor chart (begun in Lesson 10)• End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (one per student)• Drafting an Opinion Speech: Assessment Rubric (one per student)• Lined paper (two to three sheets per student)• “Characteristics of Multinational Companies (MNCs)” (from Lesson 3)• “The Red Cross: Disaster Relief” (from Lesson 4)• “Haiti Earthquake One-Year Report” (from Lesson 5)• Mid-Unit 3 Assessment, Part II (from Lesson 7)• Tracking My Progress: End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Lesson 10 task card: Mechanics and accompanying index card. • Explain the Give One, Get One protocol to students. • Specify how they will use the protocol today, saying something like: “For homework, you gathered a variety of examples that demonstrate the correct use of punctuation in a written speech and the titles of websites or texts. The more you see conventions of standard English used accurately, the better you can apply those skills in your own opinion speech.” <ul style="list-style-type: none"> – Facilitate the Give One, Get One protocol: – Invite students to mingle with peers. – After about 30 seconds, call out: “GIVE ONE to a partner.” – Give students 1 minute to share or “give” their index card to their partner, so each person “gives one” and “gets one.” • Then, ask pairs to discuss: <ul style="list-style-type: none"> * “What are the similarities and differences between the examples you each recorded?” * “Which are the strongest examples of punctuation used accurately? Explain your thinking.” • Invite two to three pairs to share their thinking with the group. • Resume Give One, Get One. Once students have shared their index cards with a new partner, pose the following questions they can discuss: <ul style="list-style-type: none"> * “What are the similarities and differences between the examples on each card?” * “Which are the strongest examples of punctuation used accurately? Explain your thinking.” • Cold call a few pairs to share out. Ask students to quietly return to their seats. 	<ul style="list-style-type: none"> • Consider displaying directions for the Give One, Get One protocol to support students who have trouble processing auditory directions. • Consider giving students who struggle with language a sentence starter for responses to questions during the Give One, Get One protocol (“Our examples are the same in that _____; our examples are different because _____; this is a strong example because _____”). • Write synonyms or draw visuals for each of the key academic vocabulary from the learning targets next to the words so students can refer to them.



Opening (opening)	Meeting Students' Needs
<p>B. Introducing Learning Targets (3 minutes)</p> <p>Direct students' attention to the posted learning targets and read each one aloud:</p> <ul style="list-style-type: none"> * "I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country." * "I can accurately use conventions in the draft of my opinion speech." * "I can reflect on my learning about how to write an opinion speech." <ul style="list-style-type: none"> • Then, pause to review key terms from each target: <ul style="list-style-type: none"> <i>draft</i>—(n.) first version of a written piece; write the first version (v.) <i>opinion</i>—what I believe; judgment <i>speech</i>—oral presentation; talk delivered to an audience <i>aid</i>—help, assistance, support <i>prioritize</i>—rank according to importance; most to least or least to most important <i>strikes</i>—affects suddenly or unexpectedly <i>neighboring</i>—next to, adjacent, bordering, nearby, close <i>accurately</i>—exactly, correctly <i>conventions</i>—agreements, rules <i>reflect</i>—think, consider, contemplate • Ask for volunteers to restate the learning targets in their own words. 	



Work Time	Meeting Students' Needs
<p>A. Review Language Conventions (10 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention whole group. • Say something like: "For homework, you reread the transcripts of President Obama's opening and closing remarks to locate examples of correct punctuation usage. Now we will closely examine specific sentences from those transcripts to reinforce your understanding of how to use these conventions accurately in your own writing and more specifically as you draft of your opinion speech for the End of Unit 3 Assessment." • Remind students of the types of punctuation they identified for homework: <ul style="list-style-type: none"> – Use commas to separate items in a series (example: We bought apples, oranges, grapes, and pears at the market.). – Use commas to separate an introduction/transition word or phrase from the rest of the sentence (<i>example: Therefore, we must act now.</i>). – Use a comma to indicate direct address (<i>example: Is that you, Steve?</i>). – Use underlining, quotation marks, or <i>italics</i> to indicate titles of websites or short texts (such as poems or articles). • Display the Examples of Punctuation Used Accurately. Focus students' attention on the first example. Read it aloud and ask students to turn and discuss with a partner: <ul style="list-style-type: none"> * "How is this an example of punctuation that is used accurately?" • Cold call a few students to share out. See Examples of Punctuation Used Accurately (answers, for teacher reference) as necessary. • Repeat Steps 1–3 with the remaining examples. Provide further clarification or examples as necessary. <p><i>Note: When word-processing, book titles are typically italicized. But when writing by hand, book titles are underlined. Take a moment to demonstrate how to underline or italicize the book title.</i></p>	<ul style="list-style-type: none"> • Consider distributing the transcripts: President Obama's "Opening Remarks" and "Closing Remarks" with examples of correct punctuation labeled and highlighted .



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Display the following: <ul style="list-style-type: none"> – Linking Words anchor chart – Criteria for an Opinion Speech anchor chart – Class Introduction to an Opinion Speech anchor chart – Class Body of an Opinion Speech anchor chart – Class Conclusion to an Opinion Speech anchor chart • Distribute the following to each student: <ul style="list-style-type: none"> – End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? – Drafting an Opinion Speech: Assessment Rubric – Two or three pieces of lined paper • While you are distributing these materials, ask students to take out: <ul style="list-style-type: none"> – “Characteristics of Multinational Companies (MNCs)” – “The Red Cross: Disaster Relief” – “Haiti Earthquake One-Year Report” – Mid-Unit 3 Assessment, Part II • Read the prompt and all directions aloud, and review the rubric with students. Clarify as needed. When students finish, they should read their independent reading book. • Circulate to supervise. • Ask students to hold onto their End of Unit 3 Assessments for the debrief. 	<ul style="list-style-type: none"> • Allow students who struggle with language extra time to complete the End of Unit 3 Assessment . • Students who struggle with writing may benefit from dictating their draft of an opinion speech for the End of Unit 3 Assessment.



Work Time (continued)	Meeting Students' Needs
<p>A. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Tracking My Progress: End of Unit 3 recording form to each student. • Remind students they have used this self-assessment tool in previous modules to <i>reflect</i> (consider; think about) upon their mastery of the learning targets. • Ask students to independently complete their Tracking My Progress: End of Unit 3 recording forms and hold onto them for the debrief 	<ul style="list-style-type: none"> • Consider allowing students who struggle with multiple tasks at once to focus on just one long-term learning target for their reflection
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Give students specific positive praise on all they have learned so far about writing a high-quality opinion speech. • Invite students to share reflections with a partner from their Tracking My Progress: End of Unit 3 recording forms. • Ask for two or three volunteers to share out. • Collect students' End of Unit 3 Assessments and Tracking My Progress: End of Unit 3 recording forms. 	<ul style="list-style-type: none"> • Intentionally partner ELL students with other students who speak their same home language to share their Tracking My Progress : End of Unit 3 recording forms.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading your independent reading book. 	<ul style="list-style-type: none"> • Provide audio recordings of independent reading books for students who struggle with reading complex text.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 11

Supporting Materials



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Examples of Punctuation Used Accurately

Examples of Punctuation Used Accurately

- Use commas to separate items in a series (*example: We bought apples, oranges, grapes and pears at the market.*).
- Use commas to separate an introduction/transition word or phrase from the rest of the sentence (*example: Therefore, we must act now.*).
- Use a comma to indicate direct address (*example: Is that you, Steve?*).
- Use underlining, quotation marks, or *italics* to indicate titles of websites or short texts (such as poems or articles).

Identify how punctuation is used accurately in each of the following examples from the Transcripts: President Obama’s “Opening” and “Closing” Remarks.

1. “Good morning, everybody.”
2. “After the terrible tsunami in Asia, President Bush turned to President Clinton.”
3. “Africa treated more than 10 million men, women, and children.”
4. In the Transcript: Opening Remarks by President Obama, he says it is important to provide aid to Haiti.
5. “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world.”
6. “Thank you, gentlemen.”
7. “I urge everyone who wants to help to visit www.clintonbushhaitifund.org.”



Examples of Punctuation Used Accurately
Answers, For Teacher Reference

Identify how punctuation is used accurately in each of the following examples from the Transcripts: President Obama’s “Opening” and “Closing” Remarks.

1. “Good morning, everybody.” **(A comma to indicate direct address.)**
2. “After the terrible tsunami in Asia, President Bush turned to President Clinton.” **(A comma to separate an introduction/transition word or phrase from the rest of the sentence.)**
3. “Africa treated more than 10 million men, women, and children.” **(Commas to separate items in a series.)**
4. In the Transcript: Opening Remarks by President Obama, he says it is important to provide aid to Haiti. **(Quotation marks to indicate titles of short texts.)**
5. “And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world.” **(A comma to separate an introduction/transition word or phrase from the rest of the sentence.)**
6. “Thank you, gentlemen.” **(A comma to indicate direct address.)**
7. “I urge everyone who wants to help to visit www.clintonbushhaitifund.org.” **(Underlining to indicate titles of websites.)**

End of Unit 3 Assessment: Draft Opinion Speech:
How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Name:

Date:

Directions:

- Reread the hypothetical scenario below from the article “Hurricane Herman Strikes Mexico.”
 - Write a first draft of the opinion speech you will deliver during the final performance task, that includes:
 - An introductory paragraph that clearly states the topic and your opinion about how aid should be prioritized when a neighboring country is struck by a natural disaster.
 - Four body paragraphs with reasons and evidence from your research that support your opinion.
 - A conclusion paragraph.
 - Linking words and phrases.
 - Key and previous vocabulary.
- As you write your draft, refer to:
 - Your outline from the Mid-Unit 3 Assessment (Parts I and II).
 - The Hurricane Herman article below.
 - Informational texts you have read in this unit.
 - Your notes and anchor charts.

Refer to the assessment rubric for more specific criteria regarding what should be included in the Introduction, Body, and Conclusion paragraphs of your draft speech. Also use this rubric to check your work and make additions and/or revisions as needed.



End of Unit 3 Assessment: Draft Opinion Speech:

How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

“Hurricane Herman Strikes Mexico”

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area’s water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much-needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.



Drafting an Opinion Speech:
Assessment Rubric

Name: _____

Date: _____

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Introduction Paragraph	<p>The introduction includes:</p> <ul style="list-style-type: none"> • an attention getter • an opinion statement that includes a judgment word about how aid should be prioritized after a hurricane • a compelling reason with sound supporting evidence 	<p>The introduction includes:</p> <ul style="list-style-type: none"> • an attention getter • an opinion statement that includes a judgment word about how aid should be prioritized after a hurricane • a reason with supporting evidence 	<p>The introduction includes two or three of the following:</p> <ul style="list-style-type: none"> • an attention getter • an opinion statement about how aid should be prioritized after a hurricane • a judgment word • a reason • supporting evidence 	<p>The introduction includes one or none of the following:</p> <ul style="list-style-type: none"> • an attention getter • an opinion statement about how aid should be prioritized after a hurricane • a judgment word • a reason • supporting evidence



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Body Paragraphs: Reasons and Evidence	<p>The four body paragraphs:</p> <ul style="list-style-type: none"> name each type of aid clearly explain why each is prioritized as most to least important effectively support each reason with two pieces of related and paraphrased evidence from notes and all three articles contain linking words that are used effectively to connect opinion, reasons, evidence, and conclusion 	<p>The four body paragraphs:</p> <ul style="list-style-type: none"> name each type of aid explain why each is prioritized as most to least important support each reason with two pieces of evidence from notes and any of the three articles contain linking words that are used to connect opinion, reasons, evidence, and conclusion 	<p>The four body paragraphs include two or three of the following:</p> <ul style="list-style-type: none"> name each type of aid an attempt to explain why each is prioritized as most to least important an attempt to support each reason with two pieces of evidence from notes or any of the three articles a few linking words to connect opinion, reasons, evidence, and conclusion 	<p>The four body paragraphs include one or none of the following:</p> <ul style="list-style-type: none"> name each type of aid an attempt to explain why each is prioritized as most to least important an attempt to support each reason with one piece of evidence from notes or any of the three articles linking words to connect opinion, reasons, evidence, and conclusion



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Paragraph	<p>The conclusion has:</p> <ul style="list-style-type: none"> • an appreciation for the audience • the topic and opinion restated in a new and interesting way • a thoughtful statement or quote used to reiterate important reasons and evidence • a closing remark used to compel the audience to act and effectively provide closure 	<p>The conclusion has:</p> <ul style="list-style-type: none"> • an appreciation for the audience • the topic and opinion restated in a different way from the introduction paragraph • a statement or quote used to reiterate reasons and evidence • a closing remark that attempts to compel the audience to act • a closing remark that provides closure 	<p>The conclusion has two or three of following:</p> <ul style="list-style-type: none"> • appreciation for the audience • the topic and opinion restated; • a statement or quote used to reiterate reasons and evidence • a closing remark that attempts to compel the audience to act • a closing remark that provides closure 	<p>The conclusion has one or none of following:</p> <ul style="list-style-type: none"> • appreciation for the audience; the topic and opinion are restated • a statement or quote to reiterate reasons and evidence • a closing remark is used that attempts to compel the audience to act; provides closure



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Language Conventions and Mechanics (Capitalization, Punctuation, and Spelling)	<p>There are almost no errors in capitalization, punctuation, and spelling throughout the entire opinion speech.</p> <p>Language usage in writing demonstrates the application and accurate use of all of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions 	<p>There are very few errors in capitalization, punctuation, and spelling throughout the entire opinion speech.</p> <p>Language usage in writing demonstrates the application and accurate use of most of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works 	<p>Errors with capitalization, punctuation, and spelling throughout the opinion speech moderately interfere with the message.</p> <p>Language usage in writing demonstrates the application and attempted use of two or three of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works • 	<p>Errors with capitalization, punctuation, and spelling throughout the opinion speech significantly interfere with the message.</p> <p>Language usage in writing demonstrates the application and use of one or none of the following:</p> <ul style="list-style-type: none"> • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works



Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Language Conventions and Mechanics (Capitalization, Punctuation, and Spelling) (continued)	<ul style="list-style-type: none">• correct punctuation to indicate titles of articles• accurate spelling of grade-appropriate words, consulting references as needed	<ul style="list-style-type: none">• accurate spelling of grade-appropriate words, consulting references as needed	<ul style="list-style-type: none">• accurate spelling of grade-appropriate words, consulting references as needed	<ul style="list-style-type: none">• accurate spelling of grade-appropriate words, consulting references as needed



Tracking My Progress

End of Unit 3

Name: _____

Date: _____

Learning Target: I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress

End of Unit 3

Name: _____

Date: _____

Learning Target: I can accurately use conventions in the draft of my opinion speech.

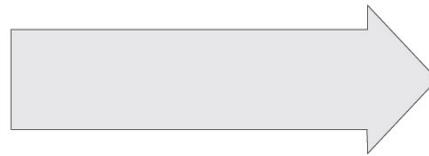
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 12

Final Performance Task: Critique and Revision, Part I



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

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)
I can follow our class norms when I participate in a conversation. (SL.5.1)

Supporting Learning Targets

- I can follow our class norms when working with a partner to give and receive feedback.
- I can use feedback from peers to revise my opinion speech to better meet the criteria.

Ongoing Assessment

- Draft opinion speech revisions
- Opinion Speech Criteria feedback form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Introducing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review Language Conventions (10 minutes)B. Revise Opinion Speeches (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your speech to someone at home.B. Self-evaluate your speech against the Opinion Speech Criteria feedback form. Make additional revisions as needed. Bring your draft opinion speech back for the next lesson.C. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students refer to the Criteria for an Opinion Speech anchor chart and the Peer Critique protocol to give and receive feedback on the content of their draft opinion speeches. Within the Peer Critical protocol structure, students use the Opinion Speech Criteria feedback form to provide feedback on opinion speeches for two members of their regular small groups.• Following this, students have in-class time to revise their draft opinion speeches and continue this revision for homework.• This lesson as well as Lessons 13–15 support students in preparing for the final performance task in Lesson 16, when they will deliver their opinion speech to members of their regular small groups.• In Lesson 14, students will create visual displays to accompany their speech presentations. Secure access to any technology or other materials students may need to create these displays. Also, consider collaborating with a media specialist to support students as they develop their displays.• In advance: Provide feedback on students’ draft opinion speeches (see Teaching Notes in Lesson 11 for feedback suggestions).• Review: Peer Critique protocol; Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Criteria for an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
norms, feedback, revise, criteria	<ul style="list-style-type: none">• Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 11; one per student)• Group Norms anchor chart (from Module 3)• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Opinion Speech Criteria feedback form (three per student)• Document camera• Group Norms and Critique Criteria (for teacher reference)• Opinion Speech Revision task card (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to join their regular small groups. • Return students' Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? • Remind students of the guiding question for the second half of Unit 3: <ul style="list-style-type: none"> * "How do speeches motivate and compel people to act?" • Say something like: "For the final performance task, you will revise and deliver the opinion speech you crafted during the End of Unit 3 Assessment. Recall that the purpose of this speech is to motivate and compel your audience to act by contributing to relief efforts in Mexico after the country is struck by a hypothetical hurricane. Today you'll use the Peer Critique protocol to give and receive feedback about your speeches based on the criteria for opinion speeches we developed in the last few lessons. At the end of the lesson, you will have time to make revisions to your speeches based on the feedback you receive from your peers." • Direct students' attention to the posted learning targets and read them aloud: <ul style="list-style-type: none"> * "I can follow our class norms when working with a partner to give and receive feedback." * "I can use feedback from peers to revise my opinion speech to better meet the criteria." • Draw students' attention to the key words in these targets. Invite students to share out the meaning of the following terms: <ul style="list-style-type: none"> <i>norms</i>—rules or agreements <i>feedback</i>—comment, advice, critique <i>revise</i>—change, correct, improve <i>criteria</i>—measure, standard • Cold call students to restate the learning targets in their own words. 	<ul style="list-style-type: none"> • Consider writing synonyms or drawing visual representations of key vocabulary above or below them as they appear in learning targets to support language learners. • ELLs will benefit from discussing with a peer before sharing out a restatement of one learning target.



Work Time	Meeting Students' Needs
<p>A. Peer Critique Protocol (30 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Group Norms anchor chart. Remind students they have used these norms during previous modules. Ask students to review the norms, then cold call a member from each regular small group to share out how they have used one of the norms successfully during past peer critique sessions. Reinforce that students should continue to use these norms as they give and receive feedback today.• Review the Peer Critique protocol with students.• Remind students that as they offer and receive critique, it is important to:<ul style="list-style-type: none">– Be specific.– Be kind– Stay on topic (talk about the criteria).– Thank your partner.• Post the Criteria for an Opinion Speech anchor chart.• Distribute two copies of the Opinion Speech Criteria feedback form to each student, and use a document camera to display a copy.• Point out to students that this form is based on the criteria students determined by viewing Adora Svitak's exemplary opinion speech during Lessons 8–10. Read through the directions and each of the criteria, and tell students these forms will give their written feedback to their peers.• Tell students they will exchange their draft opinion speeches with two members of their regular small groups. They should provide written feedback on all three parts of the speech. Following this, they'll have time to revise their own draft opinion speeches based on their peers' feedback:<ul style="list-style-type: none">• Introduction• Body Paragraphs• Conclusion	<ul style="list-style-type: none">• Display the Peer Critique protocol steps for group work for students to reference.• Intentionally partner students who struggle in writing with more capable writers in order to review and critique their speeches.• Consider allowing students who struggle with writing to dictate their comments to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 10 minutes to exchange draft opinion speeches with their first partner and complete one of the Opinion Speech Criteria feedback forms.• Circulate to support as needed. Use the Group Norms and Critique Criteria (for teacher reference) to evaluate students' use of group norms and their ability to offer effective feedback.• Provide support to small groups of students in need of additional guidance.• Refocus students whole group. Direct students to return both the speech and feedback form to their owners.• Ask students to exchange their draft opinion speeches with another member of their regular small group and take 10 more minutes to repeat the process above.• Refocus students whole group. Ask students to return both the speech and feedback form to their owners.	
<p>B Revise Opinion Speeches (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Opinion Speech Revision task card to each student. Read the directions aloud and clarify as needed.• Give students 13 to 15 minutes to complete the steps on their task card.• As time permits, invite students to share out what elements of their speeches they revised and why.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students whole group, and invite students to turn and discuss the following with a partner: <ul style="list-style-type: none"> * “How did the revision(s) you made provide greater clarity or add meaning to your writing? Explain your thinking.” • Cold call one or two students to share out whole group. • Redirect students’ attention to the posted learning targets. Read each of them aloud and ask students to use Fist to Five to demonstrate their mastery of each target. • Distribute another blank copy of the Opinion Speech Criteria feedback form to each student. 	<ul style="list-style-type: none"> • Provide a sentence starter for students who struggle with language for the Debrief (e.g., “The revisions I made to my speech improved clarity and meaning to my writing by _____.”). • Note students who show a fist, one, or two fingers, as they may need more support forming and using verb tenses, correlative conjunctions, or revising based on criteria and feedback.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read your speech to someone at home. • Self-evaluate your speech against the Opinion Speech Criteria feedback form. Make additional revisions as needed. Bring your draft opinion speech back for the next lesson. • Continue reading your independent reading book. 	



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 12

Supporting Materials



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Opinion Speech Criteria Feedback Form

Writer's Name:

Reviewer's Name

Directions:

1. Read your partner's draft of an opinion speech about how to prioritize aid to a neighboring country following a natural disaster.
2. Review the criteria for each part of an opinion speech.
3. Reread your partner's opinion speech and provide kind and specific feedback about each part of speech (Introduction, Body, and Conclusion), based on the criteria:
 - a. At least one to two *Stars*—what your partner did well to meet the criteria.
 - b. One to two *Steps*—helpful and kind suggestions about how your partner could revise his or her speech to better meet the criteria.

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Written feedback: <i>Stars and Steps</i>
Introduction	<p>Uses an “attention getter.”</p> <p>Clearly states opinion with a judgment word.</p> <p>Provides compelling reason(s) and sound evidence to support opinion.</p> <p>Emphasizes or repeats key words/ideas.</p> <p>Connects personally to audience.</p>	<p>Star(s):</p>  <p>Step(s):</p> 



Opinion Speech Criteria Feedback Form

Structure of an Opinion Speech	Criteria for each part of an opinion speech	Written feedback: <i>Stars and Steps</i>
Body	<p>Reasons that support the opinion (explain “why” you believe the opinion).</p> <p>Evidence that supports each reason (facts, information, details).</p> <p>Linking words and phrases.</p>	<p>Star(s):</p> <p>Step(s):</p>
Conclusion	<p>Audience appreciations.</p> <p>Clearly restate the opinion (from the introduction).</p> <p>Use of quote, thoughtful statement to reiterate important reasons, and evidence.</p> <p>Closing remark that compels people to act and provides closure.</p>	<p>Star(s):</p> <p>Step(s):</p>



Group Norms and Critique Criteria
For Teacher Reference

Record each student’s name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the “Notes/Comments” area to record any additional observations.

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none">___ Contributes to discussion.___ Takes turns speaking.___ Gives full attention to speaker.___ Asks follow-up or clarifying questions.___ Provides specific feedback based on rubric criteria.___ Offers kind feedback.___ Stays on topic (refers to rubric elements and criteria).___ Thanks the “Reviewer” for feedback.
<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none">___ Contributes to discussion.___ Takes turns speaking.___ Gives full attention to speaker.___ Asks follow-up or clarifying questions.___ Provides specific feedback based on rubric criteria.___ Offers kind feedback.___ Stays on topic (refers to rubric elements and criteria).___ Thanks the “Reviewer” for feedback.



Group Norms and Critique Criteria
For Teacher Reference

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none">___ Contributes to discussion.___ Takes turns speaking.___ Gives full attention to speaker.___ Asks follow-up or clarifying questions.___ Provides specific feedback based on rubric criteria.___ Offers kind feedback.___ Stays on topic (refers to rubric elements and criteria).___ Thanks the “Reviewer” for feedback.
<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none">___ Contributes to discussion.___ Takes turns speaking.___ Gives full attention to speaker.___ Asks follow-up or clarifying questions.___ Provides specific feedback based on rubric criteria.___ Offers kind feedback.___ Stays on topic (refers to rubric elements and criteria).___ Thanks the “Reviewer” for feedback.
<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <ul style="list-style-type: none">___ Contributes to discussion.___ Takes turns speaking.___ Gives full attention to speaker.___ Asks follow-up or clarifying questions.___ Provides specific feedback based on rubric criteria.___ Offers kind feedback.___ Stays on topic (refers to rubric elements and criteria).___ Thanks the “Reviewer” for feedback.



Opinion Speech Revision Task Card

Writer's Name:

Reviewer's Name

Complete the following:

1. Review the comments each of your “Reviewers” made.
2. Ask your Reviewers any clarifying questions about the comments.
3. Revise the introduction, body, and/or conclusion paragraphs of your opinion speech based on the feedback from your Reviewers.
4. Share your revisions with Reviewers to see if you addressed their feedback.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 13

Final Performance Task: Critique and Revision II, Part I



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

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1)

- b. I can form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- e. I can use correlative conjunctions (e.g., *either/or*, *neither/nor*, *not only/but also*).

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets

- I can accurately use the perfect verb tense in my opinion speech.
- I can accurately use correlative conjunctions in my opinion speech.
- I can edit my opinion speech to accurately use verb tenses and correlative conjunctions.

Ongoing Assessment

- Perfect Verb Tense Practice
- Correlative Conjunctions Practice
- Edited draft opinion speech



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Using the Perfect Verb Tense in an Opinion Speech (15 minutes) B. Identifying Correlative Conjunctions in an Opinion Speech (15 minutes) C. Editing Opinion Speeches: Accurate Use of Language Conventions (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your edited draft opinion speech to someone at home. B. Make additional edits to verb tenses or add correlative conjunctions as needed. C. Continue reading your independent reading book. 	<ul style="list-style-type: none"> • In this lesson, students review their understanding of simple and progressive verb forms, which are language conventions listed in previous grades' CCLS. They practice forming the perfect verb tense and accurately using correlative conjunctions in written work. • After this practice, students apply their new understanding about language conventions to their draft opinion speeches. Note that these language conventions are complex; find other times during your literacy block to reinforce students' understanding of and practice with these skills. • Note the difference between revising and editing. Lesson 12 emphasized revision, when students participated in peer critique and feedback sessions to revise their draft opinion speeches. In revision, the writing process and the written work are emphasized, considering strengths and weaknesses in argument, organization, supporting reasons, and evidence. • In Lessons 13 and 14, the focus is on editing for accurate use of language conventions. Editing is done at the sentence level to address issues related to spelling, grammar, punctuation, and word choice. The focus is on the product rather than the process. • In the next lesson, students will create visual displays to accompany speech presentations in Lesson 16. Secure access to any technology or other materials (i.e., poster boards, markers) students may need. Consider collaborating with a media specialist to support students as they develop their displays. • Review: Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Criteria for an Opinion Speech anchor chart.



Lesson Vocabulary	Materials
accurately, simple verb tense, progressive verb tense, perfect verb tense, correlative conjunctions, edit	<ul style="list-style-type: none">• Revised Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 12; one per student)• Criteria for an Opinion Speech anchor chart (begun in Lesson 8)• Perfect Verb Tense Practice (one per student and one to display)• Document camera• Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference)• Correlative Conjunctions Practice (one per student and one to display)• Editing My Opinion Speech task card (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Ask students take out their Revised Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? and join their regular small groups. • Review Milling to Music with students. • Ask students to mill throughout the room and find a partner who is not a member of their regular small group. • Once students are partnered, provide the following prompt: <ul style="list-style-type: none"> * “Share one strength of your speech, based on the Criteria for an Opinion Speech anchor chart.” • Give students 1 minute to share; then invite a few students to share out whole group. Listen for students to refer specifically to the Criteria for an Opinion Speech. • Once again, ask students to mill throughout the room and find a different partner. • Once students are partnered, provide the following prompt: <ul style="list-style-type: none"> * “Share one revision you made to your draft opinion speech based on the feedback you received from a peer on the Opinion Speech Criteria feedback forms.” • Give students 1 minute to share; then invite a few students to share out whole group. Listen for students to refer specifically to feedback they received as they describe the revisions they made. • Ask students to join their regular small groups. • Say something like: “In Lesson 12, you worked with members of your regular small group to give and receive feedback based on your draft opinion speeches. Then you revised your opinion speeches based this feedback. Today you’ll focus on editing your opinion speeches to ensure accurate use of language conventions.” • Explain to students the difference between revising and editing. When revising, the emphasis is on the speech as a whole and the process of writing. It requires you to consider strengths and weaknesses of argument, organization, supporting reasons, and evidence. Editing, however, is done on the sentence level to address issues related to spelling, grammar, punctuation, and word choice. It focuses on the product rather than the process. 	<ul style="list-style-type: none"> • Provide sentence frames to support ELL students to engage in this discussion with their partner, and the whole group (“Based on the Criteria, one strength of my speech is ...” and “Based on the feedback I received in Lesson 12, one revision I made to my speech is ...”).



Work Time	Meeting Students' Needs
<p>A. Using the Perfect Verb Tense in an Opinion Speech (15 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read the first one aloud: <ul style="list-style-type: none"> * "I can accurately use the perfect verb tense in my opinion speech." • Give students 1 minute to discuss with their regular small groups what they know about the meaning of <i>accurately</i>. Invite students from each group to share their thinking. Listen for: "<i>Accurately</i> means correctly or precisely." • Say to students: "In previous grades, you learned how to form the <i>simple verb tense</i>." Ask students to discuss the following in their groups: <ul style="list-style-type: none"> * "What is the definition of simple verb tense and what is an example of a sentence that uses the simple verb tense in the past, present, and future?" • Ask volunteers to share out. Listen for students to share examples such as: "The simple verb tense indicates past, present, or future with the action verb only; for example, I lived there, I live near there, I will live there," etc. • Clarify misconceptions or provide examples as necessary. • Say: "You have also learned how to form the <i>progressive verb tense</i>. In your groups, discuss the following: <ul style="list-style-type: none"> * "What is the definition of progressive verb tense and what is an example of a sentence that uses the progressive verb tense in the past, present, and future?" • Ask volunteers to share out. Listen for ideas like: "The progressive verb tense indicates past, present, or future with the action verb and a helping verb form of be: I was living there, I am living there, I will be living there." • Once again, clarify misconceptions and provide examples as necessary. • Refocus students' attention on the first learning target: <ul style="list-style-type: none"> * "I can accurately use the perfect verb tense in my opinion speech." • Point out the term <i>perfect verb tense</i>, and explain: "The perfect verb tense indicates past, present, or future tense with the action verb and a helping verb form of have: I had walked, I have walked, I will have walked." 	<ul style="list-style-type: none"> • Learners will benefit from discussing with a peer before sharing out a restatement of one learning target. • Write synonyms or draw visual representations of key vocabulary above or below them as they appear in learning targets to support language learners. • Display definitions and examples of simple, progressive, and perfect verb tense for student reference. • To support ELL students, display: <i>Helping Verbs: have, be</i>. Display forms of be and have: <i>Be (progressive tense):</i> was, am, will be. <i>Have (perfect tense):</i> had, have, will have. • Students who struggle with language will benefit from having a practice page with the verb tense highlighted to support them as they edit each sentence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Say something like: “Now we will practice forming the perfect verb tense with excerpts from President Obama’s speech. Working with sentences from the president’s speech to form and use the perfect verb tense supports your ability to consider and evaluate how to edit your own speech drafts to use verb tenses accurately and provide greater clarity.”• Distribute the Perfect Verb Tense Practice to each student, and display one copy using a document camera.• Read the directions aloud and point out the verb tenses and examples at the top of the handout. Clarify as needed; ask students to begin.• Allow students 5 to 6 minutes to work in groups. Circulate to support as needed.• Invite members from each group to share the sentences they rewrote using the perfect verb form. See the Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference).• Focus students’ attention whole group and point out the first practice example: “That’s what the American people do with their extraordinary generosity and contributions to the Haitian people.”• Ask group members to consider and discuss:<ul style="list-style-type: none">* “How does the original sentence look or sound different from the edited sentence?”* “Do you think one provides greater clarity than the other? Explain your thinking.”• Cold call one or two students to share their thinking whole group. Listen for ideas like: “The perfect verb tense sentence, ‘That’s what the American people <i>have done</i> ...’ is longer but sounds more accurate because the president is talking about what people have already done, not what they are doing at that very moment; I think the perfect verb tense sentence is clearer because it’s more accurate.”• Point out the third example: “Yesterday, I witnessed a small but remarkable display of that determination.”• Ask group members to consider and discuss:<ul style="list-style-type: none">* “How does the original sentence look or sound different from the edited sentence?”* “Do you think one provides greater clarity than the other? Explain your thinking.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call students from each group to share out. Listen for: “The original sentence using the simple verb form, ‘... I witnessed ...’ is shorter and sounds more precise; the original, simple verb tense sentence is clearer because it’s more accurate and less wordy.” • Tell students they will continue to apply what they’ve learned about accurate verb tenses as they edit their speeches. 	
<p>B. Identifying Correlative Conjunctions in an Opinion Speech (15 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the posted learning targets and read the second one aloud: <ul style="list-style-type: none"> * “I can accurately use correlative conjunctions in my opinion speech.” • Ask students to discuss in groups: <ul style="list-style-type: none"> * “What does correlative mean?” * “Does it sound like any other words you already know?” • Invite one to two students to share out with the class. Listen for ideas like: “<i>Correlative</i> is a different form of the word <i>correlate</i>, which means to link or connect, so <i>correlative</i> means linking or connecting.” If students are unable to define correlative, provide the definition for them. • Ask for volunteers to share out what they know about <i>conjunctions</i>. Listen for: “A conjunction is a connecting word, such as and, but, or; conjunctions connect two parts of a sentence.” • Explain that correlative conjunctions are words that appear in pairs to connect parts of a sentence, such as: either/or; neither/nor; both/and; not only/but also; so/as; whether/or. • Distribute the Correlative Conjunctions Practice to each student, and display a copy using the document camera. Read the directions aloud and point out the examples of correlative conjunctions at the top of the handout. Clarify as needed; ask students to begin. • Give students 5 to 6 minutes to work in groups. Circulate to provide support. 	<ul style="list-style-type: none"> • ELLs will benefit from discussing with a peer before sharing out a restatement of one learning target.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call group members to share out the correlative conjunctions they identified in each sentence. See the Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference). <p>Tell students to think about how they could edit their speeches to incorporate correlative conjunctions that make stronger and clearer connections between their opinion, reasons, and evidence.</p>	
<p>C. Editing Opinion Speeches: Accurate Use of Language Conventions (20 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets, and read the third one aloud: <ul style="list-style-type: none"> * "I can edit my opinion speech to accurately use verb tenses and correlative conjunctions." • Ask students to discuss in groups: <ul style="list-style-type: none"> * "What do you recall from our earlier discussion about the difference between editing and revising?" • Invite members from each group to share out the class. Listen for: "When we revise, we look at the speech as a whole; we focus on strengths and areas of refinement; it's about the process of writing; when we edit, we correct individual sentences for grammar, spelling or punctuation; it is focused on the product rather than the process." • Say something like: "As you edit your draft opinion speeches, consider which verb tense (simple, progressive, or perfect) provides greater clarity. Also, think about how correlative conjunctions could be edited or added to your speech to link parts of a sentence together and provide smoother transitions between your opinion, reasons, and evidence." • Distribute the Editing My Opinion Speech task card to each student. Read the directions aloud and give students 12 to 15 minutes to independently edit their draft opinion speeches. • Circulate to support as needed; use this time to provide focused feedback to individual students regarding their use of verb tenses and correlative conjunctions. • If students finish early, ask them to pair up with other students who are also finished and quietly read the sentences they wrote aloud to one another for feedback regarding accurate use of verb tenses or correlative conjunctions. Remind students to be kind and specific with their critique. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group; then ask them to turn and discuss with a partner:<ul style="list-style-type: none">* “How did the edits you made improve your speech draft?”• Invite a few students to share out whole group.• Direct students’ attention to the posted learning targets. Read each of them aloud, and ask students to use the thumb-o-meter to demonstrate their mastery of each target.	<ul style="list-style-type: none">• Provide a sentence stem or starter for students who may struggle with language for the debrief (e.g., “The edits I made to my speech improved my draft because _____.”).
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your edited draft opinion speech to someone at home.• Make additional edits to verb tenses or add correlative conjunctions as needed.• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 13

Supporting Materials



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Perfect Verb Tense Practice

Name: _____

Date: _____

Verse Tense: The time of a verb's action, such as past, present, or future.

<i>Simple</i> Verb Tense	<i>Progressive</i> Verb Tense	Perfect Verb Tense
<i>I walked, I walk, I will walk</i>	<i>I was walking, I am walking, I will be walking</i>	I had walked, I have walked, I will have walked
In times of great challenge in our country and around the world, Americans <i>came</i> together.	In times of great challenge in our country and around the world, Americans <i>were coming</i> together.	In times of great challenge in our country and around the world, Americans have always come together.

Directions: Edit each sentence to form and use the Perfect Verb Tense.

1. That's what the American people **do** with their extraordinary generosity and contributions to the Haitian people.
2. I'm pleased that President George W. Bush and President Bill Clinton **will agree** to lead a major fundraising effort for relief.
3. Yesterday, I **witnessed** a small but remarkable display of that determination.

Correlative Conjunctions Practice

Name: _____

Date: _____

whether/or; either/or	neither/nor	not only/but also
A choice having only two options (<u>positive</u>):	A choice having only two options (<u>negative</u>):	A way to emphasize a connection between two ideas:
We need to decide whether to eat out or at home.	We will neither eat out nor at home.	We will not only eat out, but also at home.
We will either eat out or at home.		

Directions: Identify and underline the correlative conjunctions in each sentence..

1. So I want to thank each of them not only for being here today but also for what I know is going to be an extraordinary effort.
2. The time has come to either retreat into our daily routines, or get involved by visiting the website and giving today.
3. If we neither act, nor keep the tragedy of this event in the forefront of our minds, the people of Haiti will continue to suffer from this catastrophe.
4. Whether we act now, or act within the next few days, months or weeks, there is no denying that we can make a difference.



Perfect Verb Tense and Correlative Conjunction
Answers, For Teacher Reference

Name:

Date:

*Answers in **bold**.

Perfect Verb Tense:

1. That's what the American people **have done** with their extraordinary generosity and contributions to the Haitian people.
2. I'm pleased that President George W. Bush and President Bill Clinton **have agreed** to lead a major fundraising effort for relief.
3. Yesterday, I **had witnessed** a small but remarkable display of that determination.

Correlative Conjunctions:

1. So I want to thank each of them **not only** for being here today **but also** for what I know is going to be an extraordinary effort.
2. The time has come to **either** retreat into our daily routines, **or** get involved by visiting the website and giving today.
3. If we **neither** act, **nor** keep the tragedy of this event in the forefront of our minds, the people of Haiti will continue to suffer from this catastrophe.
4. **Whether** we act now, **or** act within the next few days, months or weeks, there is no denying that we can make a difference.



Editing My Opinion Speech Task Card

Name:

Date:

Complete the following:

1. With group members, briefly review and discuss your understanding of how to accurately use verb tenses and correlative conjunctions in written work.
2. Independently read the introduction of your speech.
3. Independently edit the introduction of your speech to ensure you use the *simple, progressive, or perfect verb tense* accurately.
4. Repeat Steps 2 and 3 for the body and conclusion paragraphs of your speech.
5. Independently read through all paragraphs of your speech and edit your speech to include correlative conjunctions that connect ideas and create smoother transitions between your opinion, reasons, and evidence.
6. If time allows, partner with another student within or outside your regular group to read aloud the sentences you changed for the purpose of receiving feedback about your edits.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 14

Editing Sentences and Creating Visual and Multimedia Displays for a Presentation



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

I can use my knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)

- a. I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

I can report on a topic or text using organized facts and details. (SL.5.4)

I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

Supporting Learning Targets

- I can edit my speech draft to address audience interest by expanding, combining, and reducing sentences for meaning and style.
- I can plan a display that includes multimedia components to accompany my speech presentation.

Ongoing Assessment

- Edited draft opinion speech
- Planning for multimedia display



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Expanding, Combining, and Reducing Sentences for Meaning and Style in an Opinion Speech (15 minutes)B. Editing Draft Opinion Speeches: Sentences (15 minutes)C. Planning Visual Displays (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Share your edited speech with someone at home or read aloud in the mirror. Make additional edits as needed.B. Continue planning your multimedia display based on the Multimedia Display CriteriaC. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students practice with expanding, combining, and reducing sentences to address clarity and reader and listener interest. Then they apply their new understandings to edit their draft opinion speeches for meaning and style.• As in Lesson 13, note the difference between revising and editing. Lesson 12 emphasized revision, when students participated in peer critique and feedback sessions to revise their draft opinion speeches (based on the Opinion Speech Criteria developed in Lessons 8–10). In revision, the emphasis is on the writing process and written work as a whole, considering strengths and weaknesses in all areas for refinement (including the author’s argument, organization, supporting reasons, evidence, and mechanics). Remind students of this as necessary.• Following this, students plan displays to accompany their speech presentations for the final performance task in Lesson 16. Secure access to any technology or other materials (i.e., poster boards, markers) for students to create these displays. Also consider collaborating with a media specialist to support students as they develop their displays.• Review: Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>edit, address, audience, interest, expanding, combining, reducing, meaning, style, declarative, plan, display, multimedia components, accompany, presentation</p>	<ul style="list-style-type: none">• Edited Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 13; one per student)• Examples of Expanding, Combining, and Reducing Sentences (one per student and one for display)• Document camera• Journals• Sentence Revision Practice handout (one per student)• Sentence Revision Practice handout (answers, for teacher reference)• Editing My Opinion Speech task card (one per student)• Multimedia Display Criteria (one per student; one to display)• Display Template 1: Horizontal (one per student; for students who choose this display format)• Display Template 2: Vertical (one per student; for students who choose this display format)• Blank paper (one piece per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their Edited Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? and join their regular small groups.• Ask students to discuss the following prompt with their group:<ul style="list-style-type: none">* “What part of your speech (introduction, body, or conclusion) do you think is strongest and why?”• Invite members from each group to share their thinking with the class.• Then, say something like: “Yesterday you focused on using accurate verb tenses and including correlative conjunctions in your writing to convey your ideas more clearly. Today, you’ll edit your work by expanding, combining, and reducing sentences to provide clarity or enhance meaning. You will also plan a multimedia display to accompany your speech presentation. These activities serve to prepare you for the final performance task in which you’ll deliver your opinion speech to your regular small groups.”	



Work Time	Meeting Students' Needs
<p>A. Expanding, Combining, and Reducing Sentences for Meaning and Style in an Opinion Speech (15 minutes)</p> <ul style="list-style-type: none"> Direct student attention to the learning targets, and read the first one aloud: <ul style="list-style-type: none"> * “I can edit my speech to address audience interest by expanding, combining, and reducing sentences for meaning and style.” Ask students to think about the following terms with their groups and try to determine their meaning from context: <i>edit, address, audience, interest, expanding, combining, reducing, meaning, and style</i>. Ask for volunteers from each group to share out their group’s definitions: <ul style="list-style-type: none"> <i>edit</i>—correct individual sentences for grammar, spelling, or punctuation; sentence level changes; focused on the product rather than the process <i>address</i>—attend to; take into consideration <i>audience</i>—listeners, viewers <i>interest</i>—attention, curiosity, attentiveness <i>expanding</i>—developing, increasing, enlarging <i>combining</i>—joining, merging, linking <i>reducing</i>—condensing, trimming down <i>meaning</i>—the essence, main point <i>style</i>—flair, elegance Invite one to two students to restate the first learning target in their own words. Then ask students to discuss in groups: <ul style="list-style-type: none"> * “Why would a writer edit by expanding, combining, or reducing sentences?” 	<ul style="list-style-type: none"> Consider partnering second language students with more proficient English speakers to complete Expanding, Combining, and Reducing Sentences and the Sentence Revision Practice handout cooperatively. Display the three types of editing practices as well as a brief explanation of when they might be used: <ul style="list-style-type: none"> <i>Combine</i>—two or more short, declarative sentences in a row <i>Expand</i>—one short sentence that needs more detail <i>Reduce</i>—a long, run-on sentence that confuses the reader/listener Provide a sentence frame to support group discussions (“I think the type of edit this sentence needs is _____ because _____”). Students with difficulties in the physical act of writing will benefit from dictating their ideas for edited sentences to a peer or an aid.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call one or two students to share out. Listen for ideas such as: “Sometimes a sentence is so long it confuses the reader or listener, and they tune out or stop listening; sentences can sometimes be too short; they lack details the reader or listener needs in order to understand the writer’s or speaker’s ideas; one to two short sentences can be combined into one stronger sentence, so the focus of the message is not lost or unclear.”• Say something like: “While a few short, declarative sentences peppered throughout a piece can make a text easier or more interesting to read or to listen to, sometimes sentences are so short they cause the reader to question the author’s expertise. To solve this, combine two or three short sentences to create a single sentence that is more informative and concise.”• Say: “Now we are going to look at some samples from President Obama’s speech in order to practice reducing, combining, and expanding sentences. You will work with group members on the first few samples. Then you’ll have a chance to demonstrate your understanding by editing a few more samples independently.”• Point out that President Obama is often recognized as an excellent speaker, and that many of his sentences are well crafted. The purpose of this activity is to consider whether edits would make the speech even better, and if so, how students might use the strategies of expand/combine/reduce to help them as writers.• Distribute the Examples of Expanding, Combining, and Reducing Sentences to each student, and display a copy using the document camera. Read the first sample aloud: “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.”• Ask students to discuss in their regular small groups and record their idea(s) on a blank page in their journals about:<ul style="list-style-type: none">* “What type of edit might this sentence need: expand, combine, or reduce?”* “What might the revised sentence be?”• Cold call one to two students to share out their edited sentence. Listen for students to suggest that although this sentence is fine as is, it might be easier to listen to if it were reduced: “When there are challenges, Americans have always come together to provide support and do what’s right.”• Next, invite students to explain why the reduced version might have greater appeal to the audience or enhances meaning. Listen for ideas such as: “There were a lot of ‘ands’ in the first version; also, ‘In our country and around the world’ doesn’t mean anything, since he is saying ‘everywhere.’ So now it says the same thing in a better way.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Students may assert that the sentence is fine as is. Accept this response, but ask how the current sentences appeal to the audience. If students struggle or are unable to effectively edit the sentence and explain their reasoning, provide an example of a reduced sentence. Continue to reiterate that reducing, expanding, and combining sentences are tools in a writer's toolkit; there is not one correct answer, and authors eventually develop unique styles. The purpose here is to learn and practice editing techniques.• Read aloud the second example on the Examples of Expanding, Combining, and Reducing Sentences handout.• Reiterate that these sentences are effective as is, but this is an opportunity to consider whether Obama might have made a different choice as a writer. Ask students to discuss the following with group members and record their idea(s) on the same page in their journals:<ul style="list-style-type: none">* "What type of edit might this sentence need: expand, combine, or reduce?"* "What might the revised sentence be?"• Cold call one or two students to share out which edit they chose and their edited sentence. Listen for the likely response of "combine": "Every day, we learn more about the horrific suffering of communities that are buried under mountains of concrete, families forced to sleep in the streets, and the sick and the dying."• Next, invite students to explain why the combined version might have greater appeal to the audience or enhances meaning. Listen for ideas such as: "People sleeping in the streets,' 'Injured desperate for care,' and 'Many feared dead' are incomplete sentences. The combined sentence puts the same idea into a smooth sentence using commas to separate items in a list. Not only is this sentence easier to read and listen to, but it's also grammatically correct."• Explain that authors may intentionally choose to use incomplete sentences for effect. There is not right or wrong "answer." Again, the purpose of this activity is to learn and practice editing techniques.• As with the first example, if students struggle to identify the best type of edit, or effectively edit the sentence and explain their reasoning, provide an example of a combined sentence.• Read aloud the final example and repeat the process described above.• Cold call a few students to share out their idea for an edited sentence. Listen for: "This sentence could be expanded; it's difficult to provide the aid people need quickly and efficiently."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> As before, if students struggle to identify an edit or provide a possible example, model for them. Continue to reiterate that Obama's speech provides strong examples of both short and long sentences, and he made intentional choices as an author. Distribute the Sentence Revision Practice handout to each student. Say something like: "Now you will have a chance to practice this skill independently by editing a few more sentences from President Obama's speech. As you work, consider the fact that for your final performance task, your audience is your classmates. How could you edit sentences in President Obama's speech to have greater appeal to students your age?" Give students 5 to 6 minutes to complete the practice samples and circulate to support. Cold call students to share the edits they made and explain how each edit enhances audience appeal. See the Sentence Revision Practice handout (answers, for teacher reference). 	
<p>B. Editing Draft Opinion Speeches: Sentences (15 minutes)</p> <ul style="list-style-type: none"> Remind students of the first learning target. Say something like: "As you edit your speeches, consider how to reduce, combine, and expand sentences to enhance meaning and address audience interest. Remember, your audience is your regular small group members." Distribute the Editing My Opinion Speech task card to each student and display one copy using the document camera. Read the directions aloud and clarify as needed. Give students 12 to 13 minutes to independently edit their speech drafts. Circulate to support as needed and use this time to provide focused feedback to individual students regarding their edits. If students finish early, ask them to pair up with another student and quietly read their edited sentences aloud to one another for feedback regarding how each sentence adds meaning and enhances audience interest. Remind students to be kind and specific with their critique. 	<ul style="list-style-type: none"> Students who are stronger at auditory processing will benefit from hearing their speech read aloud by a peer or aid (or consider supplying kids with a Phonics Phone); they'll hear the subtleties of sentence variety for the purpose of reducing, combining, or expanding sentences for clarity.



Work Time (continued)	Meeting Students' Needs
<p>C. Planning Visual Displays (20 minutes)</p> <ul style="list-style-type: none">• Direct student attention to the posted learning targets and read the second one aloud:<ul style="list-style-type: none">* “I can plan a display that includes multimedia components to accompany my speech presentation.”• Ask students to think about the following terms with their groups and try to determine their meaning from context: <i>plan, display, multimedia components, accompany, and presentation.</i>• Ask for volunteers from each group to share out their group’s definitions:<ul style="list-style-type: none"><i>plan</i>—diagram, sketch, prepare<i>display</i>—show, present, demonstrate<i>multimedia components</i>—graphics such as pictures, photos, colors, and text accompany—go together with, complement, supplement<i>presentation</i>—presenting something, prepared speech• Invite one to two students to restate the second learning target in their own words based on their understanding of key terms.• Explain to students that speakers often create visual displays to enhance their presentations. These displays are meant to emphasize key ideas and details the speaker shares during presentations.• Ask students to recall and discuss in groups what they learned in Unit 2 about how images and text, such as captions, add meaning to a writer’s ideas.• Cold call members from each group to share their thinking aloud. Listen for ideas like: “The colors used create a mood; dark colors suggest fear, sadness, devastation, whereas brighter colors give the impression of joy or happiness; the way images are arranged and the size of each image serves to emphasize or deemphasize certain ideas and details, draws viewers’ eyes to certain ideas and details more than others; text such as titles and captions provide clarification about larger ideas and smaller details.”	<ul style="list-style-type: none">• If technology is not available, students who struggle with fine motor skills and the physical act of writing neatly should be able to dictate their ideas to a peer or an aid to help plan/draft their display.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students they are going to begin planning their multimedia displays; then, distribute the Multimedia Display Criteria to each student and display one copy using the document camera. Read each of the criteria aloud. • Tell students they may use Display Template 1: Horizontal, Display Template 2: Vertical, or they may create their own template. Display each template, and distribute one piece of blank paper to each student. • Let students know they will have 10 to 15 minutes to plan their presentation displays, and they should refer to the Multimedia Display Criteria as they work. • If students finish early, ask them to partner up and give and receive kind and specific feedback about their display plans based on the criteria provided. • As time allows, invite students to share their plans whole group. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention whole group. • Ask students to turn to a neighbor and discuss the following question: <ul style="list-style-type: none"> * "How does a multimedia display enhance your presentation?" • Direct students' attention to the posted learning targets and read them aloud. As you do, ask students to use the Fist to Five checking for understanding technique to demonstrate their mastery of each target. • Remind students they will need their Multimedia Display Criteria to complete the homework assignment. 	<ul style="list-style-type: none"> • Provide a sentence starter to support student responses ("Multimedia displays can enhance my presentation by _____."). • Note students who show 3, 2, 1, or a fist as they may need more support editing sentences or planning a presentation display.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Share your edited speech with someone at home or read aloud in the mirror. Make additional edits as needed. • Continue planning your multimedia display based on the Multimedia Display Criteria. • Continue reading your independent reading book. 	<ul style="list-style-type: none"> • Consider allowing students to take a Phonics Phone home to practice their speech and continuing their edits



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 14

Supporting Materials



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Examples of Expanding, Combining, and Reducing Sentences

Name:

Date:

Excerpts from the Transcript: Opening Remarks by President Obama

1. “In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right.”

* REDUCE the above sentence.

2. “Every day that goes by, we learn more about the horrifying scope of this catastrophe—destruction and suffering that defies comprehension. Entire communities buried under mountains of concrete. Families sleeping in the streets. Injured desperate for care. Many thousands feared dead.”

* COMBINE the above sentences into one.

3. “It will be difficult.”

* EXPAND the above sentence.



Sentence Revision Practice Handout

Name:

Date:

Decide which revision technique (reduce, combine, or expand) you will use to appeal to your audience and enhance meaning. Then edit the sentences from Transcript: Closing Remarks by President Obama on the lines below.

1. “Well, these gentlemen are going to do an extraordinary job, but really what they’re going to do be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need.”

Circle one: **reduce** **combine** **expand**

2. “I want to make sure that everybody got that website one more time. Obviously we’re just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org.”

Circle one: **reduce** **combine** **expand**



Sentence Revision Practice Handout

3. “And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There’s going to be fear, anxiety, a sense of desperation in some cases.”

Circle one: **reduce** **combine** **expand**

4. “Thank you, gentlemen.”

Circle one: **reduce** **combine** **expand**

Sentence Revision Practice Handout
Answers, For Teacher Reference

Name:

Date:

Decide which revision technique (reduce, combine, or expand) you will use to appeal to your audience and enhance meaning. Then edit the sentences from Transcript: Closing Remarks by President Obama on the lines below.

1. “Well, these gentlemen are going to do an extraordinary job, but really what they’re going to do be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need.”

Circle one: **reduce** combine expand

“These gentlemen will do an extraordinary job of tapping into the generosity of the American people in helping our neighbors in need.”

2. “I want to make sure that everybody got that website one more time. Obviously we’re just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org.”

Circle one: reduce **combine** expand

“I want to make sure everyone has the name of the website www.clintonbushhaitifund.org, as it will give people the means to contact our offices.”



Sentence Revision Practice Handout
Answers, For Teacher Reference

3. “And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There’s going to be fear, anxiety, a sense of desperation in some cases.”

Circle one: reduce **combine** expand

“When an extraordinary catastrophe like this occurs it is most important to provide immediate relief so we can become organized and support those who are in desperate need of our help.”

4. “Thank you, gentlemen.”

Circle one: reduce combine **expand**

“Thank you, gentlemen, for your ongoing support of these relief efforts.”

Editing My Opinion Speech Task Card

Name:

Date:

Complete the following:

1. With group members, briefly review and discuss your understanding of how to reduce, combine, and expand sentences to enhance meaning and address audience interest.
2. Independently read the introduction of your speech.
3. Independently edit the introduction of your speech to reduce, combine, and expand sentences.
4. Repeat Steps 2 and 3 for the body and conclusion paragraphs of your speech.
5. If time allows, partner with another student within or outside your regular group to read aloud the sentences you changed for the purpose of receiving feedback about your edits.

Multimedia Display Criteria

Name: _____

Date: _____

Directions: Read through each of the criteria. Draw a check mark if you have completed this, or a minus if you have not yet incorporated this criteria.

	Criteria	<input checked="" type="checkbox"/> completed <input type="checkbox"/> not completed
Content	The topic of the speech is stated and provides a unifying, overarching focus for the display.	
	The opinion is stated.	
	The four types of aid are named AND described as most important, second most important, third most important, or least important.	
Visuals that add meaning Pictures, photos, other images	Larger visuals draw viewers' attention to key ideas.	
	Smaller visuals show important details.	
	Visuals are arranged to focus viewers' attention on key ideas and details.	
	Visuals incorporate colors that set a mood.	



Multimedia Display Criteria

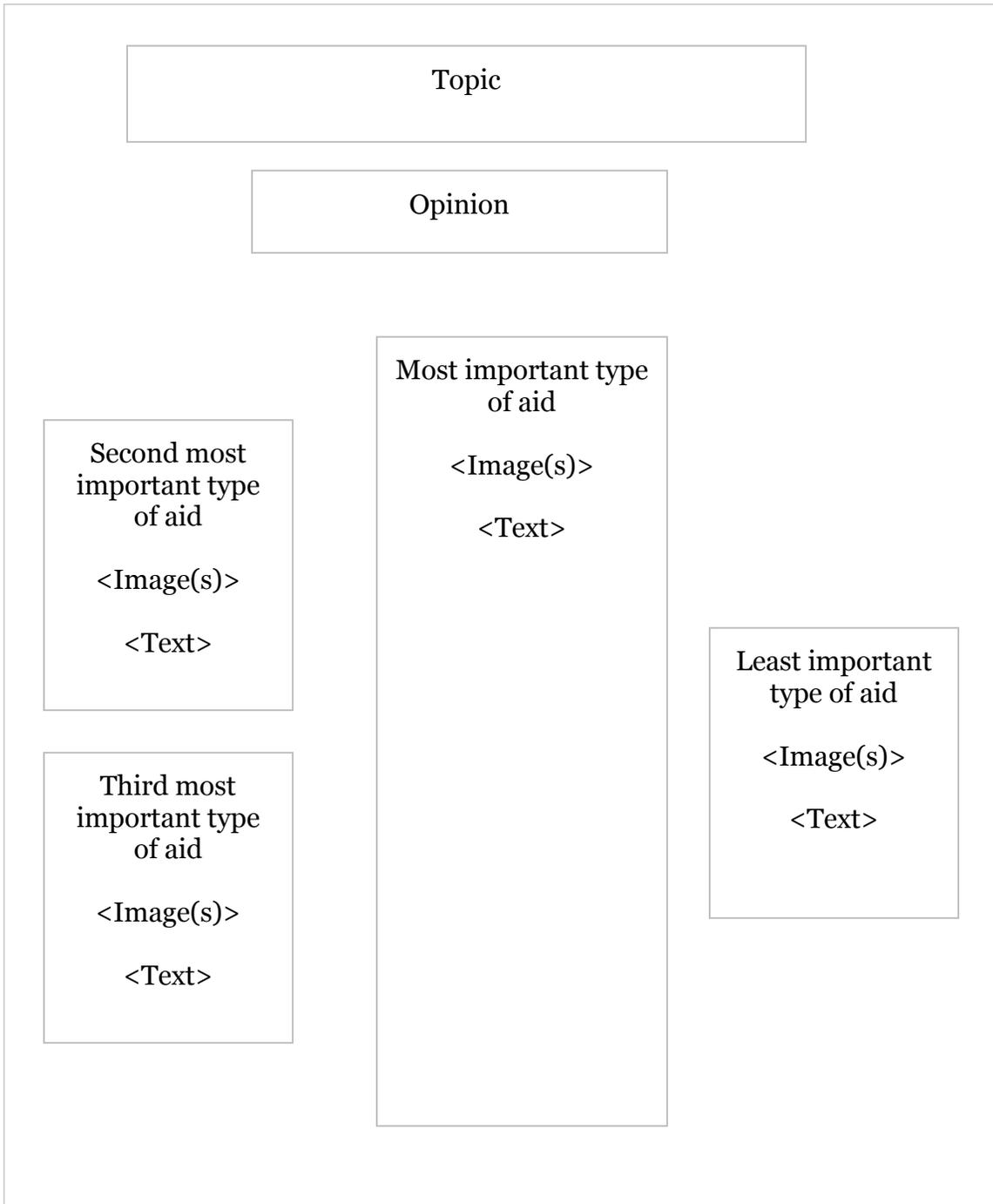
Text that adds meaning Quotes, captions, exclamations	The text reiterates or emphasizes the topic, opinion, and four types aid.	
	The text provides clarification about visuals.	



Display Template 1:
Horizontal

<p>Topic</p>			
<p>Opinion</p>			
<p>Most important type of aid</p> <p><Image(s)></p> <p><Text></p>	<p>Second most important type of aid</p> <p><Image(s)></p> <p><Text></p>	<p>Third most important type of aid</p> <p><Image(s)></p> <p><Text></p>	<p>Least important type of aid</p> <p><Image(s)></p> <p><Text></p>

Display Template 2:
Vertical





EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 15

Including Multimedia and Visual Displays in Presentations: Prioritization of Relief Aid after Natural Disasters



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

I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

I can speak clearly and at an understandable pace. (SL.5.4)

I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (S.L.5.6)

Supporting Learning Targets

- I can create a display that includes multimedia components to accompany my speech presentation.
- I can evaluate model speeches using the Speech Presentation Rubric.

Ongoing Assessment

- Planning for multimedia display
- Speech Presentation Rubric



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Speaker (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Creating a Multimedia Display for a Presentation (35 minutes) B. Evaluating Model Speeches Using the Speech Presentation Rubric (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete the multimedia display to use during your speech presentation. B. Practice delivering your speech to someone at home, or in the mirror, while you refer to your display. C. Write a final, clean copy of your speech onto lined paper or type and print. 	<ul style="list-style-type: none"> • In the first half of this lesson, students consider what makes a strong multimedia display. First, they re-examine their multimedia display plan against the Multimedia Display Criteria. They share their findings in their regular small groups and provide and receive feedback, which they use to further refine their plans. Next, they complete their multimedia displays using computers (if accessible) and other additional materials. • In addition to computers, provide students with other materials to complete their multimedia displays, such as magazines, photos, newspapers, graphs, colored pencils, markers, and blank, unlined paper. Giving students numerous mediums from which to choose makes it easier for them to complete their displays. • If students cannot complete their multimedia displays in this lesson, consider finding other times during the day for students to access computers, printers, or other materials they may not have access to at home. • After working on their own multimedia displays, students turn their attention back to Adora Svitak’s TED Talk and President Obama’s opening remarks after the earthquake in Haiti. During this activity, students use the Speech Presentation Rubric to evaluate the strengths and weaknesses of both speeches. This activity serves two purposes: It familiarizes students with the rubric on which they will be evaluated during the final performance task in Lesson 16, and it displays strong speaking models and lets students consider how to incorporate the strengths of each speech and speaker into their own presentations. • In advance: <ul style="list-style-type: none"> • Ensure access to technology or other materials necessary for students to complete their multimedia displays. • Ensure the technology used to view Adora Svitak’s TED Talk and President Obama’s opening remarks is functioning. • Review: Go Around and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix 1). • Post: Learning targets.



Lesson Vocabulary	Materials
create, display, multimedia components, accompany, presentation, unifying, overarching, evaluate, model, rubric	<ul style="list-style-type: none">• Multimedia Display Criteria (from Lesson 14; one for display)• Document camera• Sample multimedia plan (one per group; one for display)• 22" by 28" poster board (one per student)• Additional materials for completing multimedia displays (see Teaching Note above):<ul style="list-style-type: none">– computers, printers, magazines, photos, newspapers, graphs, and other media, colored pencils, markers, blank paper, and other materials required to create multimedia displays (enough for each student)• Tape or glue sticks (for each student)• Speech Presentation Rubric (three per student; one to display)• Video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (0:00–1:30)• Video: “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (0:00–0:47)• Computer, LCD projector, and speakers



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Speaker (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their multimedia display plans and join their regular small groups.• Review the Go Around process with students. Remind students their responses should be only one or two words and refer specifically to the Multimedia Display Criteria.• Give students 1 minute to answer the following question:<ul style="list-style-type: none">* “What part(s) of your multimedia display plan do you most want to refine, based on the Multimedia Display Criteria?”• Invite one student to begin the Go Around, then each of the other students share out in a clockwise direction.• Ask students to discuss in their groups:<ul style="list-style-type: none">* “What patterns did you hear during the Go Around?”• Invite members from each group to share out the group’s thinking whole class. Answers will vary, but listen for students to refer specifically to the Multimedia Display Criteria.• Say something like: “Today you’ll have an opportunity to evaluate a sample multimedia display before refining your own display plans. Then you’ll create the multimedia displays that accompany your speech presentations. You will also listen to short selections from Adora Svitak’s and President Obama’s speeches to evaluate each speaker’s strengths and weaknesses and familiarize yourself with the Opinion Speech Rubric. This will help you think about effectively presenting your speeches to your peers in the next lesson.”	<ul style="list-style-type: none">• Consider situating students in a large class circle for the Go Around to increase the sense of community and lower the risk of sharing whole group.• Provide a sentence starter to give all students access to the discussion (“The part of my multimedia display I most want to refine is ...”).



Work Time	Meeting Students' Needs
<p>A. Creating a Multimedia Display for a Presentation (35 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and read the first one aloud: <ul style="list-style-type: none"> * "I can create a display that includes multimedia components to accompany my speech presentation." • Focus students on the key words in this target: <ul style="list-style-type: none"> – create, display, multimedia components, accompany, and presentation. • Cold call students to share out the meaning of each word: <ul style="list-style-type: none"> – <i>create</i>—make, construct, design – <i>display</i>—show, present, demonstrate – <i>multimedia components</i>—graphics such as pictures, photos, colors, and text – <i>accompany</i>—go together with, complement, supplement – <i>presentation</i>—presenting something, prepared speech • Tell students they will now revisit the Multimedia Display Criteria to critique a sample plan to help them think about how they can refine their own display plans. • Display the criteria using the document camera. • Then, distribute one copy of the sample multimedia plan to each group. • Focus students on the "content" row of the Multimedia Display Criteria. Read aloud the first criterion: "The topic of the speech is stated and provides a unifying, overarching focus for the display." • Invite one to two students to share their understanding of the terms <i>unifying</i> and <i>overarching</i>. Listen for: "Unifying sounds like united or unify, which means to combine, join, make cohesive. Overarching is comprehensive or covers everything." • Ask students to discuss in groups: <ul style="list-style-type: none"> * "What does it mean to have a 'unifying, overarching focus'? Restate in your own words." • Cold call one to two students to share out. Listen for: "A unifying, overarching focus is like a main idea, a summary, a title that explains your display in one brief statement." • Ask students to look at the topic written at the top of the sample multimedia plan: "This is a speech about prioritizing aid to Haiti after the 2010 earthquake in Port-au-Prince." 	<ul style="list-style-type: none"> • As students share out familiar synonyms of key terms, record them above or below the key terms in the target to support ELL students. • If technology is not available, students who struggle with fine motor skills and the physical act of writing neatly can dictate their ideas to a peer or an aid.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to discuss in groups:<ul style="list-style-type: none">* “How could you edit the topic statement in this sample multimedia plan to be more like a title with a unifying, overarching focus about a natural disaster in a neighboring country and the prioritization of aid?”• Give students 1 to 2 minutes to think about and discuss their ideas in groups. Cold call members from each group to share out. Listen for ideas such as: “Prioritizing aid to Haiti after the 2010 Earthquake; Aid to Haiti After the Earthquake; 2010 Earthquake: The Best Ways to Support Haitians.”• Model by revising the topic statement on the sample display. Cross out the sample topic and write a new topic statement that synthesizes students’ thinking.• Quickly review each element of the Multimedia Display Criteria with students, asking them to refer to the sample multimedia plan to determine if each component of the sample meets the criteria. If students feel certain areas of the display do not meet the criteria, ask them to provide suggestions to edit the display. Continue modeling how to cross out portions of the sample and write new ideas to ensure students both understand and are able to edit their plans based on the criteria.• Give students 5 to 6 minutes to edit their own display plans. Circulate to support and offer focused critique.• Allow students 2 minutes to share their edits with one member of their group. Direct partners to offer specific feedback or ask relevant questions about changes each made to the display plans.• Give students 2 minutes to further refine their plans based on the feedback and questions their partner shared.• Distribute one 22" by 28" poster board to each student.• Conduct a brief review of the term “scale” in the context of how to transfer ideas from a small sketch to a large-sized poster. Explain that students’ plans are a small “scale” version of the poster displays they will create, which means if the “topic” of the plan takes up most of the space at the top, then it should also take up most of the space at the top of their poster boards. Provide additional examples or clarification as needed.• Allow students access to any additional materials they may need to create their displays.• Invite students to refer to the Multimedia Display Criteria and conduct an internet search for (or create) images and text to include on their displays.• Advise students to do the following:	



Work Time (continued)	Meeting Students' Needs
<ol style="list-style-type: none"> 1. Arrange images and text printed off the computer, or taken from other sources, atop the poster board without gluing or taping them down. 2. If writing text or drawing pictures by hand, first sketch lightly with a pencil. 3. Once you are satisfied with the initial layout of images and text on your poster board, ask someone who is finished to give you feedback about your display based on the criteria. 4. Based on your peer's feedback, make final revisions to your display. Add color to handwritten work. <ul style="list-style-type: none"> • Finally, using tape or glue sticks, tape down or paste images or text from the computer (or drawn on separate pieces of paper) if applicable. 	
<p>B. Evaluating Model Speeches Using the Speech Presentation Rubric (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to set aside their displays and direct students' attention to the posted learning targets. Read the second one aloud: <ul style="list-style-type: none"> * "I can evaluate model speeches using the Speech Presentation Rubric." • Ask students to discuss the meaning of the words <i>evaluate</i>, <i>model</i>, and <i>rubric</i> in this context with their groups. Cold call members from each group to share out. Listen for: "Evaluate means to examine and judge something; assess; model in this context means exemplary, exceptional, very good; a rubric is a set of criteria, standards to meet." • Distribute three copies of the Speech Presentation Rubric to each student and display one copy using the document camera. Read each of the criteria aloud and explain these are based on the same criteria on the Criteria for an Opinion Speech anchor chart they developed during Lessons 8–10. • Direct students' attention to the final three rows of the rubric and review this criteria. • Say something like: "Now we will watch short selections from the video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30) as well as President Obama's opening remarks from the Video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47). You'll evaluate each model speaker using the Speech Presentation Rubric to gain greater familiarity with the rubric criteria and begin to think about how you will infuse strong elements of each speaker's presentation into your own opinion speech presentations." • Tell students that as they view and listen to Adora's speech, they should do the following: <ol style="list-style-type: none"> 1. Listen carefully to determine a score for as many criteria on the rubric as you can. 	<ul style="list-style-type: none"> • For students who struggle to locate material in a lot of text, consider assigning a modified number of criteria to watch for during the model speech presentations. Rather than listening for all criteria, have them focus on 1–3. • Consider pairing students who take a long time to write with a quicker partner (or an aid) so all ideas are accounted for and frustration is minimized. • Consider providing a sentence frame to give all students access to the discussion ("Based on the criteria, Adora's greatest strength was _____ and Obama's greatest strength was _____").



Work Time (continued)	Meeting Students' Needs
<p>2. Write a brief comment in the box next to the criteria and below the score you choose explaining why you gave the speech the score you did.</p> <ul style="list-style-type: none">• Then, use a computer, LCD projector, and speakers to play the video: Adora Svitak “What Adults Can Learn from Kids” TED Talk (0:00–1:30).• Give students 5 minutes to assign scores, write brief comments, and discuss their thinking with group members.• Cold call members from each group to share out the score they assigned for one criterion on the rubric. Answers will vary, but listen for students to share comments that justify the score they indicated and make specific references to Adora’s speech, as well as the rubric criteria.• Next, tell students that as they view and listen to President Obama’s opening remarks, repeat the same process using the Speech Presentation Rubric.• Play President Obama’s opening remarks from the video: “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (0:00–0:47).• Once again, give students 5 minutes to assign scores, write brief comments, and discuss their thinking with group members.• Cold call several students to share out the score they assigned for one criterion on the rubric. Answers will vary, but listen for students to share comments that justify the score they indicated and make specific references to President Obama’s speech, as well as the rubric criteria.• Ask students to discuss the following in groups:<ul style="list-style-type: none">* “Based on the rubric criteria, what do you think were the greatest strengths of each speaker?”• Invite two to three students to share out. Listen for ideas such as: “Adora’s use of a multimedia display helped me understand who and what she was talking about, engaged me visually with her presentation because each picture related directly to what she was saying; President Obama spoke at a clear and understandable pace; they both greeted the audience.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group. Then, ask them to discuss with a partner:<ul style="list-style-type: none">* “How do good speakers engage their audience?”• After 2 minutes, invite several students to share their thinking whole group.• Direct students’ attention to the posted learning targets. Read each of them aloud and ask students to use Glass, Bugs, Mud Checking for Understanding Technique to demonstrate their mastery of each target.• Remind students they will give their speech presentations for the final performance task during the next lesson.	<ul style="list-style-type: none">• Consider providing a sentence frame to give all students access to the discussion (“Good speakers engage their audience by _____”).• Students who show Bugs or Mud may need more support planning and creating their multimedia displays or understanding criteria from the speech rubric.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the multimedia display to use during your speech presentation.• Practice delivering your speech to someone at home, or in the mirror, while you refer to your display.• Write a final, clean copy of your speech onto lined paper or type and print.	



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 15

Supporting Materials



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Sample Multimedia Plan

This is a speech about prioritizing aid to Haiti after the 2010 earthquake in Port-au-Prince.

<p><i>Second most important type of aid</i></p> <p><picture of people working></p> <p>*Add a caption</p> <p><picture of a family></p> <p>*Add a caption</p> <p>Livelihoods and Host Families</p>	<p><i>The people of Haiti can only recover from this tragedy if we prioritize aid quickly and in the best way possible!</i></p>	
<p><i>Third most important type of aid</i></p> <p><picture a house being built> *Add a quote about home</p> <p><picture of a built house></p> <p>Transitional and Permanent Homes</p>	<p>The MOST important type of aid</p> <p><pictures of doctor/nurse and medicine> <picture of a water spout OR glass of water></p> <p><pictures of soap, toothpaste/toothbrush, and cleaning supplies></p> <p>Health, Water, and Sanitation</p> <p>*Add a quote about health</p>	<p><i>Least important type of aid</i></p> <p><picture of aid worker teaching people, or a speaker/someone teaching in front of an audience></p> <p>*Add a caption</p> <p>Disaster Risk Reduction</p>



Speech Presentation Rubric

Name: _____

Date: _____

CRITERIA	3 *Includes all criteria	2 *Includes most of the criteria	1 *Includes very little or none of the criteria
<p>The Introduction is appropriate to audience and purpose, and includes:</p> <ul style="list-style-type: none"> – Attention getter – topic statement – opinion statement – reason – evidence – personal connection to the audience 			
<p>The Body of the speech has a clear and logical progression within and between ideas, which:</p> <ul style="list-style-type: none"> – Prioritizes the four types of aid prioritized—most to least important – explains why – supports each reason with evidence – uses linking words and phrases to connect ideas between the opinion, reasons, and evidence 			



Speech Presentation Rubric

CRITERIA	3 *Includes all criteria	2 *Includes most of the criteria	1 *Includes very little or none of the criteria
<p>The Conclusion is appropriate to audience and purpose, and includes:</p> <ul style="list-style-type: none"> – Audience appreciation – restates the opinion – uses a thoughtful statement to reiterate important reasons and evidence – a closing remark that compels people to act, and provides closure 			
<p>The speaker uses language that is appropriate to the audience and purpose.</p>			
<p>The speaker delivers the speech at a clear and understandable pace, appropriate to audience.</p>			
<p>The speaker uses a multimedia display that enhances key ideas and details, and is appropriate to audience.</p>			



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 16

Final Performance Task: Delivering an Opinion Speech with Multimedia Display



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

I can report on a topic or text using organized facts and details. (SL.5.4)

I can speak clearly and at an understandable pace. (SL.5.4)

I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

Supporting Learning Targets

- I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills.
- I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric.
- I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster.

Ongoing Assessment

- Final Performance Task: Opinion Speech Presentations
- Speech Presentation Rubric



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review and Engaging the Speaker and Listener: Practice Speech Presentation with Multimedia Displays Using Peer Critique (15 minutes)</p> <p>B. Introducing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Final Performance Task: Delivering an Opinion Speech with Multimedia Display (25 minutes)</p> <p>B. Self-Assessment (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Gallery Walk (10 minutes)</p> <p>B. Debrief and Review Learning Targets (3 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none">• Students briefly review the criteria named on the Speech Presentation Rubric and practice their presentations with a student outside of their small regular group. After listening to each other's speeches, partners provide and receive feedback using the Speech Presentation Rubric. If time permits, students have a brief, final opportunity to make minor revisions to their speeches or multimedia displays, based on their partner's feedback. This practice, critique, and revision cycle serves as an example of how strong speakers prepare for a speech in the final moments and gives students the opportunity to practice and reflect a final time on their opinion speech and multimedia display before having to present them to a larger audience.• Consider pairing students ahead of time for the Peer Critique exercise.• After this final practice round, students present their speeches and multimedia displays in their regular small groups. Group members score each presenter using the Speech Presentation Rubric and record one specific and positive piece of feedback to share with the speaker on a sticky note. While the sticky notes are given to the speakers at the end of the presentations, the rubrics are turned into the teacher for review.• Students can also score their own presentations and provide justifications for their scores.• During the debrief, students share their self-assessments with a partner and participate in a Gallery Walk to see all of their classmates' multimedia displays and provide specific and positive praise for two other students' displays. This praise is recorded on sticky notes for the owner's review.• Use the Speech Presentation Rubric to score students' opinion speeches and multimedia displays. If time allows and technology is available, consider finding other times for students to video record their speech presentation so you may view them in their entirety to score elements on the rubric related to the rate of speech and delivery.• In advance: Be sure there is enough space for students to present to their small regular group. Make sure requisite technology is available and in working order.• Review: Peer Critique and Gallery Walk protocols (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>present, multimedia display, criteria, feedback, rubric, reflect, delivery</p>	<ul style="list-style-type: none"> • Opinion speeches (students’ own) • Multimedia displays (students’ own) • Speech Presentation Rubric (from Lesson 15; four copies per student; one to display) • Document camera • Sticky notes (five per student) • Multimedia Display Criteria (from Lesson 14; one to display)

Opening	Meeting Students’ Needs
<p>A. Homework Review and Engaging the Speaker and Listener: Practice Speech Presentation with Multimedia Displays Using Peer Critique (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their opinion speeches and multimedia displays. • Ask a volunteer to share out the guiding question for this half of Unit 3. Listen for: <ul style="list-style-type: none"> * How do speeches motivate and compel people to act?” • Say something like: “For the final performance task, you’ll deliver a motivating and compelling speech about how to prioritize aid to a neighboring country struck by a natural disaster. Before presenting to a group, speakers often practice and ask for a final critique of their presentations to make minor refinements. Today you’ll share your opinion speech and multimedia display with a partner outside of your regular small group, to both practice and receive feedback prior to presenting to your group.” • Display the Speech Presentation Rubric using a document camera. Quickly review the criteria aloud and clarify as needed. • Review the Peer Critique protocol with students. Emphasize that as they work with their partner to offer and receive critique, it is important to: <ul style="list-style-type: none"> – Be specific. – Be kind. 	<ul style="list-style-type: none"> • Provide a sentence frame to give all students access to the conversation (“The most valuable piece of feedback I received from my partner is...”) • For student reference, write a synonym and/or a visual above or below the key terms in the target as they are generated during the discussion.



Opening	Meeting Students' Needs
<ul style="list-style-type: none">– Stay on topic (talk about the criteria).– Thank your partner.• Ask students to gather their opinion speeches and multimedia displays and move to quickly and quietly join a partner outside their regular small group.• Give students 7 to 8 minutes to share and receive feedback. Circulate to support.• Focus students whole group. Then ask:<ul style="list-style-type: none">* What was the most valuable piece of feedback you received from your partner?”* What minor adjustment(s) will you make to your presentation based on the feedback you received?”• Invite a few students to share their ideas whole group.• As time allows, let students make minor revisions to their presentations.	



Opening (continued)	Meeting Students' Needs
<p>B. Introducing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to join their regular small groups with their speeches and displays.• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills."* "I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric."* "I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster."• Point out the key terms in these targets that students are familiar with from previous lessons and units. Then, cold call several students to share out the meaning of each term:<ul style="list-style-type: none">– <i>present</i>—share, show, exhibit– <i>multimedia display</i>—poster board with key ideas and details from my speech, that includes visuals and text– <i>criteria</i>—standards, measures, norms– <i>feedback</i>—critique, comment, opinion– <i>rubric</i>—a set of criteria, standards to meet– <i>reflect</i>—consider, think about, self-assess– <i>delivery</i>—speak to an audience• Ask volunteers to restate learning targets in their own words.	



Work Time	Meeting Students' Needs
<p>A. Final Performance Task: Delivering an Opinion Speech with Multimedia Display (25 minutes)</p> <ul style="list-style-type: none">• Ask students to briefly discuss in groups who will share their presentation first, second, third, and fourth.• Distribute three Speech Presentation Rubrics and three sticky notes to each student.• Again, remind students of the Peer Critique protocol:<ul style="list-style-type: none">– Be specific.– Be kind.– Stay on topic (talk about the criteria).– Thank your group members.• Tell students to do the following:<ol style="list-style-type: none">1. Give your full attention to each presenter.2. Once a speaker is finished delivering her or his speech, complete a Speech Presentation Rubric for him or her. Give a score for each criterion on the rubric and record brief comments in the boxes to explain why you gave the score you did.3. For each speaker, write a brief statement on one of your sticky notes to give the presenter kind and specific praise about his or her speech, based on the Speech Presentation Rubric criteria.4. Give sticky notes to the speaker after the presentations are complete.5. Turn in the rubrics after the presentations. Until then, hold onto them.• Ask students to begin and circulate to support as needed.• Once all students have presented, collect the completed Speech Presentation Rubrics.• Ask students to discuss the following in their groups:<ul style="list-style-type: none">– “What was the greatest strength of your presentation?”– “What would you do differently in future presentations?”• Invite several students to share their thinking whole group.	<ul style="list-style-type: none">• To support visual learners, display these steps on the board or on a task card for students' reference.• Consider supporting students who are easily overwhelmed, by dividing the criteria between the three speeches they are to critique. For example, have them critique the first speaker on their introduction and use of task-appropriate language, the second speaker on the body of their speech and clear delivery and the third speaker on their conclusion and multimedia display.



Work Time (continued)	Meeting Students' Needs
<p>B. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Distribute another Speech Presentation Rubric to each student.• Ask students to do the following:• Review each of the criteria.• Reflect on how well you met each criterion, and assign yourself a score for each area of the rubric.• Record brief comments to explain why you scored yourself the way you did.• Tell students to hold onto their rubrics for the debrief.	<ul style="list-style-type: none">• Students who are auditory processors or those who get overwhelmed easily by a lot of text should have the option to have a peer or an aid help them process the feedback they received.

Closing and Assessment	Meeting Students' Needs
<p>A. Gallery Walk (10 minutes)</p> <ul style="list-style-type: none">• Ask students to quickly set up their multimedia displays for the class.• Distribute two sticky notes to each student.• Review the Gallery Walk protocol with students and clarify as needed.• Then, display the Multimedia Display Criteria. Read each criterion aloud. Clarify as necessary.• Give students 6 to 7 minutes to complete the following:<ol style="list-style-type: none">1. Silently move throughout the room to view peers' multimedia displays.2. Refer to the Multimedia Display Criteria and write specific and positive praise on your sticky notes for at least two other students' displays.3. Leave sticky notes next to the displays you recorded positive feedback about.• Circulate to support and ensure each student's display receives at least one piece of positive feedback.• Ask students to collect the sticky notes left near their own displays and return to their seats.• Allow students a moment to read the positive comments they received. Then, invite a few students to share out a particularly meaningful note they received with the whole group. Encourage students to elaborate on why the comment was meaningful to them.	<ul style="list-style-type: none">• Display the directions for the Gallery Walk for student reference.• Students who struggle with the physical act of writing quickly and neatly should have the option to dictate their feedback to a partner or aid to scribe.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Ask students to refer to the Speech Presentation Rubrics they completed for themselves. Have them turn to a nearby partner and share their thinking about the scores they assigned and why.• Direct students' attention to the posted learning targets. Read each one aloud and ask students to show a thumbs-up or thumbs-down to indicate their mastery of each target based on their self-assigned scores on the rubric.• Collect students' self-assessed Speech Presentation Rubrics, and congratulate them on their compelling presentations and newfound knowledge about the impact of natural disasters on people and the environment and the ways we can support those struck by disasters through the prioritization of aid.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.