

New York State Common Core

English Language Arts Curriculum



GRADE 5 Module 4

Unit 3

Student Workbook

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.

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.

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.

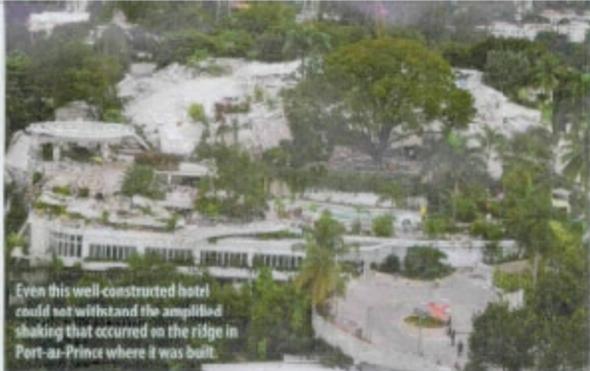
Chunk #1: *contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild*

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*

“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.

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.

“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. ■

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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news zone

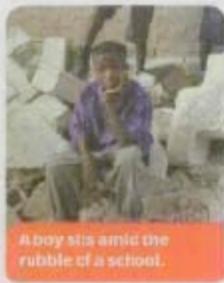
A Rocky Road Ahead

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

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.



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



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

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.

Americans are of Haitian descent.

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

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



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

Population
About 9 million



Size 10,714 square miles (Haiti is about the same size as Massachusetts.)



Main languages
French and Creole, a mix of languages

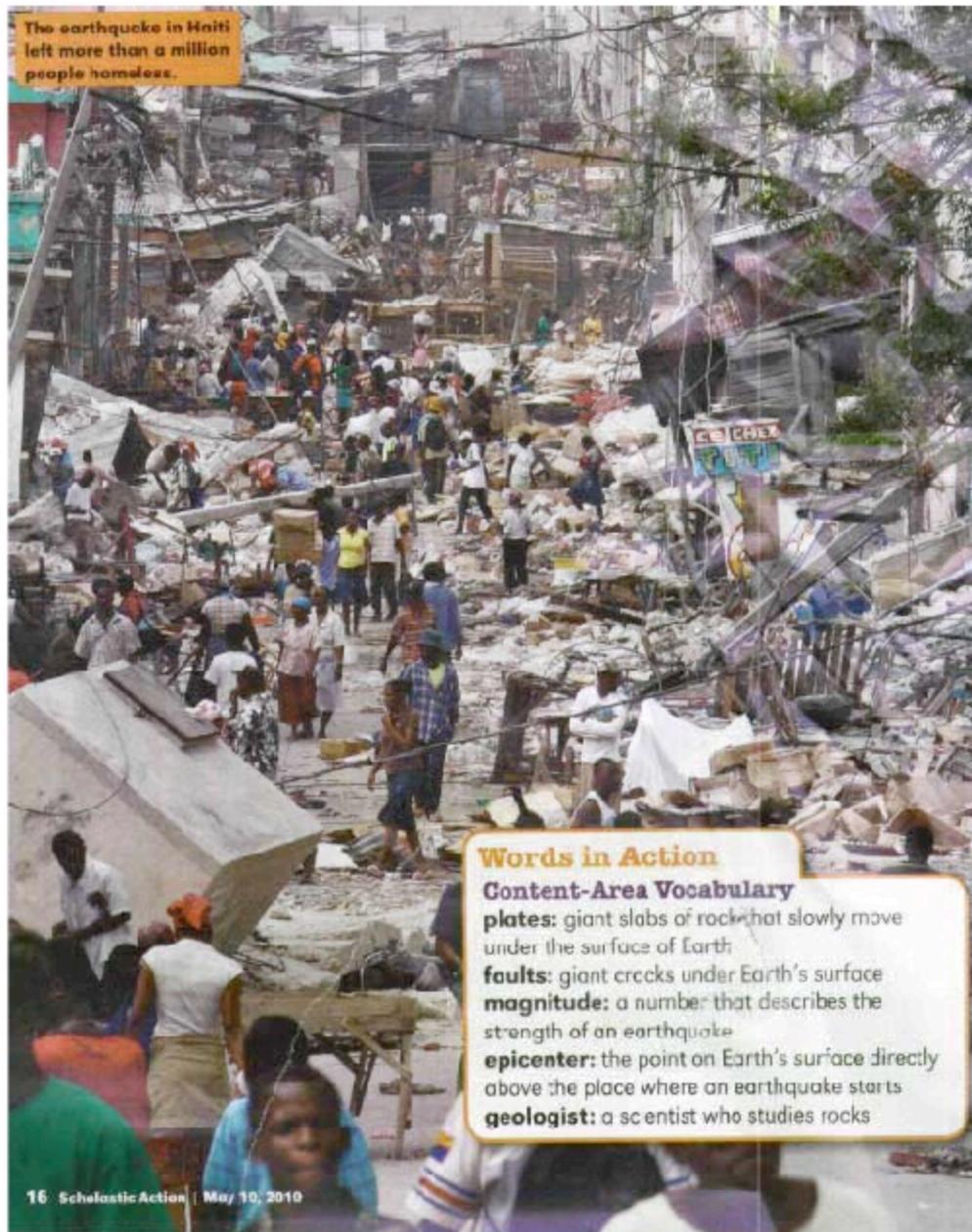


History Haiti is the second-oldest country in the Americas, after the United States. It won its independence from France in 1804.



“On Shaky Ground”

By Britt Norlander



The earthquake in Haiti left more than a million people homeless.

Words in Action

Content-Area Vocabulary

plates: giant slabs of rock that slowly move under the surface of Earth

faults: giant cracks under Earth's surface

magnitude: a number that describes the strength of an earthquake

epicenter: the point on Earth's surface directly above the place where an earthquake starts

geologist: a scientist who studies rocks

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 crushed 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.

“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.

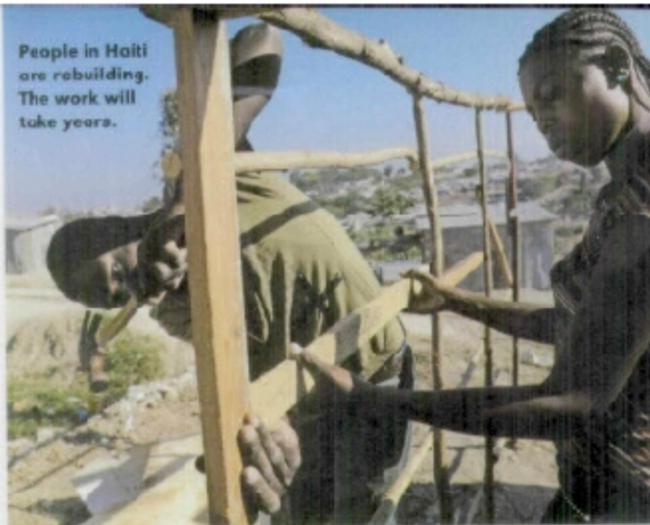
Danger Zone

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.



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

MAP KEY
★ = city
○ = capital city

Chile Earthquake:
Date of earthquake: February 27, 2010

Haiti Earthquake:
Date of earthquake: January 12, 2010

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

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:

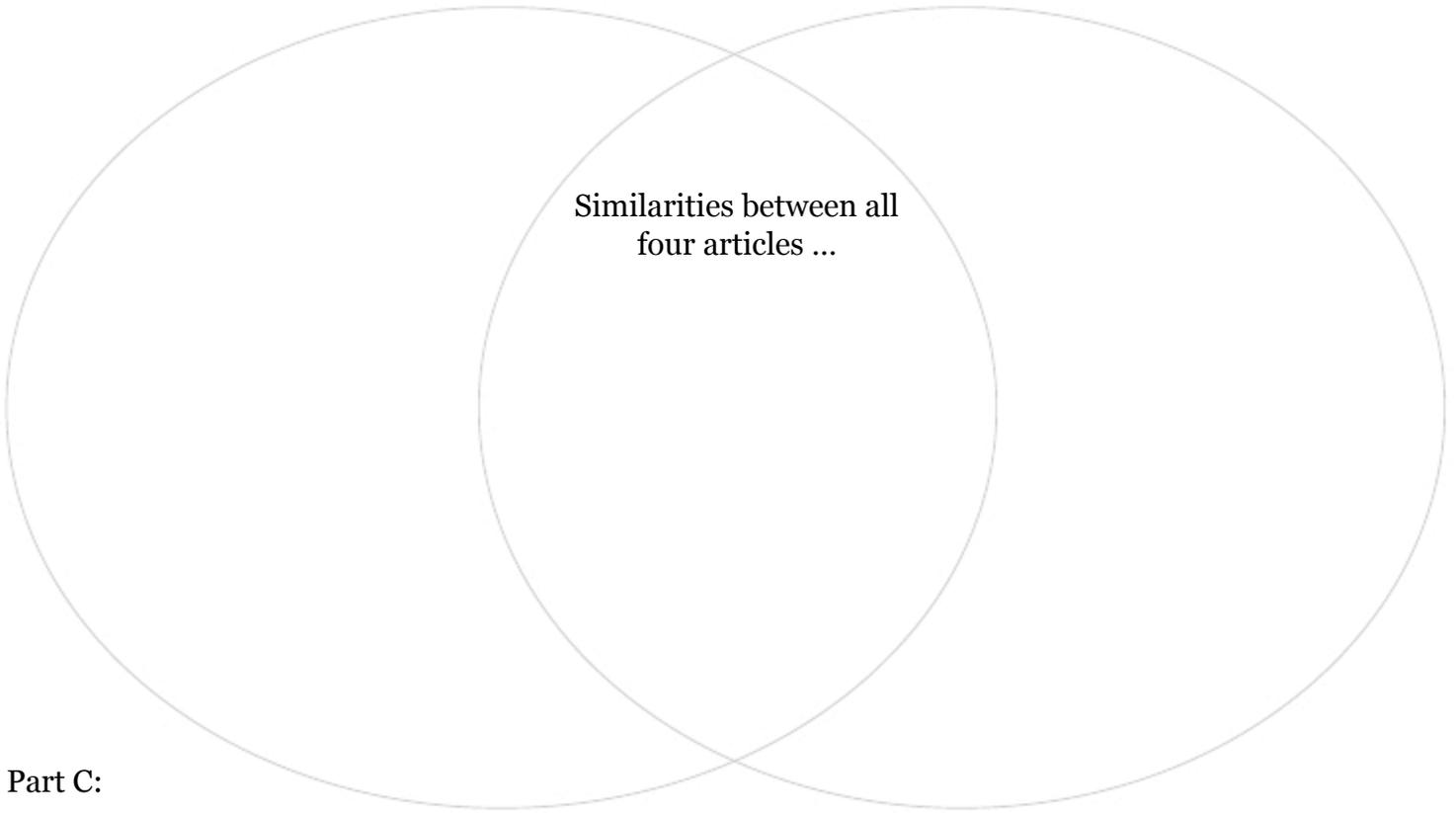
- As a group, fill out the Venn diagram below. First, in the center of the oval of the Venn diagram, use the information from your note-catcher to list at least two similarities between the article “Surface Amplified Haiti Earthquake” and the other three articles.
- Then, in the outer spaces of the Venn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

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*

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.

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.

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.

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.

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.

“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.

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.

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.

“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.

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:

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.

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

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.

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.

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.

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.”

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

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:

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:

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 style="text-align: center;"></p> <p>Step(s):</p> <p style="text-align: center;"></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>

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.

Perfect Verb Tense Practice

Name: _____

Date: _____

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

Simple Verb Tense	Progressive 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.

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.

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**

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: _____

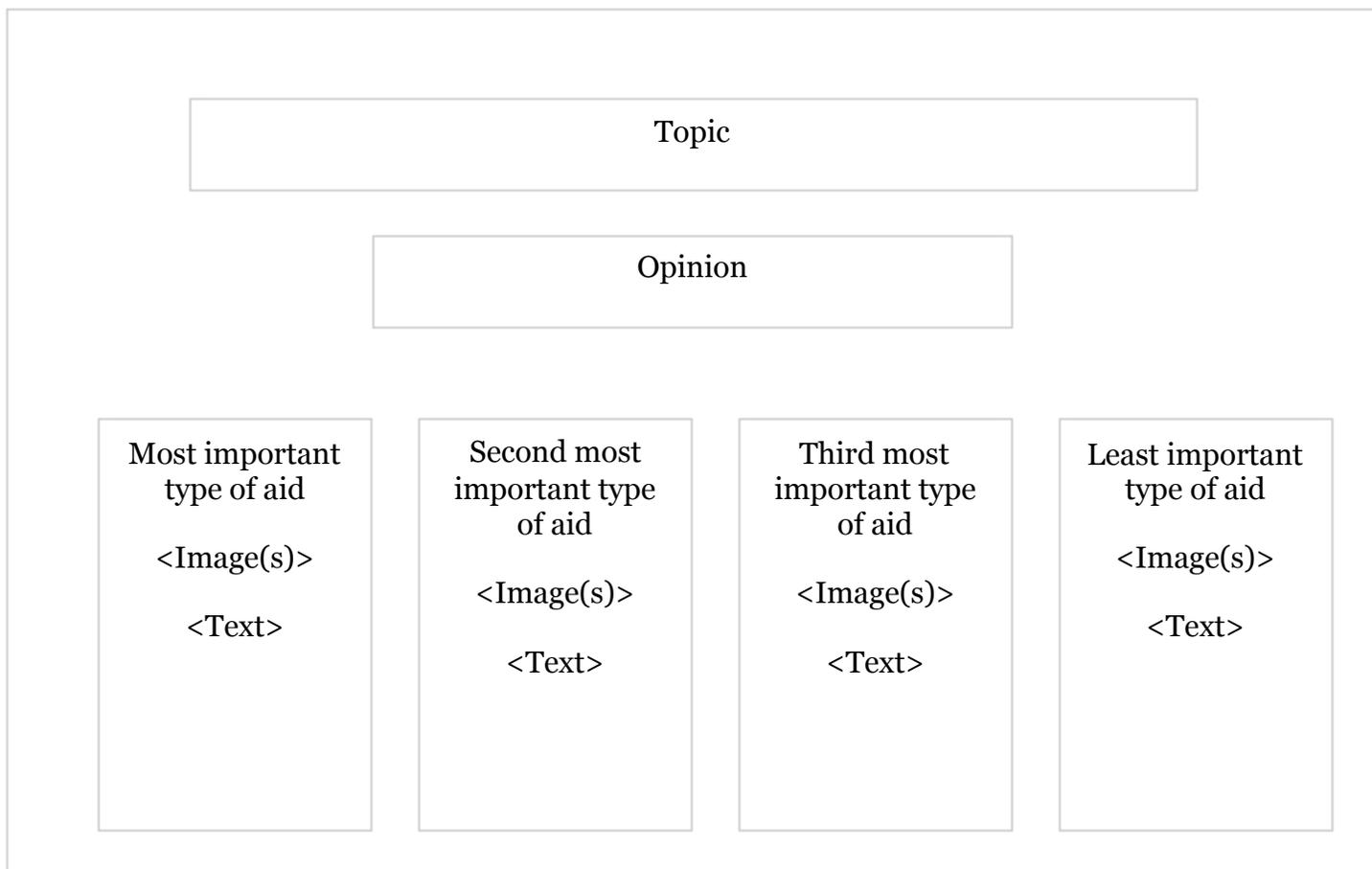
Directions: Read through each of the criteria. Draw a check mark if you have completed this, or a minus if you have not yet incorporated this criteria.

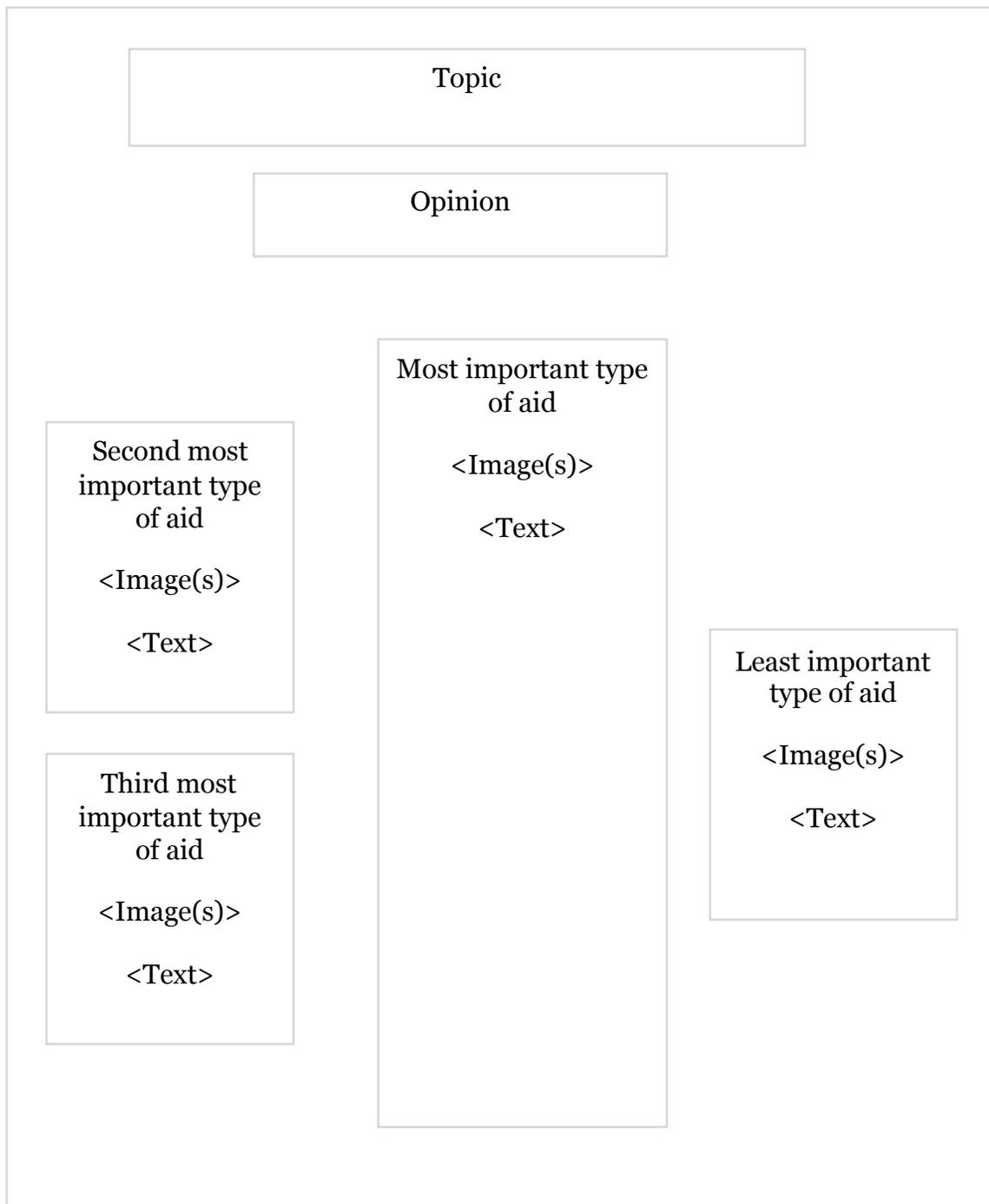
	Criteria	 completed - not completed
Content	The topic of the speech is stated and provides a unifying, overarching focus for the display.	
	The opinion is stated.	
	The four types of aid are named AND described as most important, second most important, third most important, or least important.	
Visuals 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.	

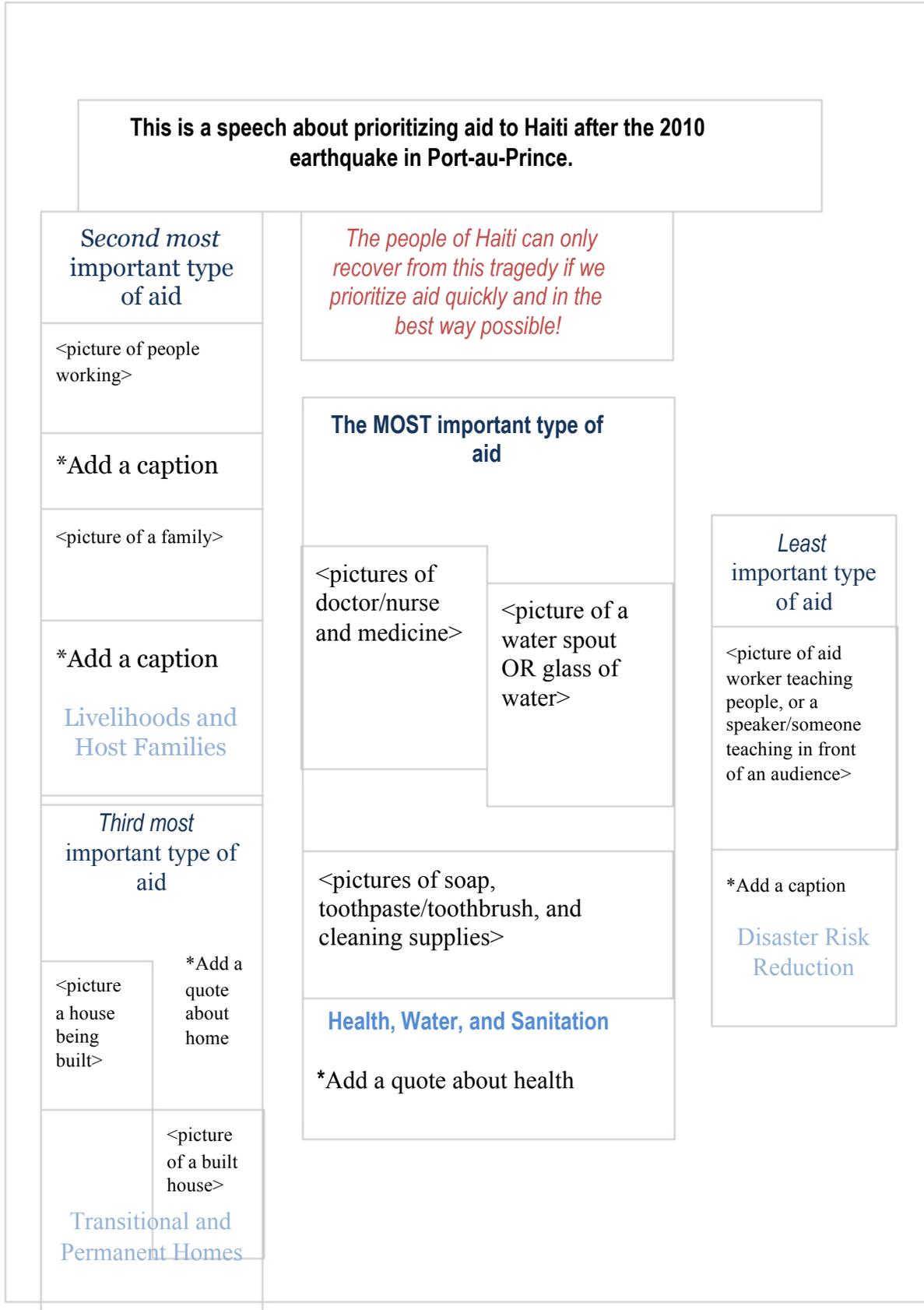
Multimedia Display Criteria

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







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 			
The speaker uses language that is appropriate to the audience and purpose.			
The speaker delivers the speech at a clear and understandable pace, appropriate to audience.			
The speaker uses a multimedia display that enhances key ideas and details, and is appropriate to audience.			



Learning Resources
CoSer 501
Educational Media



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