



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



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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



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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



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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



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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>; <i>I have walked</i>; <i>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.