



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 4

Researching about the Red Cross, Continued:

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



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

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can document what I learn about a topic by taking notes. (W.5.8)
- I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



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



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



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



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



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



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



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Supporting Materials



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Red Cross Video Viewing

Name:

Date:

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

2. Where does the Red Cross provide aid?

The Red Cross Disaster Response

Name:

Date:

A Growing Global Need

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

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

The Red Cross Advantage

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

How We Respond

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

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



The Red Cross Disaster Response

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

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

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



Taking Notes Task Card:

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

Part 1: “The Red Cross: Disaster Response”

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

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

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

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

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



Three-Column Note-catcher:

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

Name:

Date:

(New responses in **bold**)

Multinational means ...

- A large company with billions in assets
- Have branches in more than one country
- Subsidiaries are run by nationals of the host country
- Involves mobility of resources
- Integrates different parts of the organization
- Operate in different ways within the host country

Aid means ...

- Relief efforts; distributing food, shelter, and medical care

Organization means ...

- Bringing volunteers together, in cooperation to help people in need/people struck by disaster



Three-Column Note-catcher: What is a Multinational Aid Organization?
Answers, For Teacher Reference

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

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