Community in Crisis: Synthesizing Information to Prioritize Aid

AGENDA

- **Introducing the Skill** (10 Min)
- **Gathering Information** (15 Min)
- **Evaluating Information** (10 Min)
- **Tweet About It!** (10 Min)

MATERIALS

- **Resource 1: Earthquake: Prioritizing Aid** (1/student)
- **Resource 2: Fact File** (1/pair)
- **Resource 3: Area Map** (1/pair)
- **Resource 4: Feedback From the Field** (1/pair)
- **Lined paper** or **sticky notes**

GRADE 5

TIME
45 minutes

LESSON STANDARD(S)

CCSS.ELA-LITERACY.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

STUDENT OBJECTIVE(S)

I can draw conclusions about a topic using information from multiple sources.

Model   **INTRODUCING THE SKILL** (10 min)

- **Introduce** the skill. **Say:** *Today, we will practice using multiple sources of information to draw conclusions. We do this often in our everyday lives. For example, when I was driving, I saw people slowing down and many cars starting to exit the freeway. I also heard sirens in the distance. By putting all of this information together, I drew the conclusion that there was an accident ahead of me that was causing traffic. What are some other real-life examples of times we put together information to draw a conclusion?*

- **Provide** 2 minutes for students to record an example on **lined paper** or a **sticky note**. Circulate the room to monitor responses. Nominate students with strong responses to initiate sharing with the class (e.g., *I concluded that my little sister was tired because she was rubbing her eyes, yawning, and carrying her blanket.*).

- **Explain** the purpose. **Say:** *When we bring different ideas together, we are synthesizing information. Synthesizing multiple sources of information to draw conclusions is a skill we will use in life, at school, and in our careers.*

- **Display** the following steps and explain how they support students to draw conclusions:
  STEP 1 Gather information. Say: *First, we need to gather information. This might include considering information we know from personal experience as well the information we get from text, graphs, images,*

> **SUPPORT** Work with students to generate a few examples together.

> **SUPPORT** Provide a sentence frame for reporting out (e.g., *I concluded that ... because ...*).

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maps, and so on. If I am late for work and want to find the fastest way to get there, I might watch a traffic report, look at a map, and consider what I already know about the roads.

STEP 2 Evaluate information. Say: *Once we have information, we can piece it all together and evaluate what it might mean. What is this new information suggesting? What do I already know? To return to the earlier example, I might learn from the traffic report that Route A has an accident and know from experience that there will be construction work at this time of day. I look at a map and see there is a Route B available.*

STEP 3 Reach a conclusion. Say: *Once we have brought together pieces of the puzzle, we put it all together to draw a conclusion. So with the information I gathered about Route A and Route B, I could conclude that Route B would be the fastest way to get to work.*

- **Display** and **instruct** students to turn to **Resource 1: Earthquake: Prioritizing Aid.**
- **Read** aloud the scenario. Explain that students will now have an opportunity to apply these same steps to a real-life situation. **Say:** *We will apply these skills to helps us draw conclusions about prioritizing relief aid. Using information from multiple resources, you will conclude how to best provide supplies to those with the greatest need.*

GATHERING INFORMATION (15 min)   Guided Practice

- **Partner** students and have them **turn to** the following: **Resource 2: Fact File; Resource 3: Area Map; Resource 4: Feedback From the Field.** We will gather and review these sources of information to help us draw conclusions about the emergency relief needs of each city.
- **Introduce** each source of information. Explain the distinctive features of each source, drawing from students' prior knowledge if applicable. **Say:** *First, we have a **Fact File**. This is a collection of key details compiled for each city. As we learn new details, we will add them to this page in the space provided. Next is the **Area Map**. Notice that each city is identified on this map. Note the earthquake epicenter is also shown. This is where the earthquake started and where it is felt the strongest. It might help us understand which areas could have the most damage. Last is **Feedback From the Field**. In an emergency situation, it is important to gather information quickly. This is a collection of Tweets, or brief updates, from volunteers on location in each city. This can help us keep track of any new details or changes.*
- **Display** the **Fact File**. Provide 2 minutes for students to read with their partners. Ask follow-up questions to gauge comprehension (e.g., **Say:**

Which city has the largest population? [Boxwood]) Point out that each city has space for more notes. Explain that students will compile notes from the other resources and add them to this file.

- **Display** the **Area Map**. Ask students to place a finger on the city that has the largest population (Boxwood). Then ask them to identify the city with 32% of the population age 65 years and older (Donhaven). Finally, ask students to identify the city that has the largest number of people housed in emergency shelters (Newton).

- **Ask** students to locate the earthquake's epicenter on the **Area Map**. Point out the questions on the bottom of the page and have students work in pairs to respond. Review responses with students (1. Newton; 2. Boxwood; 3. Newton).
- **Discuss** with students why this information might be helpful (e.g., the closest city may have even more damage; damage to transportation options may affect the flow of relief aid to those in need). Have students add any additional and relevant details to the **Fact File** (e.g., Newton is closest to the epicenter).
- **Display** the **Feedback From the Field.** Explain that Tweets are brief messages, 140 characters or less, sent in real time.

- **Guide** students to annotate the Tweets. Have students place a "D" next to the Tweets from Javier, reporting from Donhaven; an "N" next to Myra's Tweets from Newton; and a "B" next to Kai's Tweets from Boxwood.
- **Have** students partner up to read the Tweets and identify two key details about each city to add to the **Fact File**. Circulate to monitor and assist as needed. Call on pairs to share their findings for each city.

Independent Practice   **EVALUATING INFORMATION** (10 min)

- **Display** and **instruct** students to turn to **Resource 1: Earthquake: Prioritizing Aid.** Explain that students will now move on to STEP 2: Evaluate Information. **Say:** *We have collected data. Now it is time to put the pieces of the puzzle together to see if we can see the bigger picture.*

- **Have** students work with a partner to review their **Fact File** and draw conclusions to determine: 1) order of delivery and 2) supplies each city needs. Monitor partner interactions to gauge understanding. (1. Boxwood to deliver water and medical supplies; 2. Newton to deliver food and fuel; 3. Donhaven to deliver fuel and medical supplies)
- **Call** on pairs to share their conclusions. Ask students to elaborate on their reasons, referencing data from resources.

- **Display Resource 1: Earthquake: Prioritizing Aid.** Point out the TWEET ABOUT IT! section at the bottom of the page.
- **Explain** that students will write a Tweet that states their conclusions. Review guidelines for writing the Tweet. **Say:** *Remember, Tweets are brief and to the point. Remember, too, that they are seen by the public. The goal is to clearly communicate the conclusions you reached so the public knows what relief will be provided and when. Tweets are limited to 140 characters or less, which is roughly 25-30 words. Work with your partner to write a Tweet in 25 words or less that states when each city will receive aid and what supplies they will receive.*
- **Provide** time for partners to work together on Tweets. Circulate the room and identify strong examples.
- **Nominate** students to share their Tweets.
- **Point** out the box on the left of the Tweet. Have students create a logo for their organization that reflects what they do in the community.

> **SUPPORT** Provide a model response (e.g., *Day 1: Boxwood gets water and medical supplies; Day 2: Newton gets food and fuel; Day 3: Donhaven gets fuel and medical supplies.*)

EARTHQUAKE: PRIORITIZING AID

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SCENARIO

You work at the Humanitarian Organization as the Coordinator for Emergency Relief.
News reports have announced a 7.3 magnitude earthquake in an area you serve. You
have identified 3 cities in greatest need of help, but you are only able to deliver to one
city per day. Your job is to review all the information available to help you determine
which city to prioritize and identify the supplies most needed.

Day 1 Delivery

City: _____

Supplies: ☐ Water   ☐ Food   ☐ Fuel   ☐ Medical Supplies

Day 2 Delivery

City: _____

Supplies: ☐ Water   ☐ Food   ☐ Fuel   ☐ Medical Supplies

Day 3 Delivery

City: _____

Supplies: ☐ Water   ☐ Food   ☐ Fuel   ☐ Medical Supplies

TWEET ABOUT IT! In 25 words or less, write your plan for providing relief aid.

Humanitarian Organization @Headquarters

_____

_____

_____

_____

FACT FILE

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Earthquake Relief

REGION: Donhaven

POPULATION: 93,900

NOTES:

- 32% of population is 65+ years old
- Not enough emergency shelters
- Electricity not working; generators expected to last 1 week
- _____
- _____

REGION: Newton

POPULATION: 190,150

NOTES:

- Most damage to buildings
- Largest number of people in emergency shelters
- Electricity not working; generators expected to last 2 days
- _____
- _____

REGION: Boxwood

POPULATION: 210, 200

NOTES:

- Only functional hospital in affected area
- Greatest number of reported injuries
- Water supply contaminated
- _____
- _____

AREA MAP

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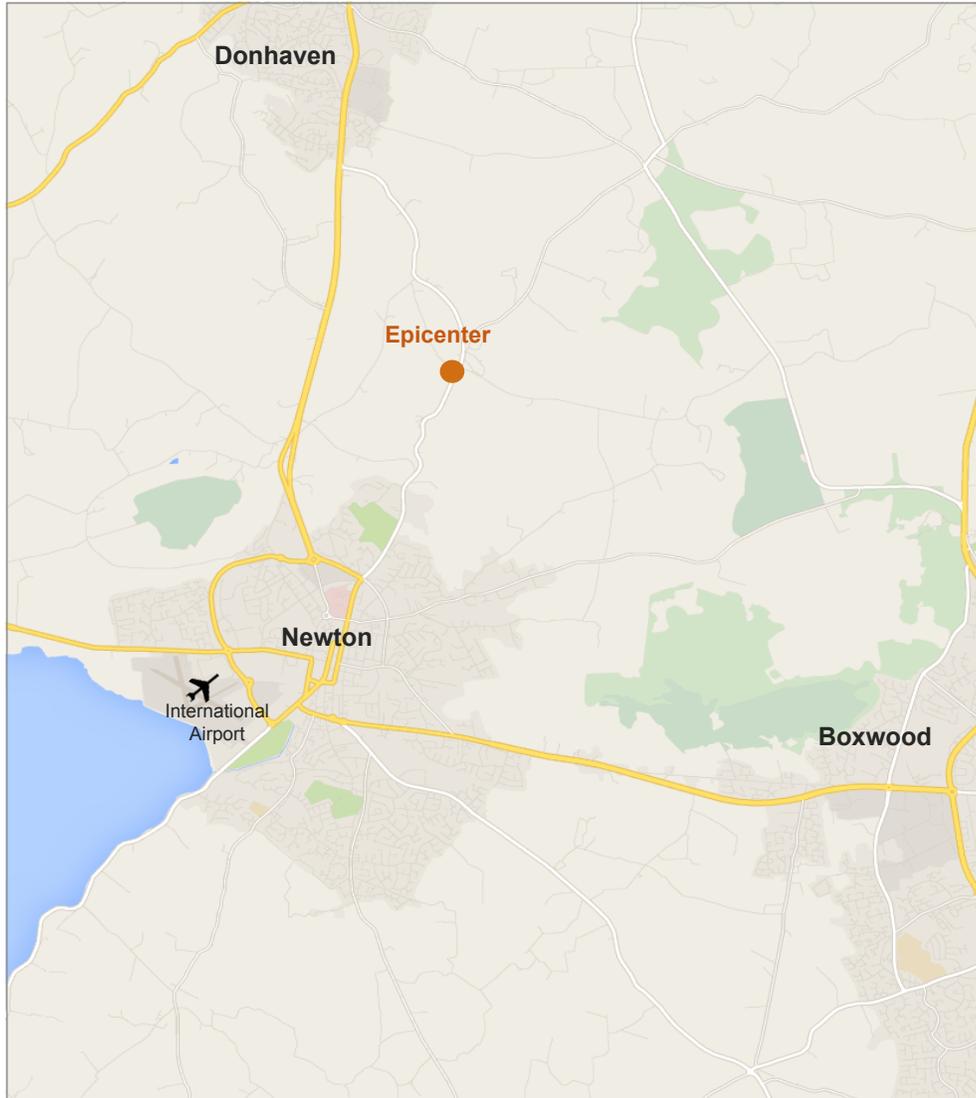
1. Which city is closest to the earthquake's epicenter? _____

2. Which city is furthest from the epicenter? _____

3. Which city offers the most options for transporting supplies? _____

FEEDBACK FROM THE FIELD

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Javier @Eyes_in_Donhaven   1m

Two schools have been set up as emergency shelters for elderly. #earthquake

Myra @Eyes_in_Newton   5m

Airport to reopen tomorrow making on the ground relief efforts easier. #earthquake

Kai @Eyes_in_Boxwood   7m

Hospital is running out of medical supplies, especially antibiotics. #earthquake

Myra @Eyes_in_Newton   15m

Food rationing taking place to conserve food supply. May run out of food in next 2 days. #earthquake

Javier @Eyes_in_Donhaven   21m

Mostly minor injuries reported, but medical supplies limited and in danger of running out. #earthquake

Kai @Eyes_in_Boxwood   32m

Need clean water for drinking and sanitation. Hospital infections on the rise. #earthquake