



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Overview



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In this module, students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. In Unit 1, students read *The Inuit Thought of It: Amazing Arctic Innovations*, by Alootook Ipellie with David MacDonald, to learn about how the native Inuit people of Canada used natural resources in the Arctic to adapt and meet the needs of their community hundreds of years ago. In Unit 2, students read and view a variety of informational texts and media, including graphs, charts, and maps, to examine how the resources available in Canada today are used to develop products that meet the needs and wants of people in Canada and throughout the Western Hemisphere.

They will also explore ways that resource industries modify and/or affect the physical environment. In the third unit, students read a variety of informational texts to research, analyze, and reflect upon two points of view regarding a current mining project that has been proposed for development on Baffin Island, a present-day Inuit community in the territory of Nunavut. Students will express their opinion in the form of a four paragraph editorial essay. For the final performance task, students will share the final drafts of their editorials in small groups, using the Fishbowl protocol. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4, W.5.5, W.5.8, W.5.9 b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Guiding Questions and Big Ideas

- **How do people adapt to their environment and use the resources that are available to meet their needs?**
- **How do the ideas conveyed through informational texts help us understand complex relationships?**
- **How are Canada's available resources used to meet people's needs and wants today?**
- **How do natural resource industries modify the physical environment?**
- **How can I integrate information from a variety of texts and media to build knowledge about a topic?**
- **How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?**
- **How can we effectively communicate opinions?**
- *People adapt to their environment and use the resources that are available to meet their needs.*
- *The multiple ideas conveyed through informational texts help us understand complex relationships.*
- *Canada's natural resources are used to meet the needs and wants of people in the Western Hemisphere.*
- *Analyzing information from different types of media can deepen my understanding of an idea.*
- *We develop informed opinions about an issue through research, analysis, and reflection upon different points of view.*
- *It is important to clearly explain the reasons for an opinion using credible evidence.*



Performance Task

Editorial Essay

This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**



Content Connections

This module is designed to address English Language Arts standards as students read and view a variety of informational texts about the Inuit people and mining industry of Canada. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

- 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

- 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.

- 5.7a Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.
- 5.7b Countries trade with other countries to meet economic needs and wants.

Central Texts

1. Alootook Ipellie with David MacDonald, *The Inuit Thought of It: Amazing Arctic Innovations* (Toronto, New York, Vancouver: Annick Press, 2007), ISBN: 978-1-55451-087-0.



CCS Standards: Reading—Informational Texts	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> • I can quote accurately from a text when explaining what the text says explicitly.
<ul style="list-style-type: none"> • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 	<ul style="list-style-type: none"> • I can determine two or more main ideas from a text and explain how they are supported by key details. • I can summarize the text.
<ul style="list-style-type: none"> • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<ul style="list-style-type: none"> • I can explain the relationship between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text.
<ul style="list-style-type: none"> • RI.5.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. 	<ul style="list-style-type: none"> • I can determine the meaning of general academic and domain-specific words and phrases.
<ul style="list-style-type: none"> • RI.5.6 Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. 	<ul style="list-style-type: none"> • I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.
<ul style="list-style-type: none"> • RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. 	<ul style="list-style-type: none"> • I can explain how the author uses reasons and evidence to support particular points in a text.
<ul style="list-style-type: none"> • RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • I can integrate information from several texts on the same topic in order to write about the subject knowledgeably.
<ul style="list-style-type: none"> • RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> • I can read and comprehend informational texts independently and proficiently



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> • I can write opinion pieces, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. I can introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose. b. I can provide logically ordered reasons that are supported by facts and details. c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented.
<ul style="list-style-type: none"> • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3.) 	<ul style="list-style-type: none"> • I can produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience.
<ul style="list-style-type: none"> • W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> • With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<ul style="list-style-type: none"> • W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> • I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<ul style="list-style-type: none"> • W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources. 	<ul style="list-style-type: none"> • I can recall relevant information from experiences or gather relevant information from print and digital sources. • I can summarize or paraphrase information in notes and finished work. • I can provide a list of sources.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”) 	<ul style="list-style-type: none"> • I can draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. 	<ul style="list-style-type: none"> • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts.
<ul style="list-style-type: none"> • SL.5.2 Summarize information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> • I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally.



CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence.
CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. 	<ul style="list-style-type: none"> • I can demonstrate command of the conventions of standard English grammar and usage when writing. <ul style="list-style-type: none"> c. I can use verb tense to convey various times, sequences, states, and conditions. d. I can recognize and correct inappropriate shifts in verb tense.
<ul style="list-style-type: none"> • L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. I can use punctuation to separate items in a series b. I can use a comma to separate an introductory element from the rest of the sentence. d. I can use underlining, quotation marks, or italics to indicate titles of works. e. I can spell grade-appropriate words correctly, consulting references as needed.
<ul style="list-style-type: none"> • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the 	<ul style="list-style-type: none"> • I can determine the meaning of unfamiliar words and phrases, using a variety of strategies. <ul style="list-style-type: none"> a. I can use context as a clue to the meaning of a word or phrase. b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



precise meaning of key words and phrases.

CCS Standards: Language

- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
 - c. Use relationships between particular words to better understand each of the words.

Long-Term Learning Targets

- I can demonstrate understanding of word relationships and nuances in word meaning.
 - c. I can use relationships between words to better understand the meaning of words.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: The Inuit Thought of It: Amazing Arctic Innovations			
Weeks 1–2	<ul style="list-style-type: none"> • Revisiting norms that support group work • Summarizing a text read aloud • Analyzing the relationships between words to better understand their meaning • Using a variety of strategies to determine the meaning of unfamiliar words and phrases <p>Selecting texts for independent reading, based on established criteria</p>	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) • I can determine the meaning of general academic and domain-specific words. (RI.5.4) • I can read and comprehend informational texts independently and proficiently. (RI.5.10) • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize a written text read aloud. (SL.5.2) 	<ul style="list-style-type: none"> • Mid-Unit 1: Text-Dependent and Short Answer Questions: “Arctic Fun” (RI.5.1, RI.5.2, RI.5.4, and L.5.5 c.)



Week	Instructional Focus	Long-Term Targets	Assessments
<p>Weeks 1–2, continued</p>	<ul style="list-style-type: none"> • Determining two main ideas, based on key details • Summarizing text. • Identifying and explaining relationships, by quoting accurately from the text • Analyzing the relationships between words to better understand their meaning • Using a variety of strategies to determine the meaning of unfamiliar words and phrases 	<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; summarize the text. (RI.5.2) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can determine the meaning of general academic and domain-specific words and phrases. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • End of Unit 1: On-Demand Note-Taking and Summarizing: “The Inuit Today” (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: How Canada’s Resources are Used to Meet People’s Needs and Wants			
Weeks 3–4	<ul style="list-style-type: none"> • Explaining what a text says and making inferences by quoting accurately from the text • Determining the meaning of unfamiliar words and phrases using context and reference materials • Analyzing the relationships between words to better understand their meaning 	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies. (L.5.4) <ul style="list-style-type: none"> a. I can use context as a clue to the meaning of a word or phrase. c. I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. 	<ul style="list-style-type: none"> • Mid-Unit 2: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (RI.5.1, L.5.4a, c, and L.5.5c)



Week	Instructional Focus	Long-Term Targets	Assessments
<p>Weeks 3–4, continued</p>	<ul style="list-style-type: none"> • Identifying and explaining relationships • Integrating information from several texts on the same topic to speak knowledgeably about a subject • Conducting short research projects, using a variety of sources, to build knowledge about a topic • Gathering information from print and digital sources • Paraphrasing information in notes • Citing sources • Engaging in collaborative discussions with peers, effectively • Summarizing information presented in diverse formats 	<ul style="list-style-type: none"> • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9) • I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) • I can gather relevant information from print and digital sources, paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) 	<ul style="list-style-type: none"> • End of Unit 2, Parts 1 and 2: Research and Response (Part 1: RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8; Part 2: SL.5.1 and SL.5.2)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Case Study: The Mary River Project on Baffin Island			
Weeks 5–6	<ul style="list-style-type: none"> • Analyzing different points of view regarding an issue, noting similarities and differences • Explaining how an author used reasons and evidence to support particular points • Paraphrasing information in notes • Drawing on evidence to support research, analysis, and reflection • Determining the meaning of unfamiliar words and phrases using context and reference materials • Analyzing the relationships between words to better understand their meaning • Engaging in collaborative discussions with peers 	<ul style="list-style-type: none"> • I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) • I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) • I can paraphrase information in notes. (W.5.8) • I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b) • I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4) <ul style="list-style-type: none"> a. I can use context as a clue to the meaning of a word or phrase. b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 	<ul style="list-style-type: none"> • Mid-Unit 3: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 5–6, continued</p>		<ul style="list-style-type: none"> • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> c. I can use the relationship between particular words to better understand each of the words. • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) 	
	<ul style="list-style-type: none"> • Developing a well-organized opinion piece • Gathering relevant information from sources to summarize notes in finished work 	<ul style="list-style-type: none"> • I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> a. I can introduce the topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose. b. I can provide logically ordered reasons that are supported by facts and details. c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented. • I can gather relevant information from print and digital sources, summarize notes in finished work, and provide a list of sources. (W.5.8) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b)



Preparation and Materials

- Review the Recommended Texts list for each unit and collect a variety of books for students to read independently.
- This module includes writing instruction based on the Painted Essay®, which was taught in Module 2B. If you did not teach Module 2B, you will need to add an additional lesson to Unit 3 of this module, immediately following the mid-unit assessment, in order to teach the Painted Essay® lesson plan. See the Unit 3 Overview for additional information and supporting materials. Also see Module 2B, Unit 3, Lesson 8 for a sample lesson.