



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3B: Unit 1: Lesson 9**

## **End of Unit Assessment: “The Inuit Today”**



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

- 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 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 in a text. (RI.5.4)
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
  - c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text.
- I can explain the relationship between the Inuit and modern technologies, using details from the text.
- I can determine the meaning of key terms using a variety of strategies.

Ongoing Assessment

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (12 minutes)</li><li>B. Review Learning Targets (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit Assessment (30 minutes)</li><li>B. Tracking My Progress (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Sharing Reflections (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read your independent reading book for at least 15–20 minutes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Students take the on-demand End of Unit 1 Assessment in this lesson.</li><li>• During the Opening, students participate in a “legal note-passing” activity to help them review their notes and synthesize their thinking before they take the end of unit assessment.</li><li>• In advance: Display all charts for student reference during the assessment: See materials list below.</li></ul>



Lesson Vocabulary	Materials
main ideas, supported, key details, relationship, modern, technologies, variety, strategies	<ul style="list-style-type: none"><li>• Journal (begun in Lesson 1; one per student)</li><li>• Vocabulary cards on metal ring (begun in Lesson 2; one set per student)</li><li>• Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6)</li><li>• <i>The Inuit Thought of It</i> (book; one per student)</li><li>• End-of-Unit 1 Assessment: Main Ideas and Details graphic organizer (one per student)</li><li>• End of Unit 1 Assessment: “Inuit Today” (one per student)</li><li>• Vocabulary Strategies anchor chart (from Lesson 2)</li><li>• Natural Environment anchor chart (from Lesson 2)</li><li>• Main Ideas and Details anchor chart (from Lesson 3)</li><li>• Summary Paragraph anchor chart (from Lesson 4)</li><li>• Frayer Model charts (from Lesson 7)</li><li>• Tracking My Progress, End of Unit 1 recording form (one per student)</li><li>• End of Unit 1 Assessment: “Inuit Today” (answers, for teacher reference)</li><li>• Main Ideas and Details graphic organizer (answers, for teacher reference)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and <b>vocabulary cards on metal ring</b> and then find a partner who is not a member of their regular group and prepare for a “legal note-passing” activity.</li><li>• Once students are partnered, explain that each student will write a two-or-three-sentence note to their partner that explains:<ul style="list-style-type: none"><li>* “How did traditional Inuit use their resources in innovative ways to adapt to life in the Arctic?”</li></ul></li><li>• Tell students they should refer to the class <b>Seal, Caribou, Walrus, Wood, and Stone resource webs</b> as well their notes, summaries, and vocabulary cards to help them determine and craft a response to the question.</li><li>• Clarify as needed and then ask students to begin reviewing their resources and writing a note to their partner.</li><li>• After 5 minutes, prompt students to complete their thoughts and exchange notes with their partner.</li><li>• Then ask students to silently read their partner’s note and in the margin write: agreements, disagreements, and/or questions they have about their partner’s note.</li><li>• After 2 or 3 minutes, ask students to return their partner’s note, with comments added to the margin.</li><li>• Tell students to review their partner’s comments and then discuss questions and areas of agreement or disagreement.</li><li>• After 2 or 3 minutes, invite a few students to share ideas from their partner notes and discussion with the group.</li><li>• Congratulate students on their ability to thoughtfully discuss with partners all they have learned about how traditional Inuit people adapted to their environment and found innovative ways to meet the needs of their community.</li><li>• Tell students that today they will read the final two pages of <i>The Inuit Thought of It</i>. Then they will demonstrate their understanding of the text by determining main ideas and supporting details, summarizing, explaining the relationships described, and analyzing word meanings for the end of unit assessment.</li></ul>	<ul style="list-style-type: none"><li>• For struggling readers, allow partners to whisper-read their own letters to each other before they write notes.</li><li>• Allow students who struggle with the physical act of writing to dictate their notes to you or another adult to act as a scribe; or, if adequate technology is available, allow students to speak and record their ideas for their partner to listen to.</li><li>• Provide sentence starters as needed to allow all students access to the conversation.</li><li>• Consider displaying a student-paraphrased version of one or all three of the learning targets to support all students, especially during the Tracking My Progress portion at the end of this lesson.</li></ul>



Opening (continued)	Meeting Students’ Needs
<p><b>B. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to read each learning target aloud with you:<ul style="list-style-type: none"><li>* “I can determine two of the main ideas from the last pages of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.”</li><li>* “I can explain the relationship between the Inuit and modern technologies, using details from the text.”</li><li>* “I can determine the meaning of key terms using a variety of strategies.”</li></ul></li><li>• Underline the following key terms from the targets, most of which students are familiar with from previous lessons and modules: <i>main ideas</i>, <i>supported</i>, <i>key details</i>, <i>relationship</i>, <i>modern</i>, <i>technologies</i>, <i>variety</i>, and <i>strategies</i>.</li><li>• Ask students to talk with nearby peers about how they could restate each target in their own words, based on their understanding of key words.</li><li>• After 1 or 2 minutes, cold call a few students to share their thinking whole group.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. End of Unit Assessment (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to collect their journals and their copies of <i>The Inuit Thought of It</i>.</li><li>• Distribute an <b>End-of-Unit 1 Assessment: Main Ideas and Details graphic organizer</b> and the <b>End of Unit 1 Assessment: “Inuit Today”</b> to each student.</li><li>• Read through the directions and answer students’ clarifying questions. Encourage students to refer to the resource webs, the <b>Vocabulary Strategies anchor chart</b>, <b>Natural Environment anchor chart</b>, <b>Main Ideas and Details anchor chart</b>, <b>Summary Paragraph anchor chart</b>, and <b>Frayer Model charts</b> as needed, for support during the assessment.</li><li>• Ask students to turn to pages 28–29 of their texts and begin. Circulate to observe; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• If students finish the assessment early, they may do the following:<ol style="list-style-type: none"><li>1. Complete your vocabulary cards from this unit.</li><li>2. Complete your Frayer Models of Key Terms from Lesson 8.</li><li>3. Begin filling out your Tracking My Progress forms.</li><li>4. Read your independent reading book.</li></ol></li></ul>	<ul style="list-style-type: none"><li>• ELLs receive extended time as an accommodation on NY State assessments.</li><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>
<p><b>B. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>Tracking My Progress, End of Unit 1 recording form</b> to each student. Ask students to refer to their responses on the End-of-Unit 1 Assessment as they reflect on their ability to meet each of the targets.</li><li>• Collect students’ assessments to review and score. See <b>End of Unit 1 Assessment: “Inuit Today” (answers, for teacher reference)</b> and <b>Main Ideas and Details graphic organizer (answers, for teacher reference)</b> to score students’ assessments.</li><li>• Tell students to hold on to their progress forms to share with a partner during the debrief.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Sharing Reflections (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li><li>• After 2 or 3 minutes, focus students whole group and pose the following questions:<ul style="list-style-type: none"><li>* “Which target(s) have you mastered? Explain your thinking.”</li><li>* “Which target(s) are you struggling with? Explain.”</li><li>* “How can you move toward mastery of the targets you are struggling with? What strategies might help you?”</li></ul></li><li>• Invite several students to share their thinking aloud.</li><li>• Collect students’ progress trackers to review.</li><li>• Congratulate students on their ability to demonstrate an understanding of how today’s Inuit people use a combination of traditional methods and modern conveniences to meet the needs of their community and to reflect on their learning.</li></ul>	<ul style="list-style-type: none"><li>• Offer sentence starters to support all students in accessing the debrief conversation: “I think I have mastered ... because ...” and “I’m still struggling with ... because ...”</li></ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read your independent reading book for at least 15–20 minutes.</li></ul>	<ul style="list-style-type: none"><li>• If available, provide an audio version of independent reading books for struggling readers.</li></ul>





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# Grade 5: Module 3B: Unit 1: Lesson 9

## Supporting Materials



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End-of-Unit 1 Assessment:  
Main Ideas and Details Graphic Organizer

<b>Main Idea 1</b> Initial: Revised:			
Detail 1	Detail 2	Detail 3	Detail 4

<b>Main Idea 2</b> Initial: Revised:			
Detail 1	Detail 2	Detail 3	Detail 4



End of Unit 1 Assessment:  
Main Ideas and Details Graphic Organizer  
(Answers, for Teacher Reference)

**Main Idea 1**

**Initial: Inuit today use modern conveniences and technology.**

**Revised: Life for the Inuit today is very different because they can use modern technologies and conveniences that make many things easier.**

Detail 1  
**The Inuit get their food, medicines, and clothing from stores, so they do not have to rely on hunting animals or finding other natural resources.**

Detail 2  
**“Instead of living in igloos or tents, we have modern heated homes with electricity.”**

Detail 3  
***The Inuit use cars, snowmobiles, and motorboats instead of dog sleds and kayaks.***

Detail 4  
***The Inuit use modern forms of entertainment, “such as TVs, MP3 players, CD and DVD players, and computer and video games.”***



**End of Unit 1 Assessment:**  
Main Ideas and Details Graphic Organizer  
(Answers, for Teacher Reference)

**Main Idea 2**

**Initial: Some new technologies are helpful for preserving Inuit traditions.**

**Revised: The Inuit continue to demonstrate their spirit of innovation as they use modern technologies in new ways to preserve Inuit traditions.**

**Detail 1**

**“Today, the Inuit show the same spirit of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”**

**Detail 2**

**Many children go to modern schools but study and share the traditional language of Inuktitut, using computers.**

**Detail 3**

**Inuit still hunt for caribou, seals, walruses, and whales, but they use modern technology.**

**Detail 4**

**Inuit elders used to teach children about their culture by telling stories, but now the Inuit are using computers and websites to teach many people about Inuit culture.**



End of Unit 1 Assessment:  
“The Inuit Today”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

- Independently read through “Inuit Today,” pages 28–29 of *The Inuit Thought of It*, to determine the gist.
  - Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
  - Use the text and the information on your note-catcher to respond to the assessment questions.
1. On page 28, the text states, “And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores.” (RI.5.4, L.5.5 c)
- What is the meaning of the term *conveniences* as it is used in the text?
- ☐ Shelters
  - ☐ Things that are needed to survive
  - ☐ Transportation
  - ☐ Items that make life easier
2. On page 29, the text states, “Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”

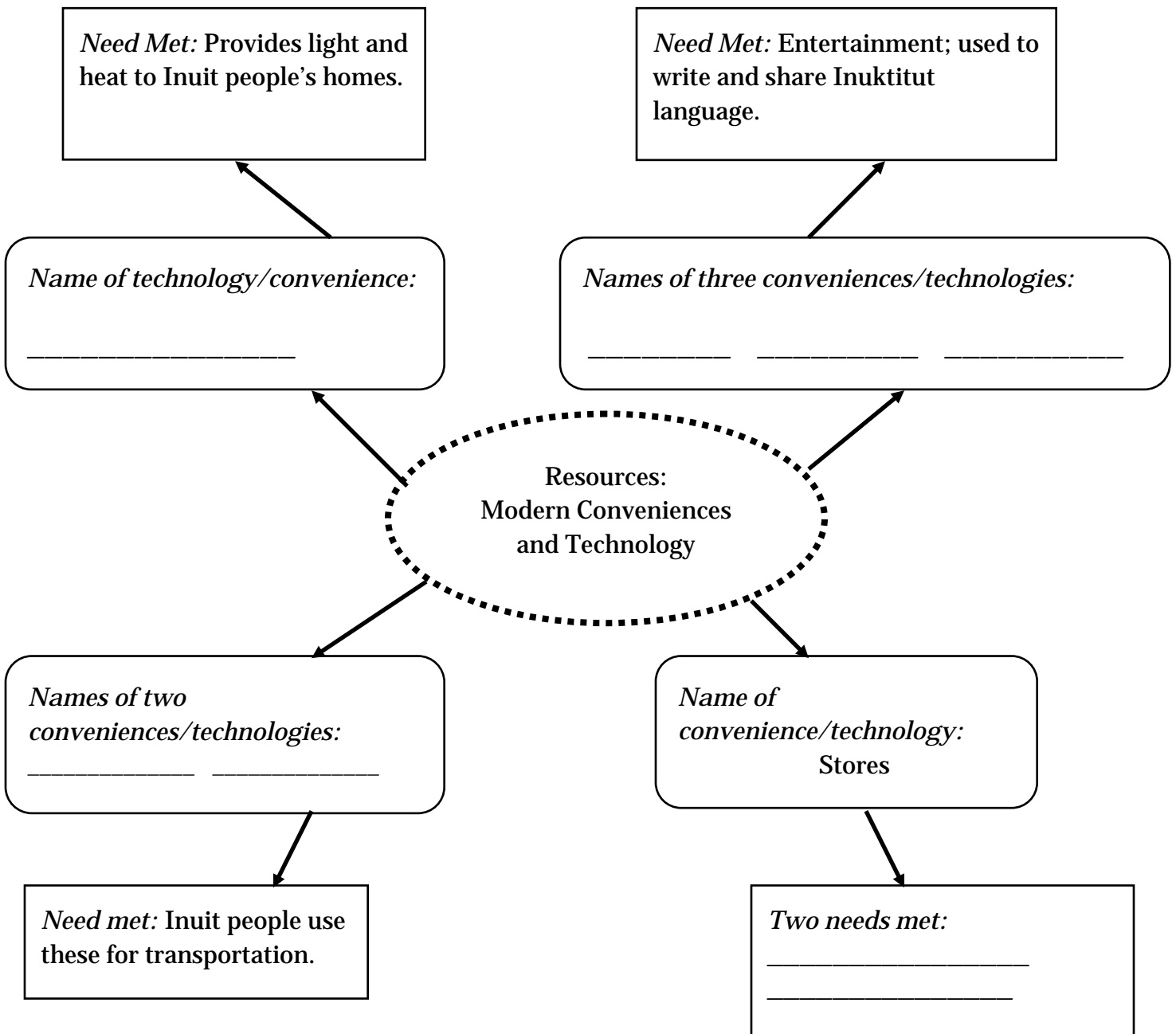
What is a synonym for the word *spirit* in this sentence? (L.5.5 c)

- ☐ Strength
- ☐ Quality
- ☐ Energy
- ☐ Ghost



End of Unit 1 Assessment:  
“The Inuit Today”

3. Fill in the lines on the resource web to show how today’s Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)





- Your summary paragraph should include:

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



End of Unit 1 Assessment:  
“The Inuit Today”  
(Answers, for Teacher Reference)

**Directions:**

- Independently read through “Inuit Today,” pages 28–29 of *The Inuit Thought of It*, to determine the gist.
  - Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
  - Use the text and the information on your note-catcher to respond to the assessment questions.
1. On page 28, the text states, “And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores.” (RI.5.4, L.5.5 c)

What is the meaning of the term *conveniences* as it is used in the text?

- ☐ Shelters
- ☐ Things that are needed to survive
- ☐ Transportation
- ☒ **Items that make life easier**

5. On page 29, the text states, “Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”

What is a synonym for the word *spirit* in this sentence? (L.5.5 c)

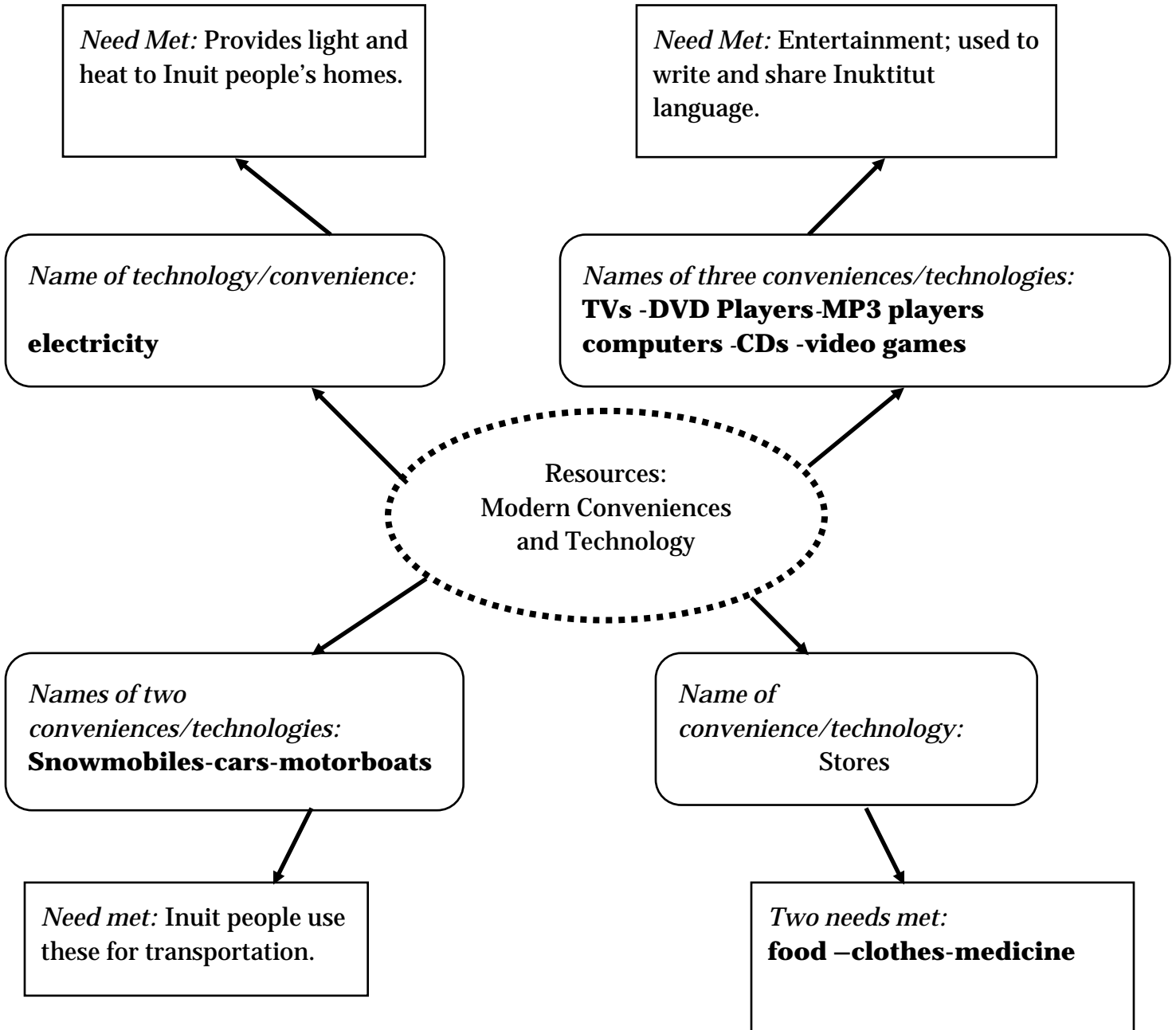
- ☐ Strength
- ☐ Quality
- ☒ **Energy**
- ☐ Ghost





End of Unit 1 Assessment:  
“The Inuit Today”  
(Answers, for Teacher Reference)

6. Fill in the lines on the resource web to show how today’s Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)





End of Unit 1 Assessment:  
“The Inuit Today”  
(Answers, for Teacher Reference)

7. In the space below, use information from the text and your note-catcher to write a 7–9 sentence paragraph that summarizes pages 28–29 of *The Inuit Thought of It*. (RI.5.2)

Your summary paragraph should include:

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way

**Inuit today are both similar to and different from traditional Inuit. Life for the Inuit today is very different because they can use modern technologies and conveniences that make many things easier. For example, most Inuit today do not need to build igloos or move camps with the seasons because they live in modern homes with heating and electricity. In addition, they buy clothes, food, and medicine from stores instead of relying on animals or other natural resources. Although many things have changed, Inuit continue to demonstrate their spirit of innovation as they use modern technologies in new ways to preserve Inuit traditions. In the text it says, “Today, the Inuit show the same spirit of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.” Modern schools and computers are used to teach about Inuit culture and traditional language, and modern weapons are used for hunting. Inuit people are learning to adapt to new technologies, while trying to preserve parts of their traditional culture.**



Tracking My Progress, End of Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text.

1. The target in my own words is:

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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:

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Tracking My Progress, End of Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can explain the relationship between the Inuit and modern technologies, using details from the text.

1. The target in my own words is:

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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:

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Tracking My Progress, End of Unit 1

Name:

Date:

**Learning Target:** I can determine the meaning of key terms using a variety of strategies.

1. The target in my own words is:

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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:

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