



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Lesson 4

Close Reading and Viewing: Nunavut Iron Ore Mine Approval



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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 analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)
I can 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. (L.5.4)

Supporting Learning Targets

- I can determine the meaning of unfamiliar words and phrases, using a variety of strategies.
- I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video.
- I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent.

Ongoing Assessment

- Nunavut Mine note-catcher
- Vocabulary defined on index cards



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Determining the Gist (15 minutes)Close Reading and Viewing Guide: The Mary River Project (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review of Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read your independent reading book for at least 30 minutes.	<ul style="list-style-type: none">In this lesson, students closely read a short informational text, “Multibillion-dollar Iron Mine Approved for Baffin Island,” and view an excerpt from the video “Nunavut Mega Project Approved” to continue building their understanding of opposing points of view regarding the Mary River mine proposal for Baffin Island in Nunavut.In Work Time A, students hear the text read aloud (as it is above grade level) and then discuss and record the gist. Then, they view and listen to the video excerpt twice before discussing and recording the gist in their journals.During Work Time B, students are led through a close reading of the text and viewing of the video excerpt. The questions are arranged so that they access the text first, then build upon their understanding of ideas presented in the text through reviewing and responding to questions about the video clip.In advance:<ul style="list-style-type: none">Display the Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1).Read the text “Multibillion-dollar Iron Mine Approved for Baffin Island,” view the video clip “Nunavut Mega Project Approved” (1:13–3:05) found at http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/.Review the Close Reading and Viewing Guide (see supporting materials).Ensure that technology to view and listen to the video excerpt is available and in working order.Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).Post: Learning targets; anchor charts listed in materials.



Lesson Vocabulary	Materials
meaning, variety, strategies, support, research, analysis, reflection, drawing, evidence, note, similarities, differences, accounts; proceed, conditions, monitoring, minimizing, divided, opposed, deliver	<ul style="list-style-type: none">• Journals (begun in Unit 1; one per student)• “Multibillion-dollar Iron Mine Approved for Baffin Island” (one per student)• Video clip: “Nunavut Mega Project Approved” (1:13–3:05) (http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/).• Nunavut Mine note-catcher (one per student)• Index cards (two per student)• Dictionary and thesaurus (one of each per student or group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Close Reading and Viewing Guide: Nunavut Mine (for teacher reference)• Point of View charts (from Lesson 1; one per group)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the Frayer Models they completed for homework.• Review directions for Milling to Music as needed, then ask students to mill and find a partner who is not a member of their regular group.• Once students are paired, ask them to complete the following:<ol style="list-style-type: none">1. Share your Frayer Models with your partner.2. If you analyzed the same terms, what similarities and differences do you notice between your ideas?3. How did analyzing the meaning of these terms deepen your understanding of ideas presented in the expert texts?• After 2 or 3 minutes, invite a few students to share ideas from their partner discussion whole group.• Tell students that today they will closely read a short informational text and view a video excerpt about the Mary River mine proposal for Baffin Island, to further build their understanding of what Inuit community members see as benefits and potential concerns related to the project. Remind students that as they research and analyze multiple accounts of this issue, it is important for them to continuously reflect on the reasons and evidence presented by both sides to refine or revise their own opinions about whether the Inuit community should approve the mine proposal.	<ul style="list-style-type: none">• Provide sentence starters and frames for partner discussions, as needed. ("I analyzed the words _____. "I notice these ideas from our Frayer Models are similar/different because _____. "Analyzing the meaning of the word _____ deepened my understanding of the ideas by _____.")



Work Time	Meeting Students' Needs
<p>A. Determining the Gist (15 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their journals and join their regular groups.• Focus them on the learning targets. Invite them to read the targets aloud with you:<ul style="list-style-type: none">* “I can determine the meaning of unfamiliar words and phrases, using a variety of strategies.”* “I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video.”* “I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent.”• Underline or circle the key words in the first two targets that students are familiar with from previous work: <i>meaning, variety, strategies, support, research, analysis, reflection, drawing, and evidence.</i>• Ask students to think about, briefly discuss, and then share out ideas for how they could restate the first two targets, based on their understanding of key terms and previous work with similar targets.• Then focus students on the third learning target and underline “multiple accounts” and the last part of the target, “note similarities and differences in the points of view they represent.”• Tell students that over the course of the previous two lessons, they read several “accounts” (descriptions, versions) of the Mary River project. For the most part, the texts highlighted the differences between the points of view represented; however, in Lesson 3, students were able to recognize a similarity between the accounts.• Ask them to discuss what they recall from the debrief in Lesson 3 regarding how the ideas in both articles were similar. Invite a few students to share their thinking with the class and listen for:<ul style="list-style-type: none">– “Both texts shared information about environmental concerns, even though one account was strongly against the mine and the other was in more in favor of the mine because it would bring jobs and wealth.”• If students are not able to recall or articulate the similarity between the previous lessons’ accounts, clarify for them.• Tell students that before they closely read the new text and view the video clip about the Mary River project, they will first read and view to determine the gist.• Distribute the article “Multibillion-dollar Iron Mine Approved for Baffin Island.”• Ask students to follow along silently as you read the full article, starting with the title, and end, “There’s still some opposition to the project going ahead.”	<ul style="list-style-type: none">• Students who have trouble concentrating for an extended read-aloud may benefit from sensory integration tools.• To support struggling writers, consider providing a scribe or word processing tool to record gist statements.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to discuss in groups what they think the gist of this article is. Then, invite a few students to share their thinking whole group. Listen for:<ul style="list-style-type: none">– “The Nunavut review board decided to let the mine be built, but there are a lot of conditions.”– “The Inuit community decided to let them build the mine, but only if the mining company meets certain terms and conditions.”• Direct students to record the gist of the article in the margin.• Tell students they will view and listen to a brief video clip: “Nunavut Mega Project Approved” (1:13–3:05). Tell them the video clip will be played twice before they discuss the gist within groups.• Play the video from (1:13–3:05), and then ask students to independently think about what the gist of the clip is. Then tell students you will play it one more time. As students listen and view a second time, they should keep their mental gist in mind and add to or revise their thinking as needed.• Play the video clip once again (1:13–3:05), and then ask students to think about and discuss with group members what they think is the gist of the video.• After 1 or 2 minutes, invite a few groups to share out with the class. Listen for:<ul style="list-style-type: none">– “The gist of the video clip is that the mine is expected to bring jobs and money, but that the environmental impacts will need to be monitored and dealt with.”• Ask students to turn to the next blank page in their journals to record the gist of the video.• Explain to students that during the next part of Work Time, they will read and view these texts much more closely to build upon their understanding of the benefits and issues associated with the Mary River project on Baffin Island.	



Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading and Viewing Guide: The Mary River Project (35 minutes)</p> <ul style="list-style-type: none">• Tell students they will now be led through a close reading of “Multibillion-dollar Iron Mine Approved for Baffin Island” and viewing of the video clip, “Nunavut Mega Project Approved” (1:13–3:05), to consider and further develop their own opinions about the Mary River mine proposal.• Distribute Nunavut Mine note-catcher. Ask students to work with group members to skim the questions and ask clarifying questions as needed.• Then distribute index cards and make sure that a variety of resources are available for students to use to determine the meaning of key terms from the text (e.g., a dictionary and thesaurus, as well as the Vocabulary Strategies anchor chart).• When students are ready, begin the close read using the Close Reading and Viewing Guide: Nunavut Mine (for teacher reference).	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to consider what they learned about the similarities and differences between the points of view presented in the text and video in this lesson. Then refer to their group Point of View charts and discuss:<ul style="list-style-type: none">* “How does what you learned today influence the opinion(s) you recorded, refined, and/or revised on your chart during previous lessons?”• After 2 or 3 minutes, invite members from a variety of groups to share their thinking with the class.• Review each of the learning targets and ask students to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target.• Inform students they will take the Mid-Unit 3 Assessment in the next lesson.	<ul style="list-style-type: none">• Provide sentence starters and frames to allow all students access to the discussion.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for at least 30 minutes. Be prepared to discuss whether you think this book is a good choice for you and why or why not. <p><i>Note: In Lesson 5, students take the Mid-Unit 3 Assessment. Preview the Lesson 5 Teaching Notes. Specifically, note that since the assessment text, “Should We Drill?” is slightly above grade level (1070) accommodations are recommended.</i></p>	<ul style="list-style-type: none">• Provide an audio version of the texts, if available.



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Supporting Materials



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Multibillion-dollar Iron Mine Approved for Baffin Island

CBC News Posted: Sep 15, 2012

1. The Nunavut Impact Review Board (NIRB) issued its final report Friday night allowing Baffinland's Mary River iron project to proceed, with conditions.
2. The board's decision is the culmination of a four-year assessment of the project, in which Baffinland Iron Mines Corporation plans to build a massive open-pit mine at its Mary River site ... along with a railway and port that would allow icebreakers to ship the ore through Arctic waters year-round.
3. The 17,000-hectare mine will cost about \$4 billion to build.
4. "Obviously NIRB recommended in the direction we were hoping they would," said Baffinland spokesperson Greg Missal. "Now we have to spend a number of days looking at the document and looking at the terms and conditions."
5. The decision comes with close to 200 terms and conditions, most of them focused on monitoring and minimizing some of the possible negative environmental and social effects of the development.
6. A wide range of concerns on the project were raised during the final public hearings this summer. They included:
 - the mine's potential impact on the North Baffin caribou herd and on archeological sites;
 - the possibility of oil spills in the shipping lane and disruptions to marine wildlife;
 - the availability of training and jobs for Inuit;
 - and the possible social problems that could result from an influx of money into nearby communities.
7. In Igloolik, one of the closest communities to the proposed mine site, acting mayor Peter Ivalu said the mine will mean jobs. But his community is still **divided**.
8. "It's about 50-50," he said. "There's still some **opposition** to the project going ahead."

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Nunavut Mine Note-catcher

Guiding questions:

- How can we develop informed opinions about an issue through research, analysis, and reflection upon different points of view?
- Why is it important for authors to use clear reasons and credible evidence to support their opinions?

*Refer to “Multibillion-dollar Iron Mine Approved for Baffin Island” and the video excerpt, “Nunavut Mega Project Approved,” to help you respond to these questions.

Directions	Questions	
With group members, read Paragraphs 1 and 2 of the article aloud together. Then work together to answer the questions on the right.	In the first sentence, first paragraph, what do you think the words <i>proceed</i> and <i>conditions</i> mean? Record each term on its own index card, then determine and record a definition , synonym , and antonym for each word.	
	* As time allows, sketch an image to represent the meaning of each word.	
	What important ideas is the author trying to immediately convey to the reader by including these two words at the beginning of the article?	
With group members, whisper- read Paragraphs 5 and 6, plus the bullet points of the article. Then work together to respond to the questions on the right.	What do most of the 200 terms and conditions focus on?	
	Complete the chart to show the “negative environmental impacts” and “social effects” the review board is concerned about.	
	Negative Environmental Impacts	Social Effects



Nunavut Mine Note-catcher

Directions	Questions
Independently, read Paragraphs 7 and 8 of the article . Then discuss the questions on the right with group members before recording your responses.	<p>Based on the last two paragraphs of the article and what you have read so far, what do you think the Igloolik community is still <i>divided</i> about?</p> <p>Why would some people in the Igloolik community still be <i>opposed</i> to the project?</p>
With group members, read together and then restate the question to the right in your own words. Keep the question in mind as you view and listen to the video excerpt (1:13–1:55) . You may record notes about your thinking in the margin of your note-catcher as you view and listen to the video to help you remember details from the excerpt. You will discuss your thinking in groups before recording a response.	<p>According to the reporter, what is the Mary River mine expected to <i>deliver</i> in the North?</p>



Nunavut Mine Note-catcher

Directions	Questions
<p>With group members, read aloud and then restate the questions to the right in your own words. Keep the questions in mind as you view and listen to the video clip (1:55–2:52). You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video, to help you remember details from the clip. You will discuss your thinking in groups before recording your responses.</p>	<p>Why was the project review “so long and involved”?</p> <p>What are the concerns regarding the types of transportation that will be used to get iron ore from the mine to Europe (e.g., railway, deep-water port, icebreakers)?</p>



Nunavut Mine Note-catcher

Directions	Questions
With group members, whisper-read and then restate the question on the right. Keep the question in mind as you view and listen to last few seconds of the video clip (2:52–3:05) . You may record notes about your thinking in the margin of this note-catcher to help you remember details from the clip that help you to answer the question. You will discuss your thinking with group members before recording a response.	What did the review board focus on?



Nunavut Mine Note-catcher

Directions	Questions
<p>Synthesis question: Refer once again to the article and your response to each of the questions above to determine your answers to the questions on the right.</p>	<p>After analyzing multiple accounts of the Mary River project, determine which of the following statements BEST explains the <i>similarities</i> and <i>differences</i> between the points of view presented in the article and video. Place a check mark next to the answer you choose. Be prepared to discuss your thinking by referring to details from the article and your responses.</p> <ul style="list-style-type: none">– Both sides want to keep a traditional lifestyle and to protect the environment; they disagree about whether the review board should approve the project.– Both sides want jobs, money, and infrastructure that the mine will bring; they disagree about how many jobs the mine will bring and how much the project will affect the environment.– Both sides want the mine to be built; they disagree about whether they want the jobs, money, and infrastructure the mining company will bring to the area. <p>After learning more about the Mary River project, what is your opinion about whether the Inuit community of Baffin Island should allow Baffinland's mining proposal to move forward?</p> <p>Has your <i>initial opinion</i> changed or remained the same? Explain why, using reasons and evidence from the texts you read and viewed today.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Total time: 35 minutes

Directions	Questions	Teaching Notes
With group members, read Paragraphs 1 and 2 of the article aloud together. Then work together to answer the questions on the right.	<p>In the first sentence, first paragraph, what do you think the words <i>proceed</i> and <i>conditions</i> mean? Record each term on its own index card, then determine and record a definition, synonym, and antonym for each word.</p> <p>* As time allows, sketch an image to represent the meaning of each word.</p> <p>What important ideas is the author trying to immediately convey to the reader by including these two words at the beginning of the article?</p>	<p>Ask students to circle or underline each word. Encourage them to use a variety of resources to determine the meaning, a synonym, and an antonym for each term. After 2 or 3 minutes, cold call a few students to share their thinking whole group. Listen for ideas such as:</p> <ul style="list-style-type: none">– “<i>Proceed</i> means to go forward; a synonym is ‘go’; an antonym is ‘stop.’”– “<i>Conditions</i> are the things that must happen before the project can proceed; synonyms are ‘requirement, restriction’; an antonym is ‘unnecessary.’” <p>Ask students to think about and then discuss in groups:</p> <ul style="list-style-type: none">• “So what does it mean that the review board allowed the project to <i>proceed</i>, but with <i>conditions</i>?” <p>After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as:</p> <ul style="list-style-type: none">– “It means they said that Baffinland Mining Co. could build the mine on Baffin Island, but only if it agrees to certain requirements and restrictions.



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Direct students to focus on the second question, review the text, and discuss their thinking within groups. After 1 or 2 minutes, invite a few students to share their group's thinking whole group. Listen for:</p> <p>“We think the author is trying to emphasize to the reader that even though the NIRB approved the mine, it still may not be built if the mining company doesn't agree to conditions set by the review board.”</p>
<p>With group members, whisper- read Paragraphs 5 and 6, plus the bullet points of the article. Then work together to respond to the questions on the right.</p>	<p>What do most of the 200 terms and conditions focus on?</p> <p>Complete the chart to show the “negative environmental impacts” and “social effects” the review board is concerned about.</p>	<p>Ask students to look back to the beginning of Paragraph 5 to locate and underline the phrase “monitoring and minimizing.” Ask them to use their vocabulary strategies and resources to determine the meaning of <i>monitor</i> and <i>minimize</i> and discuss their ideas with their group.</p> <p>After 2 minutes, invite a few groups to share out. Listen for:</p> <ul style="list-style-type: none">– “<i>Monitor</i> means to keep an eye on, observe, watch, check on something over a period of time.” <p>“<i>Minimize</i> means to lessen, decrease, reduce.”</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions		Teaching Notes
	Negative Environmental Impacts	Social Effects	<p>Ask students to once again look back to Paragraph 5 to determine what the 200 terms and conditions mostly focus on “monitoring and minimizing.” After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for:</p> <ul style="list-style-type: none">– “The 200 terms and conditions mostly focus on monitoring and minimizing negative environmental and social effects of the development.” <p>Ask students to record a response to the first question.</p> <p>Then cold call a few students to use their knowledge from this module to briefly explain what they think the author means by “negative environmental impacts.” Listen for a response such as:</p> <ul style="list-style-type: none">– “We learned in Unit 2 that resource industries like mining can modify the physical environment in negative ways; we have also been reading about Inuit people’s concerns regarding the disruption to migrating caribou and marine life due to railways and shipping connected to the mine, so I think the ‘negative environmental impacts’ the author is referring to have to do with land and animals/wildlife in the area.”



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Ask students to write “land/animals” below “Negative Environmental Impacts” on the left side of the T-chart.</p> <p>Then focus students on the phrase “Social Effects.” Ask them to think about and then briefly discuss in groups what this may refer to. After 1 minute, invite a few students to share aloud. Listen for:</p> <ul style="list-style-type: none">– “Based on the word <i>social</i> and the bullet points, I think ‘social effects’ may refer to concerns about what happens to the people and/or community when the mine opens.” <p>If students are not able to determine the meaning of “social effects,” define the term for them.</p> <p>Ask students to write “people/community” below “Social Effects” on the right side of the T-chart.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>Ask students to work with group members to read, paraphrase, and then record concerns from the bullet points that deal with either “environmental” or “social” effects of the mining project, on either side of the T-chart on their note-catchers. As students work in groups, encourage them to use multiple strategies to determine the meaning of unfamiliar terms that may interfere with their ability to comprehend and paraphrase the text, such as: <i>archaeological sites</i> (areas where archaeologists study remains of ancient cultures); <i>disruptions</i> (disturbances, interference); <i>availability</i> (accessibility; how easily accessible or obtainable something is); <i>influx</i> (arrive in large numbers, flood, inflow).</p> <p>After 3 or 4 minutes, cold call members from a variety of groups to share their thinking with the class. Listen for:</p> <ul style="list-style-type: none">– “Environmental concerns include the impact on caribou herds and archaeological sites, and oil spills that may disrupt marine life; social concerns include the number of jobs and amount of training that will be available to the Inuit, as well as social problems due to an influx of money.”



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
Independently, read Paragraphs 7 and 8 of the article . Then discuss the questions on the right with group members before recording your responses.	<p>Based on the last two paragraphs of the article and what you have read so far, what do you think the Igloolik community is still <i>divided</i> about?</p> <p>Why would some people in the Igloolik community still be <i>opposed</i> to the project?</p>	<p>As students read and then discuss their thinking about the questions with group members, encourage them to use vocabulary strategies to determine the meaning of the terms: <i>divided</i> (split; not in agreement) and <i>opposed</i> (against) to help them understand and develop an appropriate response to each question. Also, refer students to other relevant sections of the text and their responses above to support their thinking.</p> <p>After 3 minutes, invite several students to share their thinking aloud. Listen for suggestions such as:</p> <ul style="list-style-type: none">– “I think the community is still divided about whether jobs and money or protecting the environment is most important.”– “I think some members of the Igloolik community are still opposed to the project because they don’t know if the mining company will accept all the conditions; how the project will negatively impact the environment; how they will deal with social problems that may arise.” <p>Praise students for their close reading and critical thinking around the issues and benefits associated with the Mary River mine. Then ask them to prepare to closely view and listen to the video clip to build upon their understanding of the Mary River proposal.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, read together and then restate the question to the right in your own words. Keep the question in mind as you view and listen to the video clip (1:13–1:55) . You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video to help you remember details from the clip. You will discuss your thinking in groups before recording a response.	According to the reporter, what is the Mary River mine expected to <i>deliver</i> in the North?	<p>After students review and restate the question in groups, invite a few to share their restated version of the question whole group.</p> <p>Then cue the video clip to 1:13 and pause at 1:55. Ask students to refer to the question and silently think about their initial response, based on what they just saw and heard. Tell them you will play the clip again, so they should keep the question and their initial thinking in mind as they review and listen once again to this portion of the video. Play from 1:13–1:55 a second time, and then direct students to discuss their ideas with group members.</p> <p>After 2 minutes, cold call a few groups to share their answers with the class. Listen for:</p> <ul style="list-style-type: none">– “The reporter explains that the mine is supposed to bring a lot of jobs (hundreds for construction; thousands when the mine opens); royalties and benefits (\$2 to \$5 billion over 20 years); infrastructure; jobs; and money.



Close Reading and Viewing Guide: Nunavut Mine
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Directions	Questions	Teaching Notes
		<p>If students are not able to identify all of the above, consider playing the clip one more time and asking them to define and listen for specific terms they are familiar with from previous lessons and units that may help them identify important details from the clip that help to answer the question (e.g., <i>royalties</i>, <i>benefits</i>, <i>infrastructure</i>).</p> <p>After students share out their responses, ask them to record an answer to the question, using details from the video clip, on their note-catchers.</p>
<p>With group members, read aloud and then restate the questions to the right in your own words. Keep the questions in mind as you view and listen to the video clip (1:55–2:52). You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video, to help you remember details from the clip. You will discuss your thinking in groups before recording your responses.</p>	<p>Why was the project review “so long and involved?”</p> <p>What are the concerns regarding the types of transportation that will be used to get iron ore from the mine to Europe (e.g., railway, deep-water port, icebreakers)?</p>	<p>After students review and restate the questions in groups, invite a few students to share their restated version whole group.</p> <p>Then cue the video clip to 1:55 and pause at 2:52. Ask students to refer to the questions and silently think about their initial responses. Encourage them to record notes about their initial thinking in the margin of their note-catchers. Then, tell students you will play the clip again, so they should keep the questions and their initial thinking in mind as they view and listen once again to this portion of the video. Play from 1:55–2:52 a second time, then direct students to discuss their ideas with group members.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		<p>After 2 minutes, cold call a few groups to share their answers with the class. Listen for:</p> <ul style="list-style-type: none">– “The project review was so long and involved because it’s such a major project; there are potential impacts not just from the mine but from the types of transportation that have to be built and used.”– “The main concerns about the types of transportation that will have to be used are what effects will be on caribou (in North Baffin Island), the walrus (Steensby Inlet, where a port will be built), and other marine life; general environmental effects.” <p>If students struggle to respond to the questions after two views, consider playing the clip again.</p> <p>Ask students to record a response to each question on their note-catchers.</p>



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, whisper-read and then restate the question on the right. Keep the question in mind as you view and listen to last few seconds of the video clip (2:52–3:05) . You may record notes about your thinking in the margin of this note-catcher to help you remember details from the clip that help you to answer the question. You will discuss your thinking with group members before recording a response.	What did the review board focus on?	<p>After students review and restate the question in groups, invite a few to share the restated question whole class.</p> <p>Cue the video to 2:52 and pause at the end of the video, 3:05. Ask students to refer to the question and silently think about their initial response. Encourage them to record notes in the margin of their note-catchers. Tell students you will play the clip again, so they should keep the question and their initial thinking in mind as they view and listen once again to the last few seconds of the video. Play from 2:52–3:05 a second time, then direct students to discuss their ideas with group members.</p> <p>After 2 minutes, cold call a few groups to share their answer aloud. Listen for suggestions such as:</p> <ul style="list-style-type: none">– “They focused on the need for monitoring the project to make sure any (negative) effects from the mine are dealt with.”



Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
<p>Synthesis question: Refer once again to the article and your response to each of the questions above to determine your answers to the questions on the right.</p>	<p>After analyzing multiple accounts of the Mary River project through this close reading and viewing, what are at least two <i>similarities</i> between the points of view presented?</p> <p>What are the most common <i>differences</i> between the points of view presented?</p> <p>After learning more about the Mary River project, what is your opinion about whether the Inuit community of Baffin Island should give final approval to Baffinland's mining proposal?</p> <p>Has your <i>initial opinion</i> changed or remained the same? Explain why, using reasons and evidence from the texts you read and viewed today.</p>	<p>Once students read and discuss each question within groups, cold call a few students to restate the questions in their own words. Clarify any misconceptions as needed. Then ask them to refer to the article and responses on their note-catchers to help them answer the questions. Consider replaying portions of the video as needed. Circulate to offer support.</p> <p>After 5 minutes, invite students from multiple groups to share their thinking aloud. Listen for ideas such as:</p> <ul style="list-style-type: none">– “It seems that both sides want jobs, money, benefits, infrastructure that will come from the mine; they both agree that impacts from the project need to be monitored and minimized.”– “The most common differences between the points of view seem to be that some people think there will be a major impact on the environment (animals, land, marine life); they are concerned about the actual availability of jobs at the mine for Inuit people; they think the mine could cause social problems for the Inuit community.” <p><i>*Answers to the last question will vary, but listen for students to support their opinion with reasons and evidence from today's article and video clip.</i></p>