



EXPEDITIONARY
LEARNING

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

Building Background Knowledge: Competing Views Regarding Mining on Inuit Lands



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1)

I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)

I can read and comprehend informational texts independently and proficiently. (RI.5.10)

Supporting Learning Targets

- I can work with group members to identify benefits and concerns related to mining on Inuit lands.
- I can work with group members to develop an initial opinion about mining on Inuit lands.
- I can use established criteria to select a text for independent reading.

Ongoing Assessment

- Completed Point of View charts (one per group)
- Appropriate selection for independent reading



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Background Knowledge: Exploring Different Points of View (35 minutes) B. Selecting Independent Reading Texts (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Begin reading your independent reading book for this unit. Read for at least 30 minutes. 	<ul style="list-style-type: none"> • In this lesson, students transition from learning general information about the ways Canada's natural resources are used to meet people's needs and wants as well as the environmental impacts of resource industries, to building background knowledge about the benefits of and concerns about mining in the present-day Inuit territory of Nunavut. Beginning in Lesson 2, students will conduct a case study of opposing points of view regarding the Mary River Project on Baffin Island in order to develop an opinion about whether or not the Inuit community of Baffin Island should approve the Mary River iron mine proposal. • Students are introduced to the performance task during the Opening of this lesson. Review the performance task in advance, in order to clearly explain the task and establish expectations for student work throughout this unit. • Students will work in groups throughout this unit. Place students in new heterogeneous groups of four, so they continue to have practice using their speaking and listening skills with a variety of peers. Because this topic is complex and many of the texts are at a high fifth grade reading level, having stronger readers work with struggling readers will support all students' ability to access ideas presented in the texts. However, use caution when placing students who have large discrepancies in their reading abilities together, as this may cause embarrassment or frustration. • In Work Time A, students are introduced to the concept of analyzing opposing points of view in order to develop an opinion about an issue. They are given a packet of resources that express different points of view about mining on Inuit lands. They work with group members to review the information provided, sort it onto a group Point of View chart, and then develop and record a group opinion based on their initial understanding of the benefits and concerns related to mining in Nunavut. Students will continue to revisit the information and opinion recorded on their group charts in successive lessons, as a way to emphasize to students that often opinions are formed based on limited knowledge of a issue, but that as we learn more about both sides, it is important to reflect and either add to or revise the opinion, based on new insights gained from research. • During Work Time B, students may choose a new book for independent reading or continue reading their books from Unit 2. • In advance: <ul style="list-style-type: none"> – Determine and post new heterogeneous groups of four.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Create and post a Point of View chart for each group (see example in the supporting materials).– Prepare a “Point of View packet” for each group by cutting apart the text strips (see supporting materials).• Post: Learning targets; Guiding Questions and Big Ideas anchor charts; Canada’s Natural Resources anchor chart (completed); Vocabulary Strategies anchor chart; Criteria for Selecting Texts anchor chart.



Lesson Vocabulary	Materials
develop, informed, opinions, issue, research, analysis, reflection, points of view, effectively, communicate, benefits, concerns, related, initial; investment, potential wealth, sacred, access, affect, natural state, primary beneficiaries, wages, flowing, self-reliance, transportation networks	<ul style="list-style-type: none">• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Big Ideas anchor chart (from Unit 2, Lesson 1)• Canada's Natural Resources anchor chart (completed; from Unit 2 Overview)• Map of Nunavut (for display)• Point of View chart (new; teacher-created; one per group; see blank example in supporting materials)• Point of View packet (one per group):<ul style="list-style-type: none">– Point of View task card (one per packet)– Text Strips (one set per packet; cut apart into strips)– Graph (one per packet)– Mary River Iron Mine Map (one per packet)– Magazine cover (one per packet)• Document camera• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Dictionary and/or thesaurus (one per student or group)• Bolded Words and Phrases (for teacher reference)• Tape (for each group)• Point of View chart (sample answers, for teacher reference)• Criteria for Selecting Texts anchor chart (from Unit 1, Lesson 1)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Praise students for their work in Unit 2, where they closely examined a variety of media and texts to build their understanding of not only how Canada's natural resources meet people's wants and needs today, but also how resource industries modify the physical environment.• Bring students' attention to the Guiding Questions anchor chart and the Big Ideas anchor chart. Revisit the guiding questions and big ideas from Unit 1, by asking students to read each one aloud with you:<ul style="list-style-type: none">* "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?"* "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."• Then, focus students on the guiding questions from Unit 2, and ask them to once again read each one aloud with you:<ul style="list-style-type: none">* "How are Canada's available resources used to meet peoples' 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?"• Ask students to think about and discuss with a nearby partner: "Based on the various types of media and text we viewed and read in Unit 2, what do you think were the big ideas for that unit?"• Encourage students to refer to the Canada's Natural Resources anchor chart (completed), developed over the course of Unit 2, as they consider and discuss with group members what the big ideas from Unit 2 may be.• Invite a few students to share their thinking with the class, and listen for:<ul style="list-style-type: none">– "Canada's natural resources are used to meet people's needs and wants (in Canada, the United States, and other parts of the world)."– "Analyzing information from different types of media can deepen my understanding of an idea."• Synthesize students' thinking to add big ideas for Unit 2 to the Big Ideas anchor chart.• Then share the new Unit 3 questions:<ul style="list-style-type: none">* "How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?"	<ul style="list-style-type: none">• To provide all students access to the peer discussion, provide a sentence starter: "Based on what we saw and read in Unit 2, I think one big idea was ..."• Consider creating a Word Wall and/or adding key terms to an existing Word Wall with student-generated synonyms or images to support all students with appropriate vocabulary recall as they speak and write about this topic throughout the unit.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “How can we effectively communicate opinions?”• Underline the key terms: <i>develop, informed, opinions, issue, research, analysis, reflection, points of view, effectively, and communicate.</i>• Ask students to discuss with two or three nearby peers what they recall about the meaning of each of these familiar terms from previous units and modules, and then to consider: “What do you think we will be learning about in this third unit?”• After 2 minutes, invite a few students to share out whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “I think we will be learning about different sides of an issue and writing what we think about it, because the questions refer to an issue, different points of view, and how we can communicate our opinion.”• If students struggle to explain what they think they will learn in this unit, consider revisiting the key terms and then asking students to think about it again.• Provide a brief overview of the final performance task. Explain that after learning about traditional Inuit people’s use of natural resources in Unit 1, then analyzing various media and texts to learn about how resources currently available in Canada are used to meet people’s needs and wants in Unit 2, students will shift their focus in this unit to researching different points of view, regarding the benefits and concerns associated with resource development in the present-day Inuit territories. They will use the information they collect to write an opinion piece in the form of a newspaper editorial, which will be their final performance task. (If students are not familiar with what an editorial is, provide a short definition, but tell them they will learn more about this type of writing in later lessons.)	



Work Time	Meeting Students' Needs
<p>A. Building Background Knowledge: Exploring Different Points of View (35 minutes)</p> <ul style="list-style-type: none"> Post and ask students to join their new small groups (see Teaching Notes). Refer students once again to the Canada's Natural Resources anchor chart (completed), from Unit 2. Cold call a few students to share out ways that mining meets people's needs and wants, as well as the ways that mining modifies the physical environment (listen for students to mention specific examples from the resources chart). Tell students that today they are going to begin building background knowledge about mining in the Inuit territory of Nunavut. Display and point out the five color-coded areas on the Map of Nunavut. Provide a little background for students by telling them that the color-coded areas on the map are referred to as Nunavut, which means "our land" in the Inuit language of Inuktitut. Nunavut was established as an Inuit-governed and -controlled territory in 1999. Then, post and ask students to chorally read the first two learning targets aloud with you: <ul style="list-style-type: none"> * "I can work with group members to identify benefits and concerns related to mining on Inuit lands." * "I can work with group members to develop an initial opinion about mining on Inuit lands." Draw students' attention to the terms <i>benefits</i>, <i>concerns</i>, <i>related</i>, and <i>initial</i>. Ask students to briefly think about and then discuss in groups what they think each of these terms means in the context of the targets. After 1 or 2 minutes, cold call a few students to share their thinking aloud. Listen for: <ul style="list-style-type: none"> – "Benefits are advantages—things that are good." – "Concerns are worries, fears, or feelings of unease." – "Related in this context means connected to, associated with." – "Initial means first, earliest, original." Ask a few students to use their understanding of the key terms to explain what they think they will be doing to build background knowledge about mining on Inuit lands. Listen for ideas such as: <ul style="list-style-type: none"> – "I think we will work in groups to identify ways that mining is good for Inuit communities and worries about mining on Inuit lands." – "I think that after we identify ways mining is good and concerns about mining, we will form our own opinion about whether mining is good or bad for people in Inuit territories." 	<ul style="list-style-type: none"> When displaying the map, consider also showing students on a globe or Internet mapping tool where Nunavut is in relation to New York State. Consider adding these terms to a Word Wall or student dictionary as a resource when speaking and writing about this topic throughout the unit. Consider previewing the Point of View task card as well as text strips, graph, map and magazine cover with students who struggle to integrate ideas from multiple sources. You might preview this activity with fewer items during a small group at another time during the day. Consider pulling a small group to support a few students who may have trouble forming or capturing their initial opinion. Work together to brainstorm reasons they might support or not support mining in Nunavut.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– “I think we will continue to revise our thinking as we learn more.”• Confirm or clarify students’ thinking by explaining that they will work within groups to sort and analyze short excerpts of text and other media about mining on Inuit lands. Then they will form an opinion based on their <i>initial</i> understanding of the benefits and concerns associated with mining in the Nunavut territory.• Point out each group’s Point of View chart and distribute the Point of View packets.• Ask students to locate the first packet item: the Point of View task card. Using a document camera, display and read the task card directions aloud. Then ask students to reread the directions in groups and review each of the materials in their packet: the text strips, the graph, the Mary River Iron Mine Map, and the magazine cover. Answer any clarifying questions students may have, and then ask them to begin working with group members to complete the first two steps of the task.• As you circulate to offer guidance and support, encourage students to refer to the Vocabulary Strategies anchor chart and other available resources such as a dictionary or thesaurus to help them determine the meaning of bolded words and phrases in the packet materials. Students may also benefit from writing synonyms or short definitions above or next to bolded words and phrases.• After 10–12 minutes, or once most groups complete the first two steps, pause students in their work. Invite students from different groups to share out their thinking about the meaning of bolded words and phrases from the packet materials—see Bolded Words and Phrases (for teacher reference). Confirm or clarify definitions as needed.• Then, focus students on and reread Step 3 of the task card. Clarify as needed and distribute tape to each group.• Direct students to use their understanding of bolded terms to sort and tape each strip of text (Text Strips), the graph, the Mary River Iron Mine map, and the magazine cover onto either the “Benefits” or “Concerns” side of their charts. Note: Some students may feel a source could fit into either category. In this case, allow students to place the material in the center of the chart, between “Benefits” and “Concerns,” and explain why they feel it could belong in either category. Use this as an opportunity to reinforce the idea that evidence is sometimes unclear and could be used to support more than one point of view.• After 3 or 4 minutes, invite group members to share out how and why they sorted each packet resource the way they did—see Point of View chart (sample answers, for teacher reference).	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• As students share out, ask students from other groups to show a thumbs-up if they agree and sorted the source onto the same side of the chart, or a thumbs-down to show they disagree and sorted the source onto the other side of the chart. If there is disagreement about how to sort packet items, encourage students to further explain and justify their thinking by referring to specific parts of the text and images, as well as key highlighted terms. Allow students to revise their charts as necessary.• Next, ask students to reread Step 4 of the task directions and then review the information they added to the “Benefits” side of their charts to discuss: “Why do some people believe mining is beneficial to Inuit communities?”• After 2 or 3 minutes, cold call a few students to share their thinking with the class—see Point of View chart (sample answers, for teacher reference) for ideas students may share.• Repeat for Step 5 of the task.• Then ask students to focus on Step 6. Read the directions and question aloud to students. Ask a few students to review the information on their charts to help them develop an initial opinion about mining on Inuit lands, discuss their ideas with group members, and then record an opinion. (A group may record more than one opinion if group members are not able to arrive at a consensus.)• Emphasize that the opinion students record on their charts today will be revisited and revised in successive lessons as students learn more about the issue of mining in Nunavut. Briefly explain that often people form an opinion based on limited background knowledge, just as students did today by considering only the sources provided in the packet. However, as they continue to research, analyze, and reflect on the issue further, their opinion may be confirmed or it may change, based on their evaluation of new information.• After 3 or 4 minutes, cold call a member from each group to share the opinion(s) they recorded on their chart—again refer to Point of View chart (sample answers, for teacher reference) for ideas students may share.• Congratulate students on their growing knowledge about both the benefits of and concerns about mining in Inuit territories. Remind students that in the following lessons, they will further build their understanding of this issue as they read several new texts about a current mining project being proposed in Nunavut.	



Work Time (continued)	Meeting Students' Needs
<p>B. Selecting Independent Reading Texts (10 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will have an opportunity to choose a new independent reading book to read for homework throughout this third unit, or they may continue reading their independent book from the previous unit.• Read the third learning target aloud:<ul style="list-style-type: none">* “I can use established criteria to select a text for independent reading.”• Cold call a few students to share out reasons it is important to read a variety of texts both in class and independently.• Then, display the Criteria for Selecting Texts anchor chart and review as needed.• Give students 7 or 8 minutes to choose a book. If any students are unable to choose a book in the time allotted, find other times during the day for students to review the independent reading choices and select a text.	<ul style="list-style-type: none">• For struggling readers who may have trouble selecting appropriate texts, consider building a “bookshelf” of books that are just right for them to narrow their selection. Explain that you would like them to use the same process to select a book from the choices you provide.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Revisit the guiding questions for Unit 3, by asking students to chorally read them aloud:<ul style="list-style-type: none">* “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?”• Ask students to consider the first two learning targets in the context of these questions and then discuss with a nearby partner:<ul style="list-style-type: none">* “How did the targets you worked toward today help you build background knowledge about the benefits and concerns related to mining in Nunavut?”* “What do you think you will learn about mining in Nunavut? Explain why you think so.”• After 1 minute, invite a few students to share their thinking with the class.• Briefly review each learning target and ask students to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.	<ul style="list-style-type: none">• To provide all students with access to the debrief questions, offer sentence starters and/or frames, such as: “The targets helped me build background knowledge about ... by ...” and “I think we’ll learn about ... because ...”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading your independent reading book for this unit. Read for at least 30 minutes.	<ul style="list-style-type: none">• As available, provide audio versions of independent reading texts to support students who struggle reading independently.



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Map of Nunavut



Peter Fitzgerald, Creative Commons Attribution-Share Alike 3.0 Unported



Point of View Chart

(Blank Example, for Teacher Reference)

Focus Question: Should Inuit communities allow mining in Nunavut?

Point of View Chart	
<p>Benefits</p>	<p>Concerns</p>
<p>One point of view is ...</p>	<p>Another point of view is ...</p>
<p><i>Initial opinion:</i> _____</p>	



Point of View Packet:
Point of View Task Card

Directions for completing the Point of View chart:

1. With group members, read and view each of the packet resources: text strips, graph, Mary River Iron Mine Map, and magazine cover.
2. As you review each item, notice and work with group members to determine the meaning of bolded words and phrases from context and other strategies (you may also use a dictionary and/or thesaurus).
3. Discuss in groups if each resource describes a benefit or a concern about mining on Inuit lands, and then sort and tape each resource onto either the “Benefits” or “Concerns” side of your chart.
4. After your group finishes sorting each resource, review and discuss the information you added to the “Benefits” side of your chart, and complete the sentence starter in the left box: “One point of view is ...” to explain why some people think mining is beneficial to Inuit communities.
5. Review and discuss the information you added to the “Concerns” side of your chart and complete the sentence starter in the right box: “Another point of view is ...” to explain why some people are concerned about mining on Inuit lands.
6. Talk with group members about both points of view, and the supporting information regarding benefits and concerns about mining, to collaboratively develop and record an *initial opinion* that answers the focus question:

Should Inuit communities allow mining in Nunavut?

*Remember to use key words from the question in your initial opinion statement (if you are not able to agree on one opinion, you may record more than one).



Point of View Packet:
Text Strips

Nunavut has a very small population and very little industry. Mining is the only large source of **potential wealth** in the area.

The Inuit people are not against using the resources available, but they are concerned about the impact of developing these resources on the environment. The land is **sacred** to them.

How will mining impact the caribou and muskox?

How will mining affect **access** to traditional hunting grounds?

What will mining do to the water?

It is important that mining companies clean up and return the land to its **natural state** when the mines are no longer producing anything.

The Nunavut Land Claims Agreement states that the Inuit are supposed to be the people who gain the most from resource development in Nunavut.

The mining industry has provided many Inuit with jobs and business opportunities. The mining industry has also helped to improve Inuit communities by investing in them.

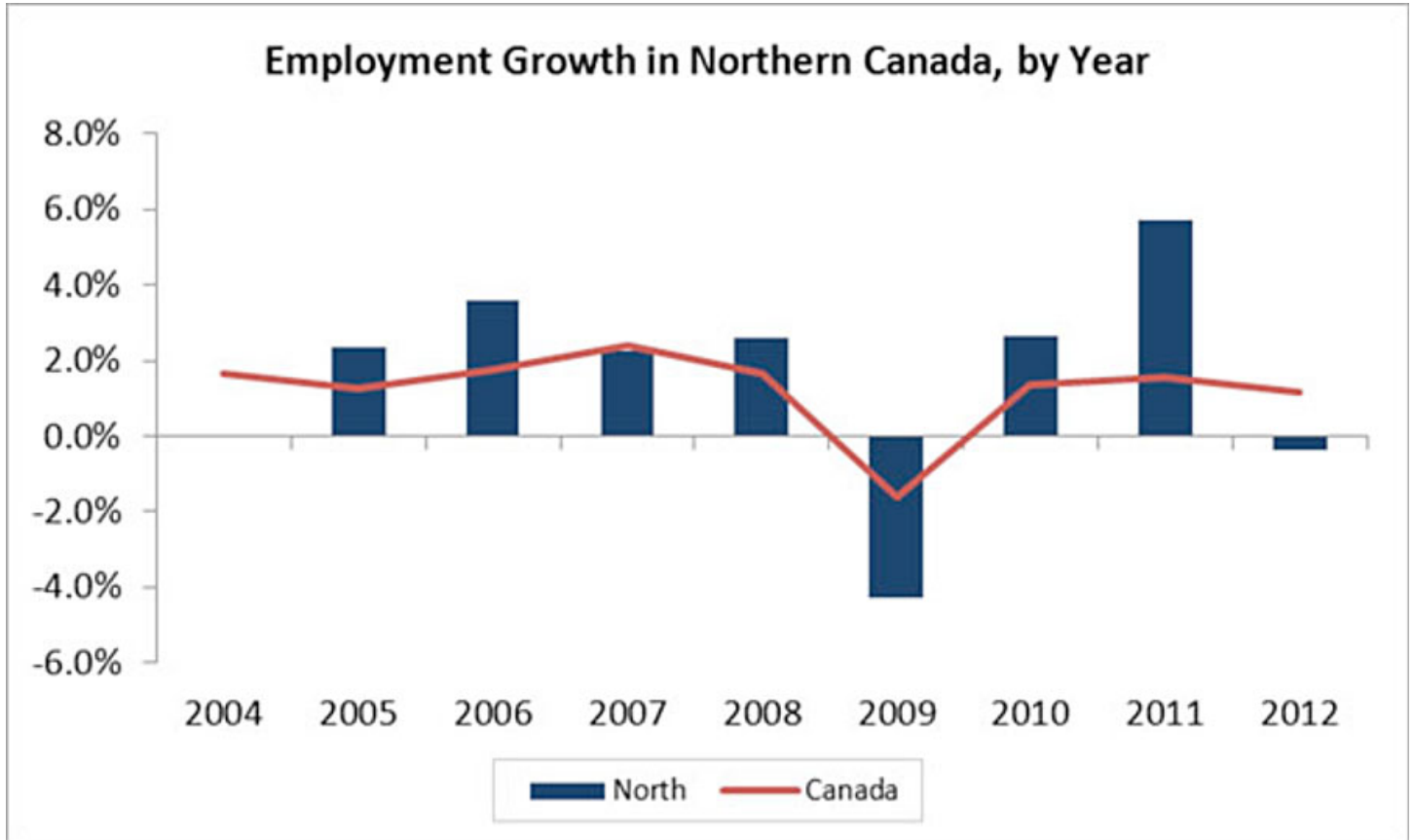
Not enough of the profits and **wages** go to people in Nunavut.

Ideas from <http://theindependent.ca/2013/05/06/mining-the-land-the-resource-industry-in-nunavut/>



Point of View Packet:

Graph



Moving forward ... employment in ... resource extraction should pick up ... as mining projects enter development phases.



Point of View Packet:
Mary River Iron Mine Map

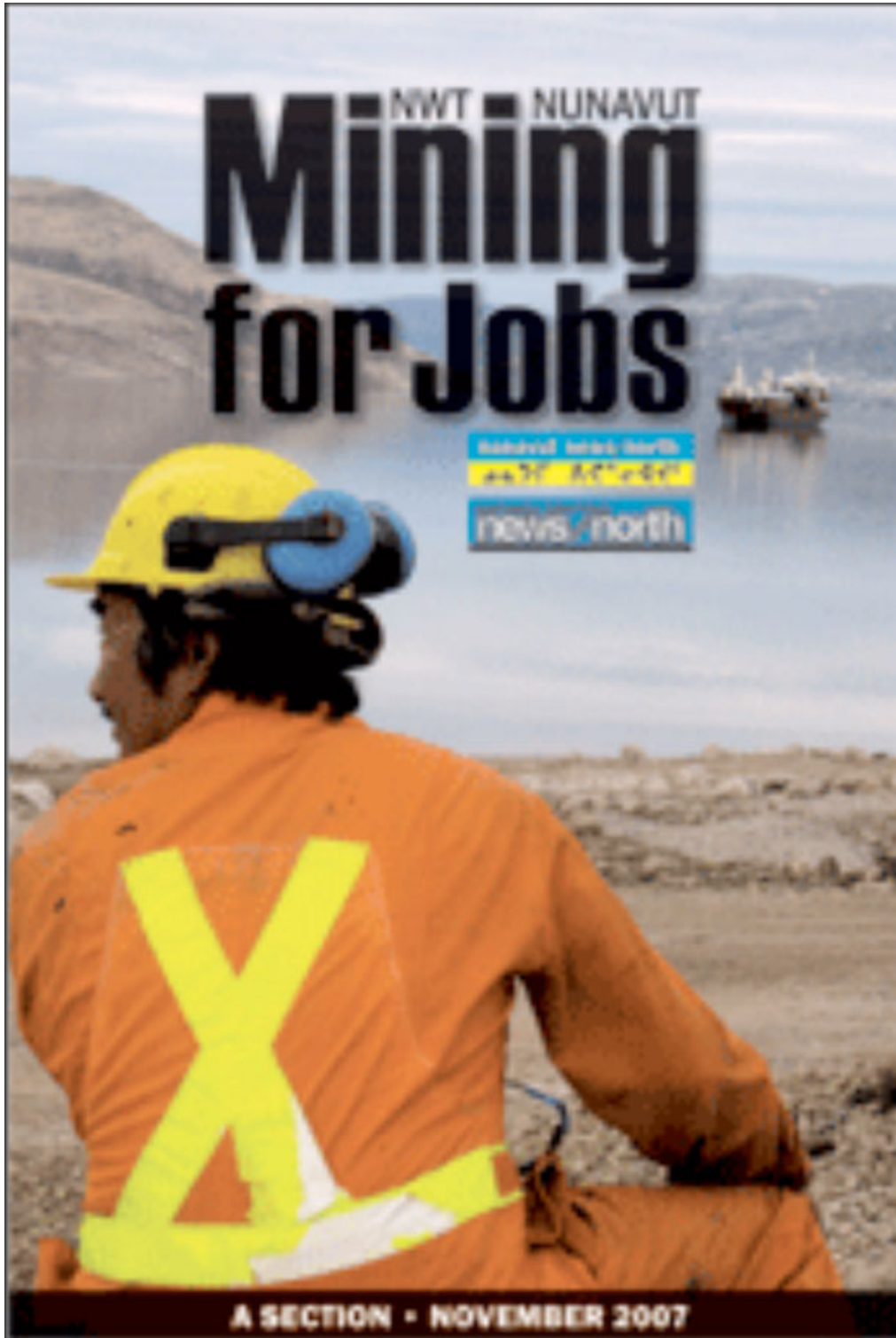


Mining holds great promise to help pave the way to Nunavut's economic **self-reliance**.... It is estimated that several thousand jobs will emerge over the coming years, making the mining industry Nunavut's largest ... employer.

... the minerals industry plays a substantial role in developing Nunavut's infrastructure. With new **transportation networks** such as roads, port facilities, and airstrips, Nunavut will be able to provide easier and cheaper access to not only support expanding exploration programs and new mining development, but also lower the cost of living for communities.



Point of View Packet:
Magazine Cover



Source: <http://www.nunavutnews.com/>



Bolded Words and Phrases
(For Teacher Reference)

Potential wealth: money that could be made

Sacred: worshiped; highly respected

Access: a way into a certain place

Natural state: the way something was to begin with

Wages: money earned

Self-reliance: taking care of oneself/own community

Transportations networks: ways to travel (roads, port facilities, airstrips)



Point of View Chart
(Sample Answers, for Teacher Reference)

Focus Question: Should Inuit communities allow mining in Nunavut?

Point of View Chart	
<p>Benefits</p> <p>Nunavut has a very small population and very little industry. Mining is the only large source of potential wealth in the area.</p> <p>The Nunavut Land Claims Agreement states that the Inuit are supposed to be the people who gain the most from resource development in Nunavut.</p> <p>The mining industry has provided many Inuit with jobs and business opportunities. The mining industry has also helped to improve Inuit communities by investing in them.</p> <p>{graph}{map}{magazine cover}</p> <div> <p>One point of view is ...</p> <p>The Inuit will benefit from mining through jobs and community investments.</p> </div>	<p>Concerns</p> <p>The Inuit people are not against using the resources available, but they are concerned about the impact of developing these resources on the environment. The land is sacred to them.</p> <p>How will mining impact the caribou and muskox?</p> <p>How will mining affect access to traditional hunting grounds?</p> <p>What will mining do to the water?</p> <p>It is important that mining companies clean up and return the land to its natural state when the mines are no longer producing anything.</p> <p>Not enough of the profits and wages go to people in Nunavut.</p> <div> <p>Another point of view is ...</p> <p>There are many concerns about the environmental impacts of mining and whether or not wages will stay in Nunavut.</p> </div>
<p><i>Initial opinion:</i> We/I believe Inuit communities should/should not allow mining in Nunavut.</p>	