



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 3: Overview



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Unit 3: Case Study: The Mary River Project on Baffin Island

In this third unit, students conduct a case study of the Mary River Iron Mine proposal on Baffin Island, in the present-day Inuit territory of Nunavut. Students read and view informational texts and video that present multiple accounts of the opposing viewpoints regarding whether or not the mine should be approved. Students' research, analysis, and reflection upon the texts help to prepare them for the mid-unit assessment, during which they demonstrate their understanding of how to paraphrase and quote reasons and evidence related to both sides of an issue, form their own opinions based on details from the text, answer text-dependent questions to explain the similarities and differences between the points presented, and determine the meaning of unfamiliar terms using a variety of strategies.

For the end of unit assessment, students will use their notes and articles from the first part of the unit to write a draft editorial essay that expresses their opinion about the focus question: Should the Inuit community approve the Mary River mine proposal on Baffin Island? Students support their opinions with clear reasons and credible evidence from the texts they have read, using the Painted Essay structure. Students revise their drafts and refer to ideas from their editorials to participate in a Fishbowl discussion with peers for the final performance task.

Guiding Questions and Big Ideas

- **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?**
- *Research, analysis, and reflection on different points of view help us develop informed opinion.*
- *It is important to clearly explain the reasons for an opinion using credible evidence.*



Mid-Unit 3 Assessment	<p>On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b. For this assessment, students read a new article titled “Should We Drill?” and collect notes, analyze, and reflect upon the information presented to express an opinion about whether or not offshore oil drilling should be allowed along the Atlantic Coast of the United States. Students refer to their notes and the article, then respond to multiple choice and short answer questions that ask them to note similarities and differences between the points of view presented as well as explain how the author supports both points of view with reasons and evidence. Students also demonstrate their ability to determine the meaning of unfamiliar words using a variety of strategies.</p>
End of Unit 3 Assessment	<p>Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b. For the end of unit assessment, students read an excerpt of text from <i>The New Book of Knowledge</i> titled “Nunavut.” They answer text-dependent questions by quoting accurately from the text and determine the meaning of unfamiliar words and phrases using a variety of strategies. Then, students use their notes and articles from the first half of the unit to write a rough draft of an editorial essay about whether or not the Inuit community of Baffin Island should approve the Mary River mining proposal. Students will use the Painted Essay® structure to craft a four-paragraph editorial that expresses an opinion supported by reasons and evidence, in the form of quotes and paraphrased details from a variety of sources.</p>



Content Connections

This module is designed to address English Language Arts standards as students read informational texts about resource use and distribution in 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:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

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.

- Students will use physical, climate, and vegetation maps in combination with population density maps and land use and resource distribution maps to discern patterns in human settlement and types of economic activity.



Texts

1. "Excerpts from the Qikiqtani Inuit Association Website," found at <http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject>
2. "Monitoring the Mary River Project" from the Qikiqtani Inuit Association Website, found at <http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring>
3. "Nunavut Braces for Massive Mary River Mine" from the CBC, September 13, 2012, found at <http://www.cbc.ca/news/canada/north/nunavut-braces-for-massive-mary-river-mine-1.1179502>
4. "Multibillion-dollar Iron Mine Approved for Baffin Island" from the CBC, found at <http://www.cbc.ca/news/canada/north/multibillion-dollar-iron-mine-approved-for-baffin-island-1.1204024>
5. Nunavut Mega Project Approved, video clip from the CBC, found at <http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/>
6. "Should We Drill?" from Scholastic News, found at http://www.scholastic.com/content/collateral_resources/pdf/s/snonline/SN56-DRILLDECISION-042610.pdf
7. Bone, R.M. "Nunavut." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Sept. 2013.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: Competing Views Regarding Mining on Inuit Lands	<ul style="list-style-type: none"> • 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) 	<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. • I can use established criteria to select a text for independent reading. 	<ul style="list-style-type: none"> • Completed Point of View charts (one per group) • Appropriate selection for independent reading 	<ul style="list-style-type: none"> • Guiding Questions anchor chart • Big Ideas anchor chart • Canada's Natural Resources anchor chart • Vocabulary Strategies anchor chart • Criteria for Selecting Texts anchor chart
Lesson 2	Conducting Research: Analyzing Text from the Qikiqtani Inuit Association (QIA)	<ul style="list-style-type: none"> • 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"> • I can analyze the meaning of key 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 Qikiqtani Inuit Association's Web site. • I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island. 	<ul style="list-style-type: none"> • Vocabulary terms on index cards and Frayer Models • Point of View graphic organizer: Qikiqtani Web site 	<ul style="list-style-type: none"> • Developing an Opinion anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Conducting Research: Analyzing Expert Texts about the Mary River Project	<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. (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 draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) 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"> I can analyze the meaning of key 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 expert texts. I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island. 	<ul style="list-style-type: none"> Vocabulary terms defined on index cards and Frayer Models Point of View Graphic Organizer: Expert Texts 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Developing an Opinion anchor chart
Lesson 4	Close Reading and Viewing: Nunavut Iron Ore Mine Approval	<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 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) 	<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. 	<ul style="list-style-type: none"> Nunavut Mine note-catcher Vocabulary defined on index cards 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"	<ul style="list-style-type: none"> I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (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.5.9b) 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"> I can use context as a clue to the meaning of a word or phrase. 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"> I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States. I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text. I can determine the meaning of unknown words, using a variety of strategies. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Criteria for Selecting Texts anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	The Painted Essay for Opinion Writing: The Introductory Paragraph	<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"> I can introduce the topic clearly. I can state an opinion. I can create an organizational structure in which ideas are logically grouped to support my purpose. 	<ul style="list-style-type: none"> I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power. With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States. 	<ul style="list-style-type: none"> Introductory Paragraph on Draft Editorial charts 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Guiding Questions anchor chart Big Ideas anchor chart Parts of a Painted Essay anchor chart
Lesson 7	The Painted Essay for Opinion Writing: Writing Proof Paragraphs	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.1) <ul style="list-style-type: none"> I can provide logically ordered reasons that are supported by facts and details. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> With group members, I can determine reasons and evidence related to the first and second points of an editorial about offshore oil drilling in the United States. With group members, I can write two proof paragraphs for an editorial about offshore oil drilling in the United States by using reasons and evidence related to each point in my introductory paragraph. 	<ul style="list-style-type: none"> Proof paragraphs on Draft Editorial charts 	<ul style="list-style-type: none"> Parts of a Painted Essay anchor chart Developing an Opinion anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	The Painted Essay for Opinion Writing: Developing a Conclusion and Adding Linking Words	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> I can link opinion and reasons using words, phrases, and clauses. I can provide a concluding section related to the opinion presented. I can effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly. (SL.5.1) 	<ul style="list-style-type: none"> With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary. With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words. 	<ul style="list-style-type: none"> Conclusion paragraph that includes specific language and key terms on Draft Editorial charts Linking words added to proof paragraphs and conclusion of offshore drilling editorial 	<ul style="list-style-type: none"> Parts of a Painted Essay anchor chart Linking Words anchor chart
Lesson 9	End of Unit Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island	<ul style="list-style-type: none"> I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) I can paraphrase information in finished work. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 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"> I can explain information about the Inuit territory of Nunavut by quoting accurately from the text. I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial. I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Vocabulary Strategies anchor chart Developing an Opinion anchor chart Parts of a Painted Essay anchor chart Linking Words anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Peer Critique and Revision: Editorial Essay	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) 	<ul style="list-style-type: none"> I can follow our class norms when working with partners to give and receive feedback. I can use feedback from peers to revise my editorial essay to better meet the criteria. 	<ul style="list-style-type: none"> Draft Editorial revisions Editorial Essay Criteria feedback forms 	<ul style="list-style-type: none"> Peer Critique protocol Group Norms anchor chart Parts of a Painted Essay anchor chart
Lesson 11	Group Discussions and Revision: Editorial Essay	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) 	<ul style="list-style-type: none"> I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. I can use feedback from peers to revise my editorial to better meet the criteria. 	<ul style="list-style-type: none"> Lesson 10 Discussion Questions (from homework) Fishbowl discussion feedback from reviewers Revised editorial essay 	<ul style="list-style-type: none"> Fishbowl protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Final Performance Task: Fishbowl Discussion about Editorial Essay	<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) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) • I can paraphrase information in finished work. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) • I can demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L.5.2) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) • I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) 	<ul style="list-style-type: none"> • I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. • I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island. 	<ul style="list-style-type: none"> • Lesson 11 Discussion Questions (from homework) • Fishbowl discussion feedback from reviewers • Revised editorial essays 	<ul style="list-style-type: none"> • Fishbowl protocol • Guiding Questions anchor chart • Big Ideas anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite members of the Inuit community who are familiar with the Mary River Project to speak with students about the community's decision-making process.
- Encourage students to learn more about the lives of Inuit people today, by accessing the "Inuit Tapiriit Kanatami" website at <https://www.itk.ca/about-inuit>.

Fieldwork:

- Arrange for students to visit a local mine that is open to tourist groups and/or a reclaimed mining area.

Service:

- Consider getting students involved with a local reclamation project.
- Ask students to conduct an investigation of how much energy is used by the school and ways energy can be conserved in order to make recommendations to the staff and school board regarding ways to conserve energy.

Optional: Extensions

- Coordinate with a media specialist or a technology or art instructor to help students create a class newspaper and/or design accompanying political cartoons for their editorials.
- Consider having students present their speeches to family members and interested local community members.



Preparation and Materials

- In advance, review texts from the Qikiqtani Inuit Association Website (Lessons 2 and 3) as well as the articles and video from the Canadian Broadcasting Company (Lessons 3 and 4). This will help you build your own background knowledge about what the Inuit people in Nunavut see as the benefits (e.g., jobs, infrastructure) and concerns (e.g., impact to wildlife, pollution) related to allowing the development of the Mary River Iron Mine.
- Review the Unit 3 Recommended Texts list and gather a variety of books for students to choose from for independent reading, beginning in Lesson 1.
- 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. For your reference, you can find a sample lesson in Module 2B, Unit 3, Lesson 8.