



EXPEDITIONARY
LEARNING

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

Conducting Research: Analyzing Expert Texts about the Mary River Project



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

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Vocabulary terms defined on index cards and Frayer Models
- Point of View Graphic Organizer: Expert Texts



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Gist (10 minutes)B. Determining the Meaning of Vocabulary Terms (10 minutes)C. Analyzing Points of View (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (10 minutes)4. Homework<ol style="list-style-type: none">A. Complete the Analyzing Key Terms task card.B. Read your independent reading book for at least 15 to 20 minutes.	<ul style="list-style-type: none">• This lesson follows a similar format to Lesson 2.• Because of the challenging nature of the text excerpts analyzed in this lesson, the text will be introduced as a read-aloud.• Scaffolding throughout the lesson is intended to help students complete the graphic organizer in Work Time C with less support from the teacher so they will be prepared to complete a similar task for homework at the end of Lesson 4 and during the mid-unit assessment in Lesson 5. Encourage students to refer back to the Developing an Opinion anchor chart to support their work.• In advance:<ul style="list-style-type: none">– Read each text carefully to determine additional vocabulary terms that may need clarification to further support students' access to the complex texts.– Review Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; anchor charts listed in materials.



Lesson Vocabulary	Materials
draw, evidence, support, analysis, reflection, research, context, reference, analyze, key, reasons, points of view; disturb, scrutinized, wary, boon	<ul style="list-style-type: none">• Journals (begun in Unit 1; one per student)• Expert texts (one per student)<ul style="list-style-type: none">– “Monitoring the Mary River Project” (excerpt 1)– “Nunavut Braces for Massive Mary River Mine” (excerpt 2)• Document camera• Index cards (four per student)• Dictionary and thesaurus (one of each per student or group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Point of View task card (one per student)• Point of View graphic organizer: Expert Texts (one per student)• Developing an Opinion anchor chart (from Lesson 2)• Point of View graphic organizer: Expert Texts (answers, for teacher reference)• Point of View chart (from Lesson 1; one per group)• Lesson 3 Homework: Analyzing Key Terms task card (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to quickly locate their homework letters and meet with a nearby partner.• Direct them to exchange letters with their partners.• Give students 2 or 3 minutes to read the letters silently, then record a question about or response to their partner's letter in the margins of the paper.• Ask students to return their partner's letter and discuss the question and/or response recorded in the margin. Encourage them to consider this question:<ul style="list-style-type: none">* "Do you agree or disagree with your partner's response to the text? Explain."• After 1 or 2 minutes, invite a few students to share ideas from their discussion whole group.• Tell students that today they will read two excerpts of text that present opposing views about the Mary River mine proposal to build their understanding of the issue and further refine or revise their initial opinions about mining on Inuit lands.	<ul style="list-style-type: none">• To provide all students access to the discussion with their partner, offer a sentence starter ("I agree/disagree with your response because ...").



Work Time	Meeting Students' Needs
<p>A. Reading for Gist (10 minutes)</p> <ul style="list-style-type: none">• Tell students to collect their journals and meet with their group members.• Distribute and orient students to the expert texts.• Ask them to follow along as you read aloud, beginning with the title of the first expert text, “Monitoring the Mary River Project.” Use an overhead projector or document camera to help students read along with you. Encourage students to consider the highlighted vocabulary terms, but remind them that they will have time to work with these terms later in the lesson.• Pause after reading the first text to ask students to consider and discuss the gist of the excerpt.• After 1 minute, cold call a few students to share gist statements whole class. Listen for ideas such as:<ul style="list-style-type: none">– “The Inuit value local wildlife and worry that the Mary River project will disrupt the ecosystem.”• Direct students to record a gist statement in the margin next to the first expert text.• Read aloud the second text, “Nunavut Braces for Massive Mary River Mine,” as students follow along silently.• Ask students to consider and discuss the gist of the second expert text.• After 1 minute, cold call a few students to share out possible gist statements. Listen for ideas such as:<ul style="list-style-type: none">– “Many Inuit think the development of the Mary River will create jobs and wealth for the region, but they are worried about the environmental impact.”• Have students record the gist in the margin, next to the second text.• Ask students to review their gist statements and both texts to consider and discuss in groups:<ul style="list-style-type: none">* “How are the ideas expressed in these texts similar and different?”• After 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as:<ul style="list-style-type: none">– “Both articles discuss environmental concerns.”– “The first article seems more focused on the impact the project will have on wildlife and marine life.”– “The second article gives more details about jobs and wealth that could benefit the region.”• Tell students that they will have a chance to refine their thinking after analyzing key terms from both texts and reading them more closely.	<ul style="list-style-type: none">• Students who have trouble concentrating for an extended read-aloud may benefit from sensory integration tools such as a weighted lap blanket and/or squishy ball or other object to hold in their hand.• To support struggling writers, consider providing a scribe or word processing tool to record gist statements.



Work Time (continued)	Meeting Students' Needs
<p>B. Determining the Meaning of Vocabulary Terms (10 minutes)</p> <ul style="list-style-type: none">Ask students to read the first learning target aloud together:<ul style="list-style-type: none">* “I can analyze the meaning of key words and phrases, using a variety of strategies.”Invite students to clarify the terms <i>analyze</i>, <i>meaning</i>, <i>variety</i>, and <i>strategies</i> as needed before cold calling a few students to restate the target in their own words.Distribute four index cards to each student. Then draw their attention to highlighted terms in the expert texts: <i>disturb</i>, <i>scrutinized</i>, <i>wary</i>, <i>boon</i>.Direct students to work with group members to record and write a definition and synonym for each term on a separate card.Clarify directions as needed before releasing students to work in groups.Circulate to provide assistance. Ensure that students have appropriate vocabulary resources available (online or print dictionary and thesaurus) and encourage them to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unfamiliar terms. Consider helping students locate roots and affixes for terms such as <i>disturb</i> and <i>scrutinized</i>. If students do not independently identify it, point out the relationship between <i>disturb</i> and <i>disturbance</i>, used in the final paragraph of the first text.After 6 or 7 minutes, cold call several students to share a definition or synonym for each term. Listen for:<ul style="list-style-type: none">– “<i>Disturb</i> means to interfere with or to stop something from doing what it was doing; to disrupt.”– “<i>Scrutinized</i> means to examine closely.”– “<i>Wary</i> means cautious or suspicious.”– “<i>Boon</i> means something that is beneficial, in this case jobs and wealth.”Explain that students will choose two of these key terms to analyze for homework to help deepen their understanding of the ideas presented in the texts.	<ul style="list-style-type: none">Consider displaying a strong student-restated version of the target to support all learners, especially ELLs.Consider adding some or all of the key words to the word wall as a resource for students as they speak and write about this topic throughout the unit.



Work Time (continued)	Meeting Students' Needs
<p>C. Analyzing Points of View (25 minutes)</p> <ul style="list-style-type: none"> Ask a few students to remind the class of the purpose for reading these expert texts. Listen for: <ul style="list-style-type: none"> “To conduct research about different points of view regarding the Mary River mine proposal in Nunavut, so we can analyze and reflect on both sides of the issue to help us further develop, refine, or revise our initial opinion.” If students are not able to articulate the purpose for reading these texts, provide clarification. Have students read the second and third learning targets aloud together: <ul style="list-style-type: none"> * “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.” Focus on the familiar terms <i>draw, evidence, analysis, reflection, research, reasons, and points of view</i>. Clarify if needed. Invite several students to use their understanding of the terms to restate the targets in their own words. Distribute the Point of View task card and Point of View Graphic Organizer: Expert Texts. Have students read the focus question at the top of the graphic organizer aloud together: <ul style="list-style-type: none"> * “Should the Inuit community on Baffin Island approve the Mary River mine proposal?” Remind students that as they work with group members to reread the texts and complete the graphic organizer, they should use the focus question to guide their work. Read the task card directions aloud and answer any clarifying questions. Refer to and review the Developing an Opinion anchor chart as needed to support students’ ability to complete the graphic organizer. Then ask them to begin. Circulate to offer guidance and support. Give groups about 15 minutes to complete the task card. Then refocus them whole class. Cold call several students to share parts of their work whole class. Refer to the Points of View Graphic Organizer: Expert Texts (answers, for teacher reference) for possible student responses. Praise students for their growing understanding of both points of view, as well as their ability to think critically and develop their own opinions based on clear reasons and credible evidence from reliable sources such as today’s expert texts. 	<ul style="list-style-type: none"> Consider recording student-generated synonyms above or below the spot they appear in the original target to support all learners, especially ELLs. Consider supporting a group of struggling readers and writers to circle or underline reasons and evidence they locate in the text. Consider working with a small group of struggling readers and/or writers to complete the Point of View graphic organizer. To support students who struggle with the physical act of writing, provide this graphic organizer electronically to allow the student to type or provide a scribe.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Ask students to pair up with a nearby peer who is not a member of their regular small group. Invite pairs to discuss:<ul style="list-style-type: none">* “In what ways were the points of view presented in each excerpt <i>similar</i> and in what ways were they <i>different</i>?”• After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “Both sides are concerned about the environment.”– “One side thinks protecting wildlife and the environment is more important than building a mine.”– “The other side thinks that the damage to the environment will not be a problem and that the jobs and wealth the mine will bring are what is most important.”• Reiterate that as students learn more about the different perspectives regarding mining on Inuit lands, it is important to reflect on their opinions and determine whether they still agree with or want to revise their initial thinking.• Ask group members to come together and review the “initial opinion” (with a check mark near it or the initial and revised opinion recorded) at the bottom of their Point of View charts, and then review their Point of View graphic organizers from today to determine and discuss:<ul style="list-style-type: none">* “Do I still agree with my initial or revised opinion? Why or why not?”• Direct groups to place a check mark next to the initial or revised opinion they still agree with (some students in a group may place a check mark next to the initial opinion and others may place a check mark next to the revised opinion).• After 2 or 3 minutes, invite a few groups to share their thinking with the class (answers will vary, but prompt students to support their initial or revised opinion with reasons and evidence from today’s reading).• Then, read each of the learning targets aloud and ask students to use a Fist to Five to demonstrate their level of mastery toward each target.• For students showing three or fewer fingers, consider providing additional practice opportunities before the mid-unit assessment in Lesson 5.• Distribute the Lesson 3 Homework: Analyzing Key Terms task card and preview as needed.	<ul style="list-style-type: none">• Provide sentences starters and frames to allow all students access to the discussion.• Consider providing a Pair-Share opportunity and/or cold calling one to three students to give the reasoning behind the number they put up for each target.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Homework: Analyzing Key Terms task card.• Read your independent reading book for at least 15 to 20 minutes.	<ul style="list-style-type: none">• Provide an audio version of the texts, if available.• Allow students who struggle with independent work and/or writing to dictate their Frayer Model ideas to someone at home to scribe.• For struggling language learners, consider providing partially completed Frayer Models or asking students to complete only one.



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Supporting Materials



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Expert Texts

Monitoring the Mary River Project (excerpt 1)

From the Qikiqtani Inuit Association website

Inuit are extremely attached to the wildlife found in the Arctic. From the Inuit point of view, this is talking about the traditional staple diet, food that nourishes and is directly connected to our bodies and sense of who we are.

If the Mary River project goes ahead, it would be sure to **disturb** the wildlife around it. Keeping a close eye on how animals are being impacted by the mining activities would be a critical job to carry out.

The three major disturbances would be the mine itself, the railway as well as the port and year-round shipping. For the mine itself, Mary River would actually be transformed into an open-pit and thus changing the face and the Inuktitut meaning of the land called Nuluuya. Monitoring the rail seems straight-forward yet the biggest concern remains of how caribou would be impacted and the dynamite explosions to build a tunnel, the impacts this would have on nearby lake fish. And probably the largest concerns have involved the port and shipping components, which means that monitoring the port facility and shipping lanes would likely be **scrutinized** most stringently.



Expert Texts

Nunavut Braces for Massive Mary River Mine (excerpt 2)

CBC, September 13, 2012

A massive open-pit iron mine proposed on northern Baffin Island would be the North's largest industrial development to date, but Nunavut residents are divided over what it would mean for the territory.

Some people in Nunavut welcome the potential wealth they could gain from the mine. Others, however, are **wary** about its potential impacts.

Baffinland says the project, if approved by regulators, will benefit Inuit who live in the region. For one, the company will need about 3,000 people to build the mine and 950 people to run it. The mine will not only be a potential source for employment, but also a huge financial **boon**.

Though the Government of Nunavut supports the proposed mine, it has voiced concerns to the Nunavut Impact Review Board about environmental impacts.

Baffinland says its project will have little or no impact on wildlife.



Point of View Task Card

1. With group members, reread both excerpts to determine and record both points of view (“Some people think” and “Other people think”).
2. With group members, skim the texts to locate and record at least three reasons and evidence in support of each point of view (six total—“Reasons and evidence that support this point of view”).
*Be sure to include at least one quote in support of each point of view (two total).
3. With group members, review the details recorded on your graphic organizer, as well as both texts, to write a three- to five-sentence summary of both articles (“Summary”).
4. With group members, review both points of view, reasons and evidence, your summary, and the articles to develop a response to the focus question and record your opinion about whether the Inuit community on Baffin Island should approve the Mary River mine proposal (“After reading both points of view, I think”). *Remember to use key words from the focus question in your opinion statement.
5. Think about, discuss with group members, and then record a prediction or a call to action in support of your opinion (“My prediction,” “A call to action”).



Points of View Graphic Organizer: Expert Texts

Focus question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading *more* about both points of view, I think:

My prediction:

A call to action:

OR



Points of View Graphic Organizer: Expert Texts
(Answers, for Teacher Reference)

Focus question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Many Inuit support the Mary River mine, but others have concerns. Some Inuit rely on the migrating caribou and whales, as well as the seals and walruses, but the mine may disrupt wildlife. Baffinland says the project will create jobs for Inuit living in the region, and although the Inuit community welcomes the potential wealth, they continue to worry about environmental impacts.



Points of View Graphic Organizer: Expert Texts
(Answers, for Teacher Reference)

Some people think:

The mine will benefit the community by creating jobs and wealth.

Reasons and evidence that support this point of view:

- **“The company will need about 3,000 people to build the mine and 950 people to run it.”**
- **The mine will create jobs and bring a financial boon to the region.**
- **“The Government of Nunavut supports the proposed mine.”**

Other people think:

The mine will have a negative impact on the environment.

Reasons and evidence that support this point of view:

- **The QIA says, “Inuit are extremely attached to wildlife.”**
- **The mine, the train, and the port will all disturb the environment.**
- **The open-pit mine will change the shape of the landscape.**
- **“The biggest concern remains of how caribou would be impacted.”**
- **Ships travelling to and from the port could harm marine mammals, such as walrus and whale.**
- **“The Government of Nunavut ... has voiced concerns to the Nunavut Impact Review Board about environmental impacts.”**

After reading *more* about both points of view, I think:

The Inuit community of Baffin Island should/should not approve the Mary River mine proposal

My prediction:

OR

A call to action:

(should) Accept the mining proposal now!

(should not) Tell community leaders not to accept this project proposal!



Lesson 3 Homework:
Analyzing Key Terms Task Card

Directions:

- Select one highlighted key term from each of the expert texts.
- Use the terms you selected to complete the two modified Frayer Models below.

Definition	Synonyms
	Antonyms
Key Term	
Examples	How does knowing this term help you understand the text better?

Definition	Synonyms
	Antonyms
Key Term	
Examples	How does knowing this term help you understand the text better?