



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3B: Unit 1: Overview



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**Unit 1: *The Inuit Thought of It: Amazing Arctic Innovations***

In this first unit, students read *The Inuit Thought of It: Amazing Arctic Innovations*, by Alooook Ipellie with David MacDonald, to learn about how the native Inuit people of Canada came to settle in the area and the ways they used the resources that were available to meet their basic needs. As students read each section of the book, they will work in small groups to create “resource webs” that help them recognize the relationship between Inuit people and resources from their environment. (Note that the use of these webs as a way to help students graphically organize and make connections between ideas is a routine that is consistent throughout this module.) Students will also work together to identify main ideas and key details that explain how Inuit people of the past adapted to the harsh Arctic environment and found innovative ways to meet their needs.

Vocabulary work in this unit focuses on deeply analyzing key terms through the use of related words and Frayer Models; this helps students develop a deeper understanding of key terms. For the mid-unit assessment, students independently read then respond to text-dependent and short answer questions about pages 20 and 21 of *The Inuit Thought of It* to demonstrate their ability to analyze and determine the meaning of key terms, identify main ideas that are supported by key details, and explain how the Inuit developed games and pastimes to meet the needs of their community. For the end of unit assessment, students read the final two pages of *The Inuit Thought of It*, a section titled “Inuit Today,” to determine and record main ideas and supporting details. Then, they refer to their note-catchers and the text to help them identify and define key terms as well as complete a resource web and write a seven-to-nine-sentence paragraph that summarizes this last section of the book.

**Guiding Questions and Big Ideas**

- **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.*



Mid-Unit 1 Assessment	<p><b>Text-Dependent and Short Answer Questions: “Arctic Fun”</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.5 c. Students independently read then respond to text-dependent and short answer questions about the section titled “Arctic Fun” from pages 20 and 21 of <i>The Inuit Thought of It</i>. Students analyze and determine the meaning of key vocabulary, identify main ideas and support their thinking by paraphrasing key details from the text, and explain how the Inuit developed games and pastimes to meet the needs of their community.</p>
End of Unit 1 Assessment	<p><b>On-Demand Note Taking and Summarizing: “The Inuit Today”</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c. For the end of unit assessment, students read determine two main ideas and supporting details from the last section of <i>The Inuit Thought of It</i>, “Inuit Today.” Students will refer to their note-catchers and the text to help them identify and define terms, complete a resource web, and write a seven-to-nine-sentence paragraph that summarizes the last pages of the book.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about how early Inuit people adapted to life in the North American Arctic. 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.

**5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.**

- 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

### Texts

1. Alootook Ipellie with David MacDonald, *The Inuit Thought of It: Amazing Arctic Innovations* (Toronto, New York, Vancouver: Annick Press, 2007), ISBN: 978-1-55451-087-0.



**This unit is approximately 2 weeks or 9 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Building Background Knowledge: "The Inuit, My People"	<ul style="list-style-type: none"> <li>I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)</li> <li>I can summarize a written text read aloud. (SL.5.2)</li> <li>I can read and comprehend informational texts independently and proficiently. (RI.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can work with group members to determine the gist of pages 6–11 of <i>The Inuit Thought of It</i>.</li> <li>I can use established criteria to select a text for independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Group Visual Gist chart</li> <li>Appropriate independent reading selection</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Group Norms anchor chart</li> <li>Criteria for Selecting Texts anchor chart</li> </ul>
<b>Lesson 2</b>	Close Reading: "Dog Sleds" and "Kayak"	<ul style="list-style-type: none"> <li>I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)</li> <li>I can determine the meaning of general academic and domain-specific words. (RI.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the relationship between the Inuit and their natural environment by quoting accurately from the text.</li> <li>I can determine the meaning of unfamiliar words and phrases using context clues and other strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary cards (from homework)</li> <li>Visual gist for pages 6–11 (from homework)</li> <li>Visual gist for pages 12–15</li> <li>Answers to text-dependent questions <i>The Inuit Thought of It</i>, pages 12–15</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> <li>Natural Environment anchor chart</li> <li>Vocabulary Strategies anchor chart</li> <li>Group Norms anchor chart</li> <li>Back-to-Back, Face-to-Face protocol</li> <li>Popcorn Read protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Using Structural Elements to Determine Main Ideas and Supporting Details: “Shelter”	<ul style="list-style-type: none"> <li>• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>• I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)</li> <li>• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)</li> <li>• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can determine two of the main ideas from pages 16 and 17 of <i>The Inuit Thought of It</i>.</li> <li>• I can explain how key details support each main idea, by using quotes and paraphrased details from the text.</li> <li>• I can better understand words by analyzing their relationship to similar terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource web (in journal)</li> <li>• Main Ideas and Details graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Main Ideas and Details anchor chart</li> <li>• Quote/Paraphrase anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Determining Main Ideas and Supporting Details and Summarizing: “Clothing”	<ul style="list-style-type: none"> <li>• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>• I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)</li> <li>• I can summarize the text. (RI.5.2)</li> <li>• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)</li> <li>• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)               <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can determine two of the main ideas from pages 18–19 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.</li> <li>• I can write a paragraph that summarizes pages 18–19 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text.</li> <li>• I can better understand words by analyzing their relationship to terms that are different.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource web and vocabulary terms (from homework)</li> <li>• Main Ideas and Details graphic organizer</li> <li>• Resource web (in journal)</li> <li>• Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>• Main Ideas and Details anchor chart</li> <li>• Summary Paragraph anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Mid-Unit Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun”	<ul style="list-style-type: none"> <li>• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>• I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)</li> <li>• I can determine the meaning of general academic and domain-specific words. (RI.5.4)</li> <li>• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.</li> <li>• I can determine the main ideas of pages 20–21 from <i>The Inuit Thought of It</i> and explain how they are supported by key details.</li> <li>• I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment</li> <li>• Tracking My Progress, Mid-Unit 1 recording form</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Strategies anchor chart</li> <li>• Main Idea and Details anchor chart</li> <li>• Chalk Talk protocol</li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Synthesizing Text Details to Explain Relationships: "Hunting"	<ul style="list-style-type: none"> <li>• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)</li> <li>• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)               <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text.</li> <li>• I can determine which synonymous terms most clearly convey information about the Inuit and hunting.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to a Partner (from homework)</li> <li>• Revised resource web in journal (from homework)</li> <li>• Resource Web graphic organizers: Wood and Stone</li> <li>• Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>• Group Norms anchor chart</li> <li>• Natural Environment anchor chart</li> <li>• Popcorn Read protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Determining Main Ideas and Details to Write a Summary Paragraph: “Food”	<ul style="list-style-type: none"> <li>• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>• I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)</li> <li>• I can summarize the text. (RI.5.2)</li> <li>• I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)</li> <li>• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)               <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can determine two of the main ideas from pages 24–25 of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.</li> <li>• I can write a paragraph that summarizes pages 24–25 of <i>The Inuit Thought of It</i>, using quotes and paraphrased details from the text.</li> <li>• I can better understand words by completing a Frayer Model with group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource web in journal (from homework)</li> <li>• Main Ideas and Details graphic organizer</li> <li>• Summary paragraph</li> <li>• Group Frayer Model charts</li> </ul>	<ul style="list-style-type: none"> <li>• Group Norms anchor chart</li> <li>• Vocabulary Strategies anchor chart</li> <li>• Main Ideas and Details anchor chart</li> <li>• Summary Paragraph anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Synthesizing Text Details to Explain Relationships: “Medicine and Healing”	<ul style="list-style-type: none"> <li>• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)</li> <li>• I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)</li> <li>• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the relationship between the Inuit and their natural environment, using details from the text.</li> <li>• I can better understand words by completing Frayer Models.</li> </ul>	<ul style="list-style-type: none"> <li>• Frayer vocabulary card (from homework)</li> <li>• Synthesizing My Thinking note-catcher</li> <li>• Frayer Models of Key Terms</li> </ul>	<ul style="list-style-type: none"> <li>• Natural Environment anchor chart</li> <li>• World Café protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	End of Unit Assessment: "The Inuit Today"	<ul style="list-style-type: none"> <li>I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)</li> <li>I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)</li> <li>I can summarize the text. (RI.5.2)</li> <li>I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3)</li> <li>I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4)</li> <li>I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) <ul style="list-style-type: none"> <li>c. I can use the relationship between particular words to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can determine two of the main ideas from the last pages of <i>The Inuit Thought of It</i> and explain how they are supported by key details from the text.</li> <li>I can explain the relationship between the Inuit and modern technologies, using details from the text.</li> <li>I can determine the meaning of key terms using a variety of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> <li>Tracking My Progress, End of Unit 1 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Strategies anchor chart</li> <li>Natural Environment anchor chart</li> <li>Main Ideas and Details anchor chart</li> <li>Summary Paragraph anchor chart</li> </ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite members of local Inuit communities and/or experts on the Inuit people to speak with students about traditional versus modern Inuit people's lives.

**Fieldwork:**

- Arrange for a visit to a local museum that has Inuit artifacts and/or historical documents on display; consider having students research more about the Inuit people on Inuit-created Web sites.

**Optional: Extensions**

- Allow students who are interested in the Inuit language of Inuktitut to further explore how this language was developed and analyze similarities and differences between Inuktitut and English and/or their native language.



### Preparation and Materials

**This unit includes a number of routines.**

In advance: Determine groups of four to place students in beginning in Lesson 1. Groups should be heterogeneous, including both struggling readers and stronger readers. However, use caution when grouping together students who have *large discrepancies* in their reading abilities, as this may cause embarrassment or frustration. Read the text closely to familiarize yourself with and be able to promote cultural sensitivity regarding the use of resources that may be unfamiliar to students.

Review the Unit 1 Recommended Texts list and gather a variety of books for students to choose from for independent reading (Lesson 1).

Have whiteboards and whiteboard markers available for each student to use during Lesson 8 of this unit.