



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 2: Lesson 9

End of Unit Assessment, Part 1: Research and Response



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

- 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 explain the relationships between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text. (RI.5.3)
- I can integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9)
- I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
- I can gather relevant information from print and digital sources. (W.5.8)
- I can paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)

Supporting Learning Targets

- I can explain how Canada’s natural resources meet people’s needs and wants and how resource industries modify the environment, by quoting accurately from a variety of sources.
- I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.
- I can prepare to speak knowledgeably about how Canada’s natural resources meet people’s needs and wants and how resource industries modify the environment, by integrating information from a variety of sources.

Ongoing Assessment

- End of Unit 2 Assessment, Part 1: Research and Response



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Independent Reading (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 2 Assessment, Part 1 (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Synthesizing Information (10 minutes)4. Homework<ol style="list-style-type: none">A. Use the resources you have analyzed and interpreted in the lesson to complete your resource web.B. Read independently for at least 30 minutes.	<ul style="list-style-type: none">• In this lesson, students take Part 1 of the End of Unit 2 Assessment. Students use the same note-catcher format they have used during the second half of this unit, to collect quotes and paraphrase information from two of three different resources to explain how Canada’s available resources meet the needs and wants of people today, as well as how natural resource industries modify the physical environment.• Part 1 of the assessment prepares students for Part 2 (Lesson 10), during which they will refer to their notes and resources from Part 1 (research) to participate in a World Café discussion with peers (response). Capturing and sharing ideas in the form of quotes and paraphrased information, supported by reliable sources, will allow for more fluid discussions among students. Note the intentional decision to have students record quotes, paraphrase, and cite sources rather than write summary paragraphs as they have frequently done in past units and modules.• Be aware that one of the three sources students may choose from is an Internet link. This is a viable option only if adequate technology is available to students. If technology is not available, ask students to disregard Source 3 of the assessment and use the two non-digital sources provided.• Post: Learning targets.



Lesson Vocabulary	Materials
industries, modify, synthesize, research, variety, sources, prepare, knowledgeably	<ul style="list-style-type: none">• Independent reading books (various; students' own)• Canada's Natural Resources anchor chart (begun in Lesson 1)• End of Unit 2 Assessment, Part 1: Research and Response (one per student)• Computers (one per student, if available; see Teaching Notes)• Homework: Modifying the Physical Environment: Lesson 9 resource web (one per student)• End of Unit 2 Assessment, Part 1 (sample answers, for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Independent Reading (5 minutes)</p> <ul style="list-style-type: none">• Ask students to collect their independent reading books. Then bring students together whole group. Ask them to turn to a nearby partner, show their partner the book they are reading then point to a specific page or section in the book related to an interesting detail or new piece of information they learned from reading independently for homework.• After 1 minute, invite a few students to share out with the class.	<ul style="list-style-type: none">• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products like _____, which meet people's needs and wants because _____."



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1 (45 minutes)</p> <ul style="list-style-type: none"> • Focus students on the learning targets. Invite them to read the targets with you: <ul style="list-style-type: none"> * “I can explain how Canada’s natural resources meet people’s needs and wants and how resource industries modify the environment, by quoting accurately from a variety of sources.” * “I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.” * “I can prepare to speak knowledgeably about how Canada’s natural resources meet people’s needs and wants and how resource industries modify the environment, by integrating information from a variety of sources.” • Underline key terms from the targets that students are familiar with from previous lessons: <i>industries, modify, synthesize, research, variety, and sources.</i> • Ask students to think about and then discuss with nearby peers how they could restate the first two targets in their own words, based on their understanding of key words. Cold call a few students to share out whole group. • Then draw students’ attention to the third target and circle the terms <i>prepare</i> and <i>knowledgeably</i>. Ask students to think about and discuss with classmates: “What does it mean to prepare to speak knowledgeably about something?” • After 1 or 2 minutes, invite a few students to share their ideas aloud. Listen for: <ul style="list-style-type: none"> – “Preparing means to get ready for something and knowledgeably means you understand something, so preparing to speak knowledgeably, in the context of this target, probably means to gather research and notes so you can speak with others about how Canada’s natural resources meet people’s needs and wants and how resource industries modify the environment.” • Explain to students that they will take Part 1 of the end of unit assessment today, during which they will read and record information from a variety of sources to prepare for Part 2 of the assessment, a discussion with peers about the questions students have focused on during the second half of this unit: <ul style="list-style-type: none"> – “How are Canada’s available resources used to meet people’s needs and wants today?” – “How do natural resource industries modify the physical environment?” • Distribute End of Unit 2 Assessment, Part 1: Research and Response. 	<ul style="list-style-type: none"> • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Take some time to orient students to the assessment without giving them any of the answers. Point out the variety of sources they may choose from and remind them to refer to the glossary for any words in bold to help them gain a deeper understanding of the text. Read the directions and show students the graphic organizers that they need to fill in, as they have in previous lessons. Answer any clarifying questions students have.• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.• Circulate and support students as they work. During an assessment, your prompting should be minimal.• If students finish early, they may read independently.• When students have completed the assessment, ask them to hold onto them for reference during a synthesizing activity later in the lesson.	



Closing and Assessment	Meeting Students' Needs
<p>A. Synthesizing Information (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to refer to their resources and notes and discuss in groups: <ul style="list-style-type: none"> * “How are natural resources used to meet the needs and wants of people today?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: <ul style="list-style-type: none"> – “Electricity, heating, cooling, transportation; they provide energy to make things.” • Ask students to refer to their resources and notes and discuss in groups: <ul style="list-style-type: none"> * “How do natural resource industries modify the physical environment?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: “They cause greenhouse gases and air pollution.” • Distribute Homework: Modifying the Physical Environment: Lesson 9 resource web. • Collect students’ assessments to review. 	<ul style="list-style-type: none"> • To ensure balanced airtime and that a variety of student voices are heard, consider limiting each student to one popcorn share. • Provide sentence starters for students who have difficulty expressing themselves orally.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Use the resources you have analyzed and interpreted in the lesson to complete your resource web. • Read independently for at least 30 minutes. <p><i>Note: Score students’ assessments based on the End of Unit 2 Assessment, Part 1 (sample answers, for teacher reference). Be prepared to return students’ assessments for the End of Unit 2 Assessment, Part 2, in the next lesson.</i></p>	<ul style="list-style-type: none"> • Consider providing an audio version of independent reading texts to support students who struggle reading independently.



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Supporting Materials



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End of Unit 2 Assessment, Part 1:
Research and Response

Name: _____

Date: _____

Part 1:

In the second half of this unit, you have been researching to answer the questions:

How are Canada's available resources used to meet people's needs and wants today?

How do natural resource industries modify the physical environment?

In Part 1 of this assessment, you are going to continue to research answers to those questions, using some new research sources. Then you will record the information you find on the same graphic organizer you have used in previous lessons. In Part 2 of the assessment, you will summarize and discuss the information you found through research, with a small group of your peers.

Directions:

1. Choose at least **two** sources.
2. Record the title and the author or Web site name of each source in the first column of each graphic organizer (under "Source 1" and "Source 2").
3. View and/or read the sources carefully.
4. Reread the sources, considering the focus questions:

How are Canada's available resources used to meet people's needs and wants today?

How do natural resource industries modify the physical environment?

*If you are using a text or a resource printed on paper, underline any information that helps you answer each question.

5. Record relevant information from each source in the middle column of your graphic organizers. Make sure to include at least **two** quotes in each graphic organizer, from the sources you chose.
6. In the final column of your graphic organizers, paraphrase the information you recorded in the center columns, to write responses to the focus question at the top of each organizer.



End of Unit 2 Assessment, Part 1:
Research and Response

Source 1: “**Get Energy Wise,**” from ecokids.ca

We all use energy every day of our lives.

Energy is all around us. We see it as movement, heat, light, sound, and more.

Energy makes electricity so that we can turn on lights, watch TV, listen to the radio, and run fridges, stoves, other appliances, and electrical gadgets.



Energy can heat or cool our homes and schools. Energy moves our cars, buses, motorcycles, trucks, planes, and trains. Energy lets us make all kinds of things like shoes, CDs, books, computers, and scooters.



Today, **fossil fuels** supply more than 90% of the world's energy.

There are two big problems with using fossil fuels for energy:

1. Fossil fuels take millions of years to form, which means they are non-renewable resources. We are using them 100,000 times faster than they are being made.
2. When we use fossil fuels to get energy, we get more than just energy. Greenhouse gases and air pollution are made, too.

The three main fossil fuels are coal, oil, and natural gas.



In 1997, about 90% of greenhouse gases produced in Canada were from energy use.



End of Unit 2 Assessment, Part 1:
Research and Response

Carbon dioxide from burning fossil fuels is the largest source of **greenhouse gases** from human activities.

Greenhouse gases in the atmosphere make the earth warm enough for people, other animals, and plants to live. Extra greenhouse gases we are putting into the atmosphere are causing global warming and climate change. Many scientists believe that these changes to the climate will happen faster and be bigger than any in the last 1,000 years.

Climate change is the biggest environmental issue in the world today!

Glossary

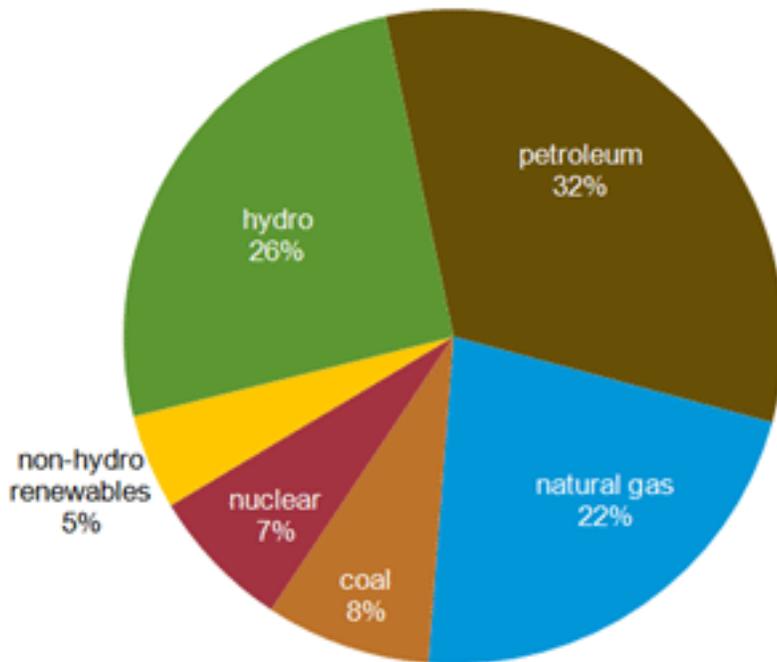
Word/phrase	Meaning
greenhouse gases	gases that are produced by burning fossil fuels (carbon dioxide, CO ₂)
climate change	changes in the earth's weather—including changes in temperature, wind patterns, and rainfall—especially the rise in the temperature of the earth's atmosphere that is caused by the increase of particular gases, especially carbon dioxide
fossil fuels	natural resources found in the earth, such as coal, oil, and gas, that took millions of years to form



End of Unit 2 Assessment, Part 1:
Research and Response

Source 2: **Energy Use Graph and Caption**, from the U.S. Energy Administration and Kids Corner

Canada's total energy consumption by type, 2010



 Source: U.S. Energy Information Administration

We use energy every single day. We use it to heat the buildings we live and work in when it is cold outside, and to keep them cool when it is hot. We also use it to light our homes and businesses, and for appliances like fridges and dishwashers. Vehicles like cars, planes and trains also use energy to move.

The different kinds of energy we use, for example gasoline in cars, releases greenhouse gases including carbon dioxide, methane and water vapor. These gases are building up in our atmosphere, trapping heat and making the earth's temperature gradually rise.



End of Unit 2 Assessment, Part 1:
Research and Response

Source 3: **10 Facts About Canada's Oil Industry**, from the Huffington Post

http://www.huffingtonpost.ca/2012/09/04/canada-natural-resources-economy__n_1854560.html

Scofield, Heather. "Canada Natural Resources: Economy Gets A Fifth Of Its Heft From Them, Says Minister." Huffington Post Canada. Web. 6 June. 2014.



End of Unit 2 Assessment, Part 1:
Research and Response

How are Canada's available resources used to meet people's needs and wants today?

Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	Paraphrase: Explain what these quotes mean in your own words



End of Unit 2 Assessment, Part 1:
Research and Response

How do natural resource industries modify the physical environment?

Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	Paraphrase: Explain what these quotes mean in your own words.



End of Unit 2 Assessment, Part 1:
Research and Response
(Sample Answers, for Teacher Reference)

<i>How are Canada's available resources used to meet people's needs and wants today?</i>		
Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	Paraphrase: Explain what this quote means in your own words
"10 Facts About Canada's Oil Industry," by Heather Scoffield	<p>"We use energy for lights and appliances."</p> <p>"Energy makes our vehicles go, planes fly, boats sail, and machines run."</p> <p>*If technology is available for students to view the slide show, review the provided link to assess students' responses.</p>	



End of Unit 2 Assessment, Part 1:
Research and Response
(Sample Answers, for Teacher Reference)

<i>How do natural resource industries modify the physical environment?</i>		
Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	Paraphrase: Explain what this quote means in your own words.
“10 Facts About Canada’s Oil Industry,” by Heather Scoffield	<p>“As the gases build up in our atmosphere, more heat is trapped, and the earth’s temperature gradually rises.”</p> <p>*If technology is available for students to view the slide show, review the provided link to score student responses.</p>	



Homework:

Modifying the Physical Environment: Lesson 9 Resource Web

Name: _____

Date: _____

- Reread the resources and your Research note-catcher to locate information that helps you complete the web.
- Write a short sentence to explain how the natural resource industries modify the physical environment, in the box “How it modifies the physical environment ...”

