Arctic Image 2

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Arctic Image 5

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Criteria for Selecting Texts Anchor Chart

• The book interests me.

• I can make connections between this book and other texts read, topics explored, or experiences I have had.

• I know many, but not all of the words in the book.

• The book contains some text or images I don’t understand, but I am able to get a sense of what the book is mostly about.
The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water.
**Guiding Questions:**

*How do people use the resources that are available to meet their needs?*

*How do the ideas conveyed through informational texts help us understand complex relationships?*

*Refer to pages 12–15 of *The Inuit Thought of It* to help you respond to the following questions.*

<table>
<thead>
<tr>
<th>Directions</th>
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<tr>
<td><strong>p. 12</strong></td>
<td>With group members, chorally read the section titled “Dog Sleds.” Then answer the questions on the right.</td>
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<tr>
<td><strong>p. 12</strong></td>
<td>Whisper-read the section titled “Dog Boots.” Then, respond to the questions on the right.</td>
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- **Locate the word “qamutiik” in this paragraph and record it onto an index card.**
  - Why do you think this word is in italics?  
  - Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.  

- **Why did dogs need to wear boots?**
  - What resource from the natural environment was used to make dog boots?  
  - How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text.
### Text-Dependent Questions:
*The Inuit Thought of It*, Pages 12–15

<table>
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| **p. 13** Independently read the section titled “Bow Drill.” Then, respond to the questions on the right. | What did the Inuit use a bow drill for?  
Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from.  
What text features helped you determine your answer to the above question? |
| **p. 13** Follow along silently as your teacher reads aloud the sections titled “Mud Runners” and “Ivory Runners.” Then, answer the questions on the right. | Why did traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response. |
### Directions | Questions
--- | ---
**p. 14** Whisper-read the section titled “Kayak.” Then work with group members to locate and discuss answers to the questions on the right. | What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text.  

Write the word “kayak” on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means.  

How were you able to identify the Inuit word for kayak in this paragraph?

**p. 14** Independently read the section titled “The Outer Covering.” Then, work with group members to locate and discuss answers to the questions on the right. | Locate the word “prepared” in the second paragraph. Write “prepared” on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for “prepared” on the other side of the same index card.  

What were prepared sealskins used for? Use quotes from the text to support your answer.
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<tr>
<td><strong>Synthesis:</strong> Refer to your responses to the above questions as well as pages 12–15 of <em>The Inuit Thought of It</em> to help you determine a response to the question on the right.</td>
<td>How were the Inuit people’s needs met by using resources from their natural environment? Use specific details from the text to explain your thinking.</td>
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<td>Directions</td>
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<td><strong>p. 12</strong></td>
<td>Locate the word “qamutiik” in this paragraph and record it onto an index card.</td>
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<td>With group members, chorally read the section titled “Dog Sleds.” Then answer the questions on the right.</td>
<td>Why do you think this word is in italics?</td>
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<td>Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.</td>
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</table>
| **p. 12**  | Whisper-read the section titled “Dog Boots.” Then, respond to the questions on the right.  
Why did dogs need to wear boots?  
What resource from the natural environment was used to make dog boots?  
How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text. | After students read about dog boots, ask them to chorally read the first question aloud and then work with group members to locate and record an answer. After 1 or 2 minutes, cold call students to share whole class.  
Listen for:  
*Dogs wore boots so their feet wouldn’t be cut by jagged ice and sharp rocks.*  
Focus students on the second question and remind them of the class definition of natural environment. Ask students to work with group members to locate and record a response to the second question. After 1 or 2 minutes, cold call students to share out. Listen for:  
*Dog boots were made from seal or caribou skin.*  
Ask students: What part of the natural environment are seal and caribou examples of? |
### Close Reading Guide

*The Inuit Thought of It*, Pages 12–15

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<thead>
<tr>
<th>Directions</th>
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<th>Close Reading Guide</th>
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<td>Listen for: <em>Animals</em></td>
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<td>Ask students to read the third question aloud. Tell them they may need to reread/skim the text about “Dog Sleds” to help them formulate a response to the first part of the question (paying particular attention to what the Inuit used sleds for). Ask students to work with group members to determine a response to the question that is supported by a quote from the “Dog Boots” text. After 2 to 3 minutes, cold call a few students to share out with the class.</td>
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<td></td>
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<td>Listen for: <em>Inuit people used sleds for traveling:</em> “To pull a sled all day dogs’ paws needed to be in good condition.”</td>
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<tr>
<td>p. 13</td>
<td>What did the Inuit use a bow drill for?</td>
<td>Once students finish reading about the bow drill, direct them to work with group members to read the first question and then look back to the text to locate and record a response. After 2 minutes, cold call a few groups to share out.</td>
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<td></td>
<td>Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from.</td>
<td>Listen for ideas such as: <em>Bow drills were used to drill holes in the wood or walrus tusk ivory they used build the qamutiik.</em></td>
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<td>What text features helped you determine your answer to the above question?</td>
<td>Next, ask groups to review the second question and explain what they will need to do, in their own words.</td>
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<td>Listen for: <em>We need to sketch a picture of a bow drill, then label all five parts, and write what each part is made from.</em></td>
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<td>Clarify or model as needed and give students 3 to 4 minutes to work with group members to complete their sketches. After students complete their sketches and label each part, invite a few students to show and describe their sketch whole group. Look for students to sketch a picture similar to the image at the top of page 13 and label the five parts: <em>drill stick (wood or caribou antler), mouthpiece (ivory or hard wood), drill bit (metal), bow (wood or antler), bowstring (sealskin).</em></td>
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<td>Pause students after they mention the mouthpiece and how it could be made of ivory. Ask students to look back to the first paragraph about the bow drill to try to determine what animal from the Arctic environment ivory came from. After 1 or 2 minutes, invite a few students to share their thinking aloud.</td>
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<td>Listen for:</td>
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<td><em>I think ivory came from a walrus because the first sentence says “walrus tusk ivory.”</em></td>
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<td>Ask students to continue sharing their responses to the second question whole group. Listen for:</td>
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</table>
|            |           | *Part 3, drill bit; “metal”*  
*Part 4, bow; “made of wood or antler”*  
*Part 5, bowstring; “made of sealskin”* |
|            |           | Tell groups to read and discuss the third question and then prompt them to Popcorn share their ideas. |
|            |           | Listen for suggestions such as:  
*Numbers; numbered list; bold text; heading; green font; colon; parentheses* |
### Directions

**p. 13**
Follow along silently as your teacher reads aloud the sections titled “Mud Runners” and “Ivory Runners.” Then, answer the questions on the right.

### Questions

Why would traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.

### Close Reading Guide

After you read aloud “Mud Runners” and “Ivory Runners,” ask students to read the first question aloud with you. Then focus students on the word “prefer” in this question. Ask students to think about and discuss in groups what this word means, based on what they read about Ivory Runners.

After 1 or 2 minutes, invite a few students to share their ideas with the class. Listen for ideas such as:

*I think “prefer” means like more or like better because this section is mostly about why ivory runners were better than wooden runners.*

Give students 2 to 3 minutes to work with group members to determine and record a response to the question.

Then, cold call a few groups to share out. Listen for suggestions such as:

*Ivory runners were smoother than wooden runners, so they didn’t need the mud and ice coating that made wooden runners so much work to build; “And ivory runners had two other advantages over mud runners—they didn’t easily break off and they didn’t melt if left in direct sunlight, as mud runners sometimes did.”*
### Close Reading Guide:
*The Inuit Thought of It*, Pages 12–15

<table>
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<td><strong>p. 14</strong></td>
<td><strong>What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text.</strong></td>
<td>After students have an opportunity to read about the kayak and discuss their initial thinking with group members, pose and ask students to share out their thinking about the first question.</td>
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<tr>
<td>Whisper-read the section titled “Kayak.” Then work with group members to locate and discuss answers to the questions on the right.</td>
<td><strong>Write the word “kayak” on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means.</strong></td>
<td>Listen for ideas such as: <em>A kayak is a long, narrow boat that is usually at least 6.5 meters (22 feet) long and 75 centimeters (30 inches) across at the widest part; I think it was used for hunting because the paragraphs says that a “kayak was strong enough to carry an adult hunter and a freshly killed seal to shore.”</em></td>
</tr>
<tr>
<td><strong>How were you able to identify the Inuit word for kayak in this paragraph?</strong></td>
<td><strong>Read aloud the second question, pausing at the end of each sentence to allow students time to complete each step. As time allows, ask a few students to share their sketches and the Inuit word “qajaq” with the class.</strong></td>
<td><strong>Read the third question aloud and ask students to quickly discuss their thinking in groups. After 1 minute, cold call a few students to share out.</strong></td>
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<td><strong>Listen for:</strong> <em>“Qajaq” is in parentheses, and it is italicized; we discussed earlier that Inuit terms are italicized in this book.</em></td>
<td><strong>Listen for:</strong></td>
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| **p. 14**  | Independently read the section titled “The Outer Covering.” Then, work with group members to locate and discuss answers to the questions on the right.  
Locate the word “prepared” in the second paragraph. Write “prepared” on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for “prepared” on the other side of the same index card.  
What were prepared sealskins used for? Use quotes from the text to support your answer. | After students finish reading about the outer covering, lead them through the steps of the first question. Encourage students to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of words by using context clues and other strategies. Once students have determined the meaning of “prepared,” ask them to share out their thinking and how they figured out what this word means.  
Listen for:  
*Prepared means to get ready or to make something ready for use.*  
Affirm or clarify students’ definitions and then ask them to record a synonym or short definition for “prepared” on the back of their index card.  
Then, direct students to read and determine a response to the second question. After 2 or 3 minutes, cold call a few groups to share out.  
Listen for:  
“When enough skins had been prepared, they were stretched over the frame and roughly stitched together to form an outer covering for the kayak.” |
### Directions

**Synthesis:**
Refer to your responses to the above questions as well as pages 12–15 of *The Inuit Thought of It* to help you determine a response to the question on the right.

### Questions

How were the Inuit people’s needs met by using resources from their natural environment? Use specific details from the text to explain your thinking.

### Close Reading Guide

Read the synthesis question aloud and answer any clarifying questions. Give students 3 to 4 minutes to think about and discuss their ideas in groups. Then, cold call members from different groups to share their ideas whole class.

Listen for ideas like:
*The Inuit people used different parts of animals such as seals, caribou, and walruses to make things like dog boots (which protected their dogs’ feet during long sled runs), tools, and various pieces of the sleds, kayaks, and umiaks they used for transportation.*
How did this item meet the needs of the Inuit?

Item created from resource

Resource:

Seal, Walrus, or Caribou Resource Web
Main Idea 1
Initial:

Revised:

Detail 1
Detail 2
Detail 3
Detail 4
Main Ideas and Details Task Card

Directions

Part 1:

- Reread the introductory paragraph.
- Determine two main ideas from the introductory paragraph that relate to the section title.
- Record one main idea in each main idea box on your graphic organizer, next to the term initial.

Part 2:

- Reread pages 16 and 17 with your small group.
- Identify four key supporting details for each main idea.
- Record each key supporting detail you identified into its own detail box on your “Main Ideas and Details graphic organizer.”
- Use at least two quotes and at least two paraphrased details on your graphic organizer.
Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”

Name: __________________________

Date: __________________________

Directions:
Independently, read through pages 20–21, “Arctic Fun,” to determine the gist.

Skim the assessment questions below.

Reread the text in chunks to help you consider and respond to the assessment questions.

Answer short-response questions in complete sentences.

Cite evidence from the text to support your answers to short-response questions.

1. On page 21, the text states, “The stories might be accompanied by a string game called ajaraat, similar to ‘cat’s cradle.’ The string was used to create shapes that represented characters in the stories.”

   What is the meaning of the term ajaraat, as it is described in the text?
   - A string used for building toys and telling stories
   - A string that was formed into a “cat’s cradle”
   - A string game, where the string was formed into different shapes to illustrate the characters in story
   - A string game where the string was used to trick other players in the game

2. On page 20, the text states, “Outdoor games were popular in summer, and in winter when the weather permitted.” What is the meaning of the term “permitted” in this sentence?
   - Allowed
   - Snowed
   - Changed
   - Invited
How did you use context and other clues to determine the meaning of the word “permitted”?


3. On page 21, the text states, “The dolls also encouraged the hunter by reminding him of his children, who were waiting for him to return with food for the family.”

Encouraged and supported are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence
Support: (verb) to give assistance or help

Why do you think the author chose to use the term encouraged instead of supported in this sentence?


4. **Part A:** Which of the following statements is the best example of a main idea from “Arctic Fun”?
   - [ ] Inuit children learned to tell stories about their culture.
   - [ ] Games and pastimes helped Inuit children develop skills they would need as adults.
   - [ ] Arctic winters are long and dark, leaving Inuit children with little to do.
   - [ ] Every other year, the Inuit gather to compete in the Arctic Winter Games.
**Part B:** Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A.

Detail 1:

Detail 2:

5. **Part A:** Which of the following statements is another main idea of “Arctic Fun”?

- [ ] Inuit children made dolls for entertainment.
- [ ] Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.
- [ ] Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.
- [ ] Inuit children enjoyed reading stories to pass the time.

**Part B:** Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A.

Detail 1:

Detail 2:
6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.
After rereading pages 12–21 of *The Inuit Thought of It*, add to and/or revise your web and then write a “letter” to a partner about your resource web, on a blank page in your journal.

- Be sure to start the letter “Dear Reader,“
- Be sure your letter answers the following questions:
  - How did the Inuit use this resource to adapt to their environment and meet their needs? Describe at least two ways.
  - What do you think is the *most important* Inuit need that is met by this resource? Explain your thinking.

**Sample Letter:**

Dear Reader,

The Inuit used seals for many things. The bowstring of a bow-drill is made from sealskin. Sealskin could be used to make many types of clothing that kept Inuit people warm and dry in the harsh Arctic climate. I think clothing was the most important need met by seals because the Arctic was a very harsh, cold, and dark environment, and without warm and dry clothes it would be hard to survive.

Your friend,

Savannah
Learning Target: I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.

1. The target in my own words is:

2. How am I doing? Circle one.
   - I need more help to learn this
   - I understand some of this
   - I am on my way!

3. The evidence to support my self-assessment is:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Learning Target: I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details.

1. The target in my own words is:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. How am I doing? Circle one.

I need more help to learn this  I understand some of this  I am on my way!

3. The evidence to support my self-assessment is:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Tracking My Progress, Mid-Unit 1

Learning Target: I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

   I need more help to learn this

   I understand some of this

   I am on my way!

3. The evidence to support my self-assessment is:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
This special fishing spear allowed the Inuit to pull fish out of the water through a hole in the ice.

How did this item meet the needs of the Inuit?

Long shaft of a harpoon

Wood
How did this item meet the needs of the Inuit?

This pile of stones was used to give directions, share information about hunting grounds, and mark places where items were stored.

Weirs

Stone

Inunnguat

How did this item meet the needs of the Inuit?
1. “The Inuit crafted a variety of tools for hunting different animals.”

2. “By carefully observing each kind of animal, they discovered the best way to hunt it.”

3. “It was important to sit quietly without moving, sometimes for hours at a time, so as not to scare away any seals.”

4. “A traditional Inuit might build an Inuksuk to offer directions or to give information about good places to hunt caribou.”

5. “A hunter might build a temporary Inuksuk to mark the place he has stored his caribou meat.”
Summary Paragraph Requirements

• A topic sentence that explains what these pages are mostly about
• Two main ideas, explained and supported with key details from the text
• A combination of quotes and paraphrased details from the text to explain each main idea
• A conclusion sentence that restates the topic in a new and interesting way
### Frayer Model Chart: Traditional

**Sketch:**

![Image of traditional activity](http://www.loc.gov/pictures/resource/cph.3a07849/)

**Definition:**

- An old way of doing something; something that is done the same way for a long time

**Synonyms:**
- Customary
- Usual
- Established

**Antonyms:**
- Innovative
- New
- Modern

**Examples:**
- Use of kayak for transportation
- Inuit string games
- Inuit sports
- Storytelling

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http://www.loc.gov/pictures/resource/cph.3a07849/
Choose one of the key words that your group *did not* create a Frayer Model chart for today: *store, valuable, effective.*

Write the key word you chose in the center circle. Then complete this card to analyze and describe the meaning of the word. Record at least two ideas in the Synonyms, Antonyms, and Examples boxes.
Directions:

• Circle the natural resource that best answers the focus question below.
• Use specific details from the class resource webs to answer the remaining questions.
• Be prepared to share your thinking with the whole class.

Focus Question: In your opinion, which natural resource was most important for helping traditional Inuit adapt to the Arctic environment? (Circle one.)

Seal   Caribou   Walrus   Wood   Stone

1. In what ways did the natural resource you selected help traditional Inuit adapt to life in the Arctic?

2. Why was the resource you selected more important to native Inuit than the other four resources you have studied?

3. How would you describe the relationship between traditional Inuit and the resources that were available in their natural environment?
Synthesizing My Thinking Note-catcher

World Café Notes
**Complete the following:**

1. Independently, refer to the text and your notes to help you complete each square of the three Frayer Models of Key Terms.

2. Discuss your thinking with group members.

3. Add to or revise your Frayer Models of Key Terms based on new understandings from your group discussion.

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<th>Sketch:</th>
<th>Definition:</th>
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<td>Synonyms:</td>
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End-of-Unit 1 Assessment:
Main Ideas and Details Graphic Organizer

Main Idea 1
Initial:
Revised:

Detail 1
Detail 2
Detail 3
Detail 4

Main Idea 2
Initial:
Revised:

Detail 1
Detail 2
Detail 3
Detail 4
Name:

Date:

**Directions:**

- Independently read through “Inuit Today,” pages 28–29 of *The Inuit Thought of It*, to determine the gist.
- Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
- Use the text and the information on your note-catcher to respond to the assessment questions.

1. On page 28, the text states, “And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores.” (RI.5.4, L.5.5 c)
   
   What is the meaning of the term **conveniences** as it is used in the text?
   
   - [ ] Shelters
   - [ ] Things that are needed to survive
   - [ ] Transportation
   - [ ] Items that make life easier

2. On page 29, the text states, “Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle.”

   What is a synonym for the word **spirit** in this sentence? (L.5.5 c)
   
   - [ ] Strength
   - [ ] Quality
   - [ ] Energy
   - [ ] Ghost
3. Fill in the lines on the resource web to show how today’s Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)

- **Need Met:** Provides light and heat to Inuit people’s homes.
- **Need Met:** Entertainment; used to write and share Inuktitut language.

**Name of technology/convenience:**

**Names of three conveniences/technologies:**

**Names of two conveniences/technologies:**

**Need met:** Inuit people use these for transportation.

**Two needs met:**

**Resources:**

Modern Conveniences and Technology
4. In the space below, use information from the text and your note-catcher to write a 7–9 sentence paragraph that summarizes pages 28–29 of *The Inuit Thought of It*. (RI.5.2)

Your summary paragraph should include:

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way
Learning Target: I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text.

1. The target in my own words is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How am I doing? Circle one.

I need more help to learn this  I understand some of this  I am on my way!

3. The evidence to support my self-assessment is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Learning Target: I can explain the relationship between the Inuit and modern technologies, using details from the text.

1. The target in my own words is:

____________________________________________________________________________________________________________________________________________________________________________________________________________________

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

____________________________________________________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________________________________________________________________
Tracking My Progress, End of Unit 1

Name: 

Date: 

Learning Target: I can determine the meaning of key terms using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this  I understand some of this  I am on my way!

3. The evidence to support my self-assessment is:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Learning Resources
CoSer 501
Educational Media

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