

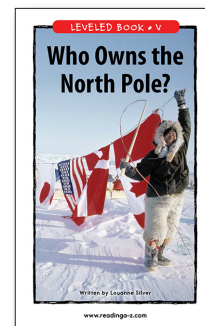
### Key Question

Why is the North Pole important to some countries?

### Vocabulary

**Academic vocabulary:** *benefit (v.), environment (n.), evidence (n.), purposes (n.), region (n.), valuable (adj.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



### Story words

- *Arctic (adj.), climate change (n.), disputes (n.), petroleum (n.), routes (n.), territory (n.)*

### Enrichment words

- *cooperation (n.), international (adj.), minerals (n.), remote (adj.), resources (n.), tundra (n.)*

Go to [VocabularyA-Z.com](http://VocabularyA-Z.com) for a pre-made vocabulary lesson for *Who Owns the North Pole?*

### Ask and answer questions

Before they read, have students review the table of contents on page 3. Have students list questions that they have related to each of the topics. Explain to students that as they read, they can answer the questions or pose additional ones.

### Text features: Maps

After reading, have students locate the map on page 7. Ask students to describe what information is represented in the map and explain how studying the map provides additional information to the reader to support the text. Ask students to describe what information the map key provides to help readers better understand the information in the map. Have students develop a summary statement after reviewing the map about information represented in the map.

### Graphic organizer: Main ideas and details

Have students complete the lesson [graphic organizer](#). Model and discuss how to complete the organizer by locating the evidence from the text. Have students share their summary with a partner.

### Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *How does the author explain how the climate is changing at the North Pole?* (level 2)
- *Which four countries surround the North Pole?* (level 1)
- *What do the rules say regarding the "high seas"?* (level 2)
- *Why is petroleum an important resource?* (level 3)
- *What makes obtaining natural resources in the Arctic is expensive and risky?* (level 2)
- *What types of disputes have resulted about shipping routes and mineral rights?* (level 2)
- *How is the South Pole different from the North Pole?* (level 3)

### Response to reading


Have students cite specific evidence from the book to answer the key question.

Name \_\_\_\_\_

**Instructions:** As you read, identify the main idea and supporting details for the section “What About the South Pole?” Record the information in the spaces provided below. Use the information you have collected to write a summary of the section.

Main Idea	Details
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Summary


Who Owns the North Pole? • Level V

Common Core Supplement