

Social Studies — Tuesday: Cultivating Arguments and Energy Flows

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Compare the caloric impact of the potato in Europe against the ecological devastation of cattle ranching in the Caribbean.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Cultivating Arguments and Energy Flows"?

2. Read carefully. Compare the caloric impact of the potato in Europe against the ecological devastation of cattle ranching in the Caribbean. Underline two key terms above and define them below.

3. Think like a historian. What evidence would you look for to verify a claim made in today's lesson?

4. Connect. How does today's content connect to the bigger week theme of "Quarter 2 Synthesis & Opinion Essay"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students use long division to calculate the distribution of resources across colonial settlements in hypothetical trade scenarios (5.NBT.B.6).

1. **Warm-up.** Restate today's math objective in your own words: "Students use long division to calculate the distribution of resources across colonial settlements in hypothetical trade scenarios (5.NBT.B.6)."

2. **Worked example.** Solve the example below carefully. Show every step.

3. **Practice.** Complete problems a–d. Label each answer with units where appropriate.

4. **Word problem.** Write and solve one word problem that uses today's skill.

5. **Reflect.** What was the trickiest step today, and what helped you push through it?

ELA — Tuesday: Cultivating Arguments and Energy Flows

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students draft an introductory paragraph with a clear claim statement arguing whether the Exchange was primarily beneficial or harmful (W.5.1).

1. Today's text/skill. Students draft an introductory paragraph with a clear claim statement arguing whether the Exchange was primarily beneficial or harmful (W.5.1).

2. Vocabulary. Choose two new words from today's text. Write each word, the sentence it appeared in, and your own definition.

3. Close reading. What is one piece of evidence from the text that supports today's main idea? Quote it exactly.

4. Your turn to write. In 5–7 sentences, respond to today's prompt. Use a clear topic sentence.

5. Self-check. Re-read your writing. Circle one strong sentence; underline one place you could improve.

Science — Tuesday: Cultivating Arguments and Energy Flows

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students diagram the flow of energy from the sun to Old World crops like wheat and sugarcane now growing in New World soil (5-PS3-1).

1. Question. What scientific question does today's lesson investigate? "Students diagram the flow of energy from the sun to Old World crops like wheat and sugarcane now growing in New World soil (5-PS3-1)."

2. Predict. Before doing the activity, what do you think will happen? Why?

3. Observe. Record what you actually saw, measured, or read. Use numbers and labeled drawings.

4. Explain. Use the day's vocabulary to explain WHY your observations make sense.

5. Cite the standard. What part of the NGSS performance expectation did today's work address?
