

Social Studies — Friday: Synthesis of Justice and Future Action

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Participate in a Socratic Seminar discussing the continuity and change between 20th-century civil rights movements and modern environmental justice campaigns.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Synthesis of Justice and Future Action"?

2. Read carefully. Participate in a Socratic Seminar discussing the continuity and change between 20th-century civil rights movements and modern environmental justice campaigns. 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 "Civil Rights & Contemporary Issues"?

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

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues

Name: _____

Date: _____

Day: _____

TODAY'S LESSON

Students create an original input/output table based on social demographics and graph the data to present to the class (5.G.A.1).

1. Warm-up. Restate today's math objective in your own words: "Students create an original input/output table based on social demographics and graph the data to present to the class (5.G.A.1)."

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 — Friday: Synthesis of Justice and Future Action

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students synthesize their research into a multimedia presentation that argues for a specific solution to a contemporary civil rights issue (W.5.7).

1. Today's text/skill. Students synthesize their research into a multimedia presentation that argues for a specific solution to a contemporary civil rights issue (W.5.7).

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 — Friday: Synthesis of Justice and Future Action

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students write a lab report concluding how gravity and friction act as opposing forces on falling objects based on the week's trials (5-PS2-1).

1. Question. What scientific question does today's lesson investigate? "Students write a lab report concluding how gravity and friction act as opposing forces on falling objects based on the week's trials (5-PS2-1)."

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?
