

Social Studies — Monday: Voices of the American Civil Rights Movement

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Analyze the strategies of the Southern Christian Leadership Conference during the 1960s Civil Rights Movement to identify methods of nonviolent resistance.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Voices of the American Civil Rights Movement"?

2. Read carefully. Analyze the strategies of the Southern Christian Leadership Conference during the 1960s Civil Rights Movement to identify methods of nonviolent resistance. 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.

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TODAY'S LESSON

Students use ordered pairs to represent the duration of protest marches on a coordinate plane (5.G.A.1).

1. Warm-up. Restate today's math objective in your own words: "Students use ordered pairs to represent the duration of protest marches on a coordinate plane (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 — Monday: Voices of the American Civil Rights Movement

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Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students identify multiple accounts of the Montgomery Bus Boycott to compare the perspectives of Rosa Parks and Jo Ann Robinson (RI.5.6).

1. Today's text/skill. Students identify multiple accounts of the Montgomery Bus Boycott to compare the perspectives of Rosa Parks and Jo Ann Robinson (RI.5.6).

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 — Monday: Voices of the American Civil Rights Movement

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students measure the time it takes for various paper shapes to fall to observe how air resistance acts as an unbalanced force (5-PS2-1).

1. Question. What scientific question does today's lesson investigate? "Students measure the time it takes for various paper shapes to fall to observe how air resistance acts as an unbalanced force (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?
