

Social Studies — Thursday: Environmental Justice in Today's Communities

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Investigate the Flint Water Crisis as a case study for how environmental policies disproportionately affect marginalized communities.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Environmental Justice in Today's Communities"?

2. Read carefully. Investigate the Flint Water Crisis as a case study for how environmental policies disproportionately affect marginalized communities. 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 interpret a coordinate graph showing the correlation between distance from pollutants and neighborhood health outcomes (5.G.A.2).

1. **Warm-up.** Restate today's math objective in your own words: "Students interpret a coordinate graph showing the correlation between distance from pollutants and neighborhood health outcomes (5.G.A.2)."

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 — Thursday: Environmental Justice in Today's Communities

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students compare the rhetoric of modern environmental justice leaders with historical civil rights activists to analyze shifts in tone (RI.5.6).

1. Today's text/skill. Students compare the rhetoric of modern environmental justice leaders with historical civil rights activists to analyze shifts in tone (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 — Thursday: Environmental Justice in Today's Communities

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students use force meters to measure the pull of gravity on historical artifact replicas to calculate the net force during a fall (5-PS2-1).

1. Question. What scientific question does today's lesson investigate? "Students use force meters to measure the pull of gravity on historical artifact replicas to calculate the net force during a fall (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?
