

Social Studies — Tuesday: Mapping Progress and the Path to Voting

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Examine the impact of the Selma to Montgomery marches on federal legislation regarding voting access for African Americans.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Mapping Progress and the Path to Voting"?

2. Read carefully. Examine the impact of the Selma to Montgomery marches on federal legislation regarding voting access for African Americans. 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 plot coordinate points on a grid to map the geographic spread of lunch counter sit-ins across the American South (5.G.A.2).

1. **Warm-up.** Restate today's math objective in your own words: "Students plot coordinate points on a grid to map the geographic spread of lunch counter sit-ins across the American South (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 — Tuesday: Mapping Progress and the Path to Voting

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students draft an informational report using academic vocabulary to describe the significance of the 1965 Voting Rights Act (W.5.2).

1. Today's text/skill. Students draft an informational report using academic vocabulary to describe the significance of the 1965 Voting Rights Act (W.5.2).

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: Mapping Progress and the Path to Voting

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students conduct an experiment dropping spheres of different masses to prove that the gravitational force toward Earth is constant (5-PS2-1).

1. Question. What scientific question does today's lesson investigate? "Students conduct an experiment dropping spheres of different masses to prove that the gravitational force toward Earth is constant (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?
