

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

TODAY'S LESSON

Identify the core grievances of the American Indian Movement (AIM) and their historical roots in broken treaties and land displacement.

**1. Today's focus.** In your own words, what is the main idea of today's lesson on "Indigenous Resistance and Land Rights Sovereignty"?

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**2. Read carefully.** Identify the core grievances of the American Indian Movement (AIM) and their historical roots in broken treaties and land displacement. Underline two key terms above and define them below.

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

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**4. Connect.** How does today's content connect to the bigger week theme of "Civil Rights & Contemporary Issues"?

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**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 generate a table of values representing water usage over time and graph the resulting ordered pairs (5.G.A.1).

**1. Warm-up.** Restate today's math objective in your own words: "Students generate a table of values representing water usage over time and graph the resulting ordered pairs (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 — Wednesday: Indigenous Resistance and Land Rights Sovereignty

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

## TODAY'S LESSON

Students research the history of the Standing Rock Sioux Tribe's protest against the Dakota Access Pipeline to gather evidence on land sovereignty (W.5.7).

**1. Today's text/skill.** Students research the history of the Standing Rock Sioux Tribe's protest against the Dakota Access Pipeline to gather evidence on land sovereignty (W.5.7).

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

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

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

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

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# Science — Wednesday: Indigenous Resistance and Land Rights Sovereignty

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

## TODAY'S LESSON

Students design parachutes for falling objects to demonstrate how increasing upward force can balance the downward pull of gravity (5-PS2-1).

**1. Question.** What scientific question does today's lesson investigate? "Students design parachutes for falling objects to demonstrate how increasing upward force can balance the downward pull of gravity (5-PS2-1)."

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

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

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

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

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