

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.

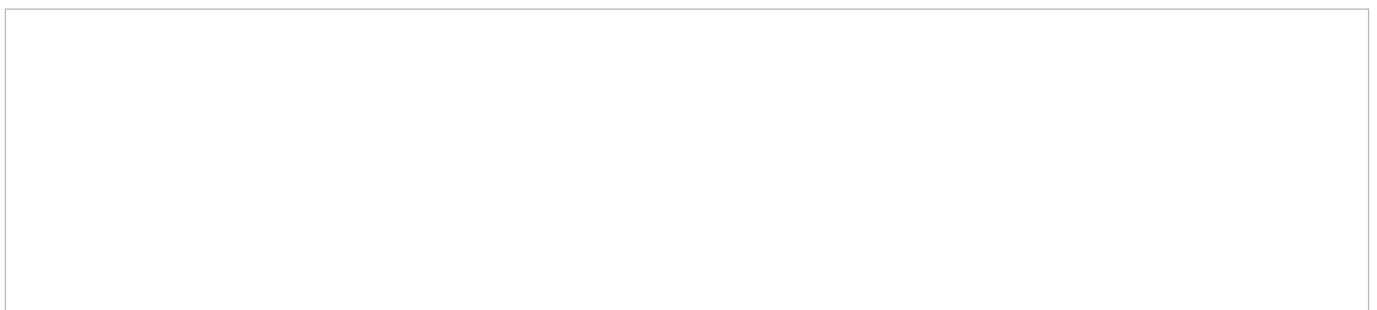
1. Today's focus. In your own words, what is the main idea of today's lesson on "Voices of the American Civil Rights Movement"?

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.



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

Name: _____

Date: _____

Day: _____

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

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

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?

Answer Key & Teacher Notes — Monday

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Voices of the American Civil Rights Movement

Social Studies

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

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

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

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

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

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

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).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

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.

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

Name: _____

Date: _____

Day: _____

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?

Answer Key & Teacher Notes — Tuesday

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Mapping Progress and the Path to Voting

Social Studies

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

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

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).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

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

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

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

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

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"?

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.

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 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).

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 — 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)."

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?

Answer Key & Teacher Notes — Wednesday

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Indigenous Resistance and Land Rights Sovereignty

Social Studies

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

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

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

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

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).

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

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

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

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.

Name: _____ Date: _____ Day: _____

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?

Answer Key & Teacher Notes — Thursday

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Environmental Justice in Today's Communities

Social Studies

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

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

Lesson: Students interpret a coordinate graph showing the correlation between distance from pollutants and neighborhood health outcomes (5.G.A.2).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

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

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

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).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

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?

Answer Key & Teacher Notes — Friday

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Synthesis of Justice and Future Action

Social Studies

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

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

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).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

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

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

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).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.