

Name:  Langteau, Baldwin, Raynolds		Grading Quarter:  2nd	Week Beginning:  November 27 <sup>th</sup> - December 1st
School Year: 2023/ 2024		Subject: History (Social Studies)	
Monday	Notes:	<p>Objective: Churches/ Women and the War</p> <ul style="list-style-type: none"> <li>Analyze how religious beliefs influenced choices in taking sides during the American Revolution.</li> <li>Summarize the role colonial Women Played in the Revolution</li> </ul> <p>Lesson Overview: In this lesson students discover that in choosing sides during the American Revolution, Colonists drew on their own subjective experiences with the political, economic, geographic, and cultural environment in America.</p>	<p>Academic Standards: 5.H4.1 Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Tuesday	Notes:	<p>Objective: Native Americans/ Africans and the war</p> <ul style="list-style-type: none"> <li>Draw conclusions as to why most native American tribes chose to stay out of the war.</li> <li>Explain the motives of free and enslaved Africans in siding with the American or the British.</li> </ul> <p>Lesson Overview:  In this lesson students discover that in choosing sides during the American Revolution, Colonists drew on their own subjective experiences with the political, economic, geographic, and cultural environment in America.</p> <p>After students have read the lesson, they will analyze why some colonists became patriots or Loyalist or remained neutral.</p>	<p>Academic Standards:  5.H4.1 Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>

Wednesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>Analyze the contribution of a young slave named Samuel Abrham in the Patriots' cause.</li> <li>Describe the dangers faced by Samuel Abraham in carrying out his mission.</li> <li>Evaluate Samuel Abraham's belief in American Revolution.</li> </ul> <p>Lesson Overview:</p> <p>In this lesson students learn about a young slave named Samuel Abraham, who risked his life to help George Washington's troops escape the British. After students have read the lesson, they will evaluate the choices made by Samuel Abraham.</p>	<p>Academic Standards:</p> <p>5.H4.1 Use primary and secondary sources to describe how different groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Thursday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>Evaluate the contributions to Patriot caused by individuals from other countries and from the colonies.</li> <li>Analyze the reason for the victory of the Continental army over the British at Yorktown.</li> </ul> <p>Lesson Overview:</p> <p>In this lesson students learn about a series of events that strengthened the Continental army.</p>	<p>Academic Standards:</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <ul style="list-style-type: none"> <li>Key conflicts can</li> </ul>
Friday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>Explore the Battle of Yorktown and why it was important to making us an independent country.</li> </ul> <p>Lesson Overview:</p> <p>In this lesson students will read/ explore why the Battle of Yorktown was so important to our country.</p>	<p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <ul style="list-style-type: none"> <li>Key conflicts can</li> </ul>

