

Reading for Information

The Other Riders

History Article

What's the Connection?

The poem you just read celebrates Paul Revere, but did you know he was not the only brave rider on the eve of the Revolutionary War? The following article tells about two equally important but lesser-known heroes: William Dawes and Samuel Prescott. Connect the information in the article and the spirit of the poem to create your own impression of what happened on a historic night.

Standards Focus: Take Notes

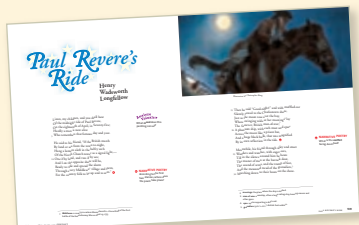
When you're trying to make logical connections between texts, it's often a good idea to **take notes** on the texts as you read. Writing down important facts and ideas can help you remember them and see relationships between them.

Here are some tips for note-taking:

- First, preview the text by looking at its title and any subheadings, topic sentences, and graphic aids to determine its topic and main ideas.
- Next, decide how to organize your notes. For a single text, you might use the subheadings to create a simple outline. To make connections between texts, you might want to collect information in a graphic organizer like the one shown.
- As you take notes, paraphrase the main ideas and record only the most important facts and details under the appropriate headings. When you paraphrase main ideas, note them down in the order in which they appear in the texts. Be sure to include the names, dates, and terms that are necessary for a full understanding of the material.

For help taking notes on the following article and the preceding poem, use a graphic organizer like the one started here.

	<i>from "Paul Revere's Ride"</i>	<i>from "The Other Riders"</i>	<i>Similarities and Differences</i>
<i>Main Participants</i>			
<i>Main Events</i>			



Use with "Paul Revere's Ride," page 138.

COMMON CORE

RI 1 Cite the evidence that supports an analysis of what the text says explicitly. **RI 9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree.

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The Other Riders

PBS

Late on the night of April 18, 1775, Boston patriot Joseph Warren learned of a British military operation planned for the next day. To warn John Hancock and Samuel Adams, who were across the Charles River in Lexington, Warren dispatched two riders, Paul Revere and William Dawes. Revere's ride has been celebrated in poems and textbooks, but

10 Dawes's role was at least as important.



William Dawes (unknown), attributed to John Johnston. Oil on canvas, 35" x 29". © Collection of the Evanston Historical Society, Evanston, Illinois.

Rumors of a March on Concord

On the night of April 18, 1775, rumors of a planned British action to seize ammunition in the town of Concord raced through Boston. Word reached William Dawes, a tanner, who told Paul Revere—who had heard about it from two others already. The two men received orders from Dr. Joseph Warren to ride to inform the leaders of the Provincial Congress of the developments.

Sneaking Past Guards

Dawes's route led him to the British guards at the gate of Boston Neck—the narrowest part of the isthmus—as he rode south out of the

20 city. A naturally witty and friendly man, Dawes had spent numerous afternoons sneaking in and out of the city without being stopped. He would disguise himself as a peddler, smuggling gold coins disguised as buttons that he wore sewn on his coat. Dawes also befriended any British guards who seemed amicable. On the historic night, one of his buddies was on duty. When the guard opened the gate for some British soldiers, Dawes slipped through with them. **A**

Spreading the Word

On his ride west, Dawes alerted more riders, who in turn rallied companies from neighboring towns: Dedham, Needham, Framingham, Newton and Watertown. Avoiding trouble, Dawes made good time and

30 caught up to Revere in Lexington just after midnight. After notifying Hancock and Adams, Dawes and Revere set out for Concord together,

Internet

FOCUS ON FORM

You are about to read a **history article**, a nonfiction article about real events and people of historical importance.

Language Coach

Word Definitions The word *isthmus* refers to the narrow strip of land connecting two larger bodies of land. Reread the sentence that begins in line 19. Was there any way to leave Boston without passing through the isthmus?

A TAKE NOTES

At this point in the article, who are the main participants in the events described? Make sure to note their names.

B HISTORY ARTICLE

History articles often contain maps, timelines, and other graphic aids to help you track the details presented in the text. As you read this article, follow Revere's, Dawes's, and Prescott's progress on this map.

C TAKE NOTES

What surprising fact do you learn from this section? Be sure to add this to your notes.

D HISTORY ARTICLE

This history article primarily tells about the true story of the people and events of April 18, 1775. What does the additional information in this last section help you understand?

joined by Dr. Samuel Prescott, a Concord resident who had been visiting a girlfriend.

A Clever Escape

Revere, riding in front, ran into a British roadblock. Dawes and Prescott were captured before they could be warned. As the British tried to lead them into a meadow, Prescott signaled that they should make their escape, and all three rode off. Back on the road towards Lexington, Dawes realized that his horse

was too tired to outrun the Redcoats. As he pulled up in the yard of a house, he reared his horse and shouted, "I've got two of them—surround them!" His trick succeeded in scaring off his pursuers, although he fell from his horse and lost his watch.

Prescott Warns Concord

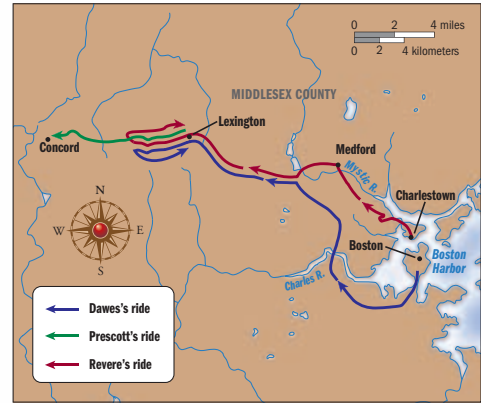
Prescott, the local, rode off toward Concord through fields and creek beds that he knew, quickly outdistancing his would-be captors. It was Prescott who warned the town of Concord of the impending British march.

So Forgotten It's Funny

Over the years, Dawes's relative anonymity has become something of a joke. In 1896, Helen F. Moore published a parody of Longfellow's famous poem about the historic night, entitled "The Midnight Ride of William Dawes," one verse of which reads:

'Tis all very well for the children to hear
Of the midnight ride of Paul Revere;
But why should my name be quite forgot,
Who rode as boldly and well, God wot?
Why should I ask? The reason is clear—
My name was Dawes and his Revere.

A cartoon in the early 1960s turned on the same humor, namely that "Dawes" was a name less suited for rhyming than "Revere" (in that comic strip, Longfellow is stuck on "Listen my children while I pause, to tell the ride of William Dawes" when his wife suggests using the name of that other rider).



This map of eastern Massachusetts shows the route of each rider.

Comprehension

1. **Recall** Who was sent to warn John Hancock and Samuel Adams about a British military operation?
2. **Clarify** What kind of person was William Dawes?
3. **Clarify** What “near miss” did the riders encounter as they rode to Concord?



RI 1 Cite the evidence that supports an analysis of what the text says explicitly. **RI 9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree. **W 2** Write explanatory texts.

Text Analysis

4. **Use Your Notes** Use your notes to create a timeline of the historic events that occurred on the night of April 18, 1775.
5. **Understand a History Article** Now that you’ve read this history article, what do you think are the main points the author wants to make about the events of April 18, 1775?

Read for Information: Compare and Contrast

WRITING PROMPT

How does the information in “The Other Riders” match up with the story told in “Paul Revere’s Ride”? In a paragraph, compare and contrast the legend in the poem with the true account of that night as it is presented in the historical article.

Remember that when you **compare and contrast**, you identify the ways in which two or more things are alike and different. Then follow these steps:

1. If you haven’t already done so, fill in your chart with the main participants and events discussed in the poem and the article.
2. Note the similarities and differences between the two accounts in the last column of the chart. For example, your paraphrases might reveal that both texts follow the same logical order.
3. In a sentence, make a general statement about the similarities and differences in the accounts. Support your statement with evidence from the texts.

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