
The Truth About Paul Revere

UNIT 7 LESSON 5



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Review Homework	Whole Group	5 min.	<input type="checkbox"/> Answer Key for Activity Page 4.2 <input type="checkbox"/> Activity Pages 4.2, 5.1 <input type="checkbox"/> <i>The Road to Independence</i>
Compare Two Texts About Paul Revere	Whole Group or Partners	20 min.	
Discuss the Lesson and Wrap-Up	Whole Group	10 min.	
Word Work: <i>Revolutionary</i>	Whole Group	10 min.	
Writing (45 min.)			
Introduce Body Paragraph Writing	Whole Group	5 min.	<input type="checkbox"/> Activity Pages 5.2, 5.3 <input type="checkbox"/> Answer Key for Activity Page 5.3
Enact Vignette	Whole Group	5 min.	
Complete Graphic Organizer	Whole Group	5 min.	
Respond to Prompt	Independent	25 min.	
Wrap-Up	Whole Group	5 min.	

KUB OBJECTIVES

K-We will **KNOW** the big decision colonists made as a result of shots fired in Massachusetts and speeches delivered in Pennsylvania

U- We will **UNDERSTAND** why those events led the colonists to declare independence from Great Britain

B- We **BE ABLE TO** evaluate the political choices available to the colonial leaders using a class discussion.

REVIEW

Homework 4.2

Use the answer key to review AP 4.2

5 minutes

Primary Focus: Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow's poem "Paul Revere's Ride." [RI.4.1, RI.4.9; L.4.4a]

**COMPARE TWO TEXTS
ABOUT PAUL REVERE (20
MIN.)**

- Today, we will reread an excerpt from Chapter 3, "The Fight Begins," and an excerpt from the poem "Paul Revere's Ride," by Henry Longfellow.
- Let's turn to the first page of the chapter 3.
- Today we will read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "The Fight Begins" and the poem "Paul Revere's Ride."
- Let's read the title and page 24 together.

Read page 24 and look at the image on page 25.

- Literal. What historical event that took place on April 18, 1775, is described on this page? » Paul Revere's ride Inferential.
- Which way were the British soldiers going to Concord from Boston? » by boat across the Charles River Inferential.
- How did Paul Revere know the British soldiers were going this way? » Two lanterns were hung in the belfry.
- Inferential. Why did Paul Revere ride? » He rode to warn colonists that the British soldiers were headed to Concord, so they could be prepared, and to warn Samuel Adams and John Hancock, who were hiding in Lexington, so they could escape.
- Literal. Was Paul Revere the only person who rode toward Concord to try to warn the colonists? » No, other patriots including William Dawes and Samuel Prescott also rode to warn the colonists. Literal.
- According to historians, how did Paul Revere warn colonists? » He quietly let colonists along his route know that the British soldiers were on their way

Turn to AP 5.1 page 53

- **•No we will read part of a poem that relates to the historical events in the Reader. Henry Wadsworth Longfellow wrote the poem “Paul Revere’s Ride” 85 years after the actual ride by Paul Revere and others as a way to inspire American patriotism.**
- **Have students read the poem excerpts (three stanzas) orally.**

■ Have a student read the title, author, date, and first stanza aloud.

■ **Evaluative.** What does the title “From ‘Paul Revere’s Ride’” mean? »
It is an excerpt from a larger body of work.

■ **Inferential.** This poem was first published in a literary magazine, so the original intended audience was not children. Why do you think the poem begins, “Listen, my children . . .” if it is not addressing children? » Answers may vary, but may include that it communicates the importance of this historic event to future generations.

■ **Inferential.** What does it mean that “Hardly a man is now alive/Who remembers that famous day and year”? » This poem was written a long time after that event, so not many people who were alive when the event happened were still alive when the poem was written.

■ **Evaluative.** Identify the rhyme scheme of this stanza. » **AABBA**

■ **Have a student read the second stanza aloud.**

- **Inferential.** To whom does “He” refer to in the first line, “He said to his friend, ‘If the British march . . .’”? Use page 24 in the Reader to help determine who “He” is.
» “He” refers to Paul Revere. The Reader states, “One of the men keeping an eye on the British was Paul Revere. He had heard that the British soldiers were getting ready to march out to Concord Revere came up with a clever plan. He told a friend to hang lanterns in the belfry of the North Church in Boston.”
- **Literal.** In the Reader, you read that there were two ways for the British soldiers to get to Concord from Boston. What were they? » march on foot, or cross the Charles River by boat and then march the rest of the way
- **Inferential.** Why, then, do you think the poem says, “One if by land, and two if by sea”? » Revere’s friend was to hang one lantern in the church belfry if the soldiers left Boston on foot (by land) and he was to hang two lanterns in the church belfry if the soldiers left Boston by boat (by water, across the Charles River). The term sea represents that they would be coming by water, but not literally the ocean. (You might point out that sea rhymes with be.)
- **Evaluative.** What is the rhyme scheme of this stanza? » ABABCCDDDD

■ For stanza 3, have a different student read aloud each line.

- **Line 1 - Inferential.** To whom does the poem refer when it says “Meanwhile, impatient to mount and ride,” and how do you know? » The poem refers to Paul Revere. We know this because in the previous stanza, Paul Revere says, “I on the opposite shore will be/Ready to ride and spread the alarm.
- **Line 2 - Inferential.** What does it mean to say “Booted and spurred, with a heavy stride”? » At this point in the poem, Paul Revere, wearing his boots with spurs, is pacing impatiently back and forth.
- **Line 3 - Inferential.** Where was Paul Revere according to the poem? » He was on the opposite side of the Charles River, waiting for the signal in the belfry.
- **Lines 4-6 - Inferential.** Impetuous means “done without thinking; acting in an emotional way.” What does it mean to say “Then impetuous stamped the earth”? [You may want to demonstrate by stamping your foot loudly.] » He is getting anxious; he stamped his foot on the ground in an emotional way.

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■ For stanza 3, have a different student read aloud each line.

- **Lines 7-11 - Inferential. How does Paul Revere feel as he waits for the signal to warn the colonists? Include examples from the parts of the poem read so far to support your answer.** » Answers may vary, but may include that he feels impatient, nervous, eager; “Meanwhile, impatient to mount and ride” or “But mostly he watched with eager search.”
- **Inferential. Spectral means “ghostlike”; somber means “sad and serious.” Why might the belfry be described as lonely, spectral, somber, and still?** » These words convey the emptiness of the belfry as Paul Revere watched it eagerly, waiting to see if one or two lanterns appeared. Because Revere was eager to see the light of one or two lanterns, he must have been very aware of the stillness, emptiness, quietness, and ghostlike nature of the dark tower.
- **Lines 12-16 - Inferential. Why do you think Paul Revere springs to the saddle but then lingers and gazes?** » When Paul Revere sees the first lantern in the belfry, he knows it is time for him to alert the colonists about the British soldiers on the way, so he springs, or jumps quickly, onto his horse. However, he also lingers and gazes at the belfry to see whether his friend will hang a second lantern.



Wrap-Up

10 min

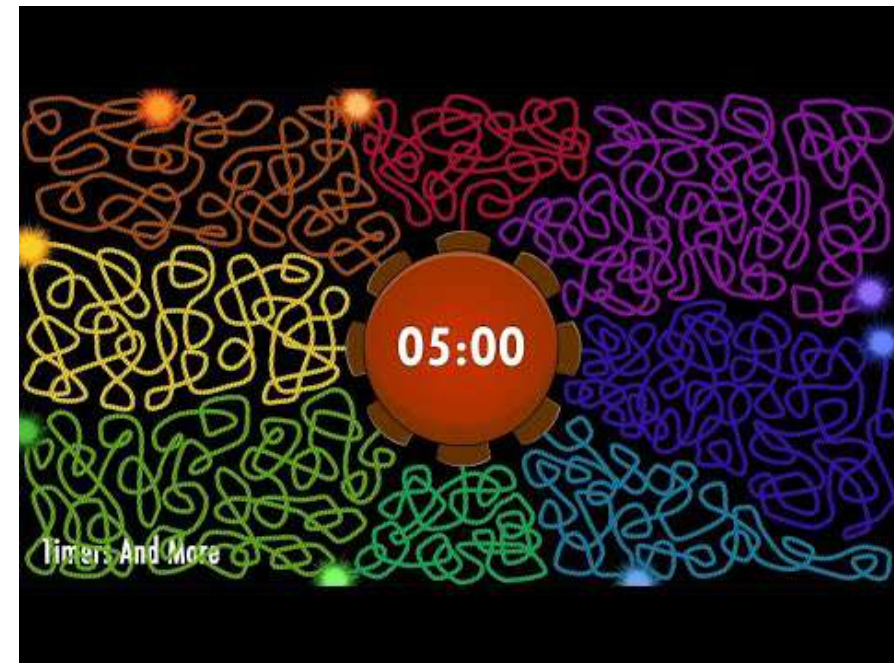
- I. Evaluative. Based on what you learned in the Reader about Paul Revere's ride, do you think the poem excerpt is historically accurate, meaning all the details in the excerpt you read are exactly how they happened that night in 1775? Include examples from the Reader text and the poem to support your answer. » Answers may vary, but examples of inaccuracies might include that the poem says Paul Revere was waiting on the opposite shore, though the Reader states he had to row across the Charles River; the poem mentions Paul Revere as the only rider that night, though the Reader states that two other men, William Dawes and Samuel Prescott, accompanied Paul Revere; the poem implies that Revere rode all the way to Concord, while the Reader states that he rode to Lexington to warn Samuel Adams and John Hancock but never made it to Concord. Examples of accuracies might include the date of the event (April 18, 1775); the purpose of the ride (to warn the colonists to prepare for attack); and that Paul Revere was successful in warning Samuel Adams and John Hancock.

Check for Understanding

- I. “Do you think people today would still remember Paul Revere if Henry Wadsworth Longfellow had never written the poem ‘Paul Revere’s Ride’?” Think-Pair-Share. Circulate and listen to partner discussions. Provide guidance as needed.

Brain Break

1. Go to the restroom.
2. Stretch
3. Get your wiggles out!



Word Work

1. In the chapter, we read, “There was no going back—the Revolutionary War had begun!”
2. Say the word revolutionary with me.
3. Revolutionary means “leading to, or relating to, a complete change.”
4. Thomas Edison’s invention of the lightbulb was revolutionary.
5. What are some other examples of revolutionary changes? Be sure to use the word revolutionary in your response. • Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “ was revolutionary because .

Word Work

6. What part of speech is the word revolutionary? » adjective When the word revolutionary is used as a proper noun, as in the Revolutionary War or the American Revolution, it should be capitalized.

7. What makes a revolutionary war different from other wars? How is it different from a civil war or coup d'état? » A revolutionary war is a fight whose goal is to bring about sudden and radical transformation of an entire government system. Sometimes societies change their government systems gradually over time, but this is considered evolutionary change. Other types of war that bring change are civil wars and coups d'état. » A coup d'état is an overthrow of the existing government by a small group that disagrees with it. It does not change the government system, just the people in charge of it. » A civil war is a war between two groups within the same country. Usually civil wars are fought over strong disagreements about government policy or because one part of the country has such different interests that it wants to be independent. » Historians have argued over whether the American Revolutionary War was really a civil war.

8. What do you think? » Use a Discussion activity for follow-up. Many revolutions have been fought around the world, each one bringing about great change. Talk with your partner about the changes the colonists thought were worth fighting for, and why these changes could or could not be considered revolutionary. Be sure to use the word revolutionary in complete sentences as you discuss this with your partner.

Independent Time!

1. Complete Reading Schoology Folder
2. Complete Social Studies Schoology Folder
3. Complete ALL missing Brainpop Assignments



KUB OBJECTIVES

Primary Focus: Students will use paragraph writing skills to draft an essay describing the causes and effects leading to the American Revolution. [RI.4.9; W.4.2, W.4.2b, W.4.2c, W.4.2d]

Writers, recall that you started writing an essay about the causes and effects leading up to the American Revolution and that you have already written a draft about early disagreements between the British and the colonists for the introductory paragraph.

- Today you will plan the first of three body paragraphs, each paragraph detailing additional causes of the Revolutionary War.
- Most of the content for each of the three body paragraph drafts will come directly from chapters 2 and 3 of *The Road to Independence*, but you are encouraged to use additional sources to add details as you revise. In preparation for drafting their first body paragraph, you will review the content by performing a vignette, or short scene, from history.
- After you perform the vignette, we will record key information from the vignette in a graphic organizer and respond to a writing prompt.

Enact vignette on 5.2

1. After students enact the vignette, complete the graphic organizer on 5.3.
2. After the graphic organizer is completed, read the directions for the writing prompt.

Sentence frames for support.

After years of peaceful protesting, it was _____ for the Sons of Liberty to dump the tea. The colonists tried to convince the British Parliament that the taxes were _____ through _____, _____, and _____. The Sons of Liberty and other colonists felt that the British Parliament was treating them _____ with the taxes and lack of representation, but dumping the tea had many terrible consequences. One of the most significant consequences was the _____.