Title: *Paul Revere’s Ride*

Suggested Time: 3-4 days (45 minutes per day)

Common Core ELA Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.10; W.8.2, W.8.4, W.8.9; SL.8.1; L.8.1, L.8.2, L.8.4, L.8.5

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings:

Heroes come in all shapes and sizes. Paul Revere is not the “typical” hero but is remembered as someone who went above and beyond to do what he thought was right.

Synopsis:

A narrator recounts the story of Paul Revere’s ride, which took place in Massachusetts on April 18, 1775. On that night, Revere tells his friend to hang a lantern in the belfry of the Old North Church if the British forces begin to march—one light if they are coming by land, two if they are coming by sea. In the meantime, Revere rows to Charlestown and waits for the signal. His friend climbs the tower and spots the British coming by sea. Revere sees the two lights and jumps on his horse, reaching the town of Medford at midnight, Lexington at one, and Concord at two. We know the rest, the narrator says—the minutemen routed the redcoats. He also says that we will hear Revere’s cry of defiance throughout history.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Longfellow mentions Paul Revere’s friend. Who is this friend and what is his role in the poem? | This friend is the person that will signal to Revere if and how the British are coming by hanging a lantern in the belfry. “One if by land, and two, if by sea”. |
| What is the purpose of Paul Revere’s ride? | Paul’s purpose is to “spread the alarm,” which means he is going to ride around and tell the villagers to get ready to fight the British. |
| Describe what is happening in these lines where Revere is rowing across the water and what that tells us about Paul Revere. | Revere is rowing across the water right next to the ship that is full of British soldiers. He muffles his oars so they won’t hear him. The British ship is huge and Revere is only in a rowboat. This tells us that Paul Revere is courageous because despite the imminent danger, he is determined to notify the villagers. |
| The poem states that the friend “wanders and watches with eager ears.” What is he listening for? What does he hear? And what is the result? | The friend is waiting for any sign the British are going to attack. He hears “the muster of men at the barrack door, the sound of arms, and the tramp of feet”. The result is that he sees the line of British ships and lights the warning signal. |
| Describe the setting of the church. How does it contribute to the overall feeling of the poem? | The author describes the church as having “somber” rafters, a “trembling” ladder, and “startled” pigeons, all of which have negative connotations and lead to a suspenseful, uneasy feeling. |
| How does the reader know that the British are on their way? And how does Revere react to his information? Use textual evidence to support your answer. | “A line of black that bend and floats on the rising tide, like a bridge of boats” shows when the friend spots the British boats. Or, “a glimmer, and then a gleam of light!” which shows when the friend puts the signal up for Revere to know the British are coming. Revere gets on his horse and begins his ride to warn the people. “He springs to the saddle, the bridle he turns”. |
| Based on context clues, what does the word *flight* mean? | Flight means to ride his horse quickly, which you can tell when it says “riding” or by “steed.” |
| What does “The fate of the nation was riding that night” mean? | “How the farmers gave them ball for ball”. This quote is revealing that had Paul Revere not gone riding to warn the villagers of the British invading that the farmers may not have been able to stand toe to toe with the British. |
| What does the spark represent? | The spark represents the beginning of rebellion in the people. Revere is starting the “blaze” of people fighting back. |
| How long does it take Paul Revere to notify the villagers? | Paul Revere “rode through the night”. We know he went through Medford by twelve, Lexington by one, and Concord by two and perhaps other villages because “to every Middlesex village and farm.” |
| Which of Paul Revere’s actions reveal his perseverance? | “So through the night rode Paul Revere….to every Middlesex village and farm” shows how he persisted to ride hour after hour to ensure he reached every village. His perseverance is also shown by all the different circumstances he is riding through “and felt the damp of the river fog” and how everyone else is “safe and asleep in bed” while he continues to ride. And finally, he is continuing on with his ride because he knows that the war will start and villagers will die if he does not keep going. “Who that day would be lying dead, pierced by a British musket ball.” |
| How do the villagers react to Revere’s warning? Use textual evidence to support your answer. | The villagers fought back against the British. For example, “the farmers gave them ball for ball, from behind each fence and farmyard wall.” We know that they were “chasing the redcoats down the lane”, which shows they were fierce in their fighting. |
| Re-read the last six lines of the poem. Why does Longfellow believe that “in the hour of darkness and peril and need,” Americans will remember Paul Revere’s message? | Revere’s message is “a cry of defiance and not of fear”, which can help someone going through a tough time by reminding them to be brave and not give up. Revere’s story reminds us that in times of crisis the deeds and sacrifices of national heroes inspire and comfort us. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | aloft  belfry  muffled oar  moorings  British man-of-war  mast and spar  muster  grenadiers  sentinel’s  impetuous  spectral  steed  alders  weathercock  aghast | steep  defiance  borne  peril |
| **Meaning needs to be provided** | to arm  phantom  barrack  measured tread  stealthy  somber  bridle  tranquil  gilded  bleating  musket ball | to arm  encampment  fleet  kindled |

Culminating Writing Task

* Prompt

*Longfellow implies that Paul Revere should be remembered “through all our history, to the last”. What makes Paul Revere a memorable hero? Use textual evidence to support your answer.*

* Teacher Instructions:

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

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| ***Evidence***  ***Quote or paraphrase*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “Ready to ride and spread the alarm through every Middlesex village and farm, for the country folk to be up and to arm.” | Revere’s purpose is to “spread the alarm,” which means he is going to ride around and tell the villagers to get ready to fight the British. |
| Paul Revere rowed across the water right next to the ship that is full of British soldiers. He muffled his oars so they wouldn’t hear him. | Paul Revere is courageous and determined despite the imminent danger. |
| “He springs to the saddle, the bridle he turns, but lingers and gazes, till full on his sight a second lamp in the belfry burns.” | Revere is not too hasty or reactionary. He follows the plan in place and makes sure the sign is there before leaving. This shows he is careful and uses restraint. |
| “The fate of the nation was riding that night, and the spark struck out by that steed, in his flight, kindled the land into flame with its heat.” | Without Paul warning the villagers to be ready to fight against the British they wouldn’t stand a chance, so his ride “sparked” the villagers to fight back. |
| “So through the night rode Paul Revere; and so through the night went his cry of alarm to every Middlesex village and farm.” | This shows how he persisted to ride hour after hour to ensure he reached every village. His perseverance is also shown by all the different circumstances he is riding through “and felt the damp of the river fog” and how everyone else is “safe and asleep in bed” while he continues to ride. And finally, he is continuing on with his ride because he knows that the war will start and villagers will die if he does not keep going. “Who that day would be lying dead, pierced by a British musket ball”. |
| “Through all our history, to the last, in the hour of darkness and peril and need, the people will waken and listen to hear the hurrying hoof beats of that steed, and the midnight message of Paul Revere.” | This shows how our country will always remember Revere. It is a message of perseverance and courage, which can help someone going through a tough time by reminding them to be brave and not give up. Revere’s story reminds us that in times of crisis the deeds and sacrifices of national heroes inspire and comfort us. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

Paul Revere is a memorable hero and deserves to be remembered in history for his actions. Revere played an integral part in the early stages of our country because he helped warn the villagers to get ready to fight the British. His actions show courage and perseverance, and serve to inspire all Americans to this day.

The first reason why Revere should be remembered as a hero is because his actions led the way for the rebellion against the British. For example, the poem explains he was “ready to ride and spread the alarm through every Middlesex village and farm, for the country folk to be up and to arm”. Without his action of riding around the villages and warning them, the British would have surprised the farmers and possibly beaten them. Revere took away the element of surprise and united all the villagers to work together to beat the British as explained in lines, “The fate of the nation was riding that night, and the spark struck out by that steed, in his flight, kindled the land into flame with its heat.” The wording Longfellow uses emphasizes the significance of his ride-- it was the *fate* of a nation. Revere helped secure the fate of America by riding that night.

Another reason that Revere is a hero is because he showed both courage and perseverance in his actions that night. Not only did he row his boat past the large British soldiers, muffling the sound of his oars, but he endured a long ride throughout the night, “So through the night rode Paul Revere; and so through the night went his cry of alarm to every Middlesex village and farm.” This shows how he was committed to his cause and persisted to ride hour after hour to ensure he reached every village. This perseverance is also shown by all the different circumstances he is riding through “and felt the damp of the river fog” and how everyone else is “safe and asleep in bed” while he continues to ride. And finally, his actions show courage because he knows that the villagers will die if he does not keep going. “Who that day would be lying dead, pierced by a British musket ball”.

And finally, the last reason that Revere should be remembered as a hero is because he serves as inspiration for generations to come. Longfellow mentions this at the end of poem, stating “Through all our history, to the last, in the hour of darkness and peril and need, the people will waken and listen to hear the hurrying hoofbeats of that steed, and the midnight message of Paul Revere”. This shows how Revere’s actions not only helped inspire the farmers to fight, but can also be used as inspiration for future generations when facing tough times. If Revere could go against all odds and rally a nation to fight, it shows that any person can go against the odds and win also. Revere deserves to be a memorable hero because his actions changed the fate of our nation and his bravery and perseverance remain an inspiration to all of us today.

Additional Tasks

* *What other Paul Reveres, from history or living today, have rallied their people with cries, “of defiance and not of fear”?*
  + Answer: Students should continue the Big Idea (Heroes come in all shapes and sizes) and realize there are heroes all throughout history. Martin Luther King Jr. being one example of how “defiance and not fear” can change the world we live in.
* *Discuss the meter of the poem and how it relates to the story that Longfellow is telling.* 
  + Answer: Students should recognize that the meter is similar to that of a galloping horse; da-da-DUM, da-da-DUM, da-da-DUM. This meter is what makes this poem so memorable.

Note to Teacher

* Make sure students know the meaning of “encampment” before getting to question 6.
* Students should read the “Background” section and/or review who Paul Revere is before reading this poem.