Unit 6

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** |
| In lines 6 and 24, 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” (line 10). |
| Based on lines 12-14, 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. |
| Reread lines 15-24. Describe what is happening in these lines 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. |
| In line 25, 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” (lines 27-28). The result is that he sees the line of British ships and lights the warning signal. |
| Describe the setting in lines 31-37. 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. |
| In lines 42-48, what two things is Longfellow comparing? Why is he making that comparison? | He is comparing the graveyard to a military encampment. He starts by saying “in the churchyard, lay the dead” and then goes on to say “like the sentinel’s tread…creeping along from tent to tent.” This comparison emphasizes the hostility between the redcoats and the patriots by suggesting that even the graveyard is a setting for war. |
| 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. | Line 55, “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 in line 69, “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” (lines 70-71). |
| Based on context clues, what does the word *flight* mean in line 79? | Flight means to ride his horse quickly, which you can tell from line 78 when it says “riding” or in line 79 by “steed.” |
| What does “The fate of the nation was riding that night” (line 78) mean? | “How the farmers gave them ball for ball” (line 113). 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. |
| In lines 79-80, what does the spark represent? | The spark represents the beginning of rebellion in the people. Revere is starting the “blaze” of people fighting back (line 80). |
| How long does it take Paul Revere to notify the villagers? | Paul Revere “rode through the night” (line 120). We know he went through Medford by twelve, Lexington by one, and Concord by two and perhaps other villages because of line 121 “to every Middlesex village and farm.” |
| Which of Paul Revere’s actions reveal his perseverance? | Line 119-121, “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” (line 91) and how everyone else is “safe and asleep in bed” (line 107) 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, in line 113 “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” (line 115), 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” (line 122), 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** | Line 8 - aloft  Line 8 - belfry  Line 15 – muffled oar  Line 18- moorings  Line 19 – British man-of-war  Line 20 – mast and spar  Line 27 – muster  Line 29 – grenadiers  Line 45 – sentinel’s  Line 62 – impetuous  Line 67 – spectral  Line 86 – steed  Line 84 – alders  Line 95 – weathercock  Line 99 – aghast | Line 81 - steep  Line 122 - defiance  Line 125 – borne  Line 127 – peril |
| **Meaning needs to be provided** | Line 14 – to arm  Line 20 - phantom  Line 27 – barrack  Line 29 – measured tread  Line 32 – stealthy  Line 35 – somber  Line 70 – bridle  Line 82 – tranquil  Line 95 – gilded  Line 103 – bleating  Line 110 – musket ball | Line [14]- to arm  Line 43 – encampment  Line 76 - fleet  Line 80 – kindled |

Culminating Writing Task

* Prompt

*Longfellow implies that Paul Revere should be remembered “through all our history, to the last” (line 126). 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*** | ***Page number*** | ***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.” | 629  (lines 12-14) | 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. | 629  (lines 15-24) | 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.” | 632  (Lines 70-72) | 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.” | 632  (lines 78-80) | 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.” | 633  (lines 119-121) | 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” (line 91) and how everyone else is “safe and asleep in bed” (line 107) 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” (line 110). |
| “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.” | 633  (lines 126-130) | 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” (line 12-14). 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 78-80, “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 (lines 15-24), but he endured a long ride throughout the night (lines 119-121), “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” (line 91) and how everyone else is “safe and asleep in bed” (line 107) 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” (line 110).

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” (line 126-130). 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” (line 122)?*
  + 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 on p. 628 and/or review who Paul Revere is before reading this poem.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.