# ***American Revolution***

## *Paul Revere's Ride (CLOSE READ & CO-TEACH)*

**Mr. Shinski - 3 - 45 minute class periods**

**-Red fonts = Assessments**
**-Purple fonts = Words from Bloom's Taxonomy**
**-Green words = A to Z Chart (continues into full unit on the American Revolution)**
**-Teacher "Think-Aloud"**

**Overview of Procedures:**
A-Hook
1-Pre-reading activity, going over who Henry Wadsworth Longfellow is
2-A close read of the poem with ties to what we have previously learned in class
3-(English Teacher) Mini Poetry lesson
4-HW: Read textbook pages 120-126, questions 1-3. Activity sheet A from class (or recommended alternate activity)
5-Read "Midnight Ride of William Dawes" by Helen Moore - Complete Venn Diagram
6-(English Teacher) Mini Poetry lesson
7-LEGO Activity
8-Time for Journal Work (If time is available)

**Hook: 5 minutes**
**T**-OK class, today we are going to be starting a three day, multi-discipline, lesson that leads us right into the Revolutionary War. We've been learning about the taxes that angered colonists and today we are going to learn about the events leading to the Battles of Lexington and Concord. To start we are going to start a KWL. I'm sure you've heard of a man named Paul Revere at some point in your lives; I'd like you each to take 60 seconds and write down anything you know about him in relation to the revolution.
**S**-(Students write down info - it is assumed they will believe he is the only, or at least the most successful, rider of the night).
**T**-OK nice job everyone. It seems like many of you are on the same page with the story of Paul Revere, but here's the curveball. What if I told you that what you think you know is based on a poem? That the story isn't completely true? That the real "heroes" are missing!?

**Teacher Input: 10 minutes**
**T**-Over the next couple of days myself and (English teacher) are going to be team-teaching a lesson on Paul Revere's Midnight ride that leads us into the Battle of Lexington and Concord. For English class this is a precursor to a unit on poetry. Here's an overview of what we can expect (on board):
*1-Pre-reading activity, going over who Henry Wadsworth Longfellow is*
*2-A close read of the poem with ties to what we have previously learned in class*
*3-(English Teacher) Mini Poetry lesson*
*4-HW: Read textbook pages 120-126, questions 1-3. Activity sheet A from class (or recommended alternate activity)*
*5-Read "Midnight Ride of William Dawes" by Helen Moore - Complete Venn Diagram*
*6-(English Teacher) Mini Poetry lesson*
*7-LEGO Activity*
*8-Time for Journal Work (If time is available)*

**T**-The story of Paul Revere has been shaped by a single poem written by Henry Wadsworth Longfellow, one of the greatest American poets. The poem, "The Midnight Ride of Paul Revere", was published for the first time in 1863 in *Tales of the Wayside*. Longfellow has many popular poems that focus on American events

and people. Everyone should have a copy of the poem and activities now so follow along as me and (English Teacher) read it aloud once through.
T-(Read through)

**Guided Practice: 20 minutes (students follow along on the guided notes)**
T-OK, what did we think? Judging from this poem, who was the hero of the night?
T-I agree, there are several instances throughout this poem that would make it appear that Paul Revere was the hero. Some lines seem to suggest that without Paul Revere, the nation's fate may have ended up differently. His actions are definitely seen in high regards.
T-During a close read we are going to ask you to read some selected lines of the poem multiple times with different purposes. The first lines I want to look at are 17-23. Please read those again.
-What images are coming into your head as you read through these lines?
-How do you think the man in the tower will react? How does he know these are enemy ships?
S-(Student responses)
T-Definitely, I would agree and those were some really good descriptions. OK, now let's focus one more time on the same lines; this is how a close read works. I want you to focus on the meanings of the words "phantom" and "spar." (give time to read) - What meanings does the word phantom have in our language?
S-(Student responses)
T-Right, it could mean ghost but in this poem it has a different meaning right? Good, now the word spar, what could that mean? Turn and talk to your neighbor, see if you come up with the same answer.
T-Did any team come up with an answer? (listen to some responses). The word spar is part of a boat and specifically the horizontal supports for sails off a mast. By looking at the words around it "Mast and spar" I assumed it would have to do with a boat. Unless you're into sailing or classic boats, that's how you can approach words you don't know the meaning of - just look at the context they're in and neighboring words. Give me a thumbs up if you understand how I went about seeing what the word meant? Do you see how the word spar could be assumed to relate to a boat?
T-OK, now look at lines 59-72. The two questions we have in this passage are 1-How do you think Paul Revere felt at the time (empathy) and 2-Once he saw the second light, what events do you think happened next? What evidence supports that?
S-(Students share answers)
T-Great job, now I'm going to turn it over to (English Teacher) who is going to do a quick mini-lesson on poetry before we move on.
ET-(Lesson on stanza and rhyme as shown in Glencoe book)

**Individualized Practice: 8 minutes**
T-In your groups we are going to get a head start on your homework. There are 5 questions in the "After your Read" section of the book. On the board the lines associated to them are written. Your task is to answer the questions and conduct a close read together. Everyone needs to turn in their own answers. What is not finished is homework for tomorrow in addition to reading another, shorter poem, on the shared website by Helen Moore. If you are unable to access it, email me but I know it's working as of now. If you want to get ahead, you can answer questions 1-3 that are included. We will be around to assist you if you have any questions.

**Closure: 3 minutes**
T-Up on the screen is a map of Paul Revere's ride. Take a look at it and see if anything differs from what we read today. Is there new information? Are more names present? Come up with some W's-or want to knows for tomorrow's lesson. Remember to look on the shared site to read Helen Moore's poem.