Before You Read

Paul Revere's Ride

Connect to the Poem

Paul Revere's fellow colonists counted on him to warn them when British soldiers marched toward their villages. Think of a time when people depended on you to do an important task.

Quickwrite Freewrite for a few minutes about the important task. Describe the job and your feelings about doing it.

Build Background

"Paul Revere's Ride" celebrates the patriotism of Paul Revere (1735–1818), a colonist who supported American independence from Great Britain. On April 18, 1775, Revere rode from Boston to Lexington, Massachusetts, to warn local leaders that British soldiers were preparing to advance. He was arrested before he could reach his final destination.

- Revere was not the only one who rode through the countryside sounding the alert that night. He is best remembered, however, because of the popularity of Longfellow's narrative poem.
- "Paul Revere's Ride" was published in 1861, when the nation was beginning the Civil War. In those dark days, some Americans looked to the past for heroes that both Northerners and Southerners admired. Revere was just such a man.

A map showing Paul Revere's historic ride.

Meet Henry Wadsworth Longfellow

"We judge ourselves by what we feel capable of doing, while others judge us by what we have already done."
—Henry Wadsworth Longfellow

A Popular Poet Using his knowledge of European writing traditions, Henry Wadsworth Longfellow created poems that are distinctly American. Many of his poems focused on people and events in American history. His gentle, romantic vision of the world made him the most popular American poet of his time.

Literary Works Longfellow's historical poems include *The Song of Hiawatha.* "Paul Revere's Ride" was published in *Tales of a Wayside Inn,* in 1863.

Henry Wadsworth Longfellow was born in 1807 and died in 1882.

Literature Online

Author Search For more about Henry Wadsworth Longfellow, go to glencoe.com and enter QuickPass code GL39770u3.

Set Purposes for Reading

BQ BIG Question

As you read "Paul Revere's Ride," think about the journey Paul Revere takes. What makes his route a difficult path?

Literary Elements Rhyme and Rhyme Scheme

Rhyme is the repetition of the ending sounds in words that are near each other in a poem. The most common form of rhyme in poetry is **end rhyme,** where the rhyming words appear at the ends of lines.

The pattern of rhyme formed by the end rhyme is called **rhyme scheme.** A rhyme scheme can be shown by using letters to represent the end rhymes. Lines that rhyme share the same letter. For example, if you look at the first five lines of "Paul Revere's Ride," you will see that the rhyme scheme is *aabba.*

Rhyme and rhyme scheme are important because they make a poem pleasing to hear and easier to remember.

As you read, think about the rhyme and rhyme scheme of Longfellow's poem. Do rhyme and rhyme scheme make the poem more enjoyable for you to hear and easier for you to remember?

Reading Strategy Monitor Comprehension

When you monitor your **comprehension,** you check to see whether you understand what you are reading *as you are reading it.*

It's especially important to monitor your comprehension when you read poetry. Poems may present familiar ideas in new ways or use figurative language to tell a story.

When you monitor comprehension, you

- stop and summarize what you've read
- paraphrase difficult passages in simpler language
- ask yourself questions about the passage and try to answer them
- clarify, or go back and reread a confusing section more slowly

As you read the narrative poem "Paul Revere's Ride," monitor your comprehension by making sure that you can identify the main character and setting and that you can summarize the main plot events. You may find it helpful to use a graphic organizer like the one below to summarize each stanza.

First Stanza → Second Stanza →

Learning Objectives

For pages 338–346

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing rhyme and rhyme scheme.

Reading: Monitoring comprehension.

TRY IT

Monitor Comprehension
Read the excerpt from "The Drummer Boy of Shiloh." What questions might you ask to understand the text? What words would you look up? Try to paraphrase the paragraph.

[F]orty thousand men, exhausted by nervous expectation, unable to sleep for romantic dreams of battles yet unfought, lay crazily askew in their uniforms. A mile yet farther on, another army was strewn helter-skelter, turning slow, basting themselves with the thought of what they would do when the time came: a leap, a yell, a blind plunge their strategy, raw youth their protection and benediction.

PAUL REVERE'S RIDE

Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;[1]
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex[2] village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings[3] lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears

Rhyme and Rhyme Scheme
How would you show in letters the rhyme scheme for lines 6 to 14?

1 ***Seventy-five*** refers to 1775, the year of Paul Revere's ride.

2 The county of ***Middlesex,*** Massachusetts, includes the town of Concord, where the first shots of the Revolutionary War were fired on April 19, 1775.

3 The place where a ship is docked is called its ***moorings.***

Midnight Ride of Paul Revere, 1931. Grant Wood. Oil on composition board, 30 x 40 in. The Metropolitan Museum of Art, NY. Licensed by VAGA, NY.

The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,[4]
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the somber[5] rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still

Monitor Comprehension
How do you know whom this sentence is referring to—Paul Revere or his friend?

4 The ***measured tread*** is a steady march or walk. In the British army, ***grenadiers*** (gre′nə dērs) were foot soldiers.

5 ***Somber*** (som′bər) means "dark and gloomy."

Paul Revere's Midnight Ride. Artist Unknown.
View the Art How does this painting convey the idea that the "fate of a nation was riding that night"?

That he could hear, like a sentinel's[6] tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddlegirth;[7]
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,

Rhyme and Rhyme Scheme
Look at the rhymes for the word *ride.* What effect do you think those rhyming words might have on a reader?

6 A ***sentinel*** (sent′ə nəl) is a guard.

7 Here ***impetuous*** means "acting suddenly." When Revere ***tightened his saddlegirth,*** he checked the belt that holds the saddle on a horse.

Lonely and spectral[8] and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
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!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:[9]
That was all! And yet, through the gloom and
the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,[10]
And beneath him, tranquil and broad and deep,
Is the Mystic,[11] meeting the ocean tides;
And under the alders[12] that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded[13] weathercock
Swim in the moonlight as he passed,

Monitor Comprehension
What idea is Longfellow trying to convey with "kindled the land into flame"? Think about the clues that help you understand this phrase.

8 Something ***spectral*** is ghost-like.
9 Here ***fleet*** means "very fast."
10 As a noun, ***steep*** means "a steep slope."
11 The ***Mystic*** is a short river that flows into Boston Harbor.
12 ***Alders*** are trees in the birch family.
13 A ***gilded*** object has, or seems to have, a thin coating of gold.

And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars[14] fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril[15] and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Rhyme and Rhyme Scheme
Look ahead to the words that rhyme with *bed* and *fall*. How does this rhyme scheme affect the way the poem would sound if you read it aloud?

BQ BIG Question
Which do you think was more important: Paul Revere's destination or his journey? Give reasons for your answer.

14 ***Regulars*** are soldiers and officers belonging to a permanent professional army. ***Irregulars*** are those who are drafted for a short time.

15 ***Peril*** means "danger."

After You Read

Respond and Think Critically

1. In a few sentences, sum up the story of Paul Revere's ride as it is described in the narrative poem. **[Summarize]**
2. What did hanging two lanterns in the church represent? Why do you think it mattered if the British came by land or by sea? **[Recall and Interpret]**
3. In line 78, what does the speaker mean by "the fate of a nation was riding that night"? **[Infer]**
4. If Paul Revere's ride had failed, in what way might our country be different today? **[Draw Conclusions]**
5. The poem says that Revere rode into Concord. In reality, he was arrested before he could get there. What might be the effect of a completely factual ending to the poem? **[Synthesize]**
6. BQ **BIG Question** Do you think that being alone while riding on his difficult path makes Paul Revere more or less heroic? Explain your opinion. **[Evaluate]**

Academic Vocabulary

"Paul Revere's Ride" describes how the people of Middlesex, Massachusetts, **coordinated** a plan of attack against the British on the night of April 18, 1775. In the preceding sentence, *coordinated* means "worked together in a common effort."

To become more familiar with the word *coordinated,* draw and fill out a graphic organizer like the one below. Use a dictionary or thesaurus if necessary.

TIP

Inferring
Here are some tips to help you infer. Remember that when you infer, you use your reason and experience to guess at what the author does not come right out and say.

- Skim the selection for clues that may help explain the meaning of the line.
- Identify what descriptions, events, or relationships might tell you something the author wants you to know.
- Check to see if your inference makes sense in the context of the selection.
- Compare the events to your own experiences and then think about what the author is really saying.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

LOG ON **Literature** Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL39770u3.

Literary Elements

Rhyme and Rhyme Scheme

1. Which end rhymes can you find in the third stanza?
2. What is the rhyme scheme of the second stanza of the poem? Assign a letter to name each rhyme in the sequence, such as *aabbaacc*.
3. Explain why rhyme and rhyme scheme are so important to this poem.

Review: Narrative Poetry

As you learned on page 101, **narrative poetry** is verse that tells a story. It has characters, a setting, and a plot with a conflict. Unlike prose stories, a narrative poem contains rhythm, rhyme, and other poetic sound devices.

4. The first stanza of the poem establishes the setting. Describe the setting in a few sentences, paying attention to the time, place, and mood. What mood does Longfellow create by beginning the poem this way?

Reading Strategy Monitor Comprehension

5. Think about the strategies you used to monitor your comprehension as you read "Paul Revere's Ride." In which two places in the poem were your strategies most helpful? Explain your experiences.

Grammar Link

Pronouns A **pronoun** is a word that takes the place of one or more nouns. The word or group of words that a pronoun refers to is called its **antecedent.**

Reflexive pronouns and **intensive pronouns** are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

Examples: *myself, ourselves*

Use a reflexive pronoun when a pronoun that is *not possessive* refers back to a noun or pronoun earlier in the sentence, showing that the same person or thing is involved.

Example: Paul Revere's friend lit the lanterns himself.

Use an intensive pronoun to add emphasis to another noun or pronoun. **Example:**

Paul Revere himself delivered the warning.

The intensive pronoun *himself* emphasizes that Paul Revere gave the warning.

Practice With a partner, write four sentences about "Paul Revere's Ride," two using reflexive pronouns and two using intensive pronouns.

Research and Report

Internet Connection Use Internet resources to learn about other Revolutionary War patriots. Be sure to use reliable resources, such as online encyclopedias and university Web sites. Try to find primary sources, such as letters from colonists, as well as historical accounts. In your report, provide the source of each fact you use. Make a list of three to five patriots, and explain why each one was important. Use a graphic organizer like the one below.

American Patriot	Contribution to Revolution

Before You Read

Focus

Bellringer Options

Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 11

Daily Language Practice Transparencies 67–68

Or ask students to tell you everything they know about Paul Revere. Make a list of their statements on the board.

Summary

Henry Longfellow was a popular American poet in the 19th century. "Paul Revere's Ride" was one of his most famous poems. For decades, schoolchildren memorized this poem, and it was recited on Independence Day. The opening two lines are all most people remember of it today, but it remains a thrilling account of Paul Revere's warning to Americans that the British Army was marching out of Boston to seize the colonial government at Concord, Massachusetts, and a call to arms for all patriots to fight the British there.

For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 68–73.

Before You Read

Paul Revere's Ride

Connect to the Poem

Paul Revere's fellow colonists counted on him to warn them when British soldiers marched toward their villages. Think of a time when people depended on you to do an important task.

Quickwrite Freewrite for a few minutes about the important task. Describe the job and your feelings about doing it.

Build Background

"Paul Revere's Ride" celebrates the patriotism of Paul Revere (1735–1818), a colonist who supported American independence from Great Britain. On April 18, 1775, Revere rode from Boston to Lexington, Massachusetts, to warn local leaders that British soldiers were preparing to advance. He was arrested before he could reach his final destination.

- Revere was not the only one who rode through the countryside sounding the alert that night. He is best remembered, however, because of the popularity of Longfellow's narrative poem.
- "Paul Revere's Ride" was published in 1861, when the nation was beginning the Civil War. In those dark days, some Americans looked to the past for heroes that both Northerners and Southerners admired. Revere was just such a man.

A map showing Paul Revere's historic ride.

Meet Henry Wadsworth Longfellow

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English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Read the poem aloud to the students, using pantomime, props, and pictures to help them understand words like *belfry*, *lantern*, *mast*. Also, refer to the map on page 338 to show Paul Revere's route.

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Before students begin reading, ask them to scan the poem for unfamiliar words, such as *moorings* or *grenadiers*. **Ask: What is the beginning sound or syllable? Does the middle or end of the new word contain words that students already know?** Encourage students to ask themselves these questions and then pronounce the whole word. Tell them to check their pronunciations against a dictionary. Students should also check the meanings of any words not defined in the footnotes.

Set Purposes for Reading

BQ BIG Question

As you read "Paul Revere's Ride," think about the journey Paul Revere takes. What makes his route a difficult path?

Literary Elements Rhyme and Rhyme Scheme

Rhyme is the repetition of the ending sounds in words that are near each other in a poem. The most common form of rhyme in poetry is **end rhyme,** where the rhyming words appear at the ends of lines.

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- stop and summarize what you've read
- paraphrase difficult passages in simpler language
- ask yourself questions about the passage and try to answer them
- clarify, or go back and reread a confusing section more slowly

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First Stanza → Second Stanza →

Learning Objectives

For pages 338–346

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing rhyme and rhyme scheme.

Reading: Monitoring comprehension.

TRY IT

Monitor Comprehension
Read the excerpt from "The Drummer Boy of Shiloh." What questions might you ask to understand the text? What words would you look up? Try to paraphrase the paragraph.

[F]orty thousand men, exhausted by nervous expectation, unable to sleep for romantic dreams of battles yet unfought, lay crazily askew in their uniforms. A mile yet farther on, another army was strewn helter-skelter, turning slow, basting themselves with the thought of what they would do when the time came: a leap, a yell, a blind plunge their strategy, raw youth their protection and benediction.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Tell students that North Church is in Boston, Massachusetts, and that Charlestown is across the river from Boston in Middlesex County. The *Somerset* was a British warship docked in Boston harbor. Longfellow put in these details to make the poem historically accurate, but they are not necessary to follow the plot.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning On the board, write these lines from "A Rainy Day," also by Longfellow: *The day is cold, and dark, and dreary; / It rains, and the wind is never weary; / The vine still clings to the moldering wall / But at every gust the dead leaves fall, / And the day is dark and dreary.* Ask students to identify the rhyme scheme, then have them chorally recite the lines.

Before You Read

Focus

Literary Element

Rhyme and Rhyme Scheme To help students hear the effect of rhyme and identify the specific rhyme scheme of this poem, have them read the first stanza of the poem aloud. Then

- write the first line on the board
- have students say it chorally
- ask if they can remember the next line, which rhymes with "hear"
- lead students through the rest of the stanza, focusing on rhyme and rhyme scheme

Reading Strategy

Monitor Comprehension Use the following activity to help students monitor comprehension:

- Pick a short article from a local newspaper and read it aloud to the class.
- Pause every so often and ask for a volunteer to summarize what he or she has heard so far.
- Encourage students to add any important details that they think their classmate may have missed.

TRY IT

Students might ask: What are the men expecting? What does it mean to baste themselves with thoughts? What is each group of soldiers trying to picture themselves doing? Students might look up *askew, helter-skelter, basting,* and *benediction.* Sample paraphrase: *The men in each army couldn't sleep because they were worrying about and anticipating the battle they would fight the next day. Soldiers on both sides hoped they would do well, and be brave, and that they would somehow be lucky enough not to die.*

Teach

Literary Element 1

Rhyme and Rhyme Scheme Student might say either *cdcdeefff* if he or she continues the lettering from the first five lines, or *ababccddd*, if he or she begins lettering with *a*.

For additional literary element practice, see Unit 3 Teaching Resources, p. 74.

Political History

The British Army and Navy were present in Boston in 1775. The British government forbade the American colonists' elected government to meet in Boston, so it illegally moved to Concord, Massachusetts. Patriots knew that the British would go to Concord to seize the colonial politicians. To be ready to fight in Concord, the patriots needed to know whether the British route would be over land or by sea. This was the information Revere was waiting to hear from an American spy in Boston.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

PAUL REVERE'S RIDE

Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;[1]
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex[2] village and farm,
1 For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings[3] lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears

Rhyme and Rhyme Scheme
How would you show in letters the rhyme scheme for lines 6 to 14?

1 ***Seventy-five*** refers to 1775, the year of Paul Revere's ride.
2 The county of ***Middlesex,*** Massachusetts, includes the town of Concord, where the first shots of the Revolutionary War were fired on April 19, 1775.
3 The place where a ship is docked is called its ***moorings.***

Literary Element Practice

Rhyme and Rhyme Scheme Write the first five lines of "Paul Revere's Ride" on the board as one prose sentence: *Listen, my children, and you shall hear of the midnight ride of Paul Revere on the eighteenth of April, in Seventy-five; hardly a man is now alive who remembers that famous day and year.* Have a student volunteer read the sentence aloud. Ask students how the line seems different when it is written as prose. The rhyme will likely seem less prominent.

Point out that when the lines are in verse, rather than a prose sentence, the rhyme is more noticeable because the lines' endings follow a rhyme scheme.

Reading Practice

PARTNERS **Identify Author's Purpose** Longfellow slows the poem in the fifth stanza. This change in tempo does not advance the action of the poem; instead, it adds details to the setting. Have students work in pairs to carefully read through this stanza. Ask students why they think Longfellow decided to add these details. Each pair should share their conclusions with the class.

Midnight Ride of Paul Revere, 1931. Grant Wood. Oil on composition board, 30 x 40 in. The Metropolitan Museum of Art, NY. Licensed by VAGA, NY.

The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,[4]
30 Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
35 On the somber[5] rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
40 A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still

2 Monitor Comprehension How do you know whom this sentence is referring to—Paul Revere or his friend?

4 The ***measured tread*** is a steady march or walk. In the British army, ***grenadiers*** (gre′nə dērs) were foot soldiers.

5 ***Somber*** (som′bər) means "dark and gloomy."

UNIT THREE

Teach

Reading Strategy 2

Monitor Comprehension It refers to Revere's friend. Earlier in the poem, Paul Revere told his friend to climb the Old North Church tower with the signal lights.

For additional reading skill or strategy practice, see Unit 3 Teaching Resources, p. 75.

View the Art

Ask: Why do you think that the author chose this perspective to depict Paul Revere's ride? *(The overhead view shows the extent of Revere's ride.)*

Other options for teaching this selection can be found in
- Interactive Read and Write for On-Level Learners, pp. 145–154
- Interactive Read and Write for English Learners, pp. 145–154
- Interactive Read and Write for Approaching Level Learners, pp. 145–154

Advanced Learners

DIFFERENTIATED INSTRUCTION

Comparing Sources Read this excerpt from a letter in which Revere describes his famous ride. Have students identify which parts of Longfellow's account agree or disagree with Revere's letter.

I returned at Night thro Charlestown; there I agreed with a Col. Conant, and some other Gentlemen, that if the British went out by Water, we would shew [show] two Lanthorns [lanterns] in the North Church Steeple; and if by Land, one, as a Signal . . . I . . .went to the North part of the Town, Where I had kept a Boat; two friends rowed me across Charles River, a little to the eastward where the Somerset Man of War lay.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Ask students to paraphrase the action in lines 24–41. Write on the board: **What is happening here? Who are we following? Where is he going? What is he going to do?** Then read the lines with students, stopping every 2–4 lines to paraphrase the action.

Teach

Literary Element 1

Rhyme and Rhyme Scheme
The effect is to add emphasis and power to the image of Revere riding and striding through the night with his message.

View the Art

(Possible response: Revere and his horse are both presented dynamically, giving the viewer a sense of the urgency of Revere's mission, as if much was at stake.)
Say: Read the poem closely, and then study the painting. Where do you think Paul Revere is on this stage of his ride? *(He is probably just outside of Boston because we can see in the background the Old North Church with the two lanterns lit, indicating the British are coming by sea.)*

Political History

Revere's friend who hung the lanterns was John Pulling. Of the many colonists who rode out to warn the countryside, only one, Dr. Samuel Prescott, actually made it to Concord. Revere was caught at midnight and arrested.

Paul Revere's Midnight Ride. Artist Unknown.
View the Art How does this painting convey the idea that the "fate of a nation was riding that night"?

That he could hear, like a sentinel's[6] tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

1 Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddlegirth;[7]
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,

Rhyme and Rhyme Scheme Look at the rhymes for the word *ride*. What effect do you think those rhyming words might have on a reader?

6 A ***sentinel*** (sent′ə nəl) is a guard.
7 Here ***impetuous*** means "acting suddenly." When Revere ***tightened his saddlegirth,*** he checked the belt that holds the saddle on a horse.

Reading Practice

Analyze Figurative Language Write these lines on the board: "*the secret dread of the lonely belfry and the dead*" and "*a shadowy something far away, a line of black that bends and floats on the rising tide, like a bridge of boats.*" Ask students what is being described in each set of lines (a graveyard, British ships docked in the dark of night). Have students identify the figurative language in each description, then describe the emotions the figurative language evokes.

Lonely and spectral[8] and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
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!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:[9]
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,[10]
And beneath him, tranquil and broad and deep,
Is the Mystic,[11] meeting the ocean tides;
And under the alders[12] that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded[13] weathercock
Swim in the moonlight as he passed,

8 Something ***spectral*** is ghost-like.
9 Here ***fleet*** means "very fast."
10 As a noun, ***steep*** means "a steep slope."
11 The ***Mystic*** is a short river that flows into Boston Harbor.
12 ***Alders*** are trees in the birch family.
13 A ***gilded*** object has, or seems to have, a thin coating of gold.

2

3 **Monitor Comprehension** What idea is Longfellow trying to convey with "kindled the land into flame"? Think about the clues that help you understand this phrase.

Teach

Reading Strategy 2

Monitor Comprehension **Say: Although Paul Revere is impatient to begin his journey, he lingers after he first sees the lantern in the belfry. What does *linger* mean? Why is Revere's lingering important?** *(Possible response: To linger means "to wait or to be slow in leaving." If Paul Revere had ridden off immediately, he might not have seen his friend raise a second lantern in the belfry.)*

Reading Strategy 3

Monitor Comprehension He means both that candles will be lit in the night everywhere as Minutemen dress by candlelight to get ready to go out and march to Concord, and that the land will soon be at war. The clues are his mention of the dark night, then gloom *and* light; the clue for war can be found in the line "the fate of a nation was riding that night."

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS **Beginning** Have students work in pairs. Ask students to make a timeline of the events covered in lines 87–110. Timelines should include what towns Revere passes through, what he rides past, and what happened when morning came.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Help students work on their reading fluency by asking them to read aloud a favorite section of the poem. Allow time for students to practice reading their selections before reading aloud to the class. Tell students that when reading a poem, they should be guided by the rhythm and rhyme scheme. By changing the pace and volume of their reading, students can create drama and excitement as they read. Remind students to use punctuation, not the end of the line, to determine where to pause.

Teach

Literary Element 1

Rhyme and Rhyme Scheme The lines, and the rhyme, provide a sharp contrast between a sense of peace and comfort (the bed) and the harsh reality that the sleeper will be dead by day's end.

BQ BIG Question

His journey was more important than his destination, because it was along the way to Concord that he waked and warned the people, and gave them the chance to be ready to fight.

To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 77–78.

And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
1 And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars[14] fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril[15] and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Rhyme and Rhyme Scheme Look ahead to the words that rhyme with *bed* and *fall*. How does this rhyme scheme affect the way the poem would sound if you read it aloud?

BQ BIG Question Which do you think was more important: Paul Revere's destination or his journey? Give reasons for your answer.

14 ***Regulars*** are soldiers and officers belonging to a permanent professional army. ***Irregulars*** are those who are drafted for a short time.

15 ***Peril*** means "danger."

Writing Practice

Write a Poem Ask students to connect with Paul Revere by imagining how he must have felt while awaiting the signal from the Old North Church and by thinking about a time when they felt the same way. Explain that Revere undoubtedly felt both nervous and excited. **Ask:** **Think of a time when you felt both nervous and excited, perhaps before a performance or the start of a sporting event. How did your emotional state make you feel physically?**

Ask students to compose six- to eight-line poems about how they felt during these times. Invite volunteers to share their poems with the class.

After You Read

Respond and Think Critically

1. In a few sentences, sum up the story of Paul Revere's ride as it is described in the narrative poem. **[Summarize]**
2. What did hanging two lanterns in the church represent? Why do you think it mattered if the British came by land or by sea? **[Recall and Interpret]**
3. In line 78, what does the speaker mean by "the fate of a nation was riding that night"? **[Infer]**
4. If Paul Revere's ride had failed, in what way might our country be different today? **[Draw Conclusions]**
5. The poem says that Revere rode into Concord. In reality, he was arrested before he could get there. What might be the effect of a completely factual ending to the poem? **[Synthesize]**
6. **BQ BIG Question** Do you think that being alone while riding on his difficult path makes Paul Revere more or less heroic? Explain your opinion. **[Evaluate]**

Academic Vocabulary

"Paul Revere's Ride" describes how the people of Middlesex, Massachusetts, **coordinated** a plan of attack against the British on the night of April 18, 1775. In the preceding sentence, *coordinated* means "worked together in a common effort."

To become more familiar with the word *coordinated,* draw and fill out a graphic organizer like the one below. Use a dictionary or thesaurus if necessary.

TIP

Inferring
Here are some tips to help you infer. Remember that when you infer, you use your reason and experience to guess at what the author does not come right out and say.

- Skim the selection for clues that may help explain the meaning of the line.
- Identify what descriptions, events, or relationships might tell you something the author wants you to know.
- Check to see if your inference makes sense in the context of the selection.
- Compare the events to your own experiences and then think about what the author is really saying.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL39770u3.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 85–86.

Respond and Think Critically

Possible answers:

1. Paul Revere tells his friend to signal from a church tower when the attacking British forces approach—one light if by land, two if by sea. Revere's friend sees the British army's approach by sea and gives the two-light signal. Revere rides through the night to warn the colonists.
2. It represented that the British were leaving Boston from the north, or by sea. It was important for them to know this, because it most likely told the colonists the direction the attack would come from.
3. Revere's ride will determine the nation's destiny. Alerting the colonists that the British were coming meant that they would have time to organize a defense.
4. The United States might still be a British colony, which means we'd probably have a government similar to Great Britain's.
5. The fictional elements enhance the poem's emotional impact in a way that a purely factual account could not. Writing a factual ending would defeat the patriotic purpose of the poem.
6. Paul Revere is more heroic riding alone along the dark path because he had to face the danger by himself.

Advanced Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Connect to Setting Working with a partner, students should locate a map of Massachusetts. Using the map, they should find the towns mentioned in the poem. Students should then trace over the map, creating a map that includes the towns. They should draw a line showing Revere's route and determine the distance between Charlestown and Concord (students can use the scale on the map).

Academic Vocabulary

definition: to bring into proper order
synonyms: adjusted, harmonized
antonyms: disrupted, disorganized
sentence: The president coordinated the functions of government agencies.

After You Read

Assess

Literary Element

1. street/feet, ears/hears/grenadiers, door/shore
2. *aabbaccdd*
3. The rhyme and rhyme scheme hold the reader's attention and make the poem flow in a rapid, exciting manner. They also make the poem easier to remember.
4. The poem takes place at night in April, 1775, in Middlesex County. The British are about to attack, and Paul Revere is preparing to warn the colonists. Longfellow creates a mood of anticipation and tension by hinting at Paul Revere's heroism and the impending British assault. The tense mood is heightened by the nighttime setting.

Reading Strategy

5. Possible response: summarizing at the end of each stanza; paraphrasing some unfamiliar language

Grammar Link

Possible responses:
Reflexive:
Revere took upon himself an important task.
We quizzed ourselves on the rhyme scheme of "Paul Revere's Ride."

Intensive:
Paul Revere's friend said, "I myself will give the signal to Paul Revere."
It was the British Regulars themselves attacking the colonists.

For grammar practice, see Unit 3 Teaching Resources, p. 76.

Literary Elements
Rhyme and Rhyme Scheme

1. Which end rhymes can you find in the third stanza?
2. What is the rhyme scheme of the second stanza of the poem? Assign a letter to name each rhyme in the sequence, such as *aabbaacc*.
3. Explain why rhyme and rhyme scheme are so important to this poem.

Review: Narrative Poetry

As you learned on page 101, **narrative poetry** is verse that tells a story. It has characters, a setting, and a plot with a conflict. Unlike prose stories, a narrative poem contains rhythm, rhyme, and other poetic sound devices.

4. The first stanza of the poem establishes the setting. Describe the setting in a few sentences, paying attention to the time, place, and mood. What mood does Longfellow create by beginning the poem this way?

Reading Strategy Monitor Comprehension

5. Think about the strategies you used to monitor your comprehension as you read "Paul Revere's Ride." In which two places in the poem were your strategies most helpful? Explain your experiences.

Grammar Link

Pronouns A **pronoun** is a word that takes the place of one or more nouns. The word or group of words that a pronoun refers to is called its **antecedent.**

Reflexive pronouns and **intensive pronouns** are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

Examples: *myself, ourselves*

Use a reflexive pronoun when a pronoun that is *not possessive* refers back to a noun or pronoun earlier in the sentence, showing that the same person or thing is involved.

Example: Paul Revere's friend lit the lanterns himself.

Use an intensive pronoun to add emphasis to another noun or pronoun. **Example:**

Paul Revere himself delivered the warning.

The intensive pronoun *himself* emphasizes that Paul Revere gave the warning.

Practice With a partner, write four sentences about "Paul Revere's Ride," two using reflexive pronouns and two using intensive pronouns.

Research and Report

Internet Connection Use Internet resources to learn about other Revolutionary War patriots. Be sure to use reliable resources, such as online encyclopedias and university Web sites. Try to find primary sources, such as letters from colonists, as well as historical accounts. In your report, provide the source of each fact you use. Make a list of three to five patriots, and explain why each one was important. Use a graphic organizer like the one below.

American Patriot	Contribution to Revolution

Writing Practice

Researching Lives Encourage students to use the Internet to find people of the Revolutionary War era who are not famous like George Washington, Thomas Jefferson, or Benjamin Franklin. Help them to find the memoirs and stories of average Americans who did their part in small but important ways. Many American soldiers kept diaries and wrote letters home during the war that have been preserved; this is a good place to start.

Tell students to use a graphic organizer like the one above for their research. Have them use this research to write a report on ordinary heroes during the Revolutionary War.

Lesson Plan

Glencoe Literature Essential Course of Study

Paul Revere's Ride (pp. 338–346)

Lesson Plan and Resource Manager

UNIT THREE What's More Important, the Journey or the Destination?, Part One: Difficult Paths

Learning Objectives	**Literary Study:** Analyzing rhyme and rhyme scheme. **Reading:** Monitoring comprehension.
Lesson Summary	On pages **338–346** of the Student Edition, students will be introduced to the following: • **Big Question:** What's More Important, the Journey or the Destination? • **Literary Element:** Rhyme and Rhyme Scheme • **Reading Strategy:** Monitor Comprehension • **Vocabulary:** Academic Vocabulary • **Writing Activities/Grammar:** Pronouns, Write a Poem, Research and Report
Lesson Duration	Two to five 45–50 minute lessons
Readability Scores	Dale-Chall: N/A DRP: N/A Lexile: N/A
Focus	**TE** pp. 338–339 Selection Focus Transparency 11 Daily Language Practice Transparencies 67–68 Literature Launchers: Pre-Reading Videos DVD, Selection Launcher Literature Launcher Teacher Guide
Teach	**SE/TE** pp. 340–344 Interactive Read and Write SE/ATE, pp. 145–154 Unit 3 Teaching Resources, Literary Element, p. 74 Unit 3 Teaching Resources, Reading Strategy, p. 75 Unit 3 Teaching Resources, Grammar Practice, p. 76 Literary Elements Transparency 55 Classroom Presentation Toolkit CD-ROM Listening Library CD, Selection Audio TeacherWorks Plus CD-ROM Vocabulary PuzzleMaker CD-ROM
Assess	**SE/TE** pp. 345–346 Unit 3 Teaching Resources, Selection Quick Check, p. 77 Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 78 Assessment Resources, Selection Test, pp. 85–86 ExamView Assessment Suite CD-ROM Progress Reporter Online Assessment
Differentiated Instruction: English Learners	**TE** Vocabulary Preteaching, p. 338 **TE** English Learner Activities, pp. 338–346 Interactive Read and Write (EL) SE/ATE, pp. 145–154 Unit 3 Teaching Resources, English Language Coach, p. 19 Unit 3 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, Haitian Creole, and Hmong, pp. 68–73 Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 78 English Language Coach

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Differentiated Instruction: English Learners *(continued)*	Glencoe Interactive Vocabulary CD-ROM Listening Library Audio CD Listening Library Sourcebook: Strategies and Activities
Differentiated Instruction: Approaching Level	**TE** Vocabulary Preteaching, p. 338 **TE** Approaching Level Activities, pp. 338–346 Interactive Read and Write (Approaching) SE/ATE, pp. 145–154 Glencoe Interactive Vocabulary CD-ROM Listening Library Audio CD Listening Library Sourcebook: Strategies and Activities Skill Level Up! A Skills-Based Language Arts Game CD-ROM
Differentiated Instruction: Advanced/Pre-AP	**TE** Advanced Learner Activities, pp. 338–346 Novel Companion SE, pp. 95–138 Novel Companion TG, pp. 30–38 Literature Classics, Middle School CD-ROM Skill Level Up! A Skills-Based Language Arts Game CD-ROM
Extension	Grammar and Language Workbook SE Grammar and Language Workbook TAE Revising with Style Spelling Power SE Spelling Power TAE
Daily Writing	**TE** p. 344 **SE/TE** p. 346
Interdisciplinary Connections	**SE/TE** View the Art, pp. 341, 342 **TE** Political History, pp. 340, 342 **glencoe.com**
Independent Reading	BackPack Reader BookLink K–12 CD-ROM Glencoe Literature Library Glencoe Literature Library Teacher Resources CD-ROM *inTIME* magazine Literature Classics, Middle School CD-ROM
Technology and Additional Resources	**Planning and Instruction:** TeacherWorks Plus CD-ROM Classroom Presentation Toolkit CD-ROM Literature Online at **z** (QuickPass Code: **GL39848u3T**) **Students Tools:** StudentWorks Plus CD-ROM or DVD-ROM Online Student Edition at **glencoe.com** Literature Online at **glencoe.com** (QuickPass Code: **GL39770u3**)
Expressions	
Expressions: **Freedom!** ***and*** **The Road to Independence** **Lesson Duration: 2–5 class periods**	**SE** pp. 133–144 **TE** pp. 133–144f Expressions Practice Book, pp. 54–59 Listening Library Audio CD Glencoe Interactive Vocabulary CD-ROM

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Objectives

for pages 145–154

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing rhyme and rhyme scheme.

Reading: Monitoring comprehension.

Paul Revere's Ride

by Henry Wadsworth Longfellow

Paul Revere's Ride

Connect to the Poem

Think about a time when someone depended on you to do an important task. It could have been something small, like a friend depending on you to keep a secret. It could also have been something bigger, like a parent depending on you to protect a younger sibling. On the lines below, write about that time. Describe the task and tell why it was important for you to do it. Also explain how it felt to have that responsibility.

_____

_____

_____

_____

_____

Build Background

The poem "Paul Revere's Ride" celebrates the actions of Paul Revere. Read the facts below about Paul Revere and his heroic actions.

- Paul Revere was an American leader who helped the colonies gain independence from Great Britain.
- On April 18, 1775, the British began marching from Boston, Massachusetts, toward the nearby town of Lexington.
- The British planned to arrest some important American leaders.
- Paul Revere rode a horse from Boston toward Lexington to warn the leaders.

Set Purposes for Reading

Read "Paul Revere's Ride" to learn the famous circumstances of Paul Revere's ride. As you read, think about what his path would have been like. Would you have found it at all difficult?

Literary Element Rhyme and Rhyme Scheme

Poems often have words that **rhyme**. Words rhyme when they end with the same sound. For example, *ring, sing,* and *thing* rhyme.

In many poems, the words at the ends of lines rhyme with each other. This is called **end rhyme**. Read the example of end rhyme from "Paul Revere's Ride" below.

> *Listen, my children, and you shall hear*
> *Of the midnight ride of Paul Revere,*
> *On the eighteenth of April in Seventy-five;*
> *Hardly a man is now alive*

The pattern of rhyme in a poem is called **rhyme scheme.** You show a rhyme scheme by using a letter to label the words at the ends of lines that rhyme. You can write the same letter after lines that rhyme. The rhyme scheme of the four lines of "Paul Revere's Ride" above is *aabb*. The lines labeled *a* have the same end rhyme. The lines labeled *b* have the same end rhyme.

Rhyme and rhyme scheme are important because they make a poem sound better. They also make the poem easier to remember.

Reading Strategy Monitor Comprehension

When you **monitor comprehension,** you check whether you understand what you are reading. It is very important to monitor your comprehension when reading poetry because poets sometimes use language that is difficult to understand.

There are several things you can do to monitor your comprehension. You can ask yourself questions about the text and then answer them. You can also stop and summarize what you have read using simpler language for your summary. Or you can reread a confusing section more slowly and carefully.

As you read "Paul Revere's Ride," monitor your comprehension. Make sure that you can identify the main character and setting in the poem. Also make sure that you can summarize the main events of the plot.

Paul Revere's Ride

Reading Strategy

Monitor Comprehension
Underline the signal that the friend is to use.

Where will Paul Revere be waiting to see the signal?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;[1]
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex[2] village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings[3] lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

1. ***Seventy-five*** refers to 1775, the year of Paul Revere's ride.
2. ***Middlesex*** refers to the county of Middlesex in Massachusetts. The Revolutionary War began here.
3. The place where a ship is docked is called its ***moorings***.

grenadier

Meanwhile, his friend, through alley and street, 25
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,[4] 30
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch 35
On the somber[5] rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down 40
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still 45
That he could hear, like a sentinel's[6] tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell 50
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,

Literary Element

Rhyme and Rhyme Scheme
Reread lines 25–30. Underline the word or words that rhyme with *ears.* Why do you think the poet uses end rhymes?

_____
_____
_____
_____
_____
_____
_____
_____
_____

4. A ***measured tread*** is a steady beat of footsteps. In the British army, ***grenadiers*** were foot soldiers.
5. ***Somber*** means "gloomy."
6. A ***sentinel*** is a guard.

Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous,[7] stamped the earth,
And turned and tightened his saddlegirth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral[8] and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
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!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:[9]
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,[10]

Reading Strategy

Monitor Comprehension
Reread lines 74–81. What idea does Longfellow express with "And the spark struck out by that steed, in his flight / Kindled the land into flame with its heat"?

_____
_____
_____
_____
_____
_____
_____
_____
_____

7. Here, ***Impetuous*** means "acting suddenly." When Revere ***tightened his saddlegirth,*** he tightened the belt that holds the saddle on a horse.
8. Something ***spectral*** is "ghost-like."
9. ***Fleet*** means "very fast."
10. A ***Steep*** is a steep hill.

And beneath him, tranquil and broad and deep,
Is the Mystic,[11] meeting the ocean tides;
And under the alders[12] that skirt its edge, 85
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock, 90
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington. 95
He saw the gilded[13] weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast 100

11. The ***Mystic*** is a river that flows into the Boston harbor.
12. ***Alders*** is a kind of tree.
13. A ***gilded*** object has or looks like it has a thin coating of gold.

MY NOTES

Literary Element

Rhyme and Rhyme Scheme
Reread lines 84–87. What is the rhyme scheme of these lines? Check the correct answer.

- ☐ *aabb*
- ☐ *abab*
- ☐ *abba*

Reading Strategy

Monitor Comprehension
What does the speaker mean in line 112 when he says, "You know the rest"?

At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars[14] fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril[15] and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

14. ***Regulars*** are professional soldiers.
15. ***Peril*** means "danger."

Connect to the Poem

Reread what you wrote on page 146. Now think about how Paul Revere felt when he was responsible for an important task. Complete the word web below.

Paul Revere's feelings on the night of the ride

Before the ride | While waiting for the signal | While spreading the alarm

Literary Element Rhyme and Rhyme Scheme

Look at the last lines from "Paul Revere's Ride." Describe the end rhymes by labeling the lines with the letters *a*, *b*, and *c*.

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. ☐

What is the rhyme scheme? _____

Reading Strategy Monitor Comprehension

Think about the poem and answer the questions.

1. Which parts of the poem were easiest to understand? Why? Give the line numbers in your answer.

_____

_____

2. Which parts of the poem were hardest to understand? Why? Give the line numbers in your answer.

_____

_____

Paul Revere's Ride

Think about the events that happened in "Paul Revere's Ride." In the diagram below, write the events that happened in the poem in the order in which they happened.

Title: _____

_____
_____
_____

↓

_____
_____
_____

↓

_____
_____
_____

↓

_____
_____
_____

Objectives

for pages 145–154

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing rhyme and rhyme scheme.

Reading: Monitoring comprehension.

Paul Revere's Ride

by Henry Wadsworth Longfellow

Paul Revere's Ride

Connect to the Poem

Think about a time when someone depended on you to do an important task. It could have been something small, like a friend depending on you to keep a secret. It could also have been something bigger, like a parent depending on you to protect a younger sibling. On the lines below, write about that time. Describe the task and tell why it was important for you to do it. Also explain how it felt to have that responsibility.

Possible answer: Once, my parents depended on me to take care of my brother. They had to visit my grandmother in the hospital, but they couldn't find anyone to take care of my brother. I was the only one that could do it. Although it was a great responsibility, I was very proud that they trusted me to care for my brother.

Build Background

The poem "Paul Revere's Ride" celebrates the actions of Paul Revere. Read the facts below about Paul Revere and his heroic actions.

- Paul Revere was an American leader who helped the colonies gain independence from Great Britain.
- On April 18, 1775, the British began marching from Boston, Massachusetts, toward the nearby town of Lexington.
- The British planned to arrest some important American leaders.
- Paul Revere rode a horse from Boston toward Lexington to warn the leaders.

Set Purposes for Reading

Read "Paul Revere's Ride" to learn the famous circumstances of Paul Revere's ride. As you read, think about what his path would have been like. Would you have found it at all difficult?

Literary Element Rhyme and Rhyme Scheme

Poems often have words that **rhyme**. Words rhyme when they end with the same sound. For example, *ring, sing,* and *thing* rhyme.

In many poems, the words at the ends of lines rhyme with each other. This is called **end rhyme**. Read the example of end rhyme from "Paul Revere's Ride" below.

Listen, my children, and you shall hear a
Of the midnight ride of Paul Revere, a
On the eighteenth of April in Seventy-five; b
Hardly a man is now alive b

The pattern of rhyme in a poem is called **rhyme scheme.** You show a rhyme scheme by using a letter to label the words at the ends of lines that rhyme. You can write the same letter after lines that rhyme. The rhyme scheme of the four lines of "Paul Revere's Ride" above is *aabb*. The lines labeled *a* have the same end rhyme. The lines labeled *b* have the same end rhyme.

Rhyme and rhyme scheme are important because they make a poem sound better. They also make the poem easier to remember.

Reading Strategy Monitor Comprehension

When you **monitor comprehension,** you check whether you understand what you are reading. It is very important to monitor your comprehension when reading poetry because poets sometimes use language that is difficult to understand.

There are several things you can do to monitor your comprehension. You can ask yourself questions about the text and then answer them. You can also stop and summarize what you have read using simpler language for your summary. Or you can reread a confusing section more slowly and carefully.

As you read "Paul Revere's Ride," monitor your comprehension. Make sure that you can identify the main character and setting in the poem. Also make sure that you can summarize the main events of the plot.

Paul Revere's Ride

Reading Strategy

Monitor Comprehension
Underline the signal that the friend is to use.

Where will Paul Revere be waiting to see the signal?

Revere will be watching for the signal on the opposite shore.

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;[1]
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex[2] village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings[3] lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

1. ***Seventy-five*** refers to 1775, the year of Paul Revere's ride.
2. ***Middlesex*** refers to the county of Middlesex in Massachusetts. The Revolutionary War began here.
3. The place where a ship is docked is called its ***moorings***.

grenadier

Meanwhile, his friend, through alley and
street, 25
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,[4] 30
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch 35
On the somber[5] rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down 40
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still 45
That he could hear, like a sentinel's[6] tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell 50
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,

Literary Element

Rhyme and Rhyme Scheme
Reread lines 25–30. Underline the word or words that rhyme with *ears.* Why do you think the poet uses end rhymes?

Possible answer: The end rhymes make the poem more enjoyable because it sounds more like a song than something just written down.

4. A ***measured tread*** is a steady beat of footsteps. In the British army, ***grenadiers*** were foot soldiers.
5. ***Somber*** means "gloomy."
6. A ***sentinel*** is a guard.

Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous,[7] stamped the earth,
And turned and tightened his saddlegirth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral[8] and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
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!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:[9]
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,[10]

Reading Strategy

Monitor Comprehension
Reread lines 74–81. What idea does Longfellow express with "And the spark struck out by that steed, in his flight / Kindled the land into flame with its heat"?

Possible answer:
Longfellow is saying that Revere's ride is the spark that started the American Revolutionary War.

7. Here, ***Impetuous*** means "acting suddenly." When Revere ***tightened his saddlegirth,*** he tightened the belt that holds the saddle on a horse.
8. Something ***spectral*** is "ghost-like."
9. ***Fleet*** means "very fast."
10. A ***Steep*** is a steep hill.

And beneath him, tranquil and broad and deep,
Is the Mystic,[11] meeting the ocean tides;
And under the alders[12] that skirt its edge, 85
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock, 90
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington. 95
He saw the gilded[13] weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast 100

11. The ***Mystic*** is a river that flows into the Boston harbor.
12. ***Alders*** is a kind of tree.
13. A ***gilded*** object has or looks like it has a thin coating of gold.

MY NOTES

Literary Element

Rhyme and Rhyme Scheme
Reread lines 84–87. What is the rhyme scheme of these lines? Check the correct answer.

- ☐ *aabb*
- ☐ *abab*
- ☑ *abba*

Reading Strategy

Monitor Comprehension
What does the speaker mean in line 112 when he says, "You know the rest"?

Possible answer: The speaker means that the reader most likely knows that after Paul Revere's ride, the Revolutionary War began.

At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars[14] fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril[15] and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

14. ***Regulars*** are professional soldiers.
15. ***Peril*** means "danger."

Connect to the Poem

Reread what you wrote on page 146. Now think about how Paul Revere felt when he was responsible for an important task. Complete the word web below.

Paul Revere's feelings on the night of the ride

Literary Element Rhyme and Rhyme Scheme

Look at the last lines from "Paul Revere's Ride." Describe the end rhymes by labeling the lines with the letters *a*, *b*, and *c*.

Through all our history, to the last, a
In the hour of darkness and peril and need, b
The people will waken and listen to hear c
The hurrying hoof-beats of that steed, b
And the midnight message of Paul Revere. c

What is the rhyme scheme? abcbc

Reading Strategy Monitor Comprehension

Think about the poem and answer the questions.

1. Which parts of the poem were easiest to understand? Why? Give the line numbers in your answer.

Possible answer: The first lines (1–10) were easiest to understand because I read them a few times and there were footnotes about some of the words.

2. Which parts of the poem were hardest to understand? Why? Give the line numbers in your answer.

Possible answer: The description of the friend climbing the stairs (lines 32–39) was hard to follow. I didn't know what some of the words meant.

Paul Revere's Ride

Think about the events that happened in "Paul Revere's Ride." In the diagram below, write the events that happened in the poem in the order in which they happened.

Title: "Paul Revere's Ride"

Possible answer: Paul Revere tells his friend to signal if and how British soldiers leave the town in the night.

↓

Possible answer: The friend watches for the British soldiers leaving Boston and hangs two lanterns in the church tower to signal that the British are coming by sea.

↓

Possible answer: Paul Revere sees the signal and rides away from town to warn the people of Middlesex that the British are coming.

↓

Possible answer: Paul Revere rides through the towns of Medford, Lexington, and Concord, warning the people.

Name _____ Class _____ Date _____

Literary Element *(page 338)*

Rhyme and Rhyme Scheme

Paul Revere's Ride *HENRY WADSWORTH LONGFELLOW*

Rhyme is the repetition of the ending sounds in words that are near each other in a poem. The most common form of rhyme in poetry is **end rhyme,** where the rhyming words appear at the ends of the lines.

The pattern of rhyme formed by the end rhyme in a poem is called a **rhyme scheme.** A rhyme scheme can be described by using letters to represent the rhymes at the ends of lines. Lines that rhyme share the same letter.

Rhyme and rhyme scheme are important because they make a poem pleasing to hear and easier to remember. Rhyme scheme also helps readers see how the poem is organized.

ACTIVITY

Directions Use letters to determine the rhyme scheme of "Paul Revere's Ride." The first five lines are done as an example. Complete the next nine lines.

Listen, my children, and you shall hear	a
Of the midnight ride of Paul Revere,	a
On the eighteenth of April, in Seventy-five;	b
Hardly a man is now alive	b
Who remembers that famous day and year.	a
He said to his friend, "If the British march	_____
By land or sea from the town to-night,	_____
Hang a lantern aloft in the belfry arch	_____
Of the North Church tower as a signal light,—	_____
One, if by land, and two, if by sea;	_____
And I on the opposite shore will be,	_____
Ready to ride and spread the alarm	_____
Through every Middlesex village and farm,	_____
For the country folk to be up and to arm."	_____

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Name _____ Class _____ Date _____

Reading Strategy *(page 338)*

Monitor Comprehension

Paul Revere's Ride *HENRY WADSWORTH LONGFELLOW*

When you **monitor**—or keep track of—your **comprehension,** you check to see whether you understand what you are reading *as you are reading it.*

As you monitor comprehension, make sure you stop and summarize what you've read. You should also paraphrase difficult passages in simpler language, ask yourself questions about the passage and try to answer them, and go back and reread a confusing section more slowly.

ACTIVITY

Directions Use the graphic organizer below to summarize the main events of the poem. As you come across a main event or detail in the poem, write it in a box below.

ACTIVE READING GRAPHIC ORGANIZER

Continue to keep track of the main events of the story. Use a Sequence Graphic Organizer. (Ask your teacher for a copy.)

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Name _____ Class _____ Date _____

Grammar Practice *(page 338)*

Pronouns: Personal

Paul Revere's Ride *HENRY WADSWORTH LONGFELLOW*

A **pronoun** is a word that takes the place of one or more nouns and the words that describe those nouns. A **personal pronoun** refers to a specific person or thing. When a personal pronoun is the subject of a sentence, it is a **subject pronoun.** When a personal pronoun is the object of a verb or preposition, it is an **object pronoun.**

Paul Revere rides horses. **He** rides all types of horses. (subject)
Paul Revere likes horses. He enjoys **them.** (direct object of a verb)
The United States needed Paul Revere. The president gave **him** responsibility. (indirect object of a verb)
For Paul Revere, riding horses is enjoyable. For **him,** riding horses is enjoyable. (object of a preposition)

SUBJECT PRONOUNS		OBJECT PRONOUNS	
SINGULAR	PLURAL	SINGULAR	PLURAL
I	we	me	us
you	you	you	you
he, she, it	they	him, her, it	them

ACTIVITY

Directions Write *S* above each subject pronoun and *O* above each object pronoun.

1. He told them to go back to sleep.
2. He saw them as he was riding in the night.
3. We gave him a noble award.
4. He rode the horse until it could not move any longer.
5. Did he tell her about what he had seen?
6. You might see him in a history textbook.
7. She told us about Paul Revere.
8. He instructed us to help.
9. They never told him that he would be famous.

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Name _____ Class _____ Date _____

Selection Quick Check *(page 338)*

Paul Revere's Ride *HENRY WADSWORTH LONGFELLOW*

Use complete sentences to answer the following questions.

1. What system do Revere and his friend use to pass on information about the British invasion?

_____

_____

_____

2. Revere's friend sees many sights from the church's belfry window. What are some of the things he sees?

_____

_____

_____

3. Where is Revere as he awaits the signal from his friend? What signal does he receive?

_____

_____

_____

4. Through which towns does Revere ride, warning Americans about the British invasion?

_____

_____

_____

5. What happened to the British soldiers after Revere's ride?

_____

_____

_____

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Name _____ Class _____ Date _____

Prueba Rápida *(pág. 338)*

La cabalgata de Paul Revere *HENRY WADSWORTH LONGFELLOW*

Contesta las siguientes preguntas con oraciones completas.

1. ¿Qué sistema usaron Revere y su amigo para transmitir información sobre la invasión británica?

_____

_____

_____

2. El amigo de Revere ve muchas cosas desde el campanario de la iglesia. ¿Cuáles son algunas de esas cosas?

_____

_____

_____

3. ¿Dónde se encuentra Revere mientras espera la señal de su amigo? ¿Qué señal recibe?

_____

_____

_____

4. ¿Cuáles son los pueblos por los que cabalga Revere, advirtiendo sobre la invasión británica?

_____

_____

_____

5. ¿Qué les sucedió a los soldados británicos después de la cabalgata de Revere?

_____

_____

_____

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Name _____ Class _____ Date _____

English Language Coach, Part 1

Proper and Common Nouns

Proper nouns are capitalized, but *common nouns* are not. Writers in Part 1 make sure to capitalize all *proper nouns*, including the names of their characters.

Proper noun **Example:** I saw Billy at Central Park yesterday.

A **proper noun** is a word that names a specific person, place, thing, or idea.

Common noun **Example:** I saw a boy in a park yesterday.

A **common noun** is a word that names any person, place, thing, or idea, but does not name any specifically.

ACTIVITY

Directions Draw a line under each proper noun that is not already capitalized.

1. I was grateful that my friend joby listened to me.
2. Near owl creek you can see the tennessee river in the distance.
3. A church named shiloh is right around the corner from a beautiful tree.
4. King minos received a remarkable present from a man named daedalus.
5. Many people worshipped in a city named crete.
6. In europe, sicily is off the coast of italy.
7. In memory of his child, he journeyed far and wide to visit the remarkably beautiful temple of apollo.
8. He foolishly built a pair of wings for icarus.
9. Last april, the blossoms fell steadily onto the grass.
10. The fascinating story was written by ray bradbury.

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For use with "Paul Revere's Ride" by Henry Wadsworth Longfellow

Adapted from an original map in the collection of the Paul Revere Memorial Association. Original art by Heather A. E. Smith.

Follow Paul Revere's ride from Boston to Concord. Using the scale of miles, determine about how many miles Revere traveled. How did Revere contribute to the struggle for independence from Britain?

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Daily Language Practice Transparency 67

Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

My favorite writer of all time. Is the great author Edgar Allan Poe. His creepy, scary stories. Fun to read.

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Daily Language Practice Transparency 68

Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

1. In the library is many great English novels.

2. There is two entire bookcases filled with them.

3. My favorite of all are Dickens's book *Great Expectations.*

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Daily Language Practice Transparency 67

Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

My favorite writer of all time. Is the great author Edgar Allan Poe. His creepy, scary stories. Fun to read.

Possible answer:

My favorite writer of all time is the great author Edgar Allan Poe. His creepy, scary stories are fun to read.

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Daily Language Practice Transparency 68

Each of the following sentences contains one or more errors. Find the errors and correct the sentences.

1. In the library is many great English novels.

2. There is two entire bookcases filled with them.

3. My favorite of all are Dickens's book *Great Expectations.*

1. In the library are many great English novels.
2. There are two entire bookcases filled with them.
3. My favorite of all is Dickens's book *Great Expectations.*

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For use with Literary Elements: **Rhyme, Rhythm, and Meter**

The repetition of sounds at the ends of words that appear close together in a poem is **rhyme** (*bring/spring*). **Rhythm** is the pattern of stressed and unstressed syllables ("She'd ál̀ways bríng a toúch of spríng"). Rhythm gives poetry a musical quality that helps convey its meaning. A regular pattern in the rhythm is called **meter**. Here is an example of stressed and unstressed syllables in a poem's meter:

She'd ál̀ways bríng a toúch of spríng,

And spréad clear líght both dáy and níght,

Recálling gréens to sómbre scénes,

And blóssoms drénched with cólor bríght.

Read the selection and write an excerpt on the lines below. Underline and connect words that rhyme. Mark accent marks over the stressed syllables to reveal the rhythm. Then answer the questions below.

_____

_____

_____

_____

_____

_____

Does this poem have meter? Explain why or why not.

_____

_____

How do rhyme, rhythm, and meter help convey the meaning of the poem? _____

_____

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Name _____ Date _____ Class _____

Selection Test

Score

Paul Revere's Ride
by Henry Wadsworth Longfellow (page 340)

Recall and Interpret (50 points total; 5 points each)
Write the letter of the best answer.

_____ **1.** The night of April 18, 1775, can be described as _____
- **a.** cold and wet.
- **b.** quiet and clear.
- **c.** foggy and warm.
- **d.** blustery and hot.

_____ **2.** In this poem, Paul Revere's purpose was to _____
- **a.** train soldiers for battle.
- **b.** slow down the attack.
- **c.** protect the churches.
- **d.** warn townspeople.

_____ **3.** Which word best describes Paul Revere as he waits for a signal?
- **a.** impatient
- **b.** jealous
- **c.** lonely
- **d.** sad

_____ **4.** Paul Revere's friend realizes the British are "coming by sea," when he _____
- **a.** watches them march from their barracks to the shore.
- **b.** sees two lanterns shining in the belfry tower.
- **c.** spies a British battleship in the harbor.
- **d.** rows across the bay.

_____ **5.** Paul Revere's midnight message was to _____
- **a.** hide in churches.
- **b.** surrender peacefully.
- **c.** flee from the soldiers' route.
- **d.** prepare for the coming attack.

_____ **6.** In the poem, which of the following events happens last?
- **a.** Paul Revere rides through the night.
- **b.** Paul Revere tightens his saddle girth.
- **c.** A friend of Paul Revere's sees the British march.
- **d.** A friend of Paul Revere's hangs two lanterns in the belfry tower.

_____ **7.** The poet lists the time Paul Revere arrives in each town to _____
- **a.** describe the towns.
- **b.** show the passage of time.
- **c.** highlight the speed of his horse.
- **d.** suggest which towns were more important.

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Selection Test *(continued)*

_____**8.** By saying that the "watchful night-wind" was "creeping," lines 46–47 show an example of _____
- **a.** metaphor.
- **b.** alliteration.
- **c.** onomatopoeia.
- **d.** personification.

_____**9.** Prior knowledge about which topic would be MOST helpful for better understanding the poem?
- **a.** the North Church tower
- **b.** Middlesex, Massachusetts
- **c.** Henry Wadsworth Longfellow
- **d.** Paul Revere

_____**10.** The poet's main purpose in this poem is to _____
- **a.** compare.
- **b.** persuade.
- **c.** inspire.
- **d.** argue.

Analyze and Evaluate (25 points total, 12.5 points each)

Read the last stanza of the poem listening to the rhythm and rhyme. This poem uses end rhyme. Write the last word of each line in the blank column and then determine the rhyme scheme pattern (aabbcc) in the last column. Continue your answer to the end of the poem.

Lines from the poem	End Rhyme/Last Word	Pattern
So through the night rode Paul Revere;		
And so through the night went his cry of alarm		
To Every Middlesex village and farm,		
A cry of defiance and not of fear,		
A voice in the darkness, a knock at the door,		
And a word that shall echo forevermore!		

How do rhythm and rhymes affect poetry?

Big Question Connect (25 points total)

Some heroes overcome tremendous risks. Explain why Paul Revere attempted such a dangerous journey.

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