American Revolution

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

Mr. Shinski - 3 - 60 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-Read "Midnight Ride of William Dawes" by Helen Moore - Complete Venn Diagram
4-(English Teacher) Mini Poetry lesson
6-HW: Read textbook pages 120-126, questions 1-3. Activity sheet A from class (or recommended alternate activity)
7-Read "Midnight Ride of William Dawes" by Helen Moore - Complete Venn Diagram
8-(English Teacher) Mini Poetry lesson
9-LEGO Activity
10-Time for Journal Work (If time is available)

Hook: 10 minutes (KWL *OR* SKIT)
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!?
CT: (Skit – See file script)
Begin with KWL about Revere and then move into the close read. Set purpose for reading with essential question to answer through multiple readings. Have students work individually and in small groups to support learning.

Teacher Input/Guided Practice: 30 minutes
Reading One: Find evidence of Paul Revere as a Hero/Heroic Figure with in the poem. When was this poem written? Why would this be important to consider
- Discuss evidence found—lines 4, 78-80, 119-125, to the end of the poem. Longfellow wrote this at the outbreak of the civil war, why this is important—discuss the creation of a hero/myth.

SST- Now that we've read Longfellow's poem we are going to switch gears and read a parody of the poem written by Helen Moore. Her poem was written in 1869 after Longfellow's because she was upset with the way the American public was remembering the events of that infamous night.
Let's do a quick choral read.
S-(Students read along with teacher)
T-On the back is a Venn diagram that we are going to work on as a group. On the (Smart/White) board we are going to fill in each circle.
Let's label each area first. Who has any idea of what would go in each section?
S-(Right/Left = Longfellow/Moore. Center = Both)
T-Nice job! Who can tell me why Venn Diagrams are a useful tool, especially in social studies? (Comparing and contrasting is a good answer).
Good job! I like Venn diagrams because they are visual and help organize thoughts. They are good for comparing events, people, places, or any other ideas that might have pros and cons too. If we wanted to compare George Washington and Thomas Jefferson, we could possibly use a Venn diagram right?
Who would like to write something that is similar? (Continued until finished)
Who would like to write something in the right/left side? (Continue until finished)

Reading Two: Be sure to underline any words that you do not know (first look at the footnotes, or consult a dictionary of your neighbor), pay attention to the words phantom and spar, also highlight parts of the poem that use figurative language or vivid imagery and similes which use "like or as", metaphors which compare two things that are not alike, personification- where human qualities are given to non-human objects)

- Words to cover: belfry, mast and spar, *many of the words are defined in footnotes
- Examples of simile, vivid imagery, personification: moon (line 21), moon (line 41), imagery (line 31-41), focus on language in lines 42-48^ dead, wind—jux in line 85, personification in line 96, 105—investigate lines 107-110.

With their reading Partners are assigned one of the literary devices used and must provide an example from the text and explain it to the class- will help fuel a class discussion.

Reading Three: Pay particular attention to the rhyme scheme- (end rhymes giving the poem rhythm). Also investigate the use of stressed and unstressed syllables within particular lines of the poem. What does this do to the poem? How does it affect the reader and speaker?
- Teacher will first model before students begin their second reading investigating Rhyme* lines 1-5 aabba and so on. Discuss lyrical quality of poem—pull particular lines

From and within Reading three begin mini lesson on stanzas, rhyming, and rhyme schemes.
TT: Longfellow's poem has a lyrical quality. Does anyone know what I mean when I saw lyrical?
Check for Understanding: Turn and Talk with desk group about Lyrical
Students respond.
TT: Yes, the poem has a musical sound due to the internal rhyme scheme. Causing it to be considered a lyrical poem. Longfellow was a romantic poet. He wrote during the romantic period of literature, this period is characterized by the ideal of freedom, imagination, individualism, seeking wisdom from the past (using old legends to create new stories) and looking at the common man as a hero (Cooper's Natty Bumppo, similar to how we view Indiana Jones, Luke Skywalker). Authors during this period use vivid imagery to make the reader feel that they are at the locations described. Other American

authors from this period include Washington Irving, who wrote Rip Van Winkle (Local Will Moses illustrated Copy) and James Fenimore Cooper.
TT: Based on the readings you have done of the poem so far. Think-pair share with your table group and find evidence that Longfellow's poem is from the romantic period. Remember the characteristics: imagination, individualism, ideal of freedom, the common man as a hero, seeking wisdom from the past. Use textual evidence (lines from the poem) to support your claims.
Class comes back together and students share responses.
TT: Great job, now that we have explored what makes this poem a romantic poem, we will investigate the lyrical aspect of the poem, specifically analyzing the rhyme scheme.
TT: Together let's explore the first five lines of the poem for rhyme. This poem uses end rhymes, meaning that the end of each line of poetry rhymes with a corresponding rhyme. For example: hear, Revere and year; then seventy-five and alive. Therefore, the rhyme scheme for lines 1-5 would be: aabba (write on poem and display on Elmo). From here we will continue and investigate the end rhymes of lines 6-14, to the end of the stanza. Now, line six will begin with the letter C.
Students work in groups to discover the end rhyme scheme for lines 6-14.
TT: Ok, let's come back together and go over lines 6-14 using the elmo. Line six is march, so that is our letter C because it does not rhyme with a-hear, and b-alive. Let's mark the end words that rhyme with march using a C. Students call out words: arch. Nice Job! Next we have night, which rhymes with light and we continue on to the next lines. End result should be: cdcdeefff.
TT: Next, I would like you to try lines 15-24 on your own, marking the lines with rhyme schemes.

Individualized Practice: 15 minutes
Students work on rhyme scheme- will finish entire poem as HW
TT: Great job, the end rhymes give the poem a rhythm and musical quality when read aloud. Teacher reads the first stanza aloud to demonstrate.
TT: Longfellow uses various stanza lengths and varied meter. By meter I mean the rhythmic structure of a single line. Longfellow uses lambs, which is an unstressed syllable followed by a stressed syllable (This form is used by Shakespeare). Longfellow also uses anapest, which is two unstressed syllables followed by a stressed syllable. This poem is tricky since he uses two meters. We will cover lines 2 and three together: (stressed syllables in bold- lines show the end of a foot)
Line 2: Of the mid|night ride | of Paul | Revere
Line 3: On the eight|eenth of A|pril, in Sev|enty-five
TT: Try line 4 together with your desk group.
Students work on line 4
Line 4: Hardly| a man| is now |alive
TT: We will investigate these internal rhyme schemes later and more in depth during our investigation of poetry. For now, our focus is end rhymes.
TT: Great Job Today!

Closure: 5 minutes
T- Great job everyone! Hopefully we were able to dispel some myths about Paul Revere today and had a little bit of fun too. Your exit slip is a (choose 1)
Tweet Sheet - Please compose, or write, a short tweet and then categorize it using the hashtag mark.
3-2-1 Slip - (Post directions on board)
3: Things you learned today
2: Reasons why Paul Revere became such a popular figure
1: Question you have about today's lesson