American Revolution

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

Mr. Shinski - 3 - 45 minute class periods

-Purple fonts = Words from Bloom's Taxonomy

Main NYS Learning Standards:
7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.

Students will identify the events at Lexington and Concord as the triggering events for the Revolutionary War.

ELA STANDARDS
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

NEW YORK STATE SHIFTS
3: Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Performance Indicators: Students will paraphrase various sections of Longfellow's poem, The Midnight Ride of Paul Revere in their own words. They will distinguish between the facts of Paul Revere's ride based on the poem and the actual historical events by comparing Longfellow's work to another poem and the textbook. Students will identify components of poetry.

Objective: Students will close read The Midnight Ride of Paul Revere by Longfellow and analyze various stanzas looking for various objects in the poem. Afterwards, students will be assigned a second poem for homework and must compare the two in a brief discussion the following day. Students will then use their homework to recreate a scene from the ride of Dawes, Revere, and Prescott using LEGOS.
Based on the students skill level, they will be assigned various activities to complete from the Glencoe textbook or teacher made Venn Diagram.

Desired Understandings:
-Students will understand the concept of varied perceptions of history based on popular text versus fact.
-Students will understand the role of various Colonial figures in the beginning of the American Revolution.
-Students will understand essential parts of poetry and the importance of close reading text.
-Students will develop strategies to overcome difficult sections of text when reading.

Essential Question:
-What events occurred before the Battles of Lexington and Concord?

Topical Questions:
-What is the true story of Paul Revere's Midnight Ride?
-What structures can poems take?
-What roles did other colonists play leading to the Battles of Lexington and Concord?
-What are the similarities and differences between the two poems?

Assessment Evidence:
-Thumbs Up / Thumbs Down at various check points
-A to Z Chart
-Close read questions and answer sessions
-Group Discussions
-Think-Pair-Share
*Map activity
*Venn diagram
*Glencoe textbook activities
-LEGO scene

Performance Tasks:
-Students

Differentiated Instruction (Based on time allotted and need from DDI results)
Level III - Complete Glencoe textbook activities with ELA teacher
Level II - Lesson as designed
Level I - Completed notes are given out. Map activity in lieu of Venn Diagram (given with completed notes)

Learning Theories:
Ausubel - Subsumption: The lesson will feature an advanced organizer posted on the board
Bruner - Constructivism: This lesson will challenge students to revise their thinking and knowledge by assimilating the true story of the Midnight Ride to Longfellow's poem.
Vygotsky - Collaborative Learning: Students will be collaborating at multiple points during the lesson with peers and the instructors. This will help students advanced through their zones of proximal development and receive more feedback through various perspectives.

Resources:
-Prezi
-Guided Notes
-A to Z Chart
-Holistic rubric - daily performance
-Glencoe Textbook - American History vol. 1
-Glencoe supplement - Paul Revere's Midnight Ride/Henry Wadsworth Longfellow
-William Dawes' Midnight Ride
-Venn Diagram
-Grant Wood activity

-LEGOS (pre-packaged for each team)

Optional Products/Performances:
-Visual learning: Paul Revere's ride by Grant Wood with accompanying activity sheet.
-LEGO Picture book or flip Books

WHERETO
W: Where are we going & what is expected?
This lesson will give students a new perspective on Paul Revere's infamous midnight ride as two different poems are presented in context of the textbook reading. Students are expected to participate in a close read and multiple activities that reinforce social studies concepts, English and poetry, and discover how much writing may affect the course of history.
H: How will we hook and hold student interest?
Students will be hooked by sharing what they know in a brief K-W-L activity. Most students will assume the history of Paul Revere in accordance to Longfellow's poem and will gain interest when a new, more detailed story is shared.
E: How will we equip students for expected performances?
Students will have multiple resources and options for activities based on their skill levels. Copies of both poems are provided and are supplemented with the textbook. Visual learners will have the option to view a painting and discuss that. Students will work in groups to reconstruct a scene from the midnight ride with LEGOS.
R: How will we help students rethink and revise?
Students will rethink their knowledge on the entire event of Paul Revere's ride. They will revise their thinking during the close read by conducting multiple readings with different purposes.
E: How will students self-evaluate and reflect on their learning?
Students will work in groups and partners throughout the lesson with turn and talks and cooperative learning on activity sheets and the LEGO scene.
T: How will we tailor learning to varied needs, interests, and styles?
Students will be learning through pictures, text, listening and active discussion. Students at different levels and learning styles may be offered the opportunity to complete a varied version of the lesson's assessment.
O: How will we organize and sequence the learning?
The lesson will be organized with a pre-knowledge assessment as the hook. After a brief discussion students will participate in a close read activity as a team-teach with the ELA/Social Studies instructors. Students will supplement their learning overnight with textbook reading and come back to analyze a second poem and have a condensed poetry lesson. Students will then have a more relaxed activity where they are able to play with LEGOS as a learning tool.