American Revolution

William Dawes' Ride (CLOSE READ & CO-TEACH)

Mr. Shinski - 3 - 45 minute class periods

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

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

Hook: 3 minutes
T-Last time we met we left off with a homework assignment that was similar to the poem we read in class. Paired with the textbook readings, we should have a new view of the events that unfolded before Lexington and Concord in regards to Paul Revere. So let's write some things we'd like to know about Paul Revere's ride.
S-(Student responses listed on board)
T-Awesome, those are good learning targets. Let's go through the lesson and see if any of our questions are answered.

Teacher Input: 15 minutes
T-Let's start by reading the poem again one more time together to make sure we are all on the same page.
EL-(Reads poem and does mini-poetry lesson)
EL-OK Class, great job. I'm going to turn it back over to Mr. Shinski to do another piece of the social studies lesson.

Guided Practice: 15 minutes
T-On the back of this handout is a Venn diagram we are going to work with today. I am putting up the slide we saw at the end of class yesterday that shows the map of the riders you read about in the textbook. Please raise your hand if you've done a Venn Diagram before (have a student explain to others that have not). On the left side we are going to begin by filling in information from Longfellow's poem. Let's think about the setting, events, characters, and over-arching message that was given. On the right side we are going to put information that was included in the textbook and Moore's poem. Anything that they both have in common will go in the center that is made up of the overlapping area.
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?

T-In your groups you are going to work together for 5 minutes and then we are going to do a larger group discussion of what we've come up with. If you have questions, just raise your hand and one of us will come over to help. Any questions? Ok go!
S-(Students will present ideas and compare notes. The teacher may interject at various points to elaborate or correct ideas - see completed Venn diagram example).

Individualized Practice: 10 minutes (or whatever is left until 2-3 minutes to go).
T-Great job today. To wrap up we are going to have some free time to work quietly on our journal project. Remember to keep your perspective the same meaning if you started out as an adult male, you're still seeing the events through those eyes - don't suddenly become a 12 year old girl, keep it consistent! However, you <u>may</u> choose to change sides and opinions as time goes on. Who knows, you could become a rebel if you're a loyalist! In a few minutes we are going to prepare for tomorrow's activity by finishing the K-W-L and I promise tomorrow will be more "fun" - good job with these poems and good luck in English class. Keep your Venn Diagrams for tomorrow too; we're going to hear one last bit about the night.

Closure: 3 minutes
T-OK, to get ready for tomorrow we're finishing up the L of the KWL. Everyone is going to write down 2 things they learned about Paul Revere's ride on a small sheet of scrap paper. If you can't think of two things, you need to come see me sometime today. This little slip of paper is your ticket to LEGOS. If you forget or lose it tomorrow, I have a special surprise activity for you that is not nearly as fun!

A-Z Chart Words
William Dawes
North Church
Samuel Prescott