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TAH 2  
March 14, 2004

Raphael Lesson Plan: Chapter 1, Paul Revere's Ride  
Kindergarten/First Grade Lesson Plan

Topic: Sending messages, then and now.

Theme: Many patriots created cooperative ways to communicate during the Revolutionary War.

Standards:

National History Standards (K-4)

1A: The student understands family life now and in the recent past: such as family life in various places long ago by considering such things as communication and transportation.

8C: The student understands changes in communication and their effects.

California State Standards

K-6 Students understand that history relates to events, people and places of other times.

1-4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time and others stay the same.

Time line: 1 to 2 days for a total of 60 minutes.

Prior Content Knowledge and Skills:

1. Students should have a basic understanding of different ways that we send messages today, such as telephone, email, fax machines, and mail.
2. Students should have a beginning sense of past and present.
3. Students should have had a few experiences looking at simple maps and should understand that maps can show location of places.

Teacher preparation:

1. Primary source document to be used with this lesson:

Excerpt from a letter to Dr. Jeremy Belknap from Paul Revere. (excerpt can be found under "Lesson Content" The full text of the letter can be found at the following site:

<http://www.historycarper.com/resources/articles/prevere.htm>

2. Map:

A simple map showing Paul Revere's route and the time it took him to deliver his message. (map is included with this lesson)

Introductory Hook:

1. Ask the class; If there were a fire and we didn't have a phone, how would we

get a message to the fire department? What would happen?

2. Then explain: communication was a real problem for Americans during the Revolutionary War. They had no way to communicate with each other by telephone, internet, radio or television. Instead they depended on personal communication to help them organize and fight against the British Army.

### Lesson Content:

Content presentation:

1. Briefly explain why it was important for the patriots to set up a network of communication and alarms. Make it clear that there were many people involved who agreed on prearranged signals so that they would be ready when the British appeared.

2. Referring to Raphael's list of "other messengers", describe some of the communication methods used by the patriots:

1. written and spoken messages carried by foot, horseback and boat.
2. signal lanterns
3. gunshot signals
4. church bells

3. Introduce Paul Revere as an example of "one of many" patriots who used some of the methods above to communicate with other Americans. Read this passage from Paul Revere's letter to Dr. Jeremy Belknap, explaining what had happened that night.

"I returned at night through Charlestown: there I agreed Colonel Conant and some other gentlemen that if the British went out by water, we would show two lanterns in the north church steeple; and if by land, one, as a signal.

4. Show the map and explain how far he traveled and how long it took. Compare the distances to your local community so students have a better sense of the distance involved.

Class Discussion:

1. Make a chart with the headings, "Then" and "Now".

2. Ask students, what are some of the ways we send messages today? Write them on the chart.

3. Ask students, what are some of the ways that messages were sent by the patriots? Write them on the chart.

4. Briefly discuss how the messages are the same and how they are different. Which ways seem easier and faster?

5. Experiment: Send a message to the office using two different methods, time them and see which way is quicker.

First method: have a student call the office.

Second method: After talking it over with the class, agree on a network of communication to get the message to the office without relying on modern communication techniques. In the tradition of the patriots, you could use noise or

light signals, hand delivery of notes or whatever else the class may think would work.

Discuss the effectiveness of both methods...How much cooperation did each method require? How much time was involved in each method? Did the message get to the right place and to the right person? How many people did it take to deliver the message?

Class activity:

1. Students, either working individually or with a partner, will draw a picture showing ways to send messages then and now. (see "Then and Now" worksheet) Have them label their pictures. You can put them together to make a class book.

Conclusion:

Lead a discussion asking the following questions:

1. If you had to send a message, how would you send it? How might the patriots have sent it? Do both methods work?
2. What if the patriots had cell phones?
3. How would our life be different if we couldn't use phones or e-mails to send messages?
4. Is it easier to send messages today than long ago? Why?

Evaluation:

1. Teacher observation as you check for understanding during final discussion.
2. Assessment of "Then and Now" worksheet.

## Ray Raphael Lesson Plan—Chapter 1—Paul Revere's Ride

Sinon Talty  
TAH 2

**Topic:** *Creating a Legend: The Use of Poetic License*

**Theme:** Poetic License, as a writing tool, often distorts reality and creates fictitious heroes.

**Standards:** CA. Standards: **5.5.4: 5.6.1**  
National Standards: **3.F, 1.A**

**Timeline:** *This lesson is designed for 2 days.*

**Teacher Preparation:** You need to access "Paul Revere's Ride", by Henry Wadsworth Longfellow at <http://eserver.org/poetry/paul-revere.html> and the attached map that shows the route that Paul Revere took on his "famous ride." You also need a copy of And Then What Happened, Paul Revere?, by Jean Fritz (*ISBN #0399233377*).

**Prior Content Knowledge and Skills:** At the fifth grade level, students will have learned about Paul Revere from our Social Studies textbook America Will Be and also from reading And Then What Happened, Paul Revere, by Jean Fritz. Students will understand the contributions of Paul Revere to colonial New England through the many trades that he knew (silversmith, soldier, engraver, dentist, courier), and also his "famous ride" as a patriotic courier.

From our study of poetry, students will understand the following writing devices: **cadence, rhythm, rhyme, meter, and hyperbole**. Students will also be familiar with the following concepts: **myth, legend, and poetic license**.

**Introductory "Hook":** I will ask my students to imagine themselves as children living in 1861 when Longfellow's poem was published, and there was no television or radio. I will ask them to imagine themselves sitting in a one room schoolhouse studying the American Revolution, when their teacher introduces the historical character Paul Revere. Students will close their eyes and listen as I read "Paul Revere's Ride" aloud with expression to my class.

**Lesson Content:** I will explain that "Paul Revere's Ride," is Henry Wadsworth Longfellow's creative interpretation of the events that took place on his "famous ride." I will pose the question: **Are the events of Longfellow's poem accurate?** Students will then talk in groups about the ways in which Wordsworth's description of Paul Revere's ride differs from what we had studied previously.

We will then draft a list of discrepancies on the board. For example, not mentioning his capture by the British and the appearance that he was the only rider that night.

I will explain to my students that the inaccuracies of Longfellow's poem forged the legendary character that we all remember today

We will then discuss poetic license, and the success Longfellow had in creating Paul Revere as THE HERO OF THE REVOLUTION. As Ray Raphael mentions in his book, "Facts matter little when a good story is at stake."

I will ask my students: **How is Longfellow so successful at presenting Paul Revere as a "superhero" of the revolution?**

I will then provide each group of students with a copy of Longfellow's poem, and also display it on the overhead projector. We will study the verses of the poem and identify

the use of rhythm, rhyme, hyperbole, cadence, and meter that make the poem such an “Enduring Tale.”

We will then discuss the effectiveness of poetic license in transforming ordinary events into an extraordinary tale.

**Conclusion:** Students will be asked to think of an “ordinary” person that they know that deserves to be “glorified.” They will be challenged to create a short story or poem in which they use poetic license to exaggerate the contributions of that person to our society. We will share our writing and discuss how truth can easily be distorted through writing.

*I will emphasize the importance of relying on facts and primary documents for historical accuracy.*

**Evaluation:** I will collect and grade the writing assignment on using poetic license. My informal assessment will be based on observation and participation.

## Paul Revere's Ride

8<sup>th</sup> Grade  
Thomas Nelson

### Topic.

Paul Revere's ride

### Theme.

Bias, poetic license, and romanticism often distorts reality and creates fictitious heroes.

### California Standards.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

*Chronological and Spatial Thinking Strand 2*

Students construct various timelines of key events, people, and periods of the historical era they are studying.

*Research, Evidence, and Point of View Strand 2*

Students distinguish fact from opinion in historical narratives and stories.

### National Standards (National Center for History in the Schools).

*Era 3 Standard 1*

The Causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for American victory.

### Timeline.

2-3 day lesson

### Teacher Preparation.

Gather the resources listed below:

- "Paul Revere's Ride" by Henry Wadsworth Longfellow  
<<http://www.paulreverehouse.org/events/poem.html>>
- Paul Revere's account of the midnight ride  
<<http://www.americanrevolution.org/revere.html>> or  
<<http://www.patriotresource.com/documents/revere.html>>
- Founding Myths by Ray Raphael, "Chapter 1, Paul Revere's Ride."
- Authentic 1775 Boston area maps  
<[http://www3.newberry.org/k12maps/module\\_13/index.html](http://www3.newberry.org/k12maps/module_13/index.html)>
- Map of the midnight rider route  
<<http://www.childlight.com/revere/maps/r32.pdf>>
- Boston Massacre engraving by Paul Revere  
<<http://earlyamerica.com/review/winter96/massacre.html>> or  
<[www.americaslibrary.gov/cgi-bin/page.cgi/es/ma/massacre\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/es/ma/massacre_1)>. Click on the image to enlarge it.
- Venn diagram worksheet
- Alternate poem, "The Midnight Ride of William Dawes" by Helen F. Moore, 1896 <[www.jameshuggins.com/h/oth1/revere\\_dawes.htm](http://www.jameshuggins.com/h/oth1/revere_dawes.htm)>

### Prior Content Knowledge and Skills.

- Students should already have studied the events that led to the American Revolution.

- Students should understand the meaning of the term “patriot.”

### **Introductory “Hook.”**

Give the students a warm-up writing assignment – “Think of a time when you told a story about someone or something, but exaggerated what happened, or somebody told a story about you which wasn’t completely true.” Give students 8-10 minutes to write, then allow some time for them to share their stories. Then ask them, “If you heard a story about a friend of yours, would you believe it? How would you check into its validity? (aiming towards the answer of checking for multiple sources, preferably primary)

Ask the students what they know about Paul Revere. Make a class list of what the class comes up with; everybody does not have to agree with each statement on the list.

### **Lesson Content.**

1. Introduce the poem *Paul Revere’s Ride* by Henry Wadsworth Longfellow.
  - a. Ask the students if they know what a narrative poem is (a poem which tells a story)
  - b. Explain rhythm – the rise and fall of the voice in a poem (one of the most memorable aspects of this poem is its rhythm.)
  - c. Explain meter – when sounds occur in a particular pattern (the meter of this poem is very strong. When read aloud, the meter is much like that of a galloping horse – da da DUM, da da DUM, da da DUM, da da DUM)
2. Read the poem to the class.
  - a. As the poem is read, point out the rhyme structure (which does change throughout the poem).
3. Analyze the details of what really happened that evening for Paul Revere and the midnight riders. There are a variety of sources available for this.
  - a. One such source is Paul Revere’s own account of the evening.
  - b. Share the full list of characters that participated in the event. Such a list is in Founding Myths by Ray Raphael, “Chapter 1, Paul Revere’s Ride.”
  - c. Have the students look at authentic 1775 maps of the Boston area and the route taken by the midnight riders.
  - d. Check student’s list from “The Introductory Hook” to see if any have been confirmed or refuted thus far. Have they found out information that was new to them?
4. Re-analyze the poem – is the poem historically accurate?
  - a. As a historian, which would you trust more: reports written by eyewitness or a report written by a writer centuries after the event took place?
  - b. What is bias? (feelings or opinions which may slant what we see or experience) Give example of Revere’s own Boston Massacre artwork.
  - c. What does it mean to romanticize something? (substituting the actions of many with the actions of an individual, thus lessening the actual significance of the event)
5. Discuss why Longfellow exaggerated the facts in his poem.
  - a. “The poem was first published in early 1861. Does anybody know what was going on in America at the time?” (President Lincoln had been

- elected, the South seceded, and the start of the Civil War was to approach in April)
- b. Explain that Longfellow was looking for a heroic figure to build a sense of patriotism in the North.
6. Using a Venn diagram, have the students compare and contrast the poem and the summary of what actually happened. Depending on time constraints, this can be a teacher-led class assignment (quicker) or an individual/group assignment (slower).
  7. Show an example of an alternate poem, such as “The Midnight Ride of William Dawes” by Helen F. Moore, 1896. Quickly analyze the poem.
  8. Students write a poem that is more historically accurate
    - a. Now that you have studied Longfellow’s *Paul Revere’s Ride* and discovered the real story behind Revere’s Ride, it’s time to write a corrected version. Here’s what you should do:
      - Look over the background information you’ve been given about Paul Revere and the other midnight riders.
      - Write a poem that accurately summarizes the events of that evening.
      - Guidelines for the poem
        - It should have a similar rhyme scheme as Longfellow’s poem
        - It should be historically accurate
        - 16-30 lines long
        - Decide who the narrator of the poem is going to be: will it be an omniscient narrator, one of the riders, one of the Redcoat soldiers?
        - In ink – typed or pen

### **Conclusion.**

With all that we have learned, do you feel that the poem *Paul Revere’s Ride* has any merit historically? What about within our society? Can the poem still be accepted despite its shortcomings?

If we were to read a different poem about Revere, how would you check the poem for accuracy and bias?

### **Evaluation.**

1. Evaluation of poems to check that content is historically accurate
2. Final Evaluation on Unit Exam will include these two questions
  - a. True or False: Henry Wadsworth Longfellow’s poem *Paul Revere’s Ride* was a poem written to provide its readers with an accurate account of an American hero. (False – it wasn’t accurate)
  - b. Essay: In Longfellow’s poem *Paul Revere’s Ride*, the author states that “the fate of a nation was riding that night” and that the horse’s hoof strikes a spark that “kindled the land into flame.” What did he mean with those statements? How do those statements relate to the American Revolution?

### **Extensions or Additions.**

- One alternate to reading the accurate accounts aloud in class, is to assign different accounts for groups. The Edsitement website of the National



Endowment of the Arts has a lesson called “Why Do We Remember Revere?” < [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=393](http://edsitement.neh.gov/view_lesson_plan.asp?id=393)>. The site has a PDF file entitled “Keeping Track of Paul Revere” which has useful questions for the students to answer, in addition to four different factual accounts of Revere’s ride. Bring the students together after they’ve read the accounts and compare the information given.

- For a detailed online look at “Paul Revere’s Ride” by Longfellow, <<http://www.cvesd.k12.ca.us/finney/pulvm/foyer.html>> has a virtual museum on Paul Revere. Included in the museum is an online version of the poem that has links to the meaning of certain words or phrases.
- Students could read aloud or present reader’s theatre versions of their poems.

Cathy Maher  
Tah 2

## **Ray Raphael Lesson Plan: Chapter 1, Paul Revere's Ride Grade 11**

**Topic.** Paul Revere's Famous Ride: History vs. Literature

**Theme.** Literature "romanticizes" history through poetry.  
History "reports" fact; literature "romanticizes" historical fact.

### **California State Standards.**

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

### **National History Standards.**

Era 3 Standard 1 The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for American Victory.

**Timeline.** This lesson is designed to take 2 to 3 days.

### **Teacher Preparation.**

Henry Wadsworth Longfellow's poem, Paul Revere's Ride

<http://eserver.org/poetry/paul-revere.html>.

Paul Revere's first hand account of his ride, Revere Speaks

<http://www.americanrevolution.org/revere.html>

<http://www.patriotresource.com/documents/revere.html>

Map of the route taken by the midnight riders

<http://www.childlight.com/revere/maps/r32.pdf>

<http://www.theamericanrevolution.org/people/prevere/mid-ride.aspp>

### **Prior Content Knowledge and Skills.**

Students should have already studied (American History, Grade 11) the events that led to the American Revolution. Students will be familiar with the colonist Paul Revere and his "famous" ride.

Students will understand the following literary terms: fact, fiction, paraphrase, stanza, poetic license, romanticize.

Students will possess map reading skills.

### **Introductory "Hook."**

Recite the first two lines of Wadsworth's poem, Paul Revere's Ride.

"Listen my children and you shall hear  
Of the midnight ride of \_\_\_\_\_"

Let them fill in the name of “Paul Revere.”

Discuss the following: Who was Paul Revere? What was he famous for? What historical event is the poem about? Can a poem cover an historical event accurately? What is the difference between the writing you find in a history book in contrast to a poem? Which is the more objective, an historical account or a poem? Which form allows for more subjectivity? Discuss creativity, fiction, poetic license and how they figure in the writing of a poem compared to an historic account.

### **Lesson Content.**

Explain that in this lesson we will be examining the difference in how literature and history cover the same topic, specifically the famous ride of Paul Revere by reading Longfellow’s poem and then by reading the actual words (his deposition) of Paul Revere as to what happened that night.

Keep in mind that the poet is free to delete, exaggerate, and minimize the events of that night. He is under no obligation to be factual. The intent of the poem is to entertain and to romanticize what happened on that fateful night. Who was the hero? How was he brave? What did he do?

Each student will be given a copy of the poem Paul Revere’s Ride, the deposition Revere Speaks, and a map of 18th century Boston area.

Students will read the poem in groups, paraphrasing each stanza in one sentence, in order to highlight the facts given in the poem. Using this information as a guide, students will plot Revere’s ride in red on the map.

Each student group will then read Revere Speaks, a factual account of his historic April ride and, using the same map, plot Revere’s “deposition” ride in yellow. Instruct them to note any additional riders and other pertinent information.

Using the blackboard, choose two students to write down the differences and similarities between the two accounts as noted by the student groups.

### **Conclusion.**

Discuss the obvious differences. Do the discrepancies and the inaccuracies of the poem bother you? Why did Longfellow focus only on one rider and not mention the others? What was the intent of his poem? Does it do a disservice to the historical facts of such an important event in our country? Does it minimize the significant contributions of other individuals involved and cloud the “real” events?

## **Evaluation.**

Keeping the above questions in mind, write a 5 paragraph essay comparing the poem Paul Revere's Ride by Henry Wadsworth Longfellow with Paul Revere's factual deposition account as recorded in Revere Speaks to show that history reports fact, whereas literature romanticizes historical fact.

Paragraph one needs to state your main idea, your thesis about historical fact vs. literary poetic license.

The body of your essay needs to include one paragraph for each of the points you are writing about that support your thesis. Remember to be specific; for each of your points use examples from the poem and Revere's deposition that illustrate/support what you are stating.

Your final paragraph concludes your essay and restates your thesis. It is always effective to include in your conclusion a quotation, an observation, a sentiment, or an opinion of your essay's topic.

I will collect and grade this assignment for a formal evaluation. The informal evaluation will be based on their participation in group and class discussions.