

Teacher: Jen Schroter
 Title: Paul Revere's Ride

FLVS Course: American History v.9 alt assessment
 for Lesson 2.05

Topic: Paul Revere's Ride

Grade level: High School

FLVS Turning Points Grant Lesson/ Activity/Content	
<p>Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i></p>	<p>This is an alternative assessment for V9 2.05, Lexington and Concord. The students will use primary source documents to determine what “really” happened during Paul Revere’s infamous ride. Students will read the poem “Paul Revere’s Ride,” written by Henry Wadsworth Longfellow, and compare it to an actual letter written by Paul Revere in 1798 to Jeremy Belknap (the founder of the Massachusetts Historical Society).</p>
<p>National Standards for History Era: Link</p>	<p>Era 3 Revolution and the New Nation (1754-1820s) Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory Standard 1A The student understands the causes of the American Revolution.</p>
<p>State Standard(s): Link to SSS Link to Next Gen SSS</p>	<ul style="list-style-type: none"> • Understand the significant military and political events that took place during the American Revolution. • Evaluates conflicting sources and materials in the interpretation of a historical event or episode. • Uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.
<p>Themes/Concept:</p>	<p>American History: Revolutionary War</p>
<p>Essential questions (2-5 questions) <i>(What you want the students to know)</i></p>	<ol style="list-style-type: none"> 1. Why would we choose to look at primary source documents when studying history? 2. What are the similarities and differences between the two sources that we are examining? 3. What “really” happened during Paul Revere’s Ride?
<p>Learning Goal(s): <i>(What you want students to understand)</i></p>	<p>The students will understand that:</p> <ul style="list-style-type: none"> • History involves interpretation • Analyzing primary source documents (the work of historians) does not always provide clear answers. • They need to analyze websites for credibility when researching
<p>Launch Activity (Hook)</p>	
<p>Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p>Skills: Comparison of primary source documents Comparison of varying accounts of one event Analysis of primary and secondary sources Vocabulary: Minute Men, militia, Regulars, Redcoats, disperse, Tory, Places: Lexington, Concord, Charles River, Buckman’s Tavern People: Paul Revere, Henry Wadsworth Longfellow, Messrs, William Dawes, Dr. Samuel Prescott</p>

Lesson (*The lesson itself; Procedure*)

Part I- Read the Poem by Longfellow

<http://www.nationalcenter.org/PaulRevere%27sRide.html>

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.

Who? Who is this poem about?

When?

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."

This is a bell tower.

This was the tallest building in Boston at the time. It is located at the North End of Boston, which made it easy to see Charlestown across the water.

The famous saying comes from this poem, word for word.

This is referring to the Charlestown shore

This is saying that his mission was to alarm everyone so that they arm themselves with guns.

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 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.

Revere quietly took a row boat to Charlestown

Large British warship

Meanwhile, his friend, through alley and street
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,
Marching down to their boats on the shore. . .

This means the stomping of infantryman with grenades.

These three periods are ellipses which show that there are words that are taken out of the original document. In this case, two stanzas are removed as they do not directly relate to the order of events that night.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere. . .

But mostly he watched with eager search
The belfry-tower of the Old North Church . . .

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:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night . . .

It was twelve by the village clock,
When he crossed the bridge into Medford town. . . . **Revere then passes Medford around 12:00AM**

It was one by the village clock,
When he galloped into Lexington. **Revere gets to Lexington around 1:00AM.**
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare, **The meeting-house was a gathering place for the local militia. Its windows were where the men would look out and watch the first shots fired between the militia and British soldiers.**
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon. **What "bloody work" would they be looking upon shortly?**

It was two by the village clock,
When he came to the bridge in Concord town. . . . **He reached the bridge of Concord around 2:00AM.**

And one was safe and asleep in his bed
Who at the bridge would be first to fall, **The first victim killed by the British in Concord was sleeping at the time that Revere rode into Concord.**
Who that day would be lying dead,
Pierced by a British musket-ball. **The first victim in Concord was killed by the British.**

You know the rest. In the books you have read,
How the British regulars fired and fled, - **The British retreat back to Boston.**
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall, **Patriots shot the British soldiers along the way.**
Chasing the red-coats down the lane, **The "red-coats" were the British soldiers because of their red uniforms.**

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! **What was Revere's message that shall echo forevermore? Who**

was Revere defying?

For, borne on the night-wind of the Past,
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-beat of that steed,
And the midnight-message of Paul Revere.

Henry Wadsworth Longfellow, 1860.

Part II-

1. View the Virtual tour of Paul Revere's ride:
<http://www.paulreverehouse.org/ride/virtual.shtml>
2. Read A LETTER FROM COL. PAUL REVERE TO THE CORRESPONDING SECRETARY
<http://www.masshist.org/cabinet/april2002/reveretranscription.htm>

Assessment Evidence: *What evidence will show that students met the learning goal?*

1. Write a four paragraph reflection comparing the two sources, Longfellow's poem to A LETTER FROM COL. PAUL REVERE TO THE CORRESPONDING SECRETARY.
2. What were similarities and differences in each of these works? Please make sure to cite specific examples from each of these documents.
3. Why is it important to find information from different sources when doing research online?
4. Which primary source document do you think is the most credible? Give at least 3 reasons why.

Grading Rubric:

Requirements	Possible Points	Student Points
Student correctly writes a 4 paragraph reflection using each of the sources provided, citing specific examples.	50	
Student provides quality examples of similarities and differences between the two sources, citing specific examples.	30	
Student answers questions #4-5 in Part II (5 points each)	10	
The student follows all rules of spelling, grammar, and capitalization.	10	

Resources and instructional tools: *(Including Video Sources, Text Resources, Research Strategy)*

1. <http://www.nationalcenter.org/PaulRevere%27sRide.html>

2. <http://www.paulreverehouse.org/ride/virtual.shtml>

3. <http://www.masshist.org/cabinet/april2002/reveretranscription.htm>

Requirements	Possible Points	Student Points
Student correctly writes a 4 paragraph reflection using each of the sources provided, citing similarities and differences between the poem and the letter.	50	
Student explains which account is the most credible and cites 3 reasons why	30	
Student answers questions #3-4 in Part II (5 points each)	10	
The student follows all rules of spelling, grammar, and capitalization.	10	