

## **Lesson 7:**

Topic/skill: Paul Revere's Ride

### Standards:

-*Language Arts Standard 1*- Students will read, write, listen, and speak for information and understanding.

-*Language Arts Standard 2*- Students will read, write, listen, and speak for literary response and expression.

-*Social Studies Standard 1*- History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### Objectives:

1. Students will be able to correctly fill out a Q.A.D. based on the reading of Paul Revere's Ride.
2. Students will be able to construct an acrostic poem about Paul Revere.

### Materials:

-Paul Revere's Ride, by Henry Wadsworth Longfellow

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

-Q.A.D.

### Advanced Preparations:

-Read Paul Revere's ride and create a Q.A.D.

-Prepare modifications.

### Activating Prior Knowledge:

-Ask the students what they would do if they received word that one of their friends was going to be hurt.

-Discuss possible means of warning these friends if phones or cars did not exist.

### Procedure:

1. Distribute the Q.A.D. to the students.
2. Review Q.A.D technique:
  - What does each letter represent?
  - How should the answers be written?
  - How are details given?
3. Read, as a class, Paul Revere's Ride, by Henry Wadsworth Longfellow, using the stop/start method. (Have the students motion to you if you need to stop so that they can answer the given question.)
4. Review the answers to the Q.A.D.
5. Ask the students to create an acrostic poem about Paul Revere.
6. Review what was learned about Paul Revere and his midnight ride.

Modifications:

The teacher will enlarge a copy of the Q.A.D. and place it on heavy paper, provide the student with a pencil grip, and allow the student to abbreviate answers on the Q.A.D. if necessary. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessment:

The teacher will ask each student to contribute to the Q.A.D. and evaluate his or her responses. The teacher will also evaluate each student's acrostic poem, noting that it is created in the appropriate layout (acrostic) and includes factual information based on the reading.

<b>Q</b>	<b>A</b>	<b>D</b>
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Paul Revere's Ride  
By: Henry Wadsworth Longfellow  
Illustrated by Ted Rand



When did Paul Revere's most famous ride take place?	Paul Revere's famous ride took place on April 18, 1775.	-midnight
What was Paul Revere's friend going to use as a signal that the British were coming?	Paul Revere's friend was going to use lanterns in a tower as a signal that the British were coming.	-one if by land, two if by sea
What will Paul Revere do when he sees the signals in the tower?	Paul Revere will warn the townspeople.	-he will tell them so they are warned and armed
Where is Paul Revere going?	Paul Revere is going to the Charleston shore.	-travel by boat
Where are the British going?	The British are going to their ships by the shore.	-walking on land
How does Paul Revere's friend know this?	Paul Revere's friend sees and hears them.	-watches them move on land -eavesdrops
What does Paul Revere's friend do after he knows where the British are going?	Paul Revere's friend places lanterns in the tower.	-two; British coming by sea
What does Paul Revere go once he sees the signals?	Paul Revere rides to the Middlesex Village.	-through Medford at 12:00 -through Lexington at 1:00 -through Concord at 2:00
What happened to the British when they arrived in town?	The British were met by the townspeople, who fought them	-fought ball for ball -forced them away

\*Note: The students' Q.A.D. will include only the questions and then spaces for answers and details.