

Lesson 8:

Topic/skill: The British are coming!

Standards:

- *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.

-*Social Studies Standard 3*- Geography: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth's surface.

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

-*Fine Arts Standard 1*- Creating, Performing, and Participating in the Arts- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts

Objectives:

1. Students will be able to demonstrate what happened on the night of the "midnight ride".
2. Students will be able to interpret a map of Concord and Lexington in terms of direction and mileage.

Materials:

- map of Lexington and Concord
- representative cut-outs of minutemen, British colonists, (Gov.) British General Thomas Gage, John Hancock, Samuel Adams, Paul Revere, and William Dawes.
- textbook
- math handout

Advanced Preparations:

- Create enlarged map of Lexington and Concord.
- Create cutouts of the listed people.
- Generate questions about the map.
- Create a math handout.
- Prepare modifications.

Activating Prior Knowledge:

- Ask students to reflect on the prior reading about Paul Revere:
- Who was Paul Revere? Where did he go? What was he going to do there? Who were some of the important figures?

Procedure:

1. Read materials about Paul Revere and Lexington and Concord together aloud as class, start/stop so that the cutouts can be placed appropriately on the map.

<http://www.socialstudiesforkids.com/www/us/lexingtonconcorddef.htm>

<http://www.patriotresource.com/battles/lexington/page5.html>

<http://www.wpi.edu/Academics/Depts/MilSci/BTSI/Lexcon/>

2. Reading start/stop, have the students place the cutouts in the appropriate places on the map to represent where the figures were early the night of April 18, 1775. (See below.)
 - Minutemen- armed camp in Massachusetts
 - British colonists- Concord
 - (Gov.)British General Thomas Gage- Massachusetts
 - Patriots- storing weapons in the town of Concord near Boston
 - John Hancock-village of Lexington
 - Samuel Adams- villagon
 - Paul Revere- rode to warn Hancock and Adams (in Lexington)
 - William Dawes- rode to warn Hancock and Adams (in Lexington)

3. As they read the text start/stop, have the students demonstrate the movement of the appropriate figures across the map and the following actions:
 - Minutemen- prepared to greet British soldiers in Lexington
 - British soldiers- moved through Lexington on their way to Concord, where Minutemen met them
 - (Gov.)British General Thomas Gage- Massachusetts
 - Patriots- storing weapons in the town of Concord near Boston
 - John Hancock-village of Lexington
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British marched to Concord, did not find the expected weapons, and moved back to Boston under the fire of Minutemen shooting from the tree line.

4. Study the map provided in terms of directional orientation such as:
 - How many cities did Revere and Dawes ride through to warn of British approach?
 - What are the locations by longitude and latitude of Lexington and Concord?
 - In which direction did Revere have to travel in going from Lexington to Concord?
 - In which direction would someone be going if they left Boston to go to Concord?

5. Distribute the worksheet to address math skills and review its directions.

6. Divide the students into pairs and have them work together, compare and discuss their answers.

7. Review the correct answers to the questions as well as the map.

8. Discuss the significance of Paul Revere's route.

Modifications:

The cutouts used for the listed people as well as their labels will already be enlarged and the math sheet will be enlarged. The student with CP will be working in a pair, which will be helpful if there is difficulty with printing. The teacher will provide him/her with notes summarizing the discussion.

Assessment:

The teacher will informally assess the students' understanding by noting how they set up and move the troops. The teacher will also collect and mark the math handout, giving one point for the correct answer and one for the explanation, putting emphasis on the process (using the skills) as well as the product.

5. How long would the same trip take William Dawes if he traveled at a rate of four miles an hour?

6. Create a math problem of your own that can be solved with the information on the map.