

Lesson Description

This lesson is part of a unit on the American Revolution, and focuses on the start of the Revolutionary War through the lens of Paul Revere.

Materials & Sources

- “Apr 19, 1775: The American Revolution Begins” article
<http://www.history.com/this-day-in-history/the-american-revolution-begins>
- “Paul Revere’s Ride” poem by Henry Wadsworth Longfellow
<http://poetry.eserver.org/paul-revere.html>
- “The Midnight Ride of Paul Revere” video
<http://www.youtube.com/watch?v=U4hUMQG3MI8>
- Letter from Paul Revere to Jeremy Belknap, circa 1798
http://www.masshist.org/database/viewer.php?item_id=99&img_step=1&mode=dual#page1

Objectives/Methods

Students will:

1. Discuss prior knowledge of the beginning of the Revolutionary War and Paul Revere.
2. Review information as a class presented in article about April 19, 1775.
3. Watch video as a class, listening to the narrated poem and looking at the illustrations.
4. As a class, read through Paul Revere’s letter to Jeremy Belknap, while comparing it to the story Longfellow tells in his poem.
5. Work in groups to create a sequential list of events based on the article, poem, and letter.
6. Each write a ½-1 page essay as if Paul Revere, explaining to his grandchildren the purpose of his ride and the order of events that took place.

Standards

- [CCSS.ELA-Literacy.RH.6-8.5](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- [CCSS.ELA-Literacy.RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.
- [CCSS.ELA-Literacy.WHST.6-8.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- [CCSS.ELA-Literacy.WHST.6-8.2b](#) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.