

Unit 3/Week 1

Title: And Then What Happened, Paul Revere?

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4; RF.5.3, RF.5.4; W.5.1, W.5.4, W.5.9; SL.5.1, L.5.1, L.5.2, L.5.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Behind big events in history there are people like us who have families, interests, jobs, and different personalities.

Synopsis

Silversmith Paul Revere takes his famous midnight ride to warn Americans that British soldiers are advancing.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

| Text Dependent Questions | Answers |
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| Reread the last sentence on p. 263. What does this say about Paul? | Paul was curious, wanted to learn, wanted to stay busy. He always wanted to be doing something. |
| p.264 How does the word <i>constantly</i> illustrate the pace of life in Boston at the time? | Boston is always busy. The streets and the harbor are full of various kinds of activities. |
| p. 264 What is the purpose of the church bells in Boston at this time in history? | Bells were a method of communication. They announced good and bad news, anniversaries, holidays. |
| p. 264-265 Use the illustration on p. 265 to explain the phrase "his hat clapped to his head, his coattails flying." | Paul is in a hurry so he is holding on to his hat. Coattails refers to the back of his long jacket. They are flying because he is running. |
| Reread the first sentence on p.266. Why was Paul busy doing these things? | Paul had 16 children! He needed to add more and more places at the table and find new ways to make money to support his growing family. |
| p.267 Why does Paul sometimes make mistakes? | He gets so busy he forgets what he is doing. |
| p. 267 How does life change in Boston beginning in 1765? | The English were causing trouble for the colonies. They "couldn't do this and couldn't do that." The English started taxing things. The Sons of Liberty club was formed. |
| p. 267 What do you think the word <i>liberty</i> means? Look up the definition. Why is the secret club is called "Sons of Liberty"? | The word <i>liberty</i> means "the freedom to think or act without being constrained by necessity or force." This group wanted |

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| | freedom from England because they opposed how the colonists were being treated. |
| p. 267 What was the intent of dressing up like Indians before the Sons of Liberty went to dump the tea in the harbor? | This secret club didn't want anyone to know who they were. They were afraid of punishment from the English who made the laws for the colonies and kept imposing new taxes. |
| p.269 Describe Paul's activities as a secret agent. | When it looked more and more as if the English and colonists were going to war, Paul had to find out the English plans. He patrolled the streets at night, delivered messages to Philadelphia, and kept himself ready at all times to warn the countryside. |
| p. 270 What is the significance of the repeating phrase "hat clapped to his head, his coattails flying"? | This phrase shows the urgency of everything that Paul did. |
| p.270 What was Dr. Warren's plan for Paul? | He was to go the same way as the English- across the Charles River. He was to alarm the citizens, inform John and Sam and he was to leave <i>now</i> . |
| p.273 What is the significance of the exclamation point and italics in the phrase "What! <i>Paul</i> Revere?" | Paul must have been famous or well-known among the English soldiers. |
| p.274-275 A green is a grassy, public area. It can generally be found in the middle of a town or city center. Why were the farmers gathering on Lexington Green? What is the importance of this location in American History? | The farmers were preparing to take a stand against the English and "the troops were said to be near." This is the site of the battles of Lexington and Concord, the first battles of the Revolutionary War (top p.276) |
| p. 276-278 What was Paul's life like after the war ended? | Paul went back to being busy at many different jobs- Silversmithing, hardware store, set up a foundry, made church bells, began dreaming again, told the story of his Big Ride. |
| The title of the story is <u>And Then What Happened, Paul Revere?</u> The author repeats this question and other similar questions several times throughout the story. What effect does this have on the tone of the story? | These questions help give the story an informal, personal tone- as if a grandfather was telling this story to his grandchildren, and they were asking, "And then what happened?" throughout the story. |

Vocabulary

| | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction |
|---|--|--|
| <p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p> | <p>Page 267 - liberty Page 267 - opposed Page 267 - colonies Page 270 - patriot Page 274 - Take a stand Page 274 - green</p> | <p>Page 266 - engraved, whittled Page 267 - withdrawn, taxes Page 268 - sentries Page 269 - scouts, "this was not swatting flies" Page 274 - volley Page 276 - foundry Artificial, scrawl, ragged, stockinglike</p> |
| <p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p> | <p>Page 264 - constantly Page 265 - coattails flying Page 274 - gathering</p> | <p>Page 265 - off he went Page 267 - scrawl Page 268 - orderly fashion Page 268 - incident Page 268 - cargo Page 269 - express rider Page 269 - snooping Page 272 - overtake Page 272 - arouse Page 275 - succession</p> |

Culminating Tasks

- *In your opinion, which word best describes Paul Revere: smart, ambitious, busy, lucky, energetic, or accomplished? Find evidence from the text to support your answer. As a reminder, to be accomplished means that you are highly skilled and successful beyond dispute. To be ambitious means to show a strong desire to achieve your goals. To be energetic means to show great excitement and energy.*

Possible Answer: The word “energetic” best describes Paul Revere. He was always busy making and doing things. (Specific examples can be found on pages 263, 264, 266, and 276.) He also used his energy to support the Sons of Liberty and ultimately the American Revolution (pages 267 and 268). All of this shows that “energetic” is the best word to describe Paul Revere.

- *Find examples in the selection to prove or disprove this statement: Paul Revere could not have carried out his famous midnight ride without help from others.*

Answer: Paul was helped by a friend, who rushed to the North Church to hang the lanterns. He had two friends row him to the other side of the river after a lady gave him her petticoat. His dog went home to retrieve his spurs. He was able to catch a ride with John Hancock after his horse was taken, and then John Lowell helped him carry the trunk of important papers.

- *Trace the sequence of key events in the Big Ride.*

Answer: (Note to teacher: There are many, many trivial details that are fun, but not crucial to understanding. The goal of this task is for students to pull out the KEY events. Lanterns were hung in North Church, rowed across Charles River and rode his horse to Lexington to warn the citizens and John Hancock and Sam Adams. He woke up the citizens of Lexington and warned the farmers on his way to Concord. He saved the important documents.