

Lesson Designed by: Annette Durbin
Grade level: 5

Unit: The American Revolutionary War
Title of lesson: Paul Revere, an American Hero
Timeframe: 60 min. session

Standards addressed:

National Standards

2B: Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed

5A: Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Alaska Standards

B2: Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the United States, and the world

B3: Recognize that historical understanding is relevant and valuable to the student's life and for participating in local, state, national, and global communities;

C2: Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

Social Studies Knowledge, Skills, Dispositions:

Knowledge: Students will understand the tensions during the time period just before the war broke out, and the significance of Paul Revere's act.

Skills: Note cause and effect relationships

Disposition: That tension is apparent in many areas of our lives.

Learning objectives: At the completion of this lesson, students will know & be able to:

1. Identify the tensions and why there are tensions during the time period.
2. Identify important people and their significance to the time period.

Cooperative skills addressed: listening respectfully to other people's ideas, contributing to small and large group discussion.

Technology inclusion: overhead and CD player

Materials needed: Book, Paul Revere by Jane Sutcliffe, Henry Wadsworth Longfellow's poem "Paul Revere's Ride" is found at www.paulreverehouse.org/events/poem.html, interactive notebooks, CD "Yankee Doodle", CD player, overhead

Lesson Design

- **Prior assignment** – Students have been studying the causes of the American Revolutionary War. They have recently finished learning about the Boston Tea Party and the Sons of Liberty. Students are familiar with Paul Revere and his role in the Boston Tea Party and the Sons of Liberty. Students have structured appointments set up with other students in the classroom.
- **Opening activity** – Get the students' minds thinking about news. Students will use an "Appointment" structure. Students should meet with a scheduled appointment taking paper and pencil to answer the following discussion questions over 5 min. that have been written on the board or overhead: How do you receive
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news? What kind of news do you receive? How do you determine if the news is important? Why do we want news? After students have answered the questions with their appointment, they should go back to their tables and share with their team members what they discussed for 4 minutes.

- **Lesson procedures** – Take the students back in time: Today we are going to go back in time to the mid 1700s. Set the scene with student input. Question: How did the colonists receive news? Was news important for colonists? Why did the colonists want news? What type of news was shared?
- Students will do a "Think, Pair, Write, Share" cooperative learning structure. Students will **think** about the above questions and formulate an answer in 2 minutes, **pair** with a shoulder partner and orally share their thoughts to the questions for a pair total of 3 minutes followed by gambits, **write** their preview response in their interactive journal for 5 minutes, and **share** their interactive journal with the entire team for a team total of 3 minutes followed by gambits.
- Write these questions on the board or chart paper for students to ponder while the story is being read: Who is Paul Revere? What did he do to help the people? How did he accomplish his task? When did this event occur? Where did this event occur? Why is this event significant during this time period? Teacher will reintroduce Paul Revere. During reading, have map displayed on the overhead from the book. Teacher will read aloud Paul Revere by Jane Sutcliffe, specifically chapter 3. Students should be able to identify important information about Paul Revere. - 10 minutes

- Following the reading, students will make a graphic organizer on their lesson page to share their knowledge to the questions listed above. Following the reading, students will engage in dialogue for 5 minutes about the questions in teams. Then students will record their answers to the questions using a graphic organizer of their choice. Allow students about 10 minutes to work on their organizer.
- **Closing** - Teacher will read the poem, Paul Revere's Ride. Place poem on overhead. Inform students that this poem was written nearly 75 years later; therefore, was this feat performed by Paul Revere a powerful mission?s- 5 minutes
- On the reflection page, students will reflect upon their learning from the lesson and synthesize: Given the time period and the growing tension, why was Paul Revere's mission significant to history? What would be the outcome had he not completed the mission? Allow 15 minutes to reflect.
- Allow students to share their reflection with team members for 5 minutes.

Assessment – Students will be assessed on the reflection page. I will know that the students have learned the objectives set forth if the following key points are met:

- a. Paul Revere was instrumental in warning the colonists of a Britain threat.
- b. Paul Revere traveled knocking on doors and making noise to alert colonists of the approaching British.
- c. Because of Paul Revere, thousands of lives were saved and colonists were prepared to fight.

Students will listen to what other students have written and think about what they have written to see if the information makes sense.

Lesson designed by Annette Durbin: Project Clio – June 18, 2004