

TEACHING AMERICAN HISTORY PROJECT

Lesson Title –The Midnight Ride of Paul Revere by Kevin Grant

Grade - 8

Length of class period – One Class Period

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How do two reports (one primary source and one secondary source) of Paul Revere’s ride compare and contrast.

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will compare and contrast Longfellow’s poem and a first hand account of Revere’s Ride.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Paul Revere’s Ride by Henry Wadsworth Longfellow

A Letter From Col. Paul Revere To The Corresponding Secretary (Jeremy Belknap).

Venn Diagram

Activities (What will you and your students do during the lesson to promote learning?)

Read Longfellow’s Poem as a whole class, stopping to explain the events as Longfellow describes them.

Have students read “A Letter From Paul Revere...” in pairs and have them list all of the events that Revere recounts.

Have students use a Venn diagram to compare and contrast Longfellow’s Poem and Revere’s Letter.

Class discussion about the Ride of Paul Revere.

How will you assess what student learned during this lesson?

Completion of the Venn diagram and class discussion about the Ride of Paul Revere.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- interpret data in historical maps, photographs, art works and other artifacts;
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time;
- examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events;