Cheryl Newland -- Instructional Unit

1. Title: "Paul Revere's Ride" by Longfellow

2. Grade: 7th grade

3. Target group: Sheltered English language arts class

4. Source of written material: in the language arts textbook mentioned below
   Also the illustrated copy: illustrated by Paul Galdone, publisher


6. Goals:

   I want my students to know that history is retold through
   literature and that poems can tell a story

   I want my students to know what happened in Paul Revere's
   ride

   I want my students to know that words can paint a picture

   I want my students to know that poems can have a rhythm and
   rhyme

   I want my students to know that one person can impact the
   history of a nation
Lesson #1 --- What is Paul Revere’s Ride
Lesson #2 ---- Analyze poem
Lesson #3 ---- Imagery Words
Lesson #4 ---- Meter and Rhyme in Poetry
Lesson 1
Cheryl Newland  
Lesson #1  “Paul Revere's Ride” Unit  

Target Group:  Sheltered 7th grade Language Arts  
(The class is 2 45 minute periods long = 1 1/2 hours)  

Objectives:  
To be able to retell the story of Paul Revere  
To know that this is an event in American history  
To use descriptive words for Paul Revere  
To use present continuous verbs in a sentence formula  
To add new vocabulary words to their vocabulary log  

Materials Needed:  
Pictures of a car, bus, van, train, boat, plane, horse p. 11-19  
picture of the Old North Church p. 7&8  
Clock transparency p. 9 & 10  
Small plastic people and a plastic horse p. 6  
Little houses from a Monopoly game p. 6  
A camping lantern p. 22  
Transparency 4 p. 23  *OL (OL = original lesson)  
Cassette tape of a horse galloping  

Procedure:  

Introduction:  With animation say, “Listen, my children, and you will hear of the midnight ride of Paul Revere.” (15 minutes)  

a. Repeat this and have the children cup their hand to their ear as if listening intently – demonstrate what I mean  

b. You will “hear” a story about a man named Paul Revere. Ask: “What do you think his “ride” will be? What can a person ride?” As they give a response hold up the picture for it (car, bus, van, train, plane, boat)
c. Repeat again, “Listen, my children, and you will hear of the midnight ride of Paul Revere” and let them hear the sound byte of galloping hooves of a horse (this is taped from website: thepocket.com)

d. What do you hear? Lead them to say horse — then show a picture of a horse
How is the horse moving - fast or slow?
For intermediate learners introduce “gallop”

e. Have you heard this sound before?
   Have you seen a horse before?
   Have you or someone you know ridden a horse?

f. Ask what is midnight? Using a clock transparency show where the hands would be. Show the root word of midnight (night). Show them that the prefix “mid” means middle or half way by showing with the clock that it is half way between 6pm and 6am. Ask, “Is it dark at midnight?” How dark might it be?

g. We are going to read a poem tomorrow that is about Paul Revere riding a horse. The words you see on this word wall will be in the poem. Midnight is one of those words. Word wall p. 20

h. I want you to repeat after me, “Listen, my children, and you will hear of the midnight ride of Paul Revere. Have them repeat a couple of times. Then say, “The British are coming! The British are coming!” Have them repeat that phrase also.

i. To understand this poem I want you to gather around this table so I can show you something.

Activities:
1. Background information (15 minutes)
   Gather everyone around a large table
a. Using little plastic people (purchased at the Dollar Store) and little houses from a monopoly game --- Say, "These houses are on your street. In fact one of these houses is your house. These men (the beige ones) are coming to your street to capture, grab 2 people (demonstrate capture by grabbing one of the gray plastic people) They also want to move onto your street and tell everyone what they can do and what they can't do."
Ask these questions:
"Would you want them doing that?"
"How would you feel?"
"What would you do to stop them?"
"If one person knew they were coming what could that one person do?" (demonstrate using one of the gray people)

b. After one person says tell people say, "The beige ones are the British soldiers and have them say, "The British are coming! The British are coming!"
(explain soldier --- by using the plastic soldiers)

c. Tell them that this is a true story – part of America's history and that Paul Revere was that person who knew they were coming and he wanted to warn everyone that lived in the towns where the British were going.

d. Tell them a synopsis of what happened while demonstrating using the plastic people, horse, etc. – page 5

2. Using maps (10 minutes) OL (original lesson)
a. Have them go back to their seats
b. Show the map (transparency 4) on the overhead
c. Give them each a copy of the same map – p. 23
d. Retell the story and show the route of the soldiers and Paul Revere on the transparency and have them follow along with their fingers on their maps

3. Language Activity (20 minutes)
Continuous present tense verbs
Using the overhead write, "The British are coming!"
Change the subject to: The British are coming to ...... and let them fill in the blank.
Then change the subject to A soldier is coming ....
And discuss subject/verb agreement
With a plural subject use the to be verb are
With a singular subject use the to be verb is

Write on the overhead:
A horse coming
A man riding
Paul Revere calling out
Some soldiers marching
Some men running
A man yelling

Tell them to write on paper 6 sentences using those words to give to me
The preproduction and early production can simply fill in the worksheet – page 21
(this would be the informal language assessment)

4. Language discussion (10 minutes)
What words would you use to describe Paul Revere?
Paul Revere was ___________
He was ___________
(Try to illicit words like courageous, bold, daring, caring, patriotic, famous) and write these on the white board.

5. Assessment activity for content (15 minutes)
Put students in small groups of 2-3 people. As a group they will tell what happened during Paul Revere’s ride and as a group write 2-3 sentences about this event. Give them 10 minutes to do this and then 5 minutes for each group to share orally what they wrote.
*Preproduction and early production students can draw a picture of what they have learned and share that picture.
Post these sentences on the wall for later reference.
4. **Conclusion:** (5 minutes)

Say, today we learned that:

a. this is not just a story. This is history. This really happened.

b. We also learned about the word “midnight”. We learned that the root word is night and “mid” is a prefix that means middle

c. We learned how to write sentences like: The British are coming! The man is coming.

d. We learned some new descriptive words

Tomorrow we will read a poem that someone named Longfellow wrote about this event.” Repeat the first stanza, “Listen, my children .....” and have the students repeat it.
## Functional/Notional Chart
### Lesson #1

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae expressions</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing actions</td>
<td>Revolutionary War - Paul Revere’s ride</td>
<td>The British ___ coming. Paul Revere ____ riding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing a person</td>
<td>Paul Revere</td>
<td>Paul Revere was ____ He was _______</td>
<td>Present continuous verbs Subject verb agreement</td>
<td></td>
</tr>
<tr>
<td>list</td>
<td>Ways to travel</td>
<td>You can ride in a ___</td>
<td>Using adjectives, pronouns</td>
<td>Bold, courageous, Caring, patriotic, Famous</td>
</tr>
<tr>
<td>list</td>
<td>Ways to travel</td>
<td></td>
<td>nouns</td>
<td>Car, truck, van, jet, plane, train, boat, ship</td>
</tr>
</tbody>
</table>
Descriptive Narrative of lesson #1

I find Paul Revere’s Ride to be a very emotional poem. When I read it I feel the significance of this event. I can see the impatience of Paul Revere waiting for the signal. The words evoke so many images and feelings. I want the students to sense some of that emotion and picture in their minds what is happening. That is difficult for 2 reasons. One reason is that the vocabulary is quite difficult and the second is that they most likely will not have any background knowledge of this event. I want them to know that it is part of history and know a little bit about it so when they read it they will have some frame of reference. Therefore, I first wanted to set the stage for the poem with a lengthy introduction.

I think using the realia will help them to conceptualize what happened. During this part of the lesson I want them to not only see but also feel how the people and Paul Revere may have felt. I hope these activities will heighten their understanding of the poem and build anticipation for it.

The difficult vocabulary is so large that I limited the number of words to develop. I picked words for the word wall that I thought were the most valuable in making the reading comprehensible and because they were words I thought would be useful for the students. I did not want to do too much vocabulary work in the first lesson. The vocabulary will build within each lesson. During the first lesson through using pictures, gestures and synonyms a few words will be introduced. Each day a few other words and phrases will be focused on with reference to the word wall.

I also wanted to build anticipation for the rhythm and rhyme of the poem. Throughout the first lesson I will have the students repeat, “Listen, my children, and you shall hear of the midnight ride of Paul Revere. This repetition will give them a sense of the rhythm as well as a feeling for the rhyme.

The content assessment is for small groups. By putting them into small groups they can collectively express what they remember. They can retell it to each other thus strengthening their knowledge for the next lesson which is reading the poem. As a group they will write 2 – 3 simple or more complex sentences depending upon their language proficiency.

I chose to end the lesson with a review of what we learned and by reminding them what we would be doing the next day.
Synopsis of Paul Revere

Speak slowly and pause often
Check students faces to see if they are understanding

*Have the words capture, belfry and lantern on the word wall

Paul Revere lived in Boston, Massachusetts. (Point to the map of the United States and show where that is) He lived at the time when England, the British ruled this country. (Again use the map to show England) Many people in this country wanted to stop England from ruling them. They wanted to become their own country with their own laws.

Paul Revere found out that the British were coming to a town near Boston (Concord - point that out on the US map). They wanted to capture (demonstrate with the plastic man again) 2 men who were some of the leaders of people who wanted to end the British rule. They also wanted to find the guns that the people in Concord and the towns along they way had. They wanted to capture those too.

Paul Revere wanted to warn (to tell) all the people that the British were coming. The British soldiers could get to the town by land (walking) or by sea (water, boats). Revere needed to know where the British were going - by land or by sea. A friend of Paul Revere had to tell Paul Revere with a signal, a sign. Paul was going to wait on the other side of the water to watch for the signal. The signal would be given by hanging a lantern (hold up the lantern that I brought in) in the belfry (show the picture of the Old North Church and point out the belfry). One lantern meant they were coming by land and 2 lanterns meant they were coming by sea.
Paul Revere waited and waited. Finally he saw 2 lanterns shining in the belfry of the church. Ask, "What did that mean?" "That's right - the British were coming by sea." So he rode on his horse warning, telling all the people in the towns (point to the houses on the table representing a town) saying, "The British are coming! The British are coming!"

Because Paul Revere warned the people, they were ready for the British. When the British got to the bridge near their town, the people were lined up to meet them with guns in their hands. (demonstrate with the plastic people) Shots were fired and a few people died, but the people were able to make the British go back to their boats. (again demonstrate this)
Words for Word Wall:

Midnight
Warn
Belfry
Capture
Country folk
Muffled
Oar
Bay
Magnified
Reflection
Tide
Alley
Eager
“Sound of arms”
Tread
Chamber
Pigeons
Rafters
Landscape
Fate
Steed = horse
Village
Cock = rooster
Alarm
peril
Continuous present tense worksheet

Write is or are in each sentence below.

1. The British ____________ coming.

2. A man ____________ coming.

3. The dog ____________ barking.

4. The dogs ____________ barking.

5. The dog ____________ eating.

6. The dogs ____________ eating.

7. The dog ____________ sleeping.

8. The dogs ____________ sleeping.
Lesson #2

Objectives: To read and enjoy the poem  
To see that the poem tells the story of Paul Revere  
To analyze stanzas of the poem for content  
To list the setting, characters, plot, problem (conflict) of the poem

Materials Needed:  
2 candles – a match is needed  
Tape recording of someone (me) reading the poem  
Illustrated pictures of the poem as transparencies - p. 33-54  
Pictures of settings, characters - p. 58-69

Introduction: (15 minutes)  
(Have 2 lit candles in the room as the only source of light as the students enter. I think lit lanterns might be a fire hazard.)

1. Review yesterday’s lesson  
   See if they know the significance of the lanterns – let them initiate the conversation --- “What’s going on, Why the candles?, etc. (this will be a lead in to the following)

   Ask “What did we learn yesterday about Paul Revere?” Refer to their sentences and drawings that are posted on the wall from yesterday’s class. Read what they listed.

2. Ask, “Was it a true story?” “If it is a story about something that happened in the past, what do we call it? (history)

3. Say, “We will read a poem written about this ride. It is called a narrative poem because it tells a story.
4. I will read it while I show the pictures on the overhead from the illustrated copy of this book. Say, "Just listen and look at the pictures. Later we will read it again and look at the words."

5. Read the poem to the class while the horse galloping sound byte plays in the background. (Play the sound softly) Place the pictures from the illustrated version of the poem on the overhead projector as I read it. The illustrations to make transparencies of these are found on p. 33-54
(I am doing this first because I want them to just enjoy the poem before we begin analyzing it)

Procedure:

1. Read the poem (10 minutes)
   Give the pre and early production students a modified text of the poem – p. 29-32
   (for intermediate and advanced students I would probably have them read the poem as written with no modifications)

   Say, "Now I will play a tape recording of my voice reading the poem again. Look at the words as it is read."

   Play the recording.

2. Small group discussion of stanzas (15-20 minutes)

   Put them in small groups.

   Using their modified version of the poem have them:

   Pre and early --- do the storyboard worksheet where they draw pictures of the beginning, middle and end of the poem. p. 56
Speech emergent and Intermediate — they will fill out the sequencing chart worksheet — p. 55

Advanced — I would have them read it in a small group so they could discuss what each stanza is telling them and have them write 1 sentence per stanza with their conclusion.) I would ask them to write highlight with a highlighter words or phrases difficult to understand.

3. Determining the setting, plot, characters and conflict of the poem (20 minutes)

Tell them stories have these elements: characters, plot, setting, conflict
*Advanced students — see if they can tell the elements of a story without being told.

Develop the concepts of setting, characters, plot, conflict using pictures:

Setting — show them pictures of various places
City, castle, beach, jungle, forest
Let them say the setting p. 58–63

Characters — do the same activity above using pictures of people, animals
Children, businessman, astronaut, cowboy, kittens
p. 64–69

Conflict/Problem — ask what kinds of problems could some of these characters be having?
Write those responses on the overhead

Plot — that would be a story with a setting, characters and a problem to solve. The plot tells us what happens, how the problem is fixed.
Put them back in their small groups and have them fill out transparency 1 (OL). Make the transparency into worksheets for each group. Pre and early students can draw a picture for each category.

**Assessment:** What was your favorite part of the poem? (10 minutes)

*Pre and Early - use the illustrated copy of the poem. Lay the pictures on a table and let them point to their favorite part.*

*Advanced — Have them express why that is their favorite part.*

**Conclusion:**
Wrap up the lesson by reviewing what they learned today. Have each student say a word or sentence about something they learned today.

Have them repeat, “Listen, my children, and you will hear of the midnight ride of Paul Revere.”
# Functional/Notional Chart

## Lesson #2

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae expressions</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| analyze        | Parts of a story  | The poem has _____  
Narrative poems have _______  | Use of have, has                                      | A setting  
A plot  
Characters  
A problem/conflict |
| list           | Paul Revere's ride| Paul Revere _____  
to _______  | Past tense  | Rode, yelled,  
knocked  
Warn the people  
Tell the people |
| summarize      |                   | In the beginning ____  
In the middle ______  
At the end _______  | Complete sentence with subject verb agreement  | Waited for a signal  
Rode to warn  
Helped the people |
| express opinion| Determine favorite part of poem | My favorite part is ____  
The best part is ____ | Use of “when”  |                                                |
Descriptive Narrative of lesson #2

This lesson will build upon yesterday's lesson. Having established a little background experience with this event, the students will now read the poem. I decided that it would be best if I read it first and used illustrations from an illustrated edition that I obtained from the public library. During this first reading I simply want the students to enjoy and hear the poetry. They will not be reading it from their language textbook. I will give them copies of it so that the advanced and intermediate students can mark it up and highlight it. The beginning ESL students will be given a modified version.

I want them to have an opportunity to explore the meaning of the stanzas. I broke into small groups to look at these stanzas and give different activities based upon their language proficiency.

I want them to understand that it is a narrative poem and that narrative poems tell a story. I want them to see that it has all the elements a story has. Again this activity is modified.

Then I do want them to have the opportunity to react to the poem. I want to know what they liked about it. I will probably also ask them if they think the poem told the story of Paul Revere well.
Paul Revere's Ride

by Henry Wadsworth Longfellow

LISTEN, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-Five:
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry-arch
Of the North Church tower, as a signal-light, --
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm."

Then he said good-night, and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war:
A phantom ship, with each mast and spar
Across the moon, like a prison-bar,
And a huge, black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack-door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers
Marching down to their boats on the shore.
Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made
Masses and moving shapes of shade,—
Up the light ladder, slender and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead
In their night-encampment on the hill,
Wrapped in silence so deep and still,
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black, that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere
Now he patted his horse's side,
Now gazed on the landscape far and near,
Then impetuous stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely, and spectral, and somber, and still.

And lo! as he looks, on the belfry's height,
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!
A hurry of hoofs in a village-street,
A shape in the moonlight, a bulk in the dark,
And beneath from the pebbles, in passing, a spark
Struck out by a steed that flies fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village-clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river-fog,
That rises when the sun goes down.

It was one by the village-clock,
When he rode into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village-clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning-breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read
How the British regulars fired and fled,—

http://www.cvesd.k12.ca.us/finney/paulvm/h1_poem.html
How the farmers gave them ball for ball,
From behind each fence and farmyard-wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance, and not of fear,—
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beat of that steed,
And the midnight-message of Paul Revere.

LISTEN, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in 'Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;"
riend, "If the British march from town to-night, aloft in the belfry arch church tower as a signal light,—and two, if by sea;"
Then he said, “Good night!” and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.
Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.
Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,—
Up the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.
For suddenly all his thought
On a shadowy something
Where the river widens to
A line of black that bends
On the rising tide, like a b

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel’s tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, “All is well!”
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.
Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse’s side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;

But mostly he watched with eager search.
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!
A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and me
And beneath him, tranquil an
Is the Mystic, meeting the occ
And under the alders, that ski
Now soft on the sand, now lot
Is heard the tramp of his stee
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.
It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer’s dog,
And felt the damp of the river fog,
That rises after the sun goes down.
It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
He heard the bleating of the flock,  
And the twitter of birds among the trees,  
And felt the breath of the morning breeze  
Blowing over the meadows brown.  
And one was safe and asleep in his bed  
Who at the bridge would be first to fall,  
Who that day would be lying dead,  
Pierced by a British musket-ball.
You know the rest. In the books you have read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.
ice and farm-yard wall,
down the lane,
leaves to emerge again
turn of the road,
fire and load.
So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.
not of fear,
press, a knock at the door,
earch and echo forevermore!
Of the wind of the Past,
travel, to the last,
press and peril and need,
listen and listen to hear
the beats of that steed,
the legend of Paul Revere.
Storyboard

Read a story. Draw a picture of what happens in the beginning, the middle and the end of the story. Describe each picture on the lines below.
"Paul Revere's Ride" by Henry Wadsworth Longfellow

Develop Reading and Literary Skills: Analyze Narrative Poetry

Transparency 1

Characters:

Setting, Time:

Setting, Place:

Conflict:

Plot:
"CRYSTAL CANYON MOUNTAIN" PAINTING

http://ron.100megsfree5.com/ccmt.painting.html

7/16/2005
Children playing in Hoa Kiem Lake. Hanoi, Vietnam

Photo ID# viet8321
STS-114 Shuttle Mission Imagery

S99-00858 (30 October 1998) -
-- Astronaut Eileen M. Collins,
movement commander

high res (1.9 M) low res (84 K)

Curator: Kim Dismukes | Responsible NASA Official: John Ira Petty | Updated: 02/11/2003
Web Accessibility and Policy Notices

7/16/2005
Owner: Ron Southerland & Phyllis Dolan
Pet's Name: Ceasar & Camie

Vote for me!

This Bengal Cat picture has been submitted to GotPetsonline. For privacy reasons, we are unable to provide any additional contact information about this picture. The pets in this picture gallery are usually not for sale. However, in some cases, the pets shown in these pictures are for sale through the GotPetsonline classifieds section. If you wish to view the pets that are for sale, check out the classifieds ads in the Pets For Sale section.

The Bengal Cat is an exotic breed that descended from a cross between wild Asian Leopard Cats and domestic shorthairs. Many Bengals have an instinctive love of water and have been known to climb into the shower or bathtub. Bengal cats are blessed with intelligence, playfulness, and an affectionate nature. They also have excellent athleticism and leaping ability. Most pet Bengals are wild only in looks, not in personality.

Create your own website in only 3 minutes!

Add YOUR pet to our Picture Gallery!

Add Your Pet Pictures

Advertise Your Pets - Contact Us - Disclaimer - Help
Home - The Greatest Time Prophecy in the Bible - User Login
Create Your Own Website in only 3 minutes!

Lesson #3 Descriptive words and phrases

Objective:
1. To describe objects using their 5 senses
2. To find descriptive words/phrases in the poem
3. To determine how those descriptive words help them use their senses in reading the poem

Materials Needed:
- Sound bytes on cassette
- Hairbrush, piece of velvet, sandpaper
- Lavender, onion slice, a crayon
- Popped kettle corn, apple slices, lemon slices

Introduction: (5 minutes)

Say, “Listen, my children, and you will hear of the midnight ride of Paul Revere.” Have them repeat this.

Ask them to tell me one thing they learned in the last 2 lessons. Try to get a response from everyone but don't pressure the pre or early speech emergent learners.

Procedure:

1. Students will use descriptive words (20 minutes)

   Put the students into small groups. Each group will be given one of the 5 senses materials listed below. They will be given 2 minutes to pass the items around or listen to the sounds on the cassette and list as many descriptive words as they can for each item or sound. Then they will pass their items on to the next table. Let every table get every set of items for each of the 5 senses.

   Sounds - Play sounds - describe what you hear
   (sound bytes taped on a cassette from website: www.thepocket.com)
Touch – a hairbrush, a piece of velvet, sand paper,
Smell – sprig of lavender, a slice of onion, crayon
Taste – kettle corn popcorn, apple and lemon slices
See – a vase, a stuffed animal, a painting

Then have the students in each group share their words. I will write them on the overhead as they say them.

2. Students will interpret passages of the poem (20 minutes)

Give them the worksheet with selected phrases from the poem. p. 73 Have them interpret what that phrase means and write which of their senses that phrase uses.

Demonstrate this first by using:
"Beneath, in the churchyard, lay the dead
In their night encampment on the hill"
Tell them:
"I think this means he saw a graveyard by the church.
"This involves my sense of sight."

Then have the students do the above exercise. The pre and early speech emergent students should have a copy with the "I think it means ____" written in. Let them just put the sense they think that passage uses. p. 74

Have each group share their ideas and discuss as a whole group. Write their ideas on a transparency of this same worksheet.
Poems involve feelings. (10 minutes)

3. Say, "Sometimes there is another sense stimulated (used by the reader) and that is you feel it in your mind, in your heart."
   Show them examples:
   "The fate of nation was riding that night
   And the spark struck out by that steed, in his flight
   Kindled the land into flame with its heat"

   Explain that this plays on feelings of pride, loyalty to a nation, a country.

4. Make inferences from the poem – ask the students these questions and write their response on the overhead. (15 minutes)
   How did Paul Revere feel – describe
   How did the people who were being warned feel?
   How did the British feel?
   What did the night look like?
   What do you think the light in the church looked like?
   What do you think the horse galloping sounded like?

Assessment: Take one of the phrases from the Phrases from “Paul Revere’s Ride” worksheet and either draw a picture of what you see or feel when you read it. All should be able to do this activity. (10 minutes)
### Functional/Notional Chart
Lesson #3  Descriptive words

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae expressions</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td></td>
<td>It is _____</td>
<td>Similes</td>
<td>Salty</td>
</tr>
<tr>
<td>Describe</td>
<td></td>
<td>It looks like___</td>
<td>Adjectives</td>
<td>Sweet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It smells ___</td>
<td></td>
<td>Flowery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It smells like ___</td>
<td></td>
<td>Crunchy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It tastes _____</td>
<td></td>
<td>Sour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It tastes like ______</td>
<td></td>
<td>Soft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It feels _____</td>
<td></td>
<td>Scratchy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It feels like ______</td>
<td></td>
<td>Etc.</td>
</tr>
<tr>
<td>Infer</td>
<td>People' emotions</td>
<td>Paul felt _____</td>
<td>Descriptive words</td>
<td>Scared</td>
</tr>
<tr>
<td></td>
<td>Sounds heard</td>
<td>The people felt ____</td>
<td></td>
<td>Worried</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The horse sounded ___</td>
<td></td>
<td>Angry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The British felt ___</td>
<td></td>
<td>Loud</td>
</tr>
</tbody>
</table>
Descriptive Narrative of Lesson #3

In this lesson I want the students to experience the imagery of the words and phrases of the stanzas. The original lesson from the textbook was a lesson on adjectives and adverbs. I thought that putting 2 kinds of words together was too much. The adjective lesson should be separate from the adverb lesson. But, then I realized that by putting the words into categories might hinder my objective. I think sometimes by focusing on finding the adjectives or adverbs we can cause students to lose the enjoyment, the beauty of the words. So I decided to have this lesson be simply on seeing how the words help us to see and feel what was happening. A later lesson could be on adjectives or adverbs and I could have them revisit "Paul Revere's Ride" to demonstrate or find examples.

I wanted them to realize that descriptive words are sensory words. I wanted them to look at phrases and see how those phrases activate our senses.

I wanted them to discover that poetry can stir feeling and emotions. I wanted them to make inferences as to what the people in the narrative might have felt.

I will end the lesson by again saying, "Listen, my children, and you will hear of the midnight ride of Paul Revere."
Phrases from "Paul Revere's Ride"

What do you think this means? What sense do you use? Sight, Hearing, Touching, Smelling, Tasting, or maybe Feeling.

"For the country folk to be up and to arm" (stanza 2)
I think this means ____________________________

The sense/senses used _______________________

"with muffled oar silently rowed" (stanza 3)
I think this means ____________________________

The sense/senses used _______________________

"the sound of arms, and the tramp of feet" (stanza 4)
I think this means ____________________________

The sense/senses used _______________________

"now soft on the sand, now loud on the ledge, is heard the tramp of his steed as he rides" (stanza 10)
I think this means ____________________________

The sense/senses used _______________________

"And felt the damp of the river fog" (stanza 11)
I think this means ____________________________

The sense/senses used _______________________


Phrases from "Paul Revere's Ride"

What do you think this means? What sense do you use? Sight, Hearing, Touching, Smelling, Tasting, or maybe Feeling.

1. "For the country folk to be up and to arm" (stanza 2)
   I think this means ________
   The people got their weapons.
   The sense/senses used __________________________

2. "with muffled oar silently rowed" (stanza 3)
   I think this means ________
   They rowed the boat quietly.
   The sense/senses used __________________________

3. "the sound of arms, and the tramp of feet" (stanza 4)
   I think this means ________
   They heard guns and people marching.
   The sense/senses used __________________________

4. "now soft on the sand, now loud on the ledge, is heard the tramp of his steed as he rides" (stanza 10)
   I think this means ________
   The horse sounds soft in the sand
   and loud on the rocks.
   The sense/senses used __________________________

5. "And felt the damp of the river fog" (stanza 11)
   I think this means ________
   The air was wet by the river.
   The sense/senses used __________________________
Lesson #4  rhythm and rhyme

Objectives:
To hear the rhythm of the poem
To recognize rhyming words
To determine the rhyming pattern of the poem
To judge whether a phrase has a rhythm or not
To use the words “if” and “then” in sentence structures
To use the word “by” in sentence structures

Materials Needed:
“Big Bad John” lyrics
Students will need a pencil or other object for tapping to a rhythm

Introduction: (10 minutes)
Do you know any rhymes? (they probably will say no because they don’t know what is meant by rhyme)
Any songs?
Songs are really poetry set to music
Some tell stories, some do not
Give them a copy of the lyrics to “Big Bad John” by Jimmy Dean – p. 79, 80
Tell them this is a poem that someone made into a song I will sing it to them unless I purchase a copy of the cd which is possible to buy at: www.overstock.com
Now again ask them if they know of any rhymes. (Some of the more English proficient may be able to say) Say “Many poems have a rhythm.”

Procedure:

1. Hear the rhythm of “Paul Revere's Ride” (10 minutes)

Say, “Listen, my children, and you will hear of the midnight ride of Paul Revere.” Have them repeat it. Ask them if they hear a rhythm. I will demonstrate by taping the rhythm out with my hand on the desk. Ask them to tap it out as the line is repeated.

Then focus on “1 if by land, 2 if by sea”
Read it as a pure sentence:  Say, "this is what it means....
If he saw 1 lantern that meant ...
If he saw 2 lanterns that meant ..... 

Show that the way it is written in the poem has a rhythm whereas the sentences do not

Say, "1 if by land and 2 if by sea" again and have the students tap out the rhythm as it is read
(all ELLs should be able to do this activity)

2. Determine the rhyming pattern of the poem (25 minutes)

Ask "What are rhyming words?"
Show them pairs of rhyming words
Then give them pairs and ask them if they rhyme
Beginning language learners — I will say the words to them so they can hear the rhyme
Intermediate and Advanced — they can read the words on their own and determine if they rhyme

In small groups have them find the words in "Paul Revere’s Ride" that rhyme - Give each group certain stanzas to look at:

group 1 stanza 1, 2, 3, 4
group 2 stanza 5, 6, 7
group 3 stanza 8, 9, 10
group 4 stanza 11,12,13

Intermediate and Advanced — Using highlighters highlight the words that rhyme and draw an arrow to the word they rhyme with. (lines 1 & 2 rhyme, lines 3 & 4 rhyme)

Beginning language learners — give them the worksheet with the rhyming words underlined — let them try to draw arrows matching the rhyming words — p. 81, 82, 83, 84
Then have each group say what words rhyme in their stanzas. Have them tell what pattern they see. Ask, "Is the pattern the same for all the stanzas.  
Intermediate and Advanced will do this activity.  
Beginning language learners --- make an overhead of their paper with the underlined rhyming words and draw on it which words rhyme with which so they can see if they drew arrows to the correct words.

3. Language lesson: (10 minutes)

Use of "if"

If Paul Revere saw ______ then ____________
If the people heard Paul then ________
If Paul didn't ride then ______________

Use of "by"

The British came by ________
They traveled by __________
Paul Revere came by __________
He traveled by ______________

Assessment for this lesson: (10 minutes)
Give them a worksheet with 2 parts – p.

Part 1 - They must put a check mark by the phrases that have a rhythm.
Part 2 - Given sets of words they must put a check mark by those that rhyme.

Pre and Early Speech Emergent students should be able to do this activity if someone reads the phrases and the word sets to them. Intermediate and Advanced should be able to this without that modification.
Final Discussion: (20 minutes)

Put them in small groups to discuss these questions and then bring them back and discuss as a whole class.

How did this 1 person affect American history?  
How can 1 person affect history?  
Do you know of someone in your home country that impacted your countries history?

Summarize what we learned: (5 minutes)

1. Paul Revere was an ordinary person who is remembered in history
2. poems can tell a story
3. descriptive words help the reader “paint a picture” – see what they are reading
4. poems can have a rhythm and rhyme

Final Assessment: Homework!!!  
This will have to be explained at the next class time

Give these various ways of expressing what they have learned. They will pick one or negotiate with me a different way of expressing what they learned. This will address the different learning styles as well as the proficiency level of the student.

Write a paragraph about Paul Revere’s Ride

Write me a letter telling me what you have learned in this unit

Write your own narrative poem using the rhyming pattern from “Paul Revere’s Ride”

Make this poem into a comic strip

Make your own tape -- Play a song either on an instrument or pick a recorded song that you think shows the rhythm or mood of the poem and play it while someone reads the poem.
Descriptive Narrative of Lesson #4

In this lesson I want the students to see the wonderful rhythm that the words create. I want them to see that poetry is very different from straight narration. I want them to realize that songs are really poems set to music. I hope that will encourage their enjoyment of poetry.

I also want the students to understand what rhyming words are and to find them in the poem. I want them to explore the patterns in it and discover that some of the stanzas have a slightly different pattern.

I have an assessment for this lesson but I also wanted an end of the unit assessment. I would give the final assessment as homework so the students could have a few days to work on it. I think this assessment will let me know how effective the unit was.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae expressions</th>
<th>Grammar</th>
<th>vocabulary</th>
</tr>
</thead>
</table>
| Making qualifying      | One event based upon another happening first Cause/effect | If Paul ___ then ___  
If they ____ then ___ | Use of if and then | Saw, heard  
Saw, heard |
| statements             |                                        |                                       |                          |                  |
| describe               | How to travel                          | The British came by ___  
Paul came by ____  
The British traveled by ____  
Paul traveled by ____ | Preposition by | By boat, ship  
By horse, |
| Ways to travel         |                                        |                                       |                          |                  |
Big Bad John

Jimmy Dean

(Words and Music by Jimmy Dean)

(Big John, Big John)
Ev'ry mornin' at the mine you could see him arrive
He stood six foot six and weighed two forty five
Kinda broad at the shoulder and narrow at the hip
And everybody knew ya didn't give no lip to Big John.
(Big John, Big John) Big Bad John (Big John)

Nobody seemed to know where John called home
He just drifted into town and stayed all alone
He didn't say much, kinda quiet and shy
And if you spoke at all, you just said "Hi" to Big John.

Somebody said he came from New Orleans
Where he got in a fight over a Cajun Queen
And a crashin' blow from a huge right hand
Sent a Loosiana fellow to the Promised Land-Big John
(Big John, Big John) Big Bad John (Big John)

Then came the day at the bottom of the mine
When a timber cracked and men started cryin'
Miners were prayin' and hearts beat fast
And everybody thought that they'd breathed their last-'cept

Through the dust and the smoke of this man-made hell
Walked a giant of a man that the miners knew well
Grabbed a saggin' timber, gave out with a groan
And like a giant oak tree he just stood there alone-Big John
(Big John, Big John) Big Bad John (Big John)

And with all of his strength he gave a mighty shove
Then a miner yelled out "There's a light up above!"
And twenty men scrambled from a would-be grave
Now there's only one left down there to save-Big John

With jacks and timbers they started back down
Then came that rumble way down in the ground


Can be bought at www.overstock.com
And then smoke and gas belched out of that mine
Everybody knew it was the end of the line for Big John
(Big John, Big John) Big Bad John (Big John)

Now they never reopened that worthless pit
They just placed a marble stand in front of it
These few words are written on that stand
At the bottom of this mine lies a hell of man, Big John
(Big John, Big John) Big Bad John (Big John)

FADE (Big John, Big John) Big Bad John (Big John)

[ Return to Top 100 Hits of 1961 ]
Paul Revere's Ride

Henry Wadsworth Longfellow

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,--
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said "Good-night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,--
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill.
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns.

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, black and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest. In the books you have read
How the British Regulars fired and fled,---
How the farmers gave them ball for ball,
>From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,---
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

This poem is one of many published by the EServer, a non-profit

http://www.eserver.org/poetry/paul-revere.html

7/22/2005
p.84
Rhythm and rhyme worksheet for lesson #4

Part 1
Directions: Put a check mark ( ) next to the phrases below that have a rhythm. One for each number has a rhythm and one does not.

___ 1. listen to this story carefully
    ___ listen, my children, and you will hear

___ 2. meanwhile his friend through alley and street
    ___ meanwhile he looked through the alleys and streets

___ 3. creeping along from tent to tent
    ___ crept along looking in the tents

___ 4. he looked at the land that was near and that was far
    ___ he gazed at the landscape fare and near

___ 5. to every Middlesex village and farm
    ___ to the villages and farms in Middlesex

___ 6. the fast hoof beats of the steed
    ___ the hurrying hoof-beats of the steed

Part 2
Directions: Put a check mark ( ) next to the pairs of words that rhyme. If they don’t rhyme don’t put a check.

___ 1. need, hear
___ 2. hear, Revere
___ 3. town, brown
___ 4. trees, breeze
___ 5. dark, light
___ 6. door, evermore
___ 7. edge, deep
___ 8. height, light
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visuals (Realia, Manipulatives, Gestures)</td>
<td>1,2,3</td>
<td>24</td>
<td>10,11</td>
<td>15</td>
</tr>
<tr>
<td>2. Model (Instructions, Processes)</td>
<td>2</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>3. Activate Background Knowledge</td>
<td>1,2</td>
<td>24</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>4. Negotiate Meaning/Check Understanding</td>
<td>2</td>
<td></td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

| II. Make Text Comprehensible | | | | |
| II.1. Graphic Organizers | 24,25 | 73 | 16 |

| II.2. Develop Vocabulary | 1,2,3 | 24 | 73 | 16 |

| II.3. Simplify Written Text | | | 25 | 73 | 16 |

| III. Make Talk Comprehensible | 2,3 | 24 | | |
| III.1. Graphic Organizers: Listening Guides | | | 25 |

| III. 2. Frame Main Ideas | 3,4 | 25 | | 15 |

| III. 3. Pace Teacher’s Speech | | | 25 | |

| IV. Engage: Opportunities for Output | | | 2 | |
| IV.1. Teacher Questioning and Response Strategies: Instructional Conversations | 1,2,3,4 | 22 | 76 |

| IV.2. Small Group Work (including Info Gap Activities) | 4 | 25,27 | | 76 |

| IV.3. Meaningful, real-life activities; Students as Researchers | 4 | | | 78 |

| V. Engage at Appropriate Language Proficiency Levels | 4,4a | 25,27 | 71 | 75,76 |

| V.1. Use questions appropriate for language levels in conversations, activities, assessments | 27 | 72 | |

| VI. Literacy/Academic Development | | | 25,26 | 76 |

| VI. 1. Allow use of L1 for planning and conceptualizing | | | 72,73 | 76 |

| VI. 2. Lots of real oral and written language | 25,26 | | 76 | |
### Unit: “Paul Revere’s Ride”
#### Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present continuous verbs</td>
<td>1</td>
</tr>
<tr>
<td>Subject/verb agreement</td>
<td>1, 2</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 3</td>
</tr>
<tr>
<td>pronouns</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>nouns</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>use of have, has</td>
<td>2</td>
</tr>
<tr>
<td>past tense</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>adverbs</td>
<td>2, 4</td>
</tr>
<tr>
<td>prepositions</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing people, actions</td>
<td>1, 3</td>
</tr>
<tr>
<td>list</td>
<td>1, 2</td>
</tr>
<tr>
<td>analyze</td>
<td>2, 3</td>
</tr>
<tr>
<td>summarize</td>
<td>2</td>
</tr>
<tr>
<td>express opinion</td>
<td>2, 4,</td>
</tr>
<tr>
<td>infer</td>
<td>3</td>
</tr>
<tr>
<td>making qualifying statements</td>
<td>4</td>
</tr>
</tbody>
</table>
I found this course to be most helpful in giving me many ideas that I plan to incorporate into my classes. Our daily class time in this course went by so quickly and was always interesting. I'm sure one of the reasons we were so engaged is because of the fast pace and the movement between groups and activities. Also, every activity was relevant to the course objectives and to us. Our background experience was always being activated. The small group activities and the great variety of groupings helped us get to know each other in just 3 weeks and create a feeling of camaraderie. I plan on working to achieve that in my classroom.

I think I was able to assimilate so much because the instructor did not just instruct but modeled the strategies and allowed us the opportunity to experience, be involved, in that strategy and discover for ourselves the significance. I hope to develop some of the art of teaching that I saw modeled. I appreciate the careful listening to and recasting and clarifying of students' comments. I liked the modeling of management of small groups. I liked that the subject matter, discussions, and assignments often stretched our thinking and yet the atmosphere in the class was relaxed and enjoyable. I hope to create that same atmosphere and model those techniques to my students.

I will be teaching Language Arts and Reading to 7th graders who will be grouped according to their English language proficiency. I will have a group of beginners to low intermediate, an intermediate group, and an advanced language group. Since I am teaching back to back periods of reading and language arts I would like this to be a seamless time frame. I plan on naturally weaving the language and grammar into the reading by using the language that is from the reading selections. I found the idea of having a functional/notional chart very helpful and yet very difficult. Analyzing the content material was not easy, probably because it is something I have never done before. But taking the time to do that will help make the seamless language arts period that I would like for the class. The reading and language/grammar will flow together.

Language truly is an art of communication and I would like my classroom environment to express that. There are many ways to communicate thoughts, ideas, and I would like to use many different genres: music, poetry, art, etc. The students will be able to express themselves and what they have learned through different ways allowing for the various levels of English proficiency as well as for the different learning styles.
I want to create a safe and stimulating environment. The very first week of school I plan on addressing the affective domain. I will introduce activities in which the students' cultural differences are celebrated and explored along with finding their commonalities. I will do some ice breaker activities to engage the students in co-operate learning. I hope to establish a classroom which the students look forward to entering and where they can express themselves and find encouragement and acceptance.

I definitely want to have a lot of small group interaction and learning. I will get the students to help set up a few guidelines for our small group activities during the first week. This will engage the students in the content and is a wonderful way for them to discover ideas and concepts together. It is also provides opportunities for communication and language development. I loved the jigsaw approach to reading material in that it breaks the content down into chunks and then those chunks are expressed to others. The small group setting also stimulates higher level thinking and centers the learning on the students and not the teacher.

In making the lessons comprehensible, I plan on using many pictures, realia, timelines, maps, graphs and manipulatives. I would like to have the students involved in role playing and acting out parts of stories that we read. The beginning ELLs would be able to be involved in any of these activities by modifying them and demonstrating to them clearly what the activity entails.

I further plan on making the content comprehensible by modifying the reading. I will give story maps, story outlines in advance to those students who would need that assistance. I will also modify text by giving summaries as I did in the Paul Revere unit. I also plan on making word walls to focus new vocabulary and having the students keep their own language logs to record new vocabulary in. In their logs they may write their L1 next to the English word. I will also modify assignments and projects so that the outcome is achievable and yet challenging. In the planning of the unit, consideration will be given as to what all the students, most of the students, and some of the students will be able to do.

In summary, I hope to create a very stimulating environment where language is developing. I want the language to scaffold with reinforcing and building upon previously learned language skills. I anticipate that students will feel safe to experiment with language and communicate in various ways in their L2 while appreciating the value of their L1. I hope they look forward to entering my classroom.
Original Lessons
"Paul Revere's Ride" by Henry Wadsworth Longfellow

MINILESSON 1
Develop Reading and Literary Skills: Analyze Narrative Poetry

Lesson Plan

Objective  Students will recognize and apply the elements of a narrative poem.

Introduce the Concept
Ask students the meaning of a narrative; establish that it is a story that describes a sequence of events. Through questioning, lead students through a discussion of some of the elements of poetry, including rhyme and rhythm. Summarize by saying that a narrative poem tells a story, usually rhymes, and has a noticeable rhythm. Point out that a narrative poem often has many of the same elements of a short story, as well, such as a cast of characters, a setting, and a plot complete with conflict. The difference is that the poet tells his or her story in the form of a poem.

Provide a Model
On the chalkboard, write out the words to a short, familiar nursery rhyme such as "Mary Had a Little Lamb." Ask students to name the characters and the plot, or action, of the story. Have them read the poem aloud, exaggerating the emphasized syllables to show the rhythm, and then ask students to identify the rhyming words. Explain that nursery rhymes that tell a story, like this one, can be considered a kind of narrative poem because they contain many of the same elements as a true narrative poem, of which "Paul Revere's Ride" is a typical example.

Use the Transparency
Put Transparency 1 on the overhead projector. Ask students to supply information on the characters, setting, conflict, and plot of "Paul Revere's Ride." Record their observations on the appropriate lines of the transparency.

Use the Practice Page
Distribute Practice Page 1. Instruct students to complete the page independently. Discuss students' answers, commending any unusual but reasonable variations.
Develop Reading and Literary Skills: Analyze Narrative Poetry

Practice Page 1

How Does a Poem Tell a Story?

A narrative poem contains many of the same elements found in a short story, including characters, setting, conflict, and plot. In addition, a narrative poem also has the rhythm and rhyme associated with poetry.

DIRECTIONS: Identify some of the short-story elements in “Paul Revere’s Ride” by answering the following questions about the poem.

1. Who are the characters in the poem? ________________________________

2. What is the time frame of the poem? ________________________________

3. Where does the poem take place? ________________________________

4. What is the conflict in the poem? ________________________________

5. The plot is the action or events of a story. Describe the action that takes place at the beginning of the story.

________________________________________________________

6. Describe the actions or events in the middle of the story.

________________________________________________________

7. Describe the actions or events at the end of the story.

________________________________________________________

________________________________________________________

8. A narrative poem also has rhyme and a strong rhythm. List the two sets of rhyming words in the first stanza.

First set: __________________________________________

Second set: ________________________________________

9. Show the rhythm of the poem. Rewrite the first stanza of the poem, using capital letters to indicate the syllables that are emphasized. The first line has been done for you.

LISTen my CHILDren and YOU shall HEAR

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Minilesson 2
Build Language Skills: Distinguish Between Adverb and Adjective Phrases

Lesson Plan

Objective  Students will identify adjective and adverb phrases and learn to differentiate between them.

Introduce the Concept
Write the following sentences on the chalkboard, underlining the words quick and quickly.

The quick fox jumped.
The fox jumped quickly.

Ask students which underlined word is an adjective (quick) and which is an adverb (quickly). Ask students to explain their answers. (Quick modifies the noun fox; quickly modifies the verb jumped.)

Remind students that phrases—groups of words used as single words—can be adjective phrases or adverb phrases, depending upon whether they modify nouns and pronouns or modify verbs, adjectives, or other adverbs.

Provide a Model
Write the following on the chalkboard:

A narrative poem is a poem with a story and told with a beat.

Point out that there are two phrases, both beginning with the preposition with. Ask students to identify the adverb phrase (with a beat—modifies told) and the adjective phrase (with a story—modifies poem). Ask students to give reasons for their answers.

Use the Transparency
Place Transparency 2 on the overhead projector. Lead students through the creation of a number of adverb and adjective phrases, using the words in the boxes at the top of the transparency. Record the phrases under the appropriate heading on the transparency.

Use the Practice Page
Assign Practice Page 2 for independent work. Discuss students' answers and clarify any misunderstandings.
**Build Language Skills:** Distinguish Between Adverb and Adjective Phrases

### Transparency 2

<table>
<thead>
<tr>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>about, in, to, outside, with, between, like</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs and Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rode, quickly, saw, walk, climb, silently, hear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Revere, horse, church, path, ship</td>
</tr>
</tbody>
</table>

**Adverb Phrases**

- __Adverb Phrases__

**Adjective Phrases**

- __Adjective Phrases__
Practice Page 2

An adverb phrase modifies a verb, an adjective, or another adverb. It tells how, when, where, or to what extent. In the sentence "The race will be held on the eighteenth of April," the underlined phrase describes the verb will be held, telling when; thus it is an adverb phrase. An adjective phrase modifies a noun or a pronoun. It tells which one, what kind, or how many. In the same sentence, the phrase of April describes the word eighteenth, telling which one; thus it is an adjective phrase.

**DIRECTIONS:** Read the following lines from "Paul Revere's Ride." Identify each underlined phrase as adjective or adverb. Identify the word or words that each phrase modifies and which question each phrase answers.

1. And I **on the opposite shore** will be
   Ready to ride and spread the alarm

   **Adjective or adverb phrase:** ____________
   **Modifies:** ____________________________
   **Answers this question:** ________________

2. Then he said, "Good night!" and **with muffled oar**
   Silently rowed to the Charleston shore,

   **Adjective or adverb phrase:** ____________
   **Modifies:** ____________________________
   **Answers this question:** ________________

3. Meanwhile, his friend, **through alley and street**,
   Wanders and watches with eager ears,

   **Adjective or adverb phrase:** ____________
   **Modifies:** ____________________________
   **Answers this question:** ________________

4. Then he climbed the tower of the Old North Church,
   By the wooden stairs, with stealthy tread,

   **Adjective or adverb phrase:** ____________
   **Modifies:** ____________________________
   **Answers this question:** ________________

5. And lo! as he looks, on the belfry's height
   A glimmer, and then a gleam **of light**!

   **Adjective or adverb phrase:** ____________
   **Modifies:** ____________________________
   **Answers this question:** ________________

6. It was twelve by the village clock,
   When he crossed the bridge into Medford town.

   **Adjective or adverb phrase:** ____________
   **Modifies:** ____________________________
   **Answers this question:** ________________
"Paul Revere's Ride" by Henry Wadsworth Longfellow

MINILESSON 3
Appreciate Literary Elements: Meter and Rhyme in Poetry

Lesson Plan

Objective Students will recognize meter and rhyming patterns in poetry.

Introduce the Concept

Ask students who have some musical training to explain what meter is in music (the division into measures or bars). Ask how the same principle applies in poetry (a poem also has a rhythmic pattern). Ask for examples of rhymes.

Provide a Model

Divide the class into two groups. Have them turn to the first stanza of "Paul Revere's Ride." Ask the members of the first group to read the first stanza aloud, saying the emphasized syllables louder and stronger than the unemphasized syllables. Have the members of the second group tap out the beat on their desks as the first group reads; have them tap a little louder and harder on the emphasized syllables than on the unemphasized syllables. If necessary, lead students in reading the stanza aloud and tapping out the rhythm until students are able to recognize the rhythm themselves.

Ask students to identify the rhyming words in the stanza. Have them identify the ear sounds as a and the ive sounds as b. Lead students to recognize the rhyming pattern aa / bb / a.

Use the Transparency

Place Transparency 3 on the overhead projector. Ask students to select a stanza from the selection and then analyze it together as a class. Write the number of the stanza the students choose on the transparency (avoid stanzas 1 and 7); then copy the stanza onto the transparency. Have students work as a class or in small groups to determine the beat of the first three lines of the stanza. The emphasized syllables can be either written in capital letters or underlined. The rhyming pattern can be approached the same way.

Use the Practice Page

Distribute Practice Page 3. Let students work independently or in pairs. Discuss answers, resolving any differences of opinion and correcting any misconceptions.
"Paul Revere's Ride" by Henry Wadsworth Longfellow

Appreciate Literary Elements: Meter and Rhyme in Poetry

Transparency 3

Stanza Number: __________

Meter of the first three lines:

Rhyming pattern of the stanza:
“Paul Revere’s Ride” by Henry Wadsworth Longfellow

Appreciate Literary Elements: Meter and Rhyme in Poetry

Practice Page 3

Step to the Beat

The meter of a poem is its rhythmic pattern—the way in which syllables are emphasized or not emphasized in a line. Rhymes occur when words have the same ending sounds—such as beat and treat.

DIRECTIONS: Look at the way lines 57 and 58 of “Paul Revere’s Ride” are written below with the emphasized words or syllables in capital letters. Write lines 59, 60, and 61 in the same way.

Line 57: MEANwhile, imPAient to MOUNT and RIDE,
Line 58: BOOTed and SPURRED, with a HEAVy STRIDE
Line 59: 
Line 60: 
Line 61: 

1. Did you have trouble deciding which emphasis some words or syllables should have? Why?

2. Write one of the lines with a different beat.

DIRECTIONS: You can show the rhyming pattern of a stanza by using letters for each sound. The rhyme pattern for the second stanza of “Paul Revere’s Ride” is ab, ab, cc, ddd. The a words are march and arch. Write the rhyming words for the other lines in the second stanza.

3. List the b words.

4. List the c words.

5. List the d words.

DIRECTIONS: Choose another stanza of the poem. Write the number of the stanza in the first blank and complete the rest of the information about it.

6. In the ___________ stanza, the rhyming pattern is ____________________.

7. List the a words.

8. List the b words.

9. List the c words, if any.

10. List the d words, if any.
"Paul Revere's Ride" by Henry Wadsworth Longfellow

MINILESSON 4
Cross-Curricular Connection: Read a Map

Lesson Plan

Objective Students will obtain information from a map.

Introduce the Concept
Remind students that the poem describes a ride through the countryside. Ask students to name some of the places mentioned in the poem. Ask if these places actually exist or if they are fictional places. (Middlesex, Charleston, Mystic River, Medford, Lexington, and Concord are real locations.) What document would a person use to find out where these places are and how far apart they are? (map)

Provide a Model
Ask a student volunteer to draw a map on the chalkboard of a familiar location—the classroom, the school, or the location of the school in relationship to other areas. The map drawn will probably not include directions or scale. Lead the class to realize that these elements are missing and that they serve important functions when we are trying to get information from a map.

Use the Transparency
Place Transparency 4 on the overhead projector. Ask students to identify key elements—the routes, places, rivers, and mileage scale. You may want to leave the transparency on the projector as students complete Practice Page 4.

Use the Practice Page
Distribute Practice Page 4. Instruct students to complete the page independently. Discuss answers, correcting any misconceptions.

- Sound bite of horses riding
- Sound bytes
- Use the map
- Multimedia: Sounds, pictures
- Hands on: Plastic guys
- Everyone gathered around a table
- This is history—tomorrow we will read a poem
- Listen any children
Directions: Use the map to answer the questions below.

1. What river did Revere ride along during the first part of his journey?

2. Where did he cross a bridge over that river?

3. In what direction did he head after he crossed the bridge?

4. According to the poem, it was 12:00 midnight when Revere entered Medford and 1:00 A.M. when he reached Lexington. How many miles had he traveled in the hour between midnight and one in the morning?

5. Where did Revere go after he left Lexington?

6. How many miles were there between Lexington and his next destination?

7. About how many miles did Revere travel in all?

8. Who had the shorter route, the British troops or Revere?

9. About how many miles did the British troops travel?

10. The British troops were leaving Boston before Revere saw the signal. They arrived in Concord around dawn. Estimate how long their march took.

11. Check the times given in the poem. Estimate how long Revere's trip took.

12. Explain the difference between the amount of time that Revere took and the amount of time that the British troops took to make the same trip.
"Paul Revere’s Ride" by Henry Wadsworth Longfellow

Self-Assessment Log

DIRECTIONS: The following items will help you assess what you have accomplished by reading this selection and completing the activities. Write your response to each item in your journal.

Before Reading
1. What is your answer to the question “How can an ordinary person make history?”
2. What questions do you have about the selection?
3. What is your purpose for reading?
4. What goals do you want to accomplish in doing the activities for the selection?

During Reading
5. List unfamiliar words you come across in your reading; then learn the meaning of each one.

After Reading
6. What questions do you still have about the selection?
7. What reaction did you have to the selection? Choose one below, or think of your own.
   - I agree/disagree with ____________________________.
   - I never knew/I never thought of _____________________.
   - ____________________reminds me of ________________.
   - At first I thought ________________________________.
   - Now I think ________________________________.
8. Which of the following activities have you done well? On which could you have done better?
   - Recognized features of narrative poetry
   - Answered Explore Your Reading questions
   - Analyzed narrative poetry
   - Wrote a narrative poem
   - Wrote a “for-the-record” essay
   - Created a board game
   - Created a storyboard
10. What pieces of work will you put in your portfolio? Write an explanation telling what each piece of work shows that you have learned.