

Northwest History Consortium

The True Story of the Midnight Ride of Paul Revere

Tonia Boyle
8th Grade

National Standard

Era 3: Revolution and the New Nation (1754-1820's) / Standard 1

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Washington State EALRs

Component 4.2: Understands and analyzes how individuals and movements have shaped U.S. History (1776-1900)

PROBLEM

Our U.S. History textbook gives credit to only Paul Revere and doesn't connect the purpose of the midnight ride to the current state of affairs in the colonies.

SCENARIO

According to Henry Wadsworth Longfellow in the poem, "Paul Revere's Ride," on the night of April 18, 1775 Paul Revere rides through Massachusetts warning colonists of the British march. Paul Revere was not the only one to ride that fateful night.

The school board has decided that our text book and Longfellow's poem does not give credit where credit is due for this action and also does not explain why the colonists were watching the British troops. They have asked you to add information to the paragraphs in your text book to capture the true events that lead up to and end with this important night. Also, propose to them why your information should be the one that they use for the rest of the district.

TASK

Student groups will re-write 2-3 paragraphs of their U.S History text to include:

- William Dawes and Samuel Prescott's role in the midnight ride
- the true purpose for the ride
- reasons why the British were being watched.

To complete this proposal, use information from your history and literature textbooks for information. You must also use a letter written from Paul Revere describing the true event. You can find that letter on the following website:

Revere, Paul Col. "Letter to the Corresponding Secretary, Jeremy Belknap, 1798." The Massachusetts Historical Society. 2009. Boston, MA. 9 July 2009
<<http://www.masshist.org/cabinet/april2002/reveretranscription.htm>>.

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RESOURCES

Student Handout

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Resources

Davidson, James W. and Michael B. Stoff. The American Nation. Upper Saddle River, NJ: Pearson Prentice Hall, 2000.

Kinsella, Kate, Kevin Feldman, and Colleen Shea Stump. Prentice Hall Literature: Timeless voices, Timeless Themes. Upper Saddle River, NJ: Pearson Prentice Hall, 2005.

Longfellow, Henry Wadsworth. "Longfellow's Poem: Paul Revere's Ride." 1860. The Paul Revere House. 1997-2008. Prospect, CT. 9 July 2009
<<http://www.paulreverehouse.org/ride/poem.shtml>>.

"The Midnight Ride." The Paul Revere House. 1997-2008. Boston, MA. 9 July 2009
<<http://www.paulreverehouse.org/ride/>>. (primary source)

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ASSESSMENT

Individual pre-write and post-write. Growth will be counted by the amount of new, factual information that students will include in their post-write.

Students will respond to the following prompt in their history journal prior to beginning the PBL:

Describe what you know about the midnight ride of Paul Revere. Include the purpose for it, why it was needed, who was involved, and what led up to it, if you know any of these details.

Pre-group and post-group will complete the KWHL chart as they complete the process.

Group Task Rubric

Assessment Areas	4	3	2	1
Task	Final product includes a thorough description of other people and their role in the event. It also includes a thorough description of why the event impacted the American Revolution, using primary and secondary source evidence throughout.	Final product includes a description of other people and their role in the event. It also includes a description of why the event impacted the American Revolution, using some primary source evidence throughout.	Final product includes a vague description of other individuals involved in the event and attempts to use source information.	Final Product adds some detail to the scenario.
Presentation	Each group member plays a fairly equal role in presenting their information to the class.	Each group member plays a role in presenting their information to the class. Some have more to do than others.	Most of the group members play a role in presenting their information to the class.	The information is presented by 2 or 3 group members.
Group cooperation	Group solved problems and accomplished tasks with one or no teacher intervention.	Group solved problems and accomplished tasks with 1-3 teacher interventions.	Group solved problems and accomplished tasks with 3-5 teacher interventions.	Group was able to assign tasks, but they needed more than 5 teacher interventions for this project.

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REFERENCES/CITATIONS

Boyle, Tonia. "Group Task Rubric." NWESD Organization. 2008. Anacortes, WA 9 July 2009 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1_PaulRevere.Boyle.8.pdf>.

Boyle, Tonia. "The True Story of the Midnight Ride of Paul Revere." NWESD Organization. 2008. Anacortes, WA 9 July 2009 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1_PaulRevere_Boyle.8.pdf>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

Longfellow, Henry Wadsworth. "Longfellow's Poem: Paul Revere's Ride." 1860. The Paul Revere House. 1997-2008. Prospect, CT. 9 July 2009 <<http://www.paulreverehouse.org/ride/poem.shtml>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=9>>.

Revere, Paul Col. "Letter to the Corresponding Secretary, Jeremy Belknap, 1798." The Massachusetts Historical Society. 2009. Boston, MA. 9 July 2009 <<http://www.masshist.org/cabinet/april2002/reveretranscription.htm>>.