



Close reading plan

“Paul Revere’s Ride” by Henry Wadsworth Longfellow, Illustrated by Ted Rand

Created by Kristen Grabowski, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Paul Revere's Ride By: Henry Wadsworth Longfellow	Where to Access Text	Published by Scholastic (illustrated by Ted Rand) Also available at: www.poets.org/viewmedia.php/prmMID/15640
Text Description			
This text is an action-packed historical fiction narrative poem that describes the night of April 18, 1775, the famous ride of Paul Revere. The basic premise is historically accurate, but Paul Revere's role is embellished with extensive vocabulary and figurative language. Longfellow creates a national hero, showcasing Revere as the only rider that night, who makes it all the way to Concord, warning everyone along the way. In reality, Revere was captured in Lexington, but was able to warn Samuel Adams and John Hancock of the impending British attack.			
Quantitative			
Lexile and Grade Level	760 – 5 th Grade	Text Length	980 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
Longfellow depicted Revere as a hero, though not explicitly stated. This is implied from the examples and context provided throughout the poem. Longfellow embellishes the truth, portraying Paul Revere as an American hero who determines the fate of the country.		This poem is written in a picture book format with one stanza per page, which supports the narrative sequence. The illustrations support the text.	
Prior Knowledge Demands		Language Features	
General understanding of the American Revolution.		Rhyme, rhythm, meter. Figurative Language	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</i>		<i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • Belfry • Spectral • Girth • Aghast • Muster • Defiance • Moorings 	<ul style="list-style-type: none"> • Impetuous • Encampment • Tranquil • Sentinel • Barrack • Aloft • Peril 	<ul style="list-style-type: none"> • Grenadiers • Redcoats • Somerset, British man-of-war • British Regulars 	

Potential Reader/Task Challenges

The topic lends itself nicely to the 5th grade Social Studies curriculum. Most students should have a general knowledge of the American Revolution. The vocabulary and figurative language can be very difficult to comprehend for some students. Some vocabulary is content specific and will be challenging for students who have not been exposed to the content. Students will also need to determine the meaning of figurative language in order to comprehend the text. This may be difficult, as meaning is not always explicitly stated and must be inferred.

Text-dependent questions		
Question	Standard alignment	Page of this document
After reading the first stanza, what can you infer about the author’s viewpoint of Paul Revere’s impending ride? Cite specific examples to demonstrate your reasoning.	RL 5.1	5
How did Longfellow create tension and excitement in the poem? Cite specific words and phrases whose meaning creates the tension and excitement.	RL 5.4	9
How does the overall structure of the poem lend itself to the story being told about Paul Revere’s ride?	RL 5.5	14
The last stanza describes Paul Revere’s ride as, “A word that shall echo for evermore!” Using context clues, determine the meaning of this phrase. What does Longfellow mean when he says this?	RL 5.4	17
Using the entire poem Paul Revere’s Ride, analyze Longfellow’s viewpoint of Paul Revere. How does his viewpoint influence how the story is told? Cite specific examples from the text to support your response.	RL 5.6	20
Target Standards		
<ul style="list-style-type: none"> • RL 5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL 5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • RL 5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • RL 5.6 - Describe how a narrator's or speaker's point of view influences how events are described. 		

Question 1

Question #1	After reading the first stanza, what can you infer about the author’s viewpoint of Paul Revere’s impending ride? Cite specific examples to demonstrate your reasoning.
Standard(s) covered:	RL 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Example response that meets standard	Look-fors
<p>In the first stanza, Longfellow says, “Listen, my children, and you shall hear of the famous ride of Paul Revere.” When he says this, it makes me think that he is going to tell a true story. By saying, “Listen my children,” he is acting like the teacher gathering students for a lesson. When the author says, “Hardly a man is now alive who remembers that famous day and year,” he is implying that Paul Revere’s ride is very important and that this story is going to tell all about his famous journey that happened a long time ago.</p>	<ul style="list-style-type: none"> • Accurately provides/draws inferences to support the author’s viewpoint of the poem • Accurately quotes from the text to support inferences and explanation

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to explain an author’s viewpoint by using direct quotes from the text to support inferences you have made.
Prior knowledge to review	<p>RL 3.5 – Students must know about poetry structure, and that successive parts build on earlier sections.</p> <p>RL 3.4 – Students must be able to determine words and phrases in context (both literal and nonliteral).</p>

Steps to achieve objective	Think aloud for direct instruction
<p>1) Reread the text. Look at the language that the author uses in the beginning of the text to find clues about who the audience could be.</p>	<ul style="list-style-type: none"> • Okay... I wonder which words and phrases are most important to help me find out what the author’s viewpoint or target audience could be. • The question is asking me to identify the author’s viewpoint of Paul Revere’s impending ride, so I should be looking for clues to help me do that. • First, I’m going to look to see if I can find out who the audience is. Then I’m going to look for clues for what Longfellow’s viewpoint could be. It’s really important for me to identify the target audience. This will help me to figure out who the author is telling the story to. This will help to give me an idea of what his viewpoint could be. • Hmm... I’ll start right at the beginning. <i>READ THE FIRST STANZA ALOUD.</i> • Wow! I definitely noticed some phrases right away that helped me to figure out who the audience could be. • The first thing that I’m noticing is that the poet starts off by saying, “Listen, my children, and you shall hear.” This tells me that he’s really trying to talk to the reader, and that he’s trying to pull us in. • Knowing who the author is talking to will help to determine his viewpoint.
<p>2) Reread the text. Look at the language that the author uses in the beginning of the text to find clues about what his viewpoint could be.</p>	<ul style="list-style-type: none"> • I’m still looking for clues about the author’s viewpoint of Paul Revere’s impending ride. • Hmm... I wonder why the author chose to write about Paul Revere. He must have done something important. I’m going to reread again to see if I can figure it out. • <i>READ THE FIRST STANZA ALOUD.</i> • Ahh... there it is. The first lines of the poem tell me something special about Longfellow’s viewpoint.
<p>3) Think about and identify at least one quote that could be used to cite what the author’s viewpoint could be, and explain how it contributes to the author’s viewpoint of the text.</p>	<ul style="list-style-type: none"> • Okay...I’m going to go back to the first line of the poem for a minute and reread. <i>REREAD FIRST LINE OF THE POEM.</i> • When the author says, “Listen my children, and you shall hear of the famous ride of Paul Revere,” it sounds like he is going to tell a story. It sounds like this might be an important story because the author refers to Paul Revere’s ride as famous. • Why would he choose to tell a story if it wasn’t important? He must have had a specific purpose for telling this story. I’m guessing he wanted everyone to know about this event. • As I was reading the poem, the last two lines of the stanza really stuck out for me. <i>REREAD THE LAST TWO LINES...</i> “Hardly a man is now alive who remembers that famous day and year.” • As I read this part, I was thinking about what Longfellow is trying to tell the readers, and his purpose for writing the poem. It really sounds like he wants to tell us about an important historical event that he believes should continue to be shared. • Longfellow wrote this poem long after Paul Revere made his famous midnight ride, so he’s excited to tell the story about a historical event that changed America. • Remember, Longfellow was telling a story, and may have embellished a bit due to his excitement and viewpoint. As I continue to work with this poem, I will keep this in mind. I’m going to ask myself if Longfellow is truthful in how he describes Paul Revere’s ride.

<p>4) Explain using direct quotes from the text.</p>	<ul style="list-style-type: none"> • Now we're ready to put all of the pieces together to construct our response. • I want to restate the question in my own words, so I should start off by saying, "In the first stanza, the poet states, 'Listen, my children'..." This way I'll be starting off by using a direct quote. • I have to use a direct quote because the question is asking me to do this, but I can't stop there. I have to explain why I chose that quote to answer the question about the author's viewpoint. • So, I need to explain my reasoning for choosing this quote. The author starts this way because he wants us to know who he is targeting, and he wants to pull us in as readers. • This quote also tells us something about his viewpoint. He's telling us a story about a famous ride, which must have been important in his mind. We have to include both explanations for using this quote because the question is asking us to do two different things. It's important that we answer all parts of the question. • I can't stop there because we already identified another quote that will help us in determining the author's viewpoint. Let's take another look and add it to our response. • When the author says, "Hardly a man is now alive who remembers that famous day and year," he is telling us that Paul Revere's ride is very important, and that the story we're about to read is about a famous journey in American history. • Instead of simply adding this quote to our response, it's important for us to elaborate so that we've answer the question completely. Let's look back to be sure that we've answered everything completely.
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Extension and practice
<ul style="list-style-type: none"> • If students are having difficulty quoting accurately from the text, be sure to define a quote for students, explaining that a quote is the exact words an author uses. Explain the importance of using quotes in responses. • If students are having trouble determining the meaning of phrases in text, break down the pieces to make the phrase literal. Use the illustrations in the book to help guide discussion. • To explore the author's purpose for writing the story, generate discussion about why Longfellow would choose to tell the story. Brainstorm together, and answer as a class. • Read <u>And, Then What Happened, Paul Revere?</u> By Jean Fritz. Compare/contrast the two stories of Paul Revere. Do the two authors share similar viewpoint of Paul Revere? • Read <u>Poetry for Young People: Henry Wadsworth Longfellow</u>, edited by Frances Schoonmaker Select poetry to analyze Longfellow's point of view in each. Compare/contrast.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literature to teach inferring while quoting accurately

See more examples of how to teach quoting accurately from a text and drawing inferences from a text. (RL 5.1)

Objective: Explain an author's viewpoint by using direct quotes from the text to support inferences made.

1. Reread the text. Look at the language that the author uses in the beginning of the text to find clues about who the audience could be.
2. Reread the text. Look at the language that the author uses in the beginning of the text to find clues about what his viewpoint could be
3. Think about and identify at least one quote that could be used to cite what the author's viewpoint could be, and explain how it contributes to the author's viewpoint of the text.
4. Explain using direct quotes from the text.

[Close reading poetry: "Grandmother's Quilt"](#)

Question 2

Question #2	How did Longfellow create tension and excitement in the poem? Cite specific words and phrases whose meaning creates the tension and excitement.	
Standard(s) covered:	RL 5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	Example response that meets standard	Look-fors
	<p>Longfellow uses words and phrases to create tension and excitement in the poem <i>Paul Revere's Ride</i>. At the beginning of the poem, the stanzas are not filled with a lot of exciting events as Paul Revere waits for the signal from the tower. In the third stanza Longfellow says, "Then he said, 'Good night!' and with a muffled oar silently rowed to the Charlston shore." When Longfellow describes Paul Revere as starting out with a "muffled oar," this tells the reader that Paul Revere is trying to be quiet and go unnoticed as he prepares for his ride. I know this because <i>muffled</i> means "hard to hear." When his friend climbs the tower in the fifth stanza, he "startled the pigeons from their perch." When he does this, it makes me think that he is going quickly, because when you move very quickly, you can surprise or even scare those around you. He has to be careful to not draw attention to himself so he doesn't get caught. Paul Revere is "impatient to mount and ride, booted and spurred, with a heavy stride" as he waits for the signal. When the poet says that Revere is "impatient" and walks with a "heavy stride," this creates a little tension because it shows how nervous Paul Revere is. Paul Revere is pacing and isn't acting normal, and when people are nervous, that's how they might act. He is anxiously awaiting the signal so that he can get started. When he finally sees the signal, in the seventh stanza, he "springs to the saddle," by hopping onto his horse quickly, then waits for the second lantern to burn. The pace of the poem continues to create tension and quickens when Revere starts his journey. As you read the poem, the rhythm sounds like a galloping horse, and adds to the excitement of his journey and the repetition of the time on the clock creates suspense.</p>	<ul style="list-style-type: none"> • Accurately determines meaning of words and phrases in a text • Accurately quotes from the text to support understanding • Accurately uses context clues to determine meaning of words and phrases in a text
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to determine the meaning of words and phrases in a text that are used to create tone by using context clues to support your understanding.	

**Prior
knowledge to
review**

RL 3.4 – Students must be able to determine words and phrases in context (both literal and nonliteral).
RL 3.5 – Students must know about poetry structure, and that successive parts build on earlier sections.

Steps to achieve objective	Think aloud for direct instruction
<p>1) Reread the entire text. Look for clues or signal words that would convey tone.</p>	<ul style="list-style-type: none"> • Okay, I'm going to reread the text, and as I do that, I'm going to look for signal words that convey tension and excitement throughout the poem. Remember that when a tense moment is created, you might feel nervous or even jittery. As I read through the poem the first time, my heart started racing at different points because I grew nervous and excited as Paul Revere went on his midnight ride. <i>REREAD OR LISTEN TO ENTIRE TEXT.</i> • Wow! Did you feel it? My heart was really starting to race as Paul Revere's friend was traveling "through alley and street." I was afraid that he might get caught. It was also a little nerve-racking when Paul Revere was waiting by the shore. If he had gotten caught before the lanterns were lit, the ride would never have happened. • Okay, so now that we've read through the entire poem, I'd like to go back reread the question. <i>REREAD THE QUESTION.</i> The question asks us to cite specific words and phrases to show that the poet creates tension and excitement throughout the poem. • Before I do that, I need to look through the entire poem and identify words that that either show tension or excitement. • I'm going to take a look at the first couple of stanzas to see if anything stands out. • Hmm... I see a phrase in the second stanza that stand out as exciting and a little tense. The words "ready to ride" sound exciting and are setting the stage to build excitement throughout the poem. The words <i>spread the alarm</i> sounds like there might be some tense moments as Paul Revere completes his ride. <i>ANNOTATE TEXT ON PROJECTOR/SMARTBOARD TO SHOW THINKING.</i>
<p>2) Identify specific quotes that show how tone builds throughout the text.</p>	<ul style="list-style-type: none"> • I'd like to pick out a quote that conveys excitement and tension in the beginning of the poem. I'm looking at the third stanza, specifically at the words <i>muffled oar</i> and <i>silently rowed</i>. When Longfellow describes Paul Revere as starting out with a "muffled oar," this tells the reader that Paul Revere is trying to be quiet and go unnoticed as he prepares for his ride, since I know the word <i>muffled</i> means "difficult to hear." • The quote, "Then he said, 'Good night!' and with a muffled oar silently rowed to the Charlston shore," is a great choice to show tension and excitement. Paul Revere is silently rowing across the river so that he will not be noticed by the British. I imagine that he is working hard at staying nice and quiet. If he gets caught, the consequences will not be good. As a reader, this creates tension because I don't want anything bad to happen to Paul Revere. I want him to make it across the river safely. Paul Revere was out past the curfew, or check-in time, and could suffer severe punishment if he was caught. • As I was reading, I kept thinking about Paul Revere's friend. I'm going to look for phrases that create excitement and tension as Paul Revere's friend begins to warn him about the British. • Hmm... the fifth stanza looks like a good place. This is the part when Paul Revere's friend starts to climb the tower of the church. If I were in his shoes, I'd be so nervous! If his friend gets caught, the punishment could be severe. He has to be extremely careful to go unnoticed. • When Longfellow says, "And startled the pigeons from their perch," and "Up the trembling ladder, steep and tall," it shows me that Paul Revere's friend is trying to hurry, and doesn't want to get caught. He startles the birds, scares them away, and trembles up the steep ladder. I can really picture this event happening in my mind. I can really see Paul Revere's friend shaking all the way up the ladder because of nervousness. Sometimes I shake when I get nervous. I know I would be trembling or shaking if had to do that job too. • The poet does a great job of creating a tense and exciting moment as he uses words and phrases such as "startled pigeons" and "trembling ladder" to describe this event.

<p>3) Identify a quote(s) and or analyze the structure to show how the tone of the text has changed.</p>	<ul style="list-style-type: none"> • Longfellow does a great job of showing Paul Revere’s excitement and nervousness too. As I was reading, I noticed something in the seventh stanza. • The start of the stanza really shows how nervous Paul Revere is while waiting for his friend to send the signal. “Meanwhile, impatient to mount and ride, booted and spurred, with a heavy stride on the opposite shore walked Paul Revere,” really shows Paul Revere’s uneasiness while preparing for the ride. • He has a heavy stride, which means that he is walking quickly, and with a purpose. He might even be pacing. How many of you have paced when you were nervous? I know I have. Sometimes I just can’t sit still, which is how Paul Revere is acting. • At the end of the seventh stanza, Paul Revere finally sees two lanterns burning and off he rides. • The next stanza starts with, “A hurry of hoofs in a village street,” which sounds very exciting. The poet has structured the poem to mimic the sound of the horses hoofs galloping along the street. (<i>TEACHER COULD MIMIC THE SOUND BY TAPPING, OR USING PLASTIC CUPS ON A DESK/TABLE.</i>) The next three stanzas continue with the time of the night, which helps to build the suspense, tension, and excitement of the ride.
<p>4) Determine meaning using direct quotes.</p>	<ul style="list-style-type: none"> • Now we’re ready to put all of the pieces together to construct our response. • I want to restate the question in my own words, so I should start off by saying, “Longfellow does a great job of creating tension and excitement in the poem <i>Paul Revere’s Ride</i>.” • I want to be sure to include many quotes with explanations to support my response, so it is a good idea to include some from the beginning of the poem, before the events start unfolding. • Then, I want to continue my response with quotes from when Paul Revere’s friend lights the lanterns. • And, finally, I want to be sure to include at least one quotation from when Paul Revere is actually riding. I have to remember to address the structure of the poem too, especially how the rhythm of the poem mimics a galloping horse.

Extension and practice	
	<ul style="list-style-type: none"> • PRIOR TO LESSON: To help students understand the meaning of tension and excitement, create a T-chart. As a group, generate a list of synonyms for each. • PRIOR TO LESSON: Have students work in pairs to find key words and phrases that show tension/excitement throughout the poem.. • Read <u>And, Then What Happened, Paul Revere?</u> By Jean Fritz. Compare/contrast the two stories. Do they develop a sense of tension and excitement in the same way? • Read <u>Poetry for Young People: Henry Wadsworth Longfellow</u>, edited by Frances Schoonmaker. Compare/contrast the poetry style. Does Longfellow develop tension, excitement, and suspense in other pieces?

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literature to teach determining word meaning using context clues while quoting accurately	See more examples of how to teach determining the meaning of words and phrases as they are used in a text. (RL 5.4)
<p>Objective: In this lesson you will learn to determine the meaning of words and phrases in a text that are used to create tone by using context clues to support your understanding.</p> <ol style="list-style-type: none"> 1. Reread the entire text. Look for clues or signal words that would convey tone. 2. Identify specific quotes that show how tone builds throughout the text. 3. Identify a quote(s) and or analyze the structure to show how the tone of the text has changed. 4. Determine meaning using direct quotes. 	<p>Close reading poetry: "Grandmother's Quilt" – Determine the meaning of a word</p> <p>Close reading literature: "The Devil and the Scavenger" – Determine the meaning of words as they are used in a text</p>

Question 3

Question #3	How does the overall structure of the poem lend itself to the story being told about Paul Revere’s ride?
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Standard(s) covered:	RL 5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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Example response that meets standard	Look-fors
<p>The author has organized the poem into stanzas. Each stanza is a different thought and idea, which separates Paul Revere’s journey into segments. The segments build on one another and create a narrative story about Revere’s ride. In the beginning of the poem, Paul Revere is planning his journey, and as the poem continues, he is riding to warn people that the British are coming. As you read the poem, you can tell that Paul Revere wants to get the message across of the British plans quickly because Longfellow says, “A hurry of hoofs in a village street.” He needs to warn the townspeople that trouble is coming. This tells me that Paul Revere was in a hurry. As the poem continues, the rhythm almost mimics a galloping horse, which perfectly fits with the story of Paul Revere’s ride. By writing this narrative story as a poem, Longfellow is able to create excitement from stanza to stanza.</p>	<ul style="list-style-type: none"> • Accurately determines the structure of the text • Accurately explains how the structure contributes to how the story is told • Accurately analyzes the elements of the text

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to explain how the overall structure of the text contributes to the story being told by analyzing the word choice and elements of the text.
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Prior knowledge to review	<p>RL 2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL 3.5 – Students must know about poetry structure, and that successive parts build on earlier sections.</p>
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Steps to achieve objective	Think aloud for direct instruction
<p>1) Look for patterns of how the text is organized.</p>	<ul style="list-style-type: none"> • Hmm... I'm looking at the entire text and I notice that it is organized into groups of phrases. I know that in a poem, these are called stanzas. I also notice that many of the ending words rhyme. • Each stanza appears to be a separate thought that builds a sequence to the story. For example, the first stanza starts off, "Listen, my children, and you shall hear of the midnight ride of Paul Revere." This really sets the stage for the reader, and gives them a purpose for reading. As a reader, I know exactly what to expect. I know that I'm going to hear a great story of Paul Revere's ride. • The poem continues to tell the story, and the poet does a great job of building the element of suspense into the narrative tale. For example, in the beginning of the poem, Paul Revere secretly plans with his friend, and patiently waits for the lantern signal to shine. When it does, the poem starts to get exciting. He "springs to the saddle" and rides into the night. • As the ride continues, Longfellow tells the reader exactly what happens, and even shares where Paul Revere travels hour by hour. • As the poem comes to an end, Longfellow continues to share Revere's ride "to every Middlesex village and farm." He closes this way to emphasize the importance of the ride and Paul Revere's story.
<p>2) Ask yourself, "How does the structure of the text help to tell the story?" Reread the text aloud if necessary.</p>	<ul style="list-style-type: none"> • As I look back at the entire poem, not only do I notice that each stanza builds upon the previous one, but I also notice that the rhythm really lends itself to the story being told. I can especially notice this when I read the poem aloud. <i>READ THE POEM ALOUD OR PLAY THIS LINK.</i> • Wow, did you notice how the rhythm of the poem almost mimics the galloping of a horse? <i>MIMIC WITH CLAPPING TO EMPHASIZE A GALLOPING HORSE.</i> • This is especially important because a galloping horse travels quickly, and Paul Revere needs to get this message to people right away. As I read the poem, I went faster and faster, and found myself mimicking a galloping horse, especially as Longfellow describes Revere's ride through Concord town by saying, "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." This shows me that Revere is riding quickly to spread his message. • In the next two stanzas, Longfellow describes the fight as the "British Regulars fired and fled – 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." It is clear now that Revere's message got across to the colonists. They were ready and chased the British Regulars away. • The final stanza really slows the pace as Paul Revere fades away into the distance. Longfellow tells the readers that Paul Revere rode through the night with a "word that shall echo forevermore." • As I read through the entire poem, I could really picture the narrative story mountain, with a beginning, rising action, climax, and falling action.

<p>3) Support your thoughts with details from the text.</p>	<ul style="list-style-type: none"> • As I look back at what the question is asking me, I want to be sure that I have enough evidence to answer accurately. I need to put all of the pieces together to construct my response. • I want to restate the question in my own words, so I should start off by saying, “The structure of the poem <i>Paul Revere’s Ride</i> plays an important role in how the story of his ride is told.” • I want to be sure to include that the poem is organized by stanzas. • I need to say that each stanza builds on the previous one, and they are put together to tell a story. When I do this, I want to be sure to include quotations and explanations from the beginning, middle, and end of the poem. • I also want to address the rhythm of the poem to emphasize how the poem mimics a galloping horse when read aloud. This really lends to how the story is told.
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Extension and practice

- If students do not understand narrative story structure, review prior to the lesson.
- Read And, Then What Happened, Paul Revere? By Jean Fritz. Compare/contrast the two stories. Do they follow the same structure? Which tells a better story of Paul Revere’s ride?
- Read Poetry for Young People: Henry Wadsworth Longfellow, edited by Frances Schoonmaker. Compare/contrast the poetry style. Does Longfellow follow the same poetic structure all other poetry?
- To challenge students, have them first research Paul Revere’s ride, then write a historical poem telling the truth of his ride.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literature to explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p>	<p>See more examples of how to teach explaining how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem(RL 5.5)</p>
<p>Objective: In this lesson you will learn to explain how the overall structure of the text contributes to the story being told by analyzing the elements of the text.</p> <ol style="list-style-type: none"> 1. Look for patterns of how the text is organized. 2. Ask yourself, “How does the structure of the text help to tell the story?” Reread the text aloud if necessary. 3. Support your thoughts with details from the text. 	<p>Interpret the structure of a poem (RL 5.5 – LearnZillion lesson)</p> <p>Explain how scenes fit together to provide structure for a story (RL 5.5 – LearnZillion lesson)</p>

Question 4

Question #4	The last stanza describes Paul Revere’s ride as, “A word that shall echo for evermore!” Using context clues, determine the meaning of this phrase. What does Longfellow mean when he says this?	
Standard(s) covered:	RL 5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	Example response that meets standard	Look-fors
	Henry Wadsworth Longfellow wrote the phrase, “A word that shall echo evermore,” because he really wanted to be sure that the story of Paul Revere’s ride will live on forever. I know this because an echo happens when words or sounds keep repeating. The poet wants people to know what a brave person Paul Revere was and that this was an important event in the American Revolution. I know this because Longfellow ends with, “The people will awaken and listen to hear the hurrying hoof-beats of that steed, and the midnight message of Paul Revere.” This tells me that Revere’s message of the British intent was repeated over and over, and became very important. Many people listened and woke in the middle of the night to spread the news and defend the country.	<ul style="list-style-type: none"> • Accurately determines the meaning of phrases • Accurately uses context clues and quotations to explain meaning
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to determine the meaning of words and phrases in a text by using context clues to support your understanding.	
Prior knowledge to review	RL 3.4 – Students must be able to determine words and phrases in context (both literal and nonliteral).	

Steps to achieve objective	Think aloud for direct instruction
1) Reread the portion of the text referred to in the question, and look for clues to interpret the meaning.	<ul style="list-style-type: none"> • Okay... As I read this question, I know the first thing that I need to do is to reread the section of the text where the quote, "A word that shall echo evermore," comes from. Ah, there it is...right at the end of the poem. • Longfellow says this as he is wrapping up the poem. It's as if he is trying to summarize the ride that Paul Revere has made, and he wants to show how important it is. I know this because the closing stanza begins with, "So through the night rode Paul Revere; and so through the night went his cry of alarm to every Middlesex village and farm." This quote tells me that Paul Revere's ride was very important because he rode his horse through the night, and traveled quite a distance to warn people about the British. • When Longfellow says, "Through all our history, to the last, in the hour of darkness and peril and need, the people will awaken and listen to hear the hurrying hoof-beats of that steed, and the midnight message of Paul Revere," at the end of the poem, it is clear that this was an important moment in history from the eyes of Henry Wadsworth Longfellow. When he describes the "hour of darkness and peril and need," it is clear that the townspeople are really in need of hearing Paul Revere's message. It is a message that will change history.
2) Ask yourself, "What signal words and phrases throughout the text could help to interpret meaning?"	<ul style="list-style-type: none"> • The poet does a nice job of building to the end of the poem. In the beginning, he sets the stage by saying, "Listen, my children, and you shall hear of the midnight ride of Paul Revere," which tells me that he wants to tell a story. Longfellow continues by telling us the date of the ride, which happened many years before he wrote the poem. This tells me that Longfellow wanted the world to know how important this ride really was. • Longfellow even says, "The fate of the nation was riding that night," meaning that Paul Revere's message was an important event in history that could not be forgotten. Because the message was so important, and his ride changed history, Longfellow knows that that this story will be told for years and years to come. The story will echo as it is told through history.
3) Then ask, "What does the author mean when he says this?" Use details to construct a response.	<ul style="list-style-type: none"> • Looking at the entire poem, it is clear that Longfellow needs to share Paul Revere's story. He wants everyone to know of this important event, and wants to be sure that it is never forgotten. • As I construct my response, I need to be sure that I have enough evidence to support this statement. • First, I will be sure to include details from around the text in the question, "A word that shall echo evermore." • I also want to include details from throughout the poem to emphasize the importance of Paul Revere's ride. • Finally, I want to share what the poet means when he says, "A word that shall echo evermore." Because this ride was so significant in history, Longfellow wants to be sure that it is never forgotten.

Extension and practice
<ul style="list-style-type: none"> • Prior to lesson, review the vocabulary with struggling students. • To challenge students, have them find phrases throughout the poem to analyze independently. This could include literal and figurative language.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	See more examples of how to teach determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL 5.4)
<p>Objective: In this lesson you will learn to determine the meaning of words and phrases in a text by using context clues to support your understanding</p> <ol style="list-style-type: none"> 1. Reread the portion of the text referred to in the question, and look for clues to interpret the meaning. 2. Ask yourself, "What signal words and phrases throughout the text could help to interpret meaning?" 3. Then ask, "What does the author means when he says this?" Use details to construct a response. 	<p>Determine the meaning of words as they are used in a text. (RL. 5.4 – LearnZillion lesson)</p>

Question 5

Question #5	Using the entire poem Paul Revere's Ride, analyze Longfellow's viewpoint of Paul Revere. How does his viewpoint influence how the story is told? Cite specific examples from the text to support your response.
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Standard(s) covered:	RL 5.6 – Describe how a narrator's or speaker's point of view influences how events are described.
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Example response that meets standard	Look-fors
Henry Wadsworth Longfellow clearly thought that Paul Revere was a hero. I know this because the poet paints a picture that Paul Revere's journey was very challenging, and that he had an important job to warn the colonists of the British intent. In the first few stanzas, Paul Revere takes charge and plans his ride with his friend and they come up with a secret lantern signal. Paul Revere's ride was important, and many years later Longfellow tells this story for the whole world to hear. As Paul Revere sets off on his journey, Longfellow says, "The fate of the nation was riding that night." This quote tells me that Paul Revere has an important job to do, and all the colonies were depending on him to get it done. If Longfellow didn't think so highly of what Paul Revere did, then he wouldn't have gone out of his way to make Revere look like a hero. On the flip side, if Longfellow were British, he would not have portrayed Paul Revere as a hero. He may have set him up as a villain, one who destroyed the British plan.	<ul style="list-style-type: none"> • Accurately determines the author's viewpoint of Paul Revere • Accurately analyzes the author's viewpoint • Accurately uses context clues to analyze the author's viewpoint • Accurately uses quotations

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn to analyze the author's viewpoint by using context clues to guide your determination.
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Prior knowledge to review	RL 1.6 - Identify who is telling the story at various points in a text. RL 4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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Steps to achieve objective	Think aloud for direct instruction
1) Reread the text to identify the author's viewpoint.	<ul style="list-style-type: none"> • Okay...I'm going to reread the text to try and determine the author's viewpoint of Paul Revere's ride. I'm going to be looking to see what Longfellow thinks of Paul Revere. Is he a hero? Did he do a good job? Was his ride important? <i>REREAD OR LISTEN TO POEM.</i> • As I was reading the poem, I noticed that Longfellow seems to think highly of Paul Revere. He tells the story as if Paul Revere is a hero. Throughout the entire poem, he captures every detail of Revere's ride, and is sure to tell the audience that he has successfully warned the people of the British intent
2) Ask yourself, "What key words and phrases support the author's viewpoint?"	<ul style="list-style-type: none"> • As Paul Revere sets off on his journey, Longfellow says, "The fate of the nation was riding that night." When someone talks about the "fate" of something, they are describing how the future may be impacted. This quote tells me that Paul Revere has an important job to do, and all the colonies are depending on him to get it done. • As the poem continues, it is clear that Paul Revere has done just this. Longfellow wants us to know that Paul Revere is working hard to help the nation. • As the story continues, and Longfellow tells us what Revere does hour by hour. He creates tension and drama, which depict Revere's message as important. • As the poem wraps up, Longfellow speaks to the reader and says, "You know the rest. In the book you have read, how the British Regulars fired and fled." This tells me that Longfellow shares a Patriot viewpoint. He is depicting the British soldiers as weak because they have to retreat.
3) Then ask, "How does this viewpoint influence how the story is told?"	<ul style="list-style-type: none"> • I know that when Paul Revere made his midnight ride, he was actually caught by the British, but Longfellow leaves this out of the story. The poet does a nice job of selecting key moments from the ride to really show Paul Revere as a hero. • If this had been written by a British poet during the American Revolution time period, I'm not so sure that Paul Revere would have been portrayed in this same way. The story may have included more negative things about how Paul Revere's ride ruined the plan of the British soldiers.
4) Use quotations to construct your response.	<ul style="list-style-type: none"> • As I construct my response, I need to be sure that I have enough evidence to support the author's viewpoint. • First, I need to determine Longfellow's viewpoint of Paul Revere. I will be sure to include details from throughout the poem to emphasize the viewpoint. • I must also make the connection that Longfellow is on the American side, not the British side. • Finally, I want to share exactly how this viewpoint has shaped how the story has been written by using specific evidence from the text.

Extension and practice

- If students are having trouble understanding viewpoint, review as necessary. Play this lesson: [Determine a character's point of view](#) to help students understand how a character develops point of view regarding a specific event.
- Read [And, Then What Happened, Paul Revere?](#) By Jean Fritz. Compare/contrast the two stories. Does Jean Fritz share the same viewpoint of Paul Revere as Henry Wadsworth Longfellow? How you know?

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to describe how a narrator's or speaker's point of view influences how events are described.

See more examples of how to teach describing how a narrator's or speaker's point of view influences how events are described. (RL 5.6)

Objective: In this lesson, you will learn to analyze the author's viewpoint by using context clues to guide your determination.

1. Reread the text to identify the author's viewpoint.
2. Ask yourself, "What key words and phrases support the author's viewpoint?"
3. Then ask, "How does this viewpoint influence how the story is told?"
4. Use quotations to construct your response.

[Determine how an author influences what you know in a story](#). (RL 5.6 – LearnZillion lesson)