

## BOOK STATS

Grade Level Equivalent: 4–7

Ages: 9+

Lexile Measure®: 1060L

Pages: 96

Genre: Biography, Informational

Subject/Theme: American History, Revolutionary War

Common Core State Standards	Reading	Writing	Listening & Speaking	Language
Grade 4	RI.4.1, RI.4.4, RI.4.5, RI.4.7	W.4.2, W.4.3	SL.4.1, SL.4.4, SL.4.5	L.4.4, L.4.6
Grade 5	RI.5.1, RI.5.4, RI.5.5, RI.5.6, RI.5.7	W.5.2, W.5.3	SL.5.1, SL.5.4, SL.5.5	L.5.4, L.5.6
Grade 6	RI.6.1, RI.6.4, RI.6.6, RI.6.7, RI.6.9	W.6.2, W.6.3	SL.6.1, SL.6.4, SL.6.5	L.6.4, L.6.6
Grade 7	RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.9	W.7.2, W.7.3	SL.7.1, SL.7.4, SL.7.5	L.7.4, L.7.6

## Teaching the Book

Listen, my children, and you shall hear of the midnight ride of Paul Revere . . . In this engaging biography, students learn of the famous midnight ride and much more about this great American patriot and hero. The book provides an opportunity to teach students how to compare two different kinds of text about the same event—the biographical facts and Longfellow’s poem. Activities engage students in doing a virtual walk of Boston’s freedom trail, making a group recording of Longfellow’s poem, and writing a poem about another American hero.

**Topic Focus:** American Hero

**Comprehension Focus:** Compare and Contrast Two Texts

**Language Focus:** Words Related to Revolutionary War

### ABOUT THE AUTHOR

James Cross Giblin has been an editor of children’s books as well as an award-winning author. He is a native of Ohio and a graduate of Case Western Reserve University in Cleveland. He came to New York City to get a Master’s Degree at Columbia University and then began an illustrious career in publishing.

Giblin began writing children’s books in 1980 and has since published twenty-four works including *Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth*, *George Washington: A Picture Book Biography*, and *The Rise and Fall of Senator Joe McCarthy*. In 1996 he received the Washington Post—Children’s Book Guild Award for Nonfiction for his body of work. Mr. Giblin continues to make his home in New York, a city he loves.

## OVERVIEW

### Book Summary

Paul Revere’s fame as a hero of the American Revolution has been passed down from generation to generation through Henry Wadsworth Longfellow’s poem, “Paul Revere’s Ride.” Revere’s midnight ride before the 1775 Battles of Lexington and Concord warned American soldiers that the British were coming to attack them. But what was his life like before and after that glorious event? James Cross Giblin tells Revere’s story from birth to death in this richly illustrated narrative.

Giblin follows Revere’s life from his humble beginnings as the son of a French immigrant to his work as a silversmith and horse messenger amid the mounting pressures of revolution in the American colonies. Revere is revealed as a brave, compassionate, and multitalented American patriot who was at the heart of early revolutionary activity in Boston. Besides being a rider for the Revolution, he was a famed silversmith, an engraver of cartoons and paper money, and a manufacturer of gunpowder, rolled copper, and cast bells.

Paintings, documents, and other primary sources illustrate this well-researched biography.

# Get Ready to Read

## Pre-Reading Activities

**Listen to Longfellow's Poem** Giblin's book goes beyond the mythology of Paul Revere that is glorified in Longfellow's poem. And, yet, the poem is a stirring anthem of patriotism that engages students in learning more about Revere and his role in the American Revolution. A dramatic and well-paced reading of the poem is available on YouTube at <http://bit.ly/WMbeau>.

Before viewing, ask students what they know about Paul Revere. Then introduce them to the poem by Henry Wadsworth Longfellow that was first published in 1861. Explain that many Americans of the time had never heard of Paul Revere, but that Longfellow's poem made him a hero for all time. Ask students to go to page 70 of their books for a copy of the poem. Then play the video and audio recording, asking them to follow along.

**Preview and Predict** Project the cover of the book on a whiteboard or screen and explain that this is a biography of the life of Paul Revere. Ask students how they think it might be different from the poem they just heard. Discuss the title, the illustration, and the table of contents.



## BIG QUESTION

**Critical Thinking** Ask students to think about this question as they read. Write the question on chart paper or the whiteboard.

**Why is Paul Revere remembered as an American hero?**

## STORIA ENRICHMENTS

This Storia eBook has the following enrichments to enhance students' comprehension of the book.

- Word Twister (2)
- Do You Know?
- Word Scramble (2)

## Vocabulary

**Words Related to Revolutionary War** Introduce students to the words below that occur frequently in writing about the Revolutionary War including the story of Paul Revere. Remind students to look for clues in the text to figure out the word meanings. Guide them to check the dictionary definitions and write them on the vocabulary cards.

Use **Resource #1: Vocabulary Cards** on page 7 and distribute copies to students.

apprentice (p. 2)	militia (p. 9)
empire (p. 9)	colonies (p. 9)
Parliament (p. 14)	representation (p. 15)
tyranny (p. 15)	rebels (p. 27)

## As You Read

### Reading the Book

**Modeled Reading** Read aloud the first chapter of the book, taking time to model metacognitive strategies like asking questions and integrating illustrations with the text. For example, while reading page 1, question why Paul Revere might have been named Apollos Rivoire, like his French Father. On page 4, take time to read part of the primer that Paul Revere may have studied as a young boy. Note how everything the author writes is based on historical fact and backed up by the primary sources.

**Independent Reading** Assign students to read the book independently until page 67. Ask them to use sticky notes to write questions about the text as they read. Encourage them to share their questions with a

partner at the end of a reading session and check in with them to clarify their comprehension. Explain that you will read the back matter, or information at the end of the book, together as a class.

### Comprehension Focus

**Compare and Contrast Two Texts** When students finish reading the biographical text, read aloud Giblin’s text about “Paul Revere’s Ride” on page 69 as well as “A Comparison” on page 73. Ask students to compare Longfellow’s poem with the biography written by James Cross Giblin. Print the graphic organizer on **Resource #2: Compare and Contrast Two Texts** and pass out copies to students. Then model how to compare and contrast the author’s purpose of the two texts.

**Model:** First, let’s think about the author’s purpose in writing each of these texts. James Cross Giblin set out to write the true facts about Paul Revere’s life. I’ll put that in the first column. Longfellow had a different purpose. He wanted to remind Americans of their great patriotic past. He created a legendary Paul Revere. His purpose was to inspire people, not just record facts. Knowing the author’s purpose helps explain the difference in the two texts.

Lead students in comparing and contrasting other aspects of the two texts: text structure, factual differences, and effect on readers.

## After You Read

### Questions to Discuss

Lead students in a discussion of these focus story elements.

**1. American Hero** What characteristics does Paul Revere have that makes him an American hero? (*Sample answer: He believes in democracy and equality. He fights for what he believes is right.*)

**2. Compare and Contrast Two Texts** How does Longfellow’s poem make Paul Revere a hero that people remember? (*Sample answer: Longfellow creates a hero that we remember because he seems brave and willing to risk his life for freedom.*)

**3. Words Related to the Revolutionary War** If you could be an apprentice to someone, whom would you choose? (*Answers will vary.*)

### Questions to Share

Encourage students to share their responses with a partner or small group.

**1. Text-to-Self** What role do you think you would have played in the American Revolution? (*Answers will vary.*)

**2. Text-to-World** How do you think Paul Revere would spread his message that the British were coming in today’s world? (*Answers will vary.*)

**3. Text-to-Text** Do you like learning about history through historical fiction or true biographies like this one? Why? (*Answers will vary.*)

## WORDS TO KNOW

### Words Related to the Revolutionary War

Ask students to refer to the definitions they wrote on their vocabulary cards. Then ask the following questions to evaluate their understanding of the words’ meanings.

1. What does it mean to be an **apprentice** in Paul Revere’s day?
2. How do the British treat their **colonies** in America?
3. Why do the colonists protest against “Taxation without **Representation**?”
4. How is **tyranny** different from democracy?
5. What acts of rebellion do the American **rebels** commit against the British?

Ask students to pair with a partner, asking and answering more questions based on other vocabulary words. Encourage them to provide evidence from the book to support their answers.

## Extension Activities

### Reading/Writing Connection

**The Story Behind the Picture** Challenge students to do a close study of one of the illustrations in the book and write a historical narrative about what it shows. They should explain what has happened before the scene pictured, what is happening in the picture, and what happens afterward. For example, students could write about the painting of Revere rowing across Boston harbor on page 37. Encourage students to exchange papers to share their narratives or read several examples aloud while projecting the illustration on the whiteboard.



Don't forget the



### BIG QUESTION

**Critical Thinking** Give each student an opportunity to answer the big question. Encourage students to support their answers with details and evidence from the text. Tell the students there is more than one right answer.

**Why is Paul Revere remembered as an American hero?**

## Content Area Connections

**History** **A Virtual Midnight Ride** Tell students that they can find out more about Paul Revere's house in Boston by visiting the Paul Revere House website at <http://bit.ly/VQmFMW>. Project the map of the ride on a whiteboard or screen and take a virtual midnight ride with Paul Revere.

**Arts** **A Longfellow Recording** Encourage partners or a small group of students to create their own recording of Longfellow's poem like the one they heard before reading. Suggest that they alternate reading verses and add sound effects to their recording. Have students play their recordings for the rest of the class for feedback and discussion.

**Geography** **Historic Sites to Visit** Ask students to read the text feature at the end of the book that describes historic places to visit in Boston including the Freedom Trail. Ask individuals to choose a place they would like to visit and research it by visiting its website. Have students share the information along with a map showing its location in Boston.

**Language Arts** **A Patriotic Play** Use this play about Paul Revere's Ride to bring the excitement of American history to your students. You will find the play by visiting the Scholastic website at <http://bit.ly/11GBPJA>.

### BIG ACTIVITY

**American Hero Poem** Challenge students to write a short poem about an American hero they admire. The person can be a political leader, a sports star, or someone else who has contributed to our country in some way. Suggest that they use the first verse of Longfellow's poem as a model. Point out the rhyme scheme of a b b a; explain that the words at the ends of lines one, two, and five rhyme and the words at the ends of lines three and four rhyme. Students can use this rhyme pattern or write a free verse poem.

Make copies of the printable **Big Activity: American Hero Poem** and distribute to students. Clarify any questions they have before beginning the activity.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BIG ACTIVITY:** American Hero Poem

Choose an American hero to write about using a rhyme scheme. Write the final copy of your poem below and add an illustration.

**My Hero:** \_\_\_\_\_

**Title:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**by:** \_\_\_\_\_



# READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

## Theme Connections



### Dear America: I Walk in Dread

Lisa Rowe Fraustino

**Ages:** 9–13

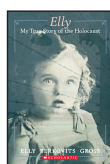
**Grades:** 4–7

**Lexile Measure:** 910L

**Pages:** 240

**Guided Reading Level:** W

Deliverance “Liv” Trembley lives with her uncle and her sister Mem in Salem, Massachusetts, at the time of the Salem Witch Trials. Four girls from the village are accused of witchcraft, and Liv’s ability to read and write soon come under suspicion as well. The sisters suddenly find themselves at the center of a tragedy as panic and hysteria grip the people of Salem, opening one of the darkest chapters of early American history. **Available as a Storia eBook**



### Elly: My True Story of the Holocaust

Elly Berkovits Gross

**Ages:** 10–13

**Grades:** 5–7

**Lexile Measure:** 730L

**Pages:** 144

As Elly imagines what her life will be like when

she grows up, the Nazis come to town, and all her dreams vanish. Elly and her family are taken from their home to a concentration camp. There, Elly is separated from her mother and brother. Elly experiences starvation, disease, slave labor, and horrific living conditions—but because of her endurance and an incredible amount of luck, she survives. **Available as a Storia eBook**



### First Kids

Noah McCullough

**Ages:** 9–13

**Grades:** 4–7

**Lexile Measure:** 920L

**Pages:** 208

Starting with the first First Kids and finishing with Sasha and Malia Obama, the 13-year-old author dishes out essential information and surprising trivia about what it’s like to have the president for a dad. This entertaining book also contains quotes by presidents and their kids about the White House, plus portraits or photos of every First Family. It’s a unique and lively take on some of the most interesting kids in American history.

**Available as a Storia eBook**



### Greetings From Planet Earth

Barbara Kerley

**Ages:** 9–12

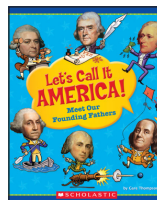
**Grades:** 4–6

**Lexile Measure:** 650L

**Pages:** 256

It’s 1977, and the Voyager space probes are

about to blast off to explore Jupiter. The launch date just happens to be Theo’s 12th birthday. Every year something happens that reminds Theo of his father, who left to fight in the Vietnam War and never came back. Theo focuses all his energy on an exciting school project. This project will force him to confront the many questions he has about his father—and to push his family to tell him the truth for the first time, no matter what. **Available as a Storia eBook**



### Let’s Call It America! Meet Our Founding Fathers

Gare Thompson

**Ages:** 8–11

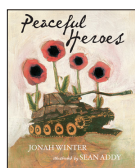
**Grades:** 3–6

**Lexile Measure:** 670L

**Pages:** 32

**Guided Reading Level:** T

The founders of the United States fought wars and designed laws to create a country governed by the people, for the people. Americans today can thank them for the right to vote, read a newspaper, give a speech, and live freely. Describing each man in turn, this captivating book covers the Founding Fathers’ early years, careers, family and friends, and accomplishments. **Available as a Storia eBook**



### Peaceful Heroes

Jonah Winter

**Ages:** 8–12

**Grades:** 3–6

**Lexile Measure:** 1050L

**Pages:** 64

There have been all kinds of amazing individuals over the years who have managed to bring about tremendous change simply through kindness and by standing up for their beliefs. Featuring people such as Clara Barton, Sojourner Truth, and Martin Luther King, this book celebrates these brave men and women in their quests for justice and what is right. **Available as a Storia eBook**

To find PDF versions of the Storia teacher guides and links to purchase the related books, visit <http://teacher.scholastic.com/reading-resources/>.

**apprentice (p. 2)**

**militia (p. 9)**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## RESOURCE #2: Compare and Contrast Two Texts

Fill in each column to compare the book with Longfellow's poem.

	<i>The Many Rides of Paul Revere</i> by James Cross Giblin	"Paul Revere's Ride" by Henry Wadsworth Longfellow
Author's Purpose		
Text Structure		
Difference in Facts		
Effect on Reader		