

EADS, PAULA R.

LESSON OBJECTIVE(S):

- Students will explore the story of Paul Revere through art and literature.

MATERIALS:

1. John Singleton Copley, *Paul Revere*, 1768 (2A)
2. Grant Wood, *The Midnight Ride of Paul Revere*, 1931 (3A)
3. Graphic organizer
4. Vocabulary/definition list
5. Supplemental Materials
 - a. Map of Boston, circa 1775. Published 1990 by American Bicentennial Commemoratives.
 - b. Midnight Ride of Paul Revere by Historical Documents, 1971. Summary of Revere's ride with drawing.
 - c. Minute Man National Historical Park Guide National Park Service, U.S. Department of the Interior
 - d. A Plan of the Town of Boston and the Charlestown Peninsula circa 1775. Howard E. Bouldry, 1969.
 - e. The Old North Church. Published by the Old North Foundation of Boston. (Self guided tour book) www.oldnorth.org
 - f. Postcards: The Paul Revere House, exterior and interiors, Midnight Ride of Paul Revere depicted by W.R. Leigh, Lantern from Old North Church, Old North Church, exterior, Church bell cast by Paul Revere, Boston Massacre engraving by Paul Revere, North Bridge, Battle Road Mural at Minute Man National Historical Park
 - g. Rebels, Redcoats, and Homespun Heroes by National Park Service. Concord, Massachusetts: Minute Man National Historical Park. (Activity guide – www.nps.gov/mima)
 - h. Various photographs taken by Paula Eads on tours of Boston, Massachusetts (Old North Church and Paul Revere's House) and the Minute Man National Historical Park
6. Literature
 - a. Let It Begin Here! Lexington and Concord: First Battles of the American Revolution by Dennis Brindell Fradin. New York: Scholastic Publishing, 2005.
 - b. The Many Rides of Paul Revere by James Cross Giblin. New York: Scholastic Press, 2007.
 - c. The Paul Revere House by Patrick M. Leehey. Boston: Paul Revere Memorial Association, 2008 (Museum guide)

- d. Paul Revere's Ride by David Hackett Fischer. New York: Oxford University Press, 1994. Excerpts used – pages 129 – 137 “The Capture” also photographs throughout the book.
- e. And Then What Happened, Paul Revere? by Jean Fritz. New York: Puffin Books, 1973.

PROCEDURES:

1. Group students and ask each group to interpret the two works of art through extended observation and employment of visual thinking strategies.
2. Each group will summarize their findings and complete the graphic organizer.
3. Each group will present their observations and conclusions to the class.
4. Provide information during class discussion about the works of art and the artists.
5. Provide various literary accounts of Paul Revere's ride and the beginnings of the Revolution at Lexington and Concord to each group. Also provide photos, postcards, and other supplementary materials about Boston, Paul Revere's home, and Lexington and Concord. Allow time for students to read and examine these items.
6. Students will complete a vocabulary/definition list.
7. Ask groups to demonstrate what they have learned through completion of one of the following assignments (each group may select which assignment they would like to complete):
 - a. The group may choose to write and perform a skit about Paul Revere's role in the opening days of the American Revolution. Particular attention should be given to historical accuracy.
 - b. The group may choose to prepare a visual timeline of the events of April 1775. Students may use copies of their materials and student-produced drawings. All picture entries must be correctly labeled with date and people or groups involved.
 - c. The group members may choose to draw self-portraits with attributes that indicate their own interests and skills. Group members will present their artworks to the class and discuss their use of these attributes.

Assessment:

- Informal assessment through evaluation and feedback given to individual students or groups.
- Elements of the unit that are graded, such as the vocabulary list, are sent to the social studies teacher and the grades are entered for that class.

Graphic Organizer

Paul Revere – John Singleton Copley

OBSERVATIONS

+

CONCLUSIONS

+

Write what you see in the

+

Why are these things in this picture?

Picture: What's going on?

+

+

+

+

+

+

What kind of person do you think

+

Paul Revere was?

+

+

+

+

+

What do you see that makes you say that?

+

+

+

Graphic Organizer

The Midnight Ride of Paul Revere – Grant Wood

OBSERVATIONS

+

CONCLUSIONS

+

Name what you see: What's going on?

+

What were the purposes of the different buildings?

+

+

+

+

+

Where is the viewer of the picture?

+

+

+

+

+

What do you see that makes you say that?

VOCABULARY / DEFINITIONS LIST

Militia	Boycott	Propaganda
Minute Men	Homespun	North Bridge
North Church	Silversmith	Sons of Liberty
Lantern	Engraving	Foundry
Battle Road	Patriot	Steeple