Introduction

This packet is the final product of an American History Book Discussion Group that met monthly during the 2006-2007 school year. This packet is designed for Lowell teachers to use with their third grade students.

We began this group by reading and discussing three scholarly history books focusing on the American Revolution. These books provided us with many new insights into the minds of the Founding Fathers of our country. (We now think of them as Founding Brothers.) They were also the source of many heated discussions and debates. As a result, we examined the differences between actual facts of the time and the mythical stories in our collective conscious.

Later our focus turned to student friendly literature, specifically stories for third grade social studies classes. We read two compelling stories that we hope our third graders will find equally engaging.

The story of Sybil Ludington is a factual retelling of a not so famous midnight ride. This book provides students the opportunity to compare and contrast what they know about Paul Revere. It also gives them the chance to learn about the crucial role that children and women played in the war.

The second story was a work of historical fiction. The story of Katie’s Trunk deals with the troubles that once friendly neighbors faced when they chose sides, those loyal to England and those searching for independence. Once again, this story offers a child’s prospective on the perils of war.

As the year came to a close, we met, discussed, procured and developed the activities in this packet. We hope that you will use this packet in many ways with your third graders. We have envisioned everything from whole group work to independent activities or small groups. Most of all, we hope you enjoy the stories as much as we did.

Thank you,
American History Book Discussion Group
Sybil Ludington’s Midnight Ride by Marsha Amstel is a true account of sixteen-year-old Sybil Ludington’s midnight ride to alert the colonial militiamen that the British were attacking the town of Danbury, Connecticut on April 26, 1777.
Sybil Ludington's Midnight Ride

by Marsha Amstel
illustrations by Ellen Dolan

Student Reading Guide
Comprehension Questions
Questioning

Before Reading

1. What do I already know about the topic?

2. What questions do I have?

3. Think about what you’d like to learn from this story. Write it here.

During Reading

In your own words retell an interesting part of the story or describe something you learned.

After Reading

What questions do I still have?
Name ______________ Date ________

Sybil Ludington’s Midnight Ride

Chapters 1 and 2 (pages 5-19)
1. What activities filled Sybil’s days? __________________
   ____________________________
   ____________________________
   ____________________________

2. Compare her days to your days.
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. What did Sybil feel like when she was riding Star?
   ____________________________
   ____________________________
   ____________________________
   ____________________________

4. How do you think the family felt when Father was not home? ______________
   ____________________________
   ____________________________
   ____________________________

5. Who was cleaning the supper dishes? ______________
   ____________________________
   ____________________________

6. What was Sybil doing after supper? ______________
   ____________________________
   ____________________________
   ____________________________

7. Retell what the messenger told the Ludington family.
   ____________________________
   ____________________________
   ____________________________
8. Where was General Washington? ________________________________

9. How long would it take to get to General Washington? ________________________________

10. Why didn’t the messenger ride to all the soldiers’ houses? ________________________________

11. What were three things Sybil’s mother was afraid of? ________________________________

12. Describe what you think a cloak looks like. _______

13. Why did she bring a big stick? (Two reasons) ________________________________

14. How do you think Sybil really felt about the ride? ________________________________

15. Why do you think she didn’t tell her mother her true feelings? ________________________________
Sybil Ludington’s Midnight Ride
Chapters 3 and 4 (pages 20-46) and Afterward

1. There were no street lights or marked roads in the forest. How do you think Sybil found her way through the woods? ______________________________

2. Why do you think the British soldiers were burning Danbury? ______________________________

3. How far was Danbury from Carmel? ________________

4. What thought made her keep going when she reached Carmel? ______________________________

5. What sound did Sybil hear in Carmel that made her task easier? ______________________________

6. Describe what it was like from Carmel to Mahopac Pond. ________________________________

7. What things from home did Sybil wish for when she was so cold and tired? ______________________________
8. What would you wish for if you were in Sybil's shoes?

9. What was it about the outlaws that made Sybil think they were not ordinary hunters?

10. Were the outlaws on the Colonist's side or the British?

11. How was she able to get by the outlaws?

12. What happened when she arrived in Stormville?

13. Estimate how long Sybil rode that night?

14. Describe what happened while Sybil slept.

15. How might history have been different if Sybil had not rode?
Afterward
16. What did Sybil do in her later life that were probably a result of her work that night? ___
_________________________________________
_________________________________________
_________________________________________
17. Do you think Sybil thought of herself as a hero? 
_________________________________________
_________________________________________
_________________________________________
18. Describe the statue of her in Carmel New York.
_________________________________________
_________________________________________
_________________________________________
Sybil Ludington's Midnight Ride

Author's Note

impatient (adj.) not able to wait calmly without getting anxious or upset

colony (n.) a distant land belonging to (or under the control of) a country

Great Britain (n.) island in Europe that is made up of England, Scotland, & Wales

government (n.) way of leading a country

intention (n.) mind made up to act in a certain way

independent (adj.) free; not being controlled or ruled by another

nation (n.) a land with its own people and government; country

British (n.) the people of Great Britain

countryside (n.) a farm area or its people

battle (n.) a fight between armies

Revolutionary War (n.) a war between Great Britain and the thirteen

"United Colonies" in order to declare independence as a new nation, The United States of America, in 1776

general (n.) military officer with a rank above a colonel

colonel (n.) a military officer with a rank just below a general

mission (n.) a job that is assigned or given

troops (pl. n.) group or groups of soldiers

determined (adj.) to have a strong influence on

April 26, 1777

Patterson, New York

hoofbeats (pl. n.) the sounds a horse's feet make when it walks or runs (p. 5)

spinning (v.) drawing out and twisting into yarn or thread (p. 6)

weaving (v.) forming strands of material by lacing them together (p. 6)

patch (n.) a spot of color (p. 8)

crackled (v.) made small, sharp, sudden repeated noises (p. 10)

Colonel (n.) a military officer with a rank just below a general. (p. 10)
sudden (adj.) when something happens quickly and without warning (p. 11)
messenger (n.) one that carries a message or does a short job (p. 12)
uniform (n.) the same clothing worn by members of the same group (p. 12)
soaked (adj.) covered with a liquid (p. 12)
shivered (v.) shook from cold or fear (p. 12)
soldiers (pl. n.) people in military service in the army, navy, marines
attacked (v.) started a fight (p. 12)
warehouses (pl. n.) buildings used to store goods (p. 12)
General (n.) military officer with a rank above that of a colonel (p. 14)
gathered (v.) when people or things have been brought together (p. 15)
outlaws (pl. n.) people who always break the laws of a country (p. 17)
saddle (v.) to put on a padded and leather-covered seat for a horseback rider (p. 18)
woolen (adj.) made of wool (p. 18)
braver (adj.) feeling or displaying no fear (p. 19)
mounted (v.) to get up onto something (p. 20)
urged (v.) to strongly encourage or tell someone to do something (p. 20)
gallop (n.) when an animal runs (p. 20)
mysterious (adj.) difficult or impossible to understand (p. 20)
steady (adj.) not changing much (p. 22)
cloak (n.) a long loose item of clothing, like a cape (p. 22)
flicker (n.) a flickering light —(flicker- to burn shakily or with a constantly changing light) (p. 22)
route (n.) an well known, selected, or assigned way to travel (p. 22)
trot (v.) a somewhat fast pace of a four-footed animal (such as a horse) in which a front foot and the opposite back foot move at the same time (p. 23)
reins (pl. n.) a line or strap fixed firmly to each side of animal’s mouth for controlling it (horse) (p. 24)
chatter (v.) to click again and again without control (p. 24)
stiff (adj.) not easily moved (p. 24)
meetinghouse (n.) a building used for public meeting and especially for Protestant worship (p. 26)
thaw (n.) a period of weather warm enough to thaw ice and snow (p. 29)
stockings (pl. n.) knitted or woven coverings for the feet usually coming above the ankles and sometimes to the knees (socks) (p. 29)
ached (v.) felt constant pain (p. 29)
tumbled (v.) fell down suddenly (p. 30)
creaky (adj.) making a long scraping or squeaking sound (p. 30)
leaped (v.) jumped; caused to spring free from the ground (p. 34)
wrinkled (v.) developed or caused to develop wrinkles (p. 34)
sharp (adj.) having a strong odor or flavor (p. 34)
hunched (v.) bent one's body into an arch or hump (p. 36)
ragged (adj.) torn or worn (p. 36)
stroked (v.) to rub gently in one direction in kindness (p. 39)
muzzle (n.) the nose and jaws of an animal (p. 39)
fifes (n.) small high-pitched musical instruments like flutes (p. 42)
outnumbered (v.) to be more than in number (p. 45)
revolutionary (adj.) bringing about a big or important change (p. 46)
history (n.) events happening in order leading from the past to the present (p. 46)
United States (n.) North American country containing 50 states (p. 46)

Afterword

patriotic (adj.) having or showing patriotism (p. 47)
wilderness (n.) an area in which few people live that is in its natural state in the wild (p. 47)
courage (n.) being able to face the danger of pain without showing fear (p. 47)
capture (v.) the act of taking a person by force (p. 47)
statue (n.) a sculpture representing a human or animal (p. 48)
heroes (pl. n.) people that show great courage (p. 48)
presidents (pl. n.) the people who have held the office of leader of the United States government (p. 48)
**Sybil Ludington’s Midnight Ride**

**Picture Vocabulary**

**attack**: started a fight

**outlaws**: people who always break the laws of a country

**chatter**: to click again and again without control

**ragged**: worn and torn

**gallop**: when an animal runs

**sudden**: when something happens quickly and without warning

**gather**: when people or things have been brought together

**tumbled**: fell down suddenly

**hoofbeats**: the sounds a horse’s feet make when it walks or runs

**urged**: to strongly encourage or tell someone to do something

**mysterious**: when something cannot be explained easily
Vocabulary Activities

word - a unit of language that native speakers can identify

term - a language user's knowledge of words

language - communication by word of mouth
Sybil Ludington's Midnight Ride

Vocabulary

hoofbeats (p. 5)
sudden (p. 11)
attacked (p. 12)
gathered (p. 15)
outlaws (p. 17)
urged (p. 20)
mysterious (p. 20)
gallop (p. 20)
chatter (p. 29)
tumbled (p. 30)
ragged (p. 36)

For each of the following, choose two vocabulary words and make a connection between them.

Example: melody and symphony- Both of these words have to do with creating music.

1. __________ and __________ - ______________________________

2. __________ and __________ - ______________________________

3. __________ and __________ - ______________________________

Directions: Choose the word that best fits the answer to each question below.

5. Would you be attacked or urged during a battle? ________________

6. If you were learning about horses and how fast they run, would you be learning about their gallop, or their hoofbeats? ________________

7. If you were walking through a dark, scary place by yourself, would this place be mysterious or ragged? ________________

Directions: Complete each sentence to show that you understand the meaning of each vocabulary word.

8. I might come to a sudden stop in the hallway if ________________

9. She urged me to come along because ________________

10. My teeth began to chatter because ________________

Directions: Choose the vocabulary words that best match each situation, and then answer the question that follows. Be sure to explain your reason for choosing each word.

11. You just saw someone run away from committing a crime, and now the police are chasing him. Write two words that have to do with what might happen next. ________________ and ________________

Why did you choose these? ________________

12. If you got into a really bad car accident, what are two words that you might use to describe what happened to a friend? ________________ and ________________

Why did you choose these? ________________
Sybil Ludington’s Midnight Ride
Vocabulary

<table>
<thead>
<tr>
<th>colonel (p. 10)</th>
<th>general (p. 14)</th>
<th>fife (p. 42)</th>
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</thead>
<tbody>
<tr>
<td>uniform (p. 12)</td>
<td>meetinghouse (p. 26)</td>
<td>revolutionary (p. 46)</td>
</tr>
<tr>
<td>soldiers (p. 12)</td>
<td>history (p. 46)</td>
<td>attacked (p. 46)</td>
</tr>
</tbody>
</table>

Directions: Pick 5 of the vocabulary words from above and write each one on a line below.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Directions: For each of the 5 vocabulary words you chose, find a sentence in the story that uses the word. Write the sentences on the lines below.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
Directions: **Predict** (guess) what you think each word means. Write your **prediction** on the lines below.

1. 

2. 

3. 

4. 

5. 

Directions: Using the glossary in the back of your packet, write the definition for each of the vocabulary words you have chosen.

1. 

   

   

2. 

   

   

3. 

   

   

4. 

   

   

5. 

   

   

Directions: Draw a picture in the space below to illustrate the meaning of **ONE** of your vocabulary words. You may color the picture ONLY when you have finished the entire packet.

Word: _____________
Choose one of your vocabulary words and draw a picture to illustrate the meaning.

The word I chose is ________________.

Choose a second vocabulary word. Draw a picture including the first word you chose and the new word to illustrate both meanings at the same time.

The words I chose are ________________ and ________________.

(first word)  (new word)

Choose a third vocabulary word. Draw a picture including the first, second, and the new word to illustrate all meanings at the same time.

The words I chose are ________________, ________________, and ________________.

(first word)  (second word)  (new word)
Sybil Ludington's Midnight Ride: Finding the Past in the Present

Standards Addressed:

Massachusetts Grade 3 History and Geography Standard 4: Students will use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community.

Massachusetts Grade 3 History and Geography Standard 5: Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th or early 20th century

This lesson is designed for students to work as partners in a computer lab setting.

Launch: Students will read Sybil Ludington’s Midnight Ride and note the names of the towns, villages and geographic features mentioned in the story.

Explore: Students will be given a copy of the map of Sybil's journey (located in the back of the book), and asked to find the names of the towns, villages and geographic features they recorded as they read the story.

Working with partners, students will locate the same area on MapQuest (www.mapquest.com), searching the web site by town and state. Students will manipulate the web site's cardinal directions and scale to arrive at a map view that includes the same area as the original map of Sybil's ride.

Students will compare maps to try to locate Sybil's route on the contemporary map and highlight it in red. Students will then be asked to note (using colored pencils) any new roads, highways, or villages that have developed in that area since 1777.

Summary: students will talk about the changes they note in the area, (major highways and their directions, new towns and connecting roads, the road Sybil used).

If equipment is available, the teacher will then use an InFocus projector to show students the Google Earth image of that area today.
Harvard University, Hollis Catalog

Search for:

Title: An accurate map of the country round Boston in New England : from the best authorities. 1776

Click on "Internet link"

A mapp of New England / 1675

Click on "Internet link"

Library of Congress: American Memory / Maps

Search Revolutionary Era, Massachusetts

To the Hone. Jno. Hancock, Esqre. president of ye Continental Congress, this map of the seat of civil war in America, is respectfully inscribed by his most obedient humble servant, B. Romans.

A Map of 100 miles round Boston.

A plan of the town and harbour of Boston and the country adjacent with the road from Boston to Concord, shewing the place of the late engagement between the King's troops & the provincials, together with the several encampments of both armies in & about Boston. Taken from an actual survey. Humbly inscribed to Richd. Whitworth by J. De Costa; C. Hall, sc.

Roxbury to Concord. Roads & distances, &c. 1776

The Seat of war in New England, by an American volunteer, with the marches of the several corps sent by the Colonies towards Boston, with the attack on Bunkers-Hill. 1775
Geography Activity  
Sybil Ludington’s Midnight Ride  

Tea Stained Route Map  

Materials:  
- paper, pencils, permanent marker  
- rimmed cookie sheet, bowl, paper towels  
- ribbon, pieces of sponge, tea bags, water  

To make the map:  
1. Use a pencil to draw a map on paper. Be sure to include labels, arrows to mark the route, compass rose, legend, and a title.  
2. Retrace over pencil with a permanent marker. Erase any stray pencil marks.  

To stain the map:  
1. Brew a concentrated solution of tea. About 5 bags of tea per cup of water. Let tea cool in a large bowl.  
2. Place map in rimmed cookie sheet.  
3. Sponge map with tea. Repeat on back side.  
4. Let map dry on paper towels.  
5. Roll map and tie with a ribbon.
ELA
Activities
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<tr>
<th>Character Perspective Chart</th>
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<tbody>
<tr>
<td>Character #1</td>
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<tr>
<td>Setting: Where and when does the story take place?</td>
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<tr>
<td>Problem: What is this character’s problem?</td>
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<tr>
<td>Goal: What is this character’s goal? What does the character want?</td>
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<tr>
<td>Attempt: What does this character do to solve the problem or attain the goal?</td>
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<tr>
<td>Outcome: What happened as a result of the attempt?</td>
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<tr>
<td>Reaction: How does the character feel about the outcome?</td>
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<tr>
<td>Theme: What point did the author want to make?</td>
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</tbody>
</table>
# Character Traits Chart

**Character's Name:** 

**Character's Role in Novel:** 

**Scene Retold from Character's Perspective:** 

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Source of Information</th>
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<tbody>
<tr>
<td></td>
<td>Narrative description of character</td>
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<td>Character's Actions</td>
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<td>Observations made by other characters</td>
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<td></td>
<td>Observations made by the character him- or herself</td>
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<td>Your own impressions</td>
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<td>Other:</td>
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</tbody>
</table>
Story Comparison

Title A

Characters

Setting

Events

Ending

Title B

Characters

Setting

Events

Ending
Story Map 1

Write notes in each section.

Setting:  Time:  Place:

Characters:

Problem:

Plot/Events:

Resolution:
Event Explanation

Topic: _______________________________

- Duration
- Time
- Place
- Setting
- People Involved
- Cause

Main Events

Effect

Comprehension Activities for Reading in Social Studies and Science  Scholastic Professional Books. page 60
Up-the-Stairs Time Line

Choose a particular topic in history and write it on the banister. Then write and draw about important events related to this topic on each step of the staircase.

There's no place like history.

Final Event
On the Historical Fiction Trail

Compare fact with fiction as you read a historical fiction piece. Record the characters and events as they appear in history and in fiction.

Historical
Characters:
Events:

Fictional
Characters:
Events:

Chapters/Pages ______ to ______

Resolution
On the Clock

Divide the clock to record what happened in a day in history.
KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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3-2-1 Writing Review

3 Facts
.
.
.

2 Questions
.
.
.

1 Opinion
.
.
RACHEL REVERE: I've told all the children that they may lose more friends. I haven't told them that we may be at war with England soon. Maybe it won't come to that.

PAUL REVERE: I hope it doesn't, but we've got plenty of guns and powder stored in Concord—just in case.

RACHEL REVERE: Do you think Sam and John are safe in Lexington? If the British find them, will they really be sent to England to stand trial?

PAUL REVERE: King George wants to show everybody he's in charge here.

RACHEL REVERE: I've started buying extra food and knitting more socks for everybody—

(There is a knock on the door. Dr. Joseph Warren enters.)

DR. JOSEPH WARREN: Sorry to bother you, but it's important.

RACHEL REVERE: Come in. Would you like some coffee?

DR. JOSEPH WARREN: No time. The British are about to march to Lexington to grab Sam and John. We think they've found out about the weapons in Concord, too. We need you to ride to Lexington and Concord and warn everybody.

PAUL REVERE: Are the British marching out Boston Neck, or are they going to row across the Charles River?

DR. JOSEPH WARREN: We don't know yet.

PAUL REVERE: If it's by Boston Neck, hang one lantern in Christ Church tower. If it's by the river, hang two lanterns.

RACHEL REVERE: Be careful, Paul. The British know who you are.

---

ACT 3

SCENE 1: ACROSS THE CHARLES RIVER IN CHARLESTOWN, A FEW HOURS LATER

JOHN LARKIN: There are two lanterns hanging in the tower, Paul. The British are rowing across the Charles River. They won't be too far behind you.

PAUL REVERE: I hope this is a fast horse.

JOHN LARKIN: It's the only horse I've got, but he's fast enough. Good luck to you.

(Revere hops on the horse and rides away.)

JOHN LARKIN (shouting after Revere): Bring my horse back, if you can!

(Revere rides through the countryside.)

PAUL REVERE: The British are coming! The British are coming! Get ready!
SCENE 2: NEAR LEXINGTON. A FEW MINUTES LATER

PAUL REVERE: Arm yourselves! The British are coming!

AMERICAN SENTRY: Stop making all that noise!

PAUL REVERE: Noise! You'll have more noise than this before long. The British are coming!

AMERICAN SENTRY: Well, why didn't you say so? (shouting) The British are coming! Arm yourselves! The British are coming!

(Sam Adams and John Hancock rush out.)

SAM ADAMS: So they're coming at last?

PAUL REVERE: Yes, and they're coming for you and John. You've got to get out of here—fast!

JOHN HANCOCK: Don't worry—we're ready to go. What about you? The British will be after you, too.

(William Dawes comes riding in.)

WILLIAM DAWES: The British are coming!

REVERE, ADAMS, HANCOCK (all together): We know, Dawes.

WILLIAM DAWES: Well, don't just stand there. Get a move on!

(The four men shake hands. Sam and John leave.)

WILLIAM DAWES: I came a different way, in case you didn't make it. I'm glad to see you did.

PAUL REVERE: The British know about the guns at Concord. Somebody's got to warn the Americans there.

WILLIAM DAWES: Let's go then!

(Revere and Dawes ride off. They are soon joined by Dr. Samuel Prescott on horseback.)

DR. SAMUEL PRESCOTT: The British are everywhere! They know that John and Sam left Lexington!

WILLIAM DAWES: We've still got a head start. We'll make it to Concord.

PAUL REVERE: If we run into the British, we should try to split up. That way, at least one of us should be able to make it to Concord.

(Four British soldiers step out and surround Revere, Dawes, and Prescott.)

BRITISH SOLDIER 1: And just where do you think you're going?
BRITISH SOLDIER 2: Hey!

(Dr. Prescott manages to ride away.)

PAUL REVERE: He's a doctor. Someone had a bad accident. We rode to get him.

WILLIAM DAWES (shouting at the top of his lungs): The Americans are coming!

BRITISH SOLDIER 3: Where! Where are they!

(The British soldiers look around in surprise. William Dawes rides away.)

BRITISH SOLDIER 4: It's a trick! Hang on to that one!

BRITISH SOLDIER 1: He's not going anywhere—not on this horse anyway. I need a new horse. And it looks like I got one.

BRITISH SOLDIER 2: Take him back to Lexington. Let's find out what he knows.

SCENE 3: LEXINGTON, A FEW MINUTES LATER

BRITISH SOLDIER 3: You know who this is? It's Paul Revere, that's who.

BRITISH SOLDIER 4: It's a little late to be delivering a silver teapot, isn't it, Revere?

PAUL REVERE: I couldn't sleep. I thought I'd take a little ride.

BRITISH SOLDIER 1: You thought you'd take a little ride to warn your pals, Sam Adams and John Hancock, that we're after them.

PAUL REVERE: I heard they were in Philadelphia.

BRITISH SOLDIER 2: Philadelphia! That's a good one! You were just here in Lexington to warn them.

BRITISH SOLDIER 3: We know you're an express rider for the Massachusetts colony. We know you carry messages to New York and Philadelphia.

PAUL REVERE: I like to travel.

BRITISH SOLDIER 4: You like to travel, do you? How'd you like to travel to England to stand trial for treason?

PAUL REVERE: I haven't done anything wrong.

(Another British soldier runs in.)

BRITISH SOLDIER 5: What are you doing? Get to Concord—now! The Americans are attacking us!

(The British soldiers run out and leave Revere behind.)

PAUL REVERE: So it's started. The fight has started.
PAUL REVERE

Discussion Questions
1. Have you ever heard of people going from one place to another to tell others about things that were going to happen? Tell us about them.

2. What things are made of gold and silver today? How do these things get made?

3. How many people are in your family? How do you think it would feel to be one of eleven children? What would eleven children do in a family?

4. Why did Paul Revere have to have so many jobs? What were those jobs?

5. Do you know any times now that a bell is used to tell us things?

Activities
1. Be sure to put the marker up on the map to mark the place where Paul Revere was born.

2. Place the marker on the time line to show when he was born.

3. Bring in things made of gold and silver, including a Revere bowl. Talk about how they are and were made.

4. Read the poem of Paul Revere—“On the eighteenth of April, in seventy-five,/Hardly a man is now alive/Who remembers that famous day and year” of the midnight ride of Paul Revere.

5. One day when it is time for school to be dismissed, send a messenger to tell the rooms instead of ringing the bell. Talk about the benefits and troubles with that.

6. Bring in a collection of different kinds of bells, and have the children examine them and ring each of them. Talk about the similarities and differences in the bells. Have the children bring in bells from home to share. After putting their names on them and listening to their bells, put them in a group behind a sheet. Sit behind the sheet and ring a bell. See if the owner can identify it by sound.
The Revolutionary War

Look back to a time in history when America’s struggle for freedom was just beginning.

Presenting Both Sides
Divide your class into two large groups—the Colonists and the British. Crown yourself King of England. Students representing the British make up four rules the Colonists must follow for one day.

Examples:
• Colonists must give the king a piece of lined paper (tax) each time they want a drink of water.
• Colonists must help the British with schoolwork any time it’s requested.

At the end of the day, let both groups express how it felt to rule or be ruled. Guide the discussion so students understand some of the reasons why the Colonists wanted to be independent.

The Midnight Messenger
Introduce your class to Paul Revere by reading “Paul Revere’s Ride” by Henry Wadsworth Longfellow on pages 14-17. Then discuss what the poem says about the eventful night, such as:
1) Revere’s feelings while waiting for the signal (impatient ...);
2) how Revere knew the British had arrived by sea (two lanterns);
3) the sounds Revere heard that night (cock crowing, dog barking ...).
Share these historical facts:
• William Dawes helped Revere warn the people.
• Dr. Samuel Prescott joined them in Lexington.
• Near Concord a British patrol took Revere prisoner.
• Dawes fled on foot while Prescott rode on to Concord.
• The British released Revere returning him to Lexington without his horse.

Ask students why they think Longfellow described this historical event differently from the way it actually happened. (Poetic license, all the facts were not known at the time Longfellow wrote the poem ...)

Walking Through History
On the chalkboard, make a list of Revolutionary War heroes and heroines. You may want to include:
Samuel Adams, George Washington, Molly Pitcher, Deborah Sampson, Margaret Corbin, Alexander Hamilton, John Paul Jones, Benjamin Franklin, Sybil Ludington, and Thomas Jefferson.

Give each student a piece of cardboard or tagboard and have him outline his footprints. Tell students to select a hero/ heroine they admire from the list on the chalkboard or choose another suitable person. On one footprint, students write the hero’s name and a paragraph about him. On the other, students draw a portrait of their hero or illustrate an event associated with him. When students have completed their footprints, mount them on the classroom walls.

Flags of Freedom
Divide the class into small research teams. Have each team prepare a report on one of the Colonial flags used during the Revolutionary War such as the Liberty Tree, Continental Navy Jack, Continental, and Grand Union. The report should include an illustration of the flag, the dates the flag was in use, and the meaning of the flag’s symbols. Then have each team present an oral report on its flag. The class may also design its own Revolutionary War flag and display it in the classroom.
Additional Readings


Websites

The Revolutionary War: A Journey Towards Freedom
http://library.thinkquest.org/10966/index.html

The American Revolution for Kids
http://www2.lhric.org/pocantico/revolution/revolution.htm

National Parks Service Museum Collections
http://www.cr.nps.gov/museum/exhibits/rewar/

Loyalty or Liberty
http://www.history.org/History/teaching/revolution/a1.html

Liberty! The American Revolution
www.pbs.org/ktca/liberty

Women of the American Revolution
http://www.amERICANrevolution.org/women.html

Archiving Early America
www.earlyamerica.com

Colonial Williamsburg
www.colonialwilliamsburg.org