

**Module Background:** Most people have heard of Paul Revere, and his midnight ride is one of the more memorable events of the American Revolution. However, he did not ride alone that night. There were other people who rode with him, and even more people who rode to help the Patriots convey messages during the war. In this module, you will learn about Paul Revere, his ride, and some of the lesser known people who helped in the same way. With this information, you will then decide if he was a hero, make a claim, and write an argumentative essay based on what you have learned and claim. Be sure to include opposing views.

**Teaching Task:** Is Paul Revere an American hero? After interacting with multi-media and reading “The Midnight Ride of Paul Revere” and informational texts, write an argumentative essay to be used as the basis for a classroom debate that discusses the accurate historical information and evaluates Longfellow’s portrayal of Revere. Be sure to support your position with evidence from the text.

### Task Timeline

| Day 1   | Day 2  | Day 3   | Day 4  | Day 5  |
|---|--|---|--|--|
| <p><u>Task analysis</u><br/><u>Project Planning</u></p>   | <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 1</p> <p><b>Text/Multimedia</b><br/><i>Biography of Paul Revere (and optional multimedia)</i></p>                 | <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 1</p> <p><b>Text:</b><br/><i>The Midnight Ride of Paul Revere</i></p>  | <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 1</p> <p><b>Text:</b><br/><i>The Midnight Ride of Paul Revere</i></p> | <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 2:</p> <p><b>Multimedia:</b><br/><i>Take a Virtual Tour of Paul Revere’s Ride</i></p> |
| <p><u>Day 6</u></p> <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 2</p> <p><b>Text:</b><br/><i>Paul Revere’s Ride – The Real Story</i></p> | <p><u>Day 7</u></p> <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 3</p> <p><b>Text:</b><br/><i>What Happened to the Other Two Men on Paul Revere’s Ride</i></p> | <p><u>Days 8–9</u></p> <p><u>Readying for Reading</u></p> <p>Close Active Reading, Essential Vocabulary and Note Taking 3</p> <p><b>Text:</b><br/><i>Day 8: Primary Source – Paul Revere’s True Account of the Midnight Ride</i><br/><i>Day 9 – Paul Revere’s Ride Interactive Site</i></p> | <p><u>Day 10</u></p> <p><u>Organizing Notes</u></p>  | <p><u>Day 11</u></p> <p><u>Bridging Conversations</u></p>  |
| <p><u>Day 12</u></p> <p><u>Readying as a Writer</u></p>   | <p><u>Day 13</u></p> <p><u>Establishing a Claim</u></p>  | <p><u>Day 14</u></p> <p><u>Planning</u></p>   | <p><u>Day 15</u></p> <p><u>Development 1</u><br/>(opening paragraph)</p>   | <p><u>Day 16</u></p> <p><u>Development 2</u><br/>(initial draft of body paragraph)</p>   |
| <p><u>Day 17</u></p> <p><u>Development 3</u><br/>(closing paragraph)</p>  | <p><u>Day 18</u></p> <p><u>Revision 1</u></p>  | <p><u>Day 19</u></p> <p><u>Revision 2</u></p>   | <p><u>Day 20</u></p> <p><u>Editing</u></p>   | <p><u>Day 21</u></p> <p><u>Completion</u></p>  |