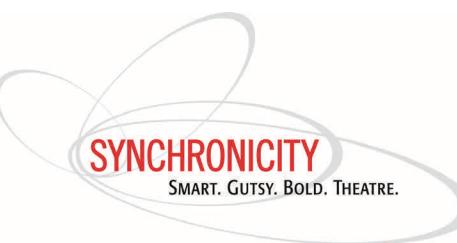


Notes/Reflections:

Historical Figures • Narrative Writing • Perspective •
Improvisation • Theatre



Idea contributed by Susie Spear Purcell

Cultural Characters - Paul Revere

This lesson invites students to explore the life of Paul Revere through the lens of a painting of the Midnight Run. Using the painting as a springboard, students write and enact a poem illustrating the event. This exercise is a wonderful tool to increase presentation skills, empathy and ensemble in your classroom.

Essential Question: How can students utilize theatrical skills and poetry to increase comprehension of historical events?

Process

- Discuss Paul Revere and his place in American history and the Road to Revolution. Review The Stamp Act, Boston Massacre, Boston Tea Party, Sugar Act, French and Indian War as well as the Midnight Run.
- Show pictures of all events listed above.
- Pass out Paul Revere photo pages.
 - Each page has a picture of the Midnight Run as well as a photo of one of the above mentioned events or acts ((Stamp Act, Boston Massacre, Boston Tea Party, Sugar Act, French and Indian War).
- Explain to students that:
 - The first/top picture is of the Paul Revere's Midnight Run.
 - The second/bottom is of one of the events or acts that we just reviewed.
 - Each of these events or Acts were important in the leading up to the Midnight Run.
- Ask students to write down the following:
 - The name of the event or act under the second/bottom picture.
 - How this event or act made the American colonists feel towards the Britain.
- Ask the students to study the first/top image and think about:
 - Where is this place?
 - What season is it?
 - What time of day is it?
 - What sounds and smells would you hear if you were in this picture? (even things you can't see)
 - What do you smell?
- Ask the students to imagine themselves as Paul Revere riding the horse.
- Instruct the students to place the picture in front of them and take the position that Paul Revere is in on the horse. Then, ask students to close their eyes and:
 - Take a deep breath of the clean air in this place.
 - Listen to the sounds in the environment.
 - Take another deep breath and smell the beautiful aroma.
 - Good, now open your eyes.
- One at a time, each student should make a sound that they hear in their environment.
- Pass out paper and pencils. On the left hand side, ask students to list:
 - Where – where are you?
 - When – what time of day and season is it?
 - Who – who else is in the picture?
 - What – what are you doing?
 - How – how do you feel about the event or act pictured at the bottom?
- Next, instruct students to write down 3 descriptive phrases about this picture. Instead of saying, "the wind", describe the wind as "the blowing wind" or "the fierce cry of an eagle". Encourage students to use adjectives freely!
- Students should now write 6-8 short lines describing this environment and how this place makes them feel. Include:
 - the date of the run
 - the 3 descriptive phrases
 - a fact about the event or act in the bottom picture
 - a title.
- Students may also include details such as what thoughts are going through their mind. The lines should be written in first person, e.g., "I am standing", "It makes me feel...".

Materials

- images of Paul Revere's Midnight Run - one per student
- sound source (e.g., CD player)
- audio recordings (preferably of a piece written around 1775)
- paper and pencil

Vocabulary

Theater

Dramatic literature or its performance; drama

Ensemble

All the parts of a thing taken together, so that each part is considered only in relation to the whole

Improvisation

A creation that is spoken or written without prior preparation

The American Revolution

The war fought by the American colonies to end British rule. It was between the 13 colonies and Great Britain.

Battles of Lexington and Concord

The beginning of the American Revolution "Regulars", or "lobsters"

What the colonists called the British soldiers

Patriot

Colonist who was opposed to British rule; any person who loves his or her country

Minutemen

Volunteer Colonial soldiers who served against the British in the American Revolution; they were said to be ready at a minute's notice

Courier, or Messenger

A person or a company who delivers messages, packages, and mail with speed

The Stamp Act of 1765

Colonists were taxed on playing cards, newspapers, books, pamphlets, legal documents like wills

The Sugar Act of 1764

Colonists were taxed on sugar, wine, coffee, dyes, and cloth

The Boston Massacre

A protest in 1770 against British rule in which five American Patriots were killed

The Boston Tea Party

Men disguised as Mohawks threw tea into the harbor to protest the tax on tea in 1773

The French & Indian War

The English fought against France for the land in North America. England won but needed to pay off the debts of the war.

Classroom Tips

This activity works best in an open space with room for students to move.

- Ask a student to come to the front of class and share their work:

- Where are they?
- What season is it?
- What is the title?
- Where they are in the picture?
- Have the student choose someone to read their work to.

"Now, we are going to bring this picture to life."

- Have the student cast their classmates (you need to make sure everyone gets a chance) as the 3 elements from their paragraph. They should announce the element and then chose the person. Once a person is chosen, have them come to the front of the class and then show them the picture. Then cast the next element and student, etc.
- The author will direct the elements, indicating where they will be in the live picture and what sounds they will be making.
- On calling action, have the author walk up or ride into their environment and take their place in the live tableau then read their work.
- Show the photo around the room.

Assessment:

- Students use descriptive language in the generated narratives.
- Narratives are free of grammatical errors, contain thoughtful insights, and express feelings/emotions while relating to focus images.
- Improvisational skits accurately portray rational scenes from focus images.

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

GRADE 4

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

GRADE 5

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Georgia Performance Standards

SOCIAL STUDIES

GRADE 3

SS3H2: The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

SS3G2: The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

SS3CG2: The student will discuss the character of different historical figures in SS3H2a.

GRADE 4

SS4H4: The student will explain the causes, events, and results of the American Revolution.

THEATER

GRADE 3

TAES3.2: Developing scripts through improvisation and other theatrical methods

TAES3.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES3.7: Integrating various art forms, other content areas, and life experiences to create theatre

GRADE 4

TAES4.2: Developing scripts through improvisation and other theatrical methods

TAES4.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES4.7: Integrating various art forms, other content areas, and life experiences to create theatre

GRADE 5

TAES5.2: Developing scripts through improvisation and other theatrical methods

TAES5.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES5.7: Integrating various art forms, other content areas, and life experiences to create theatre

National Standards

SOCIAL STUDIES

NSS-USH.K-4.3: The history of the United States: Democratic principles and values and the people from many cultures who contributed to its cultural, economic, and political heritage

THEATER ARTS

Standard 1: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history

Standard 2: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes