

Notes/Reflections:



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Historical Figures • Narrative Writing • Perspective • Improvisation • Theatre



Explore the concepts of perspective and poetry through presentation and improvisation!

Paul Revere in Action

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

- Begin by leading a discussion about Paul Revere and his place in American history.
- Distribute an image of Paul Revere’s Midnight Run to each student.
- Ask the students to study the 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?
- 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!
- Ask students to write 6-8 lines describing the environment and how it makes them feel. Students may include the thoughts that are going through their minds. Instruct students to write the lines in first person (i.e., “I am standing”, “It makes me feel..”) and to incorporate the 3 descriptive phrases. Finally, ask students to give their lines a title.
- Collect pencils.
- 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 paragraph.
- Show the photo around the room.

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

Classroom Tips

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

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.

a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).

b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

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

a. Identify on a political map specific locations significant to the life and times of these historical figures.

b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.

c. Describe how each of these historical figures adapted to and was influenced by his/her environment.

d. Trace examples of travel and movement of these historical figures and their ideas across time.

e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.

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

a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.

b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.

c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.

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