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

Historical Figures • Narrative Writing • Perspective • Improvisation • Theatre

Paul Revere in Action

GRADES 3 - 5 Curriculum Guide

Notes/Reflections:

Idea contributed by Susie Spear Purcell

Curriculum guides provide differentiated ideas and activities for educators that are aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.
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 around 1775.

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

Improvization
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.

Process
Begin by leading a discussion about Paul Revere and his place in American History.

1. Distribute an image of Paul Revere’s Midnight Run to each student.
2. 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)
3. Ask what you smell?
4. Ask the students to imagine themselves as Paul Revere riding the horse.
5. 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.
6. One at a time, each student should make a sound that they hear in their environment.
7. 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.

Note: 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 place the person. Once a person is chosen, have them come to the front of the class and then show 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.

Common Core Georgia Performance Standards

ELACCG3W:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELACCG3SL2:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACCG3L6:
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).

ELACCG4W:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELACCG4SL2:
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACCG4L1:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACCG4L6:
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).

ELACCG5W:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELACCG5SL2:
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACCG5L1:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACCG5L6:
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 (woman’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.

National Standards

NSS-USS-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 9. 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.