

EXPLORING WRITING, MATH, AND SOCIAL STUDIES WITH PAUL REVERE

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A NOTE FROM THE TEACHER

Dear Fellow Teacher,

In this document you will find the English Language Arts activities that I implement during this unit. You may implement these activities during Whole Group Reading, Guided Reading Centers, or Social Studies. As you will see in the below implementation schedule, I use these activities to engage students in discussions about Paul Revere. I have also included a math extension activity, **Practicing Math with Paul Revere**, so students can practice elapsed time and adding and subtracting decimals. Of course, you can adapt this unit to focus on any other non-fiction text and to meet the needs of your own students. Good luck!

Sincerely,
Jan Moore



Standards Addressed

1. ELA.3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. ELA.3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. ELA.3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4. ELA.3.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. ELA.3.RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
6. ELA.3.RI.6: Distinguish their own point of view from that of the author of a text.
7. ELA.3.RI.7: Use information gained from illustrations (e.g., maps, photographs) and the

words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. ELA.3.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
9. ELA.3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
10. ELA.3.W.7: Conduct short research projects that build knowledge about a topic.
11. ELA.3.W.8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
12. ELA.3.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
13. ELA.3.SL.2: 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.
14. ELA.3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

15. ELA.3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
16. ELA.3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
17. ELA.3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
18. ELA.3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase
19. SS.3.H.2: The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.
 - a. Paul Revere (independence)
 - b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
20. SS.3.CG.2: The student will describe how the historical figures in SS.3.H.2.a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.

Day One – Introduction to Paul Revere

Standards Addressed: 1-8, 12, 19

1. Provide hook activity by watching the School House Rock video, [“The Shot Heard Round the World.”](#) Talk with students about the significance of the Revolutionary War (how and why the war began, the countries involved, the meaning of independence, etc.). Explain that for the next two weeks we they will be learning about a man named Paul Revere who played an important role during the Revolutionary War.
2. Introduce the book: *And Then What Happened to Paul Revere*. Have students take a picture walk and discuss with their peers what they think they will learn by reading the book. Make sure students notice that this is a nonfiction book.
3. Students read pages one through ten and discuss the main idea of the book.

Day Two – Interactive Notebook and Vocabulary

Standards Addressed: 1-8, 12, 18 - 19

1. Have students organize and create the title page for their Interactive Notebook about Paul Revere.
**Students should complete their interactive notebook by the end of five days. Each day, as students read, they should add notes to their Interactive Notebook describing the main idea of what they have read.*
2. Students read pages 11-16 of *And Then What Happened to Paul Revere*, and write notes on the day two page of their Interactive Notebooks. As a class, discuss the main idea of today's reading. Be sure to guide students in this discussion through text-based questions and answers.
3. Students will research Paul Revere. If your class has access to iPads, students can use them to conduct research. If not, students can conduct research on any available computer or tablet. Before beginning this activity, discuss with students how to research a topic. Students may need to know what to type into Google, how to find important information, and how to take notes about the information they find so they can use this information later. Once they are ready, they should look for interesting facts to add to their interactive notebook.
4. Introduce vocabulary to the students. The vocabulary words are: *boycott, colonist, colony, diligence, harbor, independence, liberty, militia, protest, revolution, tax, and silversmith*. Add each word to the Word Walk,* and have students discuss each word's definition using page 29 of the biography book, *Paul Revere* by Tom Duchey.
**A Word Walk is when students look for each of the words in the biography book and talk about what they mean.*
5. Create **Paul Revere Vocabulary Cards** (printed on cardstock). Students will glue the word and write its corresponding definition in their interactive journal.

Day Three – Be a Metal Smith Day!

Standards Addressed: 1-8, 12, 19

1. Students read pages 17-25 of *And Then What Happened to Paul Revere*, and write notes on the day three page of their Interactive Notebooks. As a class, discuss the main idea of today's reading. Be sure to guide students in this discussion through text-based questions and answers.
2. Students will use iPads to begin the Internet Scavenger Hunt, where they must answer the **Paul Revere Scavenger Hunt** questions.
**On day seven, students will use the answers to they collect during the Internet Scavenger Hunt to create*

a two minute talk about the most important things they learned.

3. Begin the Be a Metal Smith Day activity by reminding students that Paul Revere was a silversmith. Show students this [video](#) about colonial silversmiths.
4. Have students begin the Be a Metal Smith Day activity by reading the instructions in the [Georgia Social Studies Weekly Issue 3](#)). Have students complete the following steps:
 - Take the label off of a food can and remove the bits of glue and paper
 - Use permanent marker to draw a dot pattern on the can. The pattern can be as simple or as fancy as each student would like.

**Please note you will need to fill the cans with water and freeze them overnight.*

Day Four – Be a Metal Smith Day!

Standards Addressed: 1-8, 12, 19

1. Students read pages 26-35 of *And Then What Happened to Paul Revere*, and write notes on the day four page of their Interactive Notebooks. As a class, discuss the main idea of today's reading. Be sure to guide students in this discussion through text-based questions and answers.
2. Students can continue to work on collecting answers for the Internet Scavenger Hunt.
3. Take students outside for part two of Be a Metalsmith Day! Remind students how Paul Revere used lanterns to warn others of the British. Have students CAREFULLY hammer through the dots they made with permanent markers to make holes.

**Once students complete their lanterns, you will need to allow the ice to melt overnight. Then, the teacher can spray paint the cans black and let students take them home. At home, students can place a tea light in their lantern!*

Day Five – Colonial Person Art and Writing Activity

Standards Addressed: 1-8, 10, 12

1. Students read pages 36 to the end of *And Then What Happened to Paul Revere*, and write notes on the day five page of their Interactive Notebooks. As a class, discuss the main idea of today's reading. Be sure to guide students in this discussion through text-based questions and answers.
2. Students will begin the Colonial Person Art Activity as a hook into the information writing assignment that will take place later in the unit. As a class, research [pictures of colonial clothing](#). Then, have students create their own colonial person using construction paper, ribbons, buttons, etc. Save these colonial people for the writing assignment that will take

place later in the unit.

Day Six – Colonial Person Art and Writing Activity

Standards Addressed: 9-11

1. Students will continue with the Internet Scavenger Hunt. They should finish answering the questions today.
2. Students will begin the Colonial Person Writing Activity which will continue for the next few days. Using their colonial person as inspiration, instruct students to research how life was different in the colonial times. Before researching, remind students how to research a topic (what to type into Google, how to find information, and how to take notes).
3. Have students work in groups of two to three to research the clothing, hair, jobs or other differences in colonial life. Students will write down the facts that they find on sticky notes and place them on a graphic organizer (be sure to save the organizer and notes as you will use them later in the unit).
4. As a class, create a graphic table organizer. Explain to students that this chart is a table, and that a table cannot stand without legs, just like a main idea can't stand without supporting details. Work with the students to develop the main idea/topic sentence of the paragraph (Life was different in the colonial times). Then, talk with students about the details of the paragraph. Add four details into the "legs" of the table organizer based on their research about life in colonial times.
5. Have students begin working on their paragraphs about how colonial life is different than life today. They will finish their paragraphs on day eight.

Day Seven – Two Minute Talks about Paul Revere

Standards Addressed: 13-15

1. Take virtual field trip of Paul Revere's home in Boston, MA:
<http://www.paulreverehouse.org/>
2. Next, have students should use the

A TIP FROM THE TEACHER

I like to use a stoplight to explain to my students how to write a strong informational paragraph. To use the stoplight method, explain to students that:

Green means go. *Students should open their paragraph with a strong sentence, question, or fact that draws the reader in and encourages them to keep reading.*

Yellow means slow down. *During the middle of the paragraph, students will need to slow down their writing and include details that support their main idea.*

Red means stop. *To close the paragraph, students should end with a strong sentence that relates to the main idea of the paragraph.*

information from the books they have read throughout the unit , the Internet Scavenger Hunt, and the virtual field trip to develop a two minute talk about the most important things about Paul Revere. They will present their talk to the class at the end of the reading segment. Encourage the class to ask questions about the information each student presents.

Day Eight – Georgia Social Studies Weekly Discussion

Standards Addressed: 1 – 12, 19

1. Students will finish writing their paragraph about how colonial life is different than life today. As a reminder, review the graphic organizer with students. Remind them that a good informational paragraph will include a strong main idea and supporting details.
2. With a partner, students will read *Georgia Social Studies Weekly* about American independence. After students have finished reading, discuss what they have read as a whole class. If you have access to iPads or smartphones, students can scan the QR code in the *Georgia Studies Weekly* to access additional resources on the internet.
3. Independently, have students complete the crossword puzzle and map activity in part one the *Georgia Social Studies Weekly*. Use this work to assess each student’s reading comprehension and understanding of social studies content.
4. Students can pair up with other students to research a topic found in the newspaper more in depth. Students may choose to create a PowerPoint or poster to share with the class information they have gathered from their explorations. Students must make sure that the material matches third grade reading or social studies standards.

Day Nine – Paul Revere Character Quilt

Standards Addressed: 10-11, 19 - 20

1. Discuss the **Paul Revere PowerPoint** with students. Using slide six as a guide, have students draw a Paul Revere Comic Strip. Students can use any of the Paul Revere books or notes that they have taken from their research as a guide for this activity.
2. Students will begin creating their Paul Revere Character Quilt. Before they begin, show students the example of the Character Quilt on slide eight of the **Paul Revere PowerPoint**, and brainstorm with students what they might include on their quilt. Tell students that their character quilt must have four pictures that represent the life of Paul Revere, along with four complete sentences.
3. Have students create a rough draft of their quilt on notebook paper.

Day Ten – Paul Revere Character Quilt

Standards Addressed: 10-11, 19 - 20

1. Once you have approved each student's Character Quilt rough draft, they can create their final product and glue it to construction paper.

**To complete the quilt, you will need to attach the students' quilts by sewing or stapling the edges together.*

Days 11-15 – Paul Revere Culminating Performance Assessment

Standards Addressed: 12-17, 19 -20

During the remaining portion of the unit, students will choose and work on their **Paul Revere Culminating Performance**. Students will share their final product with the class. You can also invite parents in to view a special presentation of all their hard work!