Lesson/Activity inspired by *Paul Revere: Beyond Midnight*

**Title of Activity:** “Revere’s Readers’ Theater”

**Essential Questions:**
- How does exploring Revere’s full range of activities help us better understand the Revolutionary and early national periods?
- How did Revere’s career as a maker and entrepreneur contribute to his role as a patriot?

**Objectives:**
Students learn how Paul Revere’s multifaceted career influenced and was influenced by the founding of the United States.

**Level:** Grades 3 to 5

**Time:** Approximately one hour

**Connections to Frameworks:**
Grade 3 *Topic 6. Massachusetts in the 18th century through the American Revolution*

Supporting Questions: Why is Massachusetts important to the nation’s history? How did different views about the fairness of taxes and government lead to the American Revolution?

Standard 2 Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

a.) the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams
e.) the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem

Grade 5 *Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government*

Supporting Questions: Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?
Standard 2: On a historic map of the Boston area in the 1770s, locate important sites in the pre-Revolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such as Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.

Materials:
- [Script for Revere’s Readers’ Theater](#)
- Image of [Paul Revere portrait by John Singleton Copley](#) to display to whole class
- “The Bloody Massacre,” engraving by Paul Revere (1770)
- [Joseph Webb trade card](#), engraved by Paul Revere

Procedure:
1. Teacher prints enough copies of the [Script for“Revere’s Readers’ Theater”](#) for each student.
2. Teacher makes a “T” chart with the left side titled, Before Reading and the right side titled, After Reading. Teacher invites students to help fill out the left side of the chart with what they already know about Paul Revere.
3. Teacher makes small groups of 4 and assigns parts to individual students. Students highlight their parts throughout the script.
4. Student groups move to different areas of the classroom to practice reading through scripts. Students may have time to read it through two times.
5. Teacher may want groups to read their version to the whole class; but not necessary.
6. Teacher pulls the class together to fill out the right side of the “T” chart with new learning about Paul Revere.
7. Teacher displays the Paul Revere portrait to have students answer the ending questions in the Readers’ Theater (What in the picture shows Paul Revere as more than a man who rode a horse to alert his fellow Patriots of the danger that night?)

Note: To run a virtual version of this lesson through videoconferencing, use the "breakout room" function to place students in groups of 4 to read their parts. The teacher can visit each breakout room to observe.

Vocabulary:
Patriot – someone loyal to their country
trade – a person trained to do a job (ex. blacksmith, cabinet maker)
repeal – to reverse or cancel
obelisk – a tall monument with a pointy top
propaganda – information to convince people of what you believe
promissory notes – a promise of money; like an IOU
innovative – original and creative in thinking; advanced

Assessment Outcomes:
Students will learn the many facets of Paul Revere’s life as an inventor, businessman, and Patriot and the impact he had on the American Revolution and the early United States.

Resources/Links:
- American Antiquarian Society: [https://www.americanantiquarian.org/revere](https://www.americanantiquarian.org/revere)
- The AAS Collection of Paul Revere: [https://www.americanantiquarian.org/Inventories/Revere/](https://www.americanantiquarian.org/Inventories/Revere/)
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