

Tannisha Barnett
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Paul Revere's Ride

- 1 Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-Five:
Hardly a man is now alive
Who remembers that famous day and year.
- 2 He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry-arch
Of the North-Church-tower, as a signal-light,--
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm."
- 3 Then he said "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war:
A phantom ship, with each mast and spar
Across the moon, like a prison-bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.
- 4 Meanwhile, his friend, through alley and street
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers
Marching down to their boats on the shore.
- 5 Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,--
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.
- 6 Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still

asking his friend to put
a light in the church
tower and waiting across
the bay to see the light.he rowed across to the other
shore on a boat and then
the British ship was seen on
the bay.his friend hears soldiers
marching down the street to
the boats.his friend climbed to
the top of the church
tower.

looking at the graveyard

That he could hear, like a sentinel's tread,
 The watchful night-wind, as it went
 Creeping along from tent to tent,
 And seeming to whisper, "All is well!"
 A moment only he feels the spell
 Of the place and the hour, and the secret dread
 Of the lonely belfry and the dead;
 For suddenly all his thoughts are bent
 On a shadowy something far away,
 Where the river widens to meet the bay, --
 A line of black, that bends and floats
 On the rising tide, like a bridge of boats.

his friend sees
the ship.

7 Meanwhile, impatient to mount and ride,
 Booted and spurred, with a heavy stride,
 On the opposite shore walked Paul Revere.
 Now he patted his horse's side,
 Now gazed on the landscape far and near,
 Then impetuous stamped the earth,
 And turned and tightened his saddle-girth;
 But mostly he watched with eager search
 The belfry-tower of the old North Church,
 As it rose above the graves on the hill,
 Lonely and spectral and sombre and still.
 And lo! as he looks, on the belfry's height,
 A glimmer, and then a gleam of light!
 He springs to the saddle, the bridle he turns,
 But lingers and gazes, till full on his sight
 A second lamp in the belfry burns!

watching the tower
ends up seeing two
lights.

8 A hurry of hoofs in a village-street,
 A shape in the moonlight, a bulk in the dark,
 And beneath from the pebbles, in passing, a spark
 Struck out by a steed that flies fearless and fleet:
 That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
 And the spark struck out by that steed, in his flight,
 Kindled the land into flame with its heat.

9 He has left the village and mounted the steep,
 And beneath him, tranquil and broad and deep,
 Is the Mystic, meeting the ocean tides;
 And under the alders, that skirt its edge,
 Now soft on the sand, now loud on the ledge,
 Is heard the tramp of his steed as he rides.

Paul is riding along
Mystic River.

10 It was twelve by the village clock
When he crossed the bridge into Medford town.
 He heard the crowing of the cock,
 And the barking of the farmer's dog,
 And felt the damp of the river-fog,
 That rises when the sun goes down.

he's at medford town
at midnight

11 It was one by the village clock,
When he galloped into Lexington.
 He saw the gilded weathercock
 Swim in the moonlight as he passed,
 And the meeting-house windows, blank and bare,
 Gaze at him with a spectral glare,
 As if they already stood aghast

at one he's Lexington

At the bloody work they would look upon.

12 It was two by the village clock,
 When he came to the bridge in Concord town.
 He heard the bleating of the flock,
 And the twitter of birds among the trees,
 And felt the breath of the morning breeze
 Blowing over the meadows brown.
 And one was safe and asleep in his bed
 Who at the bridge would be first to fall,
 Who that day would be lying dead,
 Pierced by a British musket-ball.

at two, he's at
 Concord town.

13 You know the rest. In the books you have read,
 How the British Regulars fired and fled,--
 How the farmers gave them ball for ball,
 From behind each fence and farmyard-wall,
 Chasing the red-coats down the lane,
 Then crossing the fields to emerge again
 Under the trees at the turn of the road,
 And only pausing to fire and load.

The farmers and townspeople
 fought back..

14 So through the night rode Paul Revere;
 And so through the night went his cry of alarm--
 To every Middlesex village and farm,--
 A cry of defiance, and not of fear,
 A voice in the darkness, a knock at the door,
 And a word that shall echo forevermore!
 For, borne on the night-wind of the Past,
 Through all our history, to the last,
 In the hour of darkness and peril and need,
 The people will waken and listen to hear
 The hurrying hoof-beats of that steed,
 And the midnight message of Paul Revere.

Paul will be
 an inspiration for
 what he did.

Credit:

This poem is in the public domain.

Author:

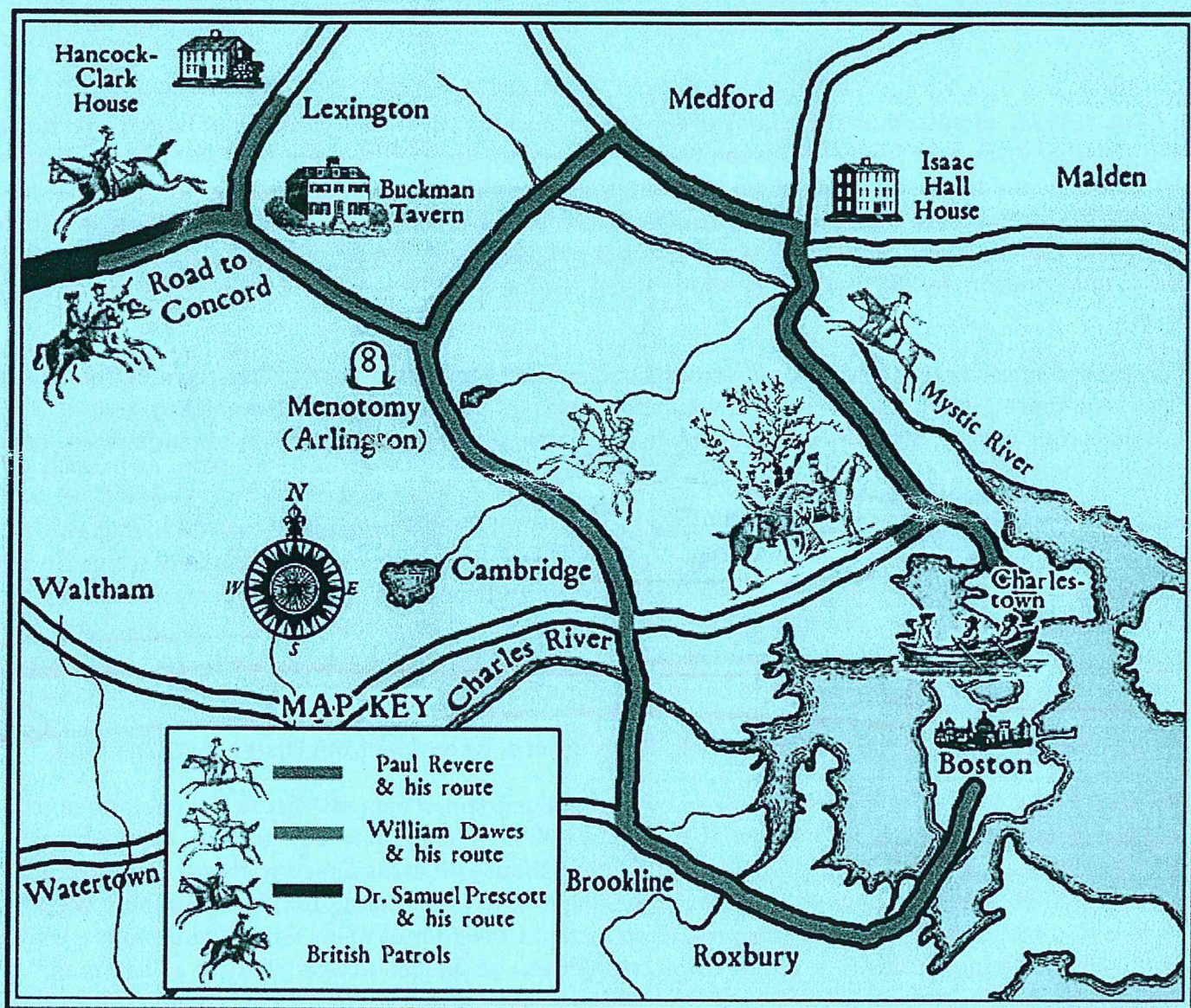
Henry Wadsworth Longfellow

The Midnight Ride of Paul Revere Analysis

1. Considering setting, and based on the first stanza of the poem, about how long after Paul Revere's ride did the author pen this poem? How do you know? Explain your answer with evidence from stanza one and what you already know about The Revolutionary War. *45, hardly a man's still alive.*
2. Study stanza two. Based on what you read, how would you describe Paul Revere? Give at least two adjectives to describe his character. What about stanza two helps you prove this? *Brave, leader*
3. Find and discuss examples of literary devices like simile and personification in stanza three. Why does Longfellow choose these techniques? Why not just write, "Paul saw a British ship in the moonlight?"
4. Reflect on stanzas four, five, and six. Imagine you are the "friend" mentioned in these stanzas. How do you feel? What descriptions do you read that would make you feel nervous? Scared? Excited?
5. Find examples of alliteration in stanza seven. What tones or moods do you think the author is trying to convey with these exact word choices?
6. One line in stanza eight reads, "The fate of a nation was riding that night." Based on what you remember from Social Studies lessons, explain what the author means by this line. Can you give other examples, from the past OR the present, when it seemed like the "fate of a nation" was riding on an event?
7. Paul Revere is riding in stanzas nine, ten, and eleven. List the things that Longfellow claims Paul Revere sees and thinks about as he rides. Does this seem realistic? Why or why not? Given the same situation, do you think you would notice and think about the same things? Why or why not?
8. Use stanza twelve to describe how the British fought versus how the Americans fought. Discuss two major differences between the two sides.
9. The last stanza describes Paul Revere's ride as, "A word that shall echo for evermore!" Since we know words cannot literally echo forever, what do you think Longfellow means? What proof do we have that Paul Revere's message of freedom has "echoed for evermore?"

The Paul Revere House

Virtual Midnight Ride



An Interactive Map of Paul Revere's Ride

On the map, find and click on illustrations that represent the eight items shown below to access photos and other details.
If you have trouble locating an item, click on the link itself.

[Paul Revere being rowed](#)
[Paul Revere on horseback](#)

[Arlington mile marker](#)
[Buckman Tavern](#)

America's Homepage

HISTORIC DOCUMENTS OF THE UNITED STATES

Paul Revere's Account of His Midnight Ride to Lexington

1775

I, PAUL REVERE, of Boston, in the colony of the Massachusetts Bay in New England; of lawful age, do testify and say; that I was sent for by Dr. Joseph Warren, of said Boston, on the evening of the 18th of April, about 10 o'clock; when he desired me, "to go to Lexington, and inform Mr. Samuel Adams, and the Hon. John Hancock Esq. that there was a number of soldiers, composed of light troops, and grenadiers, marching to the bottom of the common, where there was a number of boats to receive them; it was supposed that they were going to Lexington, by the way of Cambridge River, to take them, or go to Concord, to destroy the colony stores."

I proceeded immediately, and was put across Charles River and landed near Charlestown Battery; went in town, and there got a horse. While in Charlestown, I was informed by Richard Devens Esq. that he met that evening, after sunset, nine officers of the ministerial army, mounted on good horses, and armed, going towards Concord.

I set off, it was then about 11 o'clock, the moon shone bright. I had got almost over Charlestown Common, towards Cambridge, when I saw two officers on horse-back, standing under the shade of a tree, in a narrow part of the road. I was near enough to see their holsters and cockades. One of them started his horse towards me, the other up the road, as I supposed, to head me, should I escape the first. I turned my horse short about, and rode upon a full gallop for Mistick Road. He followed me about 300 yards, and finding he could not catch me, returned. I proceeded to Lexington, through Mistick, and alarmed Mr. Adams and Col. Hancock.

After I had been there about half an hour Mr. Daws arrived, who came from Boston, over the Neck.

We set off for Concord, and were overtaken by a young gentleman named Prescott, who belonged to Concord, and was going home. When we had got about half way from Lexington to Concord, the other two stopped at a house to awake the men, I kept along. When I had got about 200 yards ahead of them, I saw two officers as before. I called to my company to come up, saying here was two of them, (for I had told them what Mr. Devens told me, and of my being stopped). In an instant I saw four of them, who rode up to me with their pistols in their bands, said "G---d d---n you, stop. If you go an inch further, you are a dead man." Immediately Mr. Prescott came up. We attempted to get through them, but they kept before us, and swore if we did not turn in to that pasture, they would blow our brains out, (they had placed themselves opposite to a pair of bars, and had taken the bars down). They forced us in. When we had got in, Mr. Prescott said "Put on!" He took to the left, I to the right towards a wood at the bottom of the pasture, intending, when I gained that, to jump my horse and run afoot. Just as I reached it, out started six officers, seized my bridle, put their pistols to my breast, ordered me to dismount, which I did. One of them, who appeared to have the command there, and much of a gentleman, asked me where I came from; I told him. He asked what time I left. I told him, he seemed surprised, said "Sir, may I crave your name?" I answered "My name is Revere. "What" said he, "Paul Revere"? I answered "Yes." The others abused much; but he told me not to be afraid, no one should hurt me. I told him they would miss their aim. He said they should not, they were only waiting for some deserters

they expected down the road. I told him I knew better, I knew what they were after; that I had alarmed the country all the way up, that their boats were caught aground, and I should have 500 men there soon. One of them said they had 1500 coming; he seemed surprised and rode off into the road, and informed them who took me, they came down immediately on a full gallop. One of them (whom I since learned was Major Mitchel of the 5th Reg.) clapped his pistol to my head, and said he was going to ask me some questions, and if I did not tell the truth, he would blow my brains out. I told him I esteemed myself a man of truth, that he had stopped me on the highway, and made me a prisoner, I knew not by what right; I would tell him the truth; I was not afraid. He then asked me the same questions that the other did, and many more, but was more particular; I gave him much the same answers. He then ordered me to mount my horse, they first searched me for pistols. When I was mounted, the Major took the reins out of my hand, and said "By G---d Sir, you are not to ride with reins I assure you"; and gave them to an officer on my right, to lead me. He then ordered 4 men out of the bushes, and to mount their horses; they were country men which they had stopped who were going home; then ordered us to march. He said to me, "We are now going towards your friends, and if you attempt to run, or we are insulted, we will blow your brains out." When we had got into the road they formed a circle, and ordered the prisoners in the center, and to lead me in the front. We rode towards Lexington at a quick pace; they very often insulted me calling me rebel, etc., etc. After we had got about a mile, I was given to the sergeant to lead, he was ordered to take out his pistol, (he rode with a hanger,) and if I ran, to execute the major's sentence.

When we got within about half a mile of the Meeting House we heard a gun fired. The Major asked me what it was for, I told him to alarm the country; he ordered the four prisoners to dismount, they did, then one of the officers dismounted and cut the bridles and saddles off the horses, and drove them away, and told the men they might go about their business. I asked the Major to dismiss me, he said he would carry me, let the consequence be what it will. He then ordered us to march.

When we got within sight of the Meeting House, we heard a volley of guns fired, as I supposed at the tavern, as an alarm; the Major ordered us to halt, he asked me how far it was to Cambridge, and many more questions, which I answered. He then asked the sergeant, if his horse was tired, he said yes; he ordered him to take my horse. I dismounted, and the sergeant mounted my horse; they cut the bridle and saddle of the sergeant's horse, and rode off down the road. I then went to the house where I left Messrs. Adams and Hancock, and told them what had happened; their friends advised them to go out of the way; I went with them, about two miles across road.

After resting myself, I set off with another man to go back to the tavern, to inquire the news; when we got there, we were told the troops were within two miles. We went into the tavern to get a trunk of papers belonging to Col. Hancock. Before we left the house, I saw the ministerial troops from the chamber window. We made haste, and had to pass through our militia, who were on a green behind the Meeting House, to the number as I supposed, about 50 or 60, I went through them; as I passed I heard the commanding officer speak to his men to this purpose; "Let the troops pass by, and don't molest them, without they begin first." I had to go across road; but had not got half gunshot off, when the ministerial troops appeared in sight, behind the Meeting House. They made a short halt, when one gun was fired. I heard the report, turned my head, and saw the smoke in front of the troops. They immediately gave a great shout, ran a few paces, and then the whole fired. I could first distinguish irregular firing, which I supposed was the advance guard, and then platoons; at this time I could not see our militia, for they were covered from me by a house at the bottom of the street.

s/PAUL REVERE.

Compare and Contrast Chart Graphic Organizer

Item #1 Paul Revere's Ride
Poem

Item #2 Paul Revere's letter

How are they alike?

The time period
He went to Charlestown to get a horse
He did go to Lexington
The late evening.

How are they different?

① Mr. Samuel Adams and John Hancock has not in the poem.

② He was not sent by Dr. Joseph Warren in the poem.

③ He didn't get caught in this poem.

① They didn't even mention the light in the church in this letter

② They didn't mention his friend in the letter

③ They didn't mention him getting chase. In the poem but did in the letter.

Writing Graphic Organizer

Paragraph #1 - Introduction

- Attention-grabbing beginning - ~~Have you ever heard of one if by land, and two if by sea?~~ **Have you ever heard this famous quote? One of our national heroes, Paul Revere, is known for saying this.**
- Description of issue - he is a hero because like his brave, he stood up against the British and he warned the colonists that they were coming.
- Thesis Statement After reading and researching about Paul Revere, I support that Paul Revere is a hero, because _____, and _____

Paragraph #2

Reason #1 - He is brave.

Evidence to support (details and examples)

- Silently rowed to the Charlestown shore
- Cry of alarm... a cry of defiance and not of fear
- I saw two officers... I turned my horse short about with a full gallop my mistle road he followed me about 300 yards and finding he could not catch me returned.
- One if by land, and two if by sea.

Paragraph #3

Reason #2 - he stood up against the British

Evidence to support (details and examples)

- I told him I knew better. I knew that they were after that I had warned the country all the way.
- I would tell him the truth I was not afraid.
- We heard a gun fired the major asked me what it was for I told him to alarm the country.

Paragraph #4

Reason #3 - he warned the colonists

Evidence to support (details and examples)

- Through the gloom and the high the rate of a nation was riding that night.
- It was twelve... when he crossed the bridge to Medford.
- It was one... when he galloped into Lexington.
- It was two... when he came to the bridge in Concord through the night of cry of alarm.

Paragraph #5 - Conclusion

Restate ^{thesis} ~~opinion~~ - After reading and researching about Paul Revere, I support that Paul Revere is a hero.

- Summarize 3 reasons - he is brave because he did a lot of things people couldn't do. He stood up against the British because he wanted to save his people his nation. He warned the colonists that they were coming so his nation could know ahead of time.
- Call to action or closing statement - This evidence shows me that he is a hero that what he did was the best thing he could have ever done for his nation.

Political Studies

Edit • 3rd Period • Christine Richard & Danielle Clement

Start Agendas Projects Gradebook **Activities** Discussions Reports

Term: Semester 1 ▼

The Real Ride of Paul Revere

Edit Activity

Type: Individual Assessment of Knowledge and Thinking - IAKT (Non-CRA - Literacy)

Project: History Detectives

View: Show Due Date: Thu 10/29/2015 @ 5:00 pm



Overview | Work and Assessment | New W&A!

Publish Grades

Work is submitted online. You can **only submit once**.

Grading:

- Agency (25 pts)
- Communication (50 pts)
- Content Literacy (50 pts)
- Critical Thinking (40 pts)
- Technology Literacy (10 pts)

Activity Prompt:

After reading and researching Paul Revere's Ride, write an essay that argues your position on the validity of Paul Revere as a hero. Is he really the hero that Henry Wadsworth Longfellow made him out to be? Support your position with evidence from **both** "Paul Revere's Ride," by Henry Wadsworth Longfellow, and Paul Revere's Letter on the events of that night.

Steps:

1. Review K&T rubric
2. Writing Graphic Organizer Introduce
3. Develop a thesis, support and refute
4. Complete graphic organizer.
5. Write prompt.

Attachments:

- Persuasive Writing Graphic Organizers.pdf
- Support-Refute-Organizer.docx

NTN Knowledge and Thinking Rubric for ELA Research or Argumentation, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline



	EMERGING			DEVELOPING			PROFICIENT			ADVANCED		
	E/ D	D/ P		P/ A		College Ready		College Level				
ARGUMENT/THESIS <i>What is the evidence that the student can communicate an argument/thesis?</i>	<ul style="list-style-type: none"> Argument/thesis is unclear and/or reflects erroneous thinking 	<ul style="list-style-type: none"> Argument/thesis is clear, but general and reflects passive reading or thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking
CLAIMS/SUPPORTING IDEAS <i>What is the evidence that the student can develop claims that support the argument/thesis?</i>	<ul style="list-style-type: none"> Includes general or irrelevant claims/supporting ideas 	<ul style="list-style-type: none"> Includes specific claims/supporting ideas relevant to the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis
COUNTERCLAIMS (OPTIONAL)* <i>What is the evidence that the student can address questions and counterclaims?</i>	<ul style="list-style-type: none"> Counterclaims or questions are absent or simply mentioned 	<ul style="list-style-type: none"> Discusses clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims
EVIDENCE <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> Evidence (e.g. information, quotes, and examples) is missing or not relevant Evidence is used in an awkward or confusing way 	<ul style="list-style-type: none"> Refers to limited evidence (e.g. information, quotes, and examples) that is relevant to the argument/thesis Evidence is unevenly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing
ANALYSIS AND SYNTHESIS <i>What is the evidence that the student can analyze and synthesize ideas?</i>	<ul style="list-style-type: none"> Summarizes but does not explain how evidence supports the argument/thesis Draws superficial connections or conclusions from the evidence Presents evidence without noting strengths, limitations, or discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Summarizes and attempts to explain how evidence supports the argument/thesis Draws general or broad connections or conclusions from the evidence Acknowledges and attempts to explain strengths or limitations of evidence, and/or discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate)

*Counterclaims will not be required or appropriate for all kinds of writing (e.g. explanatory) and should be considered optional based on task requirements

**Varied evidence is drawn from multiple sources to illustrate multiple points of view and/or represent multiple types of evidence

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SUPPORT: To give facts, examples, and other evidence to prove a conclusion, generalization, or point of view.

Support Organizer		
Longfellow's Poem	Statement	Paul Revere's Letter
<p>hanging a lantern aloft in the belfry -arch of the North-Church tower as a signal-light.</p>	<p>Paul Revere is a hero?</p>	<p>he was sent to go inform Mr. Samuel Adams that there were a number of soldiers coming</p>

Refute: Give proofs to show that a statement is false.

Refute Organizer		
Longfellow's Poem	Statement	Paul Revere's Letter
	Paul Revere is a hero?	



Argumentative Essay Peer Editing Worksheet and Instructions

Name: Tonnisha Barnett

Peer: Mahogany Lewis

Date: 11/5/15

Issue: Is he or is he not a hero

Read and complete each editing task as follows:

Introduction Paragraph:

- ☒ Highlight the THESIS in the **opening paragraph**.
- ☒ Number each piece of evidence that supports the claim.
- ☒ Circle the evidence used that supports the claim.
- ☒ Underline the counterclaim (description of the issue) once.
- ☐ Underline the attention grabber twice.

*Does the opening sentence grab your attention? What could be improved?

Yes, I grabs my attention she doesn't need to change anything.

Conclusion Paragraph:

- ☒ Highlight the thesis in the **conclusion** to be sure the thesis has been restated.

*What is your peer's final statement?

This evidence shows me that he is a hero, that what he did was the best thing he could have ever done for his nation.

*Do you feel this is a strong enough final thought? Why/Why not?

Yes, because she explained her opinion.

Body Paragraphs:

- ☒ Draw a star next to every indentation. There should be a new indentation every time a new paragraph is started (there should be 5).
- ☒ Put question marks over words that have questionable spelling.
- ☒ Put a dot under the transition word starting each paragraph (including the conclusion paragraph) to be sure your peer has used transitions.
- ☒ Write the number of sentences in each paragraph in the margin beside each paragraph.
- ☒ Underline where your peer cites the letter and the poem (where it's mentioned).

*Is the evidence/quotes your peer uses explained? yes

Briefly advise your peer as to what information should be added to each paragraph.

Paragraph 1: (Introduction/thesis- what are his/her 3 reasons?)

N/A

Paragraph 2: (3 elaborated reasons for support, plus evidence)

MIN

Paragraph 3: (3 elaborated reasons for support, plus evidence)



Paragraph 4: (3 elaborated reasons for support, plus evidence)

N/A

Paragraph 5: (Conclusion with thesis restated)

N/A

If you had to give your peer a grade on this essay, based on the criteria assigned, what would you give him/her?

A

B

C

D

F

Why? (should be a paragraph response)

Great work!

[illegible]

Have you ever heard of this famous quote? "One if by land, and two if by sea". It means one of our national heroes, Paul Revere who is known for saying this. He is a hero because he was brave, he stood up against the British and he warned the colonist that they were coming. After reading and researching about Paul Revere, I support that Paul Revere is a hero because he is brave, he stood up against the British, and he warned the colonist.

One reason why I think Paul Revere is a hero is because he is brave. In the poem Paul Revere's Ride by Henry Wadsworth Longfellow, it says "silently rowed to the Charlestown shore". It shows that he is brave because he rowed across the bay by himself. Another quote that makes him brave is "cry of alarm... a cry of defiance and not for fear". This shows that he could take a challenge of anything and he wasn't afraid even though he was nervous. In the letter written by Paul Revere it showed that he was brave when he escaped from the British officers. "I saw two officers on horseback...I turned my horse short about and rode upon a full gallop for Mystic Road he followed me about 300 yards and finding he could not catch me returned".

Another reason why I think Paul Revere is a hero is because he stood up for the British. In the letter it said "I told him I knew better, I knew what they were after, that I had alarmed the country all the way". This shows that he had went to everyone and warned them that the British was coming. Another quote that was in the letter "I would tell him the truth I was not afraid" this shows that he was a man of truth and he wasn't afraid of them. My last quote from the letter "we heard a gun fired, the major asked me what it was for, I told him to alarm the country". This shows that he had to protect himself from the British and alarm the country that there were guns fired.

My last reason why I think he is a hero is because he warned the colonist. In the poem it states " It was twelve when he crossed the bridge into Medford town", " It was one when he galloped into Lexington", and "It was two when he came to the bridge in Concord town". In Longfellow's poem, each of these quotes shows how he warned the colonists, that it took him

an hour to get to each town, and that he rode all night. He didn't get any sleep because he was going to other towns and warning the countries that the British was coming. He was putting his life in danger.

After reading and researching about Paul Revere, I support that Paul Revere is a hero. He is a hero because he did a lot of things people wouldn't do. He stood up against the British because he wanted to save his people and his nation. He warned the colonists that the British were coming so his nation could know ahead of time. This evidence shows me that he is a hero, that what he did was the best thing he could have ever done for his nation.

* Have you ever heard of this famous quote? "One if by land, and two if by sea" It means one of our national heroes, Paul Revere who is known for saying this. He is a hero because he was brave, he stood up against the British and he warned the colonist that they were coming

After reading and researching about Paul Revere, I support that Paul Revere is a hero because he is brave, he stood up against the British, and he warned the colonist.

7 * One reason why I think Paul Revere is a hero is because he is brave. In the poem Paul Revere's Ride by Henry Wadsworth Longfellow, it says "silently rowed to the Charlestown shore". It shows that he is brave because he rowed across the bay by himself. Another quote that makes him brave is "cry of alarm... a cry of defiance and not for fear". This shows that he could take a challenge of anything and he wasn't afraid even though he was nervous. In the letter written by Paul Revere it showed that he was brave when he escaped from the British officers. "I saw two officers on horseback...I turned my horse short about and rode upon a full gallop for Mystic Road he followed me about 300 yards and finding he could not catch me returned".

6 * Another reason why I think Paul Revere is a hero is because he stood up for the British. In the letter it said "I told him I knew better, I knew what they were after, that I had alarmed the country all the way". This shows that he had went to everyone and warned them that the British was coming. Another quote that was in the letter "I would tell him the truth I was not afraid" this shows that he was a man of truth and he wasn't afraid of them. My last quote from the letter "we heard a gun fired, the major asked me what it was for, I told him to alarm the country". This shows that he had to protect himself from the British and alarm the country that there were guns fired.

4 * My last reason why I think he is a hero is because he warned the colonist. In the poem it states " It was twelve when he crossed the bridge into Medford town", " It was one when he galloped into Lexington", and "It was two when he came to the bridge in Concord town". In Longfellow's poem, each of these quotes shows how he warned the colonists, that it took him

an hour to get to each town, and that he rode all night. He didn't get any sleep because he was going to other towns and warning the countries that the British was coming. He was putting his life in danger.

5 * After reading and researching about Paul Revere, I support that Paul Revere is a hero. He is a hero because he did a lot of things people wouldn't do. He stood up against the British because he wanted to save his people and his nation. He warned the colonists that the British were coming so his nation could know ahead of time. This evidence shows me that he is a hero, that what he did was the best thing he could have ever done for his nation.

NTN Knowledge and Thinking Rubric for ELA Research or Argumentation, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline

EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARGUMENT/THESIS <i>What is the evidence that the student can communicate an argument/thesis?</i>	<ul style="list-style-type: none"> Argument/thesis is unclear and/or reflects erroneous thinking 	<ul style="list-style-type: none"> Argument/thesis is clear, but general and reflects passive reading or thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 	<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking 		<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and nuanced critical thinking
CLAIMS/SUPPORTING IDEAS <i>What is the evidence that the student can develop claims that support the argument/thesis?</i>	<ul style="list-style-type: none"> Includes general or irrelevant claims/supporting ideas 	<ul style="list-style-type: none"> Includes specific claims/supporting ideas relevant to the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 	<ul style="list-style-type: none"> Includes significant and, specific claims/ideas that support the argument/thesis 		<ul style="list-style-type: none"> Includes the most significant, specific, claims/ideas that sharpen the argument/thesis
COUNTERCLAIMS (OPTIONAL)* <i>What is the evidence that the student can address questions and counterclaims?</i>	<ul style="list-style-type: none"> Counterclaims or questions are absent or simply mentioned 	<ul style="list-style-type: none"> Discusses clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 	<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 		<ul style="list-style-type: none"> Fully Addresses and responds to clearly stated questions and/or counterclaims in a way that sharpens the argument
EVIDENCE <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> Evidence (e.g., information, quotes, and examples) is missing or not relevant Evidence is used in an awkward or confusing way 	<ul style="list-style-type: none"> Refers to limited evidence (e.g., information, quotes, and examples) that is relevant to the argument/thesis Evidence is unevenly integrated into the writing 	<ul style="list-style-type: none"> Refers to varied** evidence (e.g., information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing 	<ul style="list-style-type: none"> Refers to the most significant and varied** evidence (e.g., information, quotes, and examples) that comprehensively supports the argument/thesis Evidence is strategically integrated in a way that enhances the analysis and development of ideas 		<ul style="list-style-type: none"> Refers to the most significant and varied** evidence (e.g., information, quotes, and examples) that comprehensively supports the argument/thesis Evidence is strategically integrated in a way that enhances the analysis and development of ideas
ANALYSIS AND SYNTHESIS <i>What is the evidence that the student can analyze and synthesize ideas?</i>	<ul style="list-style-type: none"> Summarizes but does not explain how evidence supports the argument/thesis Draws superficial connections or conclusions from the evidence Presents evidence without noting strengths, limitations, or discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Summarizes and attempts to explain how evidence supports the argument/thesis Draws general or broad connections or conclusions from the evidence Acknowledges and attempts to explain strengths or limitations of evidence, and/or discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 	<ul style="list-style-type: none"> Clearly explains how evidence supports the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate) 		<ul style="list-style-type: none"> Explains how evidence supports the argument/thesis in a nuanced way Makes insightful connections, draws meaningful conclusions and raises important implications from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies (when appropriate) and analyzes how the strengths, limitations, and/or discrepancies affect the argument

*Counterclaims will not be required or appropriate for all kinds of writing (e.g., explanatory) and should be considered optional based on task requirements
 **Varied evidence is drawn from multiple sources to illustrate multiple points of view and/or represent multiple types of evidence

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