Preparing to Read

Paul Revere's Ride / Barbara Frietchie

Literary Focus

Narrative Poetry: Rhythm and Meter A **narrative poem** tells a story, complete with characters, setting, and plot. Many narrative poems use a strong rhythm and meter. In language, **rhythm** is the rise and fall of the voice, produced by stressed and unstressed syllables. When the stresses occur in a regular pattern, we call it **meter.**

"Paul Revere's Ride" is written with a strong meter. Notice, when you read it aloud, how the meter sounds like a galloping horse: da da DUM da da DUM da da DUM.

Reading Focus

Paraphrasing To paraphrase, restate a text in your own words. A paraphrase restates all the information in the original, unlike a summary, which retells only the most important points.

Into Action Stop to paraphrase difficult lines of poems. Keep track of your paraphrases in a chart like this one.

Paul Revere's Ride	My Paraphrase
lines 1-3	Listen, and I will tell you all about Paul Revere's famous midnight ride that took place on April 18, 1775.
lines	

Writing Focus

Think as a Reader/Writer

Find It in Your Reading As you read these poems, notice the poets' use of end rhyme—rhyming words that are at the ends of lines. Note in your *Reader/Writer Notebook* the pattern of the rhymes.

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

Paul Revere

impetuous (ihm PEHCH oo uhs) *adj.:* impulsive; eager. *The impetuous soldier rushed into battle.*

aghast (uh GAST) *adj.:* shocked; horrified. *The citizens were aghast at the sight of the invading troops.*

Barbara Frietchie

stirred (sturd) *v.:* moved; roused. *One woman's actions stirred the general's emotions.*

host (hohst) *n:* army; large number. *An enemy host flooded the streets.*

The approaching British **host**
↓
left the people **aghast** and
↓
stirred the group to take action.

Language Coach

Multiple-Meaning Words Many English words have more than one meaning. For example, *stirred* most often means "mixed together," as in "He stirred the cake batter." How is the word *stirred* used in the definition and example sentence above?

Learn It Online
Find out more about "Paul Revere's Ride" through the *PowerNotes* introduction at:
go.hrw.com L8-703 Go

Selection Resources

Collection 7 Resources, on-level practice and assessment, pp. 17, 20, 23
PowerNotes, interactive lesson presentations with activities
Teacher One Stop™, on-level lesson plans and all print resources
Holt Audio Library
Holt Audio Library: Selections and Summaries in Spanish
The Holt Reader, p. 258
The Holt Reader, Adapted Version, p. 216
Holt Audio Tutor
Differentiating Instruction, modified lesson plans and leveled assessment
Holt English Language Development, systematic instruction and scaffolded content
Supporting Instruction in Six Languages, selection summary
Resources for Teaching Advanced Students, lesson plans
Analyzing Visuals Transparencies, p. 58, 61
ThinkCentral Online Assessment, Selection Test

Preteach

Introducing Vocabulary

- Review the Vocabulary words, definitions, and sentences with students.
- To reinforce the importance of the Vocabulary words, tell students that they will read in the poem that meetinghouse windows seem shocked (**aghast**) in the face of eager (**impetuous**) rider Paul Revere. In "Barbara Frietchie," an elderly woman flies a U.S. flag before the British army (**host**). Her actions move (**stir**) the general.

Language Coach

Use **Language Coach** to help English-language learners acquire word knowledge. ***Answer:*** Stirred *is used to mean "affected deeply."*

Have students create sentences using other multiple-meaning words, such as *well, pet, fast,* and *game.*

Literary Focus

As you read the selections with students, have them note each poem's rhythm and meter.

Reading Focus

Give students a copy of the Reading Focus graphic organizer (**Collection 7 Resources**). Have them use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

As they read, have students record examples of end rhyme in their **Reader/Writer Notebooks**.

Learn It Online
For a multimedia version of the instruction on this page, use the **PowerNotes** introduction to "Paul Revere's Ride." Preview at **go.hrw.com**.
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Selection Introduction

More About the Writers

- **Henry Wadsworth Longfellow** was one of the most popular American poets in the 19th century. In 1837, he became a professor of modern languages at Harvard University. His first volume of poetry was published in 1839.
- **John Greenleaf Whittier** became a published poet at age nineteen. He opposed slavery, worked for various abolitionist publications, and helped to found the Republican Party in the mid-1850s. His most famous poem, "Snowbound," was published in 1866.

Think About the Writers

Ask students to think about how each poet's values are revealed through the subjects of his poems. Have students create a Venn diagram comparing and contrasting the two poets' backgrounds and main areas of interest.

For Independent Reading

- Students who enjoyed "Paul Revere's Ride" might be interested in reading "The Song of Hiawatha," another narrative poem by Henry Wadsworth Longfellow.
- Students interested in historical fiction might like Ann Rinaldi's *Or Give Me Death*, a novel that explores a connection between Patrick Henry's famous words and his troubled first wife.

Learn It Online

Writers' Lives offers more information on the life of Longfellow as well as Holt's interactive resources. Preview at **go.hrw.com**.

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MEET THE WRITERS

Learn It Online

Learn more about Longfellow at:

go.hrw.com L8-704 Go



Henry Wadsworth Longfellow

(1807–1882)

A Poet of American History

If you had gone to school a hundred years ago, you and all your friends would probably be able to recite by heart several of the poems of Henry Wadsworth Longfellow. Born in Portland, Maine, Longfellow became the most popular poet of his day. Many of his poems, such as *Evangeline* (1847), *The Song of Hiawatha* (1855), and *The Courtship of Miles Standish* (1858), were inspired by people and events in American history. As "Paul Revere's Ride" shows, Longfellow believed that one person's actions could make a difference.



John Greenleaf Whittier

(1807–1892)

The Granger Collection, New York.

Dedicated to Freedom

John Greenleaf Whittier was born and raised on a farm in Haverhill, Massachusetts, where his Quaker family had lived since 1688. Whittier devoted most of his life to the antislavery movement. His poems reflect his dedication to freedom and justice and his deep religious faith. Whittier was one of the hugely popular Fireside Poets, whose works sold the way best-selling novels do today.

Think About the Writers What values do you think Longfellow and Whittier held in common?

Preview the Selections

In "Paul Revere's Ride," you will read Longfellow's account of how **Paul Revere** warned his fellow citizens that the British forces were coming.

In "Barbara Frietchie," you will meet a woman named **Barbara Frietchie,** who bravely challenged an enemy general in order to show support for her country.

Differentiating Instruction

English-Language Learners

To help students analyze rhythm and meter, provide them with a word bank to describe these poetic elements.

- Write on the board the following words: *steady, unsteady, strong, weak, regular,* and *irregular.* Tell students that they can use these adjectives to describe a poem's rhythm and meter.
- Read aloud the first line of the poem, and guide students in tapping out the rhythm of each line. (Stress the first syllables of the words *listen* and *children,* as well as the words *you* and *hear.*)
- Model using the word bank to describe the line's rhythm and meter. Tell students that the line has a regular rhythm and a strong meter.

Readers Gaining Proficiency

Students may find the inverted sentence structure of "Paul Revere's Ride" difficult to read and comprehend. Have students work in small groups to rearrange and reword the lines in a way that makes them easier to

Paul Revere's Ride

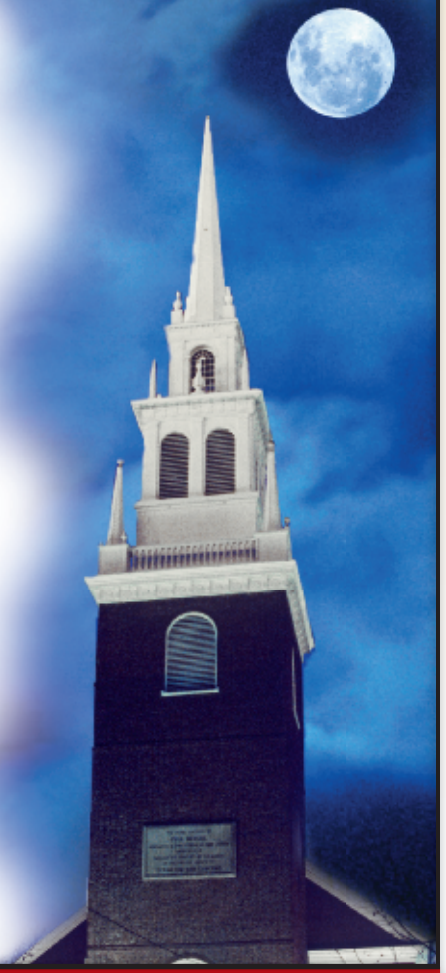
by **Henry Wadsworth Longfellow**

Read with a Purpose

Read the following poems to learn about Paul Revere's and Barbara Frietchie's memorable actions.

Build Background

This poem is based loosely on historical events. On the night of April 18, 1775, Paul Revere, William Dawes, and Samuel Prescott set out from Boston to warn American colonists of a planned British raid on Concord, Massachusetts.



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.

He said to his friend, "If the British march
By land or sea from the town tonight,
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." Ⓑ

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,

8. belfry (BEHL free): steeple of a church where bells are hung.

Ⓐ **Literary Focus** **Rhythm** The rhythm of this poem reflects its subject—a long, fast ride on horseback. Clap out the first two lines of the stanza. What feeling does the rhythm evoke?

Ⓑ **Read and Discuss** What is Revere's plan?

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Ask students what memorable actions people might take during times of war. Then, have them read the poems to find out how Paul Revere and Barbara Frietchie acted memorably.

Comprehension

Ⓑ Read and Discuss

Possible response: *The British are preparing to attack, and Paul Revere is waiting to find out whether they are attacking by land or by sea so he can warn the villagers.*

Analysis

Ⓐ Literary Focus

Possible response: *The rhythm of the first two lines evokes the feeling of moving along rhythmically, as if on horseback.*

Extend the Discussion

Determining Author's Purpose Based on the first stanza on this page, what is Longfellow's purpose in writing the poem? ***Possible response:*** *Longfellow's purpose in writing the poem is to pass on the story of Paul Revere's ride to younger generations so that the historic event will not be forgotten.*

understand. For example, lines 4–5 read "Hardly a man is now alive / Who remembers that famous day and year." Students might rework the lines as "There is hardly anyone alive who remembers that famous event."

Advanced Learners

Acceleration Tell students that each line of a poem is made up of units that contain stressed and unstressed syllables called *feet*. Explain that one foot can consist of two or three syllables. Have students practice breaking down the first three lines of the poem into syllables and feet. [*line 1: 9 syllables/3 feet; line 2: 9 syllables/3 feet; line 3: 12 syllables/4 feet*]

Learners with Diverse Needs

Help students identify the rhythm and meter of "Paul Revere's Ride" by playing the recorded version from the **Holt Audio Library**. As they listen, model how to tap out the regular rhythm. Play the recording a second time for students, and have them tap out the rhythm together.

Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer (**Collection 7 Resources**), or ask them to use a sheet of their own paper.
- Tell students that poets often use unconventional word order and figurative language. **Paraphrasing** poems can increase students' comprehension.
- Have students read the first stanza of "Paul Revere's Ride" (p. 705). Point out that Longfellow addresses his audience directly and introduces the poem's topic. Read aloud the paraphrase below, and have students add it to their graphic organizers.

Paul Revere's Ride	My Paraphrase
lines 1–5	You will now hear the tale of Paul Revere's midnight ride, which took place on April 18, 1775. Few people alive today remember this historical event.

- Point out that your paraphrase does not use the poet's original wording, but it does retain the meaning.
- **Jigsaw with Experts** Assign small groups of students at least two stanzas from the poem. Have students read and paraphrase the stanzas on their own and then discuss as a group. Next, have students meet in a second group that contains one representative for each assigned section. Allow students to discuss each section and the poem as a whole. (See p. T28.)



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.

Meanwhile, his friend, through alley and street, C
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.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead, D
And startled the pigeons from their perch
On the somber 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.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's° tread,

18. moorings: cables holding a ship in place so that it doesn't float away.

20. mast and spar: poles supporting a ship's sails.

27. muster: assembly; gathering.

29. grenadiers (grehn uh DIHRZ): foot soldiers who carry and throw grenades.

45. sentinel's (SEHN tuh nuhlz): guard's.

C **Literary Focus** **Narrative Poetry** The author begins this stanza with the transitional word *Meanwhile*. The stanza before begins with *Then*. Why might transitions be important in a narrative poem?

D **Reading Focus** **Paraphrasing** Paraphrase what Revere's friend did at the church tower (lines 31–33).

Cross-Curricular Connection

HISTORY: Massachusetts

Share the following information with students:

- Beginning in the mid-1760s, colonies began resisting British attempts to raise taxes and demonstrating to show their opposition to British rule.
- Massachusetts was the most rebellious colony, and in February of 1775, the British Parliament stated that Massachusetts was in open rebellion.
- This declaration classified any defiant colonist as a rebel and made it legal for British soldiers to shoot them on sight.
- In April 1775, British troops were sent to Concord in an effort to stifle the uprising in Massachusetts and prevent a full-scale war with the colonies.

SOCIAL STUDIES LINK



A statue of a minuteman in Lexington, Massachusetts.

Revere's Ride and the American Revolution

Paul Revere's famous ride succeeded in forestalling the planned raid on Boston by the British. One reason the British planned to raid Concord was to arrest two Americans who were calling for armed resistance to England. The British also wanted to destroy a supply of arms in Concord. The day after Revere's ride, armed volunteers known as minutemen confronted the British at Lexington and Concord. These were the first battles of the American Revolution. The war lasted for eight years until September 3, 1783, when the Treaty of Paris was signed and the United States was recognized as an independent country.

Ask Yourself

What might have happened had Revere and his friends not warned people of the British advance?

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. E

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 at the landscape far and near,
Then, impetuous, stamped the earth,

E **Read and Discuss** What is the speaker letting us know?

Vocabulary **impetuous** (ihm PEHCH u uhs) *adj.*: impulsive; eager.

Think About/Talk About

Comprehension

D Reading Focus

Possible response: *He climbs the stairs of the church when he hears British soldiers on the move.*

E Read and Discuss

Possible response: *The speaker is letting us know that the watcher sees something in the distance—likely a group of British ships.*

Analysis

C Literary Focus

Possible response: *Transitions are important because they help the reader understand the order of events. In this case, the reader is following the activities of two people in two different places.*

? Extend the Discussion

Interpreting How does Revere's friend feel in lines 49–51? What causes him to feel this way? ***Possible response:*** *Revere's friend feels a moment of fear. He is afraid because it strikes him that he is alone near a graveyard in the middle of the night.*

Social Studies Link

Paul Revere was a silversmith by profession. He took part in the Boston Tea Party, where Americans tossed a ship's cargo of tea into the river because of a British-imposed tax. The two Americans the British were after were John Hancock and Samuel Adams, who both escaped due to Revere's warning.

Ask Yourself

Possible response: *The British might have overwhelmed the villagers and also arrested two key revolutionary leaders. The American Revolution might not have happened.*

Guided Practice

Model and Apply

- Review the concepts of **rhythm** and **meter**. Remind students that to analyze meter, they should read the poem aloud and tap along with the beat.
- Read aloud lines 81–86, tapping or clapping each stressed syllable. Repeat the lines, and have students join you in tapping out the beat.
- Point out that these lines generally follow the pattern of one stressed syllable followed by two unstressed syllables. For example: "*soft* on the *sand*" and "*loud* on the *ledge*." Explain that this rhythm mimics the motion of Revere's galloping horse.
- **Turn-and-Talk** Have students break into pairs and take turns reading aloud the following stanza (lines 87–92) and tapping out the rhythm.

Think as a Reader/Writer

Find it in Your Reading Point out the instances of end rhyme in lines 73–80: *street/fleet/heat, dark/spark, light/night/flight.*

Use It In Your Writing Have students write two lines about an event that use end rhyme.



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 somber 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! F

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 flying 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. G

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.

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 after the sun goes down.

67. spectral: ghostly.

84. alders (AWL duhrz): shrubs and trees of the birch family.

F **Read and Discuss** What has happened?

G **Literary Focus** **Rhythm** Re-read lines 73–80. Here, the action is at full speed. What association can you make between the rhythm and the action?

Differentiating Instruction

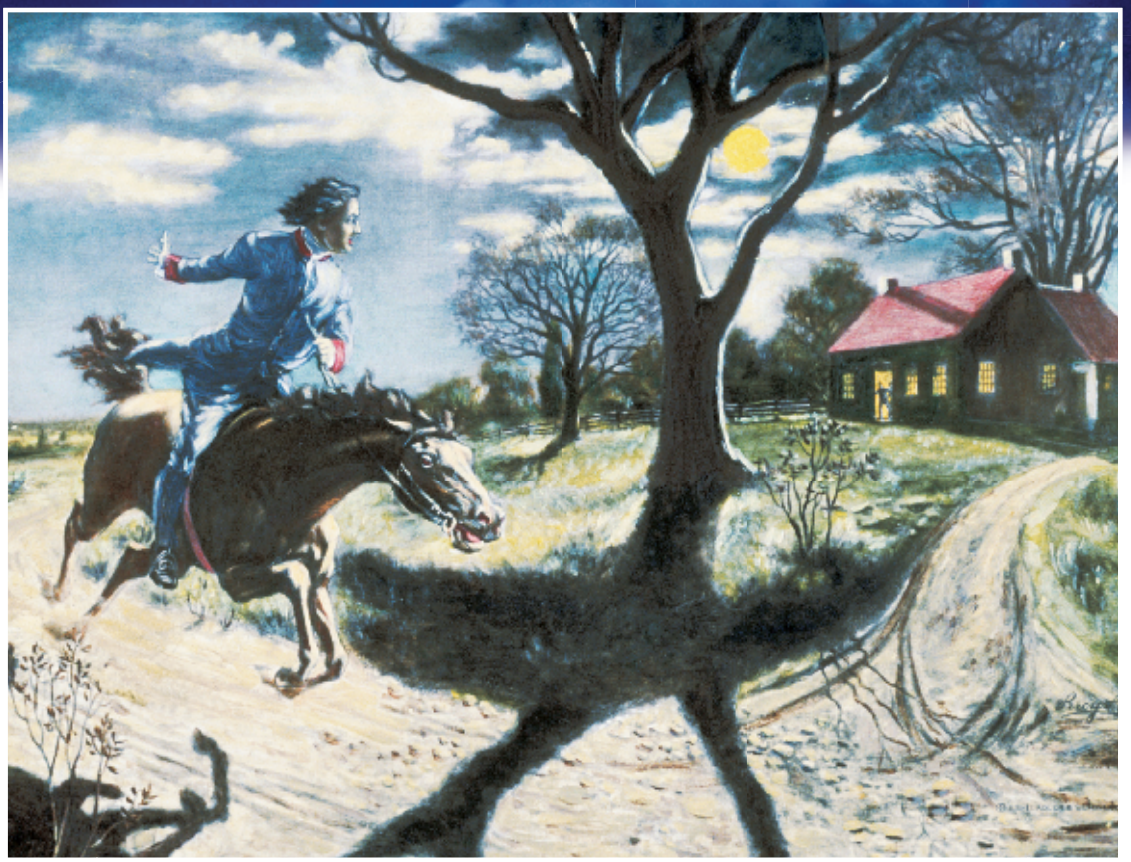
Verbal Learners

To help students connect with the poems, use the Say Something strategy. Model the strategy by reading aloud a stanza and stopping to say something about it. Then, have students practice by using one or two stanzas from each poem.

go hrw .com *For more information about the Say Something Strategy, see this page in your* ***Interactive Teacher's Edition.***

Auditory/Musical Learners

As students read the poem, have them take notes on the poet's use of rhythm and how it contributes to the events described. After students finish reading the poem, have them meet in small groups and take turns reading aloud individual stanzas. Ask them to discuss the role of rhythm in the poem. Does the poem's rhythm slow down the story? How? Ask groups to share their thoughts in a class discussion.



Analyzing Visuals **Viewing and Interpreting** This is a foreboding depiction of Paul Revere's ride. Is it how you picture the ride? Why or why not?

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 meetinghouse windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

Vocabulary **aghast** (uh GAST) *adj.*: shocked; horrified.

95. weathercock: weathervane made to look like a rooster (cock). Weathervanes indicate the direction in which the wind is blowing.

Think About/Talk About

Comprehension

F Read and Discuss

Possible response: *Revere sees two lamps burning in the bell tower, indicating that the British are leaving Boston by sea.*

Analysis

G Literary Focus

Possible response: *The rhythm mirrors the action; it is quick like Revere's galloping horse.*

Extend the Discussion

Interpreting What does the speaker mean when he says, "And the spark struck out by that steed, in his flight, / Kindled the land into flame with its heat" (lines 79–80)? ***Possible response:*** *The speaker uses the words* sparks *and* flames *to symbolize people's emotions. After battling the British at Lexington and Concord, Americans were "on fire" and continued the revolution.*

Analyzing Visuals

Viewing and Interpreting: *Students may find the painting's depiction close to how they imagine Paul Revere's ride in a dark, dangerous-looking setting. Other students may say they imagine a more colonial urban setting.*

Visual Learners

Have students list words and phrases that help them visualize the events depicted in the poem. For example, students might list the "glimmer, and then a gleam of light" in the bell tower, the weathervane "swim[ming] in the moonlight," or the "blank and bare" windows of the meetinghouse. Ask students to sketch or paint one of the scenes described and label it with the relevant words or lines from the poem. Display students' artwork in the order in which the scenes appear in the poem.

Guided Practice

Model and Apply

- Remind students that many words in English have **multiple meanings**.
- To illustrate this concept, read aloud line 102: "When he came to the bridge in Concord town." Explain that in this line, the word *bridge* refers to a structure built over a waterway. However, *bridge* can also function as a verb, as shown in the following sentence: "When we traveled to Spain, we tried to *bridge* the language gap with hand motions and facial expressions." Ask students what *bridge* means in this example. [*to join or connect*]
- Ask students for other possible meanings of *bridge*. ***Possible responses:*** *a card game; a musical passage that links two parts of a piece; the upper part of the nose*
- Have students identify another word with multiple meanings on this page. Allow students to use dictionaries to make sure they have listed all possible definitions.

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.

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 redcoats 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. H

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 hoofbeats of that steed,
And the midnight message of Paul Revere. I



H **Literary Focus** **Narrative Poem** Retell the story this poem has recounted.

I **Read and Discuss** What is Longfellow trying to get across to his readers?

Differentiating Instruction

Logical/Mathematical Learners

After students finish reading "Paul Revere's Ride," tell them to look back over the poem and create a time line of the events described. Remind students to look for time-order words, such as *then* and *meanwhile*, which will provide clues to the sequence. Have students compare their time lines with partners and rectify any discrepancies.

Kinesthetic Learners

Have students work in pairs to act out the events in the poem. Assign one student the part of Paul Revere and the other the part of Revere's friend. Students should act out Revere's friend climbing the tower and giving the signal, Revere awaiting and receiving the signal, and Revere spreading the news to the townspeople. Suggest that students convey the danger and urgency of the event through their movements and expressions.