



• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY



LEXINGTON & CONCORD

“The Shot Heard ‘Round the World”



ELA
INTEGRATED

4.3d



PRIMARY SOURCE
INVESTIGATION



Assessments



Build Thinking Skills



Engaging Activities



NO PREP • PRINT & GO • ANSWER KEY INCLUDED

- Point out that Revere is stopped, but Dr. Prescott continues on his way.
- Explain the difference in fighting styles – the British used a method of shooting row by row. The militiamen used a volley fire.

Lesson 2: Comparing an Historic Fiction Account & a Poem

Step 3: Return to Home Groups. Students return to their original home groups.

Distribute the Evidence Chart.

Each student becomes the expert for their source and teaches their information to the other members of the group. As students listen, they complete the Evidence Chart.

Students should record:

- The source letter
- Who wrote the source

Part 2: Lexington and Concord

Students read the second informational text.

As they read, students complete the text-tagging tasks:

• Battles took place with pink.

• "The Shot Heard 'Round the World" with pink.

of Lexington

house-rock tv/

Lesson #1: The Beginning of the War - The Shot Heard 'Round the World

Materials:

- “Paul Revere’s Ride” informational text
- “Lexington and Concord” informational text
- “Text Tagging & Reading Response” page
- Source pages (4 pages, Sources A-D)
- “Source Analysis Chart” 2 pages
- Ticket to Leave, “Who Fired the First Shot?”
- Keys

Anticipatory set: Dramatic Opening - Start class by dimming the lights and playing the song “The Shot Heard ‘Round the World”.

“It’s the middle of the night. You hear hoofbeats racing down your street. You hear the British are coming!” You have minutes to decide—what do you do?”

Have students close their eyes for 10-15 seconds to imagine the scene.



Lexington & Concord: The Shot Heard ‘Round the World

NYS Framework:

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.

New York State Next Gen ELA Standards:

4RI Locate and refer to relevant details and evidence when explaining what a text says or does.

NYS Social Studies Framework aligned,
detailed lesson plan that is ELA integrated.

Connect to the Lesson: “On April 19, 1775, real people had to make these decisions. British troops marched toward Lexington and Concord.”

Briefly explain:

- These battles marked the first fighting of the American Revolution [the American Revolution].
- Colonists had to quickly decide whether to resist or retreat.

Body:

Part 1: Revere's Ride

Students read the informational text independently, with partners, or as a class.

As they read, students complete the text-tagging tasks on the response page.

1. Mark the names of all the men who rode out on April 18 with yellow.
2. Mark the sentence that explains the purpose of the lantern signal with green.
3. Find a cause-and-effect relationship and mark it with blue.
4. Mark one fact they found surprising with green.

After reading, students answer Questions 1 and 2 on the response page.

- Regulars, redcoats, Lobsterbacks – names for the British soldiers
- Rebels, patriots – Americans
- Arms/Munitions – weapons

Name: _____ Date: _____

Paul Revere's Ride

On the night of April 18, 1775, Patriot leaders learned that British troops were preparing to leave Boston and march to Concord, Massachusetts. The British planned to seize colonial weapons and supplies stored there. If the colonists could be warned in time, they would have a chance to prepare for the British arrival.



Before Paul Revere began his ride, he arranged for a signal to be displayed in the steeple of the Old North Church. As he prepared for his ride that night, Patriots watched the church for the signal. The signal would show which route the British troops traveled. If the troops traveled by land, one lantern would be lit. If the troops crossed Boston Harbor by boat, two lanterns would be lit. That night, two lanterns shone from the church steeple, signaling that the British were crossing the water.

After the signal was given, Paul Revere began his ride. Traveling through the darkness on horseback, he stopped at homes and taverns to spread the news. He warned that British soldiers were on the move.

Another rider named William Dawes also left Boston that night. Dawes took a different route but carried the same warning. The two men met in Lexington, where they warned Patriot leaders Samuel Adams and John Hancock.

Soon after, a third rider named Dr. Samuel Prescott joined them. As the three men continued toward Concord, they encountered a British patrol. Paul Revere was captured and questioned. William Dawes escaped but lost his horse and could not continue. Dr. Samuel Prescott successfully rode on to Concord and delivered the warning.

Because of the efforts of Revere, Dawes, Prescott, and many local messengers, the colonial militia was prepared when British troops arrived. The next morning, fighting broke out at Lexington and Concord. These battles marked the beginning of the American Revolution.

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Date: _____

Paul Revere's Ride

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Today, Paul Revere is the most famous rider because of a poem called "Paul Revere's Ride" written by Henry Wadsworth Longfellow in 1860. The poem helped make Revere a national hero. However, historians know that he was not alone. William Dawes, Samuel Prescott, and many other riders also played important roles in spreading the warning that helped prepare the colonists for the battles ahead.

Name: _____ Date: _____

Lexington and Concord

On the morning of April 19, 1775, the day after Paul Revere's famous ride, British soldiers and colonial militia members met in the towns of Lexington and Concord, Massachusetts. Their clashes became the first battles of the American Revolution.

British leaders wanted to seize colonial weapons and supplies stored in Concord. About 700 British soldiers marched from Boston toward Concord. Along the way, they encountered colonial militia members who had gathered after receiving the warning.

Early in the morning, British soldiers arrived in Lexington. A group of colonial militia members was waiting on Lexington Green. The militia did not plan to start a battle, but tensions were high. Suddenly, a shot was fired. No one knows for certain who fired first. The shot became known as the "Shot Heard 'Round the World" because it marked the beginning of the American Revolution. News of the fighting spread quickly from town to town, colony to colony.



The British soldiers began their long march back to Boston. Along the road, more and more colonial militia members gathered. They fired from behind trees, stone walls, and buildings. The British soldiers were surprised by these fighting tactics because they were used to battling in open fields. The militia's attacks slowed the British retreat and caused many casualties as the soldiers made their way back to Boston.

By the time the fighting ended, about 73 British soldiers had been killed and about 174 had been wounded. The colonists lost 49 militia members, and 80 were wounded. The battles of Lexington and Concord showed that the colonists were willing to stand up and fight for their freedom.

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After the brief fighting in Lexington, the British continued their march to Concord. When they arrived, many of the weapons and supplies had already been moved. At the North Bridge in Concord, colonial militia members and British soldiers exchanged gunfire. The colonists forced the British to retreat.

49 militia members, and 80 were wounded. The battles of Lexington and Concord showed that the colonists were willing to stand up and fight against the powerful British Army.

The Battles of Lexington and Concord marked the beginning of the American Revolution. The events of April 19, 1775, helped unite many colonists and started a war that eventually led to the creation of the United States of America.

Date: _____

Lexington and Concord



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Name: _____

Date: _____

Paul Revere's Ride & Lexington and Concord
Text Tagging and Reading Response

TEXT TAGGING DIRECTIONS: As you reread both passages, use the following colors to tag the text:

Yellow = Important person

Pink = Important event

Blue = Cause and effect

Green = Something surprising

Purple = Event that helped lead to the American Revolution

PART II: COMPREHENSION QUESTIONS

Paul Revere's Ride

1 Why were Patriots watching the Old North Church?

2 What did two lanterns mean?
☐ The British were traveling by land.
☐ The British were crossing the water.
☐ The British had reached Concord.
☐ The British had turned back.

Lexington and Concord

3 Why were British soldiers marching to Concord?

4 Why is the first shot called the "Shot Heard 'Round the World"?

Both Texts

5 How did the events in Paul Revere's Ride affect what happened at Lexington and Concord?

6 Which person do you think played the most important role in these events? Use evidence from one of the texts to support your answer.

NAME: _____ DATE: _____

★ **SOURCE D: SYLVANUS WOOD** ★

— ★ Who Fired the First Shot? ★ —

Sylvanus Wood was a young militiaman in Lexington. He was at the Battle of Lexington on April 19, 1775. Read his account of what happened.

“I was then a lad of sixteen years... We were not fired unless fired upon.”

THINK LIKE A HISTORIAN

1. Who wrote this account? _____

3. Does this account help you understand the battle? ☐ Yes ☐ No

NAME: _____ DATE: _____

★ **SOURCE C: REVEREND JONAS CLARKE** ★

— ★ Who Fired the First Shot? ★ —

Reverend Jonas Clarke was the minister of Lexington. He was at the Battle of Lexington on April 19, 1775. Read his account of what happened.

“We were not fired upon by any of our company on the 19th of April, 1775. We were not fired upon by any of our company on the 19th of April, 1775.”

— Reverend Jonas Clarke, 1775

THINK LIKE A HISTORIAN

3. According to Clarke, who fired first? ☐ British soldiers ☐ Colonial militia

NAME: _____ DATE: _____

★ **WHO FIRED THE FIRST SHOT?** ★

— ★ Evidence Chart ★ —

You have read four primary sources about the Battle of Lexington. As a historian, your job is to compare the evidence from each source. Decide what each source says about who fired first and record evidence from the text.

SOURCE ANALYSIS CHART

Source	Who Wrote It? (Write the name here.)	Who Does the Source Say Fired First?	Evidence from the Source (Write or quote from the text.)
Source A		☐ British Soldiers ☐ Colonial Militia ☐ Not Clear	
Source B		☐ British Soldiers ☐ Colonial Militia	

★ **ANSWER KEY: EVIDENCE CHART** ★

SOURCE ANALYSIS CHART

Source	Who Wrote It?	Who Does the Source Say Fired First?	Evidence from the Source
Source A	Captain John Parker	British Soldiers	“fired upon and killed eight of our party”
Source B	Lieutenant Colonel Francis Smith	Colonial Militia	“A gun was fired from the rebels”
Source C	Reverend Jonas Clarke	British Soldiers	“before they fired on us”

★ **ANSWER KEY: SOURCE PAGES** ★

SOURCE A
Captain John Parker

- Who wrote this account? **Captain John Parker**
- Role during the battle? **Lexington militia commander**
- Who fired first? **British soldiers**
- Words that helped you? **“fired upon and killed eight of our party”**

SOURCE B
Lieutenant Colonel Francis Smith

- Who wrote this account? **Lieutenant Colonel Francis Smith**
- Role during the battle? **British commander**
- Who fired first? **Colonial militia**
- Words that helped you? **“A gun was fired from the rebels”**
- Why is his point of view important? **He was the British commander and witnessed events from the British perspective.**

Primary Source Analysis Jigsaw Activity

NAME: _____ DATE: _____

★ **SOURCE B: LIEUTENANT COLONEL FRANCIS SMITH** ★

— ★ Who Fired the First Shot? ★ —

Lieutenant Colonel Francis Smith was the British commander of the troops sent to Concord on April 19, 1775. Read his account of what happened.

“I immediately ordered our militia to disperse and not to fire. Immediately said troops made their appearance and rushed furiously, fired upon and killed eight of our party without receiving any provocation therefor from us.”

— Captain John Parker, 1775

THINK LIKE A HISTORIAN

2. What role did this person have during the battle?
☐ British soldier
☐ British commander
☐ Lexington militiaman
☐ Farmer

4. Which words from the source helped you answer Question 3?

5. Why might Lieutenant Colonel Smith's point of view be important when studying this event?

6. Let's use the evidence! Fill in the blanks using words from the source.
According to Lieutenant Colonel Smith, _____ because _____
This shows that _____

7. Do you think this source is helpful for learning about the Battle of Lexington? Why or why not?

“I immediately ordered our militia to disperse and not to fire. Immediately said troops made their appearance and rushed furiously, fired upon and killed eight of our party without receiving any provocation therefor from us.”

— Captain John Parker, 1775

THINK LIKE A HISTORIAN

1. Who wrote this account?

2. What role did this person have during the battle?
☐ British soldier
☐ Lexington militia commander
☐ Farmer
☐ Newspaper writer

3. According to Parker, who fired first?
☐ British soldiers
☐ Colonial militia

4. Which words from the source helped you answer Question 3?

5. Why might Captain Parker's point of view be important when studying this event?

6. Let's use the evidence! Fill in the blanks using words from the source.
According to Captain Parker, _____ because _____
This shows that _____

7. Do you think this source is helpful for learning about the Battle of Lexington? Why or why not?

4. Based on the evidence, who do you think fired the first shot?

5. What evidence supports your conclusion?

EXIT REFLECTION

6. Can historians always know exactly what happened in the past?
☐ Yes ☐ No

7. Explain your answer using evidence from today's sources.

“I immediately ordered our militia to disperse and not to fire. Immediately said troops made their appearance and rushed furiously, fired upon and killed eight of our party without receiving any provocation therefor from us.”

— Captain John Parker, 1775

THINK LIKE A HISTORIAN

4. What does this source suggest? The militia planned not to fire unless someone fired at them first.

5. Why is his point of view important? He was a participant in the militia and witnessed events firsthand.

6. Let's use the evidence! The militia was told not to fire first because “We were ordered not to fire unless fired upon.” This shows the militia was expected to act defensively.

7. Helpful? Why or why not? Yes. It tells what orders the militia received before the battle.

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

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,

**The Midnight Ride of Paul Revere
by Henry Wadsworth Longfellow**

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 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."
Then he said, "Good night!" and
Silently rowed to the Charlestown

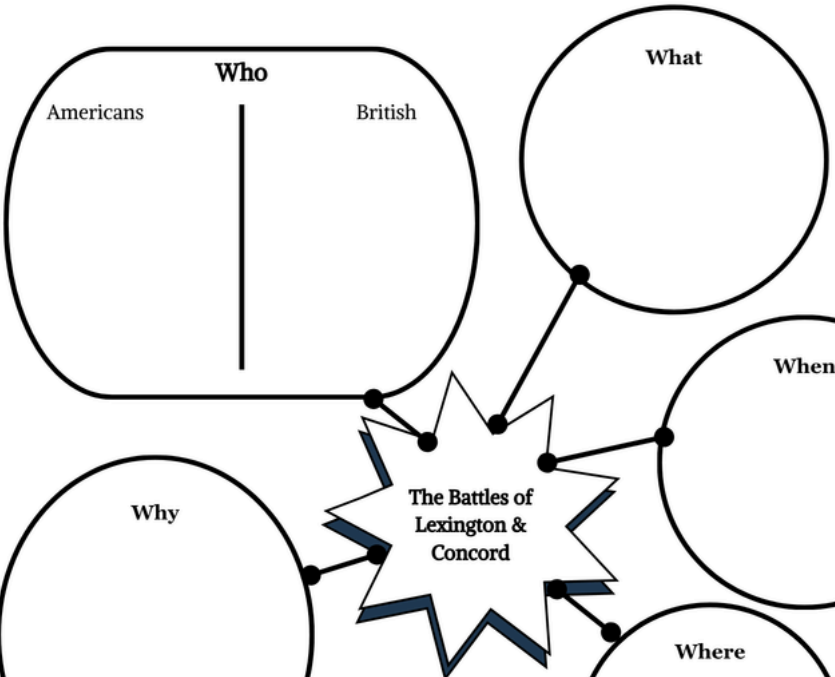
Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
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

KEY

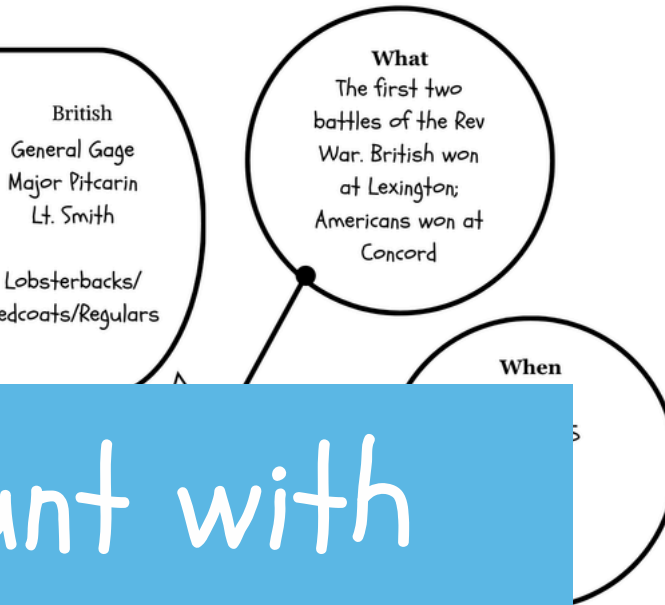
Compare & Contrast Two Sources

Both

Name: _____ Date: _____



_____ Date: _____



Compare & Contrast an Historical Fiction account with
Longfellow's famous poem.

Text of the poem, Venn diagram and note catcher provided.

And the moonlight flowing over

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mean to have a war, let it begin here!
-Captain John Parker, Leader of Lexington Militia

Name: _____ Date: _____

TICKET TO LEAVE

Who Fired the First Shot?

1 Circle the best answer.
Why do historians still debate who fired the first shot at Lexington?

☐ No one was there to see what happened.
☐ Accounts do not all agree.

Name: _____

TICKET TO LEAVE

HISTORY OR HERO?

1 Circle the best answer.
Which text was more historically accurate?

☐ Let It Begin Here
☐ Longfellow's poem *Paul Revere's Ride*

2 Use evidence.
What is one detail that was included in the picture book but left out of the poem?

3 Complete the sentence.
Longfellow may have focused mostly on Paul Revere because _____

4 One-Sentence Reflection
The biggest difference between the picture book and the poem was _____

Two formative assessments included.

Which source do you think is more accurate?
☐ Source A ☐ Source B

Explain why.

3 Complete the sentence.
The Battles of Lexington and Concord were important because _____



Name: _____

TICKET TO LEAVE

HISTORY OR HERO?

1 Circle the best answer.
Which text was more historically accurate?

☐ Let It Begin Here
☐ Longfellow's poem *Paul Revere's Ride*

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