

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title – “Listen My Children and You Shall Hear..” Comparing Paul Revere to Sybil Ludington by Ginny Viteri*

Grade - 5

Length of class period – 2 class periods (45 minutes each)

**Inquiry** – How do we determine historical significance?

- How did both Sybil Ludington and Paul Revere help change the course of the events in the Revolutionary War?
- Were Sybil Ludington’s contribution’s as important as Revere’s?
- Why is Sybil Ludington often an overlooked American Revolutionary War heroine?

### **Objectives**

- Explain the similarities between Paul Revere’s ride and Sybil Ludington’s ride
- Hypothesize and draw conclusions about the reasons why history has overlooked the contributions of Sybil Ludington’s ride.

### **Materials**

- Secondary Sources detailing the rides of Paul Revere and Sybil Luddington.  
Suggestions: Sybil Sounds the Alarm by Drollene P. Brown  
[www.paulreverehouse.org/ride/real.shtml](http://www.paulreverehouse.org/ride/real.shtml)  
<http://www.kidinfo.com> and search for Sybil Luddington
- Primary sources to include
  - Maps of both of the riders routes (see attachment)
  - Various artifacts commemorating their rides (see attachment)
- Venn Diagram
- Guided worksheets for gathering data about each ride and recording observations of the artifacts. (see attachments)

## **Activities**

### **Day 1:**

- Teacher will provide background on sources being used for the lesson.
- Students will work in small groups using secondary sources to record specific details about each ride on a guided worksheet (attached)
- Students will contribute to a class Venn diagram comparing both rides

### Assessment:

- Students will complete an exit card addressing the inquiry questions. (see attached)

### **Day 2:**

- Students will work in the same groups to examine the primary sources. Primary sources should be arranged for comparison, ie: one student should compare the statues for each rider, one student should compare the commemorative stamps for each rider etc. (see attached)
- Students will record their observations on a guided worksheet
- Class will share their findings and discuss how the commemorative artifacts contribute to history's view of both riders accomplishments during the Revolution.

### Assessment:

- Students will use the class Venn diagram (from the previous day) and their findings from today to revisit the inquiry questions from the day before. They will complete a second exit card and use this as an outline for a 3 paragraph essay.

## **Connecticut Framework Performance Standards -**

- Content: Standard 1: Early American History through the American Revolution/Constitution with an emphasis on local history connections and the use of primary material
- Content: 1.4: Evaluate the relative influence of individual events that contributed to the American Revolution.

- Skills: Standard 2: History and Social Studies Literacy
- 2.2 Compare and contrast information gathered from primary and secondary sources.
- 2.3: Create written work using primary sources