



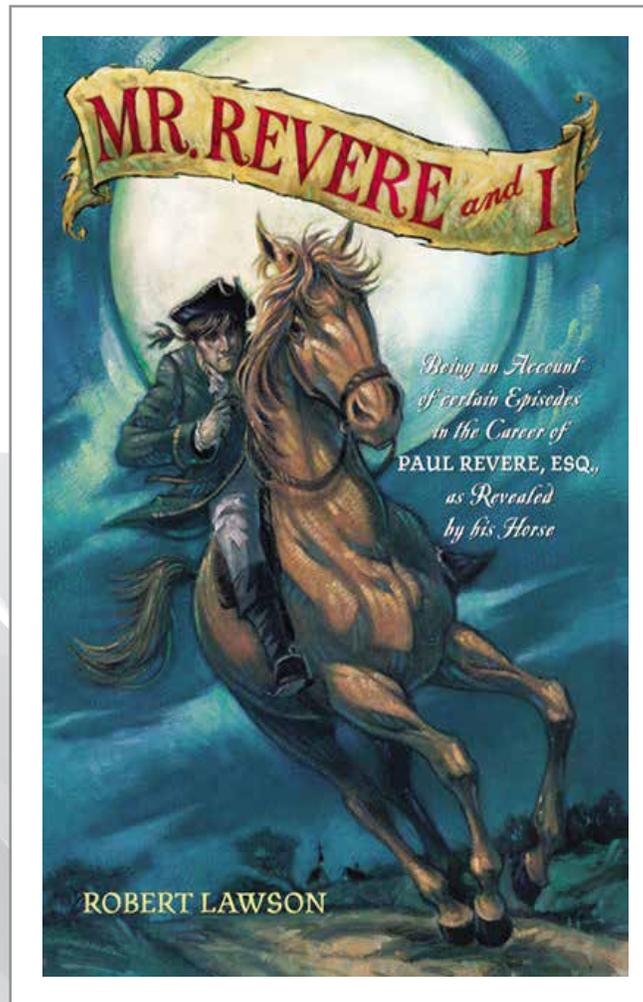
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Mr. Revere and I

Robert Lawson



READ, WRITE, THINK, DISCUSS AND CONNECT

Mr. Revere and I

Robert Lawson

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-014-5

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Table of Contents

Summary	3
Introductory Information and Activities	3
Thirteen Chapters.....	10
Chapters contain: Vocabulary Words, Discussion Questions, Predictions, and Supplementary Activities	
Culminating Activities.....	28
Vocabulary Activities.....	29
Assessment.....	31

Skills and Strategies

Thinking

Research, visualization,
brainstorming, mapping

Comprehension

Predicting, comparison/
contrast, inference, cause
and effect

Writing

Reading response journal,
report writing, letters
Discussion, debate

Vocabulary

Context clues, word sort

Listening/Speaking

Discussion, debate,
interviewing

Literary Elements

Historical fiction, table of
contents, point of view,
story elements, setting,
characterization

Summary

This is the story of the events immediately preceding the American Revolution as told by Paul Revere's horse, Scheherazade. "Sherry," once a loyal member of the King's army but destined for the glue factory, is saved by Sam Adams and enlisted by Paul Revere. Sherry becomes a true patriot and, with her most important ride, helps the Sons of Liberty to victory. Some of the events include the tea tax and the Boston Tea Party.

Introductory Information and Activities

Instructions Prior to Reading:

You may wish to choose one or more of the following pre-reading discussion questions/activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Pre-reading Discussion Questions:

1. On Patriotism: The characters in this story displayed a high degree of patriotism. Brainstorm ways that patriotism can be shown in the following situations:
 - The pledge is being recited at a sporting event.
 - Young men and women volunteer for the National Guard.
 - People do not bother to vote on Election Day.
 - People criticize government leaders, but do not tell the leaders what they want by writing to them.
2. On Loyalty: How do you show loyalty? Who do you expect to be loyal? Are there times when it is all right to be disloyal? How do you make such a decision?
3. On Other Books by the Author: Have you read any other books by Robert Lawson? What were they like? What do many of his books have in common?

Pre-reading Activities:

1. Literary Analysis: *Mr. Revere and I* is an example of historical fiction. In historical fiction, the main characters are usually creations of the writer's imagination (although real people may be mentioned in the story). The setting is real—usually a time and place which had historical importance.

Help students fill in the chart on the next page, comparing and contrasting historical fiction with history.

	HISTORICAL FICTION	HISTORY (FACTUAL)
Setting:	Our world	Our world
Characters:	May or may not be people who really lived	People who really lived
Action:	Could have happened but not entirely true story	True story
Problem:	Could have belonged to someone living at the time of the story	Real problem
Examples:	<i>My Brother Sam Is Dead</i> (Collier) and <i>Johnny Tremain</i> (Forbes)	<i>Hiroshima</i> (Hersey) and <i>Dawn</i> (Wiesel)

2. Bulletin Board Ideas:

- a) Direct students to library resource books which provide short biographies of authors who write for young people. Have students then create a bulletin board/table display about Robert Lawson. On the bulletin board might go a picture of Lawson, a brief biography, and illustrated summaries of his books. The books themselves, or cigar box dioramas representing the books, could be displayed on the table below the bulletin board.
- b) Have students make or find pictures illustrating their interpretations of “life, liberty, and the pursuit of happiness.” The pictures will be arranged around these words on the bulletin board.
- c) The students will make a time line of events from 1768–1776.

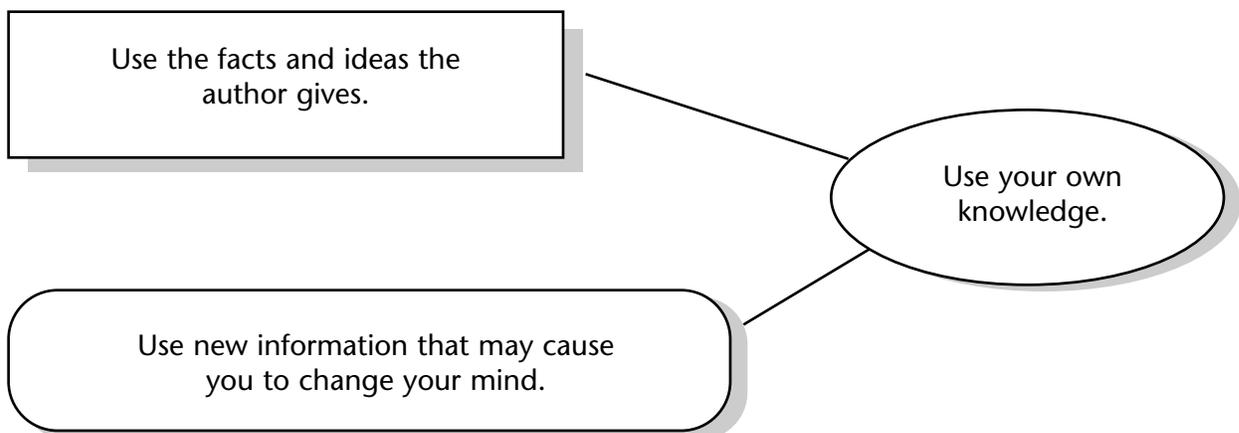
Recommended Procedure for Reading this Book:

This book will be read one section at a time, using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section, predicting what will happen next (making good guesses) based on what has already occurred in the story. (See pp. 5–6 in this guide.)

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is included for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Chapter 1: “Pride of the 14th” — pp. 3–10

Vocabulary:

rustic 3	imbecile 4	sacrilegious 4
languid 4	copious 6	evolutions 7
adroit 7	mortified 7	unruly 8
comport 8	hold 8	gaols 8
caroused 8	implacable 10	implausible 10
accoutrements 10		

Discussion Questions:

1. Who is telling the story? (*the horse, Scheherazade*) How might this change the tone of the story?
2. What type of personality does Scheherazade seem to have? (*haughty, arrogant*) How did you come to that conclusion? (*speech, word choice, attitude, perspective*) Students may read certain parts to prove their points.
3. Study the picture of Sir Barnstable on page 5. Compare with the author’s description on pp. 5–6. What kind of illustration would you draw? Do you think you would like Sir Barnstable? Why or why not?
4. Characters are developed by what they say, think, and do, and by how others in the novel react to them. In this chapter, what do we learn about Scheherazade? Begin an attribute web for her. (See pp. 12–13 in this guide.)
5. Why does Scheherazade say the “Glorious” was misnamed? (*Page 8, It was a leaky, dirty ship with an awful crew.*) Can you think of another example of something that is misnamed?
6. Why was Scheherazade sent from England to Boston? (*page 8, to quell the rebel uprisings*)

Prediction:

What problems will this special horse face in America?

Supplementary Activities:

1. Research King George.
2. Invite a horse expert to discuss horse care, diet, etc.
3. Writing: Begin a journal in which you react to each section of the story you read. Reactions might include: Questions you have about the story; memories the story evokes; people or other stories of whom characters remind you; judgments about whether you agree or disagree with what characters have done; your thoughts about topics which come up—such as treatment of animals, best friends, loyalties, etc. Try sometimes including vocabulary words from the story in your journal.