The midnight riders

April 18, 1775 | Supported reading · Words first

Words to know

warn — tell someone about possible danger

message — information sent to someone

network — connected people, places, or machines

Talk before you read

Point, speak, draw, or write. Use your home language first if it helps. Take one word at a time with a teacher or partner.

The teacher page at the end gives all seven steps of the vocabulary routine. These everyday and general academic words are teaching choices, not an official WIDA word list.

Look closely

An old rectangular iron lantern with glass sides, a pierced metal top, and a hanging ring, in the Concord Museum.

Read the story

Paul Revere and William Dawes carried warnings from Boston.

Samuel Prescott joined later.

Many people helped spread the alarm.

British troops were moving into the countryside.

No one rider did all the work.

Think, talk, and show evidence

1. What happened in this reading? Tell one fact.

2. Who or what is this reading mostly about?

3. Choose a word from the word bank. Explain it in your own words.

4. Look at the picture and its caption. What does it help you notice? Is it from the time of the event?

Try these starters: “This happened in ___. I learned ___. The picture shows ___. My word is ___. It means ___.”

Follow-up reading: Lexington and Concord

April 19, 1775

British troops and colonial militia fought in Lexington and Concord. Fighting continued along the road back toward Boston. These battles began the Revolutionary War. People still ask questions about the first shot.

How are the two readings alike or different? Tell a partner one connection. Which event came first?

Teacher guide & source trail

Original classroom adaptation. Suggested reading levels are instructional choices, not standardized readability certifications. Use professional judgment and learner feedback.

ELA practice: RI.2.1: ask and answer questions; RI.2.2: identify a main topic; RI.2.7: use images and words; W.2.2 and SL.2.1: explain and discuss.

These tasks support selected skills in the Massachusetts 2017 ELA framework; they do not establish mastery of an entire standard.

Answer guidance

Factual anchor: Paul Revere and William Dawes carried warnings from Boston. Samuel Prescott joined later. Many people helped spread the alarm. British troops were moving into the countryside. No one rider did all the work. Revere was detained while Prescott carried the warning onward to Concord. Longfellow's later poem changed details for its story. Compare the poem with historical accounts and communication networks.

Accept accurate main ideas and explanations supported by the text. Vocabulary meanings are in the opening word bank. For picture questions, use the caption and credit below; distinguish what is visible from what is inferred. For comparison, accept a specific connection supported by both readings. Do not require personal accounts of trauma.

Calderón's seven-step vocabulary routine

1. Say and show each selected word. Invite learners to repeat it three times.

2. Place the word in a meaningful sentence connected to this event. Read the sentence aloud and point to the word.

3. Give a precise definition. Clarify which meaning fits this context.

4. Restate it in friendly language using an example, object, gesture, or picture.

5. Briefly highlight a useful sound, spelling pattern, word part, or verified home-language connection. Do not invent cognates.

6. Partners practice the word aloud in a complete sentence. Listen, prompt, and provide feedback before asking for writing.

7. Explain how learners will use the word in the reading and final explanation. Revisit it and check that each learner can use or explain it.

Adapted for this lesson from Margarita Calderón's seven-step vocabulary handout. The routine is a teaching adaptation, not a reproduced worksheet.

Offer oral rehearsal, a bilingual glossary, extra processing time, text-to-speech, and a choice of spoken, drawn, dictated, or written response. Consult WIDA Can Do Descriptors for language scaffolds. Clear type and spacing can aid access but are not a dyslexia treatment.

Continue the inquiry

Research source for this event ↗

Research source for follow-up ↗

Event page, accessible HTML reading, and vocabulary game ↗

Image: Daderot (photographer); lantern maker unknown. CC0 1.0 Universal

Image source and rights record ↗

The PDF contains selectable English text and embedded fonts. For adjustable text and browser reading tools, use the event's HTML page. External sources may need adult guidance.