

Grade 4 Reading & Writing

Unit 4: Listen, My Children (poetry)

11 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** (download them once from the course) to teach the whole unit without the internet.

For parents: This unit reads Listen, My Children. The book is not included here: borrow it from your library or buy a copy before you start (Core Knowledge lists it on the unit page).

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60–90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: Reading “Fog” and “The Rhinoceros”	see lesson	AP 1.1, AP 1.3
☐	Lesson 2: Reading “Clarence” and “A Tragic Story”	see lesson	AP 2.2, AP 2.4
☐	Lesson 3: Reading “Things” and “Life Doesn’t Frighten Me”	see lesson	AP 3.2, AP 3.4
☐	Lesson 4: Reading “Dreams”	see lesson	AP 4.2, AP 4.3
☐	Lesson 5: Reading “Fog” and “the drum”	see lesson	AP 5.2
☐	Lesson 6: Reading “Afternoon on a Hill” and “Clouds”	see lesson	AP 6.1, AP 6.3
☐	Lesson 7: Reading “Humanity” and “Who Am I?”	see lesson	AP 7.1, AP 7.3
☐	Lesson 8: Reading “Concord Hymns”	see lesson	AP 8.1, AP 8.3
☐	Lesson 9: Reading “Paul Revere’s Ride” and “Who Am I?”	see lesson	AP 9.2, AP 9.4
☐	Lesson 10: Reading “Fog”	see lesson	AP 10.1, AP 10.2
☐	Pausing Point: Review, extra practice and answer keys	—	—
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Reading “Fog” and “The Rhinoceros”

Words to know

- **fog** — a mist, like a cloud, that forms near to the ground
- **harbor** — a part of a body of water, close to the land, that provides safety or protection
- **haunch** — a part of the body that includes the hip and the upper thigh
- **homely** — unattractive
- **beast** — an animal other than a human
- **feast** — a large and elaborate meal
- **farewell** — an expression used to wish someone well when saying goodbye

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 27–35: the steps, materials and timing for this lesson.

Read

Read “Fog” and “The Rhinoceros” in Listen, My Children.

Talk it over

1. How many stanzas do you see in this poem?
2. How many lines do you see in the first stanza of “Fog”?
3. Is the poem “Fog” written in free verse or is it poetry with a rhyming scheme?
4. What is this poem about?
5. Why do you think the poet chose the word “haunches”?
6. Do you think this was a better word to use than the word thighs, or hindquarters, or rump? Why?
7. Is the poem “Rhinoceros” written in free verse or is it poetry with a rhyming scheme?
8. What are some of the words that rhyme in this poem?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: Vocabulary for “The Fog” and “The Rhinoceros” — Activity Book, PDF pages 5–6
- Activity Page 1.3: Free Verse Poem — Activity Book, PDF pages 7–8
- Activity Page 1.1: RESOURCE — Activity Book, PDF pages 43–46

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 2: Reading “Clarence” and “A Tragic Story”

Words to know

- **commercial** — an advertisement for the sale of a product or service
- **bleach** — a chemical that makes something whiter or brighter
- **stylish** — following current fashion trends
- **cavity** — a hole in a tooth caused by decay
- **scold** — to speak to in a harsh or angry way
- **sage** — a wise person
- **handsome** — attractive or good-looking
- **muse** — to think about seriously or for a long time
- **curious** — interesting because of being unusual or strange
- **stout** — thick, sturdy

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 36–44: the steps, materials and timing for this lesson.

Read

Read “Clarence” and “A Tragic Story” in Listen, My Children.

Talk it over

1. What are some of the rhyming pairs in this poem?
2. How many lines are in this poem?
3. How does the poet come up with thirty-three lines if the rhyming words come in pairs?
4. What events in this poem are silly and unrealistic?
5. /Evaluative—What are some of the reasons Clarence thought his parents were mean? Are these truly mean things for parents to do?
6. Was this poem written with stanzas?
7. What do you think of this poem?
8. How many stanzas does this poem have?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 2.2: List pairs of rhyming words you find in “Clarence” and “A Tragic Story.” — Activity Book, PDF pages 9–10
- Activity Page 2.4: Poem with a Rhyme Scheme — Activity Book, PDF pages 11–12

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 3: Reading “Things” and “Life Doesn’t Frighten Me”

Words to know

- **shore** — the area of land where a large body of water meets the land
- **sandhouse** — a small structure built of sand on the shore; built for the enjoyment of the activity and not intended to last long
- **frighten** — to make afraid
- **counterpane** — a cloth covering for a bed; quilt
- **charm** — an item thought to bring good luck

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 45–52: the steps, materials and timing for this lesson.

Read

Read “Things” and “Life Doesn’t Frighten Me” in Listen, My Children.

Talk it over

1. Does this poem rhyme or is it free verse?
2. What is the rhyming pattern for each stanza?
3. What lines are repeated in two stanzas of the poem?
4. What are the things the poet says she no longer has?
5. Why would she no longer have these things?
6. What line is repeated here?
7. What is it the poet says she still has?
8. What is the poet saying about things like candy, a sandhouse, and poetry?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 3.2: Focus on the Poet: — Activity Book, PDF pages 13–14
- Activity Page 3.4: Poem with Repetition — Activity Book, PDF pages 15–16

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 4: Reading “Dreams”

Words to know

- **fast** — tight
- **barren** — not able to support life or growth

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 53–58: the steps, materials and timing for this lesson.

Read

Read “Dreams” in Listen, My Children.

Talk it over

1. How many lines and stanzas does this poem have?
2. Does this poem rhyme or is it free verse?
3. What does it mean to hold fast to dreams?
4. What does the poet mean when he uses the word dreams?
5. What does the poet compare life to when dreams die?
6. What figure of speech is used in this line?
7. How does it make you feel to think about a broken-winged bird that cannot fly?
8. What does the poet compare dead dreams to in these lines?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 4.2: Focus on the Poet: — Activity Book, PDF pages 17–18
- Activity Page 4.3: continued — Activity Book, PDF pages 19–20

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 5: Reading “Fog” and “the drum”

Words to know

- **fast** — tight
- **figurative language** — words or phrases that are used in a way that is different from how they are usually used to increase their effect
- **fog** — a mist, like a cloud, that forms near to the ground
- **harbor** — a part of a body of water, close to the land, that provides safety or protection
- **metaphor** — a type of figurative language in which two things that are not alike are compared to one another
- **rhyme** — two or more words whose ending sounds are the same or similar to one another
- **rhythm** — a regular beat
- **simile** — a type of figurative language in which two things that are not alike are compared to one another, and the words like or as are used
- **verse** — poetry

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 59–64: the steps, materials and timing for this lesson.

Read

Read “Fog” and “the drum” in Listen, My Children.

Talk it over

1. What is the metaphor in the poem?
2. Explain what the poet is describing in these verses?
3. How does the fog leave the harbor and city? Why do you think that?
4. Would using a dog instead of a cat in this poem be as affective?
5. Does this poem rhyme or is it free verse?
6. What is the metaphor in these first two lines of the poem?
7. Do you think the poet’s father (who compares the world to a drum) thinks life is easy and joyful, or difficult and sometimes sad?
8. Is there a regular rhyme scheme in either of these poems?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 5.2: Poem Using a Metaphor — Activity Book, PDF pages 21–22

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 6: Reading “Afternoon on a Hill” and “Clouds”

Words to know

- **glad** — happy
- **cliff** — a high, steep face of rocks or earth
- **bow** — to bend down

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 65–70: the steps, materials and timing for this lesson.

Read

Read “Afternoon on a Hill” and “Clouds” in Listen, My Children.

Talk it over

1. In the first stanza, what does the poet say may make her the “gladdest thing under the sun”?
2. Why do you think this would make the poet happy?
3. What things does the poet describe in Stanza 2?
4. What does the poet mean by quiet eyes?
5. Why is the poet happy?
6. What is the poet describing in this poem?
7. What are the clues provided in this poem that indicate the poet is talking about clouds and not sheep?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 6.1: Vocabulary for “Afternoon on a Hill” and “Clouds” — Activity Book, PDF pages 23–24
- Activity Page 6.3: Poem with Imagery: Planning — Activity Book, PDF pages 25–26

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 7: Reading “Humanity” and “Who Am I?”

Words to know

- **faint** — weak or dizzy
- **figurative language** — words or phrases that are used in a way that is different from how they are usually used to increase their effect
- **grasp** — to grab hold of
- **grope** — to search in an uncertain way with one’s hands
- **harm** — danger
- **imagery** — words or phrases that paint a mental picture or image
- **race** — a group of people who share certain physical traits, which are passed down from one generation to another
- **repetition** — an act, word, or phrase that is repeated
- **rhyme** — two or more words whose ending sounds are the same or similar to one another
- **rhythm** — a regular beat

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 71–76: the steps, materials and timing for this lesson.

Read

Read “Humanity” and “Who Am I?” in Listen, My Children.

Talk it over

1. What is the poet saying in this stanza?
2. What is the poet saying in these lines?
3. What does this line mean? What is meant by worthwhile and fine?
4. What are examples from the poem of demonstrations of value and excellence?
5. Is there a regular rhyme scheme in this poem?
6. Is there a regular rhythm, or beat?
7. What is the theme of this poem?
8. In what way is this poem different from the others we have read?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 7.1: Vocabulary for “Humanity” — Activity Book, PDF pages 27–28
- Activity Page 7.3: Practice Spelling Words — Activity Book, PDF pages 29–30

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 8: Reading “Concord Hymns”

Words to know

- **hymn** — a song or poem that praises someone; often a religious song or poem
- **rude** — in a rough or unfinished state
- **arch** — to form a curved shape
- **embattled** — engaged or involved in a fight
- **foe** — an enemy
- **conqueror** — someone who is successful in defeating another
- **ruin** — to destroy
- **seaward** — toward the sea or ocean
- **bank** — the land on the edge of a river or stream
- **redeem** — to change for the better
- **spare** — to prevent

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 77–82: the steps, materials and timing for this lesson.

Read

Read “Concord Hymns” in Listen, My Children.

Talk it over

1. Does this poem rhyme or is it written in free verse?
2. Who is the foe, or enemy, referred to in this line?
3. Who is the conqueror, or winner, referred to in this line?
4. Do you think this poem is being written soon after the battle, or a long time after the battle took place? What words provide clues to when it was written?
5. What is the meaning of the word bank in this line?
6. What is the poet saying in this stanza?
7. Why is this poem a narrative poem?
8. What story does this poem tell?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 8.1: Vocabulary for “Concord Hymn” — Activity Book, PDF pages 31–32
- Activity Page 8.3: Poem About Identity — Activity Book, PDF pages 33–34

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 9: Reading “Paul Revere’s Ride” and “Who Am I?”

Words to know

- **alley** — a narrow street or path between building
- **aloft** — high above the ground
- **hardly** — almost none
- **hulk** — an old ship that is no longer being used
- **hymn** — a song or poem that praises someone; often a religious song or poem
- **measured** — deliberate, unhurried
- **moorings** — equipment used to secure a ship or other large vessel
- **muffled** — made quieter, usually because of a covering
- **narrative** — a story
- **phantom** — ghost

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 83–89: the steps, materials and timing for this lesson.

Read

Read “Paul Revere’s Ride” and “Who Am I?” in Listen, My Children.

Talk it over

1. What type of poem is “Paul Revere’s Ride”?
2. How do you know it is a narrative poem?
3. What do we call the person who tells a story?
4. At what time of day did Paul Revere make his famous ride?
5. On what date did Paul Revere make his ride?
6. Is the narrator telling the story close to the same time as Paul Revere’s ride, or many years after? How do you know?
7. What is the signal used by Revere and other Patriots to learn about British troop movements?
8. Why do you think they chose to hang the lanterns in the bell tower of the North Church?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 9.2: Focus on the Poet: — Activity Book, PDF pages 35–36
- Activity Page 9.4: Narrative Poem — Activity Book, PDF pages 37–38

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 10: Reading “Fog”

Words to know

- **figurative language** — words or phrases that are used in a way that is different from how they are usually used to increase their effect
- **fog** — a mist, like a cloud, that forms near to the ground
- **imagery** — words or phrases that paint a mental picture or image
- **metaphor** — a type of figurative language in which two things that are not alike are compared to one another
- **narrative** — a story
- **repetition** — an act, word, or phrase that is repeated
- **rhyme** — two or more words whose ending sounds are the same or similar to one another
- **rhythm** — a regular beat
- **simile** — a type of figurative language in which two things that are not alike are compared to one another, and the words like or as are used
- **stanza** — lines in a poem that make up one section

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 90–91: the steps, materials and timing for this lesson.

Read

Read “Fog” in Listen, My Children.

Activity Book pages

- Activity Page 10.1: Directions: Write the spelling words as your teacher calls them out. — Activity Book, PDF pages 39–40
- Activity Page 10.2: continued — Activity Book, PDF pages 41–42

Check for understanding

- Use one of today’s words in a sentence of your own.

LESSON 11 OF 11

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 92–98: the steps, materials and timing for this lesson.

Check for understanding

WORDS QUIZ

Listen, My Children (poetry)

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “a group of people who share certain physical traits, which are passed down from one generation to another”?

- a) race
- b) curious
- c) imagery
- d) muse

2. Which word means “almost none”?

- a) redeem
- b) hardly
- c) spare
- d) scold

3. Which word means “a small structure built of sand on the shore; built for the enjoyment of the activity and not intended to last long”?

- a) hymn
- b) sandhouse
- c) fast
- d) hulk

4. Which word means “interesting because of being unusual or strange”?

- a) stout
- b) foe
- c) counterpane
- d) curious

5. Which word means “unattractive”?

- a) cavity
- b) haunch
- c) homely
- d) harm

6. Which word means “an old ship that is no longer being used”?

- a) faint
- b) verse
- c) ruin
- d) hulk

- 7.** Which word means “a part of the body that includes the hip and the upper thigh”?
- a) hardly
 - b) aloft
 - c) haunch
 - d) embattled
- 8.** Which word means “an act, word, or phrase that is repeated”?
- a) shore
 - b) repetition
 - c) homely
 - d) phantom
- 9.** Which word means “attractive or good-looking”?
- a) ruin
 - b) beast
 - c) handsome
 - d) stanza
- 10.** Which word means “a cloth covering for a bed; quilt”?
- a) stanza
 - b) cliff
 - c) counterpane
 - d) seaward
- 11.** Which word means “an animal other than a human”?
- a) narrative
 - b) bleach
 - c) homely
 - d) beast
- 12.** Which word means “an advertisement for the sale of a product or service”?
- a) cavity
 - b) commercial
 - c) feast
 - d) bow

Answers

Lesson 1: Reading “Fog” and “The Rhinoceros”

- 1. How many stanzas do you see in this poem?**
two
- 2. How many lines do you see in the first stanza of “Fog”?**
two How many lines do you see in the second stanza of “Fog”? four
- 3. Is the poem “Fog” written in free verse or is it poetry with a rhyming scheme?**
The poem “Fog” is written in free verse. It does not rhyme.
- 4. What is this poem about?**
It is about fog over a harbor and city.
- 5. Why do you think the poet chose the word “haunches”?**
Because it gives the image of a cat crouching over the city, perhaps as if it were watching for prey.
- 6. Do you think this was a better word to use than the word thighs, or hindquarters, or rump? Why?**
Accept reasonable answers. The image of the cat sitting on its haunches is like the fog sitting on the city.
- 7. Is the poem “Rhinoceros” written in free verse or is it poetry with a rhyming scheme?**
The poem “Rhinoceros” has a rhyming scheme. SUPPORT: Remind students that words that rhyme have a similar sound at the end, such as hat and cat; or bright and sight.
- 8. What are some of the words that rhyme in this poem?**
Beast and feast, know and so, rhinoceros and prepoceros

Lesson 2: Reading “Clarence” and “A Tragic Story”

- 1. What are some of the rhyming pairs in this poem?**
Tennessee and TV, Eyes and advertised, better and wetter, whiter and tighter, cavities and fleas, breath and sweat, presented and invented, saw and Paw, way and today, Clarence and parents, mail and sale, fine and kind, kind and mine, mean and beans, wait and late, pout and out,
- 2. How many lines are in this poem?**
Thirty-three
- 3. How does the poet come up with thirty-three lines if the rhyming words come in pairs?**
Three lines rhyme in one part – lines 23, 24, and 25. Find, kind, mine
- 4. What events in this poem are silly and unrealistic?**
He saw a commercial for new parents; he ordered new parents; he sold his old parents at a garage sale.

5. **/Evaluative—What are some of the reasons Clarence thought his parents were mean? Are these truly mean things for parents to do?**

They make him eat his lima beans; wash; wait; go to bed early; and correct him when his behavior needs to be corrected. Answers may vary. Students should realize that parents do these things because they are good for their children.

6. **Was this poem written with stanzas?**

No. The poem is written in thirty-three lines in one stanza.

7. **What do you think of this poem?**

Accept reasonable answers. The poem is humorous and silly. Students could feel happy because it is funny. Students might think it is a great way to deal with parents with too many rules.

8. **How many stanzas does this poem have?**

This poem has six stanzas.

Lesson 3: Reading “Things” and “Life Doesn’t Frighten Me”

1. **Does this poem rhyme or is it free verse?**

The poem rhymes.

2. **What is the rhyming pattern for each stanza?**

In the first stanza, lines 2, 4, and 5 rhyme. In the second stanza, lines 2, 4, and 5 rhyme. In the third stanza, lines 4 and 5 rhyme but the lines are exactly the same.

3. **What lines are repeated in two stanzas of the poem?**

Ain’t got it no more.

4. **What are the things the poet says she no longer has?**

candy and a sandhouse

5. **Why would she no longer have these things?**

Candy gets eaten. A sandhouse gets washed away by waves or she has to leave it on the shore.

6. **What line is repeated here?**

Still got it.

7. **What is it the poet says she still has?**

her poetry

8. **What is the poet saying about things like candy, a sandhouse, and poetry?**

Answers may vary, but should include the idea that poetry is more permanent than many other things.

Lesson 4: Reading “Dreams”

1. **How many lines and stanzas does this poem have?**

eight lines and two stanzas.

2. **Does this poem rhyme or is it free verse?**

It rhymes. The second and fourth lines of both stanzas rhyme.

3. **What does it mean to hold fast to dreams?**

It means to not give up on dreams.

4. **What does the poet mean when he uses the word dreams?**

These are not the dreams in your sleep but dreams for the future. Dreams in this poem means the hope of achieving something.

5. **What does the poet compare life to when dreams die?**

a bird that has broken wings and cannot fly

6. **What figure of speech is used in this line?**

A metaphor Why is it a metaphor? It is a metaphor because it compares two things without using the words like or as. In a metaphor, one thing is described as something else. In what way are a metaphor and a simile the same? They both compare two things. How could you change line 3 into a simile? Life is like a broken-winged bird.

7. **How does it make you feel to think about a broken-winged bird that cannot fly?**

Accept reasonable answers: sad.

8. **What does the poet compare dead dreams to in these lines?**

a frozen field that cannot support life or growth

Lesson 5: Reading “Fog” and “the drum”

1. **What is the metaphor in the poem?**

The poet is comparing fog to cat feet.

2. **Explain what the poet is describing in these verses?**

The poet is describing how the harbor and city are foggy.

3. **How does the fog leave the harbor and city? Why do you think that?**

The fog leaves silently and slowly like a cat walking away.

4. **Would using a dog instead of a cat in this poem be as affective?**

Accept reasonable answers.

5. **Does this poem rhyme or is it free verse?**

free verse

6. **What is the metaphor in these first two lines of the poem?**

The poet is comparing the world to a drum, saying it is hard and tight.

7. **Do you think the poet’s father (who compares the world to a drum) thinks life is easy and joyful, or difficult and sometimes sad?**

The poet’s father thinks life is difficult and sometimes sad.

8. **Is there a regular rhyme scheme in either of these poems?**

no

Lesson 6: Reading “Afternoon on a Hill” and “Clouds”

1. **In the first stanza, what does the poet say may make her the “gladdest thing under the sun”?**

touching a hundred flowers but not picking them

2. **Why do you think this would make the poet happy?**

Accept reasonable answers. When flowers are picked, they die. Maybe she is happy to touch them without killing them.

3. **What things does the poet describe in Stanza 2?**
She describes looking at cliffs and clouds, and watching the wind blow over the grass, and the grass grow.
4. **What does the poet mean by quiet eyes?**
Accept reasonable answers. A person is more likely to be thoughtful if he/she is quiet. When people are quiet, they can make better observations and be more focused on what they see. SUPPORT: There is actually a quiet eye technique that athletes and others use to straighten their focus.
5. **Why is the poet happy?**
Accept reasonable answers. She might be happy because she had an afternoon outside. She might enjoy nature. She might like spending time alone.
6. **What is the poet describing in this poem?**
clouds
7. **What are the clues provided in this poem that indicate the poet is talking about clouds and not sheep?**
the “sheep” are on a blue hill (rather than on green grass); the “sheep” stop moving when the wind stops blowing; the “sheep” move when the wind blows

Lesson 7: Reading “Humanity” and “Who Am I?”

1. **What is the poet saying in this stanza?**
The poet is saying that a person’s race is not important. If she was blind and needed help, she would not be concerned with the race of the person who helps her.
2. **What is the poet saying in these lines?**
Similar to lines 1-4, the poet is saying that she is not concerned about the race of a person who saves her.
3. **What does this line mean? What is meant by worthwhile and fine?**
Worthwhile means that it has value or is important. Fine means that it is excellent or high quality. If person lives a life that demonstrates value and excellence of character, skin color doesn’t matter.
4. **What are examples from the poem of demonstrations of value and excellence?**
Examples are keeping someone safe from harm, saving someone’s life, and giving someone the things they need to live (water).
5. **Is there a regular rhyme scheme in this poem?**
yes
6. **Is there a regular rhythm, or beat?**
yes SUPPORT: Have students tap out the rhythm on their desks or other hard surface to determine the rhythm of the poem.
7. **What is the theme of this poem?**
Answers may vary, but should include that who a person is (their “humanity”) is more important than the color of their skin or the country in which they were born.

8. **In what way is this poem different from the others we have read?**

Answers may vary, but may include that the poet is providing an important noble message in the poem. She is not using imagery, or repetition, or metaphors, but is instead focusing more on sending a message to readers about her view of people and their differences.

Lesson 8: Reading “Concord Hymns”

1. **Does this poem rhyme or is it written in free verse?**

This poem rhymes.

2. **Who is the foe, or enemy, referred to in this line?**

the British

3. **Who is the conqueror, or winner, referred to in this line?**

the American soldiers

4. **Do you think this poem is being written soon after the battle, or a long time after the battle took place? What words provide clues to when it was written?**

It was written long after the battle. The clues are The foe long since in silence slept...and Time the ruined bridge has swept.

5. **What is the meaning of the word bank in this line?**

It refers to the land on the edge of the stream.

6. **What is the poet saying in this stanza?**

He says that he hopes that time and natural elements will treat “gently” (not ruin) the monument that honors the bravery of the soldiers who died so their children could have more freedom.

7. **Why is this poem a narrative poem?**

It tells a story.

8. **What story does this poem tell?**

It tells the story of the battle that occurred on the bridge in Concord.

Lesson 9: Reading “Paul Revere’s Ride” and “Who Am I?”

1. **What type of poem is “Paul Revere’s Ride”?**

It is a narrative poem that rhymes.

2. **How do you know it is a narrative poem?**

Because it tells a story.

3. **What do we call the person who tells a story?**

The narrator tells a story.

4. **At what time of day did Paul Revere make his famous ride?**

Midnight

5. **On what date did Paul Revere make his ride?**

April 18, 1775

6. **Is the narrator telling the story close to the same time as Paul Revere’s ride, or many years after? How do you know?**

It was written many years after the event. In these lines, the narrator says that almost no people are still alive who actually lived at that time.

7. **What is the signal used by Revere and other Patriots to learn about British troop movements?**

If the British were going to attack over land, there would be one lantern hung in the bell tower of the North Church. If the British were going to attack by sea, they would hang two lanterns.

8. **Why do you think they chose to hang the lanterns in the bell tower of the North Church?**

It is a tall building and the lanterns could be seen from across the water. It might not be strange to see a lantern in the tower at night.

Unit quiz key

1. a 2. b 3. b 4. d 5. c 6. d 7. c 8. b 9. c 10. c 11. d 12. b