

68.ela.8

“Paul Revere’s Ride”

Paul Revere was one of the most courageous and notable men in American history, risking everything to warn fellow citizens, Samuel Adams and John Hancock about British troops emergence to arrest them. The author, Henry Wadsworth Longfellow displays these important events in his poem “Paul Revere’s Ride” communicating to the readers the significants of Paul Revere’s Ride, while also creating a mood that appeals the reader to feel emotion about this topic. The mood the author is trying to create is a gloomy/suspicious mood that will catch the eyes of those reading. Longfellow uses literary devices such as personification while also using word choice to appeal and commit the reader to a gloomy mood.

Longfellow uses literary devices in his work such as suspense and personifications to create a gloomy/suspicious mood for the readers. Longfellow conveys an example of personification in the phrase “The watchful night-wind, as it went creeping from tent to tent, and seeming to whisper, All is well!” (stanza 6). In this example the wind is portrayed as a protector or watcher who is keeping an eye on those tents, specifically the people inside the tents (troops) to keep them informed about the hillside and shoreline that the tents were faced upon. The wind is seeming to act as a guard, apprising the people in the tents that all is well and nothing is coming their way. Why would the wind cover only hillside and shoreline, you may be asking? Before Paul Revere left on his prosperous journey to Lexington, he warned his friend on the shoreline that the British would come one of two ways; by land or by sea, which explains why Longfellow evoked the wind as only covering the grounds of the hillside and shoreline! In addition, another literary device found within this poem is another personification example. The phrase, “ and felt the breath of the morning breeze..”(Longfellow Stanza 11) displays personification and gloom because the morning can not breath; Longfellow is giving human characteristics to a non living thing. This phrase interprets the mood, gloomy because when someone thinks of the morning breeze they imagine a chilly feeling overriding them and for most people being cold is a dreading and gloomy feeling. However, Longfellow incorporates a calm feeling in the first half of stanza 11, “It was two by the village clock,when he came to the bridge in Concord town.He heard the bleating of flock,and the twitter of birds among the trees, and felt the breath of the morning breeze blowing over the meadow brown.and one was safe and asleep in his bed” is a calm statement that relaxes the readers, yet it is the next part of stanza 11 that really transits the reader into panic and potentially a gloomy mood. The second part of stanza 11, “Who at the bridge would be first to fall, who that day would be lying dead, pierced by a British musket ball” really panics the reader leading them to feel gloomy. Longfellow assimilates this in the poem to build up anxiety for the reader, eventually leading up to what will become the arrival of the British.

Longfellow not only includes literary devices to hint toward a gloomy mood but also uses word choice and phrases as well. Some words or phrases that perpetuates the reader to feel a gloomy mood are the words and phrases, “graves”, “peril”, “pierced”, “bloody work”, and “gloom”. All these words and phrases have something in common; they all exhibit the mood of gloomy. These words show gloom just by their definitions! “Grave”, “peril”, “pierced”, “bloody work”, “gloom” are words that make you think of death and passing of someone or something,

and nobody want to think of death as it puts the minds of people in a sombre or gloomy predicament. Death can be referred to as a murky subject for some, which is why Longfellow includes these words. He comprises these words in his poem to put the reader's mind into a gloomy, almost comfortless condition.

The poem, "Paul Revere's Ride" written by Henry Wadsworth Longfellow is a poem that communicates a strong mood and meaning across to the reader by using literary devices and word choice/phrases. By Longfellow using literary devices and word choice, he is able to converse a gloomy mood upon the readers, making them convey a strong feeling towards the poem. Longfellow has communicated with the readers how important Paul Revere is by his poem and really has helped the readers come to a realization on how Paul Revere is significant in today's society!

6-8.eia.8

Educators determined this student work sample was Exceeding.

Identified Strengths:

- Makes a clear claim that fully addresses the prompt
- Establishes content for reader by including necessary background information
- Well-organized into clear beginning, middle, and end
- Demonstrates insightful selection and complex analysis of relevant content

Identified Focus for Improvement:

- Transitions between paragraphs

Educators also noted that in the future they will be sure to help students elaborate/define the literary device so they are able to make the connection. For example (Note- Highlighted section is excerpted from student paper):

Content: Paul Revere was one of the most courageous and notable men in American history, risking everything to warn fellow citizens, Samuel Adams and John Hancock about British troops emergence to arrest them.

Personification: Longfellow conveys an example of personification in the phrase "The watchful night-wind, as it went creeping from tent to tent, and seeming to whisper, All is well!" (stanza 6).

Analysis: In this example the wind is portrayed as a protector or watcher who is keeping an eye on those tents, specifically the people inside the tents (troops) to keep them informed about the hillside and shoreline that the tents were faced upon. The wind is seeming to act as a guard, apprising the people in the tents that all is well and nothing is coming their way.

Word Choice: Some words or phrases that perpetuates the reader to feel a gloomy mood are the words and phrases, "graves", "peril", "pierced", "bloody work", and "gloom".

6-8.eia.2

Paul Revere's Ride

In 1775 Paul Revere rode a horse to Lexington Massachusetts to warn Sam Adams and John Hancock British troops were coming to arrest them. However on his way he stopped at all the houses on the countryside to warn them that British troops were coming. He was rowed across the Charles River to Charlestown by his two associates, he then borrowed his friend Deacon John Larkin's horse to ride to Lexington. Longfellow creates a specific mood that is more appealing to the reader through literary devices and word choice.

The literary devices that Longfellow uses in the poem create a gloomy mood. "A phantom ship, with each mast and spar across the moon like a prison bar". A large British ship is covering the moon like prison bars. This gives off a gloomy mood because the prison bars give you the idea of being captured, imprisoned, and not being free. "Beneath in the churchyard lay the dead in their night encampment on the hill, wrapped in silence so deep". The dead soldiers give off a gloomy feeling because of the imagery it portrays. The reader feels gloomy when the poet mentions the dead and cemeteries because it makes them think about the lives that were lost.

The word choice that Longfellow uses also contributes to the mood because they are gloomy, dark words. The poet uses words such as sombre, trembling, lay the dead, silence so deep, creeping, lonely, shadowy, and graves. Therefore all these words relate to the gloomy mood because they all have dark meanings. These words are also describing words that make the

reader feel the gloomy mood. They give the details to the poem that make the poem gloomy, and help create the mood.

Overall Longfellow creates a specific mood that is more appealing to the reader through literary devices and word choice. The literary devices used in the poem gives metaphors and imagery. The metaphors provide an explanation for the reader to understand the poem and the mood, and the imagery provides a picture of the setting in there head. Lastly the word choice adds the details that helps with the imagery and also gives the reader the gloomy feeling.

Longfellow applying the literary devices, and word choice creates a mood more appealing to the reader.

6-8.ela.2

Educators determined this student work sample to be Developing.

Identified Strengths:

- Does establish context for reader by including necessary background information
- Shows some understanding of figurative language

Identified Focus for Improvement:

- Does not specifically address the prompt
- Limited ideas and information: analysis lacks insight and is vague
- Redundancy in selection of content
- Conclusion not consistent with essay content

Educators also noted that in the future they will be sure to help students elaborate/define the literary device so they are able to make the connection. For example (Note- Highlighted section is excerpted from student paper):

Not specific to prompt: Longfellow creates a specific mood that is more appealing to the reader through literary devices and word choice. (What is the mood?)

Set Content: In 1775 Paul Revere Rode a horse to Lexington Massachusetts to warn Sam Adams and John Hancock british troops were coming to arrest them. However on his way he stopped at all the houses on the countryside to warn them that british troops were coming. He was rowed across the Charles River to Charlestown by his two associates, he then borrowed his friend Deacon John Larkins horse to ride to Lexington.

Limited Ideas/Information: The word choice that Longfellow uses also contributes to the mood because they are gloomy, dark words. The poet uses words such as sombre, trembling, lay the dead, silence so deep, creeping, lonely, shadowy, and graves.

Vague Analysis: Therefore all these words relate to the gloomy mood because they all have dark meanings. These words are also describing words that make the reader feel the gloomy mood. They give the details to the poem that make the poem gloomy, and help create the mood.

Conclusion: The literary devices used in the poem give metaphors and imagery. The metaphors provide an explanation for the reader to understand the poem and the mood, and the imagery provides a picture of the setting in their head. (Writer did not mention metaphors in the essay before this.)