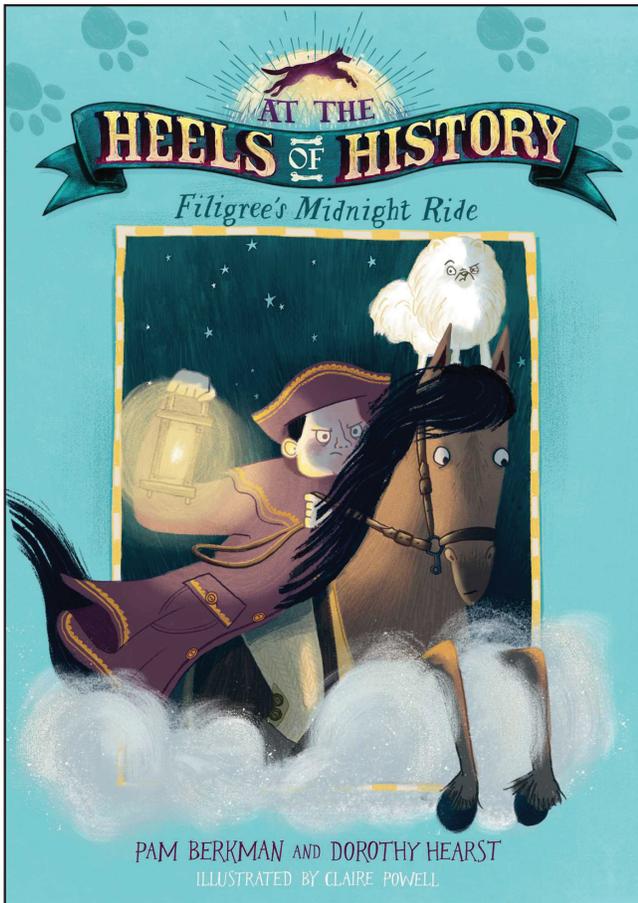




CURRICULUM GUIDE

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Filigree's Midnight Ride

BY Pam Berkman
AND Dorothy Hearst
ILLUSTRATED BY Claire Powell

*Join Filigree, a five-pound Pomeranian, as he stows away on Paul Revere's midnight ride in this first book in the *At the Heels of History* series.*

Filigree may be a small puff of a Pomeranian but he has a big, brave heart. As the Revere family dog, he's ready to do his part to help the American colonists stand up to the British soldiers—even if the other dogs of Boston think he's a tiny joke. Frances Revere is the only one who believes in him.

When Frances's father, Paul Revere, leaves home on a secret mission, Filigree and Frances know they have to help, no matter how dangerous it might be. Will a pint-sized pup just be in the way, or can Filigree prove that even a very small dog can fight for freedom?

**“With spot-on pacing and levity, Berkman and Hearst engage readers
This first in a new series is fun and accessible.”—*SLJ***

PamBerkman.com

AtTheHeelsOfHistory.com

DorothyHearst.com

The Common Core State Standards addressed by the discussion questions, activities, and worksheets in this guide are noted throughout. For more information on the Common Core, visit corestandards.org.

DISCUSSION QUESTIONS

Unless otherwise noted, all discussion questions meet the following Common Core State Standards:

CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1

-  Describe the setting of *Filigree's Midnight Ride*. When and where does the story take place? Cite examples from the text to support your description.
-  In this story, the escalating conflict between the British soldiers and the patriots extends to the dogs they own. In what ways do the dogs under the leadership of Jove, a Newfoundland owned by Samuel Adams, help the patriots stand up to the British soldiers?
-  Why is Filigree not readily accepted into the ranks of the dogs supporting the patriots' cause?
-  What events led Filigree to turn from a loyalist to a patriot? What is your opinion of Mrs. Banks' actions that led Filigree to change sides in the conflict?
-  How does Filigree end up in the care of Frances, Paul Revere's daughter? Describe the relationship between Filigree and Frances.
-  Frances is first described as sickly but soon shows her bravery in support of her father and the patriots' efforts to be free from British control. What do you think motivates Frances to help the patriots' cause? Cite examples from the text of her efforts to help. **CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.RL.4.3**
-  What is the nature of Paul Revere's mission and what consequences might he face if caught by the British?
-  How does Filigree's past help when he comes face to face with General Gage? How does Queenie's reaction to Filigree/Pudding differ from General Gage's reaction?
-  What surprising information about Anvil is revealed when Frances tries to distract the British soldiers from discovering her father by the river?
-  The theme of loyalty is important to all of the characters in *Filigree's Midnight Ride*. How is Filigree's loyalty tested when he accompanies Mr. Revere to Lexington? **CCSS.ELA-LITERACY.RL.4.2**
-  Many of the characters in *Filigree's Midnight Ride* doubt Filigree's ability to help the patriots' cause. How does Filigree prove them wrong as he travels to Lexington and then toward Concord with Mr. Revere?
-  Filigree learns from Mr. Revere and Frances that "When you fight a bigger enemy, you have to be smarter than they are." How is this idea shown to be true when Revere is captured by the Redcoats and Filigree has to carry on the patriots' mission?
-  How do the animal characters' perceptions of Filigree change by the end of the story? How might their new opinion of Filigree help the little dog in the future? **CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.RL.4.3**

ACTIVITIES FOR STUDENTS

Fact from Fiction

Often the stories of the lives of important figures in history are a mix of fact and fiction. The authors of *Filigree's Midnight Ride* used first-hand accounts and other primary sources to pinpoint the real facts about Paul Revere's participation in the Revolutionary War. Visit the Paul Revere House website at paulrevere.org, and go to the tab labeled "The Midnight Ride." Read "The Real Story" and discuss the historical facts included in *Filigree's Midnight Ride*. At the same website, read Henry Wadsworth Longfellow's poem, "Paul Revere's Ride." As a class, discuss where Longfellow's famous poem differs from what really happened the night of Revere's famous ride.

CCSS.ELA-LITERACY.RL.2.9; CCSS.ELA-LITERACY.RL.3.9; CCSS.ELA-LITERACY.RL.4.9



Marginalized Voices

Many people participate in important events, though not all have an equal voice in the telling of the event. Slaves were one such underrepresented voice. Slavery was practiced by both the patriots and the loyalists during the Revolutionary War. Slaves and free people of African descent played important roles in supporting the patriots' efforts against the British. Research one of the marginalized voices mentioned by the authors of *Filigree's Midnight Ride*—Abel Benson, Crispus Attucks, or Prince Estabrook—to learn about his contributions to the patriots' cause. Write an informational report about your selected person incorporating the information you gathered.

CCSS.ELA-LITERACY.W.2.2; CCSS.ELA-LITERACY.W.3.2; CCSS.ELA-LITERACY.W.4.2



Hear ye! Hear ye!

Communication is vital in wartime. As Paul Revere's and William Dawes's efforts show us, getting word to others about troop movements during the colonial period in America was difficult. Research the methods of communication used in the Revolutionary War and compare them to how information was/is shared between soldiers and the public in WWI, WWII, the Vietnam War, and the present-day conflict in Afghanistan. Create a class poster or display with your findings.

CCSS.ELA-LITERACY.W.2.2; CCSS.ELA-LITERACY.W.3.2; CCSS.ELA-LITERACY.W.4.2



Dear Queenie

Escalating tension between the colonists and England led people to choose sides by either identifying as a patriot or a loyalist. At times, taking sides could lead to divisions between families and friends. Filigree began his life in Boston as a loyalist and then became a patriot. Imagine that Filigree wanted to persuade the loyalist dogs led by Queenie to join the patriots. What could Filigree's argument for switching sides be? Write a letter from Filigree to Queenie expressing his opinion about the advantages of being a patriot and give reasons for his opinion.

CCSS.ELA-LITERACY.W.2.1; CCSS.ELA-LITERACY.W.3.1; CCSS.ELA-LITERACY.W.4.1



The discussion questions, activities, and worksheets in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both master's and doctoral degrees in education, with an emphasis on curriculum and instruction.

CREATING CHARACTER SIMILES

The authors of *Filigree's Midnight Ride* use similes—comparisons using “like” or “as”—to enrich the description in the story. Think of a good adjective to describe each character in the chart. Use this adjective to help you create a simile that strengthens the description of each character. The first one in the chart is an example from the story.

CCSS.ELA-LITERACY.L.2.5; CCSS.ELA-LITERACY.L.3.5; CCSS.ELA-LITERACY.L.4.5

CHARACTER	ADJECTIVE	SIMILE
Jove	huge	“His head was as big as a pumpkin, and his neck was as thick as a bull’s.”
Filigree		
Frances		
Mr. Revere		
Anvil		

CHAIN OF EVENTS

The events in *Filigree's Midnight Ride* are linked to one another. One event causes the next event to occur. Think back on the story and describe the cause or effect of each story event listed in the chart below.

CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1

CAUSE	EFFECT
Mrs. Banks let some patriots hold a meeting in her home.	
	Filigree came to live in the Revere home.
The British soldiers were on their way to Concord to take the patriots' supplies, and on their way to Lexington to arrest Adams and Hancock.	
	Frances tried to distract the Lobsterbacks so that they wouldn't see her father getting into a boat.
Filigree pointed with his nose to alert Mr. Revere of British soldiers in the woods when the two were riding Brown Beauty.	

TIMELINE OF PAUL REVERE'S RIDE

Number the events of Paul Revere's famous nighttime ride in the order in which they happened. **CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1**

_____ On the way to Lexington, Revere stopped at patriot houses to spread the word that the British troops would soon be coming.

_____ Revere was taken by boat across the Charles River to Charleston.

_____ On April 18, 1775, Paul Revere set out on his famous ride.

_____ Revere borrowed a horse from a friend and headed toward Lexington.

_____ Revere was arrested by a patrol of British officers. He was released after being taken almost back to Lexington.

_____ Revere reached Lexington and warned Hancock and Adams that they were about to be arrested.



_____ Revere continued on from Lexington toward Concord with William Dawes and Mr. Prescott.



Answers: 4, 2, 1, 3, 7, 5, 6

Name: _____

CHARACTER WORD SEARCH

M	T	G	I	I	F	V	K	F	X	U	Q	P	E	M
W	T	P	I	C	C	I	U	D	S	K	U	M	G	R
R	A	G	Q	F	I	W	L	I	U	Z	E	F	A	O
F	L	S	K	X	F	W	O	I	C	S	E	G	G	S
U	D	Q	Y	C	N	G	S	V	G	F	N	V	L	R
R	N	V	L	K	O	O	T	B	R	R	I	N	A	E
N	C	M	F	S	Q	C	N	A	B	L	E	B	R	Q
W	Y	T	U	A	E	B	N	W	O	R	B	E	E	W
N	P	I	X	R	U	C	G	A	Q	U	V	O	N	U
U	J	W	C	M	E	R	C	Z	H	E	E	V	E	J
J	Z	W	S	S	Z	I	J	W	R	N	V	T	G	M
Z	E	U	S	L	P	G	M	L	X	E	H	O	Z	B
D	T	Q	F	M	R	D	U	E	R	E	Z	O	J	B
J	O	H	N	A	D	A	M	S	Z	M	I	G	J	W
L	I	V	N	A	P	T	Z	E	N	S	S	L	V	Z

ANVIL
BROWN BEAUTY
FILIGREE
FRANCES
GENERAL GAGE



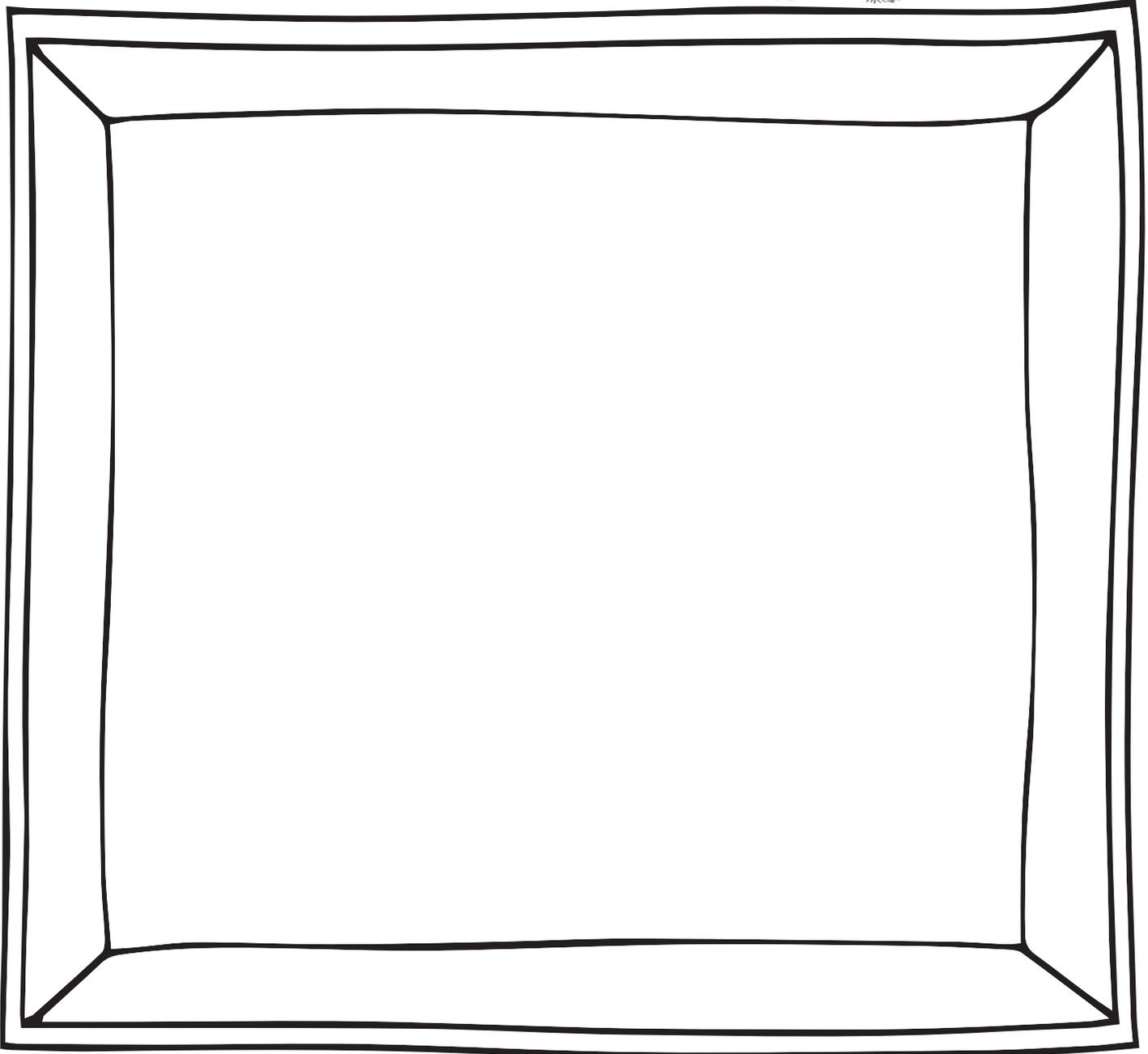
JOHN ADAMS
JOHN HANCOCK
JOVE
PAUL REVERE
QUEENIE



Name: _____

DRAW FILIGREE

Filigree might be tiny, but he's a tough patriot, too! Draw Filigree in the frame below.



Filigree Revere, Patriot