

Grade 4

Unit 3

Meaning and Metaphor: Poetry

Pausing Point Activity Pages

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Grade 4

Meaning and Metaphor: Poetry

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Activity Page

Paul Revere's Ride

Henry Wadsworth Longfellow

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said “Good-night!” and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the church,
By wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made

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Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then impetuous stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed that flies fearless and fleet;
That was all! And yet, through the gloom and the light,

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The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river-fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, black and bare,

Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the 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
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farmyard-wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

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So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

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Short-Answer Questions

Consult the poem “Paul Revere’s Ride” as you answer the following questions.

1. Who is the narrator of the poem?

2. What metaphors, similes, or other forms of figurative language does this poet use?

3. Identify the rhyme scheme of the first stanza.

4. In one sentence, write what this poem is about.

Graphic Organizer

Imagine the night of Paul Revere's ride from the main character's point of view. What would the character see, hear, smell, taste, and feel? Using details from the poem, complete the graphic organizer to infer what Paul Revere experienced.

Paul Revere	Lines or words from the poem that support your answer
heard _____ _____ _____	
saw _____ _____ _____	
felt _____ _____ _____	

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Writing Questions—Creative

Write down three new words that you learned while reading the poem, then use each word in an original sentence.

Pretend you are a character who is not the narrator. Write a poem from the point of view of that character.

[illegible]

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Vocabulary

Core Vocabulary	
belfry– <i>n.</i>	a bell tower or steeple housing bells, especially one that is part of a church
moorings– <i>n.</i>	the ropes, chains, or anchors by or to which a boat, ship, or buoy is tied
phantom– <i>n.</i>	a ghost
barrack– <i>n.</i>	a building or group of buildings used to house soldiers
grenadiers– <i>n.</i>	soldiers armed with grenades
stealthy– <i>adj.</i>	behaving in a cautious manner, so as not to be seen or heard
sombre– <i>adj.</i>	dark or dull in color or tone; gloomy
sentinel– <i>n.</i>	a soldier or guard whose job is to stand and keep watch
spur– <i>v.</i>	to urge (a horse) forward by digging one's heels into its sides
impetuous– <i>adj.</i>	moving forcefully or rapidly
spectral– <i>adj.</i>	like a ghost
tranquil– <i>adj.</i>	free from disturbance; calm
alders– <i>n.</i>	widely distributed trees of the birch family

Core Vocabulary	
gilded– <i>adj.</i>	covered thinly with gold leaf or gold paint
musket– <i>n.</i>	a gun with a long barrel typically carried by members of the military
defiance– <i>n.</i>	open resistance; bold disobedience

REMINDER

The back of your Poet’s Journal contains a glossary with definitions for some of the words in the poem. If you can’t find a definition you need in the glossary, you might try to figure out the word’s meaning from the other words around it. You can also look in a dictionary or ask your teacher for help.

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Activity Page

The New Colossus

Emma Lazarus

Not like the brazen giant of Greek fame
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame,
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!”

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Short-Answer Questions

Consult the poem “The New Colossus” as you respond to the following prompts.

1. Summarize the poem you read.

2. Name three things you liked in this poem.

3. Suggest a new title for the poem, one that highlights a different part of the poem than its current title does.

Short-Answer Writing Questions

1. What point of view is this poem told from? What words tell you so?

2. What literary devices does this poet use? Fill in your answers in the table below.

Poetic Device	Example(s) from “The New Colossus”
Alliteration	
Imagery	
Rhyming	
Metaphor	

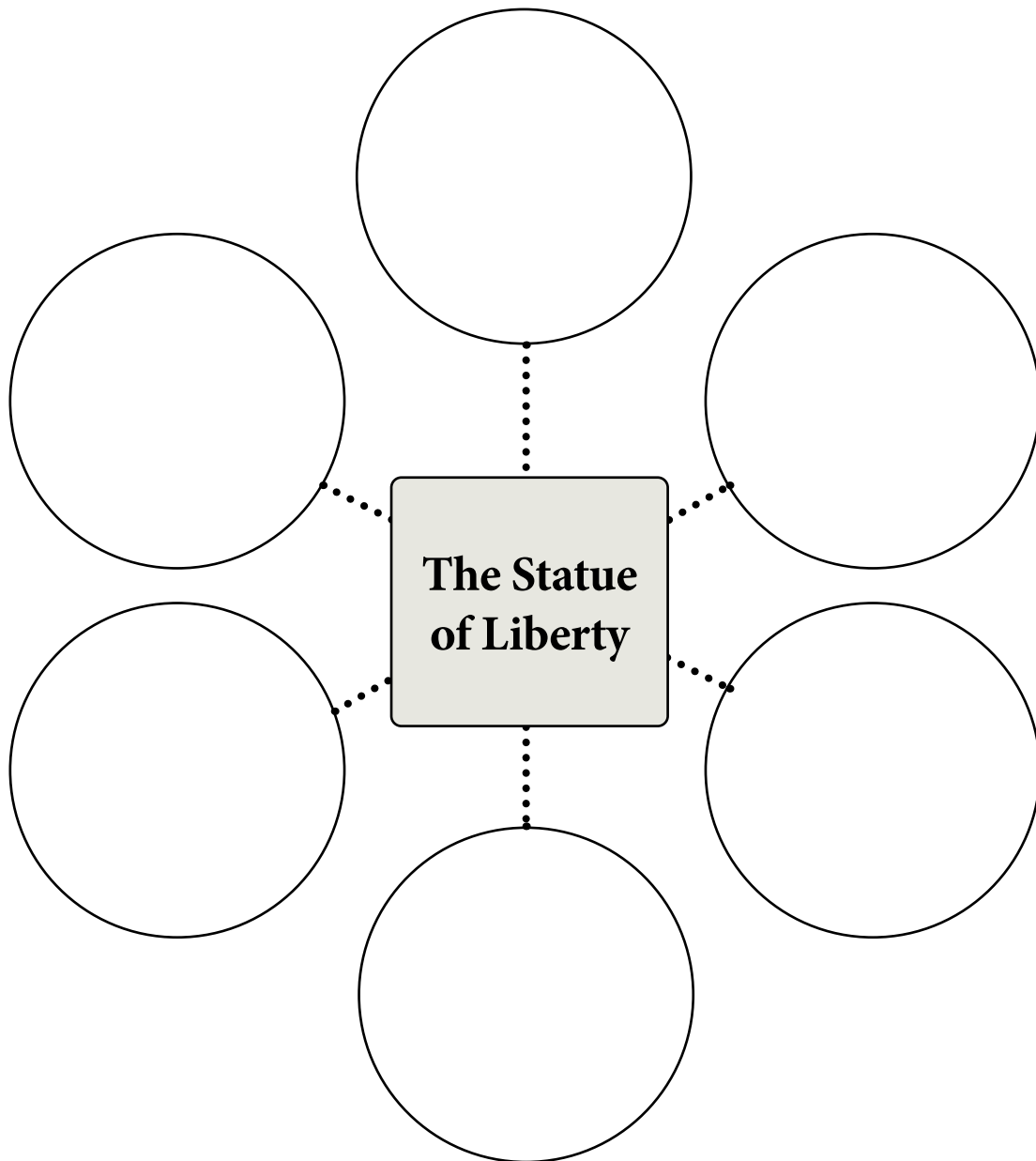
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Graphic Organizer

What imagery does this poet use?

Fill in the chart below to keep track of descriptive language. In the center, you will find the subject of the poem, the Statue of Liberty. In the circles reaching out from the center, write details from the text about the poem.



Write down two new words that you learned while reading the poem, then use each word in an original sentence.

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[illegible]

Vocabulary

Core Vocabulary	
brazen— <i>adj.</i>	bold and without shame or made of brass
exiles— <i>n.</i>	ones who have been forced out of or barred from their native country
yearn— <i>v.</i>	to have an intense feeling of longing for someone (or something)
refuse— <i>n.</i>	matter thrown away or rejected as worthless; trash
teem (teeming)— <i>v.</i>	to be full of or swarming with
tempest— <i>n.</i>	a violent windy storm

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Performance Reflection Sheet

1. What did you like about the subject of the poem—what it was about?

2. What did you like about the language that was used in the poem? Did the student use figurative language or alliteration?

3. What did you like about how the speaker performed the poem?

4. Did anything stand out for you? What was it and why?

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Answer Key

PAUSING POINT ANSWER KEY

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Short-Answer Questions

Consult the poem "Paul Revere's Ride" as you answer the following questions.

- Who is the narrator of the poem?
a father telling a story to his children
- What metaphors, similes, or other forms of figurative language does this poet use?
Answers may vary. Similes in the poem may include "like a prison bar" and "like a sentinel's tread." Metaphors in the poem may include "a phantom ship" and the "spark" that Revere "kindled . . . into flame" with his ride. Other figurative language may include alliteration, personification, and imagery.
- Identify the rhyme scheme of the first stanza.
AABBA
- In one sentence, write what this poem is about.
Answers may vary but could include that the poem is about Paul Revere's historical ride during the American Revolution to warn the colonists about a British attack.

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Graphic Organizer

Imagine the night of Paul Revere's ride from the main character's point of view. What would the character see, hear, smell, taste, and feel? Using details from the poem, complete the graphic organizer to infer what Paul Revere experienced.

Answers may vary but could include:

Paul Revere	Lines or words from the poem that support your answer
heard <u>his horse running, farm animal sounds</u>	"heard the tramp of his steed"; "He heard the crowing of the cock, / And the barking of the farmer's dog"; "He heard the bleating of the flock, / And the twitter of birds among the trees"
saw <u>the land around him, the light signal, the buildings in the towns</u>	"gazed on the landscape"; "as he looks, on the belfry's height, / A glimmer, and then a gleam of light!"; "the meeting-house windows, blank and bare"
felt <u>impatient; can also feel the weather around him</u>	"impatient to mount and ride"; "felt the damp of the river-fog"; "felt the breath of the morning breeze"

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Writing Questions—Creative

Write down three new words that you learned while reading the poem, then use each word in an original sentence.

Answers may vary.

Pretend you are a character who is not the narrator. Write a poem from the point of view of that character.

Answers may vary, but poems should be written from the point of view of a character who is not the narrator.

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"Paul Revere's Ride" is a poem about an important event in American history. Pick another important historical event and write a poem about it. You may wish to visit the library to learn more about the event.

Answers may vary, but poems should be about an event in history other than Paul Revere's ride.

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Short-Answer Questions

Consult the poem "The New Colossus" as you respond to the following prompts.

1. Summarize the poem you read.
The poem is about the Statue of Liberty.

2. Name three things you liked in this poem.
Answers may vary.

3. Suggest a new title for the poem, one that highlights a different part of the poem than its current title does.
Answers may vary.

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Short-Answer Writing Questions

1. What point of view is this poem told from? What words tell you so?
The poem is told in third person because it uses words like she.

2. What literary devices does this poet use? Fill in your answers in the table below. Answers may vary but could include:

Poetic Device	Example(s) from "The New Colossus"
Alliteration	"sea-washed, sunset gates shall stand"; "world-wide welcome"
Imagery	"sea-washed, sunset gates"; "imprisoned lightning"
Rhyming	Rhyming words include land/stand/hand/command, fame/flame/name/frame, she/free/me, poor/shore/door.
Metaphor	"whose flame / is the imprisoned lightning"; "The wretched refuse of your teeming shore"; "the golden door"

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Graphic Organizer

What imagery does this poet use?

Fill in the chart below to keep track of descriptive language. In the center, you will find the subject of the poem, the Statue of Liberty. In the circles reaching out from the center, write details from the text about the poem.

Answers may vary but could include:

"Not like the brazen giant of Greek fame"

"A mighty woman with a torch"

"her name/ Mother of Exiles"

"her mild eyes command"

"cries. . . With silent lips"

"I lift my lamp beside the golden door!"

The Statue of Liberty

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In one sentence, write what this poem is about.

Answers may vary but could include that the poem is about the Statue of Liberty and what she represents.

Writing Questions—Creative

Write down two new words that you learned while reading the poem, then use each word in an original sentence.

Answers may vary.

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