

The Battle of Lexington

Passage A

In April 1775, General Gage, the military governor of Massachusetts, sent out a body of troops to take possession of military stores at Concord, a short distance from Boston. At Lexington, a handful of "embattled farmers," who had been tipped off by Paul Revere, barred the way. The "rebels" were ordered to disperse. They stood their ground. The English fired a volley of shots that killed eight patriots. It was not long before the swift riding Paul Revere spread the news of this new atrocity to the neighboring colonies. The patriots of all of New England, although still a handful, were now ready to fight the English. Even in faraway North Carolina, patriots organized to resist them.

Samuel Steinberg, *The United States: Story of a Free People* (1963)

Passage B

At five o'clock in the morning the local militia of Lexington, seventy strong, formed up on the village green. As the sun rose the head of the British column, with three officers riding in front, came into view. The leading officer, brandishing his sword, shouted, "Disperse, you rebels, immediately!"

The militia commander ordered his men to disperse. The colonial committees were very anxious not to fire the first shot, and there were strict orders not to provoke open conflict with the British regulars. But in the confusion someone fired. A volley was returned. The ranks of the militia were thinned and there was a general *melee*. Brushing aside the survivors, the British column marched on to Concord.

Winston Churchill, *History of the English Speaking Peoples* (1957)

Passage C

The British troops approached us rapidly in platoons, with a General officer on horse-back at their head. The officer came up to within about two rods of the centre of the company, where I stood.—The first platoon being about three rods distant. They there halted. The officer then swung his sword, and said, "Lay down your arms, you damn'd rebels, or you are all dead men—fire." Some guns were fired by the British at us from the first platoon, but no person was killed or hurt, being probably charged only with powder. Just at this time, Captain Parker ordered every man to take care of himself. The company immediately dispersed; and while the company was dispersing and leaping over the wall, the second platoon of the British fired, and killed some of our men. There was not a gun fired by any of Captain Parker's company within my knowledge.

Sylvanus Wood, Deposition (June 17, 1826)

Passage D

I, John Bateman, belonging to the Fifty-Second Regiment, commanded by Colonel Jones, on Wednesday morning on the nineteenth day of April instant, was in the party marching to Concord, being at Lexington, in the County of Middlesex; being nigh the meeting-house in said Lexington, there was a small party of men gathered together in that place when our Troops marched by, and I testify and declare, that I heard the word of command given to the Troops to fire, and some of said Troops did fire, and I saw one of said small party lay dead on the ground nigh said meeting-house, and I testify that I never heard any of the inhabitants so much as fire one gun on said Troops.

John Bateman, Testimony (April 23, 1775)

For what purpose would someone want to read these four differing reports of the Battle of Lexington?

Scoring Guide

Score & Description

Acceptable

Acceptable responses may indicate one of the following:

- To show the value of comparing sources
- To get different perspectives
- To decide who was responsible for beginning the Battle of Lexington

Unacceptable

Unacceptable responses may include the following:

- For a report
- To learn more about it

Acceptable - Student Response

For what purpose would someone want to read these four differing reports of the Battle of Lexington?

The purpose of someone reading these accounts would be for them to receive both sides of the story and be able to make a logically fair conclusion.

For what purpose would someone want to read these four differing reports of the Battle of Lexington?

The purpose in reading these from differing reports of the Battle of Lexington would be to see the battle from different angles and understand that because of the confusion facts are hard to derive.

Scorer Comments:

Both responses correctly identify the value of receiving different perspectives or angles from these passages.

Unacceptable - Student Response

For what purpose would someone want to read these four differing reports of the Battle of Lexington?

If someone was making a report on the Americans Reaction

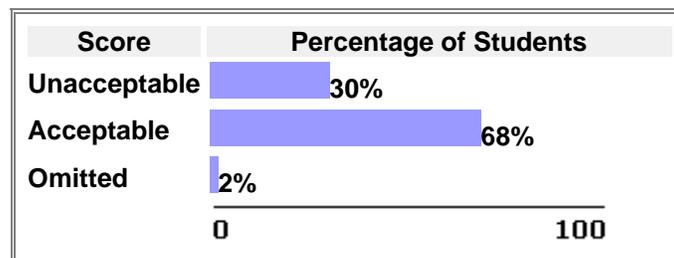
For what purpose would someone want to read these four differing reports of the Battle of Lexington?

so learn more about it

Scorer Comments:

Both responses are too general. They show no understanding of the reason someone would look at four different passages on the same topic.

1992 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

Contexts for Reading

Reading for Information

- Involves the engagement of the reader with aspects of the real world

Reading for information is most commonly associated with textbooks, primary and secondary sources, newspaper and magazine articles, essays, and speeches. Some features that distinguish informational text from literary text are organization and the way information is presented. Informational text is organized by topic and supporting details, whereas literary text is organized by the structure of a story, poem, or drama. Informational texts may have boldface headings, graphics, illustrations, and captions that signal importance in the text. However, some commonalities exist between literary and informational text and the skills and strategies required for reading each. Both require people to critically analyze the text, reflect on it, and draw conclusions.

When reading for information, readers need to know the specific text patterns, or forms of organization (e.g., cause and effect, sequential order, comparison/contrast, opinion and supporting arguments), to develop understanding. People frequently have different purposes for reading text of this nature—for example, to find specific pieces of information, answer a question, or get some general information when glancing through a magazine article. Reading informational text calls for orientations to the text that differ from those used in reading for literary experience because readers are specifically focused on acquiring information. When people read for information, they may select parts of the text they need, rather than reading from beginning to end.

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Aspects of Reading

Making Reader/Text Connections

To make reader/text connections, the reader must connect information in the text with knowledge and experience. This might include applying ideas in the text to the real world. All student responses must be text-based to receive full credit. NAEP does not ask students about their personal feelings. Tasks and questions that assess this aspect of reading include the following:

- Why do _____ (bullfrogs eat dragonflies)? Is there anything else you think _____ (they might eat)? Explain your answer using information from the text and what you know.
- Colonists lived in different ways than we live today. Tell about two of these differences.
- Would you have liked to live in colonial times? Use information from the text to support your answer.
- In this story, two characters chose different ways to solve a problem. Which solution was most effective in solving the problem? Use information from the text to support your answer.
- How would you change the directions to build this _____ if you did not have a _____?