

THE HEADLESS HORSEMAN OF SLEEPY HOLLOW
LEARNING RESOURCE PACKET:
ENGLISH LANGUAGE ARTS



TENNESSEEVALLEY ART ASSOCIATION

Tennessee Valley Museum of Art | The Ritz Theatre

Interactive LibGuide: <https://libguides.una.edu/sleepy-hollow>



University of
NORTH ALABAMA

**TEACHING, LEARNING,
and LEADERSHIP**



**COLLIER LIBRARY
and INFORMATION
SERVICES**

A learning resource packet created by the Tennessee Valley Art Association and the Department of Teaching, Learning, and Leadership at the University of North Alabama. LibGuide created by Collier Library.

This work is licensed under a [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) License. (Share and Adapt Noncommercial.)

**The Headless Horseman of Sleepy Hollow
Companion Teaching Resource
7-12 English Language Arts**

**OBJECTIVES &
STANDARDS**

The student will be able to identify terms associated with the author of the story, the historical context, and relevant vocabulary.

The student will be able to summarize the basic elements of the plot including the elements of Freytag's Pyramid.

The student will be able to analyze the characters of Ichabod Crane and Brom Bones by comparing and contrasting their portrayal in the legend.

The student will be able to analyze the impact of interpretation by comparing the original text to various mediums of storytelling such as oral and visual representations.

The student will be able to explore reimaginings of the original text by creating alternative endings or remixing the story in multimodal formats for a modern audience.

CCSS.ELA-LITERACY.CCRA.R.1.
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3.
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4.
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6.
Assess how point of view or purpose shapes the content and style of a text.

Lesson Topic	Teacher Overview	Student Activities
Overview & Background	<ol style="list-style-type: none"> 1. Author/History 2. Literary Context 3. Vocabulary Overview 	<ol style="list-style-type: none"> 1. Author Introductory Activity 2. History Scavenger Hunt 3. Vocabulary Flash Cards
Summary of Plot and Basic Literary Elements	<ol style="list-style-type: none"> 1. Identifying Literary Terms 2. Demonstrating Basic Comprehension 3. Tracing Plot on Freytag's Pyramid 	<ol style="list-style-type: none"> 1. Literary Terms Activity 2. Guided Reading Notetaker 3. Chart the Plot Guide
Characterization and Character Comparison	<ol style="list-style-type: none"> 1. Character Sketch Intro 2. Compare Characters 3. Analyze Characters 	<ol style="list-style-type: none"> 1. T-Chart of Characters 2. Venn Diagram of Characters 3. Characterization Writing Prompts
Analysis of Adaptations and Medium/Mode	<ol style="list-style-type: none"> 1. Analyze Features of the Radio Play 2. Analyze Features of Multiple Adaptations 3. Compare Adaptations 	<ol style="list-style-type: none"> 1. Listening Guide Graphic Organizer 2. Movie Guide Graphic Organizer 3. Adaptation Writing Prompt
Creative Writing Extension and Enrichment	<ol style="list-style-type: none"> 1. Write an Alternative Ending 2. Retell Story for a Modern Audience 3. Create a Local Legend Script 	<ol style="list-style-type: none"> 1. Writing an Alternative Ending 2. Retelling for a Modern Audience Activity 3. Creating a Local Ghost Story Script

LibGuide Overview

Directions: View the introductory materials about Washington Irving in the UNA LibGuide at <https://libguides.una.edu/sleepy-hollow> What do you think are three of the most important pieces of information to know about this author? What are two interesting or surprising facts you found about him? What is one question you would ask Mr. Irving if he were alive today?

3

2

1

Sleepy Hollow Scavenger Hunt

1. What year did Washington Irving first visit "Sleepy Hollow"?
2. What was the town originally named before its name was changed to Sleepy Hollow in 1996?
3. What year did Irving write the tale of the Headless Horseman based off of the town Sleepy Hollow?
4. How did the town "Sleepy Hollow" get its name?
5. Where is the town Sleepy Hollow located?
6. Were there tales of headless horsemen/riders before Irving's tale? If so, name one.
7. Sleepy Hollow is considered to be one of the _____ ghost stories, and one of the _____.
8. Was Ichabod Crane a real person or a fictional character? How do you know?

Sleepy Hollow Vocabulary

Directions: Test your knowledge of key vocabulary in the Legend of Sleepy Hollow after reviewing the vocabulary words at <https://quizlet.com/539025678/sleepy-hollow-matching-game-flash-cards/>

5 Written Questions:

1. a ghost; phantom; apparition
 2. extremely irritable or easily angered; irascible
 3. like a wag; roguish in merriment and good humor; jocular
 4. to deny, dispute, or contradict
 5. something to be thankful for; blessing; benefit
-

5 Matching Questions:

1. Piazza
 2. Swains
 3. Varlet
 4. Amours
 5. Wended
-
- A. a male admirer or lover; a country gallant
 - B. a large porch on a house; veranda
 - C. to pursue or direct (one's way)
 - D. an illicit or secret love affair
 - E. a knavish person; rascal
-

5 Multiple Choice Questions:

1. a human being
 - a. Wended
 - b. Whilom
 - c. Plashy
 - d. Wight
2. to walk through, about, or over; travel through
 - a. Perambulations
 - b. Swains
 - c. Querulous
 - d. Ingratiating

3. the act, practice, or art of singing psalms
 - a. Husbandry
 - b. Gambols
 - c. Choleric
 - d. Psalmody
 4. to be passive or unthinking; to do nothing
 - a. Perambulations
 - b. Ingratiating
 - c. Vegetating
 - d. Swains
 5. a person who possesses great power, as a sovereign, monarch, or ruler
 - a. Itinerant
 - b. Propensity
 - c. Foolscap
 - d. Potentates
-

5 True/False Questions

1. the term of address and title of respect corresponding to sir and Mr; a Dutchman → Mynheer
 - ☐ True
 - ☐ False
2. strange and ungraceful in appearance or form → Uncouth
 - ☐ True
 - ☐ False
3. settled or confirmed in a habit, practice, feeling, or the like → Itinerant
 - ☐ True
 - ☐ False
4. being in excess of the usual, proper, or prescribed number; additional; extra → Supernumerary
 - ☐ True
 - ☐ False
5. a richly ornamented garment covering the stomach and chest, worn in the 15th and 16th centuries, and later worn under a bodice by women. → Stomacher
 - ☐ True
 - ☐ False

Literary Terms Activity
The Headless Horseman of Sleepy Hollow

Instructions: Before your reading, create definitions of these terms to better identify them during your reading. Throughout your reading, find examples of these literary terms and provide direct quotes from the reading. The first term and definition are done for you as an example.

<u>Term & Definition</u>	<u>Evidence</u>
<u>Metaphor:</u> a common figure of speech that makes a comparison by <i>directly</i> relating one thing to another unrelated thing	
<u>Simile:</u>	
<u>Imagery:</u>	
<u>Personification:</u>	

<u>Symbol</u>	
<u>Symbolism:</u>	
<u>Foreshadowing:</u>	

“Legend of Sleepy Hollow” Guided Reading Notetaker

Directions: Follow along with the audio recording using the YouTube link. As you listen to the story, answer the questions and make any notes to help you remember key parts of the story.

<https://www.youtube.com/watch?v=wAaJ-yxaP5c>

1. What was one of Ichabod’s favorite thing to do? What was Katrina known for?
2. What was Brom Bones known for?
3. What did Brom try to do to Ichabod?
4. How did Ichabod get to the party?
5. Why wasn’t Brom happy at the party?
6. Where is the Headless Horseman’s favorite place?
7. What did Ichabod think he saw at first?
8. Do you think Ichabod really saw the headless horseman? Explain what you think happened to Ichabod.

The Headless Horseman of Sleepy Hollow

Plot Mountain

A story's plot is made up of five components: the exposition, the rising action, the climax, the falling action, and the resolution. After you finish listening to "The Headless Horseman of Sleepy Hollow", fill in the plot diagram accordingly.

3. Climax

The most exciting and emotional part of the story.

2. Rising Action

The events that happen that lead us to the climax.

4. Falling Action

How the events that happened during the climax are handled.

1. Exposition

Background information about the characters, setting, and plot.

5. Resolution

The story comes to an end.



Character Comparison Chart

Directions: Use the two charts to record evidence as you read about each character. First, you will locate a direct quote about the character directly from the text. Next, locate a word which summarizes the quality of the character from the quote. You may use this resource <https://www.enchantedlearning.com/wordlist/adjectivesforpeople.shtml> to help you find a word you want to use.

Ichabod Crane

Quote from Text	Characteristic
Example:	Example:

Brom Bones

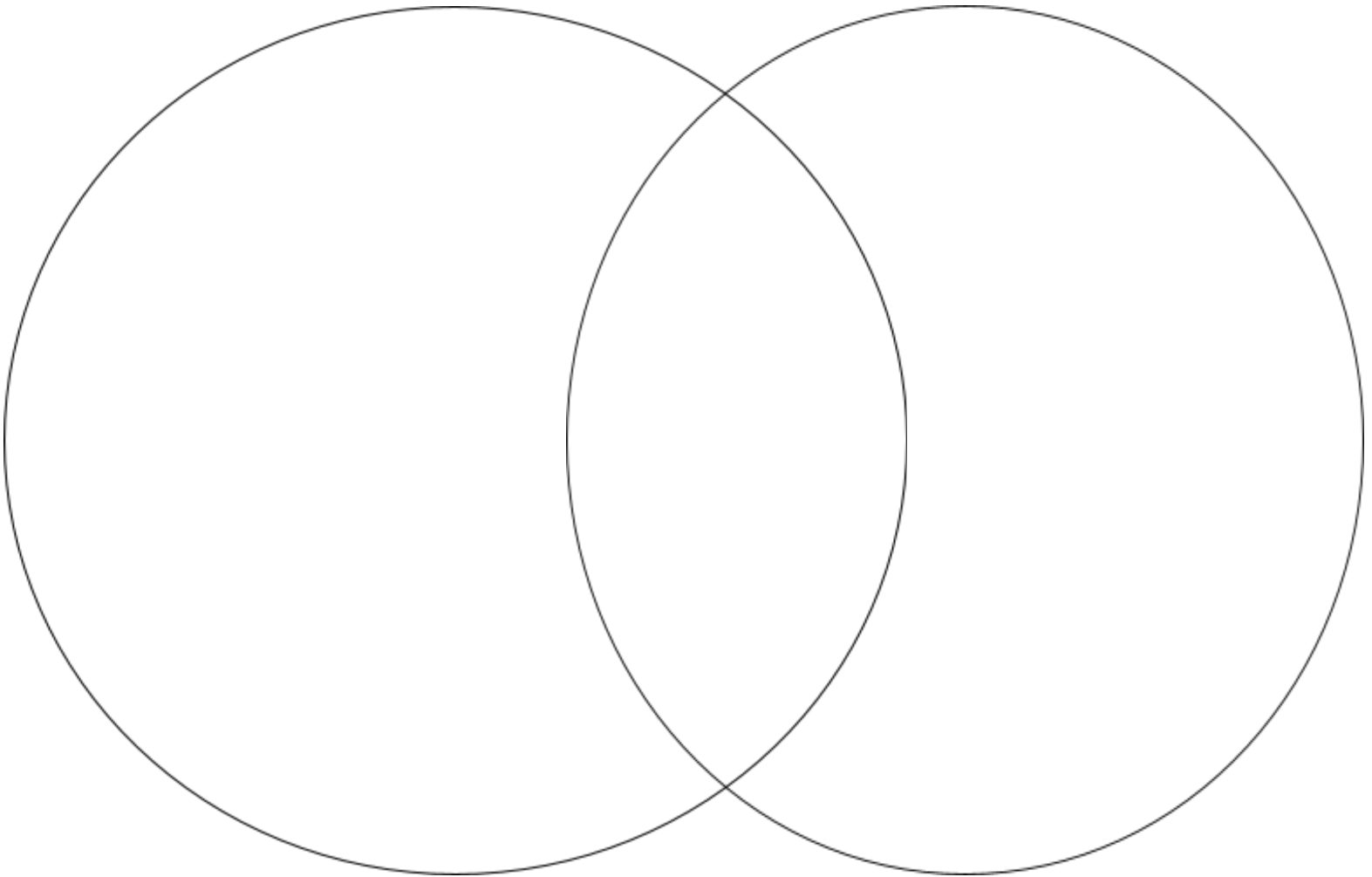
Quote from Text	Characteristic(s)
Example:	Example:

Character Venn Diagram: The Headless Horseman of Sleepy Hollow

Instructions: For this activity you will fill out the following venn diagram comparing and contrasting the two characters from The Headless Horseman of Sleepy Hollow, Ichabod Crane and Brom Van Brunt. You will need 7 differences and 5 similarities in the two characters.

Ichabod Crane

Brom Van Brunt



Characterization Writing Prompts

1. What is the significance of the clothes that Ichabod Crane wears? How could the clothes that he wears give insight into his personality?
2. Which character in the story was the most familiar to you? Which character reminded you the most of yourself? Why?
3. Based on what you read about Ichabod Crane's personality and lifestyle, what do you think would be spoken about him at his funeral?
4. Compare the two main characters Ichabod Crane and Brom Bones. How are they similar? How are they different? List at least two examples from the text to support your answers.
5. Why do you think that the headless horseman is spoken about throughout the entire story, but never actually appears? Do you think that this adds or takes away to his character? Why?
6. When reading about Katrina what adjectives are used to describe her? How does this show how women were perceived in the era that Sleepy Hollow was written? How is it different from today's perception of women? How is it similar?
7. Do you wish that some of the characters would have been portrayed differently or do you think that their personalities fit the story? Why or why not?
8. Do you think that knowing that Sleepy Hollow is a ghost story makes you see the characters in a different way? Why or why not?
9. How do you feel about the fact that Katrina married Brom Bones instead of Ichabod Crane, even though Bones is not the main protagonist? Why do you think the author chose to do this?
10. Do you suspect any of the main characters to be the headless horseman? Why or why not?

“Headless Horseman” Radio Play Listening Guide

Directions: Listen to the recording of the radio play. As you listen, pay attention to the sounds you hear/experience. Record the sounds you hear in each act and see if you can guess which instruments or tools made each sound. You may use the chart to record your notes.

[illegible]

**The Legend of Sleepy Hollow Adaptations
Movie Guide Graphic Organizer**

Consider aspects such as: common themes, character representation, scare level (which version is the scariest?), plot structure, etc.

Commonalities of the Adaptations	Adaptation	Differences of the Adaptations
	“The Legend of Sleepy Hollow” Washington Irving (1819)	
	Walt Disney Segment “The Adventures of Ichabod and Mr. Toad” (1948)	

	<p>“Sleepy Hollow” Tim Burton (1999)</p>	
	<p>“The Headless Horseman of Sleepy Hollow” Anthony Palermo Radio Play (2010)</p>	

“Sleepy Hollow” Persuasive Essay
Comparing Adaptations

Directions: After comparing two or more versions of how Washington Irving’s famous story has been adapted, choose one version to compare and contrast with the original text. What changes or liberties were made to the adaptation from the original text? How did these changes impact the overall mood or tone of the adaptation? Use the prompts below to help you brainstorm ideas before drafting your response.

I will be comparing _____ and the original story penned by Washington Irving.

Key Difference:	Impact on Mood/Tone of Story:

Response:

Creative Writing Assignment: Alternative Ending for The Legend of Sleepy Hollow

Do you wonder what happened to Ichabod after his meeting with the Headless Horseman? Do you think it was a prank from Brom or did he actually meet the ghost of Sleepy Hollow? Do other possibilities exist? Use this guide to help you develop your theory of what really happened before beginning your alternative ending.

Theory:

Evidence:

Alternative Ending:

Legend of Sleepy Hollow Modernized Retelling

Objective: To share with students the Legend of Sleepy Hollow in order to cultivate an appreciation for stories that still have meanings that apply to us in our world today. To allow students to modify the legend and exemplify how it applies to modern times while exploring their creative writing skills.

1. To start out the class period, the class will listen to a portion of a reading of *The Legend of Sleepy Hollow* (<https://youtu.be/BRUMbtCbeRI>).
2. After listening to the story, the class will pick out the main elements of the reading (main characters, plotline, main conflict, setting, etc.)
3. After talking about the main elements in the story, students will get into groups of three and create a venn diagram of the past and present components in the story in order to see where they overlap.
4. After discussing the overlapping elements in the story as a class, students will break off into their groups around the classroom to create a modernized performance of The Legend of Sleepy Hollow. (Ex., Ichabod Crane teaches computer classes and meets Katrina Van Tassel in the Tech Lab). In these groups, students will rewrite the legend and perform a modernized retelling for the class.



Creative Writing Assignment: Local Ghost Story Script



Instructions: Using what you know about the history of Florence, AL (historical figures, local legends, buildings, events, etc.) write a short story following the Story Arc to create a ghost story script.

Criteria:

1. You must use First Person perspective in your short story.
2. The paper must be at least one page and contain an exposition, rising action, climax, falling action, and resolution.
3. The short story must contain unique characters, a plot, and a well-defined setting.
4. All five senses (sight, sound, smell, taste, touch) must all appear at least once in the script.
5. Use MLA (Times New Roman, 12 pt. font, heading in the top right-hand corner, double spaced, creative TITLE)

Brainstorming Map: Use this graphic to help you form a well-defined story arc.

