

Title: *The Legend of Sleepy Hollow*

Grade Ranges:

 K-4
 X 5-8
 9-12

Synopsis:

This literary folk tale is included on many middle school curriculum reading lists. Students in the Northeastern U.S. should enjoy the reading because the setting is just north of New York City and close to Connecticut and New Jersey. Students will find the local connections, if applicable, study the vocabulary necessary to understand the story, discuss the body of work for understanding, and write a sequel.

Keywords:

The Legend of Sleepy Hollow, folklore, Washington Irving, creative writing, folk tale, sequel, setting

Subject Tags:

Language Arts: Literature: American Literature
Writing Guides: Composition Writing
Reading Skills

Body:

1. Introduction – “what is folklore?” Begin with the title on the board and ask, “what key word in the title suggests that this story is an example of folklore?” Discuss the genre of legends and folklore. Folklore, according to the *American Heritage Dictionary*, is “the traditional beliefs, practices, legends and tales of people, transmitted orally.” This definition may accompany the title on the board for further discussion.
2. Local folklore – Students should locate the town of Sleepy Hollow on a map and calculate the distance to their school, if applicable.
3. Vocabulary – *The Legend of Sleepy Hollow* was written in 1917. Words and word usage has since evolved. Use the vocabulary list found below in a manner appropriate to your grade level. Lower grade levels may create a crossword puzzle using the definitions as clues and complete for review. Upper levels may define the worlds themselves and take a vocabulary quiz as assessment.
4. Reading the story – *The Legend of Sleepy Hollow* should be read aloud in class by a combination of you and the students, pausing every few pages to summarize and ensure comprehension.
5. Concluding exercise – In keeping with Hollywood’s love of sequels, students should write essays or stories titled “The Legend of Sleepy Hollow Part II” to address what they believe happens next. This should be assigned immediately after finishing the story without discussion to make certain that the students create their own, original ideas. Essays should be read and discussed when completed.
6. (optional) Field Trip – Organize a trip to Tarrytown and Sleepy Hollow.

Vocabulary:

Suggested vocabulary in order of appearance in the story:

denominated; prudently; adjacent; inveterate; propensity; linger; vouch; advert; precise; authentic; repose, tranquillity; stripling; exploit; Sabbath; reverberated; remnant; listless; repose; inhabitants; descendants; sequestered; glen; atmosphere; reverie; trances; abounds; twilight; gambols; dominant; apparition; Hessian; anon; spectre; belated; purport; propensity; imbibed; apparitions; laud; torrent; incessant; mimic; sojourned; urchin; chastisement; consolatory; anaconda; onerous, ingratiating; magnanimously; vocations; shillings; psalmody; pedagogue; swains; itinerant; esteemed; erudition; shrewdness; credulity; capacious; harbinger; varlet; portentous; perambulations; piqued; sumptuous; chanticler; chivalrous; enraptured; andirons; yore; coquette; labyrinth; countenance; dexterous; ascendancy; rantipole; uncouth; pliability; insinuating; whimsical; ferule; despotic; emancipation; domiciliated; choleric; capricious; profusion; suppositions; precipices; loitering; mynheer; contagion, arrant.

Related Links:

1. Historic Hudson Valley
<http://www.hudsonvalley.org>
Information on the region where the story is based.
2. Bartleby.com
<http://www.bartleby.com>
Visit Bartleby.com for a copy of the story *The Legend of Sleepy Hollow*.

Objectives:

1. Students will learn and apply new vocabulary words.
2. Students will be able to discuss the effectiveness of folk tales as a medium of story telling.
3. Students will be able to read, listen to, and understand *The Legend of Sleepy Hollow*.
4. Students will write a sequel to *The Legend of Sleepy Hollow*.

Standards:

CT: 1 – Students will read and respond in individual, literal, critical and evaluative ways to literary informational and persuasive texts. 4 – Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

NJ: 3.4 – All students will read a variety of materials and texts with comprehension and critical analysis.

NY: 1 – Students will read, write, listen, and speak for information and understanding. 2 – Students will read, write, listen, and speak for literary response and expression.

NYC: E5a – The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes.

Prerequisite Skills:

1. Students must have a reading level appropriate to the work.

Time Required:

approximately five hours

Technology and Materials Needed:

1. A Map of the Northeastern U.S. which includes your school district and Sleepy Hollow, N.Y.
2. Appropriate copies of *The Legend of Sleepy Hollow*
3. Crossword puzzle software (optional)

Procedures

- 1.

Assessment Criteria:

1. Students should receive a grade for their vocabulary work.
2. Sequel essays should be assessed for content, grammar, neatness, and creativity.

Recommended Lesson Plan Review Date:

Review Comments:

Check resource links.