

A Winkle in Time: Rip'n through Readers Theater

Grade Level: 4

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Length of Unit: 8

I. ABSTRACT

This unit is written for fourth graders on the short story *Rip Van Winkle*. It covers a review of Henry Hudson from the third grade sequence. This unit is important because the classic story of *Rip Van Winkle* is rich with colonist tradition, detailed language, and historical content. Emphasizing vocabulary, history, and writing, the unit concludes with a Readers Theater presentation where students perform a dramatic retelling of the age-old tale.

II. OVERVIEW

A. Concept Objectives

1. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip's village
2. Understand how the passage of time and critical events change a society

B. Content from the *Core Knowledge Sequence*

1. King George III of England and President George Washington
2. Rip Van Winkle
3. Writing and Research (summaries, descriptions, introduction, conclusion, topic sentence, point of view)
4. Grammar and Usage (quotation marks, synonyms, antonyms)

C. Skill Objectives

1. Retell story in own words while using ten required vocabulary words
2. Evaluate text for author's point of view and personal relationship to setting
3. Describe the setting and its importance to the story
4. Demonstrate usage of quotation marks in dialogue and short story titles
5. Provide synonyms, antonyms, and reworded definitions for required vocabulary and sayings
6. Compare and contrast
7. Model fluent oral reading

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Rip Van Winkle and other stories ISBN 0-14-036771-3
2. <http://www.tea.state.tx.us/reading/products/products.html> for information on promoting vocabulary
3. <http://www.csustan.edu/english/reuben/pal/chap3/irving.html> for information on Washington Irving and the Hudson River
4. <http://www.cwrl.utexas.edu> for information regarding themes in Rip Van Winkle
5. www.teacherhelp.com/irving.html for information on Washington Irving

B. For Students

1. Third Grade Core Knowledge
 - a. New York colony
 - b. Dutch settlements and trading posts in "New Netherland"

- c. Dutch West India Company acquires New York by purchasing from Native Americans
 - d. English take over from the Dutch and rename the colony New York
 - e. Henry Hudson: the Hudson River
 - f. Literary term: fiction
 - g. Produce written work with beginning, middle, end
 - h. Topic sentence, indenting, providing details
2. Fourth Grade Core Knowledge
- a. American Revolution
 - b. Saying through thick and thin which teaches antonyms
 - c. Synonyms
 - d. Latitude and longitude

IV. RESOURCES

- A. *Rip Van Winkle Coloring Book* ISBN 0-486-24479-2
- B. *Rip Van Winkle* as told by Jim Weiss compact disc ISBN 1-882513-36-3
- C. *Rip Van Winkle and Other Stories* by Washington Irving ISBN 0-14-036771-3
- D. *Rip Van Winkle* picture book by Will Moses ISBN 0-399-23152-8

V. LESSONS

Lesson One:

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip's village
 - 2. Lesson Content
 - a. Grammar and usage: synonyms and antonyms
 - 3. Skill Objective(s)
 - a. Provide synonyms, antonyms, and reworded definitions for required vocabulary and sayings
- B. *Materials*
 - 1. Chart paper
 - 2. Post it note pads
 - 3. Appendix A
 - 4. Student journals
 - 5. Teacher choice of materials for drastic room change
- C. *Key Vocabulary*
 - 1. Assiduity-persistent personal attention
 - 2. Aversion-a feeling of repugnance toward something with a desire to avoid or turn from it
 - 3. Burgher-inhabitant of a town, member of the middle class; a prosperous and solid citizen
 - 4. Conciliate-to gain by pleasing acts
- D. *Procedures/Activities*
 - 1. When students walk into the classroom several things have been changed by the teacher as if twenty years have passed i.e. teacher is wearing futuristic clothing, the posters read "Who are you going to electronically vote for?", the candidates for president are women, the United States flag has been replaced by a different one...The teacher asks "What has changed?" "What could have happened to

produce these changes?”” while students respond. Provide five minutes of journaling on “How do you feel about the change?” There is no additional discussion on this topic.

2. Brainstorm previous knowledge of the Dutch colony of New Amsterdam (New York), and the exploration of Henry Hudson by giving students post it notes and asking them to write what they **think** they know about both topics. The students will put their post it notes on chart paper and the teacher will read the notes aloud.
3. Hand out Rip Van Winkle Vocabulary Glossary Appendix A. All pronunciation and definitions are included for teacher and student.
4. Discuss vocabulary words. During class discussion students are asked to identify synonyms for *assiduity* and *burgher* and synonyms and antonyms for *conciliate*. Do not discuss the word *aversion*. Next students create oral examples of sentences using the three vocabulary words.
5. Assign vocabulary word aversion: students will write one synonym , one antonym and an original sentence using the word *aversion* inside the text box in the glossary. In addition, students will make a list of their aversions.

E. Assessment/Evaluation

1. Monitor students’ mastery of the concepts of synonyms and antonyms. Note students who are experiencing difficulty with the concepts and review on an individual basis. Gather individual copies of Appendix A and check to be sure each student can perform required grammar and usage skills.

Lesson Two

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip’s village
2. Lesson Content
 - a. Grammar and Usage: synonyms and antonyms
3. Skill Objective(s)
 - a. Provide synonyms, antonyms, and reworded definitions for required sayings and vocabulary

B. Materials

1. Appendix A vocabulary
2. Appendix B mapping
3. Atlases
4. Pictures of Hudson River

C. Key Vocabulary

1. Galligaskins-very loose trousers
2. Hasten-to urge on
3. Henpeck-to subject one’s husband to persistent nagging and domination
4. Impunity-freedom from punishment
5. Junto-a group of persons joined for a common purpose

D. Procedures/Activities

1. Discuss the vocabulary word *aversion* and student developed synonym, antonym, and rewording assignment.
2. Discuss definitions for vocabulary words *galligaskins*, *hasten*, *henpeck*, *impunity*, and *junto*. Ask students to create and share oral sentences using at least three out

- of the first nine discussed words in the glossary. Assign synonym, antonym, and word change for hasten.
3. Say Locate the outline map of New York in your student atlas. Today we will be reviewing places and history related to the state. Hand out Appendix B with map and fill in the blank area for notes.
 4. The colony of New Amsterdam
 - 1609 An English explorer (Henry Hudson) hired by the Dutch East India Company to find a northwest passage to link English traders to Asia/ Sailed his ship, the *Half Moon* up the present day Hudson River
 - 1625 Dutch colonists established a permanent settlement on the southern tip of present day Manhattan Island/the central town as its capital-named New Amsterdam
 - The Hudson River is located approximately twenty miles west of the New York state border. It flows southward and empties into the Atlantic Ocean. The cities of Albany and Tarrytown (from *The Legend of Sleepy Hollow*) are located on the Hudson.
 5. Show pictures of the Hudson River. Possible sources:
 - The Hudson River by Melissa Whitcraft
 - The Adirondack video by Acorn Media
 - www.maps.com
 6. Provide atlases for students to complete mapping activity.
- E. *Assessment/Evaluation*
1. Monitor students during lecture. During independent work time for vocabulary and mapping activity orally quiz students on vocabulary by asking them to create original sentences.

Lesson Three

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the historical events that shaped RipVan Winkle and the Dutch settlers in Rip's village
 2. Lesson Content
 - a. Grammar and usage: quotation marks, antonyms, synonyms
 3. Skill Objective(s)
 - a. Identify proper usage of quotation marks in dialogue and short story titles
 - b. Provide synonyms, antonyms, and reworded definitions for required sayings and vocabulary
- B. *Materials*
1. Appendix C teacher answer key
 2. Pictures of early Dutch settlements and homes
 3. Appendix D comprehension journal
- C. *Key Vocabulary*
1. sepulchre-burial place
 2. scanty-less than sufficient in quantity
 3. obsequious-exhibiting fawning attentiveness
 4. termagent-nagging woman
 5. lamentably-regrettably
- D. *Procedures/Activities*
1. Introduce the five new vocabulary words by discussing the definitions and asking students to provide synonyms, antonyms, and rewording.

2. Refer to the previous day’s assignment and ask students to provide oral answers as to location of the Hudson River and the Catskill Mountains. Answers to assignment are located in Appendix C
 3. Show students pictures of early Dutch homes and settlements. Possible sources:
 - ❑ The Story of the USA by Franklin Escher, Jr.
 - ❑ <http://brynmawr.edu/Acads/Cities/imgb/imgb3>
 4. Provide information to students on Peter Stuyvesant
 - ❑ chosen by West India Company as governor of New York Dutch colony
 - ❑ “I shall govern you as a father his children for the advantage of the chartered West India Company, and these burghers, and this land,” he stated to the colonists. (main priority was to please the West India Company, not the colonists). Put this quote on a transparency without quotation marks and demonstrate proper placement.
 - ❑ improved conditions in the colonies by fencing animals, repairing the fort, founding first school, and establishing a weekly market
 - ❑ was disliked by most colonist due to his loyalty to the West India Company and his imposing of taxes
 5. Read the biographical information on Washington Irving to the students. Point out in the biographical information the quotation marks punctuating the short stories.
 - 1783-1859
 - born in New York
 - “father of American Literature”
 - named after George Washington
 - Diedrich Knickerbocker was his pen name
 6. Students do comprehension journal activity in journals after the biography.
- E. *Assessment/Evaluation*
1. During the comprehension journal activity ensure students are making connections to Washington Irving and his personal relationship to the Hudson River Valley. Encourage students to reflect upon the previous two days of instruction. Students recall famous quotes from the American Revolution (i.e. Give me liberty or give me death). Teacher writes the quotes on the board and students identify proper placement of quotation marks.

Lesson Four

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip’s village
2. Lesson Content
 - a. Grammar and usage: synonyms
 - b. *Rip Van Winkle* story
 - c. Writing and Research: point of view
3. Skill Objective(s)
 - d. Provide synonyms and reworded definitions
 - e. Evaluate text for author’s point of view
 - f. Model fluent oral reading

B. Materials

2. *Rip Van Winkle* story
3. Notecards for words wall

- C. *Key Vocabulary*
1. despotism-a system of government in which the ruler has unlimited power
 2. ninepins-a bowling game resembling tenpins played without a headpin
 3. patriarch-oldest member of a group
 4. persevere-to persist in state in spite of opposition
- D. *Procedures/Activities*
1. Review and discuss the previous day's vocabulary words. Teach the concept of non-examples i.e. *obsequious* means fawning attentiveness. It does not mean praising and complimenting someone. The sun is a star. The sun is not a planet. This activity works on the skill of classification. In addition, it teaches the students clear distinctions for usage.
 2. Assign students the task of writing synonyms and non-examples for *despotism*, *ninepins*, *patriarch*, and *persevere*
 3. Read aloud pages 1-9 of Rip Van Winkle, original text. Students should follow along and jot down unfamiliar words and page numbers in their journals as the teacher is reading. Teacher should model expression and usage of vocabulary. Ask: what historical events from the Dutch colonists (who settled in New York) shaped Rip and the other members of his village? In what point of view is this story written?
 4. After the first nine pages have been read, ask students about unfamiliar words. Group students with similar words and put them in small cooperative groups to find the words and discuss possible meanings in context. These ideas should be recorded in journals.
 5. Regroup and allow students to share their vocabulary ideas. Begin the word wall with these words. Students choose words to research and complete definitions, synonyms, and rewording for word wall.
- E. *Assessment/Evaluation*
1. Student responses to the historical events shaping Rip are an assessment of connection from history and its effect on people.

Lesson Five

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip's village
 2. Lesson Content
 - a. *Rip Van Winkle*
 3. Skill Objective(s)
 - a. Model fluent reading
- B. *Materials*
1. *Rip Van Winkle* story
 2. notecards for word wall
 3. Appendix E all Readers Theaters
- C. *Key Vocabulary*
1. precipice-a very steep or overhanging place
 2. rubicund-to be red
 3. scrupulous-having moral integrity
 4. tribulation-suffering from oppression
 5. vehement-intensely emotional
 6. venerable-calling forth respect
- D. *Procedures/Activities*

1. Discuss nonexamples from previous day's assignment. Assign original sentences using precipice, rubicund, scrupulous, tribulation, vehement, venerable.
2. Words are placed on word wall as students read vocabulary word and definition to class.
3. Students partner read pages 1-9 of Rip Van Winkle, splitting the task in half for partner switch at the second paragraph on page 5. Students decode words, use expression, and hear themselves using the vocabulary.
4. Hand out Readers Theaters (Appendix E). A good idea is to highlight speaking parts and identify student parts prior to handing out. Assign: students practice pronunciation and decoding of words

E. *Assessment/Evaluation*

1. Monitor students during partner reading. Correct any pronunciation errors. Ensure correct pronunciation of vocabulary words, correcting if necessary.

Lesson Six

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip's village
2. Lesson Content
 - a. *Rip Van Winkle*
3. Skill Objective(s)
 - a. Describe the setting and its importance to the story
 - b. Evaluate the author's personal relationship to setting
 - c. Model fluent oral reading
 - d. Demonstrate usage of quotation marks in dialogue and short story titles

B. *Materials*

1. Appendix F-matching quiz
2. *Rip Van Winkle* story

C. *Key Vocabulary*

1. review of all vocabulary to be mastered

D. *Procedures/Activities*

1. Hand out Appendix F Vocabulary matching activity
2. Students take a timed vocabulary test on words in glossary that are identified as mastery words(in text boxes). Discuss and give feedback immediately.
3. Teacher reads pages 10-19 in Rip Van Winkle aloud to class. Students follow the same procedure journaling vocabulary words for word wall. Ask What were the men on the mountain doing?
4. Students get into groups to discuss unfamiliar words in context. After class discussion of words, assign for word wall.
5. Students play vocabulary charades, acting out their words while classmates guess
6. Partners reread pages 10-17, switching at page 13. When students have finished partner reading, require them to locate Rip's quotes on page 15 and discuss the proper punctuation of those quotes.
7. Assign: students work on expression in their Readers Theater
8. Assign Appendix H setting and plot

E. *Assessment/Evaluation*

1. Collect vocabulary matching worksheet to assess student understanding of required words and meanings. Monitor during partner reading and assist with pronunciation. Assist students in small groups when having trouble finding meaning in context.

Lesson Seven

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand how the passage of time and critical events change a society
 - 2. Lesson Content
 - a. King George III of England and President George Washington
 - b. Rip Van Winkle
 - c. Writing and Research: letters, summaries, descriptions
 - 3. Skill Objective(s)
 - a. Compare and contrast
 - b. Model fluent oral reading
- B. *Materials*
 - 1. Appendix G Vocabulary post test, Definition mapping
 - 2. *Rip Van Winkle* story
 - 3. Appendix H Venn Diagram
- C. *Key Vocabulary*
 - 1. review of all vocabulary to be mastered
- D. *Procedures/Activities*
 - 1. Teacher orally reads pages 19-29 of *Rip Van Winkle* and asks: How long had Rip been gone? What did he miss? (20 yrs., American Revolution, changing of leader)
 - 2. Hand out Venn Diagram Assign: students rely on their knowledge of the American Revolution. Compare and contrast the leadership qualities of King George III and George Washington. On the Venn diagram include a colored illustration of the flag which symbolizes each leader.
 - 3. Statues activity: students get into small groups and secretly choose a scene from the story. At teachers signal, the students become miniature statues. When teacher touches student statue, that student acts out part in body movements and dialogue while the other students guess.
 - 4. Assign: Students work on volume for Readers Theater.
 - 5. Assign: Vocabulary post (Definition Map) test; sample provided in Appendix G
- E. *Assessment/Evaluation*
 - 1. Student statue activity assesses student comprehension of text. The Definition Map would assess mastery of all required vocabulary words.

Lesson Eight

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand the historical events that shaped Rip Van Winkle and the Dutch settlers in Rip's village
 - b. Understand how the passage of time and critical events change a society
 - 2. Lesson Content
 - a. *Rip Van Winkle*
 - b. Writing and Research: summaries, descriptions, topic sentence, introduction, and conclusion
 - 3. Skill Objective(s)
 - a. Compare and contrast
 - b. Point of view
- B. *Materials*
 - 1. Appendix I rubric for Readers Theaters

2. Rip Van Winkle Coloring Book
 3. *Rip Van Winkle* by Will Moses
 4. *Wake up Rip Van Winkle* by Alvan Granowsky and David Griffin
- C. *Key Vocabulary*
1. review
- D. *Procedures/Activities*
1. Teacher reads *Wake up, Rip Van Winkle* to students. This book is told in Dame Van Winkle's point of view. Ask: Who can tell me Wolf's point of view?
 2. Show pictures to students from Rip Van Winkle Coloring Book and Rip Van Winkle by Will Moses. Ask students to sequence, retell, compare, contrast, describe. For example, the picture on page 26 of the coloring book shows a picture of Rip waking up as an old man. Students could retell this part of the story. They could compare/contrast the before and after Rip.
 3. Write on the board:
Rip Van Winkle was bothered by his termagant wife. He went hunting one day and did not return until twenty years later. He recalled one experience in the Kaatskill Mountains. Upon his return, Rip realized several changes had taken place. A lot can happen to a society in twenty years.
 4. Students write this paragraph. Then separate each sentence into topic sentences for a five-paragraph paper. Students need to provide details for each paragraph using at least ten vocabulary words from their glossary.
- E. *Assessment/Evaluation*
1. Perform Readers Theaters for classmate. Appendix I: Rubric included for assessment of pronunciation, oral expression, and volume of voice. The paragraph activity is an assessment of student understanding of the societal events that occurred during Rip's twenty year absence.

VI. CULMINATING ACTIVITY (Optional)

- A. During the Readers Theater presentation students retell the story of Rip and the background of Washington Irving. They are also using their vocabulary another time. Students can recall the feeling they felt on the first day of the unit and answer how they felt about the extreme change. Students could answer "What I learned about _____" in their journals. Students do an additional comprehension journal (Appendix D) involving the entire story.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Vocabulary Glossary
- B. Appendix B: Outline map of New York
- C. Appendix C: Mapping Activity and answer key
- D. Appendix D: Comprehension Journal
- E. Appendix E: Readers Theaters
- F. Appendix F: Matching Quiz and answers
- G. Appendix G: Vocabulary Post Test/Definition Map
- H. Appendix H: Venn Diagram
- I. Appendix I: Readers Theater Rubric

VIII. BIBLIOGRAPHY

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- B. Websters On-Line Dictionary. 18 June 2002 www.m-w.com/home.html.

VIDEO

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Appendix A-Rip Rip Van Winkle Vocabulary

as·si·du·ity "a-s&- 'dü-&-tE,

noun

2 : persistent personal attention

aver·sion &- 'v&r-zh&n,

noun

2 a : a feeling of repugnance toward something with a desire to avoid or turn from it

bur·gher 'b&r-g&r

noun

an inhabitant of a borough or a town

a member of the middle class : a prosperous solid citizen

con·cil·i·ate k&n-'si-lE-"At

verb

Inflected Form(s): **-at·ed**; **-at·ing**

to gain (as goodwill) by pleasing acts

des·po·tism 'des-p&-"ti-z&m

noun

a system of government in which the ruler has unlimited power

Appendix A (continued)

gal·li·gas·kins "ga-li-'gas-k&nz

noun plural

1 a : loose wide hose or breeches worn in the 16th and 17th centuries **b** : very loose trousers

has·ten 'hA-s⁶n

verb

to urge on

hen·peck 'hen-"pek

transitive verb

to subject (one's husband) to persistent nagging and domination

im·pu·ni·ty im-'pyü-n&-tE

noun

exemption or freedom from punishment, harm, or loss

jun·to 'j&n-(")tO

noun

a group of persons joined for a common purpose

la·men·ta·ble

: 'la-m&n-t&-b&l,

adjective

1 : that is to be regretted

2 : expressing grief

Appendix A (continued)

la·men·ta·bly *adverb*

nine·pin *noun*

a bowling game resembling tenpins played without the headpin

ob·se·qui·ous &b-'sE-kwE-&s

adjective

Etymology: Middle English: marked by or exhibiting a fawning attentiveness

pa·tri·arch

'pA-trE-"ärk

noun

Etymology: Middle English

the oldest member or representative of a group

per·se·vere "p&r-s&-'vir

to [persist](#) in a state, enterprise, or undertaking in spite of counterinfluences, opposition, or discouragement

prec·i·pice 'pre-s (&-)p&s

noun

1 : a very steep or overhanging place

ru·bi·cund 'rü-bi- (")k&nd

adjective

Etymology: Middle English

to be red

Appendix A (continued)

scanty 'skan-tE

Etymology: English dialect limited or less than sufficient in degree, quantity, or extent
adjective

scrupulous 'skrü-py&-l&s

adjective

Etymology: Middle English

having moral integrity

acting in strict regard for what is considered right or proper

sepulchre /'se-p&l-k&r/

noun

Etymology: Middle English *s*
a place of burial

terragant 't&r-m&-g&nt

noun

Etymology: Middle English an overbearing or nagging woman

tribulation "tri-by&- 'lA-sh&n

Function: *noun*

Etymology: Middle English distress or suffering resulting from oppression

vehement

Etymology: Middle English intensely emotional **vehemently** *adverb*

Appendix A (continued)

ven·er·a·ble 'ven-r&-b&l

Function: *adjective*

calling forth respect through age, character, and attainments

Appendix B
Map of New York



Appendix C
Map and Notes activity

In 1625, Dutch colonists settled in New York. The central town of the colony was called _____.

_____ has been given credit for discovering the Hudson River. His ship was called the _____.

Hudson was hired by the _____ to find the Northwest Passage.

Using an atlas and the outline map, draw and label the following:

Catskill (Kaatskill) Mountains(purple)

Appalachian Mountains(brown)

Hudson River(blue)

Albany(red)

Tarrytown(orange)

Atlantic Ocean(green)

List the latitude and longitude for Albany.

Latitude-

Longitude-

Appendix C (continued)
Map and Notes activity
Answers

In 1625, Dutch colonists settled in New York. The central town of the colony was called ___New Amsterdam_____. Henry Hudson_____ has been given credit for discovering the Hudson River. His ship was called the _*Half Moon*_____. Hudson was hired by the _Dutch East India Company_____ to find the Northwest Passage.

Using an atlas and the outline map, draw and label the following:

Catskill (Kaatskill) Mountains(purple)

Appalachian Mountains(brown)

Hudson River(blue)

Albany(red)

Tarrytown(orange)

Atlantic Ocean(green)

List the latitude and longitude for Albany.

Latitude-

Longitude-

Appendix D

Comprehension Journal

Visualization	Connections <ul style="list-style-type: none">□ Text to self □ Text to text □ Text to world
I wonder	Summarization

Appendix E: Readers Theater
Pages 1-8

Characters:

Narrator

Diedrich Knickerbocker

Rip Van Winkle

Dame Van Winkle

N: Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family and are seen west of the river.

DK: The good wives regard the Kaatskills as perfect weather barometers.

Rip: I would like to introduce myself. My name is Rip Van Winkle. I come from a village of great antiquity. The village was founded by some of the Dutch colonists at the beginning of the government of Peter Stuyvesant.

All: May he rest in peace!

Dame: Rip! Would ye stop talking and get to work?

DK: Rip lived in a time-worn

N: and weather-beaten house

Dame: It sure does not look like a run-of-the-mill home!

N: Rip was a simple good-natured man; he was, moreover a kind neighbor and a

All: hen-pecked husband

DK: The great error in Rip's composition was an insuperable aversion to all kinds of profitable labor.

Dame: He can sit around all day and fish without a single nibble!

N: Rip would never refuse to assist a neighbor even in the roughest toil.

Dame: Rip, ye do nothing to help out at home!

DK: Rip was ready to attend to anybody's business but his own

Dame: Ye helps the neighbors. Ye run errands for the ladies!

Rip: There is no use working on my farm. Weeds grow quicker in my field than anywhere else.

Dame: Rip, our farm has gone to pot because of your neglect!

N: Rip's children were ragged and wild. His son, Rip, an urchin begotten in his own likeness, promised to inherit the habits of his father.

DK: Rip's sole adherent was his dog, Wolf, who was as much henpecked as his master

Dame: That dog is as lazy as ye, Rip!

DK: Wolf was as courageous an animal as ever scoured the woods-but what courage can withstand the ever-during and

All: all besetting terrors of a

Rip: woman's tongue?

N: So Rip and Wolf drifted from home as possible

Dame: See what I mean? He never gets anything done around here!

All: I wonder where Rip goes when he strays from home....

Appendix E, continued: Readers Theater, Pages 8-14

Characters:

Narrator
Diedrich Knickerbocker
Rip Van Winkle
Stranger

Rip: For a long time, I have been consoling myself by frequenting a club of other idle personages of the village. We have held our sessions on a bench before a small inn designated by a portrait of His Majesty King George the Third.

N: From even this stronghold the unlucky Rip was at length routed by his

All: termagent wife.

DK: Poor Rip was at least reduced almost to despair, and his only alternative, to escape the labor of the farm and clamour of his wife, was to take gun in hand and stroll away into the woods

N: and sit himself at the foot of a tree. He would sympathize with Wolf and say,

Rip: Poor Wolf, thy mistress leads thee a dog's life of it; but never mind, my lad, wilt I live thou shalt never want a friend to stand by thee!

N: On a fine autumnal day, Rip unconsciously scrambled to one of the highest parts of the Kaatskill Mountains. He was absorbed in his squirrel shooting, and when he became fatigued, he threw himself on the brow of a precipice.

DK: For some time Rip lay musing on the scene of the Hudson River and the Kaatskills. He saw that it would be dark long before he could reach the village, and he heaved a heavy sigh when he thought of encountering the

All: terrors of Dame Van Winkle.

Stranger: Rip Van Winkle! Rip Van Winkle!

DK: He looked anxiously in the same direction and perceived a strange figure slowly toiling up the rocks, and bending under the weight of something he carried on his back

N: so Rip helped him

Rip: I heard long, rolling peals like distant thunder

DK: A company of odd-looking personages was playing ninepins.

Rip: They had the gravest faces. They were mysterious and melancholy

All: They stared at Rip with fixed, statuelike gazes

Rip: When they were not looking, I ventured to taste the beverage.

N: One taste provoked another and Rip fell into a deep sleep.

Appendix E, continued: Readers Theater, Pages 14-26

Characters:

Narrator

Diedrich Knickerbocker

Rip Van Winkle

Judith Gardenier

N: On waking, Rip found himself where he had first seen the old man of the glen.

Rip: Surely, I have not slept here all night. Oh! That flagon! Than wicked flagon! What excuse shall I make to Dame Van Winkle?

DK: His gun was gone, and all that remained was a rusty firelock. Wolf had disappeared.

Rip: These mountain beds do not agree with me, and if this frolic should lay me up with a fit of rheumatism, I shall have a blessed time with Dame Van Winkle.

N: Rip felt famished for want of his breakfast, so he turned his steps homeward.

DK: Upon approaching the village, the dress of the people was of a different fashion.

N: He did not recognize the people.

DK: Even the children were strangers to him.

N: Everything was strange except the Kaatskill Mountains, the Hudson River, and every hill and dale.

Rip: That flagon last night has addled my poor head sadly.

N: Rip returned to his house

DK: to find the house gone to decay

N: and a half-starved dog that resembled Wolf snarled at him

Rip: My very dog has forgotten me!

N: So Rip hastened to the village inn-but it too was gone!

DK: Even the ruby face of King George was metamorphosed. Underneath was painted in large letters General Washington

All: On which side did you vote? Are you Federal or Democrat?

Rip: Alas! Gentlemen, I am a poor quiet man, a native of the place, and a loyal subject of the king, God bless him!

All: A tory! A tory! A spy! A refugee! Hustle him! Away with him!

Rip: I mean no harm. I merely came here in search of some of my neighbors

All: Who are they? Name them!

DK: Rip's heart died at hearing of the sad changes in his home and friends, for they were dead or in congress.

Rip: Does nobody here know Rip Van Winkle?

All: Oh, Rip Van Winkle! That's Rip Van Winkle yonder, leaning against the tree.

N: Rip looked and beheld a precise counterpart of himself

Rip: What's your name, good woman?

Judith: Judith Gardenier.

Rip: And your father's name?

Judith: Ah, poor man, Rip Van Winkle was his name, but it's twenty years since he went away from home with his gun, and never has been heard of since

All: Where's your mother?

Judith: Oh, she too died a short time since. She broke a blood vessel in a fit of passion at a New England peddler

N: Rip was comforted by this information

Rip: Does nobody know poor Rip Van Winkle?

All: Sure it is! It is Rip Van Winkle! It is himself.

DK: The villagers corroborated Rip's story and affirmed that the great Hendrick Hudson kept a kind of vigil there every twenty years with his crew of the Half Moon

N: Rip was able to resume his old habits and took his place once more

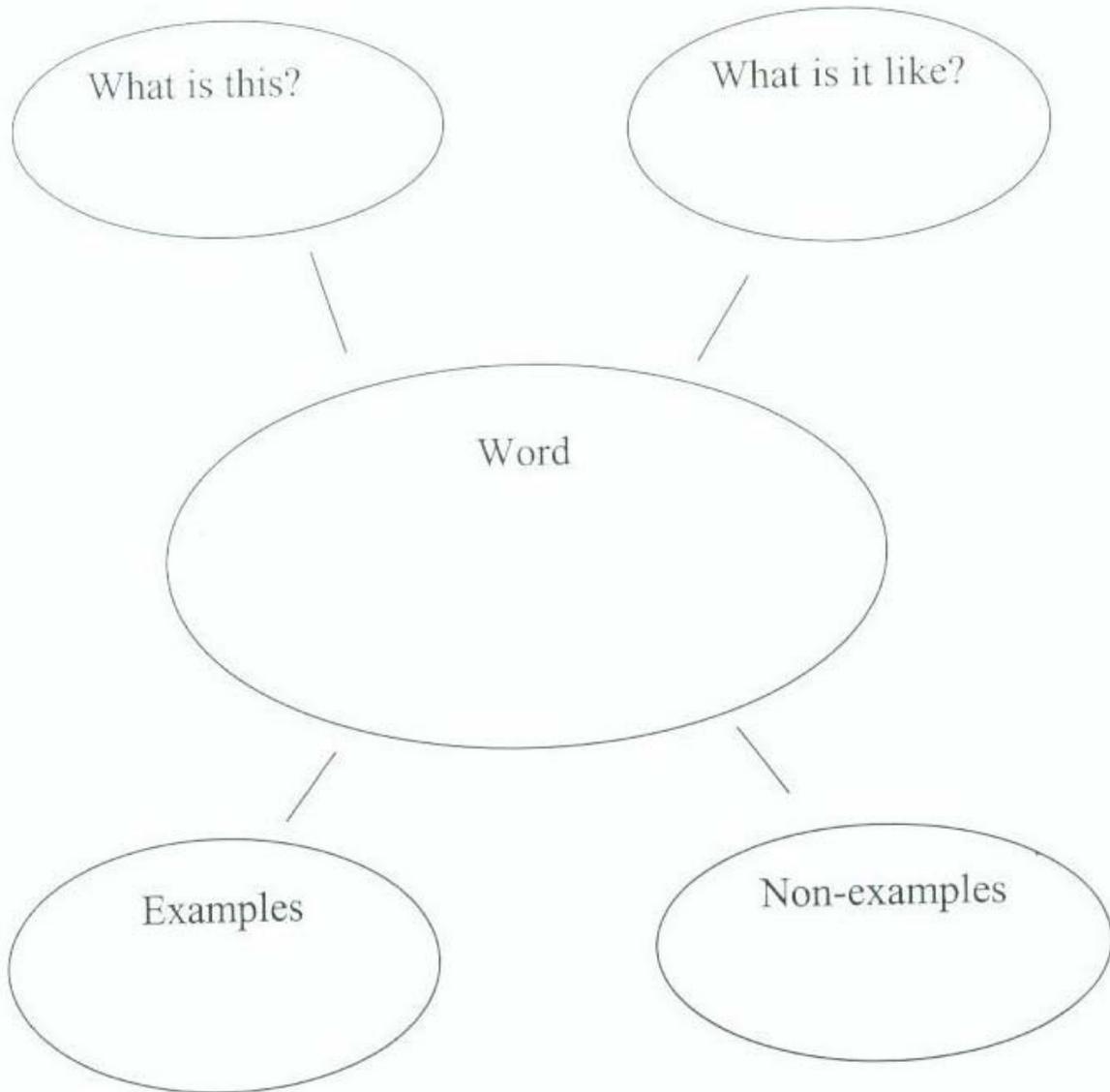
DK: on the bench at the inn door

Rip: I am now a free citizen of the United States

Appendix F
Matching Quiz

1. Aversion
 2. Despotism
 3. Hasten
 4. Patriarch
 5. Persevere
 6. Scrupulous
 7. tribulation
- A. I _____ you to do well on this quiz.
 - B. Ms. Coenen is the _____ of this classroom.
 - C. She has no _____ toward chocolate.
 - D. He has experienced _____ From her nagging.
 - E. This classroom is an example of _____ because I have unlimited power.
 - F. People refer to her as _____ because she has moral integrity.
 - G. Rip could _____ in spite of Dame's nagging.

Appendix G
Definition Map sample



Appendix H Venn Diagram

