

# The Legend of Sleepy Hollow

Grade Level: 4<sup>th</sup> Grade

Presented by: Teresa Skeete, Japhet Elementary School, San Antonio Texas

Length of Unit: 8 Lessons/3 Weeks

## I. ABSTRACT

The Legend of Sleepy Hollow is a literature-based unit that explores how literature can be an extension of historical events. Throughout the reading of the Legend of Sleepy Hollow, students will understand the elements of various genres. The students will identify and reference events that occurred before, during and after the American Revolution through writing, research and oral communication as well as understand how the geographical setting of the story helps to depict the relationship between the characteristics of a place and its culture. Furthermore, students will become familiar with famous artists who depicted this era through various portraits and paintings. This unit will enhance students' comprehension, summarization, characterization, vocabulary, writing and map skills. In the culminating activity students are expected to use the content and skills learned to create their own legend that is based on historical events.

## II. OVERVIEW

- A. Specific concept objectives include:
  - 1. Students will learn that literature is an expansion of historical events.
  - 2. Students will learn about the nature of a given culture: its history, geography, literature, art, drama, music, dance, education and social structure.
- B. Specific content from Core Knowledge Sequence to be covered include:
  - 1. Language Arts: The Legend of Sleepy Hollow
  - 2. Language Arts: Literary Terms – myth, legend plot and setting
  - 3. History: The American Revolution
  - 4. Geography: Spatial Sense – maps, globes and geographic tools
- C. Skills to be taught include:
  - 1. Writing techniques using the writing process
  - 2. Similarities and differences
  - 3. Vocabulary building
  - 4. Research skills
  - 5. Predictions
  - 6. Characterization
  - 7. Story elements
  - 8. Comprehension
  - 9. Summarization

## III. BACKGROUND KNOWLEDGE

- A. For the Teacher:
  - 1. The Legend of Sleepy Hollow by Washington Irving illustrated by Michael Garland ISBN1-56397-605-6
  - 2. The American Revolution by Walter A. Hazen ISBN 1-568-22778-7
  - 3. USKids History: Book of the American Revolution by Little Brown and Company ISBN 3-316-22204-6
- B. For the Student:
  - 1. The Legend of Sleepy Hollow by Washington Irving, retold by Will Moses ISBN 0-399-2687-7
  - 2. The Liberty Tree: The Beginning of the American Revolution by Lucille Recht Penner ISBN 0-679-83482

3. If You Lived at the Time of the American Revolution by Kay Moore ISBN 0-590-67444-7
- C. Unit Set-up:
1. Literature Center: Create a Literature Center or an area where you will be able to display student works and/or projects. This center should contain the books and resources the students will use throughout the unit.
- D. Unit Outline
1. Lesson One: Folktales
  2. Lesson Two: The Illustrations
  3. Lesson Three: Elements of a Story
  4. Lesson Four: New York State
  5. Lesson Five: The American Revolution
  6. Lesson Six: Legend or Not?
  7. Lesson Seven: The Three A's: Becoming an Author, Artist and Auctioneer
  8. Culminating Activity: Literature Center Tours

#### IV. RESOURCES

- A. Egger-Bovet, Howard and Smith-Baranzini, Marlene. (1994). Brown Paper Schools USKids History: Book of the American Revolution. New York: Little, Brown and Company. ISBN: O-316-22204-6
- B. Hazen, Walter A. (1999). The American Revolution. Grand Rapid, MI: Instructional Fair.. ISBN: 1-56822-778-7
- C. Irving, Washington. (1992). The Legend of Sleepy Hollow. Hornsdale, PA: Caroline House Boyds Mills Press Inc. ISBN1-56397-605-6
- D. McCarthy, Tara. (1994). Multicultural Myths and Legends. New York, NY: Scholastic Inc. ISBN: 0-590-49645-X
- E. Moore, Kay. (1997). If You Lived at the Time of The American Revolution. New York, NY: Scholastic Inc. ISBN: 0-590-67444-7
- F. Moses, Will. (1995). The Legend of Sleepy Hollow. New York, NY: Philomel Books. ISBN: 0-399-22687-7
- G. Penner, Lucille Recht. (1998). The Liberty Tree: The Beginning of the American Revolution. New York, NY: Random House. ISBN: 0-679-83482-6
- H. Rothstein, Evelyn and Gess, Diane. (1987). Teaching Writing: A Developmental, Systematic Approach. Nyack, NY: ERA/CCR Corp. ISBN: 0-9139935-39-5

#### V. LESSONS

##### Lesson One: Folktales

- A. Daily Objectives
  1. Lesson content:
    - a. Folktale
  2. Concept objective:
    - a. Students will learn that literature is an expansion of historical events.
  3. Skill objective/standard:
    - a. Students will identify the genre of a text that has been read or heard.
    - b. Students will define and distinguish between the terms: myth and legend.
- B. Materials
  1. Dictionary
  2. Encyclopedia
  3. The Legend of Sleepy Hollow by Washington Irving, retold by Will Moses
  4. Word Journal – a notebook of key vocabulary and terms students will learn throughout the unit.

- C. Key vocabulary
  1. Genre – a type or category in works of art or literature.
  2. Myth – an old traditional story concerning fabulous or supernatural beings, giving expression to the early beliefs, aspirations and perceptions of a people and often serving to explain natural phenomena or the origins of a people.
  3. Legend – a story handed down from the past, which lacks accurate historical evidence but has been, and may still be, popularly accepted as true.
  4. Folktale – an anonymous traditional story, orally transmitted, the subject rarely being tied to a particular time or place.
- D. Procedures/activities
  1. Discuss with the students that they will be reading a folktale.
  2. Have each student define the following terms: genre, folktale, myth and legend.
  3. Then have students write a paragraph explaining the difference between myth and legend in their own words.
  4. Have students share their paragraphs.
  5. After students have shared their definitions and paragraphs, lead the class in constructing a “T” chart to highlight the similarities and differences between a myth and a legend (see appendix A).
  6. Introduce the title of the book to the class: The Legend of Sleepy Hollow by Washington Irving, retold by Will Moses. Using the book’s cover illustration asks students to predict what they think the story is about.
  7. Construct an enlarged prediction chart to record student predictions (see appendix B). The prediction chart will be used throughout the telling of the story.
- E. Evaluation/assessment:
  1. Review of definitions and student paragraph distinguishing between myth and legend.
- F. Standardized Test Connection:
  1. TAAS: Students will determine the meaning of words in a variety of written texts.
  2. TEKS: Students acquires an extensive vocabulary through reading and systematic word study.

Note: TAAS (Texas Assessment of Academic Skills) and TEKS (Texas Essential Knowledge and Skills)

## **Lesson Two: The Illustrations**

- A. Daily Objectives:
  1. Lesson content:
    - a. Folk Art
  2. Concept objective:
    - a. Students will learn about the nature of a given culture: its history, geography, literature, art drama, music, dance, education, and social structure.
  3. Skill objective/standard
    - a. Students will respond to and evaluate the use of illustration to support text.
- B. Materials
  1. The illustrations in the text: The Legend of Sleepy Hollow retold by Will Moses
- C. Key vocabulary
  1. Folk Art: the art of the common people.
- D. Procedures/activities
  1. Prior to reading the story, view each illustration with the class.
  2. Explain to the class that the story is a retold version of the original The Legend of Sleepy Hollow by Washington Irving.
  3. As you view each illustration ask the student the following questions:
    - a. Look at the people in the illustrations.

- b. What mood are they in?
  - c. Are they happy, sad?
  - d. Does the color in each painting make you feel a certain way? Explain to the students that artists will generally use warm colors (red and yellow) to create a cheerful mood or cool colors (blue and green) to create a lonely or sad mood.
  - e. List the moods of the students as they view each illustration.
4. Read the “Author’s Note” to the class. (The “author’s note” will highlight to the students that the retelling to The Legend of Sleep Hollow is told primarily with the author’s paintings).
  5. Discuss with the students that the author, Will Moses, is a folk artist.
  6. Explain what a folk artist is.
  7. As you view each illustration/painting with the class, begin to direct the students to predict the events/actions that are taking place in the story.
  8. As a group, create a summarizing statement for each illustration/painting. Record the class responses onto an enlarged prediction chart (appendix B).
  9. After the last illustration/painting is reviewed, read the summarizing statements in chronological order.
  10. Ask the class to make any changes to the statements at this time.
  11. Using the statements and as a group, write a cohesive narrative about the story (prediction essay). The narrative should have three or four paragraphs of no more than 100 words.
  12. Display the “prediction” essay on chart paper in the Literature Center.
- E. Evaluation/assessment:
1. Class participation in developing “prediction” essay
- F. Standardized Test Connection:
1. TAAS: Students will analyze information in a variety of ways, in written text, in order to make inferences and generalizations.
  2. TEKS: Students will demonstrate an understanding of art history and culture as records of human achievement.

### **Lesson Three: Elements of a Story**

- A. Daily Objectives:
1. Lesson content:
    - a. Responding to text
    - b. Story Elements
    - c. Key Terms
  2. Concept objective:
    - a. Students will learn that literature is an expansion of historical events.
  3. Skill objective/standard
    - a. Students will be able to listen and respond to whole text.
    - b. Students will use listening strategies by asking relevant questions, taking notes, and making predication to understand what is heard.
    - c. Students will be able to identify elements of a story, such as characters, setting, plot and sequence of events in of a story.
    - d. Students will expand vocabulary using appropriate strategies and techniques in order to interpret the author’s intent.
- B. Materials
1. Student Dictionaries
  2. Word Journals
- C. Key vocabulary
1. See appendix C for a list of vocabulary words.

- D. Procedures/activities
1. Explain to the students that you will begin to read the story as a class.
  2. Direct them to begin a *word journal*. Using a dictionary and/or an encyclopedia, direct students to provide a brief description for each new vocabulary word identified as you read the text.
  3. Read Aloud: Begin reading the story to the class. As you read each page stop and identify the major and minor characters of the story, the setting of the story, the major events that occur throughout the story and the conclusion of the story. Use appendix D as a guide for directing the discussion with the students. Remember to highlight the key vocabulary words throughout the story and direct students to record the words in their *word journals*.
  4. For each character identified on the story map, direct each student to complete a character map (see appendix E). Direct students to share the character maps.
  5. With class consensus, create an enlarged character map for each major character for display in the Literature Center.
  6. As a class direct students to re-read the “prediction” essay completed in Lesson 2.
  7. Next, direct each student to re-write the essay using the actual events that occurred in the story he or she just heard.
  8. Provide an opportunity for each student to read his or her summarization of the story.
  9. Display finished copies of student essays in the Literature Center.
- E. Evaluation/assessment:
1. Class participation: At the end of the lesson each student should have contributed to the story map, character maps and student summarization of the story.
- F. Standardized Test Connection:
1. TAAS: Students will organize ideas in a written composition on a given topic.
  2. TEKS: Students select and uses writing processes for self-initiated and assigned writing. Students acquire an extensive vocabulary through reading and systemic word study.

#### **Lesson Four: New York State**

- A. Daily Objectives
1. Lesson content:
    - a. Genre: Historical Fiction
    - b. Geography and History of New York State
  2. Concept objective:
    - a. Students will learn that literature is an expansion of historical events.
  3. Skill objective/standard
    - a. Given a literary text, students will distinguish which events in legend are fictional and non-fictional.
    - b. Using a map or a globe, students will identify the geographical location of New York State, the Hudson River and Sleepy Hollow.
    - c. Students will write an essay of historical events depicted in a story.
- B. Materials
1. Globe or World Map
  2. Encyclopedia
  3. Student Word Journals
  4. The Legend of Sleepy Hollow by Washington Irving, retold by Will Moses
- C. Key vocabulary
1. Bank – the rising ground bordering a lake or river.
  2. Settle – taking up permanent residence
  3. Settlement – a region in which settlers live, especially that small part of it which they have their homes.
  4. Sleepy Hollow – A town in Tarrytown

5. New York State – an eastern state whose capital is Albany and Chief City is New York. New York State was one of the thirteen colonies, which was settled by the Dutch in the 17<sup>th</sup> century. It became the 11<sup>th</sup> state of the USA.
  6. Hudson River – a river in New York state, flowing 315 miles from the Adirondack Mountains to New York harbor.
  7. Dutch – from or characteristic of the Netherlands or its people, language or customs.
  8. Germany – a region of north central Europe whose capital is East Berlin.
  9. German – of or relating to Germany, its language, inhabitants and customs.
- D. Procedures/activities
1. Read Aloud: Re-read pages 1 and 2 of the book.
  2. Highlight the additional key terms listed above and direct students to record the words in their *word journals*.
  3. After recording definitions and descriptions of the words, as a class locate the Hudson River, New York State, Sleepy Hollow (may appear as North Tarrytown), and Germany on a world map or globe.
  4. Have students cite the coordinates and longitude and latitude of each place (Note: You may need to explain how to find the coordinates as well as the longitude and latitude of a given place if the students have not been exposed to these terms).
  5. Direct the class to create an enlarged map of New York State that contains its major cities and/or counties, rivers, lakes, mountains, etc.
  6. Post map on a bulletin board or wall in the classroom in or near the Literature Center.
  7. Divide the class into small groups and have each group research one of the following topics: *History of New York State*, *Henry Hudson*, *The German Migration to New York State* and *Dutch Settlement of the New York Colony*.
  8. Direct each group to gather the information from encyclopedias and/or the Internet and then write a 100-word essay that provides background information on the assigned title.
  9. Using the essays generated by the student groups, create a history anthology of their writings. Entitle the anthology a “*Little Bit of New York State History*.”
  10. Display anthology in the same area of the enlarged map of the New York State.
- E. Evaluation/assessment:
1. Class participation in the creation of the enlarged class map depicting the correct placement of all cities, rivers, lakes, mountains, etc.
  2. Student groups’ contributions to the class anthology on “*Little Bit of New York State History*.”
- F. Standardized Test Connection:
1. TAAS: The student generates a written composition that develops/supports/elaborates the central idea stated in a given topic.
  2. TEKS: The student understands the concept of regions.

### **Lesson Five: The American Revolution: From 1763 to Independence**

- A. Daily Objective:
1. Lesson content:
    - a. American Revolution War
  2. Concept objective:
    - a. Students will learn that literature is an expansion of historical events
  3. Skill objective/standard
    - a. Student can collect and organize information from a variety of resources to present findings about a specific historical event or a series of related events.
- B. Materials
1. Word Journal
  2. The Legend of Sleepy Hollow by Washington Irving, retold by Will Moses

3. The Liberty Tree: The Beginning of the American Revolution
  4. If You Lived At the Time of the American Revolution by Kay Moore
  5. Brown Paper School USKids History: Book of the American Revolution
- C. Key vocabulary
1. Valley - a stretch of low land lying between hills or mountains and usually having a river of stream flowing through it.
  2. Revolution - overthrow of a government, form of government, or social system with another taking its place.
  3. Act - a document formally stating what has been done, made into law, etc.
  4. Harbor - a protected inlet, or branch of a sea, lake, etc., used as a shelter and anchorage for ships.
  5. Colonialist - one of the original settlers or founders of a colony.
- D. Procedures/activities
1. Read Aloud: Re-read pages 3 and 4 of *The Legend of Sleepy Hollow* pages 3-4.
  2. Highlight the additional key terms listed above and direct students to record the words and their definitions in their *word journal*. At this point you will either want to introduce the American Revolution or review the topic if you have already taught the period. If you are introducing the American Revolution, read and implement procedure three (3). If you are reviewing the topic read and implement procedure four (4).
  3. Introduction the American Revolution: Have each student or in pairs read The Liberty Tree: The Beginning of the American Revolution. Next divide the class into six groups. Each group will retell a portion of the book in their own words with illustrations. Assign the groups the following chapters to work on:
    - a. *Group 1: The Liberty Tree – The Death Headed Stamp*
    - b. *Group 2: Tar and Feathers – Rally, Mohawks!*
    - c. *Group 3: Blows Must Decide! – Unite or Die*
    - d. *Group 4: Spies! – Don’t Fire Until You See the Whites of Their Eyes!*
    - e. *Group 5: Woman at War*
    - f. *Group 6: The Declaration of Independence – Liberty!*
 Each group will share their version of the chapters assigned with the class. Combine the chapters into a class book entitled: *How the American Revolution began as told by \_\_\_\_\_ [Insert Class Name]*. Publish book in the Literature Center.
  4. Review of the American Revolution: Divide the class into two groups.
  5. Direct each group to create a newspaper about the revolutionary war.
  6. Group one should write articles from the Patriots point of view and title the newspaper *The Boston Gazette*.
  7. Group two should write articles from the Loyalists point of view and title the newspaper *The Royal Gazette*. Each newspaper must have the following sections:
    - a. The feature story (describing the cause and effects of the war);
    - b. Editorials (reactions and views of the war as described by men, women and children);
    - c. Real Estate (describing colonial houses);
    - d. Fashion and Food (describing colonial dress styles and food)
    - e. The Classifieds (a listing of jobs the supported and aided the two sides).
  8. Publish the newspapers in the Literature Center.
  9. As resources, the students should use: If You Lived At the Time of the American Revolution and Brown Paper School USKids History: Book of the American Revolution.
- E. Evaluation/assessment:
1. If completing activity # 3 the published book should illustrate what students learned about the American Revolution, citing factual major events.
  2. If completing activity #4 the published newspapers should illustrate what students already knew about the American Revolution, citing factual major events.

- F. Standardized Test Connection:
1. TAAS: The student will perceive relationships and recognize outcomes in a variety of written texts. The student will organize ideas in a written composition on a given-topic.
  2. TEKS: The student understands the causes and effects of the American Revolution.

**Lesson Six: Legend or Not?**

- A. Daily Objectives
1. Lesson content:
    - a. Legends
  2. Concept objective:
    - a. Students will learn that literature is an expansion of historical events.
  3. Skill objective/standard
    - a. Students will be able to demonstrate the difference between fact and fiction
- B. Materials
1. The Legend of Sleepy Hollow by Washington Irving, retold by Will Moses
- C. Key vocabulary
1. Fact - reality and truth
  2. Fiction - falsehood
- D. Procedures/activities
1. Reread the story again, as a class. As you reread the story, have students record all information in the text that are facts.
  2. Record responses on the “Nothing but the Facts” chart (appendix F).
  3. Reproduce the “Nothing but the Facts” chart for individual student use.
  4. Direct students to review every fact listed on the chart. For each fact, direct student to write supporting details that will provide evidence that statement is actually true. (Students should be able to draw of their prior knowledge from the previous lessons to help them with this activity).
  5. Have students’ share the evidence found that supported the listed facts recorded on an enlarged “Nothing but the Facts” chart.
  6. Remove all statements that are not be supported by concrete evidence.
  7. Place finished chart in the Literature Center.
- E. Evaluation/assessment:
1. Participation in the creation of the “Nothing but the Facts” chart.
- F. Standardized Test Connection:
1. TAAS: Students will identify supporting ideas in a variety of written text.
  2. TEKS: Students analyzes the characteristics of various types of texts (genres)

**Lesson Seven: The Three A’s—Becoming an Author, Artist and an Auctioneer**

- A. Daily Objectives:
1. Lesson content:
    - a. Historical Fiction
    - b. Legends
    - c. Folk Art
    - d. Auctions
  2. Concept objective:
    - a. Students will learn about the nature of given culture: its history, geography, literature, art, drama, music, dance, education, and social structure.
  3. Skill objective/standard
    - a. Using the writing process, students will be able to construct legend that encompasses some historical truths.

- b. Students will be able to create an original piece of folk art that depicts a mood or an era.
    - c. Students will prepare for, conduct and participate in a class auction.
- B. Materials
  - 1. Paint brushes
  - 2. Tempera paint
  - 3. Paper plates
  - 4. White paper
  - 5. Paper money and coins
  - 6. VHS Video: Mickey Blue Eyes or a How to Auction Video
  - 7. Podium and gavel
- C. Key vocabulary
  - 1. Auction - a sale of property in which potential buyers compete with each other until one person is acknowledged by the auctioneer as the highest bidder and new owner of the property.
  - 2. Auctioneer - the person who acts as an agent for the seller bargaining for the highest price.
  - 3. Appraisal - The act or process of estimating value.
  - 4. Bid - A prospective buyer's indication or offer of a price he or she will pay to purchase property at auction. Bids are usually in standardized increments established by the auctioneer.
  - 5. Minimum Opening Bid - The lowest acceptable amount at which the bidding must commence.
- D. Procedures/activities
  - 1. Explain to the students that they will participate in the following activities: writing their own legend, creating the own piece of folk art and participating in a class auction.
  - 2. Direct student to investigate their historical background.
  - 3. Have them write down 3-5 fact about themselves, their parents and/or extended family members. (The students may need to complete this step as a homework assignment before moving to the next procedure).
  - 4. Have students outline their story.
  - 5. Direct student to identify the following items before beginning their story. Use the story map (appendix D) as an outline guide:
    - a. The title for their story.
    - b. The location/place and time (year) the story will take place in.
    - c. The major and minor characters in their story (Direct students to create a character map for each character in their story)
    - d. The main concept or message they want the legend/folktale to give to the reader.
    - e. The climax of the story (What will be the highlighting event of the story?)
    - f. The conclusion of the story (How will the story end?)
  - 6. Be sure to let the students know that a “good” story must be interesting, have an engaging beginning, major events that provide conflict and an ending that is satisfying to the reader because the conflict has been resolved. Students may want to use the story map to outline the structure of their folktale.
  - 7. Using the “writing process” and the outlined generated in the above activity, instruct students through the development of their folktale/legend.
  - 8. Have students share their final copy with a classmate.
  - 9. Remind students that folktales are designed to be told and retold.
  - 10. Direct each student to provide feedback to his or her partner and allow for final revisions. Once the final copy is completed have each student read his or her legend out loud to the class.
  - 11. Published final copy in the Literature Circle.

12. **Becoming a Folk Artist:** Using paint and white drawing paper, instruct students to construct an illustration that depicts the title of their folktale. The painting should contain people that are engaged in some type of action, illustrate the mood of the individuals in the painting and reveal something about the climax of their tale.
  13. As the paintings are drying, instruct each student to write the title or caption for their painting, a brief description of the action occurring in their painting and the minimum selling price of their painting (the amount should range from \$.10 to \$1.00) on a note card.
  14. **The Auction—Going, Going Gone:**
    - a. Describe the auction set-up and the purpose of an auction to the class.
    - b. View the video [Mickey Blues Eyes](#) (first part of video only) to demonstrate how an auction is set-up and conducted. Note all the techniques the auctioneer uses during the actions.
    - c. Discuss the skills and techniques an auctioneer needs to have. Using those techniques viewed (on video) and several tongue twisters, have interested students apply for the auctioneer position.
    - d. Each applicant must perform the tongue twisters and the auctioneer chant (\$50 now 55, 55, now 60, 60, 60 dollars..... going once, going twice, sold) using the auctioneer’s props (gavel and podium).
    - e. Select the auctioneer.
    - f. Set up the classroom for the auction. Arrange student chairs in rows (all facing the front of the classroom) leaving a walking aisle by the middle of the chair. Place the podium and gavel at the front of the classroom. View video for assistance.
    - g. Display paintings on easel (arrange in bidding order—least amount to the greatest amount) and make sure all bidders have a clear view of the items be sold.
    - h. Provide students with a bid number.
    - i. Using 4x6 index cards and Popsicle sticks, direct bidders to create a bidding picket. Remind students that the only bids that will be acknowledged are those indicated by raising of the numbered picket and those indicated by facial/body motions. Verbal bids are not allowed.
    - j. Provide each student with ten dollars in paper money (in an assortment of coins and dollar bills).
    - k. Have a class recorder keep track of the sell of each painting (this person will be responsible for noting who bought each painting, the title of the painting, the beginning bid price and the final purchased amount). Students may bid on more than one painting provided they have the funds to do so.
    - l. Once the auction is over and every painting has been sold, direct the recorder to announce the purchases made by each bidder, the paintings acquired and the total cost due.
    - m. As each buyer is announced, direct him or her to pay the class treasurer.
    - n. Direct the class treasurer to share the total profit generated as a result of the auction.
    - o. Display all paints with the minimum bidding price and the purchase price in the Literature Center.
- E. **Evaluation/assessment:**
1. *Authoring a Legend* Activity: The published copy of the folktale. (Use the writing checklist in appendix H as a guide for evaluating final products).
  2. *Becoming a Folk Artist* Activity: The finished product as described in the activity.
  3. *The Auction* Activity: Student participation in the auction.
- F. **Standardized Test Connection:**
1. TAAS: Students will organize ideas in a written composition on a given topic.
  2. TEKS: Students will listen critically to analyze and evaluate a speaker’s message(s).

## **VI. CULMINATING ACTIVITY**

### The Literature Center Tour

Invite other classes and school administrators to view the class “Literature Center.” Divide the class into teams (there should be 4-5 members on each team) and direct each team to appoint a member to become an expert in one of the following areas (some students will need to be an expert in more than one area):

- a. Folkltales, Legends and Myths: The Meaning of the Terms
- b. Folk Art: The Artist Retelling of the Story without Words.
- c. The Legend of Sleepy Hollow: The Story in Text Form
- d. Character Maps
- e. New York State: The History
- f. The American Revolution
- g. Class Paintings and Auctions
- h. Student-generated Legends

As the visitors tour the Literature Center, rotating teams will act as the tour guides—explaining the various activities conducted and the student products generated from each of the activities.

## **VII. HANDOUTS/WORKSHEETS**

All handouts are in the appendices

## **VIII. BIBLIOGRAPHY**

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**Appendix A**

**T Chart**

<b>MYTH</b>	<b>LEGEND</b>

Appendix B

Prediction Chart

<b>Page/Illustration</b>	<b>Prediction (Summarizing Statement)</b>
Cover Illustration	
Pages 1-2	
Pages 3-4	
Pages 5-6	
Pages 7-8	
Pages 9-10	
Pages 11-12	
Pages 13-14	
Pages 15-16	
Pages 17-18	
Pages 19-20	
Pages 21-22	
Pages 23-24	
Pages 25-26	
Pages 27-28	
Pages 29-30	
Pages 31-32	
Pages 33-34	
Pages 35-36	
Pages 37-38	
Pages 39-40	
Pages 41-43	

## Appendix C

### Key Vocabulary

The following is a suggested list of vocabulary words. You may want to include and/or exclude some of the terms based on the language development of your students.

Page 1-2:	nestled, settlement
Page 3-4:	prophet, bewitched,
Page 5-6:	schoolmaster, misshapen, ramshackle, twine, birch
Page 7-8:	fond, gangly
Page 9-10:	none
Page 11-12:	courtship, country bumpkins, whippoorwill, predicament
Page 13-14:	nestled, prosperity
Page 15-16:	none
Page 17-18:	suitors, formidable, brute
Page 19-20:	commenced, topsy-turvy, frazzled
Page 21-22:	burr-infested, bountiful
Page 23-24:	spunk, treachery, bevy, pewter, bedecked, mingled
Page 25-26:	delectable, chortling, frolicked, brooding
Page 27-28:	none
Page 29-30:	none
Page 31-32:	trounced, anecdotes, sallied, crestfallen, melancholy
Page 33-34:	gingerly, barrage, obstinate, lurched, brambles
Page 35-36:	specter, galloping, companion
Page 37-38:	silhouetted, pommel, plank
Page 39-40:	none
Page 41-42:	repulsion
Page 43:	remiss, encountered

## Appendix D

# Story Map

### Beginning

Topic:

Characters:

Setting:

Middle: Identify the sequence of events that occur throughout the story

Event 1

Event 2

Event 3

Event 4

Event 5

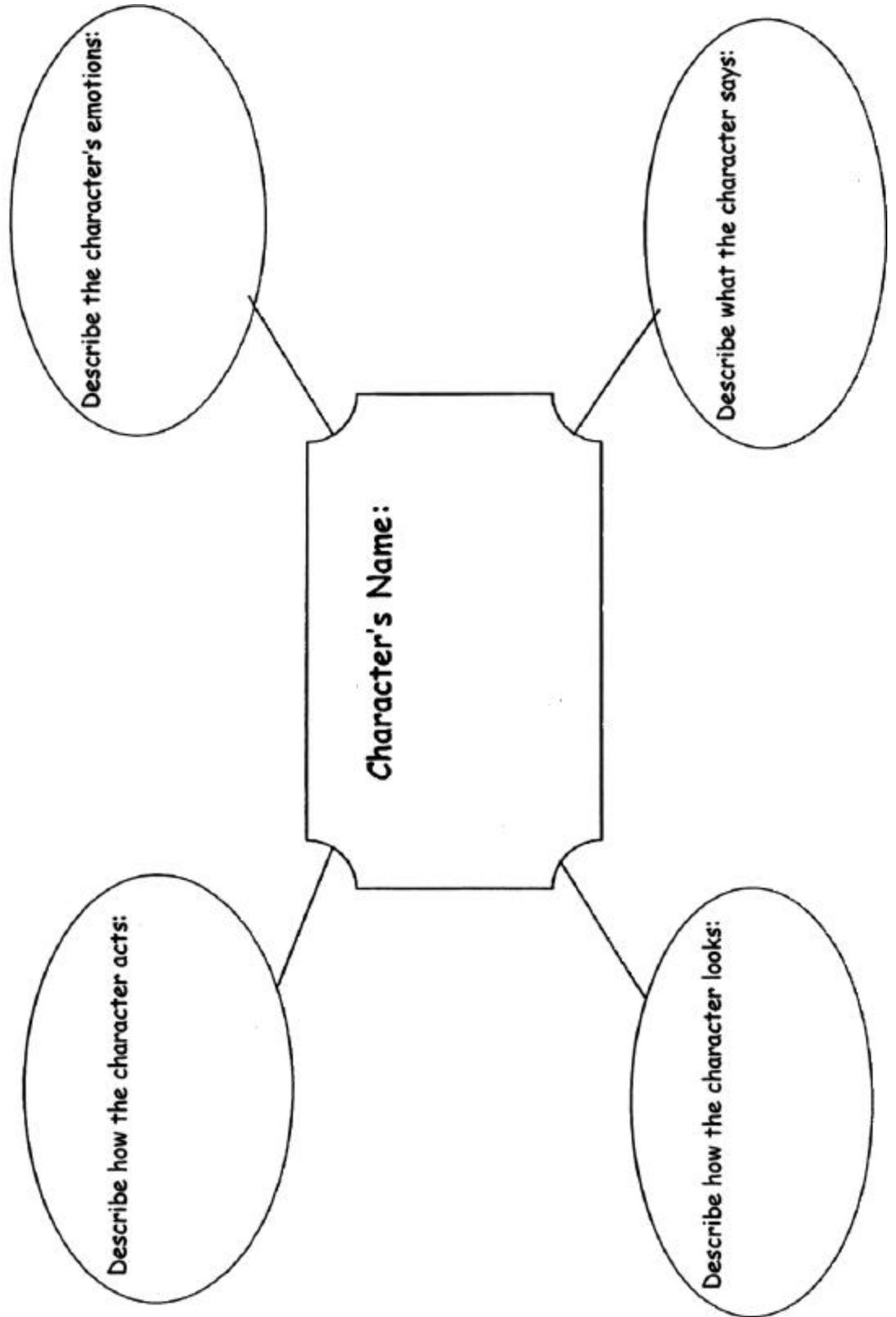
Note: include additional event numbers as they occur.

Climax: Identify the most exciting part of the story.

Conclusion: Identify how the story ends.

Appendix E

**Character Map**





## Appendix G

### The Writing Process

#### **Step One:**

*Draft:* The first and any subsequent writings. A draft indicates to students that there will be editing and possible changes. Second drafts are usually necessary before a piece of writing is ready for final copy.

#### **Step Two:**

*Editing:* This phase includes all corrections and changes that are made before the final copy. Changes include: sentence structure, content, grammar, punctuation, and organization. The goal of this phase is to “improve not only on the mechanics of the writer, but to upgrade vocabulary and writing style.

#### **Step Three:**

*Revise:* This phase allows the writer to incorporate the editing suggestions noted in step 2. Major revisions generally can not be made directly on the draft copy, thus the writer may need to rewrite the copy with the changes.

#### **Step Four:**

*Publish:* This phase indicates that the writer is ready to write the final copy. This is the culminating step in the writing process. Publication involves the author and editor reviewing the second draft (or revised copy), noting all final corrections, changes and revision and agreeing to how the finished product will be displayed and/or used.

Adapted from Teaching Writing: A developmental, Systematic Approach by Dr. Evelyn Rothstein and Dr. Diane Gess.

## Appendix H

### Writing Checklist

**Name:**

**Piece of Writing Reviewed:**

<i>Areas Reviewed</i>	<i>Yes</i>	<i>Needs Revisions</i>
<b>CONTENT</b>		
▪ Key ideas covered		
▪ Ideas are supported		
▪ Topic addressed		
<b>ORGANIZATION</b>		
▪ Creative Introduction		
▪ Contain appropriate supporting statements		
▪ Contain effective transition between ideas		
<b>USAGE</b>		
▪ Correct subject-verb agreement		
▪ No run-ons, fragments, or comma splices		
▪ Correct verb tense		
▪ Mix of simple and complex sentences		
<b>MECHANICS</b>		
▪ Few or no misspellings		
▪ Correct use of punctuation		
▪ Correct use of capitalization		