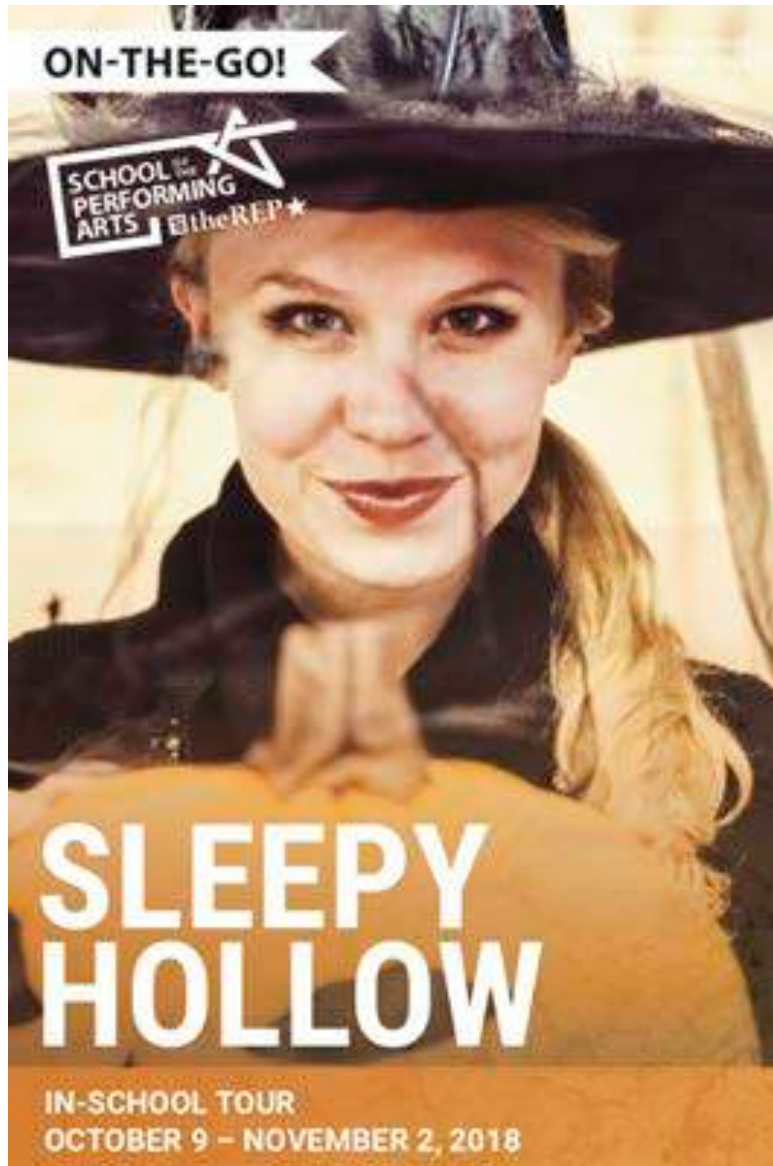


# at the REP ★



Adapted by Maggie Mancinelli-Cahill  
Music & Lyrics by Justin Friello & Lecco Morris  
Directed by Margaret E. Hall

## FOR MORE INFORMATION, PLEASE CONTACT:

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*\*This guide is an updated reproduction of the REP's 2015 Study Guide for the same show.*

*\*This guide has been constructed for educational purposes only. theREP does not make any money from it.*

## Capital Repertory Theatre's 38th Season - 2018-2019

### ***THE ROYALE***

by Marco Ramirez  
SEP 21 – OCT 14, 2018

### *Classics On Stage*

### ***MISS BENNET: CHRISTMAS AT PEMBERLY***

By Lauren Gunderson and Margot Melcon  
NOV 23 – DEC 23, 2018

### *World Premier!*

### ***RED MAPLE***

by David Bunce  
JAN 25 – FEB 17, 2019

### *Classics On Stage*

### ***SHAKESPEARE IN LOVE***

Adapted for the stage by Lee Hall  
Based on the Screenplay by Marc Norman  
& Tom Stoppard  
APR 5 – MAY 12, 2019

## theREP's **ON-THE-GO!** IN-SCHOOL TOURS

### ***We come to YOU!***

A fully realized, portable, professional theatre production that can be performed in any space and eliminates bus costs, travel time and logistical concerns.

Cost is \$1,000. Financial assistance available.



ON-THE-GO!

SCHOOL OF PERFORMING ARTS @theREP

**SLEEPY HOLLOW**

IN-SCHOOL TOUR  
OCTOBER 9 – NOVEMBER 2, 2018



ON-THE-GO!

SCHOOL OF PERFORMING ARTS @theREP

**A FRIEND OF A FRIEND**  
TALES FROM THE UNDERGROUND RAILROAD

IN-SCHOOL TOUR  
FEBRUARY 25 – MARCH 15, 2019

### **SLEEPY HOLLOW**

Adapted by Maggie Mancinelli-Cahill  
Music & Lyrics by Justin Friello  
& Lecco Morris  
Directed by Margaret E. Hall  
Tour dates: Oct 9 – Nov 2, 2018

With live sound effects and music, Irving's tale gets a contemporary treatment that honors the original and is sure to inspire and delight young audiences!

50 minutes with a 10 minute post-show talkback. Appropriate curriculum for grades 4+.

To book a performance visit: <http://school.proctors.org/go-order-form>; To learn more about our tours visit [school.proctors.org/otg](http://school.proctors.org/otg).

For more information contact: Aaron Marquise, Arts Education Manager, at [amarquise@proctors.org](mailto:amarquise@proctors.org).

### **A FRIEND OF A FRIEND: TALES OF THE**

### **UNDERGROUND RAILROAD**

By Maggie Mancinelli-Cahill  
& Jill Rafferty-Weinisch  
Directed by Margaret E. Hall  
Tour dates: Feb 25 – Mar 15, 2019

This original docu-play used New York State archival documents to bring to life the reality of the Underground Railroad in the Capital Region.

50 minutes with a 10 minute post-show talkback. Appropriate curriculum for grades 7+.

To book a performance visit: <http://school.proctors.org/go-order-form>; To learn more about our tours visit [school.proctors.org/otg](http://school.proctors.org/otg).

For more information contact: Aaron Marquise, Arts Education Manager, at [amarquise@proctors.org](mailto:amarquise@proctors.org).

FALL 2018



Dear Educator:

Welcome to Capital Repertory Theatre!

We are thrilled that you have scheduled a performance of *Sleepy Hollow*, one of this season's On-the-Go! In-School touring productions, and hope you will find this guide to be a useful tool.

You have permission to reproduce materials within this guide for use in your classroom. It is designed to introduce the cultural and historical context of the play as well as provide resources and ideas for integrating the theatre experience with your curriculum.

Productions by theREP are likely to generate questions and opinions among your students. Our hope is that you will join us for a talkback with the cast following the performance where you and your students can share your questions and reactions with the performers.

The arts provide young imaginations with stimulation, points of reference, and intellectual resources for the mind and spirit. Our goal is to make live theatre attendance possible for all students in the Capital Region. Over 14,500 Capital Region students attended student matinees and theREP's On-the-Go! in-school tour performances last season. We hope to continue to grow and serve the needs of the Capital Region education community.

Let us know how you are using theatre in the classroom! Your success stories help us to keep the program funded. We love to receive copies of lesson plans, student work related to our performances and your letters. These are important testimonials to the value of the arts in education.

And finally, please fill **Out the Teacher Evaluation** at the back of this study guide. Completing the evaluation form will help us to continue to provide programs that serve the needs of Capital Region students.

We look forward to hearing from you!

With deepest gratitude,

**Margaret E. Hall**  
Assistant Artistic Director  
518.462.4531 x410  
mhall@capitalrep.org

**Aaron Marquise**  
Arts Education Manager  
518.382.3884 x128  
amarquise@proctors.org

# at the REP ★

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## ABOUT US

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**Capital Repertory Theatre** (theREP) is a non-profit professional producing theatre. In its 35-year history, theREP has produced more than 5,000 performances for the people of the Capital Region.

A member of LORT (League of Resident Theatres), theREP strives to bring quality work that explores the essence of the human condition through the stories of people, events, and phenomena that shape our contemporary lives. Theatre, at its best, entertains, cajoles, and inspires by engaging the heart and mind through its most powerful ally – the imagination.

There are two basic types of theatre companies: producing and presenting. theREP is a producing theatre. The theatre hires a director and designers for the set, costumes, lights, and sound. The theatre's Artistic Director and the director select appropriate actors for all the roles in the play. Then they all come to Albany, where the play is built and rehearsed.

In addition to the theatre space, theREP has a scene shop where sets are built, a costume shop where costumes are constructed and cared for, offices where the administrative staff of the company works, a rehearsal hall where the shows are rehearsed, and housing facilities for actors. The resident staff of the Theatre works with visiting artists to put the production together.

In contrast, presenting theatres host shows that have been designed, built, and rehearsed elsewhere. A theatre company at many different theatres frequently presents shows of this kind regionally, nationally or even internationally over an extended period of time. What you will see at theREP or with our On-The-Go! tours is unique to theREP where it was built. No one from anywhere else will see this production just as you see it!

# ATTENDING A PERFORMANCE

Being a member of an audience is an important job. Live theatre couldn't exist without you! That job carries with it some responsibilities. Follow these suggestions in order to have the best theatre experience possible!

## BRING WITH YOU

- ◆ ideas, imagination, an open mind, observation skills and a sense of wonder.

## LEAVE BEHIND

- ◆ cell phones, pagers, pen lights, food and drink and anything else that might distract you, the performers or other members of the audience.

## THINGS TO DO BEFORE A PERFORMANCE

- ◆ learn about the show you are going to see, arrive on time, find your seat, visit the restroom.

## DURING A PERFORMANCE

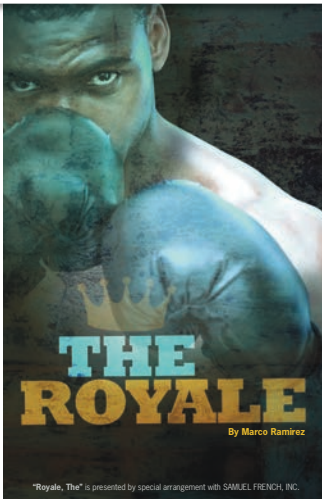
### PLEASE DO

- ◆ applaud, laugh, pay attention and notice little details, think about questions you would like to have answered by the actors after the show, stay in your seat until intermission and the end of the show.

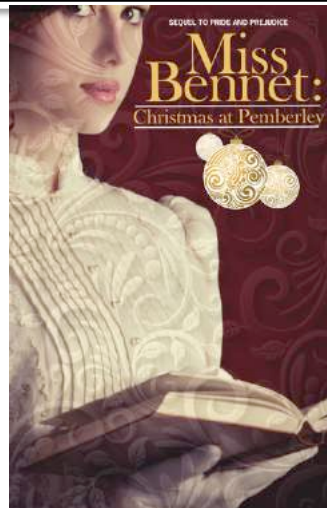
### PLEASE DON'T

- ◆ talk, sleep, eat or drink, distract others, exit the theatre during the performance.

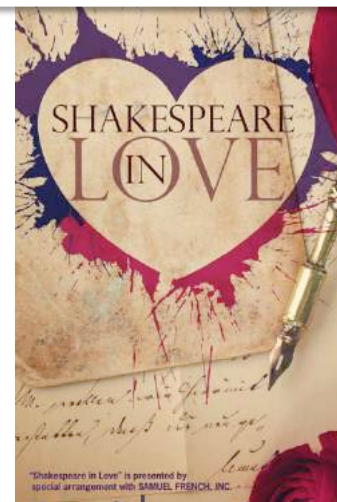
## 2018-2019 EDUCATION SEASON



OCT 11  
10:30am



NOV 29, DEC 7, 13 & 18  
10:30 am



APR 11, MAY 1, 3 & 8  
10:30am

**STUDENT MATINEES | Performance at the REP at 10:30am**

**PRICE \$12 a student**

**CHAPERONES** For every 15 students, one complimentary adult ticket is provided.

**LOCATION** 111 North Pearl Street, Albany, NY 12207

**RESERVATIONS** Call Group Sales at 518-382-3884 x139

**SCHOLARSHIPS** Visit [www.capitalren.org](http://www.capitalren.org) for information and applications.

# About Washington Irving



**19<sup>th</sup> Century American Author  
Known as the first American Man of Letters**

**READ  
Stories by Washington Irving:**

*The Legend of Sleepy Hollow*  
*Rip Van Winkle*  
*The Spectre Bridegroom*  
*The Broken Heart*  
*A History of New York*

Washington Irving achieved international fame for his works of fiction, as well as his biographies and historical writings, but he is best known for his stories *Rip Van Winkle* and *The Legend of Sleepy Hollow*.

## **Facts about Washington Irving**

- Born April 3, 1783 in Manhattan, NYC
- Youngest of 11 children born to Scottish-English immigrants
- Named for George Washington (the hero of the American Revolution which had just ended)
- Attended the **first** presidential inauguration of his namesake in 1789
- Travelled in France and Italy from 1804-06 (he wrote whimsical journals and letters during this time)
- Returned to NYC in 1806 to practice law (by his own admission, he was not a good student, and barely passed the bar)
- With his brother William Irving and friend James Kirke Paulding, wrote the *Salamagundi* papers, a collection of humorous essays (1807-08)
- Became widely known for his comic work *A History of New York* (1809) – penned under the name Diedrich Knickerbocker
- Went to work for his brothers' business in England in 1815
- Composed a collection of stories and essays that became *The Sketch Book* and was published under the pen name Geoffrey Crayon (1819-20); *The Sketch Book* included *Rip Van Winkle* and *The Legend of Sleepy Hollow*
- Irving lived in Germany and France for several years before landing in Spain in 1826, where he became attaché at the U.S. embassy in Madrid
- Published *The Life and Voyages of Christopher Columbus* in 1828
- Published *Chronicle of the Conquest of Granada* in 1829
- Published *Tales of the Alhambra* in 1832
- Was secretary of the U.S. legation in London from 1829-1832
- Returned to Spain as the U.S. ambassador from 1842-46
- Spent most of the rest of his life at his estate 'Sunnyside', near Tarrytown, NY (where he turned out a succession of historical and biographical works, including a five-volume

life of George Washington titled *The Life of George Washington*)

- Helped to promote international copyright (argued for strong laws that would protect writers from copyright infringement); advocated for writing as a legitimate career
- Irving was engaged to marry Matilda Hoffmann, who died on April 26, 1809 (after her passing, he vowed to never feel such pain again, and remained a bachelor until his own passing)
- Passed away on November 28, 1859 at Sunnyside, Irvington, NY
- Washington Irving was laid to rest in the Sleepy Hollow Cemetery



\*Photos by Margaret E. Hall, Sleepy Hollow Cemetery

## The Headless Horseman Bridge

Source: [http://www.kitgentry.com/sleepyhollow\\_real03.html](http://www.kitgentry.com/sleepyhollow_real03.html)

*“Over a deep black part of the stream, not far from the church, was formerly thrown a wooden bridge; the road that led to it, and the bridge itself, were thickly shaded by overhanging trees, which cast a gloom about it, even in the daytime; but occasioned a fearful darkness at night. Such was one of the favorite haunts of the Headless Horseman, and the place where he was most frequently encountered.” ~The Legend of Sleepy Hollow*

In myth and legend, bridges are immensely symbolic objects, representing important passages from one “shore” to another – from youth to adulthood, perhaps. Or even from life to death – or vice versa. In *The Legend of Sleepy Hollow*, the local tales surrounding the activity of the headless Horseman seem to imply that the crossing of this bridge carries from the land of the dead to that of the living – and back again – as he departs the burial ground of the Old Dutch Church, and returns each morning before sunrise. At the high point of Irving’s *Legend*, Ichabod Crane, while fleeing from the Horseman, rides for the bridge in the hope of crossing a magic line of safety, a point where the Horseman’s powers dissolve.

The bridge described by Irving was a real feature that was once found in Sleepy Hollow, although the original wooden structure has long since rotted away and been succeeded by several replacements. But the bridge, seen below, serves as a plausible replica – located on the property of Sleepy Hollow Cemetery, it crosses the Pocantico River about a half-mile upstream from the site of its legendary predecessor. The name Pocantico (pronounced po-can-tih-ko) is of Native American origin.

The exact appearance of the original bridge that Irving knew in the 1790’s is a bit of a mystery, however. His text describes it simply as “a wooden bridge,” without additional detail, and there are no drawings or photographs of it. Over the past two centuries, at least five different bridges have serviced the Albany Post Road (now Broadway, or Route 9) at or near the site of the old bridge in Irving’s story. Since 1912, the road has crossed the Pocantico on a stone and cement bridge financed by William Rockefeller.



*Justin Friello, Maggie Mancinelli-Cahill and Lecco Morris (photos by Margaret E. Hall)  
On the Sleepy Hollow Cemetery Bridge*



# A Brief Synopsis of *The Legend of Sleepy Hollow*

\*Source: <http://www.enotes.com/topics/legend-sleepy-hollow>

*The Legend of Sleepy Hollow* represents Irving's second comic masterpiece, a ghostly tale about things that go bump in the night. The specter in question here is the mysterious Headless Horseman, said to be a Hessian trooper who lost his head in a nearby battle. Each night he roams the countryside in search of it. The unlikely hero in this tale is Ichabod Crane, an itinerant schoolmaster, whose name suits him perfectly: "He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together."

Irving opens his tale with a marvelous and evocative description of the lush, charming Hudson Valley region of Sleepy Hollow near Tarry Town, the delightful and dreamy atmosphere pervading the place, and the tale of the Hessian trooper's ghost that supposedly roams near the churchyard. He then introduces the reader to Ichabod, a poor Connecticut Yankee who is very interested in marrying the wealthy, lovely, and flirtatious Katrina Van Tassel, daughter of the richest man in the area.

Ichabod's plan is to ingratiate himself into her life, winning her hand in marriage. He arranges to teach her psalmody and is therefore permitted to visit Katrina on a regular basis at her family's prosperous farm. His interest in Katrina, however, is less than honorable. Ichabod wants to acquire her hereditary wealth and sell it off. His chief rival is a brawny local named Brom Bones, who loves Katrina for herself. The two men despise each other; Irving adroitly contrasts Yankee opportunism with Dutch diligence. Ichabod attends a party given by Katrina's father one night and later, on his way home, meets the terrifying Headless Horseman (Brom Bones in disguise), who drives the superstitious victim out of Sleepy Hollow forever.



\*William J. Wilgus, artist's Chromolithograph, c. 1856



\*John Quidor's painting – Headless Horseman Pursuing Ichabod Crane

## Synopsis of the REP's *SLEEPY HOLLOW*

Based on Washington Irving's spooky story that introduced readers to the Headless Horsemen more than 200 years ago, the play with music has been created specifically for the REP's touring program, by Producing Artistic Director, Maggie Mancinelli-Cahill, with an original musical score commissioned by local musician-actors Justin Friello and Lecco Morris. The adaptation is a play within a play, featuring the Knickerbocker Brothers, a dynamic duo who perform a regular podcast series "The Knickerbocker Brothers Scintillating and Sublime Story Hour Podcast." The Knickerbocker Brothers take on the characters of Ichabod Crane and Brom Bones (among others) and perform the music and a myriad of foley sound effects for the show live.

The story unfolds on All Hallows Eve when the Knickerbocker Bros finally take on the telling of *The Legend of Sleepy Hollow* – which, incidentally, their great, great, great, great grandfather told to Mr. Irving. Their little town of Sleepy Hollow is a technological dead zone, leaving them with **exactly** 37 minutes of reception from a passing satellite for their podcasts. This Halloween they are aided by the brilliant (and beautiful) local baker, Jasmine Vander Hooven, who has a reputation for bewitching the village with her special desserts. Together this trio will try to tell the famous story of the unfortunate schoolmaster, Ichabod Crane, who had a run in with the Headless Horseman of Sleepy Hollow one Halloween night, and was never heard from again!

## What is a Podcast?

Podcasts, the audio versions, are very much like old radio programs. They're episodes of specific programs, and are available on the Internet. Podcasts are usually original audio or video recordings, but can also be recorded broadcasts of a television or radio program, a lecture, a performance, or other event.

Podcasts usually offer each episode in the same file format, such as audio or video, so that subscribers can enjoy the program the same way each time. Some podcasts, such as language courses, include multiple file formats, such as video and documents, to teach more effectively.

For podcast listeners, podcasts are a way to enjoy great content from around the world for free. For podcast publishers, podcasts are a great way to reach a wide audience.

### Here are a few Podcasts to consider listening too:

*Poem of the Day* [www.sonibyte.com](http://www.sonibyte.com)

*Children's Fun Storytime* on iTunes

*Radio WillowWeb* on iTunes, or at [www.mpsomaha.org/willow/radio](http://www.mpsomaha.org/willow/radio)

*The Science Show for Kids* on iTunes

*Wild Animal Chronicles* on iTunes, or at [www.nationalgeographic.com/podcasts](http://www.nationalgeographic.com/podcasts)

### ACTIVITY: Make & Perform Your Own Podcast!

Students are asked to create and perform a live podcast for the class. In groups, and using a well-known story such as a fairytale, students are asked to write out a brief script, including the live Foley "sounds" they will do for their story (different voices, coconuts for horse hooves, a rain stick for rain, a thunder "sheet" for thunder, etc.). Then, spend an afternoon performing them and discussing the different ways in which the groups achieved their sound effects.

## International Halloween Traditions

**The origins of Halloween**, as we know it today, date back some 2,000 years to the ancient festival known as Samhain (pronounced “sah-win”) – a Celtic festival of the dying year, or for the end of the harvest, which was celebrated on Nov 1. The festival was a time to take stock of supplies and prepare for winter. The ancient Celts believed that, on the night before Samhain, the boundaries between the worlds of the living and the dead overlapped. They believed that the dead would come back to ‘life’ and walk among the living as ghosts – which was of course, not a good thing, as they would be causing havoc, spreading sickness and damaging crops. In order to keep these roaming spirits at bay, people would leave food and wine for the dead on their doorsteps. The living would also wear masks when they left the house so that they would be mistaken for fellow ghosts when they were out and about, and be left alone.

The Christian church changed Samhain into All Saints Day or All Hallows in the 8<sup>th</sup> Century, and the night before it became known as All Hallows Eve ... or Halloween.

### Halloween Traditions

*Souling*: This Medieval Tradition (from Great Britain) took place on All Soul’s Day, November 2<sup>nd</sup> – the needy would beg for pastries known as soul cakes, in return they would pray for peoples’ dead relatives.

*Guising*: In this Medieval Halloween tradition, young people would dress up in costume and accept food, wine, money, and other offerings in exchange for singing, writing poetry, or telling jokes.

*Trick-or-treating*: In 19<sup>th</sup> century America, Irish and Scottish immigrants combined these old traditions and the result was trick-or-treating. At first it was much more about the tricks – pranks and hijinks – than the treats. It wasn’t until the 1950s that the custom took on the family friendly, kid-centered form, that it is today.

## Halloween Around the World

**Mexico.** *El Dia de los Muertos* or Day of the Dead, takes place from Oct 31 – Nov 2. It is a time to celebrate, remember and prepare special foods in honor of those who have departed. The streets near the cemeteries in Mexico are filled with decorations of papel picado (perforated paper), flowers, candy Calaveras (skeletons and skulls), and parades. Families make altars where they place offerings of food, candles, incense, flowers, and most importantly a photo of the departed soul.

Papel  
Picado ↓



**Chile.** On November 1<sup>st</sup> many families mark “All Saints Day” (El Día de Todos los Santos) by visiting the cemetery to place flowers on graves, and also balloons or teddy bears to decorate the tombs of children. It’s a time of reconnection and remembrance for those who have departed.

**Germany.** Halloween celebrations are somewhat new in Germany, but old traditions associated with All Souls Day include putting away knives on Halloween night to prevent harm from returning spirits.

**Greece.** Greeks celebrate a similar event to Halloween called *The Apokrias*. The Apokrias takes place in February when children dress up in costume and call upon their friends to see if they can guess their identities. Treats (cakes and sweets) are also handed out, and in large cities, Carnival-like parades are held along major streets.

**Czech Republic.** The Day of the Dead is called *Dušičky* in the Czech Republic, which many Czechs mark by visiting cemeteries and graves of departed loved ones. Another old Czech tradition is to place chairs around the fireplace on Halloween night – for each living member and one for the spirit of each departed family member.

**Spain.** The Catholic feast of All Souls Day has been marked for centuries and October 31<sup>st</sup> is known locally as *El Día de las Brujas* (Day of the Witches). In addition, the day is known as ‘The Day of the Pumpkins’ in the north-west region of Galicia and also as *Dia de los muertos*.

**Italy.** “The Souls Day” on November 1<sup>st</sup> is celebrated with traditional food and customs. One of the favorites is to prepare *Fave dei Morti*, a traditional cookie that is offered as a ritual to the dead and gods of the nether world.

**Philippines.** During the Filipino version of Halloween, known as *Pangagaluluwa*, children travel from house to house offering a song in exchange for food, candy or money. The meaning of the tradition is that the children sing for the souls of those who are still in purgatory, to help them move on to heaven.

**Japan.** The Obon Festival (also known as *Matsuri* or *Urabon*) is celebrated. It is similar to Halloween in that it is dedicated to the spirits of ancestors, however the Obon Festival takes place in July or August.

**China.** Locals celebrate the *Teng Chieh* (The Festival of the Hungry Ghosts). Food and water are placed in front of photographs of family members who have departed. On the festival’s eve, lanterns are also lit to light the paths for spirits wandering the earth.

**Korea.** Koreans hold a parallel Halloween celebration called *Chusok*. This celebration is held at the end of August or the beginning of September, and is a time for families to gather and thank relatives who have passed away with altar offerings of fruit, rice and prayers.

# Timeline of Historical Events from Irving's Lifetime

The end of the Revolutionary War meant that the United States was no longer under the rule of the Great Britain. There was a rather rapid, and constant, state of change occurring in the new country. Here are just a few of the historical, scientific, literary and other events that took place during Washington Irving's life – 1783 to 1859.

- **1783** The Treaty of Paris, ending the Revolutionary War, was signed on September 3, 1783, and recognized American independence.
- **1784** Benjamin Franklin invents bifocal eyeglasses.
- **1787** The Northwest Ordinance, adopted on July 13, 1787, by the Second Continental Congress, chartered a government for the Northwest Territory, and provided a method for admitting new states to the Union from the territory, and listed a bill of rights guaranteed in the territory. The Constitutional Convention – to address problems in governing the United States – took place.
- **1788** *The Federalist Papers* is published in book form. The Constitution is ratified.
- **1789** George Washington is inaugurated as the First President of the United States (1789-97). The Bill of Rights is adopted. William Blake publishes *Songs of Innocence*.



Washington

## The Rights of Man



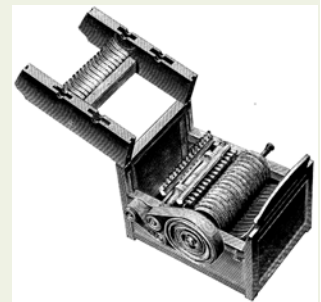
Thomas Paine

- **1791** Vermont becomes a state. Thomas Paine writes *The Rights of Man*.
- **1792** Kentucky becomes a state. Philadelphia shoemakers form America's first labor association.
- **1793** The Fugitive Slave Act is passed. Eli Whitney invents the cotton gin.

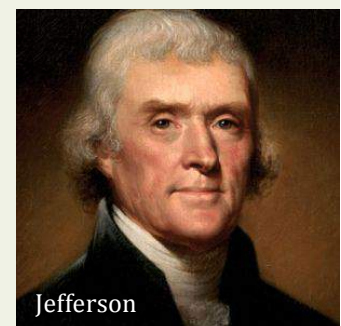


Adams

- **1796** Tennessee becomes a state.
- **1797** John Adams is elected President (1797-1801).
- **1798** Alien and Sedition Act is passed. Haydn composes *The Creation*.
- **1800** The Library of Congress is founded. Alessandro Volta invents the electric battery.



- **1801** Thomas Jefferson is elected President (1801-1809)



Jefferson

ELEMENTS		
Hydrogen 1	Strontian 86	
Azote 5	Barytes 68	
Carbon 5	Iron 50	
Oxygen 7	Zinc 56	
Phosphorus 9	Copper 56	
Sulphur 13	Lead 90	
Magnesia 20	Silver 190	
Lime 24	Gold 190	
Soda 28	Platina 190	
Potash 42	Mercury 167	

- **1803** Ohio becomes a state. The Louisiana Purchase occurs. John Dalton devises the table of elements, now known as the Periodic Table.

- **1804** Lewis and Clarke Expedition through uncharted American interior to the Pacific Northwest took place (1804-06).

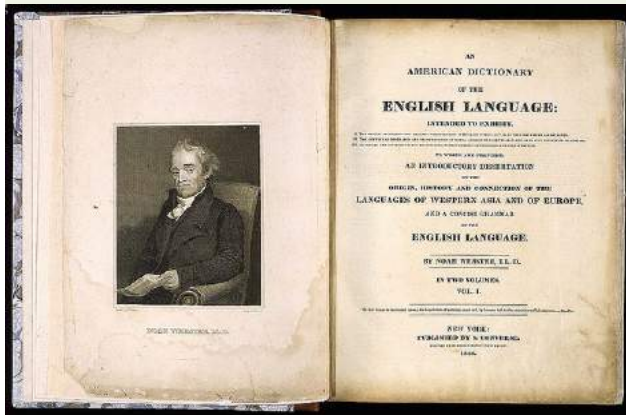
- **1806** Noah Webster publishes *Compendious Dictionary of the English Language*.



- **1807** Sir Humphry Davy discovers the elements potassium and sodium.

- **1808** Congress prohibits the importing of African slaves. Beethoven composes *Fifth Symphony*.

- **1809** James Madison elected President (1809-1817).



- **1811** Native Americans are defeated in Battle of Tippecanoe in Indiana Territory. The first steamboat to sail down the Mississippi reaches New Orleans. Jane Austen writes *Sense and Sensibility*.

- **1812** Louisiana becomes a state. The War of 1812 occurs.

- **1814** Andrew Jackson stops the "Creek War" in the South.

- **1816** Indiana becomes a state.



- **1817** James Monroe is elected President (1817-25). Mississippi becomes a state. Construction begins on the Erie Canal in NYS.

- **1818** Illinois becomes a state. Treaty with Britain sets the 49<sup>th</sup> parallel, delineating where the U.S. ends and Canada begins. John Keats' *Endymion* is published. The First Seminole War occurs.

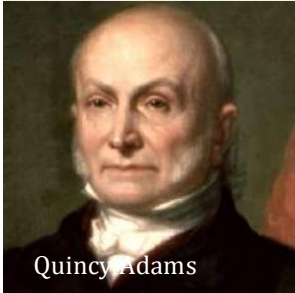
- **1819** Alabama becomes a state. Treaty with Spain called the Onís Treaty (or the Transcontinental Treaty, the Florida Purchase Treaty, or the Florida Treaty,) was a treaty that ceded Florida to the U.S., and defined the boundary between the U.S. and New Spain (now called Mexico).

- **1820** Maine becomes a state. The Missouri Compromise was passed. The Federal Government offers land at \$1.25 an acre.

- **1821** Missouri becomes a state. Michael Faraday publishes his work on electromagnetic rotation. Mexican Independence occurs.
- **1822** Stephen Fuller Austin founded the first legal settlement of North American families in Mexican-owned Texas.
- **1823** The Monroe Doctrine stated that European powers were obligated to respect the Western Hemisphere as the U.S.'s sphere of interest.

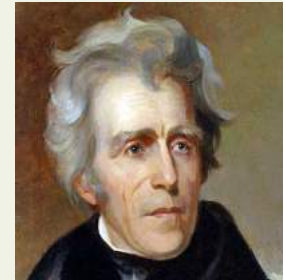


Austin



Quincy Adams

- **1825** John Quincy Adams elected President (1825-29). Thomas Cole establishes Hudson River School of landscape painting.
- **1827** John James Audubon's *Birds of America* is published.
- **1829** Andrew Jackson elected president (1829-37), and Jackson introduces the spoils system. Eugene Delacroix paints *Death of Sardanapalus*.



Jackson

- **1830** The Indian Removal Act authorized President Jackson to negotiate with Indian tribes in the Southern U.S. for their removal to federal territory west of the Mississippi River in exchange for their ancestral homelands.

- **1831** Victor Hugo's *Hunchback of Notre Dame* is published.

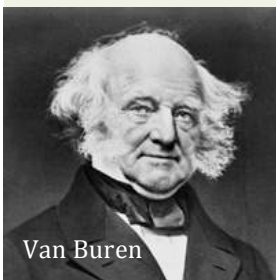
- **1832** Samuel F.B. Morse's designs improved the electromagnetic telegraph. Telegraph worked by transmitting electrical signals over a wire laid between two stations. He also developed a code (bearing his name) that assigned a set of dots and dashes to each letter of the English alphabet and allowed for simple transmission of complex messages across telegraph lines.



- **1834** Slavery is abolished in the British Empire.

- **1835** The Second Seminole War in Florida occurs. The Texas Revolution occurs (1835-36).

- **1836** Arkansas becomes a state.



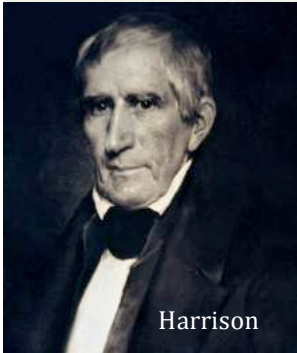
Van Buren

- **1837** Martin Van Buren elected president (1837-41). Michigan becomes a state. Charles Dickens publishes *Oliver Twist*.

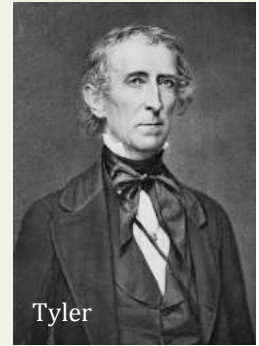
- **1838** Cherokee "Trail of Tears" was the marching westward of about 20,000 Cherokee Indians, at gunpoint, from their ancestral lands east of the Mississippi River.

- **1839** Louis Daguerre is recognized for his invention of the daguerreotype process of photography, and became known as one of the fathers of photography.

- **1840** Edgar Allen Poe's *Tales of the Grotesque and Arabesque* is published.



- **1841** William Harrison elected President, and is the first president to die during his presidency. John Tyler, William Harrison's Vice President, becomes President (1841-45).

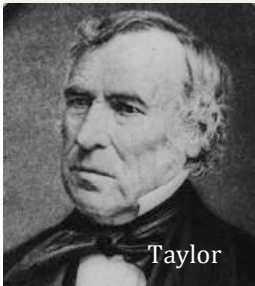
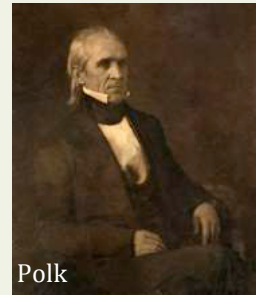


- **1844** Alexander Dumas publishes *The Three Musketeers*.

- **1845** James Polk elected President (1845-49). Florida and Texas become states.

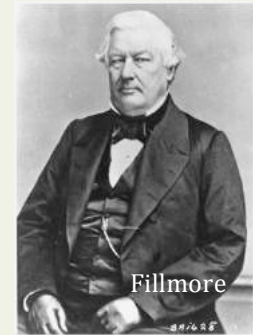
- **1846** Iowa becomes a state. The Oregon boundary with Canada is established at the 49<sup>th</sup> parallel.

- **1848** Wisconsin becomes a state. Gold is discovered in California. Karl Marx and Friedrich Engels publish *Communist Manifesto*.



- **1849** Zachary Taylor elected President (1849-50).

- **1850** Millard Fillmore elected President (1850-53). California becomes a state. Utah and New Mexico become Territories. Plains Indians cede land in exchange for reservations (1850-70). Nathaniel Hawthorne writes *The Scarlet Letter*.



### Activity:

Students are asked to answer the following questions:

*Can you list all of the Presidents of the United States?*

*How many other countries in the world elect presidents?*

*What do countries, that do not have presidents, have instead?*



## LITERARY CONTEXT: Vocabulary Words From the Script

**Apropos:** (adverb) fitting; at the right time; to the purpose; opportunely.

**Atmosphere:** (n) a surrounding or pervading mood, environment, or influence.

**Brimstone:** (n) sulfur.

**Broadcast:** (verb) to transmit (programs) from a radio or television station.

**Damsel:** (n) a young woman or girl; a maiden, originally one of gentle or noble birth.

**Diaphragmatic:** (adj.) of the diaphragm; like a diaphragm.

**Foley:** (adj.) of or relating to motion-picture (or radio show) sound effects produced manually; *a Foley artist.*

**Herculean:** (adj.) requiring the great strength of Hercules; very hard to perform; having enormous strength, courage, or size.

**Hessian:** (adj.) of or relating to the state of Hesse or its inhabitants. / (n) a native or inhabitant of Hesse; a Hessian mercenary used by England during the American Revolution; a hireling or ruffian.

**Hollow:** (n) an empty space within anything; a hole, depression, or cavity; a valley.

**Indulgence:** (n) the act or practice of indulging; gratification of desire; a catering to someone's mood or whim; humoring.

**Legend:** (n) a non-historical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical.

**Meteor:** (n) a meteoroid that has entered the earth's atmosphere. A transient fiery streak in the sky produced by a meteoroid passing through the earth's atmosphere; a shooting star or bolide.

**Occult:** (adj.) of or relating to magic, astrology, or any system claiming use or knowledge of secret or supernatural powers or agencies.

**Scintillating:** (adj.) animated; vivacious; effervescent; witty; brilliantly clever.

**Specter:** (n) a visible incorporeal spirit, especially one of the terrifying nature; ghost; phantom; apparition.

**Sublime:** (adj.) elevated or lofty in thought, language, etc.; impressing the mind with a sense of grandeur or power; inspiring awe, veneration, etc.; supreme or outstanding.

**Superstition:** (n) irrational fear of what is unknown or mysterious, especially in connection with religion; any blindly accepted belief or notion.

## LITERARY CONTEXT: Themes in *The Legend of Sleepy Hollow*

“The hypocritical Yankee Ichabod is defeated by the stalwart Dutch Brom, who represents the old order. The contrast between both men could not be greater. Ichabod is a skinny, shrewd, calculating, sterile (and comic) individual, devoid of human affections, who relies on wit in his attempt to defeat his erstwhile rival. He is also a very gullible individual who believes in the supernatural, thus providing his opponent with the weapon that will destroy him. Brom, on the other hand, is a swaggering, athletic type inclined to mischievous pranks, but he does have deep romantic feelings for the beautiful Katrina. Brom is desperate to win her love, but he realizes that he cannot physically challenge his rival to a fight; hence, he devises a stratagem to prey on the schoolmaster’s fear and drive him away from Sleepy Hollow.

*The Legend of Sleepy Hollow* is an endearing and charming tale full of good humor, yet it has serious social implications. It questions whether change and progress are better than stability and order. The old virtues of the settlers are more important than those of the destroyers. Irving sides with Katrina, who has rejected Ichabod’s advances, and Brom Bones, who defeats his rival by playing on the hero’s irrational fears. Irving implies that the practical man always will defeat the dreamer. With the creation of *Rip Van Winkle* and *The Legend of Sleepy Hollow*, even if Irving had written nothing else, he would be elevated to literary greatness, because he fashioned two great American myths that perfectly symbolized American ideals and aspirations.”

\*Source: <http://www.enotes.com/topics/legend-sleepy-hollow>

### **The Power of Imagination**

Ichabod’s primary enjoyment is reading stories about ghosts, demons, and witches, or hearing stories about the same; yet, because his imagination is so powerful, he pays for this dearly, having great frights every time he walks or rides home after dark. The littlest things frighten him, and he can convince himself that almost anything is supernatural. The strength of his imagination leads to his downfall.

### **Natural & Supernatural**

Irving paints a strong contrast between the natural setting of Sleepy Hollow and the supernatural superstitions of the townspeople. Were it not for the people, with their stories of ghosts and their fears of ghosts, there would be no ghosts. Meanwhile, much of the tale focuses on the natural setting: the birds, trees, and the rest of the flora and fauna of the area, as well as the bodies of water, all described in beautiful detail.

### **Greed**

Ichabod could be described as a rather greedy individual, and a complete glutton. This guy wants everything – the girl, the money, the food – and his green eyes don’t hide it. Irving really works his humor in this story, turning Ichabod’s greed into an exaggerated bundle of absurdity.

### **A few other themes might be:**

City versus Country  
Brains versus Brawn  
Wealth  
Fact or Fiction  
The Power of Storytelling  
Appearances  
Gluttony

# The Production: Who's Who...

## Directed by Margaret E. Hall

Margaret is an international director, Equity Stage Manager and drama teacher. She has been directing theREP's On-The-Go! In-School Touring Productions for the past three seasons. Main Stage Productions: *Red Maple* (World Premiere, Winter 2019), *An Iliad*. Touring Productions: *Alice in Wonderland*, *They Built America: Workers of the Erie Canal*, *Pure Poe*, *The Remarkable and Perplexing Case of Henry Hudson!*, *Harriet Tells It Like It Is!*, *An Iliad*, and *Shakespeare: The Remix*. Other directorial credits include: *Circus Olympus*, *Into the Woods Jr.*, *Disney's The Aristocats Kid's*, *Peter Pan and Wendy*, and *The Wizard of Oz*. Margaret is a proud member of Actors' Equity and Conflict Relief the Arab Israeli Theatre Collaboration. Her skills and training have taken her to Bali, Scotland, Austria, Russia, England, Romania, and to several US States. Margaret holds a BA in Theatre Arts from SUNY New Paltz, and an MFA in Theatre Directing from the University of Essex in London.

## Actors

(in alphabetical order)

**Justin Friello\***

**Rachel Yoder\***

**TBD**

**Production Team: TBA**

**Stage Manager:**

**Costume Designer:**

**Set Designer:**

**Sound Designer:**

**Prop Master:**



\*Denotes a member of Actors' Equity Association, the Union of Professional Actors and Stage Managers of the United States



+Denotes a member of United Scenic Artists

# Ideas for Curriculum Integration

## ENGLISH

- 1. WRITE!** Students are asked to write a short ghost story that includes one of the following lines of text from Washington Irving's *The Legend of Sleepy Hollow*:
  - a. "It was the very witching time of night that ..."
  - b. "Some say that the place was bewitched by an old Indian chief, the wizard of his tribe..."
  - c. "The dominant spirit, however, that haunts this enchanted place..."
- 2. WRITE: A Review!** Ask students to write a review of the REP's production of *Sleepy Hollow*. Things to consider when writing the review:
  - What was the most compelling or intriguing aspect of the production?
  - How did the set, costumes, and props add (or take away) from the production?
  - What did you think of the music and stage movement?
  - What did you think of the direction of the piece?
  - What questions arose for you, about the production? Was anything confusing?
  - Can you make any connections between this play and other plays you have seen?
  - Can you make any connections from the play to your own life?
- 3. THEMATIC WRITING!** Students are asked to consider the various themes within the story of *The Legend of Sleepy Hollow*. They are then asked to select one of the themes and write a paper illustrating the story's use of that theme.
- 4. WRITE!** Ask students to write a poem about (or the lyrics to a song for):
  - ~*The Legend of Sleepy Hollow*
  - ~The Headless Horseman
  - ~Katrina Van Tassel
  - ~Ichabod Crane
  - ~Brom Bones
- 5. WRITE!** Students are asked to write a short scene for one of the moments from *The Legend of Sleepy Hollow* (one of the lessons between Katrina and Ichabod; Ichabod's ride to – or from – Katrina's house on that fateful night; Brom Bones meeting Ichabod for the first time; etc.). Students can keep the setting "as is" within the story, or they can adapt it – like playwright Maggie Mancinelli-Cahill – and "keep the story" while setting it in a different time/place/etc.

## SOCIAL STUDIES/HISTORY

- 1. BILL OF RIGHTS!** Students are asked to create a poster that states the first ten amendments of the constitution. They should include a definition of the Bill of Rights. They are to write out the amendments, and find an image(s) to support each one.
- 2. RESEARCH & REPORT!** Students are asked to do a research report on one of the presidents noted in the timeline on pages 13-16 of this study guide. They are to present their findings in an oral presentation to the class. Students are required to use visual aids when presenting (a Power Point, a poster, etc.)

It could be fun to require the students to include a speech given by their president, and for them to present that speech (or a part of it) to the class.

- 3. THE UNITED STATES: A Time Line!** Students are asked to research and create a time line of when every state was admitted into the Union. They should provide a timeline that can be displayed on a classroom (or hallway) wall. The timeline should include images such as the state flower, the state flag, and the outline of the state.
- 4. NAME THAT STATE!** Each student in class is assigned a state to research and give an oral presentation on. They should create a poster or Power Point presentation to go along with it.

After all of the presentations are complete, teachers can create a game “Name That State” using facts provided by each student.

- 5. MORSE CODE!** As a class, students are to learn the number of dots and or dashes that the Morse code has designated for each letter in the English alphabet. Then, in groups, students are to take a line of Washington Irving’s story and translate it into Morse code. Finally, each group should perform their sentence, in Morse code, for the rest of the class to translate.

A	.-	M	--	Y	-.--	6	-....
B	-...	N	-.	Z	--..	7	-...
C	-.-.	O	---	Ä	.-.-	8	---..
D	-..	P	.-.	Ö	---.	9	----.
E	.	Q	--.-	Ü	..--	.	.-.-.
F	...	R	.-.	Ch	----	,	---..
G	--.	S	...	0	-----	?	..-..
H	....	T	-	1	.----	!	..-
I	..	U	..-	2	..---	:	----..
J	.-.-	V	...-	3	...--	“	.-.-.
K	-.	W	.-.	4	....-	‘	-----.
L	.-..	X	-.-	5	.....	=	----.

## VISUAL/PERFORMING ARTS

1. **DRAW!** Students are asked to draw a picture of the Headless Horseman and or, Ichabod Crane, based on Washington Irving's descriptions of them.
  - a. Ichabod Crane: *"He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together."*
  - b. Headless Horseman: *"The dominant spirit, however, that haunts this enchanted region, and seems to be commander-in-chief of all the powers of the air, is the apparition of a figure on horseback, without a head. It is said by some to be the ghost of a Hessian trooper, whose head had been carried away by a cannon-ball, in some nameless battle during the Revolutionary War."*
2. **DESIGN & CARVE!** Hold a classroom (or school-wide) Pumpkin Design & Carving Contest. The first step of the contest requires students to draw up their design. The next step requires students to carry out their design on a real pumpkin (with teacher and or parent supervision).
3. **DESIGN & CREATE!** Students are asked to create their own papel picado (perforated paper) for *El Dia de los Muertos*. Colored paper and scissors are needed for this activity – or an X-acto knife for older students in an art class with supervision.
4. **MUSIC!** Students are asked to create a jingle/theme for one of the characters within the story – as composers Justin Friello & Lecco Morris did for the REP's production of *Sleepy Hollow*. This can be done individually or in groups.

*Pre-Show:* Have students discuss, as a class, what the main characters themes might sound like. Ichabod, Katrina, Brom Bones, The Headless Horseman etc.

*Post Show:* Have students discuss, as a class, the themes they heard for the different characters from the REP's production. How do the sounds they heard resemble/differ from the sounds imagined?

5. **RADIO PLAY/PODCAST PERFROMANCE!** Teachers should select a short story, like an adapted kids picture book version of *The Legend of Sleepy Hollow* – and have their students turn it into a Radio Play/Podcast. Encourage students to make the sound effects described within the story (or suggested from the pictures).
6. **FOLEY SOUNDS!** Many old Radio programs, and the REP's production of *Sleepy Hollow*, utilize live foley sounds (see definition in the vocabulary section on page 17). Have a class discussion about what a foley artist does. Have students try making some sound effects such as: the clip clops of a horse walking/running down a street; digging dirt; a door or window creaking open; chains rattling in an attic; foot steps on different types of surfaces; someone falling down; etc.

## Resources Consulted

### Websites:

<http://www.biography.com/people/washington-irving-9350087#synopsis>  
<http://www.britannica.com/biography/Washington-Irving>  
[http://www.kitgentry.com/sleepyhollow\\_real03.html](http://www.kitgentry.com/sleepyhollow_real03.html)  
<http://www.history.com/topics/halloween/halloween-around-the-world>  
<http://www.education.com/magazine/article/Halloween-Around-the-World/>  
<http://www.wsaw.com/feature/misc/60362977.html>  
<http://www.niu.edu/newsplace/nndia.html>  
<http://www.internationalteflacademy.com/blog/bid/124122/Top-13-Halloween-Celebrations-Around-The-World-While-Teaching-English>  
[http://classclit.about.com/cs/profileswriters/p/aa\\_wirving.htm](http://classclit.about.com/cs/profileswriters/p/aa_wirving.htm)  
<http://www.enotes.com/topics/legend-sleepy-hollow>  
<http://www.schoolbytes.com/english/summary.php?id=394#.VeYwobQirFI>  
[www.dictionary.com](http://www.dictionary.com)  
<http://www.apple.com/itunes/podcasts/fanfaq.html>  
<http://www.scholastic.com/teachers/article/10-podcasts-teachers-and-kids>  
<http://www.animatedatlas.com/timeline.html>  
<http://www.history.com/topics/american-revolution/treaty-of-paris>  
<http://www.ushistory.org/franklin/info/inventions.htm>  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=8>  
<http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/>  
[http://www.encyclopedia.com/topic/Trade\\_Unions.aspx](http://www.encyclopedia.com/topic/Trade_Unions.aspx)  
<http://www.history.com/topics/lewis-and-clark>  
<http://www.american-historama.org/1801-1828-evolution/1818-convention-49th-parallel.htm>  
[http://www.bbc.co.uk/history/historic\\_figures/faraday\\_michael.shtml](http://www.bbc.co.uk/history/historic_figures/faraday_michael.shtml)  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=23>  
<http://www.history.com/topics/inventions/telegraph>  
<http://www.ushistory.org/us/24f.asp>  
<https://www.whitehouse.gov/1600/presidents/williamhenryharrison>  
<https://www.whitehouse.gov/1600/presidents/johntyler>  
<http://www.gradesaver.com/the-legend-of-sleepy-hollow/study-guide/themes>

## TEACHER EVALUATION: *The Royale*

Your feedback is **vital** to the growth and continued success of theREP's educational programming. It helps us to constantly improve and attract additional underwriting. Please take a moment to fill out this form.

We encourage you to make multiple copies so that all of the teachers in your group may respond.

1. Name: \_\_\_\_\_ School: \_\_\_\_\_

2.

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

3. How would you rate the quality of today's performance?

Excellent

Good

Fair

Poor

4. Did attending the performance assist you in addressing classroom curriculum?

Very Much

Somewhat

Not At All

N/A

5. Were the on-line study materials useful in preparing students and deepening their experience?

Very Much

Somewhat

Not At All

N/A

6. Please check all that apply:

\_\_\_ Today's performance price was affordable for my school.

\_\_\_ My school required a subsidy in order to afford today's performance.

\_\_\_ My school would provide performances for more students, more often, if additional funds were available.

7. Any additional information / comments welcome:

The completed form may be submitted by email to [amarquise@proctors.org](mailto:amarquise@proctors.org) or by mail to: Aaron Marquise, Arts Education Manager, 432 State Street, Schenectady, NY 12305.



## theREP / Capital Repertory Theatre's Mission In Action! Creating an authentic link to the community we serve...

**EDUCATION AND OUTREACH** are key components of theREP's mission, "to create an authentic link to the community we serve." Through a wide range of programs, theREP strives "to provide the Capital Region with theatre programming which inspires a greater understanding of the human condition" and helps "to develop future audiences by instilling the notion that theatre is a vital part of the cultural life of all vibrant cities."

### PROGRAMS FOR STUDENTS

**Student Matinees (Classics on Stage)** Performances of most of the theatre's professional productions are scheduled during the school day with dramatically discounted prices for area students to allow for greater accessibility. Each season, at least one play is designated as Classics on Stage, for its direct connections with curriculum.

**On-The-Go! in-School Tour** Specially adapted professional productions designed to play to students on-site in schools. Last season, theREP's OTG program reached more than 13,000 students.

**Young Playwright Contest** Providing students, ages 13-19, with the opportunity to submit their work to be produced on the Capital Rep stage. In addition, the winning playwrights are given a mentorship – prior to the production of the play – with a professional playwright.

**Summer Stage Young Acting Company** Providing young actors the opportunity to work together, with leading professionals in the field, on a production that will take place on the Capital Rep stage. Company Members hone their acting skills while rehearsing and then performing the Young Playwright Contest-winning plays.

**Acting Intensive I & II** provide teens, ages 12-17, the opportunity to hone their acting skills by providing these week-long comprehensive workshops.

**CAST** (Cultivating Arts & Students Together) provides students with the opportunity to volunteer at the theatre and earn community service credits at the same time. Teens get an in-depth learning experience that satisfies their passion while fulfilling their needs.

**Artist In Residency Programs** theREP works in conjunction with school educators to bring highly trained teaching artists to work in extended residency within the classroom. Opportunities to embed the theatrical experience into the curriculum are available for teachers and students for every work in our 2016-17 Education Season.

**Career Development** theREP is dedicated to helping to build the next generation of theatre professionals with programs like the **Professional Apprenticeship Program** which provides year-long or summer-long paid apprenticeships, and **Internship Program** provides college students internships in many disciplines of theatre. These programs are specifically for young people beginning a career in the performing arts and arts education.

### 2018-2019 EDUCATION SPONSORS & FOUNDATIONS

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**Pitney Bowes**

**CSEA**

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