

*Engage. Educate. Entertain.*

# THE LEGEND OF SLEEPY HOLLOW

Curriculum aligned to the Florida Standards



**THURSDAY, OCTOBER 25, 2018  
11:00 A.M.**

**THE MAHAFFEY THEATER AT  
THE DUKE ENERGY CENTER FOR THE ARTS**

Kim Dennison

CURRICULUM RESEARCH & DESIGN

**HOW TO REACH US**

*Class Acts, Mahaffey Theater*

400 1st Street South

St. Petersburg, FL 33701-4346

Attn: Class Acts/Perkins Elementary School

Pony Route #3

Phone: (727)892-5800

Fax: (727)892-5770

An electronic version of this guide can be found at  
[stpeteclassacts.com](http://stpeteclassacts.com).

**DIRECTIONS TO THE  
MAHAFFEY THEATER**

Take I-275 (south from Tampa, north from Bradenton/Sarasota) to exit 22 (I-175).

Follow Route I-175 (it will become 5th Avenue South) to 1st Street South.

The Mahaffey Theater will be in front of you.  
*1st Street South and 2nd Street South are two-way streets.*

Follow the directions given by the parking attendants.

Duke Energy Center  
For The Arts

Bill Edwards  
FOUNDATION FOR THE ARTS

The Mahaffey Theater®

Thank you for supporting Arts Education and Class Acts!



NIelsen  
foundation



This project is sponsored in part by the Department of State, Division of Cultural Affairs, the Florida Council of Arts and Culture, and the National Endowment for the Arts. (Section 286.25, Florida Statutes)

**Class Acts**

Bill Edwards Foundation for the Arts, Inc. is committed to supporting and presenting all genres of the Performing Arts at The Mahaffey Theater and throughout the St. Petersburg, Florida area; funding arts education for school children and providing its member patrons with unequalled services, entertainment, and cultural experiences.

# ABOUT THE SHOW

## *The Legend of Sleepy Hollow*

Script, lyrics, and music © 1996 & 2006 by Paul Deiss  
Based on the story by Washington Irving

**Bruce C. Miller**  
*Artistic Director*

**Philip J. Whiteway**  
*Managing Director*

The *Classroom Connections Study Guide* was used as a resource for this guide. Text used with permission from Theatre IV-Richmond, VA.



**Virginia Repertory Theatre**  
114 West Broad St.  
Richmond, VA 23220  
[va-rep.org](http://va-rep.org)

# ABOUT THE SHOW

## *The Legend of Sleepy Hollow*

Based on the original story by Washington Irving, *The Legend of Sleepy Hollow* tells the story of Tarry Town, a place where strange things happen and the townsfolk seem entranced by spirits. Ichabod Crane, a well-educated teacher who comes to live in Tarry Town, meets a mysterious fate. Legend has it that he is the victim of the dreaded 'headless horseman' who allegedly haunts Sleepy Hollow.

Before his disappearance, Ichabod had been at a party at the home of Katrina Van Tassel, a young lady with whom Ichabod was much smitten. During the festivities, he was humiliated by Brom Van Brunt, Ichabod's egotistical rival. He is also frightened by tales of spirits and strange happenings in Tarry Town. He left the party wondering whether he had been the target of a cruel joke by all of the partygoers. After his disappearance, his horse was found grazing in a nearby pasture. His hat was found trampled on the path, and the slimy remains of a pumpkin were found nearby.

Whatever happened to Ichabod? No one knows for sure. Perhaps he left town. Perhaps Brom had something to do with his disappearance. Perhaps he was the victim of a cruel prank. Or perhaps a headless ghost spirited him away, as legend has it.



*John Quidor, 1801-81, The Headless Horseman Pursuing Ichabod Crane, 1858, oil, Smithsonian American Art Museum*



*Portrait of Washington Irving, Esq., by Charles Turner, Smithsonian American Art Museum*

## *About the Author*

Washington Irving was born April 3, 1783, in New York City. He was the youngest of a rich **merchant's** eleven children. In school he was an average student who enjoyed music, books, and art. Though he would practice law on Wall Street, work in his family's cutlery business, and even serve (later in life) as U.S. Minister to Spain, he loved books and writing. By the time he was 35 he **devoted** himself to his writing.

Much of Irving's writing was influenced by his travels. **Excursions** up the Hudson River were followed by a two-year stay in southern Europe. While there, Irving filled notebooks with his **impressions** of people. He wrote **satires** based upon those notes about people. He **published** his first book, *A History of New York*, in 1809, under his **pen name**, *Diedrich Knickerbocker*.

Other famous books included *The Sketch Book* (1819, which included *The Legend of Sleepy Hollow* and *Rip Van Winkle*), *Tales of a Traveler* (1824), and *The Alhambra* (1832).

Irving also wrote biographies of Oliver Goldsmith, Mahomet, and George Washington. Irving never married, being happy to spend his time at home with his brother and five nieces.

Washington Irving died on November 28, 1859 in Irvington, New York. He was 76.

# BEFORE THE SHOW

## *Past and Present (Kindergarten and 1st Grade)*

The Legend of Sleepy Hollow takes place in the past. Have students sort the pictures into past and present and explain why they decided the pictures should go under PAST or PRESENT.



**PAST**

**PRESENT**

# BEFORE THE SHOW

## *Legend Has It... (2nd-5th Grade)*

A traditional story is one that has been passed down from generation to generation. The genre of traditional stories includes legends, fairy tales, fables, and folktales.

**Materials:** chart paper, markers, crayons, pencils, book baskets with examples of each genre (legends, fairy tales, fables, folktales).

### **Procedure:**

1. Label four sheets of chart paper with the following: legends, fairy tales, fables, folktales.
2. Break students into four small groups. Assign each group to one of the charts.
3. Set a timer and have students write all they know about the genre on the paper.
4. Rotate groups until the group is back at the original chart.
5. Have groups report out the thinking on the chart.
6. Pass out the genre book baskets to each group.
7. Have students read the examples and take notes on what they notice about the stories.
8. Students will now work together to generate a definition of their genre on a new sheet of chart paper.
9. After all groups are done, have the small groups do another gallery walk to see what each group came up with.
10. Once groups are back to their original chart, have them report out their new thinking. You can also use the visible thinking routine [I Used to Think... Now I Think...](#) to help students process what they have learned.
11. Clear up any misconceptions about the genres if necessary.

**Resource for this lesson:** [Using Graphic Organizers to Generate Genre Definitions](#), educationworld.com

## *Read Aloud (4th-5th Grade)*

Read *The Legend of Sleepy Hollow* aloud or through shared reading. There are many websites that have a full online text of the story. One is below:

East of the Web: <http://www.eastoftheweb.com/short-stories/UBooks/LegSle.shtml>

# BEFORE THE SHOW

***Theater etiquette is an important part of attending a live stage production. So that all patrons have an enjoyable experience at the theater, please share these guidelines with your students prior to attending the performance. Remind students to be respectful of the performers and other audience members by engaging in responsible behavior.***

- You agree to be on time. Theater is great! It's live! It happens in the moment. You can't rewind it. You are an important part of the show and you need to be there from the very beginning. The actors are there, so you need to be there, too. Arriving 20 minutes before show time is the standard rule.
- You agree to use the restroom before the show starts to avoid getting up and disrupting the performance while it's happening. Once a class is seated, you may visit the restroom in small groups prior to show time. Young students must be escorted.
- You agree not to talk or whisper during the show. If you whisper to your friends during the show, you disrupt those around you, and quite possibly the actors. And, you might miss something!
- You agree to participate. This includes laughing at appropriate times, clapping in appreciation for the things and actors you like, and doing other things when invited by the actors to do so. It also means paying attention to what's going on by listening and watching closely.
- You agree to turn off all cell phones and other gadgets that may make noise during the show.
- You agree not to take pictures or use recording devices of any kind during the show . The material performed on stage is copyrighted material, and therefore protected under copyright law from reproduction of any kind without written permission. In addition, the Mahaffey Theater is a union house, and union rules prohibit the use of photography and recording devices without prior consent.
- Finally, you agree to give the actors a full curtain call . A curtain call is the actors' final bow at the end of the performance. It's your opportunity to show your appreciation for what they've shared with you. Please wait until all the actors have taken their final bow before exiting the theater. The ushers will assist you in finding the best route out of theater!

# AFTER THE SHOW

## *Reacting to The Legend of Sleepy Hollow*

### **Kindergarten:**

- Create a class chart that identifies the following from the play: characters, setting, and major events.
- Retell what happened in the play to a partner by using the class chart to support your retelling.
- Share with a partner or small group your favorite parts of the play and why those parts were your favorite.

### **1st Grade:**

- Create a class chart that identifies the following from the play: characters, setting, and major events.
- Retell what happened in the play to partner by using the class chart to support your retelling.
- Use drawing and writing to describe the characters, setting, and events in the play. Meet with a partner to retell the story.
- Identify and justify what you think the lesson was in the play to a partner.

### **2nd Grade:**

- Create a character map of Ichabod Crane that includes how he faced the major events in the play. Allow partners to share their thinking and gain new ideas from each other.
- Recount what happened in the play (characters, setting, and events) using a retelling graphic organizer (Beginning-Middle-End; Character-Setting-Problem-Solution, etc.).
- Determine the central message or lesson in the play and use evidence from the play to support your thinking. Meet with a partner to share your ideas. Then work together to determine what the central message or lesson is.

### **3rd Grade:**

- Create a character map of Ichabod Crane that describes his character traits and motivations. Share your ideas with a partner.
- Use a graphic organizer to recount the characters, setting, and major events in the play.
- Work with a partner to determine what the central message or lesson of the play was. Make sure to use evidence from the play to justify your thinking.

### **4th Grade:**

- Choose your favorite character, setting, or major event from the play. Create a poster that describes the character, setting, or event in depth through writing and drawing. Host a gallery walk of everyone's work after they are finished.
- Work with a partner or small group to determine the theme of the play. Create a knowledge product (student choice product) that explains the theme and evidence that supports your thinking.
- Summarize the dramatic events that happened in the play by using a timeline.

### **5th Grade:**

- Choose your favorite character, setting, or major event from the play. Create a poster that describes the character, setting, or event in depth through writing and drawing. Share your work with a partner that chose a different character, setting, or event. Create a compare/contrast graphic organizer on chart paper that shows the similarities and differences between your choices.
- Work with a partner or small group to determine the theme of the play. Create a knowledge product (student choice product) that explains the theme and evidence that supports your thinking.
- Summarize the major events in the play by creating a storyboard or comic strip.



# FLORIDA STANDARDS

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

SS.K.A.2.1 Compare children and families of today with those in the past.

TH.K.C.3.2 Share reactions to a live theatre performance.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

SS.1.A.2.2 Compare life now with life in the past.

TH.1.C.1.2 Draw a picture from a favorite story and share with the class why the scene was important to the story.

LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

TH.2.C.1.1 Describe a character in a story and tell why the character is important to the story.

LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.

LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

TH.4.O.2.1 Write a summary of dramatic events after reading or watching a play.

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

TH.5.O.2.1 Create a story board of the major events in a play.

***For more information on the Florida Standards, visit [cpalms.org](http://cpalms.org).***