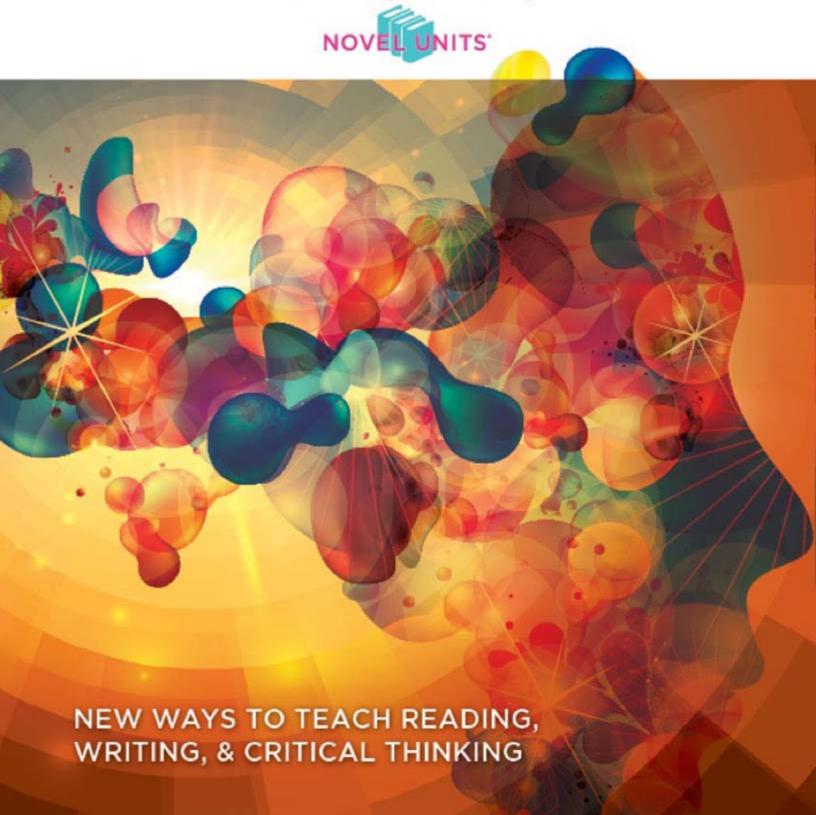
Rip Van Winkle and Other Stories

Washington Irving





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RIP VAN WINKLE AND OTHER STORIES

by Washington Irving

Teacher Guide

Written by Monica L. Odle

Note

The 1994 Puffin Books paperback edition was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 0-14-036771-3

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Skills and Strategies

Thinking

Research, identifying attributes, compare/contrast, evaluation

Vocabulary

Glossary, definitions, part of speech, synonym/antonym, context

Listening/Speaking

Interview preparation, discussion, oral report

Comprehension

Analysis, prediction, cause/effect, summarization

Writing

Interview, newspaper article, eulogy, descriptive writing, ghost story, blog review, essay

Literary Elements

Characterization, setting, theme, point of view, symbolism, figurative language, genre, conflict

Across the Curriculum

Geography—Catskill Mountains; History—Revolutionary War, May Day, early-American politics; Art—sculpture, painting, caricature, cartoon, sketch

- 7. How does Harry's father react to his son's deep feelings? How does this affect Harry? (His father jokes about Harry falling in love with a footprint as being more ridiculous than falling in love with the woman who was old enough to be his mother. While the family promises not to mock him, Harry senses their hidden ridicule and is mortified to have his affections treated with such disdain. Harry is embarrassed, and he keeps away from the family as much as possible thereafter, spending *time alone in the woods.)*
- 8. **Prediction:** What will happen to Harry after the story of ertakes his boat? How will he find the glove's owner?

Supplementary Activities

- 1. Figurative Language: Continue ad ng y figurative language chart. Examples: **Simile** "scampering like fright energidete" (112); **Personification**—"I have kin the very light of day...my soul seemed on a virtue costasy in the deep blue of sumer sky" (p. 120)
- 2. Painting: Paint provide the imaginative world of florers in issects on the family estate, as described by the neator.

թառեյ*ս*у," pp. 142–175

		Vocabulary	
modulation		ab Le	affable
flaxen	v ² lance	ove d	susceptible
mincir.	ardour	mp 'd	benefactor
prescrib			

allenge Words compunction flageolet profusion 'at damask adroitn s expatiating fia ...ce lilous limpid unci e aliment augur descanting as dun

and of a beautiful voice. Hotist vers the female Harry awakens in an unknown place of the . Somerville. He attempts simple he with his who owns the footprint and glov knowledge of poetry and, finding er unenthusiastic, attempty to the leacher. He is surprised to find she is well-educated and is repeatedly, though gent of bloody both Julia and her father.

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- 7. What are Mr. Somerville's hopes for Julia? What do you think about Julia's education thus far? (Mr. Somerville hopes his daughter will glide through life peaceably. He does not expect her to change society nor venture into intellectual territory outside her ability. He is content for her to know enough to be intellectually stimulated in accordance with her own tastes and talents. He will not push Julia to be a scholar or one who compares her knowledge base to that of others. Answers will vary. Some students may see Julia's father as limiting her capacity for learning, while others may find him admirable, as he allows Julia to pursue what she en ys.)
- 8. Describe Mr. Somerville's manner when discussi Han own educational pursuits. Who do you think is the wiser of the two? Why? The street of the two? Why? The street of the two? Why? The street of the listening to Harry's suggestions, asks Harry about his own mode of stud. He soon at a appopriate time and after properly dignifying his guest. As Harry's elder he will be about the dangers of avoiding structure in the course of study. He also shows his ise. To Least master of studies that Harry thought him ignorant of, adding to Mr. Somervil. 's 'ib. 'ie conversation. Mr. Somervil. and kindly takes on the role of a mentor, shall ghow knowledge about common mistakes and 've the younger generation and suggesting proceedings. It was larry can do to improhis are generation are suggesting proceeding in the wiser of the two, even the 'ghow are has, up to this point, believed himself to e the v Mr. Somerville is content Justen Huny for several days and ask Harry po' qu' tio before formulating an op' n ... Harry advice.)
- We will you think the author choose to the story in the first-person as the character refreshing upon his life? How does to the story? (Because the story resembers how he felt when he was younger, r ... s e er . ze his intense feelings, his e, ...s a)rat on for Julia, and his embarrassment at ing 'unived. A proud Harry builds a cas sum are crushed numerous times an fire type syed completely. The reflective tan acknowledges that he has in 'hanti because of his experinces, 'e a ws hat Mr. Somerville's "advice about adop 'g a s 'en 'f study is very judicious" [p 3]. Le st is a character study of an incurable roman —a vilized gentleman whose un ain ima nation is exposed using c inderlying humoro
- 10. **Prediction:** What will happen the Av? In he actually becone a could be or is this simply a metaphor describin his in ful imagination as a vin, na

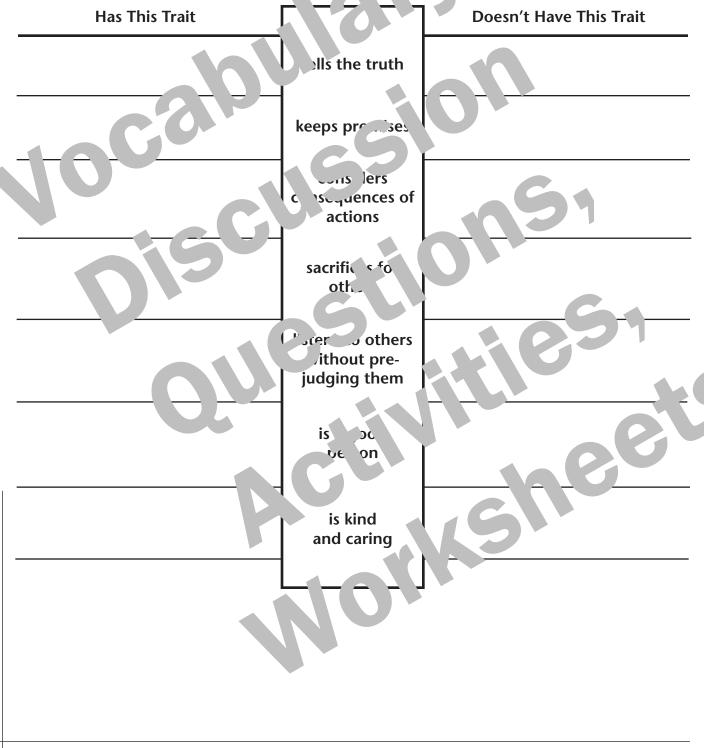
Supplementary Ac vitie:

- inue adding to our qui in lar guage chart. Examples: '... 'es 1. Figurative Langua "That glance, however, went like a sunber to the the thing is the thing who had failed in his examination..."

 1.); M. aphor—"her mind, which are the sunshine" (p. 168); Person': ation—"This the genius...a wild the turn away with our most promising you. new 171)
- 2. Creative Writing: Mr. Somer And a clear idea of the type of education he wishes for Julia. Write a short essay from Julia point of view that express what we a believe to be her own educational desires.

Characters With Character

Directions: A person's **character** is evaluated by his or her actions, statements, and by the way he or she treats others. For each of the attributes listed in the center of the page, write the name of one character from the novel who has this trait and the name of a character who does **not** have this trait. After each character's name, give an example of an action or statement which proves you have properly evaluated the character.



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Character Web

Directions: Complete the attribute web below by filling in information specific to a character in the book.

