

Instant Short Story Pack



The Legend of Sleepy Hollow

BY WASHINGTON IRVING

CCSS.ELA-LITERACY.RL.9-10.1, 3, 4, 5, 7

CCSS.ELA-LITERACY.RL.11-12.1, 4, 5, 7



 **Prestwick House**

P.O. Box 658, Clayton, DE 19938

www.prestwickhouse.com

800.932.4593

ISBN: 978-1-62019-332-7

Copyright ©2017 by Prestwick House Inc.

All rights reserved. No portion may be reproduced
without permission in writing from the publisher.

Item No. 310569

Objectives:

After completing the activities in this packet, the student will be able to:

- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.9-10.1; 11-12.1),
- analyze how a complex character develops over the course of a text (RL.9-10.3),
- analyze the cumulative impact of specific word choices on meaning and tone (RL.9-10.4),
- analyze how language evokes a sense of time and place and how it sets a formal or informal tone (RL.9-10.4),
- analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful (RL.11-12.4),
- analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise (RL.9-10.5; 11-12.5), and
- analyze the representation of a key scene in two different artistic mediums (RL.9-10.7; 11-12.7).

Time:

3-5 class periods

Materials:

✓ 1 copy of each handout per student:

- **Handout #1** (2 pages) – Purpose-setting and Motivational Activities
- **Handout #2** (30 pages) – Text of Story
- **Handout #3** (1 page) – Student Questions
- **Handout #4** (13 pages) – Activities and Graphic Organizers

✓ Teacher Answer Guide

Procedure:

1. Reproduce all handouts.
2. Distribute **Handouts #1** and **#2**.
 - Allow students to read the short biography of Irving (approximately 10 minutes).
 - Read and discuss the information about Irving's work and ideas (approximately 10 minutes).
 - Assign the story to be read for homework (might require 2 nights' reading) OR
 - Allow students to read the story in class (might take 2 class periods).
 - Have students perform the two **As you read...** activities.
3. Distribute **Handout #3**.
4. Give students time to read the questions (approximately 5 minutes).
5. Review with students what each question is asking for and what type of information is required for a thorough answer (e.g., references to prior knowledge, quotations from the story, additional reading or research, etc.).
6. Distribute **Handout #4**.

Washington Irving

The Legend of Sleepy Hollow

“The Legend of Sleepy Hollow” is one of thirty-four essays and short stories—including the famous “Rip Van Winkle”—in Washington Irving’s collection titled *The Sketch Book of Geoffrey Crayon, Gent.* Irving used the pen name Geoffrey Crayon for most of his career. “The Legend of Sleepy Hollow” was allegedly *discovered* by Crayon and supposedly “found among the papers of the late Diedrich Knickerbocker.” Knickerbocker was another fictional persona, introduced to Irving’s readers in 1809 with the publication of a satirical piece: *A History of New-York from the Beginning of the World to the End of the Dutch Dynasty.*

“The Legend of Sleepy Hollow” is one of the first pieces of literature written by a citizen of the United States to gain international fame during the writer’s life and enjoy enduring fame after the author’s death. From his first appearance in 1820, the headless horseman immediately captured the American imagination and has become a universal image in the popular culture of the United States. He is the subject of cartoons, high-suspense-and-adventure movies, television fantasies—even candy bar commercials. His image has been copied and imitated by generations of Halloween revelers.

Before you read:

Know something about the life of the author:

Often called the “Father of the American Short Story” and the “First American Man of Letters,” Washington Irving was the first American to make a living solely as a writer. He was also one of the first American writers to gain literary fame in Europe, and he helped establish a place for the United States in the literary world.

The youngest of eleven children, Irving was born in New York City on April 3, 1783. In that same week, New Yorkers first learned that the American Revolution against Great Britain was over. To honor the event, Irving’s mother named him after the hero of the Revolution—George Washington. When he was six years old, his nanny took him to meet his namesake, the first president of the United States.

Irving studied law and was admitted to the New York Bar in 1806. His true desire, however, was writing. He traveled extensively throughout Europe and served in a number of diplomatic posts for the new United States. His experiences abroad form the basis of many

Washington Irving

The Legend of Sleepy Hollow

Lexile Measure: 1390L

FOUND AMONG THE PAPERS OF THE LATE DIEDRICH KNICKERBOCKER.

A pleasing land of drowsy head it was,
Of dreams that wave before the half-shut eye;
And of gay castles in the clouds that pass,
Forever flushing round a summer sky.

Castle of Indolence

In the bosom of one of those spacious coves which indent the eastern shore of the Hudson, at that broad expansion of the river denominated by the ancient Dutch navigators the Tappan Zee, and where they always prudently shortened sail and implored the protection of St. Nicholas when they crossed, there lies a small market town or rural port, which by some is called Greensburgh, but which is more generally and properly known by the name of Tarry Town. This name was given, we are told, in former days, by the good housewives of the adjacent country, from the inveterate propensity of their husbands to linger about the village tavern on market days. Be that as it may, I do not vouch for the fact, but merely advert to it, for the sake of being precise and authentic. Not far from this village, perhaps about two miles, there is a little valley or rather lap of land among high hills, which is one of the quietest places in the whole world. A small brook glides through it, with just murmur enough to lull one to repose; and the occasional whistle of a quail or tapping of a woodpecker is almost the only sound that ever breaks in upon the uniform tranquility.

I recollect that, when a stripling, my first exploit in squirrel-shooting was in a grove of tall walnut-trees that shades one side

Washington Irving

The Legend of Sleepy Hollow

STUDENT QUESTIONS:

1. (CCSS.ELA-LITERACY.RL.9-10.1; 11-12.1) What does Irving intend for his reader to assume happened to Ichabod Crane? What evidence or implications does he provide in the text of the story to support this conclusion?
2. (CCSS.ELA-LITERACY.RL.9-10.3) Does Irving intend Ichabod Crane to be a sympathetic character? Provide evidence from the text to support your conclusion.
3. (CCSS.ELA-LITERACY.RL.9-10.5; 11-12.5) What was Irving's most likely reason for creating the separation between the original storyteller and the reader (original storyteller → Diedrich Knickerbocker → Geoffrey Crayon/Washington Irving → us)? Why does Irving wait until after he has told the entire story to introduce the original storyteller?
4. (CCSS.ELA-LITERACY.RL.9-10.4; 11-12.4) What is the overall tone of this story? How does Irving create this tone?
5. (CCSS.ELA-LITERACY.RL.9-10.5; 11-12.5) What are the likely reasons that Irving structured this story with so much exposition leading to a brief section of action and then a relatively long denouement?
6. (CCSS.ELA-LITERACY.RL.9-10.4; 11-12.4) How does the general atmosphere change from Ichabod's travel to the "quilting frolic" to his trip back? Provide specific details from the text to substantiate your answer.
7. (CCSS.ELA-LITERACY.RL.9-10.7; 11-12.7) What are the most likely reasons that filmmakers would stray from the text and depict the bridge in the climactic chase scene as a covered bridge?

ACTIVITIES AND GRAPHIC ORGANIZERS:

Washington Irving, *The Legend of Sleepy Hollow*

Question 1: What does Irving intend for his reader to assume happened to Ichabod Crane? What evidence or implications does he provide in the text of the story to support this conclusion?

STEP 1: Using the chart below, identify the key incidents in the story that provide clues to the story's outcome. Then, identify what each incident contributes to the development of the plot and explain *how* it helps to clarify Irving's intention.

