

ELA: Grade 4, Lesson 6, The Legend of Sleepy Hollow

Lesson Focus: Describe the setting using details from the text, *The Legend of Sleepy Hollow*.

Practice Focus: Write a paragraph to describe how Kim Griswell uses details to create the setting in *The Legend of Sleepy Hollow*.

Objective: Students will use a selection of *The Legend of Sleepy Hollow* to engage in narrative fiction with a focus on determining the meaning of words and phrase to describe the setting. Then, the student will write a descriptive paragraph about the setting.

Academic Vocabulary: legend, setting, Revolutionary War

TN Standards: 4.RL.KID.3, 4.CS.KID.4, 4.W.TP.2

Teacher Materials:

- Chart with the elements of a legend:
 - A legend usually:
 - Focuses on heroic individuals or fantastic creatures
 - Describes an exciting adventure.
 - May have some basis in historical fact
 - Includes some supernatural events
- Chart paper with “setting” written at the top.
- Chart paper with sentences: ***Sleepy Hollow is the setting of story The Legend of Sleepy Hollow. / It is located on a river and is described as “nestled in the crook of a cove”, “just beyond the village”, and “hidden between high rolling hills”. / Sleepy Hollow is very different in the day and night. In the day, the birds, brook, and wind make peaceful noises, but the noises change at night. Pounding hooves haunt the night.*** Create the chart so you can unfold or uncover to reveal the sentences at the /.
- Teacher packet for ELA Grade 4, Lesson 6: printed PPT deck or digital display of images from the PPT

Student Materials:

- Two pieces of paper
- Pencil
- Surface to write on
- The student packet for ELA, Grade 4, Lesson 6 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our fourth graders out there, though all children are welcome to tune in. This lesson is the first in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>If you didn't see our previous lesson, you can find it at www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others.</p> <p>Today, we will be reading a legend that is set "post," or after, the Revolutionary War.</p> <p>Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • 2 pieces of paper • Pencil • Surface to write on • The student packet for ELA, Grade 4, Lesson 6 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p>Intro (4 minutes)</p> <p>If you joined me last week, you might remember that we read a collection of Native American stories. While today's story isn't a Native American story, it does start with a Native American legend about the setting, meaning the author tells a story within the story. Our author is Kim Griswell, and she has re-written a famous story called The Legend of Sleepy Hollow. Unlike the first five lessons which were all different stories, it will take us 5 days to read this whole story so you will have to tune in each day to hear another episode!</p> <p>As I said at the beginning, we will be reading a legend that is set post, or after, the Revolutionary War. I bet you have learned a lot about the Revolutionary War this year in school.</p> <ul style="list-style-type: none"> • What are some facts you think of when someone says Revolutionary War? See if you can list at least 4 on your paper. And go... [Pause] I thought of: <ul style="list-style-type: none"> ○ Many of the acts imposed by Great Britain caused the colonists to be angry. ○ It started in 1775. Wow that is almost 250 years ago. People did not have cars, computers, or televisions in 1775. ○ A war was occurring between the colonists and Great Britain. The colonists were people who left Great Britain, settled in America, and made it their home. The colonists wanted to be separate and form a new country – what we call the United State today. Great Britain believed that the Americas should still be part of Great Britain. So the colonist rose up and fought against 	<p>Students will recall what they know about the Revolutionary War to prepare for setting description.</p> <p>Students recall information about the Revolutionary War.</p>

<p>Great Britain and Great Britain fought back causing the Revolutionary War.</p> <ul style="list-style-type: none"> ○ After time, the colonists won the war and gained their independence from Great Britain. <p>The story we are reading today is called <i>The Legend of Sleepy Hollow</i>. [Show Slide L6-A]. This story occurs just after the war, and you will see details from the story that help us recognize this. [Refer to legend chart you made as you begin reading.]</p> <p>The story we are reading today is called a legend. A legend usually focuses on heroic individuals or fantastic creatures and describes an exciting adventure. It may have some basis in historical fact, something that actually happened, and include some supernatural events, like ghosts... which today's story does! <i>The Legend of Sleepy Hollow</i> is often told as a ghost story!</p> <p>Does anyone know what a supernatural event is? Yes, that's right. A supernatural event has events that are not realistic such as ghosts. Today our goal is to describe the setting based upon the details the author gives us. Does anyone remember the term setting? Yes, it is has something to do when and where the story takes place. We also need to remember that the author uses specific details to help us visualize where the story is taking place. Can you remember the time period this story takes place in? That right, 1775 – almost 250 years ago. And where? Yes, in America after the Revolutionary War.</p> <p>We will begin with me showing how to use the words the author uses to think about the setting. Then, there will be time for you to practice writing on your own with my support. Finally, I will assign you independent work that you can complete after the video ends. This framework will follow the same structure as week one lessons.</p> <p>During our reading today, we will capture details about the setting. Go ahead and write setting at the top of one sheet. We will use it as we read the story. [Show students a piece of chart paper with "setting" written at the top.] Let's begin!</p>	<p>Students understand the gradual release.</p>
<p>Teacher Model/Read-Aloud (16 minutes for reading to make sense of the setting)</p> <p>As I read, we will stop to think about the setting of the story.</p>	<p>Students note the location of Sleepy Hollow.</p>

Tarry Town nestles in the crook of a cove along the eastern shore of the Hudson River. Just beyond the village, hidden between high rolling hills, lies a valley so silent it stills the hearts of all who enter. Locals call it Sleepy Hollow.

- **Don't you love the language!** In a matter of three sentences the author provides several details about the setting. How does the author describe the setting? [Pause] As we talk through the details about the setting, if you don't have all the details we talk about, write them on your paper so you can use them when we write at the end.
 - **The first thing I noticed was: Tarry Town.** [Write Tarry Town on the setting chart.] **Do you know what the word tarry means? To tarry means that you stay longer than planned.**
 - **I also heard we have information about where it is located – the crook of a cove.** [Add to chart] **Let's break that apart. I know a crook is like a bend – like the bend in my arm.** [Use arm to model.] **A cove is a place at the end of a narrow waterway that is an offshoot of a larger body of water. So, Tarry Town is at the end of the waterway.** [Sketch on chart paper.] **I think we can also add: eastern shore of Hudson River.** [Add to chart.] **This would mean it is along the water's edge of a river.** [Point to place where Sleepy Hollow would be on your drawing.]
 - **At first, I thought Tarry Town was the setting, but then I read, "Just beyond the village, hidden between high rolling hills, lies a valley so silent it stills the hearts of all who enter."** This made me realize the setting is actually a place further than Tarry Town. I am going to add the word *beyond* in front of Tarry Town on my chart. [Add beyond.] I am also going to add *in a valley* on my chart. So I know that Sleepy Hollow is past Tarry Town in a valley.
 - **What do you think it means that the valley is "so silent it stills the hearts of all who enter"?** [Pause] Oh, I am thinking it might be one of two things: first, it could mean that it calms someone down when they enter the valley - it is peaceful OR, because this is a sometimes a ghost story and I know if someone's heart is still they would be dead, I wonder if someone's heart is completely stilled! I am

<p>anxious to find out. [Add “so silent it stills the hearts of all who enter” to chart.]</p> <ul style="list-style-type: none"> ○ In the last sentence we find out the name of the setting – Sleepy Hollow. At the top of your paper by the word setting, write Sleepy Hollow. [Write Sleepy Hollow.] ○ In the next paragraph, the author contrasts Sleepy Hollow in the day and night. On your setting paper, go ahead and write day and night and listen for details about Sleepy Hollow in the day and night. <p>In daylight, the hollow sleeps in peace. Quails whistle lullabies, while a brook whispers dreams as it winds between the trees. Sometimes woodpeckers hammer bugs from the bark of birch trees. But those who dare these woods at night are haunted by shadows that flit at the edge of vision. Hoofbeats echo through the hills. And with every step, the pounding beats get closer and closer and closer. [Show slide L6-B]</p> <ul style="list-style-type: none"> • I loved the first line “sleeps in peace”. • How does the author describe day and night in Sleepy Hollow? [Pause] I noticed that the author uses lots of description about the sights and sounds. • Let’s see what she says about the daylight: For day, I heard: [On chart write “day” and add each.] <ul style="list-style-type: none"> ○ sleeps in peace ○ quails (a type of bird) whistle ○ brook (like a little stream) whisper dreams ○ woodpecker (another bird) hammering • Good authors use contrasts to help us see the differences in settings. [Write “night” on setting chart and add these to chart.] For night, what did you hear? I heard: haunted by shadows, hoofbeat echoes. Hmmm... hoofbeat echoes. It makes me think of the sound of horses. • Be sure you are adding these to your paper as we go! • Let’s look a little closer at the line, “flit at the edge of vision”. What do you think that means? [Pause]. Because I know flit means to move quickly and lightly, I think the shadows are just right at the edge of eye sight, but when someone turns, they are gone. • Let’s think about how the author changes the mood of the town, or how you feel differently, between day and night. Jot down your thoughts on your paper. [Pause] As I read, I felt like the mood was 	<p>Students note how the author describes the days and nights in Sleepy Hollow.</p>
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<p>peaceful when day was described, but, when night was described, it was haunted and scary.</p> <ul style="list-style-type: none"> • We are now about to read the native legend. Think about how the legend gives us information about the setting. <p>According to native legends, in the year of the Half Moon, white men came from a faraway land. They called themselves Netherlanders, though others called them Dutch. The natives welcomed them until one-eyed wise man came to the People and delivered a warning. "These pale ones will swarm across the hills and valleys like ants. They will burn and chop and build. Soon the land of bear and fox and deer will be no more and the land will be cursed."</p> <p>The wise man held a powwow at the center of the quiet valley. The People built a great bonfire and drummed and sang through the night. With their music, they enchanted the hollow so that its peace would always remain.</p> <ul style="list-style-type: none"> • What do you think is the meaning of the section: "These pale ones will swarm across the hills and valleys like ants. They will burn and chop and build. Soon the land of bear and fox and deer will be no more and the land will be cursed"? [Pause] I think this is about settlers moving into the Native American lands and killing all the animals and cutting down the trees for houses because it says "pale ones" which is referring to the settlers. I think because it is set after the Revolutionary War it made me connect to the settlers. • We need to think ... what of this is important for us to know about the setting? [Pause] I think it is important that the town was <i>enchanted by the Native Americans to protect from a curse</i>. [Add to setting chart.] <p>Years passed and the shadow of war, or revolution, fell across the hills and valleys of the Hudson. The settlers revolted against the British crown. But the wise man's spell was strong. Neither side could capture the sleepy hollow beyond Tarry Town, and it became neutral ground. British troops held one side while Revolutionary soldiers held the other.</p> <ul style="list-style-type: none"> • This paragraph finally gives us more of a time frame of the setting because it mentions the Revolutionary War. • I am going to read a section again. See if you can determine the meaning of neutral by the way it was 	<p>Students connect the wise man's premonition to the settlement of colonists.</p> <p>Students make meaning of the setting through the legend.</p> <p>Students make meaning of the setting through the legend.</p>
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<p>used. "But the wise man's spell was strong. Neither side could capture the sleepy hollow beyond Tarry Town, and it became neutral ground. British troops held one side while Revolutionary soldiers held the other." So, what do you think? [Pause]. Because the text says that the British and revolutionary soldiers each held a side, I think neutral means no one controlled it. I am going to add <i>neutral during Revolutionary War</i> to my chart. [Add to chart.]</p> <p>One fateful night, battle cries ripped through the countryside. Gunfire peppered the trees. A lone soldier, a Hessian, galloped into the hollow. As he did, the spell made him slow down... and then stop. As he turned in his saddle, a cannon blasted apart the night. The great iron ball blew the soldier's head from his shoulders. For a moment, peace entered his heart. And in that moment the enchantment became... a curse. [Show slide L6-C]</p> <ul style="list-style-type: none"> • It is really getting exciting here! • Here is another place that I love the language! Can you imagine bullets peppering the trees like you pepper your food? • Think for a minute... what killed the soldier? [Pause] Interestingly, at first I was thinking the cannon ball killed him—which it did, but it was the spell that made him slow down and stop. Because he stopped, the cannon ball was able to kill him. Hmmm... how might we add that to the chart? [Pause] I think I am going to write <i>spell turned to a curse when a cannon ball killed a soldier</i>. [Add to chart.] Be sure to add it to your chart if you don't have it so you can use the information when you write. <p>The soldier's body was buried in the village churchyard, but his head was never found. Legend says the ghost of the headless soldier was doomed to roam the hollow and that every night since then, he has burst from his grave. Every night since then, he has galloped on a fiery-eyed stallion searching for the head he lost in battle.</p> <ul style="list-style-type: none"> • How does the legend support us in understanding the setting? What did you write down? [Pause] I am going to add to the setting chart: <i>haunted by a headless soldier on a horse every night</i> [Add to chart] <p>Ten years passed. The soldier's flesh and bones turned to dust, but stories of his hauntings grew. Into this haunted hollow came a scarecrow of man with ears as big as saucers and a tiny head that bobbed atop a spindly neck. Long arms</p>	<p>Students make meaning of the setting through the legend.</p> <p>Students make meaning of the setting through the legend.</p> <p>Students make meaning of the passage of time and the arrival of Crane.</p>
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<p>dangled from his shirtsleeves. When he walked, his baggy clothes flapped as if a strong wind blew around his stick-thin frame. His name was Ichabod Crane. He came to Tarry Town to teach in the one-room schoolhouse that teetered on the edge of Sleepy Hollow.</p> <ul style="list-style-type: none"> • More setting details! And we get introduced to our first character, who we will talk about more in the next lesson. What did you write on your setting paper? [Pause] I think we need to add a couple of details from this section. First, the <i>haunting stories grew</i>. [Add to chart] I bet you have heard stories from your friends that just keep getting bigger and crazier over time. I think that is what happened in Sleepy Hollow. The soldier story kept getting bigger and crazier over the ten years. • Hey, we have a better idea of when the story is taking place now. Let's see, it is ten years after the soldier was killed during the Revolutionary War. The war started in 1775 so it has to be at least 1785 because $1775 + 10$ is 1785. I am going to add to my chart: <i>Post Revolutionary War – at least 1785</i>. [Add to chart]. • I also want to add that there is a one-room school house. The author says that the school “teetered on the edge of town”. What does that tell you about its location? [Pause] To teeter means to sway back and forth like a teeter totter or see saw. So I think it means that it is right on the very edge of town. [Add <i>one-room school house on edge of town</i> to chart.] 	
<p>Guided Practice (3 minutes)</p> <ul style="list-style-type: none"> • Wow! Look at all we learned about the setting today! [Refer to setting chart] We have thought deeply about how the author is providing us with details about the setting. Now, I want us to prepare to write about what we have captured. • We are going to summarize what the author has told us about the setting of Sleepy Hollow so far, using details from the text. We will start together, and you will finish it on your own after the lesson. • Let's look back at our list of setting details. Do you see a way we might organize them? Jot some ideas in the margins about how they might be grouped. [Pause] Hmmm... these first few are about the description of Sleepy Hollow's location. I am going to write that in the margin. [Draw a line under Sleepy Hollow and write “description of location” in margin] 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the descriptive paragraph on their own.</p>

- **Then, I see, here, that the author moved to contrasting day and night in Sleepy Hollow.** [Draw a line under echoes and write “contrast day and night”.]
- **Next, we moved to the legend. In the margin I am going to label it “legend”.** [Write “legend” in margin and then underline before post-revolutionary war.]
- **Finally, we move to 10 years later.** [Label “10 years later” in margin].
- **I can see that we have basically four different ways that the author gave us information about today’s setting. This is going to help me as I set up my paragraph to describe Sleepy Hollow.**
- **Here is our task: Write a paragraph describing the setting of Sleepy Hollow, using details from the story. Think about how the author described the location, contrasted the town’s days and nights, used the legend, and moved time forward ten years. Be sure to include an introduction, details from the text, transition words or phrases, and a conclusion.**
- **I know one of the first things I need to do to write my paragraph is to write an introduction. Take a moment to try to craft an introduction for your paragraph describing Sleepy Hollow. Say it out loud until you get it how you want it.** [Pause]
- **Let’s see... I think I would write something like this:** [Hold up chart paper folded or covered so students can only see first sentence.] **Sleepy Hollow is the setting of story, The Legend of Sleepy Hollow.**
- **Cool! We have our introduction written. Let’s think about what how we can describe Sleepy Hollow from our notes.**
- **Our first way was through details about the location. Try to write the next sentences on your own using our evidence about the location.** [Point to chart and pause] [Hold up chart paper unfolded so students can only see first sentence AND second sentence.] **I wrote: It is located on a river and is described as “nestled in the crook of a cove”, “just beyond the village”, and “hidden between high rolling hills”.**
- **Let’s look at what we learned about the differences in the town during the day and night and include it in the next sentence of our description. Say out loud what you might write here using the information from the chart.** [Pause] **Here is what I came up with: Sleepy Hollow is very different in the day and night. In the day, the birds, brook, and wind make peaceful**

<p>noises, but the noises change at night. Pounding hooves haunt the night.</p> <ul style="list-style-type: none">• Wow! Look at what a great paragraph you have started about the Sleepy Hollow.	
<p>Independent Work (1 minute)</p> <p>Now, it is your turn to write! I want you to take our first sentences and finish the paragraph about the setting in the story by using what we learned and recorded in our chart about the setting from the Native American legend and what we learned when time moved forward ten years. Don't forget to think about how you might transition between your descriptions. Also, be sure to add a concluding sentence.</p> <p>I encourage you to get creative after you write your paragraph; draw a picture of what Ichabod Crane looks like based on the today's details. I will show you his picture tomorrow, as we learn more about him.</p>	Students will finish the descriptive paragraph independently.
<p>Closing (1 min)</p> <p>I enjoyed reading about the setting in The Legend of Sleepy Hollow with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



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