



*We Educate, Entertain and Enrich
the lives of children through
the magic of professional theatre.*

STUDY GUIDE

The Legend of SLEEPY HOLLOW

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Dear Principal, Teacher and Parent:

Thank you for allowing your children the opportunity to experience live theatre. Studies consistently show that students exposed to the Arts score higher than the median, demonstrate higher self esteem and confidence and have a higher awareness of other cultures and races.

The theatre is a collaborative process, which the audience is a huge part. In addition to the study guide prepared for the specific show you will see, we offer you the following general ACTivities to share with your students before, during and after the performance.

Pre-performance ACTivities:

The following vocabulary may be helpful to review with your class:

Drama Terms:

Play: a presentation (or show) that is acted out with actors who use words and movements to play the different characters to tell a story for an audience.

Moral: the message or meaning of the play, how the characters' actions were good or bad.

Script: the text (or words) of a story that the actors and director use.

Act: a large section of the script that contains several scenes.

Scene: a small section of a play that usually takes place in one location and time.

Setting: where the play takes place, this may be one or several locations.

Time: when does the play take place, is it supposed to be today, perhaps the past or even the future.

Character: a person who is apart of the story in a play (or book, movie, etc.)

Acting: a way of playing as if you are another person (character) to tell a story.

Dialogue: the written sentences that two or more actors say to each other during a play.

Monologue: the written sentences that an actor says to them self or the audience during a play.

Fantasy: an imaginary world.

Realistic: something that seems like it could really happen in real life.

Theatre Parts:

Theatre: a building that includes a stage for the actors and seats for the audience.

Stage: the place where a play is presented, or acted out.

Backstage: where the actors wait until they come onto the stage.

Theatre People:

Director: the person who is in charge of the actors.

Actor: a person who plays a character in a play.

Audience: the people who watch a play.



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Show Terms:

Staging: the way the director has the actors move around on the stage.

Dance: movement that is choreographed (or planned) to work (or go) with a rhythm (or beat).

Lighting: the way that you are able to see the play with light. Many times the lighting will change color, how bright they are and when they turn on and off.

Set: the backdrop of the stage that lets you imagine where the play takes place.

Costume: the clothes that the actors wear to help you know what character they are playing.

Music: it can be just in the background (or playing softly), can be loud in between the scenes or sung along with by the actors.

Sound Effect: a special sound, like a train whistle or a bird, that has been recorded and played at a certain moment in the play.

Special Effect: any kind of exciting thing that happens during the show, like fog appearing on stage or a trap door that lets an actor appear magically from “no where.”

Applause: the way an audience lets the actors know they did a good job by clapping at the end of the show.

Performance ACTIVITIES:

The audience is a very important part of a great performance. You can make the play better by being a good listener and by using your imagination. What else do you think it takes to be a good audience member? Here are some tips that will help make all performances better for everyone:

- When you arrive at the theatre, please stay on your bus until a Birmingham Children's Theatre representative greets you.
- When you enter the lobby, please wait to be seated and remain in a single-file line.
- Use the handrails when going up and down the stairs in the theatre.
- Please, no screaming when the lights go down.
- During the performance, please be safe and stay seated.
- The actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- Remember... no gum, eating or drinking in the theatre.
- No cameras, laser pointers or recording devices may be used during a performance.
- Please turn off all cell phones, iPods, Blackberries, beepers, etc. (this goes for adults too!)
- Actors love to hear applause! Show your appreciation by clapping at the end of the play.
- After the performance is over, please remain seated until your school is dismissed.



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Post-performance ACTivities

Suggested questions to engage your students:

What did you learn from the play?

Which character(s) did you think was (were) good? Which was (were) bad? Did that change from the beginning to the end of the play?

Why do you think the set looked like it did?

How did the costume help the actor play their character?

Did the music and sound create a certain location?

What seemed the most real to you about the play and why?

How did the actors show you the characters' feelings?

It is our goal to provide a magical and educational theatre experience that is directly applicable to your students and classroom. Please let me know if you have suggestions or comments in helping us achieve this. I may be reached at 205-458-8182 or education@bct123.org.

Now, let the show begin!

Dane Peterson

Director of Education and Production

Birmingham Children's Theatre



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About the Play: Legend tells us that the Headless Horseman roams the village of Sleepy Hollow under the full moon forever looking for a head to replace the one he lost, but is it true? This retelling of the classic tale by Washington Irving, adapted for the stage by Michael Price Nelson, will capture your imagination as Brom Bones and Ichabod Crane duel for the affection of the beautiful Katrina. This timeless piece of literature is sure to thrill as it leads you on a spooky jaunt through the woods and into a close encounter with the infamous haunt of the town.

Characters:

Baltus Van Tassel: a farm owner, father of Katrina and Daniel

Katrina Van Tassel: Baltus' daughter, fond of Brom

Daniel Van Tassel: Baltus' son, student of Ichabod

Brom Bones: a handsome young man

Mrs. Van Ripper: a neighbor of Baltus

Ichabod Crane: the schoolteacher, he rents a room from Mrs. Van Ripper

The Headless Horseman: ?

Settings:

Outside the Van Tassel home

Inside the Van Tassel home

Inside the Van Tassel Barn

Ichabod's rented room

The Sleepy Hollow Bridge



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Classroom ACTivities : GRADE 2

POST PERFORMANCE ACTivity:

ELA Standard 8: Organize sentences into a paragraph to address a topic or tell a story.

Using descriptive, narrative, and expository modes of writing

Theatre Standard 4: Describe different elements in a dramatization.

Describing character traits, including appearance, actions, and choices

The Legend of Sleepy Hollow is based on a famous tale by Washington Irving, an American writer. It is a favorite Halloween story. However, at the time it was written, few Americans celebrated the holiday.

PROCEDURES:

Have students discuss the characters Ichabod Crane and Brom Bones that they saw portrayed in the production. What were some words that describe each man? What are their similarities? What are their differences? What did the students like most about each character?

What are some of the important things that happened to Ichabod Crane in the play? How did these make a difference to him? What might have happened if these events had been different?

Write a descriptive paragraph about the way that Ichabod Crane looked in the play you saw. How does he look different from Brom Bones. Use the words and discussion from earlier.

Then write a paragraph about some of the important events in Brom Bones' life and how the events were important to him. Think back on the discussion to help you as you write.

Finally write a paragraph about the choices that Brom and Ichabod made and how these choices made a difference in their lives. You might want to include your thoughts about what you saw in the play as you conclude this paragraph.

Share your paragraphs with your class.

EXTENSION:

Have the students write narrative paragraphs about their experience attending the production.



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***Classroom ACTivities* : GRADE 3**

POST PERFORMANCE ACTivity:

ELA Standard 3, Bullet 4: Distinguishing fiction from nonfiction.

Visual Arts Standard 1: Utilize a variety of processes and media in the production of an artwork

The Legend of Sleepy Hollow is based on a famous tale by Washington Irving, an American writer. It is a favorite Halloween story. However, at the time it was written, few Americans celebrated the holiday.

PROCEDURES:

Some stories are based on facts—things or ideas that everyone believes—known as nonfiction.

There are also stories that are created from the imagination of the writers—fiction. Can you think of some nonfiction writing? What makes each of those examples non fiction? What are some examples of fiction writing? Why did you decide those examples were fiction?

Do you think the play we saw is non fiction or fiction? Why do you say that? Is the play based on facts or is it from the writer's imagination? What are some of the fictional elements of the play?

There is a magical pumpkin in the play. Are there magical pumpkins in your life every day? If you could have a magical item of your own, what would you want it to be?

Give the students choices of markers, colored pencils, crayons or any other watercolors or paints you have available, as well as construction paper, tissue paper, or any other media that they want or you have available.

Have them create an artwork that depicts the magical item that they want in their world. You may want to have them write a simple artist's statement about the way they created their work (what they used and WHY) and why the object is important to them.

After they have completed their creation (and their statement), have them share with the class.

Follow-up: Put the artworks on display in or outside the classroom so that others can see your students' creations.



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Classroom ACTivities : GRADE 4
POST PERFORMANCE ACTivity:

ELA Standard 6: Compare the genre characteristics of ...legends, including multicultural literature.

Theatre Standard 5: Identify thoughts and feelings evoked by a performance.

The Legend of Sleepy Hollow is based on a famous tale by Washington Irving, an American writer. It is a favorite Halloween story. However, at the time it was written, few Americans celebrated the holiday.

PROCEDURES:

Discuss the meaning of the term legend—*a fictional story of a culture that has been handed down from generation to generation, and that usually includes important information about the past.*

Make a list of some types of stories that might be considered legends (family stories, ghost stories, stories that tell a history lesson, or stories that teach a lesson.) Ask the students to name some legends that they have heard, read, or seen. Why are they popular?

Think about the play you saw. How did the legend make you feel? What words describe your feeling? What does the legend of Sleepy Hollow tell us about America?

What did the characters do to make you feel the way you did? Describe how each character used body, mind, and voice—the three tools of the actor—to create the character?

Make a chart with each major character and a column for each tool. Then have the students describe each character's use of each tool. You may want to discuss these tools before you see they play so that your students will be looking for the ways in which actors use the tools.

Have the students write a short paragraph or a journal entry that identifies the character that they thought was most effective in evoking feelings from them and which of the tools they feel was most important in creating the character.

EXTENSION: Have the students use facial expressions, body shapes, or vocal qualities to create an emotion or a character from the production. Have them share with the class. If the students can identify the character, the actor has been successful. If not, the actor should revise the work and present to class again.



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Classroom ACTivities : GRADE 5

POST PERFORMANCE ACTivity:

SS Standard 8: Identify major events of the American Revolutions...

Theatre Standard 8: Identify conflict in a drama...

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PROCEDURES:

This play takes place in New York State in 1790 (thirty years before the legend was published).

One-third of the battles in the American Revolutionary War took place in New York State. Can you name some important battles of the Revolutionary War that took place in NY?

The first character on stage mentions Valley Forge. What happened at Valley Forge? Who was the general at Valley Forge? Where is Valley Forge? Why was it an important battle?

Give each student a map and have them put these battle sites on a regional map. Discuss that the conflicts in these places led to decisive moments in the progress of the Revolutionary War.

Conflict is an important element of drama. Why do you suppose that is true? There are different kinds of conflict that happen in plays. There can be conflicts that are person against person, person against self, person against nature, person against the supernatural, or person against society.

Make a list of the different kinds of conflict that they students can identify from *The Legend of Sleepy Hollow*. How is each of these conflicts important to the effect that the play has on its audience?

Have the students discuss how conflict shaped early American history and how conflict shaped the lives and outcomes of the characters in the play?

EXTENSION: How does conflict affect the students' lives? Discuss with the class. Have them write a brief essay or journal entry about ways in which they can minimize the conflict that they face?



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Classroom ACTivities : GRADE 6

POST PERFORMANCE ACTivity:

ELA Standard 5, Bullet 2: Identifying figurative language in various literature selections.

Visual Arts Standard 1: Create works of art utilizing a variety of traditional and nontraditional media and techniques.

The Legend of Sleepy Hollow is based on a famous tale by Washington Irving, an American writer. It is a favorite Halloween story. However, at the time it was written, few Americans celebrated the holiday.

PROCEDURES:

Divide the class into groups and give each group a paragraph or paragraphs from Irving's story.

Each group should have either a description of Ichabod Crane or of Brom Bones.

Have each group identify and list figurative language in the author's writing about the character. Then have each group determine the kind of figure of speech that is being used.

Have the groups share their findings. What kinds of literary devices and how many did each group find? How does the use of these devices help Irving's description of the characters?

Are the kinds of devices he uses similar or different for each character? Why do you suppose that is true? What is the overall effect of these devices?

How do the portraits created by the author compare to those you saw on stage? How are they similar? How are they different? Which characters are more interesting to the students?

Why? You might want to provide each student with a Venn Diagram on which to put their comparisons.

Now based on the findings of the groups, have each student create a portrait of either Crane or Bones. Give them assorted materials of their choice and allow them to create their own portraits of their chosen character. If you have access to them, cameras or phones could be fun tools for this project.

After the portraits are finished, have the students share their work with the other students. Then display work for others to view.

EXTENSION: Have the students write an essay defending their choice of materials and the look of the character included in their portrait.



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Classroom ACTivities : GRADE 7

POST PERFORMANCE ACTivity:

ELA Standard 2, Bullet 1: Relate literary elements and devices to each other, including main ideas, and supporting details, climax, point of view, and imagery: Determining mood.

Theatre Standard 2, Bullet 4: Identifying the structural elements in a script or production.

The Legend of Sleepy Hollow is based on a famous tale by Washington Irving, an American writer. It is a favorite Halloween story. However, at the time it was written, few Americans celebrated the holiday.

PROCEDURES:

Discuss the literary elements—main idea, supporting detail, climax, point of view, and imagery—as they relate to a text. What do we mean by the word mood? How do these elements that we discussed help us determine mood? Discuss how EACH might contribute to mood, if time allows.

Think about the production that you saw. If you need help with definitions of the theatrical terms, go to the THEATRE GLOSSARY here: http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=5871&sort=1 What was the main idea? What did we learn in the exposition? What details did we learn about the characters? Who is the protagonist? Is there an antagonist? If so, who is that? What details did we learn about the story or plot? What were some conflicts in the plot? What are some of the complications in each of characters' lives? Was there a crisis point? Is the conflict resolved? If so, how for each of the characters?

How would you describe the mood of the production? Was it scary? Was it funny? Was that the mood you expected from a legend or a ghost story? Why or why not? What specific details can you remember about the actors' performances that helped you to understand the mood of the production? What did they do with their bodies and voice to communicate the plot, the meaning, and the mood of the production?

EXTENSION: Have the students in small groups recreate a moment from the production that best illustrates one of the elements from the discussion or a moment that emphasizes the mood of the production.



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Classroom ACTivities : GRADE 8
POST PERFORMANCE ACTivity:

ELA Standard 8: Write in narrative...modes with attention to descriptive elements.

Music Standard 12: Identify the relationship of American music to American history.

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PROCEDURES:

Remember that, in the beginning of the play, the citizens of Sleepy Hollow are preparing for their Harvest Festival. One of the major features of this festival will be music. What is a complication to their having music for this party? Does this get solved? How?

The story was written in 1820 and takes place in 1790. Have the students research the music these citizens of Sleepy Hollow might have heard at their Harvest Festival. Remember that they could have instruments play or they could sing with the instruments or by themselves. <http://library.thinkquest.org/TQ0312848/music.htm> is a good site that has general information about Revolutionary era music.

<http://www.halcyondaysmusic.com/colonialmusic/> includes some Fiddle tunes. Which ones would you like to hear Daniel play at the Festival?

<http://www.nps.gov/museum/exhibits/revwar/guco/gucomusic.html> is about fife and drum music. See what other Colonial and Revolutionary music sites you can find.

After the students have spent time researching the music of the period, assign them an essay that either 1) tells the story of the Harvest Festival and their part in it, including the music they chose and the part that each of the play's characters played OR 2) they write a newspaper story for *The Sleepy Hollow Gazette* that includes the major occurrences, people, and music that made the Harvest Festival what it was.

Have the students share their writings with the class. Have peer review sessions after each reading.

EXTENSION: Plan the music for your own Harvest Festival in your classroom. Have the students determine the music selections they would choose that are representative of their time and justify each choice.



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Dear (who was your favorite character?) _____,

I am (how old are you?) _____ **and am in the** _____ **grade at** (to what school do you go?) _____.

I came to see you on stage in *The Legend of Sleepy Hollow* at _____

on _____ (date) _____ (month) _____ (year)!

I thought the play was (how did it make you feel and why?) _____
_____.

My favorite part of the play was (what was something that was real to you?) _____
_____.

I really liked your character because (what was it that made you like them?) _____
_____.

The set looked like (what did you see?) _____.

The music sounded like (what did you hear?) _____.

Something else that I really loved about the play was _____
_____.

I would like to come back to a Birmingham Children's Theatre play and see (what is a play that you think is fun?) _____.

Love,



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**This Study Guide was prepared by
Mr. Randy P. Foster, Program Manager, Alabama Institute for Education in the Arts
and is provided as a free service to our audiences.**

**Birmingham Children's Theatre is the resident professional theatre company
at the Birmingham-Jefferson Convention Complex.**

Founded in 1947, BCT is one of the nation's oldest continuously run children's theatres.

**BCT has over six decades of making a positive difference in the lives of over
twelve million of our children.**

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