



Schools of Long Ago

(The following standards are to be used with the next two Language Arts lessons.)

National Standards > Language Arts

#3 - Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text.

Kentucky > Language Arts Academic Expectation Standard (1.2)

Students make sense of the variety of materials they read.

RD-E-1.0.7

- Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry, and plays.

National Standard > Social Studies

#3 People, Places and Environments

Benchmark

Grades 3-4

C. Compare daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

Kentucky > History Standard (1.2)

Students make sense of the variety of materials they read.

RD-E-1.0.7

- Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry, and plays.

SS-E-5.1.1

- Accounts of historical events are influenced by the perceptions of people and passing of time.

Ohio: Language Arts Literary Text Standard

Benchmark

Grades 3-4

B. Use supporting details to identify and describe main ideas, characters and setting.

Objective

Students will use a nonfiction book to find out about schoolmasters and schools of long ago. Using an anticipation guide before and after reading, the students will gain background for The Legend of Sleepy Hollow. Then the teacher and students will read The Legend of Sleepy Hollow, relating the information from the nonfiction book and create their own ending to the story.

PRE-SHOW ACTIVITY

Objective

Students will pantomime characters from the play before completing a Character T Chart. (See attachment)

Materials

- Chart paper
- Markers/pencils/crayons
- Paper
- A One Room School by Bobbie Kalman
- The Legend of Sleepy Hollow by Bill Moss
- Character name cards/hat

Vocabulary

Provide synonyms for vocabulary that arises in the story.

Write Sleepy Hollow vocabulary on a real pumpkin using a sharpie. Place the vocabulary pumpkin in the writing center.

- schoolmaster
- slate
- pranks
- rote
- penmanship
- boasted
- Hessian
- mysterious
- courtship
- The Anticipation Guide (See the attachment)
- Character trait T-chart (See the attachment)

Activity

Teacher will:

- Use *The Anticipation Guide* with students before reading A One Room School.
- Read the book to obtain information about early schools. Revisit *The Anticipation Guide* to change answers. (Use a different color pen or pencil.)
- Read The Legend of Sleepy Hollow by Bill Moss; relate any information from the nonfiction to this story. Stop reading the story as Ichabod enters the forest and let the students write their own ending. Students should share their endings.
- Finally, read the ending.

Technology Connections

- Students can type story endings on computer for other students to read.
- Students can research Washington Irving's life on the Internet or make a timeline of when his books were written.

Assessment

Student's story endings can serve as an assessment product.

Post Show Activity

Teacher will:

Place character name cards in a hat. A student may draw a name from the hat then pantomime an action of that character. The class tries to guess the character. After playing the game several times have the students write a character trait T-chart. (See graphic organizer.)

Performance Assessment

Use the Character Trait Chart for assessment



Anticipation Guide for 2-3 Pre-show Activity

Name: _____

1. When a new teacher arrived in town, the community gave him food and shelter. (True/False)
2. Long ago children had to write with their right hand. Left-handed people were thought to be "bad"! (True/False)
3. Children were not punished in schools of long ago. (True/False)
4. In a large community only older children attended school during the school year. Younger children went to school in the summer. (True/False)
5. Long ago children learned the same subjects as today. (True/False)
6. The first schools had four walls and a roof. (True/False)
7. All children were in the same classroom. (True/False)
8. Students wrote with large pencils on brown paper. (True/False)
9. A hornbook is a story about animals with horns and big antlers. (True/False)
10. The teacher did the cleaning of the schoolhouse. (True/False)



Sleepy Hollow Character Traits (Use for Assessment)

Name _____

Character _____

Character trait	Evidence from story