“Sleepy Hollow” Ichabod Crane: Comparing and Contrasting Different Medium

Lesson Overview

Overview: Students will read an adapted version of Washington Irving’s “Sleepy Hollow”. Before students read the story, they will analyze a cartoon sketch of the character Ichabod Crane. Using an analysis tool, the students will analyze the sketch noting anything unique. The lesson will continue with discussion of the classroom, as well as a quick lesson on classrooms in the 18th century. By the end of the lesson, students will have a better understanding of how fiction is influenced by real events and people, as well as being able to compare similar content in different mediums.

Grade Range: 6-8

Objective: After completing this activity, students should be able to:

- Understand the history behind a short story prior to reading the material.
- Differentiate between the historical fiction of the short story “Sleepy Hollow” and the historical fact.
- Compare and contrast different mediums containing similar content (i.e. short story and cartoon sketch).

Time Required: Two class periods of 45 minutes.

Discipline/Subject: Short Story/Literature

Topic/Subject: Culture, Folklife and Literature

Era: The New Nation, 1783-1815

Standards

Illinois Learning Standards:

Common Core Standard: Standards for ELA & Literacy in History/ Social Studies, Science, and Technical Subjects: 7th Grade Students:

Goal #8: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Materials

Handouts: Assessment worksheet

Analysis Tools: Cartoon Analysis

Books: “Sleepy Hollow” by Washington Irving
"Sleepy Hollow" Ichabod Crane: Comparing and Contrasting Different Medium

PowerPoint Slides:

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Analyze:
- Take a few minutes to look over the cartoon
- Read over the analysis tool handout and fill out
- On the back of the sheet, jot down a synopsis of what is going on in the scene
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Library of Congress Items:
Title of Source: Ichabod Crane’s Classroom
URL of Source: http://www.loc.gov/pictures/item/2005681010/

Online Resources:
Title: American Elementary Schools in the 1700s
URL: http://library.thinkquest.org/J002606/1700s.html
Description: Webquest for an insight to teachers and schools in the 1700s

Procedures

<table>
<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
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<tbody>
<tr>
<td>1. Introduction to “Sleepy Hollow”. Pass out books to be read over the next week.</td>
<td>Book</td>
</tr>
<tr>
<td>2. Pass out the LOC primary source Ichabod Crane’s Classroom. Have students spend a few minutes looking over the cartoon.</td>
<td>LOC Item</td>
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<tr>
<td>3. Students will use the cartoon analysis tool to analyze the primary source. They will answer the questions and write additional comments on the back of the paper. (NOTE: If you do not have the text, take out any questions on the form comparing the primary source to the story. Compare and contrast the picture to the actual life of an 18th century teacher/school).</td>
<td>Analysis Tool</td>
</tr>
<tr>
<td>4. The teacher will go over the analysis, noting anything of interest. Students will ask questions focusing on any piece of the cartoon that may be confusing or thought-provoking.</td>
<td>Analysis Tool</td>
</tr>
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<td>5. Using the webquest, the teacher will go over “American Elementary Schools in the 1700s” giving the students an insight into real schools of the 18th century.</td>
<td>Online Resource</td>
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<td>6. Students will read the short story “Sleepy Hollow” by Washington Irving. After reading, students will fill out the assessment piece, answering the questions comparing the depiction of Ichabod Crane in the story to the primary source, as well as to the life of an actual school teacher.</td>
<td>Assessment Handout</td>
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<td>7. Time for class discussion and to reflect.</td>
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When finished, the students will fill out the assessment form and answer the questions. The questions pertain to both the sketch, analysis tool, and the reading. They will be comparing the sketch to the stories by writing an extended response, while also reflecting on the usefulness of the sketch to help them visualize the setting. The students will also be able to theorize as to which portions of the story/sketch are based on a true sketch of the 18th century classroom.

**Extension**

Research the “real” Ichabod Crane and other inspirations for Washington Irving’s character Ichabod Crane or other inspirations for fictional characters.

A writing extension: After learning some background of 18th century schools, have the students pick one of the students in the sketch and write a narrative as if they were that character.

**Author Credits:**
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Assessment:

After studying the image, filling out the cartoon analysis, and reading the story, answer the following questions:

1. The teacher in the middle of the cartoon is Ichabod Crane, the main character in the story. Does the photo accurately represent how he is portrayed in the short story “Sleepy Hollow”?

2. Write an extended response comparing and contrasting the sketch from the portrayal of Ichabod Crane in the story.

3. What pieces of the story do you think could be true?

4. What in the sketch do you think represents an accurate school setting in the late 1700’s?

5. Did the sketch help you picture the setting of “Sleepy Hollow”? 
“Ichabod Crane” CARTOON ANALYSIS

First glance...

Look at the cartoon you were given or selected and list any of the following you see:

- Title:
- Objects/People:
- Words/Phrases:
- Dates/Numbers:

Sensory Qualities

Are lines bold, fussy, light, hard or soft?

Taking a closer look...

Images

Which objects are used as symbols?

Why were the symbols used and what do they represent?

Is anything exaggerated? How?

Is the cartoon something that could happen in real life?

List adjectives that describe emotions visible in the cartoon.

Cartoon Purpose

Describe action taking place in the cartoon.

Explain how the words in the cartoon explain the symbols.

What is the message of the cartoon?

Who are the people who might agree with the cartoon? What might be the public’s reaction to this cartoon?

Are there any clues as to the time period that this cartoon may be set?