

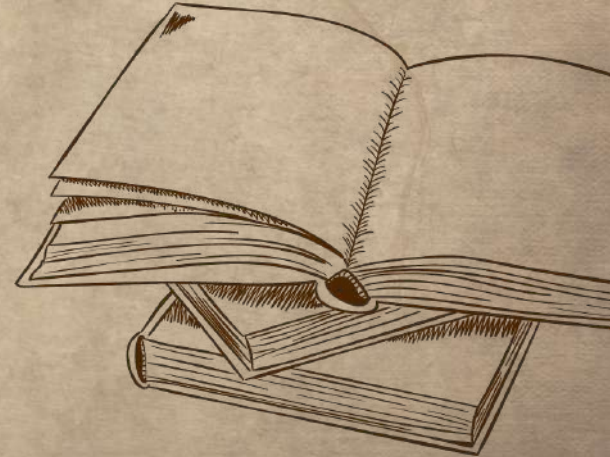


# Unit 7 American Revolution: The Road to Independence

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Lesson 13:

The Headless Hessian



# MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book





## TODAY'S FOCUS

**Reading:** I can recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the Headless Horseman from Sleepy Hollow.

[RL.4.1, RL.4.2, RL.4.3, RI.4.3]

**Writing:** I can provide a concluding paragraph for the cause and effect essay.

[W.4.2]





# Review Homework (5 min.)

We will review your responses to Activity Page 12.2.

NAME: \_\_\_\_\_

12.2

TAKE-HOME

DATE: \_\_\_\_\_

## Heroes and Villains

Write the correct vocabulary word to complete each sentence. Use the glossary if you need help with the meanings of the words. You will not use all of the words.

defiant

enlist

foil(ed)

hero(es)

heroine(s)

jeer(s)

skirmish(es)

traitor(s)

villain(s)

regiment

1. John Paul Jones's \_\_\_\_\_ reply to a British sailor was, "Surrender? I haven't yet begun to fight!"

2. People who are respected for their bravery are known as \_\_\_\_\_.  
Women who are respected for their bravery are called \_\_\_\_\_.

3. Deborah Sampson was only 21 years old when she decided to \_\_\_\_\_ in the army.

4. Many soldiers were wounded in \_\_\_\_\_ during the American Revolution.

5. The commander of each \_\_\_\_\_ in the Continental Army read the Declaration of Independence to his troops.



Read the following excerpt from "Heroes and Villains." Write the correct vocabulary word from the word bank to complete each sentence. Different forms of the words may be used in the blanks.

In 1780, Benedict Arnold made a plan to surrender the colonial fort at West Point in New York to the British. When this plan was foiled, Arnold joined the British army. He went on to fight for the British. The cheers for Benedict Arnold the hero quickly turned to jeers for Benedict Arnold the traitor.

6. Because Arnold's plan was \_\_\_\_\_, he joined the British army and received \_\_\_\_\_ from members of the Continental Army.
7. Benedict Arnold was initially regarded as a \_\_\_\_\_, but when he turned against his country to fight for the British, he became known as a \_\_\_\_\_.
8. Select a word from the word bank that you think best describes Benedict Arnold and write it on the line: \_\_\_\_\_. Write a sentence explaining your choice.

Answers may vary, but should include a word from the word bank.

Read the following excerpt from "Heroes and Villains." Then answer the question that follows.

One of the greatest heroes on the colonists' side was George Washington. Washington was commander-in-chief of the Continental Army throughout the war. He took over not long after the Battles of Lexington and Concord in 1775, fighting the British in New York and New Jersey. He survived the dreadful winter of 1777 to 1778 at Valley Forge. He was still in command when the Continental Army won the decisive victory at Yorktown in 1781.

9. Do you agree with the statement, "One of the greatest heroes on the colonists' side was George Washington"? Circle one.  
A. Yes  
B. No

Explain your answer in two or more sentences below.

Answers may vary, but should include at least two sentences.

**Reading:** I can recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the Headless Horseman from Sleepy Hollow.

## **Introduce Chapter 8 (5**

**min.)**

We will read Chapter 8, “The Legend of Sleepy Hollow” (adapted from the story by Washington Irving).

Washington Irving was an American author who lived and wrote during the years following the American Revolution. He wrote many well-known short stories set during this time period and is considered one of the first authors of American literature. “The Legend of Sleepy Hollow” was first published in 1820, nearly 40 years after the American Revolution, as part of a collection of stories.



This story was adapted from one of Irving's short stories. When a story is adapted, it is changed in some way to make it more suitable for a particular audience. In this case, some of the language has been simplified for modern-day students.

This story is a literary text. Remember literary texts include elements such as characters, setting, plot, and dialogue. The short story genre of literature is similar to other fiction stories, but generally focuses on one event or theme, has fewer characters, and is shorter than a novel.

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

The first vocabulary word you will encounter is *bewitching* on page 64. Each vocabulary word is [redacted] the first time it appears in the chapter.

Find the word **bewitching** in the glossary and then I will call on a student to read the definition.

**bewitching,** [redacted]

## Chapter 8

# The Legend of Sleepy Hollow

(Adapted from the story by Washington Irving)

**THE BIG QUESTION**  
Why do people believe a headless horseman haunts the village of Sleepy Hollow?



Not far from the eastern shore of the Hudson River is a little valley known as Sleepy Hollow. A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some **bewitching** power. The valley **abounds** with local tales, haunted spots, and twilight superstitions. But the dominant spirit that haunts the region is the sight of a ghostly figure on horseback without a head. It is said to be the spirit of a Hessian soldier, whose head was carried away by a cannonball during the Revolutionary War. The ghost is said to ride out nightly to the scene of the battle in search of his head, and to return to the churchyard before daybreak.

In this out-of-the-way place there lived a teacher by the name of Ichabod Crane. His name was well-suited to him. He was tall and very lanky, with narrow shoulders, long arms and legs, and hands that dangled a mile out of his sleeves. He had huge ears, large green eyes, and a long nose. To see him striding along on a windy day, with his clothes fluttering about him, one might have mistaken him for a scarecrow.

From his schoolhouse, his pupils could be heard reciting their lessons. They were occasionally interrupted by the voice of the master or by the sound of his **switch**.



Turn to Activity Page 13.1 and follow along as I read each vocabulary word and its meaning.

NAME: \_\_\_\_\_

**13.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Vocabulary for “The Legend of Sleepy Hollow”

1. **bewitching**, *adj.* charming, captivating, or enchanting (64)
2. **abound**, *v.* to be present in large quantities (**abounds**) (64)
3. **switch**, *n.* a thin stick that bends easily, often used as a whip (64)
4. **dread**, *v.* to look ahead to the future with great fear (66)
5. **laden**, *adj.* heavily loaded; carrying large amounts (66)
6. **suitor**, *n.* a man interested in marrying a certain woman (66)
7. **formidable**, *adj.* extremely powerful; worthy of respect (66)
8. **burly**, *adj.* strong and heavy (66)
9. **woo**, *v.* to try to get someone to love you (**wooing**) (67)
10. **splendor**, *n.* extreme, awe-inspiring beauty (67)

I will call on a student to read The Big Question at the beginning of the chapter.

## Chapter 8

# The Legend of Sleepy Hollow

(Adapted from the story  
by Washington Irving)

### THE BIG QUESTION

Why do people believe a headless horseman haunts the village of Sleepy Hollow?



**Read “The Legend of Sleepy Hollow” (25 min.)**

**Could I have a volunteer read the first paragraph on page 64 aloud?**

Not far from the eastern shore of the Hudson River is a little valley known as Sleepy Hollow. A drowsy, dreamy atmosphere hangs over the valley, as if it were under the sway of some **bewitching** power. The valley **abounds** with local tales, haunted spots, and twilight superstitions. But the dominant spirit that haunts the region is the sight of a ghostly figure on horseback without a head. It is said to be the spirit of a Hessian soldier, whose head was carried away by a cannonball during the Revolutionary War. The ghost is said to ride out nightly to the scene of the battle in search of his head, and to return to the churchyard before daybreak.

**Turn to the map on page 92 to locate the Hudson River on the map of New York.**





The reference to a Hessian soldier and the Revolutionary War in this paragraph tells us about the time period in which the story is set.

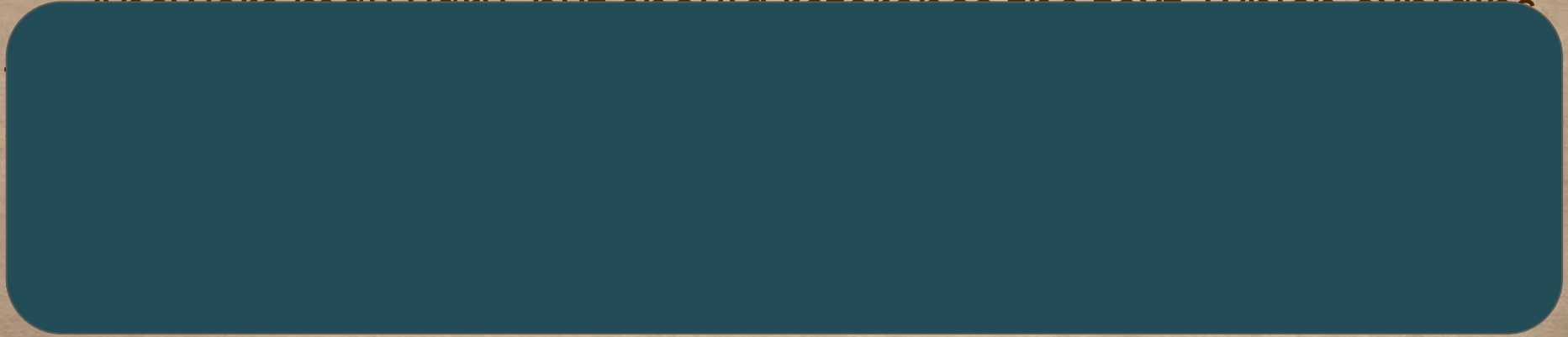
When can we infer that this story is set?

The verb *abound* means to be present in large quantities. What do you think it means that the valley abounds with local tales, haunted spots, and twilight superstitions?

Answer the question below. Copy the text into the box.

Summarize in your own words the superstition, or story, that dominated the area.

Answers may vary, but should reference the text which explains



**Could I have a volunteer read the last two paragraphs on page 64 aloud?**

These paragraphs give us a lot of information about the main character of the story. What do we learn about Ichabod Crane in these paragraphs?

He is a schoolteacher; he is tall, lanky, with narrow shoulders.





**I will call on a student to read page 65 aloud.**

This paragraph says, as he made his way back to where he was staying, every sound of nature encouraged his overexcited imagination. Why was Ichabod Crane afraid? Cite examples from the text to support your answer.

Answers may include references to his staying late at the



**Follow along as I read page 66 aloud.**

The first paragraph says: “The cost of the pleasure in all this was the terror of his walk home.” What does *the cost of the pleasure* mean, and what does it refer to?

Ichabod likes to listen to the ladies’ stories about ghosts and



Why is Brom Bones a formidable suitor? Cite evidence from the text.

I will call on a student to reread the last sentence of the last paragraph aloud.

fun. Whenever a crazy prank occurred in the neighborhood, people whispered that Brom Bones must be at the bottom of it.

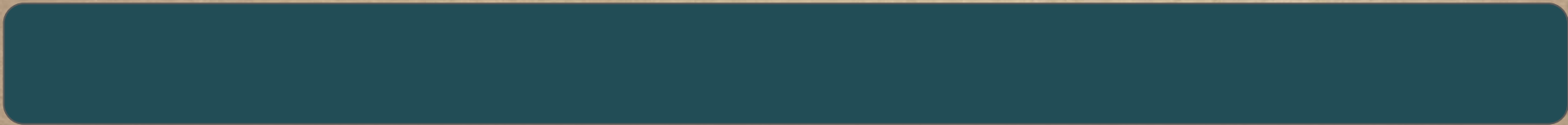
What does this sentence mean:

He is responsible for a lot of strange things that happen in the




**Follow along as I read page 67 aloud.**

What does it mean the Ichabod thought “he might one day be lord of all this splendor?”



**Read page 68 silently.**

Summarize in your own words what happens in the first paragraph.



**Read page 69 silently.**

Summarize in your own words what happens after Ichabod Crane leaves the party.

It is dark outside, and Ichabod gets scared as he begins to think



**Read page 71 silently and look at the image on page 70.**

**Why was there a shattered pumpkin by the riverbank?**

Answers may vary, but students should





What are some examples of the “gossip and speculation” about what happens to Ichabod Crane?

Who does the ending imply knows what happens to Ichabod Crane?

Draw Down

## Discuss the Chapter (10 min.)

Why do people believe a headless horseman haunts the village of Sleepy Hollow?

What do you think happens to Ichabod Crane?

Answers may include that the figure may be Brom Bones.

Why does Brom Bones look exceedingly knowing whenever the story of Ichabod Crane's disappearance is told?

Why would Brom Bones want to scare Ichabod Crane?

To get Ichabod Crane to leave town so he could marry

Katrina

What clues help you infer that Brom Bones might be involved in Ichabod Crane's disappearance?



## Word Work: *Dread* (5 min.)

In the chapter you read, “How often did [Ichabod] dread to look over his shoulder, for fear of catching glimpse of some ghostly being close behind him!”

Say the word *dread* with me: dread

*Dread* means to look ahead to the future with great fear, as in:

My cat dreads when we give her a bath because she is afraid of water.

What are some examples of things people might *dread*?

What part of speech is the word *dread*?

verb



## Check for Understanding: Whiteboard Activity

**Aside from encounters with ghosts in the woods, what are some other things in the story Ichabod Crane might have *dreaded* before he disappeared?**

Hold up your whiteboard to share.

Take home Activity Page 13.2 to read and complete for homework.

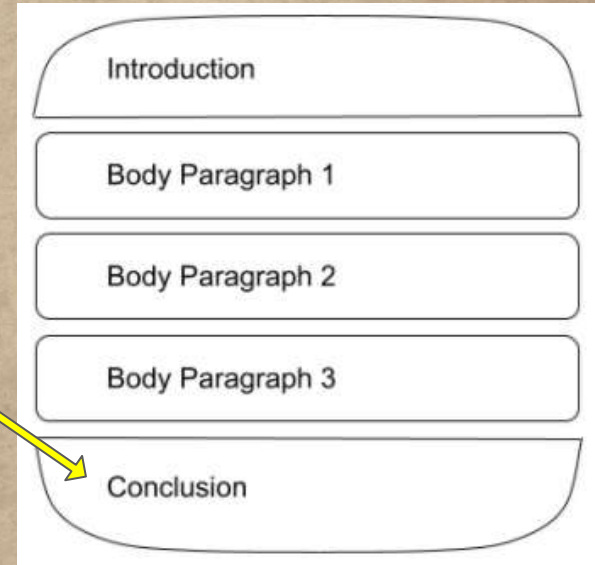


**Writing:** I can provide a concluding paragraph for the cause and effect essay.

## Paragraph Writing Lesson (10 min.)

Today you will draft a concluding paragraph for your essay.

You have already drafted an introductory paragraph and three body paragraphs.





First let's look at the "Conclusion" row of the rubric on Activity Page SR.2.

<b>Conclusion</b>	Main idea of essay is restated in a different way from the introductory paragraph
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The purpose of the concluding paragraph is to summarize the essay's content in a clear, concise way. The conclusion should not raise any new questions, but should restate the main idea and recap the content of the essay.

The elements to include in a strong concluding paragraph are:

- ❖ An opening sentence that summarizes the main idea of the essay
- ❖ Sentences that summarize the body paragraphs
- ❖ An ending sentence that makes a significant statement and wraps up the essay

Bottom line- The goal of the conclusion is to reinforce the ideas already presented in the essay, not to rehash or add new arguments. The conclusion should be concise.

## Drafting a Concluding Paragraph (10

min.)

I will model how to write a concluding paragraph.

First I must recall the main idea of the cause and effect essay. A good place to look for the main idea is the introductory paragraph so I will reread my introduction.

The British fought and defeated the French in the French and Indian War to gain control of lands in North America. Due to the war, Great Britain was left with enormous debts and needed additional funds to maintain the new lands acquired from France. Thus, parliament passed the Stamp Act, taxing colonists to raise money for Great Britain. The colonists felt the Stamp Act was unfair because they had no representation in the British Parliament where the laws were made. As a result, the colonists protested the Stamp Act with meetings, pamphlets, and petitions to London.



I think the main idea is:

The American Revolution resulted from multiple disagreements between Great Britain and the colonists that lasted over the course of many years, so this will be my opening sentence.

The American Revolution resulted from multiple disagreements between Great Britain and the colonists that lasted over the course of many years.

Remember all of our body paragraphs address the multiple causes and effects leading to the American Revolution so I will add a few sentences that summarize the body paragraphs.

The American Revolution resulted from multiple disagreements between Great Britain and the colonists that lasted over the course of many years. Great Britain owed a lot of money following the French and Indian War and taxed the colonists to help pay their debts. The British government passed the Stamp Act, forcing the colonists to pay a tax when they purchased paper products. Angered by this new tax, the colonists protested, and Great Britain repealed the Stamp Act.

Finally, effective concluding paragraphs often end with a sentence that makes a significant statement and wraps up the essay.

The American Revolution resulted from multiple disagreements between Great Britain and the colonists that lasted over the course of many years. Great Britain owed a lot of money following the French and Indian War and taxed the colonists to help pay their debts. The British government passed the Stamp Act, forcing the colonists to pay a tax when they purchased paper products. Angered by this new tax, the colonists protested, and Great Britain repealed the Stamp Act. But the colonists were not satisfied and decided to declare independence from Great Britain- even if it meant going to war.



## Draft a Concluding Paragraph (20 min)

Draft your concluding paragraph for your cause and effect essay, following the format I modeled.

- ❖ An opening sentence that summarizes the main idea of the essay
- ❖ Sentences that summarize the body paragraphs
- ❖ An ending sentence that makes a significant statement and wraps up the essay

Conclusion	Main idea of essay is restated in a different way from the introductory paragraph
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20:00

I will rotate and provide feedback and guidance as necessary.

## Wrap-Up (5 min.)

Partners share their concluding paragraphs, listening to ensure the essay's contents are summarized in a clear and concise manner.

I will collect completed drafts to review and monitor your progress.

My written feedback will address:

- ❖ Inclusion of necessary content
- ❖ Chronological ordering of events
- ❖ Incorporation of vocabulary from word bank

# Take-Home Material

Take home Activity Page 13.2 to complete for homework.

NAME: \_\_\_\_\_ 13.2 TAKE-HOME

DATE: \_\_\_\_\_

**Excerpt from "The Legend of Sleepy Hollow"**

*Read the excerpt and complete the activity that follows.*

Chapter 8

**The Legend of Sleepy Hollow**  
(Adapted from the story by Washington Irving)

THE BIG QUESTION  
Why do people believe a headless horseman haunts the village of Sleepy Hollow?



The following words were used in "The Legend of Sleepy Hollow." For each word, pick an activity and complete the chart below.

	Vocabulary Activities
bewitching	1. Write a definition in your own words.
abound	2. Provide a synonym (similar meaning).
laden	3. Provide an antonym (opposite meaning).
suitor	4. Use the word in a sentence.
formidable	5. Provide another word that the word makes you think of and explain why. (Apple makes me think of bananas because they are both fruits.)
burly	6. Think of an example of the word and write about it. (An example of fruit is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)

Word	Activity	Activity Response





# GREAT WORK TODAY!

**Reading:** I can recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the Headless Horseman from Sleepy Hollow.

[RL.4.1, RL.4.2, RL.4.3, RI.4.3]

**Writing:** I can provide a concluding paragraph for the cause and effect essay.

[W.4.2]

