

Ichabod and Brom: Two Wild and Crazy Guys

Characters' Differing Perspectives

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Grade Level	9th Grade	**Time Frame**	150 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods
Course	American Literature		

Essential Question

How does perspective affect meaning?

Summary

In this lesson, students explore the idea of superstitions and ghost stories and how they affect people and their emotions and behaviors. Students read “The Legend of Sleepy Hollow” by Washington Irving and examine how the two main characters react to and are affected by the legend of the headless horseman.

Snapshot

Engage

Students engage in a modified Four Corners activity to identify familiar and unfamiliar superstitions.

Explore

Students each read a portion of the article "The History Behind OU’s Ghost Stories" and discuss what they read in a Jigsaw activity.

Explain

Students read "The Legend of Sleepy Hollow" and complete a Venn diagram about Ichabod and Brom.

Extend

Students plan arguments for how they would likely respond if they encountered the ghosts that they read about during the Explore activity, more like Ichabod or more like Brom.

Evaluate

Students participate in a Philosophical Chairs discussion to present their opinions.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.3: Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:
- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

9.3.W.2: Compose informative essays, reports, or technical writing that:
- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts

Attachments

- 4663acf23666f095222972901be85579.pdf
- 67d0a5c2a5134ef9c22d10a1d4f7265d.docx
- 6e3288898375ccf853e024c13b9ded57.docx
- 83436ebcf572f9ef52648e58b3168d90.pdf
- 83436ebcf572f9ef52648e58b3168d90.pdf
- 9a81a11f1ba87a86388a96e76f205775.docx
- 9a81a11f1ba87a86388a96e76f205775.docx
- Compare and Contrast—Ichabod and Brom Two Wild and Crazy Guys - Spanish.docx
- Compare and Contrast—Ichabod and Brom Two Wild and Crazy Guys - Spanish.pdf
- Compare and Contrast—Ichabod and Brom, Two Wild and Crazy Guys.docx
- Compare and Contrast—Ichabod and Brom, Two Wild and Crazy Guys.pdf
- Compare-and-Contrast-Ichabod-and-Brom-Part-2.docx
- Compare-and-Contrast-Ichabod-and-Brom-Part-2.docx
- Compare-and-Contrast-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.docx
- Compare-and-Contrast-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.docx
- Compare-and-Contrast-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pdf
- Compare-and-Contrast-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pdf
- Lesson Slides—Ichabod and Brom, Two Wild and Crazy Guys.pptx
- Lesson-Slides-Ichabod-and-Brom-Part-2.pptx
- Lesson-Slides-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pptx
- Lesson-Slides-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pptx
- Philosophical Chairs Planning Guide—Ichabod and Brom Two Wild and Crazy Guys - Spanish.docx
- Philosophical Chairs Planning Guide—Ichabod and Brom Two Wild and Crazy Guys - Spanish.pdf
- Philosophical Chairs Planning Guide—Ichabod and Brom, Two Wild and Crazy Guys.docx
- Philosophical Chairs Planning Guide—Ichabod and Brom, Two Wild and Crazy Guys.pdf
- Philosophical-Chairs-Planning-Guide-Ichabod-and-Brom-Part-2.docx
- Philosophical-Chairs-Planning-Guide-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.docx
- Philosophical-Chairs-Planning-Guide-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.docx
- Philosophical-Chairs-Planning-Guide-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pdf

- Philosophical-Chairs-Planning-Guide-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pdf
- Superstition Posters—Ichabod and Brom, Two Wild and Crazy Guys.pdf
- Superstition Posters—Ichabod and Brom, Two Wild and Crazy Guys.pptx
- Superstition-Posters-Ichabod-and-Brom-Part-2.pptx
- Superstition-Posters-Ichabod-and-Brom-Part-2.pptx
- Superstition-Posters-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pdf
- Superstition-Posters-Ichabod-and-Brom-Two-Wild-and-Crazy-Guys.pdf
- f5502b27f8e74e1c24350fc9aca673ba.pdf
- f5502b27f8e74e1c24350fc9aca673ba.pdf
- f870de553a88b4f15d0c8e5022653113.docx
- f870de553a88b4f15d0c8e5022653113.docx

Materials

- Lesson Slides (attached)
- Superstition Posters (attached, one set)
- Compare and Contrast handouts (attached, one per student)
- Philosophical Chairs Planning Guide (attached, one per student)
- Sticky notes (two colors)
- Highlighters (two for each student)

Engage

Teacher's Note: Poster Prep

Before the lesson, print the Superstition Posters and hang them at different locations around the room. Feel free to add posters with superstitions that are relevant to your students or to the cultures with which they are familiar.

Display **slide 2** and inform students that today they will be reading "The Legend of Sleepy Hollow" and discussing superstitions. Share the guiding questions on slide 3.

Display slide 4. Using two different colored pads of sticky notes, distribute one note of each color to every student. Ask students to write their names at the top of both notes.

Students will be participating in a modified Four Corners activity. Tell them that around the room they will find posters that represent common superstitions. Designate one color of sticky note on which students should list the superstitions that are familiar to them. On the other sticky note, they should list the superstitions that are unfamiliar.

When students are finished viewing the posters, review the superstitions using slides 5-10 and ask students to share whether they were or weren't familiar with each one.

Display **slides 11 and 12** and share the essential question and learning objectives for this lesson.

Optional Modification For Distance Learning

If you are conducting this lesson in an online or distance learning environment, consider using VoiceThread to present the superstitions to students. Upload the images to the site beforehand, and then students can choose whether they would like to make a quick video, a voice memo, or a written note to identify which superstitions they are and are not familiar with. Download all attachments to use this lesson in Google Classroom.

Explore

Display **slide 13** and tell students that they will engage in a Jigsaw activity to learn about some of the ghosts reported to haunt the University of Oklahoma campus.

Split students into groups of three and have each group member choose one of the three sections of the article "The History Behind OU's Ghost Stories" about ghosts that have been said to haunt different parts of the campus to read individually. After students read their individual sections, they will take turns sharing the ghost story that they read about with their group.

Optional Modification For Distance Learning

To make this activity accessible for online or distance learners, you might choose to have students read the full article instead of using the Jigsaw strategy. You might also consider choosing just one of the stories to focus on. If you choose to keep the Jigsaw strategy, you can invite students to share their assigned sections of the reading in a discussion board on a web-based platform such as Google Classroom. Download all attachments to use this lesson in Google Classroom.

Explain

Display slide 14 and inform students that they will now read the story "The Legend of Sleepy Hollow." Explain how students will use Categorical Highlighting to annotate the story. As they read, they should highlight details about Ichabod and Brom, the two main characters, using two different highlighter colors.

Teacher's Note: Accessing The Story

"The Legend of Sleepy Hollow" can be found on CommonLit. On this site, students can use an annotation tool to complete the categorical highlighting activity, listen to the audio version as they follow along with the text, and more.

Display slide 15 and pass out copies of the Compare and Contrast handout. Students will work with a partner and use their annotated text as a guide to complete the Venn diagram to compare Ichabod and Brom's similarities and differences. Display slide 16 to give students some additional guidance for how to complete their diagrams.

Before moving on to the next activity, engage in a whole-class discussion to make sure that each student has enough information documented about Ichabod and Brom.

Extend

Display **slide 17** and inform students that they will plan arguments for a Philosophical Chairs activity to answer the following question:

If you were walking around the OU campus late at night and came across one of the haunted buildings, would you react more like Ichabod or more like Brom?

Display **slide 18** and pass out copies of the **Philosophical Chairs Planning Document**. Instruct students to use text-based evidence to support three reasons for how they might respond to each of the myths.

Evaluate

Teacher's Note: Philosophical Chairs Setup

To prepare for the Philosophical Chairs activity, arrange two lines of chairs facing each other.

Inform students that it is time to participate in the Philosophical Chairs discussion. Review the rules of engagement on slide 19. Students will evaluate a number of ideas in relation to their chosen character, Ichabod or Brom. Students will imagine themselves being on the OU campus at night and describe how they might respond to a ghost and how they feel about superstitions in their real lives.

Teacher's Note: Rules Of Engagement

Before beginning it is important to remind your students that they are not debating, but, rather, having a discussion. There might be some times when they agree with one another and some times when they disagree, and that is okay. Make sure that you have Established Norms in place that you review together as a class before starting the discussion so that students know what is expected.

Students from either side will take turns sharing out their beliefs, remembering to use agreement and disagreement statements (for example, "I agree, because..." or "I can see that, but I feel _____."). Remind them to refer to their planning page from the **Extend** activity, as that has their reasons and text-based evidence already organized for them. Also, remind them to support you as the mediator by maintaining order and helping the discussion to progress.

Make sure students know that they are free to switch sides at any time if their opinions shift during the discussion. When this happens, they will be asked to explain their reasoning.

Teacher's Note: Managing Arguments

Especially in situations where students in your class know one another well, you might find that they begin to argue about how one would act more like an Ichabod over a Brom, or vice versa. If this type of discussion happens, don't discourage it! Just remind students that they should also be pulling text-based evidence to support their arguments.

Facilitate the discussion by making sure it switches back and forth from one side to the other and giving all students an opportunity to share their opinions.

Teacher's Note: Differentiation

If you find that students are struggling with formulating agreement or disagreement statements, share the sentence stems on **slides 20 and 21**.

Optional Modification For Distance Learning

For online or distance learning, consider having students record their responses in a brief video that they record using an application such as Padlet. Download all attachments to use this lesson in Google Classroom.

Resources

- Irving, W. (n.d.). The Legend of Sleepy Hollow. CommonLit. https://www.commonlit.org/en/texts/the-legend-of-sleepy-hollow
- K20 Center. (n.d.). Categorical Highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Establishing Norms. Strategies. https://learn.k20center.ou.edu/strategy/188
- K20 Center. (n.d.). Four Corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). Google Classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Philosophical Chairs. Strategies. https://learn.k20center.ou.edu/strategy/71
- Kruse, M. (2019, October 25). The history behind OU's ghost stories. OU Daily. Retrieved June 15, 2020, from http://www.oudaily.com/culture/campus-arts/the-history-behind-ous-ghost-stories/article_6c8bf708-f739-11e9-8032-f7ef992a64d9.html
- Voicethread. (n.d.). https://voicethread.com/