

Ichabod and Brom: Ghostfacers

Credibility and The Legend of Sleepy Hollow

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Grade Level	9th Grade	**Time Frame**	120 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods
Course	American Literature		

Essential Question

How do you determine credibility?

Summary

Students will watch videos to learn about firsthand accounts of ghost encounters and decide whether these stories are believable. Students will then read "The Legend of Sleepy Hollow" and examine if and how Brom's story of the Headless Horseman was credible. Students will conclude the lesson by creating a credible ghost story of their own.

Snapshot

Engage

Students watch a video with stories of ghost interactions and share their thoughts about the stories' believability.

Explore

Students read and analyze an article about ghost hunters as they are introduced to the A-CLAP strategy.

Explain

Students read "The Legend of Sleepy Hollow," by Washington Irving, and complete an A-CLAP analysis to determine its credibility.

Extend

Students formulate credible ghost stories and use Padlet to tell their stories.

Evaluate

Students watch their classmates' stories and respond with feedback about how credible the stories were.

Standards

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

CLR302: Draw simple logical conclusions 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

Attachments

- A-CLAP—Ichabod and Brom Ghostfacers - Spanish.docx
- A-CLAP—Ichabod and Brom Ghostfacers - Spanish.pdf
- A-CLAP—Ichabod and Brom Ghostfacers.docx
- A-CLAP—Ichabod and Brom Ghostfacers.pdf
- Lesson Slides—Ichabod and Brom Ghostfacers.pptx

Materials

- Lesson Slides (attached)
- A-CLAP handout (attached; one per student)
- Pens/pencils
- Student devices with Internet and camera access

Engage

Display **slide 2** and inform students that today, they will be reading "The Legend of Sleepy Hollow" and discussing credibility.

As an introduction to the lesson, have students view a video with people telling stories about ghost encounters. Before playing the video, display **slide 3.** Describe the Fist to Five instructional strategy. Invite students to hold up a fist (zero fingers) or up to five fingers to indicate how believable they thought each story or storyteller was.

Display **slide 4,** and show the video "People Tell Their Spookiest Ghost Stories" below.

Embedded video
https://www.youtube.com/watch?v=1D1BqTYQ_rg

Display **slide 5**. For each story, ask students, *"On a scale of 0 to 5, how much do you believe this story?"* Allow students to share the reasoning for their responses with the class.

Display **slide 6,** and ask follow-up questions to help guide the discussion:

1. Did you believe these storytellers? Why or why not?
2. What made these stories believable or not believable?
3. What did you like or dislike about these stories?

Display **slides 7** and read out the essential question: *How do you determine credibility?* Then, display **slide 8** and share the learning objectives for this lesson.

Explore

Display **slide 9**. Students will now read the article Ghost Hunters Sound Credible With a Little 'Science' from Live Science.

When students have finished reading, ask them whether the article was a "credible" source, and what it tells them about credibility.

Display **slide 10,** and pass out copies of the **A-CLAP handout**. Inform students that they will use the A-CLAP strategy to help them determine whether the article was credible. Share the meaning of the A-CLAP acronym using **slides 11-15** (detailed below). As you show each slide, have students look for supporting evidence within their copies of the article.

- A: Authority (**slide 11**). Is there an author, editor, institution, or a publisher provided? Does the individual or organization list their qualifications or credentials?
- C: Currency (**slide 12**). Is there a date that shows when the source was published or last updated? Keep in mind that not knowing the date of publication for factual or statistical information can call its accuracy into question.
- L: Leaning (**slide 13**). Look for objective sources that present information impartially and without the intention to persuade. If a debatable issue is covered, are both sides presented?
- A: Accuracy (**slide 14**). Based on the reading you have already done on the subject, can you corroborate this information with other sources? Is factual information referenced in footnotes or in a "Works Cited" list?
- P: Purpose (**slide 15**). Judge whether the source is geared toward a scholarly or general audience. Is the information relevant to your needs? If online, use the URL or other linked websites to help you determine its purpose.

Explain

Transition to **slide 16,** and invite students to read the short story "The Legend of Sleepy Hollow."

Teacher's Note: Accessing The Story

If students don't have access to the story in their textbooks, you can find text and audio versions of "The Legend of Sleepy Hollow" on CommonLit.

Display **slide 17**. As they read the story, ask students to practice A-CLAP analysis and note details on their handouts that provide clues as to whether the story is credible.

When students have finished reading, display **slide 18**. Use the following questions to help guide a whole-class discussion about the reliability of the story:

1. Is this story believable?
2. Is the ghost story shared in this story believable?
3. How does hearing stories second-, third-, or fourth-hand take away from their credibility?

Extend

Preparation Note: Video in Padlet

For this activity, you will want to set up a Padlet before class. Use the following instructions to do so:

1. To set up your Padlet, use the instructions on the Padlet Tech Tool Card.
2. Once your Padlet is ready for use, instruct your learners to create a post by selecting the “+” icon at the bottom right corner of the screen.
3. Then, direct them to select the “+12” button on the right side of the post box. This will show all options for attachment types.
4. Learners should select the “Video recorder” option. This will open a window for learners to record a video of themselves, up to two minutes long.
5. Instruct learners to select the correct camera and microphone options at the bottom of the window.
6. Direct learners to select the camera icon at the bottom of the window when they are ready to record. The recording will begin immediately.
7. Learners may pause, stop, watch back, discard, and re-record their video until they are satisfied with it.
8. When their video is ready, ask learners to select the “Playback and save” button in the top right corner of the window. Then, select “Save” again.
9. Once the video has been added to their post, learners may complete their post by adding a “Subject” as well as any additional text needed to the caption before posting.
10. When the post is ready, instruct learners to select the “Publish” button, which will add the post to the Padlet bulletin board.

Display **slide 19**. Invite students to use Padlet to tell a ghost story. The story can be a firsthand account or a retelling of something they've heard or seen.

Before students begin working independently on their stories, consider having them read an article about How to Tell a Ghost Story or watch the video "How to Tell a Ghost Story" on **slide 20** (and below) to learn a few helpful tips. As students prepare their stories, encourage them to use the A-CLAP prompts to help them ensure that they have a credible story.

Embedded video

https://www.youtube.com/watch?v=GiXeORXuh7U

Evaluate

Transition to **slide 21**, and have each student watch a few of the ghost stories recorded by their classmates. Students should use the second page of their A-CLAP handouts to help them analyze and determine the credibility of three other stories told by their classmates. Students should then respond to the classmate's videos they viewed on Padlet by making a comment below the video, making sure to provide evidence about why the stories were or were not credible.

Resources

- Bestbudbrian. (2014, May 16). Philipsburg Manor (Sleepy Hollow), New York [Digital image]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Philipsburg_Manor_(Sleepy_Hollow),_New_York.jpg
- BuzzFeed Unsolved Network. (2019, June 22). People tell their spookiest ghost stories [Video]. YouTube. https://www.youtube.com/watch?v=1D1BqTYQ_rg
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