The Georgia Ballet presents…



**“Sleepy Hollow” is based on the spooky story of “The Legend of Sleepy Hollow” by Washington Irving. This story follows the journey of Ichabod, a teacher who travels to the village of Sleepy Hollow to teach school children. He quickly learns of the haunting of Sleepy Hollow and hears stories of the supernatural. He falls in love with Katrina, the daughter of a successful farmer. Ichabod intends to win her love, but is not the only suitor who seeks her hand.**

**Arts in Education 2018-2019 Series**



*The Legend of Sleepy Hollow*

**Suggested Activities Before the Performance:**

**1.** Attached are several worksheets for the students to do prior to the performance.

**2.** Washington Irving’s home Sunnyside was built in Tarrytown, New York,

 (otherwise known to Irving as Sleepy Hollow), which is located in the Historic Hudson

 Valley. Irving used the tales and the scenery of the Hudson Valley as an inspiration

 while writing both “The Legend of Sleepy Hollow” and “Rip Van Winkle.”

* Locate the Hudson Valley on a New York State map.
* Compare and contrast Georgia’s geographic features with the state of New York’s.
* Where in Georgia do you think Washington Irving’s “The Legend of Sleepy Hollow” could be set?

**[Georgia Quality Core Curriculum Standards, Second Grade, Social Studies (Historical Understandings, Geographical Understandings): SS2H1b, SS2G1a, SS2G1b]**

**3.** Savannah, Georgia is considered one of America’s Historic cities. What

 legends come from this Georgia town?

**[Georgia Quality Core Curriculum Standards, Second Grade, Social Studies (Historical**

### Understandings, Geographical Understandings): SS2H1b, SS2G1a, SS2G1b]

**4.** In Colonial America, communities would gather together for many occasions. A “quilting bee” was an opportunity for food, songs, and games, as well as the construction of a quilt. Quilts are a wonderful way to link math and social studies.

* Research the significance of most common quilt patterns.
* Create a class quilt using squares of cardstock laced together.
* Use quilts to teach students about tessellations. Have students construct quilt squares using polygons of various colors and textures. (Wallpaper scraps would be a great material to use for this activity.

**[Georgia Quality Core Curriculum Standards, Second Grade, Mathematics (Measurement, Geometry): M2M1, M2G1, M2G2, M2G3]**

**5.** Colonial children made up songs and rhymes to help them remember various skills and to make learning more fun.

* Let your students create their own songs using familiar tunes to help them remember various math concepts and skills. (Examples: Multiplication tables, addition and subtraction rules, remembering to label units, remembering to reduce fractions).

**[Georgia Quality Core Curriculum Standards, Second Grade, Mathematics (Number and Operations, Process Standards): M2N1, M2N2, M2N3, M2N4, M2P1, M2P2, M2P3, M2P4, M2P5]**

## Cobb County’s Standard for Premium Ballet Performance and Training Since 1960



#### The Legend of Sleepy Hollow

**Suggested Activities After the Performance:**

**1.** Attached are several worksheets for the students to do after the performance.

**2.** Make a list of the various types of stories that can be considered legends (family stories, bedtime stories, ghost stores, tales that teach a lesson, tales that teach history).

* What stories are the most well known?
* Why are these stories so popular?
* What do these legends teach?
* What did *A Sleepy Hollow Story* teach you about Colonial America?

**[Georgia Quality Core Curriculum Standards, Second Grade, Language Arts (Comprehension, Writing): ELA2R4b, ELA2R4d, ELA2R4e, ELA2R4f, ELA2R4h, ELA2R4i, ELA2R4l, ELA2R4m, ELA2R4o, ELA2W1a, ELA2W1b, ELA2W1f]**

**3.** Most cultures have legends that are passed on from generation to generation.

* Select three or four legends created by different cultures to read with your students.
* Discuss similarities and differences.
* Ask your students to talk about what they can learn about the specific cultures through their legends.

**[Georgia Quality Core Curriculum Standards, Second Grade, Language Arts (Comprehension, Listening/Speaking/Viewing): ELA2R4b, ELA2R4d, ELA2R4e, ELA2R4h, ELA2R4i, ELA2R4j, ELA2R4l, ELA2R4o, ELA2LSV1a, ELA2LSV1d]**

**4.** When Ichabod Crane traveled home at night he was startled by noises he encountered in the woods of Sleepy Hollow.

* Create a list of mammals that can be found in the woods.
* Create a list of birds that can be found in the woods.
* Create a list of amphibians that can be found in the woods.
* Create a list of insects that can be found in the woods.
* Create a list of plants that grow in the woods.
* Create a list of fungi that grow in the woods.

**[Georgia Quality Core Curriculum Standards, Second Grade, Science (Life Science): S2L1a, S2L1b, S2L1c, S2L1d]**

## Cobb County’s Standard for Premium Ballet Performance and Training Since 1960



Tips for Attending a Performance with Your Students

Please review the following guidelines about attending a live performance with your students before coming to the theatre.

1. **Arriving at the theatre**: After entering the lobby of the theatre, you should stay in a single file line. This will make it easier for your class to walk together down the aisles without getting separated or interrupting other groups of audience members.

2. **What is expected of me**: Everyone uses hushed voices in the theatre. Noise carries very easily due to the high ceilings and raised seating. After you are seated, the lights will dim until it is dark in the seating areas. This is a sign that the performance is about to begin. You will notice that the curtains are closed on the stage. The curtains will open only after the lights have dimmed, and this is a sign that the performance has officially begun! If you need to talk to someone during the performance, please use a quiet voice. This is a courtesy to the performers and others around you.

3. **When the curtain closes**: After the performance is over, the curtain will close. This is the appropriate time for applause. Your applause is greatly appreciated by all of those who worked on the production; however, please remember that yelling is never appropriate behavior for the theatre.

4. **Leaving the theatre**: Please remain in your seat until the entire performance has ended and the lights have come back on in the theatre. This ensures that you do not block anyone’s view of the stage. We ask that afterwards you stay in your seat until your teacher has designated that it is time for your class to leave the theatre.

5. **Food and drink**: Please remind your students that eating and drinking are not allowed in the theatre.

6. **Bathrooms**: Please ask that your students use the bathroom before the performance begins. It is often difficult to leave your seat in the middle of the performance.

7. **Cameras**: Cameras and recording devices are not allowed in the theatre. The flash from a camera can distract a dancer and cause injury. Photos of the dancers are available on The Georgia Ballet’s website at [www.georgiaballet.org](http://www.georgiaballet.org).

**Thank you and enjoy the performance!**

#### The Legend of Sleepy Hollow

##### Building a Set

Create your own Sleepy Hollow set! A set-designer will sometimes build a black box model to help the Artistic staff see how the choreography will work with the set. This black box model is similar to a diorama. Create your own Sleepy Hollow set by building a diorama.

***Materials:***

* Shoebox or Tissue box
* Scissors
* Black paint or black paper
* Cardstock paper
* Crayons, markers, or paint
* Tape or glue
* Ruler or stick

***Directions:***

1. Cut a window on one side of the box.
2. Paint or cover the inside of the box black.
3. Design a series of backdrops/sets for *A Sleepy Hollow Story*. Backdrops are often painted on canvas, but strong paper will do fine for this. Use the cardstock and markers to create your backdrop.
4. Attach your backdrops to a ruler or stick and slide them into place through the top of the box. Like a theater, you can change the backdrop by lifting out one drop and replacing it with another.
5. Create props and additional scenery such as buildings, trees, benches, etc. These items can be created from paper, cardboard, clay or wood. Remember that for stage productions the theater has limited space and all props or scenery must have a purpose and be essential to the story. Choose only the most important elements of the scenery for your model.



## Cobb County’s Standard for Premium Ballet Performance and Training Since 1960



#### The Legend of Sleepy Hollow

##### Word Games

Children and adults alike played many word games in Early America. These games were entertaining, challenging, and educational. Using games such as these today make learning fun, challenge the imagination, and teach a variety of social skills.

##### Sentences

*(For 3 or more players)* A player chooses a five or six letter word. The players then write a sentence. Each word in the sentence must start with a letter from the first word, and the letters must stay in their original order. For example, if the word is “dance”, then the sentence could be “Dan ate nine coconut eggs”. The players then share their sentences and the next player chooses a new word.

##### The Minister’s Cat

*(For 2 or more players)* In this game the players describes a cat with one adjective and a name for every letter of the alphabet. The first player begins the game filling in the blanks of the following sentence: “The cat is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cat, and his name is \_\_\_\_\_\_\_\_\_\_\_\_\_.” During the first round each player must supply an adjective beginning with *a*, and a name beginning with *A*. The game continues through each letter of the alphabet. A player who cannot fill in the blank or who repeats an adjective or name is eliminated. The round ends once each player has a turn or once each person is eliminated.

##### Rigamarole

*(For 3 or more players)* This is a game of tongue twisters and memory. The first player creates an alliterative phrase of three words that each begin with the letter *o* for “one”, such as “Ollie’s one octopus”. The second person repeats the first phrase and adds a second phrase where each word begins with *t* for two. The game continues until ten phrases are made.

##### Tongue Twisters

*(For 2 or more players)* The purpose of this game is to repeat a tongue twister as many times as possible without making a mistake. Students take turns choosing the tongue twisters to be repeated. As a student repeats the tongue twister as many times as possible, another student keeps track of how many times the tongue twister is repeated clearly within the time limit (1 minute). The person with the highest score wins.

[Tongue Twister Suggestions: Truly rural, Toy boat, Lemon liniment, Red leather, Yellow leather, She sells seashells by the sea shore, Whistle for the thistle sifter, Six thick thistle sticks, The bootblack brought the black boot back. Unique New York, or create your own.]

## Cobb County’s Standard for Premium Ballet Performance and Training Since 1960



#### The Legend of Sleepy Hollow

##### Common Colonial Games

In Early America children played games that they made up. Toys were made out of things easily found about the home. There was no television and books were expensive. Many of today’s playground games are derived from the games that colonial children played in the schoolyard.

Here are a few games that were common in early America. Please encourage your students to create their own games to be played.

##### Leap Frog

*(For 6 or more players)* Divide the players into two teams and designate start and finish lines. The next person runs and jumps over the first person and then squats down. The next team member runs and jumps over both team members 1 at a time. The race continues in this fashion until all team members reach the finish line.

##### Quoits

This game is similar to a ring toss or horseshoes. To make your own “quoits” cut a ½ inch diameter garden hose into 18-20 inch pieces and connect the rings using electrical tape. A hob (the object the ring is thrown over) can be made from a wooden dowel mounted to a wooden base. Players score points by tossing their quoits. The first player to earn 21 points wins.

##### Hoops

Each player needs a hoop and a stick. The hoop can be of plastic, rubber, an inflated tire tube, or even a Hula Hoop. To begin a player grasps the hoop in one hand (fingers pointed down), as she bends forward she rolls the hoop forward. She then tries to keep the hoop rolling using a stick. Some variations include relay races and Follow the Leader.

##### Hide-and-Seek

A player is chosen to be “it”. Players also need to decide boundaries and choose a home base. While “it” covers his eyes and counts to some pre-determined number, the players hide. After counting, “it” announces, “ready or not, here I come” and leaves home base to search for the other players. The players may run for home base. If they reach home base without “it” tagging them they are safe. The first player tagged becomes “it”.

##### Tag

Tag is a common game that is played throughout the world. Freeze tag and Everybody It are common variations. Invite students to use their imaginations to create new versions of the game.

## Cobb County’s Standard for Premium Ballet Performance and Training Since 1960



***The Legend of Sleepy Hollow***

**Draw a line to match the word with the picture.**



JACK-O-LANTERN



BICYCLE



DANCE



SCHOOL HOUSE

**Fill in the blanks with the words from above.**

1. Ichabod Crane taught the village children of Sleepy Hollow at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Ichabod Crane rode his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the schoolhouse.

3. Ichabod Crane brought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the party.

4. Ichabod Crane loved to \_\_\_\_\_\_\_\_\_ with Katrina.

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