

The Legend of Sleepy Hollow

Information Sheet for Elementary Argumentation Module

Module Title	The Mystery of Ichabod Crane and the Ensuing Trial of Brom Bones
Module description (overview):	Students will read a variety of text around the “Legend of Sleepy Hollow” and the U.S. legal system to determine the guilt or innocence of Brom Bones in the disappearance of Ichabod Crane.
Template task (include number, type, level):	Elementary Task 3: [Insert optional question]. After reading _____ (literary or informational text/s), write a/n (product) in which you identify _____ (concept term) and argue _____ (content). Give _____ (an, some or #) example/s from _____ (text/s) to support your opinion. (Argumentation/Identify-Argue)
Teaching task:	What, if any, is Brom Bones' involvement in the disappearance of Ichabod Crane? After reading The Legend of Sleepy Hollow, write a speech in which you answer the question and explain your reasons for the disappearance of Ichabod Crane. Support your opinion with evidence from the text/s.
Grade(s)/Level:	5 th Grade
Discipline: (e.g., ELA, science, history, other?)	ELA & Social Studies
Course:	5 th Grade Social Studies, Science, & English Language Arts
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Section 1: What Task?

TEACHING TASK

Background to share with students:	Students will learn about the judicial system in order to determine the guilt or innocence of Brom Bones in the disappearance of Ichabod Crane. They will also create opening statements to a hearing using their opinion of the events from multiple texts.
Teaching task:	What, if any, is Brom Bones' involvement in the disappearance of Ichabod Crane? After reading The Legend of Sleepy Hollow, write a speech in which you answer the question and explain your reasons for the disappearance of Ichabod Crane. Support your opinion with evidence from the text/s.
Reading text(s):	"The Legend of Sleepy Hollow" by Washington Irving (Scholastic: Literature in Writing Workshop) "The Legend of Sleepy Hollow" Reading A-Z "The Legend of Sleepy Hollow" (Disney version from YouTube) Fifth grade Social Studies textbook
Extension (optional):	

COMMON CORE STATE STANDARDS

READING STANDARDS FOR ARGUMENTATION	
"Built-in" Reading Standards	"When Appropriate" Reading Standards (applicable in black)
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6- Assess how point of view or purpose shapes the content and style of a text.
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	8- Delineate and evaluate the argument and specific claims in a text, including

4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Common Core State Standards
NUMBER	CONTENT STANDARDS
RI 5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.
RI 5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI 5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text based on specific information in the text.

5

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applicable)	inaccurate.			content.		demonstrate understanding.	
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Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task engagement	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>
2. Task analysis	<i>Ability to understand and explain the task's prompt and rubric.</i>
SKILLS CLUSTER 2: READING PROCESS	
1. Text selection	<i>Ability to identify appropriate texts.</i>
2. Active reading	<i>Ability to read explicitly and identify the central point and main supporting elements of a text.</i>
3. Essential vocabulary	<i>Ability to identify and master terms essential to understanding a text.</i>
4. Note-taking	<i>Ability to select important facts and passages for use in one's own writing.</i>
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging	<i>Ability to begin linking reading results to writing task.</i>
SKILLS CLUSTER 4: WRITING PROCESS	
1. Controlling idea	<i>Ability to establish a claim and consolidate information relevant to task.</i>
2. Planning	<i>Ability to develop a line of thought and text structure appropriate to an opinion task.</i>
3. Development	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>
4. Revision	<i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>
5. Editing	<i>Ability to proofread and format a work to make it more effective.</i>
6. Completion	<i>Ability to submit final piece that meets expectations.</i>

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASK	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT...)	INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT		
SKILLS CLUSTER RE- PREPAR- ING FOR THE TASK				
Day 1	1. Task engagement Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<u>Short Response with Bullets</u> "Who done it" Students solve the mystery, justifying their answers with evidence from the video.	<u>Think-Write-Pair-Share</u> - Students will write about the various theories surrounding the Lost Colony. - Students wrote their own theory of what happened to the Lost Colony.	- Introduce topic of mysteries and characteristics of a mystery and students will take structured notes. - Showed video of the Lost Colony. - Teacher will discuss how to form and support an opinion with evidence from the text. - Discuss student responses. - Make a chart of the student responses. Students described the theories of the Lost Colony and came up with their own theory of what happened. - Facilitate higher engagement
Day 1	2. Task analysis Ability to understand and explain the task's prompt and rubric.	<u>Bullets</u> In your own words, what are the important features of a good response to this prompt (Legend of Sleepy Hollow)? What do you think you are going to need to learn to be able to successfully have a strong, supported opinion? What are the components of an opening argument?	3-2-1 Exit Ticket	- Identify or invite students to identify key features in an example of product type. - Discuss and explain the prompt and "success criteria" on the rubric - Clarify time table and pacing - Develop a guideline for students to complete a task

SKILLS CLUSTER 2: READING PROCESSES				
Day 2-3	<u>Note-taking</u> Ability to select important facts and passages for use in one's own writing.	<u>Cornell Note Taking/Summarizing</u> Students will view a presentation where content is presented in paragraph form. Through guided instruction, the teacher will model proper Cornell Note taking skills. Students will work in small groups to summarize characteristics of a legend.	<u>Cornell Notes</u> - Students identify questions in "Q" - Students write answers in bullet form to questions. - Students write a summary of their notes.	- Introduce the genre of legends through a powerpoint presentation. - Cornell Notes will be modeled for students - Discuss Main Idea and supporting details to create a summary - Model summarizing with students
Day 4-5	<u>Active Reading</u> Ability to identify the central point and main supporting elements of a text.	<u>Character Analysis</u> Students will use evidence from the text to analyze the characters of Brom Bones, Katrina Van Tassel, and Mr. Van Tassel	Students will complete character traits and text evidence graphic organizer (pg. 29 from link) on Brom Bones, Katrina Van Tassel, and Mr. Van Tassel. An alternative could be drawing the characters and labeling character analysis/traits.	- The teacher and students will read aloud "The Legend of Sleepy Hollow" - Teacher will model how to use evidence/quote from the text to complete a character analysis of Ichabod Crane in inferring his character traits.
Day 6-7	<u>Active Reading</u> Ability to identify the central point and main supporting elements of a text.	Students will compare and contrast character traits to determine the similarities and differences between characters that defines their relationship.	Students will complete the graphic organizer page 34 to find common and differing character traits between Ichabod and Brom, Brom and Katrina, and Katrina and Brom. They must provide evidence from the text to support these traits. *Students can be grouped and only examine two characters. Present their findings to the class.	- Citing evidence from the text to support character traits - Find and discuss common and differing character traits. Use the relationship of Mr. Van Tassel and Ichabod. - Determine how common and differing character traits affect the interactions and relationships of characters

Day 8	Text Selection	Students will work in groups to record the similarities and differences in multiple accounts of the text and identify the character's perceptions of the events and each other using information from all texts.	Students will identify each character's perspective of the events and each character's opinion of the main characters in the text.	- Teacher and students will view a video clip of "The Legend of Sleepy Hollow" and the teacher will read aloud a version from Reading A-Z. While viewing and listening the students will take notes on the similarities and differences of the events and characters in the story. - Students will work in groups to identify each character's perspective of the events and opinions of each other using the various texts.
Day 8	Text Selection Ability to identify appropriate texts.	Students will create a flip chart on the three branches of government.	In the flip chart students will include the type of government, its role and responsibilities, execution of roles, and the history of each branch. The students will also include the roles of professional individuals in the judicial system.	- Teacher will discuss how to choose appropriate texts to meet task requirements. - Students will be given multiple texts on the three branches of government. - Students will choose texts needed to accomplish learning task.
Day 9	Essential Vocabulary Ability to identify and master terms essential to understanding a text.	Students will work in teams to build presentations on 3-4 vocabulary words relevant to judicial system.	The teams will create a presentation (Prezi, power point, poster, flip chart, Explain Everything, etc) covering each of their assigned words. For each word the students must complete a Frayer model (definition, examples, nonexamples, student created definition). They will also include the importance and necessity of this vocabulary word in the judicial system.	- The teacher and students will review these words and those in the "Court Case Vocabulary" document. The groups will then get to choose the words they want to work with or it can be teacher's choice. Supreme court Government Federal Judicial Detective Investigator Democracy Alibi Legend Checks and Balances Veto Unconstitutional Amendment - The groups will present their findings to the class. The presentations will then be posted around the classroom and on teacher websites for later use.
On-going	2. Active reading Ability to read explicitly and identify the central point and main supporting elements of a text.	What evidence determines Brom Bone's guilt or innocence in the disappearance of Ichabod Crane?	Create a four column graphic organizer identifying examples of guilt and innocence. Also have columns for "I Think" (opinion) for	- Teacher will show model for students how to cite evidence from the text (quotes, page numbers). - Discuss the meaning of guilty and innocent. Model examples of guilty and innocent evidence from the text.

	Ability to also start to generate an opinion Ability to start noting specific examples from texts to support that opinion.		Students will cite evidence from the text and movie upon multiple viewings and readings.	
On-going	3. <u>Essential vocabulary</u> Ability to identify and master terms essential to understanding a text.	<u>Vocabulary list</u> In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	- Lists appropriate phrases. - Provides accurate definitions.	- Work with class to identify key words and why they are key to the opinion of the writer. - Identify language of the discipline or topic. - Target their eyes on words or phrases that need interpretation beyond the literal.
On-going	4. <u>Note-taking</u> Ability to select important facts and opinions for use in one's own writing.	<u>Notes</u> From each text, make a list of the elements that look most important for answering the prompt.	- Identifies relevant elements. - Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).	- Teach a sample format for note taking. - Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
On-going	5. <u>Title Clues</u>	<u>Generating Main Ideas:</u> Titles can help us when we have an opinion. Often we choose what we read based on the title. You will participate in a sort where you will be able to read a variety of different types of texts and decide if they would pertain to your opinion based on the title.	Title Clue Organizer	Have students practice a strategy to identify main ideas and be able to determine based on a title what an article might be about.
SKILLS CLUSTER 3 TRANSITION TO WRITING				
	<u>Bridging</u> Ability to begin linking reading results to	Teaching students how to write interview questions to get relevant information pertaining to solving the mystery of the night Ichabod left	Students will create 3-5 questions for each character after learning to write interview questions.	Students will view a video of a trial of "Goldilocks and the Three Bears" to understand the structure of a court trial and the questioning used. Model writing interview questions.

	writing task.	Sleepy Hollow.	Choose 3 students to take on the role of Katrina, Brom, and Mr. Van Tassel. In character, they will answer interview questions from the rest of the class. The students who ask the questions. Alternative: Multiple teachers would take on the roles of Brom Bones and Katrina. In character, they will answer interview questions from the rest of the class. The students who ask the questions. The students will write a summary of each character's point of view of the events.	- Watch the video of the trial a second time. As students watch the video, they generate questions they would have asked. The teacher and students will review selected questions generated by students to determine pros and cons of the questions. They will also determine how their questions could have been changed to gather more information. - Model writing interview questions based on Common Core question stems while creating open-ended questions (not yes/no) for Brom, Katrina, and Mr. Van Tassel. Students will create 3-5 interview questions for each character. - The teacher will instruct students how to write character responses in shorthand while focusing on just the main idea. - Class will go round-robin in asking each character one interview question at a time. - Discuss the interviewers point of view of the characters, story line, etc based on the answers of the interviewees. How does each character view the events of the story? Students will write a summary of the point of view of each character regarding the events.	- Recall how to form an opinion given textual evidence. Remind students of the Lost Colony theories developed. - Students will determine their opinion of Brom Bones's guilt or innocence. - Teacher will explain to students how they will need to find at least four points/evidence that are going to support their opinion. These should be major points. - They will then break into groups based on their opinion (guilty with guilty; innocent with innocent). In these groups students will discuss major pieces of evidence that determined their opinion of Brom Bones. Students will take notes of pieces of evidence to assist in the planning process.
SKILLS CLUST ER 4 WRIT ING PROCE SS					
Day 14	Controlling Idea				

15	Planning	Students will complete a graphic organizer illustrating their strongest evidence and opposing views of that evidence.	Students will have a completed graphic organizer of their evidence to use when writing their opening statement (speech) for a Brom Bones's hearing.	- Teacher will explain to students that they need to find their three strongest pieces of evidence to support their case. This evidence may have been discussed during group work the previous day. - Students will chart their three strongest pieces of evidence in a graphic organizer with five columns (evidence, explanation of evidence, how could it be used for or against Brom Bones, opposing argument, and your rebuttal).
16-17	Development <i>Ability to construct an initial draft with an emerging line of thought and structure.</i>	Students will work, with teacher support, to create body paragraphs for their opening statement which will gain judge's sympathy and support.	Students will have create the body paragraphs of their opening statement.	- The teacher will provide a lesson on the correct order for the body paragraphs of their opening statement (strongest point, weakest point, and second strongest). - The teacher will provide a lesson on how to write in a tone which will persuade an audience to support their opinion. During the lesson the teacher will discuss critical vocabulary for establishing a sympathetic tone and playing on the emotions of the audience. - Students will take notes on the sequencing of paragraphs and use of tone to use while writing their opening statement. - The teacher will model how to correctly sequence the body paragraphs while using appropriate tone. The teacher and students will create the first line of each paragraph and then have students complete the paragraph using their graphic organizer. - Students will work on creating their body paragraphs - The teacher will provide and go over with students a checklist for the expectations of their written product.
18	Development <i>Ability to construct an initial draft with an emerging line of thought and structure.</i>	Students will work to create an introduction and conclusion for their opening statement which captivate the judge's attention and gain his/her support.	Students will write a introduction and conclusion for their opening statement.	- The teacher will provide a lesson on how to write a captivating introduction for their opening statement and a conclusion that is not just restating the introduction. - Students will take notes on how to effectively write an introduction and conclusion. - Students will work to create an introduction and conclusion for the opening statement.
Day 19	Revision	Students will revise their speech based on given rubric and checklist.	Students will revise and rewrite their speech based on the checklist and rubric.	- The teacher reviews the checklist and rubric of everything that should be included in the opening statement. - The teacher will then have students reread their completed draft making notes of changes that need

				to be made to follow the checklist and rubric. Students will then rewrite their speech based on their noted changes.
Day 20	Editing	Students will work in pairs to peer edit and score the second draft of their opening statement.	Students will complete a checklist and fill out a rubric while peer editing with a partner.	- The teacher will go through correct use of peer editing marks and how to effectively peer edit. - The teacher will provide the students with an additional copy of the checklist to fill out while peer editing. - The teacher will provide the students with an additional copy of the rubric to fill out while peer editing. - The students will be working in pairs to peer edit their second draft of their opening statement.
Day 21-22	Completion	The students will be writing their final draft and presenting their opening statement to the class.	The students will write their final draft for submission. The students will present their opening statements to the class. The teacher or another student can act as the judge.	- Using the rubric and checklist from peer editing the students will write the final draft of their opening statement. This copy will be submitted to the teacher after the speech is given. - Students will give their speeches in front of the class. Peers will have an opportunity to ask questions or give comments once the speech is completed.

MATERIALS, REFERENCES AND SUPPORTS

FOR TEACHERS

<http://www.racismagainstindians.org/UnderstandingMascots.htm>
http://espn.go.com/blog/playbook/fandom/post/_id/18144/native-americans-speak-on-sports-imagery
http://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1090&context=mcnair_journal
<http://inamerica.blogs.cnn.com/2013/04/04/native-american-mascots-pride-or-prejudice/>
<http://www.policymic.com/articles/29141/washington-redskins-name-is-so-racist-they-re-getting-sued-again>
http://www.finalcall.com/artman/publish/National_News_2/article_9732.shtml
<http://www.debate.org/opinions/should-we-stop-the-use-of-racist-sports-logos>
<http://www.nativecircle.com/mascots.htm>
<http://www.aimovement.org/ncrsm/>
<http://www.aics.org/mascot/cornel.html>
http://americanindiantah.com/lesson_plans/ml_mascots.html

FOR STUDENTS

Graphic Organizer-
<https://drive.google.com/a/hcs.k12.nc.us/file/d/0B9E693SFEYj1UnpsaUthdEdUMW/s/view?usp=sharing>

Rubric-
<https://drive.google.com/a/hcs.k12.nc.us/file/d/0B9E693SFEYj1RVVJb0I2SFN1TE0/view?usp=sharing>

<http://www.unc.edu/~mjlwilson/research.html>
<http://www.aistm.org/indexpage.htm>
<http://sportsillustrated.cnn.com/2005/magazine/08/17/indian.wars030402/>

Editorial Writing Resources:
<http://www.education.com/pdf/write-editorial/>

Section 4: What Results?

STUDENT WORK SAMPLES

Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Background to share with students (optional):	
Classroom assessment task:	
Reading texts:	

LDC Elementary Argumentation Classroom Assessment Rubric MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing;
Development	Reasoning is not clear; examples or explanations are weak or irrelevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion, language and tone are not appropriate to audience and purpose.

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix

The attached materials support teaching this module.

Questions for Discussions on informational or technical texts:

- *What can you know directly from the text? What can you infer?*
- *What does _____ (word or phrase) mean in this context?*
- *Why do you think the author chose these _____ (sources, points) to support his _____ (argument or explanation)?*
- *How does the author structure his argument?*
- *Is the author's logic structure inductive or deductive?*
- *How does the author structure his explanation?*
- *Does the author admit or infer any biases?*
- *Do you trust this author's point of view and why?*
- *What is missing, if anything?*
- *Would you recommend this _____ to a classmate? Why or why not?*

Questions for Discussion on literary or imaginative texts (novels, short stories, poetry, drama, fantasy, science fiction, film):

- *What is the author's/director's intent in this work?*
- *Is the work clear or ambiguous?*
- *Is the work provocative or predictable?*
- *How does the author/director use language to convey meaning?*
- *What literary or artistic devices does the author/director use to engage the _____ (reader/listener/viewer)?*
- *Are the characters believable, why or why not?*
- *Which character makes the better choice, _____ or _____? Why?*
- *How does setting support the work?*
- *What is the plot line?*
- *Would you recommend this _____ to a classmate? Why or why not?*