

Lesson Plan: Major André and Ichabod Crane  
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**Objectives:**

Students will be able to:

- Read and draw conclusions about Washington Irving's *Legend of Sleepy Hollow* and its connection to the historical figure of Major André.
- Understand the similarities and differences between Major André and the fictional character of Ichabod Crane.
- Collaborate with partners to conceptualize the American Revolution, especially noting the significant people.
- Reflect on the American Revolution by making a fictional story of their own, representing a prominent and influential character in the revolution.

**Common Core Standards: Grades 11-12 students**

**Reading Standard for Literacy:**

**Standard 1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**Standard 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Standard 4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**Writing Standard for Literacy:**

**Standard 2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships

among complex ideas and concepts.

- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)

**Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Standard 9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Teacher Resources:**

- *The Hudson River Valley Review* article:
  - “The Unfortunate Major André’: Washington Irving’s Original Ichabod Crane” by Terry W. Thompson. (Autumn 2013 edition)

**Materials:**

- Article
- Venn Diagram handout
- American History textbook
- American Revolution Historical Figure chart
- Partner assignments
- Paper
- Pen/Pencil
- Highlighters
- Chalkboard/White board

**Procedures:**

1. Students will read the assigned article independently as homework the day before the assigned lesson. Students will highlight any confusing words in one color and important facts or information in another. They will bring the reading back to class with them.
2. The teacher will begin by making a Venn diagram on the board for similarities and differences between Major André and Ichabod Crane.
3. The teacher will provide the students with the diagram and as a class,

for the do now; they students will work on providing the similarities and differences that they determined from the reading. Teacher should take about 10 minutes doing this with the students.

4. The teacher will then pair up with another student (assigned by the teacher) and assign them to an American Revolutionary historical figure. In their pairs, using their American History textbook they will look up the significance of the figure in terms of the American Revolution. They will indicate this certain traits that the person possesses. Give the students about 15 minutes to establish these details.
5. Each pair will come up with a fictional character similar to their historical figure and will begin to theorize about what the fictional character will do. Students can use the example of Washington Irving's character Ichabod Crane and the historical figure Major André as a reference. The students will begin to draft a short paragraph about their fictional character in the time period of the American Revolution to present to the class. Students have the ability to be creative with their character and the scene of the story.
6. With 10 minutes left in class, have each group quickly share about their fictional character with the group and which historical figure the character is based off of.

**Assessment:**

Using their fictional character and historical figure determined from their groups in class, students write a short story, roughly 3 pages, about the fictional character and their impact on the American Revolution. The students can take the liberty to make it as creative as possible, while still including some important points about the American Revolution, the culture of the time period, and what they have learned previously in class. The short story should be informative on the time period and creative on the personality of the historical figure and fictional character.

**Enrichment:**

Students can further research Ichabod Crane as a fictional character and Major André as an historical figure and create their own story about story of Ichabod Crane.

## **American Revolution Historical Figures List**

- John Adams (2<sup>nd</sup> President of the United States)
- Abigail Adams (John Adams Wife)
- Benjamin Franklin (American Statesman)
- Benedict Arnold (American General)
- John Jay (First Chief Justice of the United States)
- Thomas Jefferson (3<sup>rd</sup> President of the United States)
- James Madison (4<sup>th</sup> President of United States)
- Paul Revere (American Activist and Artisan)
- Thomas Paine (Author of “Common Sense”)
- Benjamin Rush (Signatory of the Declaration of Independence)
- George Washington (1<sup>st</sup> President of the United States)
- Henry Knox (1<sup>st</sup> United States Secretary of War)
- Joseph Galloway (Loyalist and Politician)
- John Hancock (American Politician and Soldier)
- Ethan Allen (American Revolutionary War Patriot)
- Joseph Brant (Mohawk Leader and Loyalist)
- John Quincy Adams (6<sup>th</sup> President of the United States)
- James Monroe (5<sup>th</sup> President of the United States)

<http://theamericanrevolution.org/people.aspx>