

at theREP★

2024-2025 SEASON

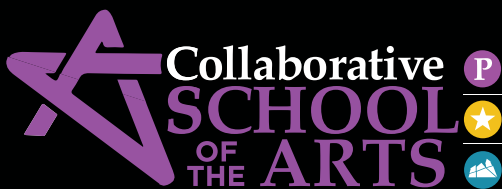
THE LEGEND OF SLEEPY HOLLOW



Pictured:
*Shayne David Cameris,
Rachael Yoder and
Justin Friello*

📷 RICHARD LOVRICH

STUDY
GUIDE



FOR MORE INFORMATION, VISIT:
collaborativeschoolofthearts.org

OR CONTACT GROUP SALES AT:
(518) 382-3884 x 139

theREP and Collaborative School of the Arts are a part of Proctors Collaborative

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ATTENDING A PERFORMANCE

Being a member of an audience is an important job; live theatre couldn’t exist without you! Follow these simple suggestions to have the best theatre experience possible.

BRING WITH YOU...ideas, imagination, an open mind, observation skills and a sense of wonder.

LEAVE BEHIND...cell phones, pen lights, food and drink and anything else that might distract you, the performers or other members of the audience.

THINGS TO DO BEFORE A PERFORMANCE

- Learn about the show you are going to see
- Arrive on time
- Find your seat and visit the restroom.

DURING A PERFORMANCE

PLEASE DO...applaud, laugh, pay attention to big and little details, think about questions that arise for you and stay seated until intermission/end of the show.

PLEASE DON’T...talk, sleep, eat or drink, distract others, use a cell phone or exit the theatre during the performance unless it’s an emergency.

CAPITAL REPERTORY THEATRE 2024-2025 SEASON

43RD MAINSTAGE SEASON

“Seared” by Theresa Rebeck
Student Matinee | Oct. 3, 2024

“A Sherlock Carol” by Mark Shanahan
Student Matinee | Dec. 11 and 18, 2024

“The Lehman Trilogy” by Stefano Massini

WORLD PREMIERE

“Rosie is Red And Everybody Is Blue”
by John Spellos
Student Matinee | May 1, 2025

“Once” Book by Enda Walsh, music and lyrics
by Glen Hansard and Markéta Irglová

ON-THE-GO! IN-SCHOOL TOURS

“The Legend of Sleepy Hollow” by
Washington Irving, adapted by Maggie
Mancinelli-Cahill with Original Music by Justin
Friello and Lecco Morris | Oct. 15-Nov. 2, 2024

**“A Friend of A Friend: Tales of the
Underground Railroad”** by Maggie Mancinelli-
Cahill and Jill Rafferty-Weinisch | Jan. 27-Feb.
15, 2025

OTHER

NEXT ACT! NEW PLAY SUMMIT 14

SPRING 2025

SUMMER STAGE YOUNG ACTING

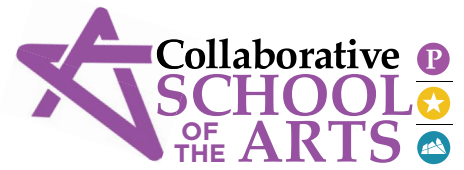
COMPANY PERFORMANCES | SUMMER 2025

For more information visit:
collaborativeschoolofthearts.org or contact
group sales at: (518) 382-3884 x 139
groupsales@proctorscollaborative.org

**This is a reproduction of theREP’s past tour (2018) study guide for the same production, and has been constructed for educational purposes only, theREP does not sell or make any money from the guide.*

FALL 2024

theREP★



Dear Educator:

Welcome to Capital Repertory Theatre at 251 North Pearl St.!

We are thrilled that you are seeing “The Legend of Sleepy Hollow,” one of theREP’s On-The-Go! in-school touring productions in the 2024-25 season, and we hope that you will find this guide to be a useful tool in your classroom!

You have permission to reproduce materials within this guide for use in your classroom. It is designed to introduce the cultural and historical context of the play as well as provide resources and ideas for incorporating the theatre experience into your curriculum. Productions by theREP are likely to generate questions, thoughts and opinions amongst your students.

The arts provide young imaginations with stimulation, points of reference and intellectual resources for the mind and spirit. It is theREP’s goal to make live theatre attendance possible for all students in the Capital Region. Tens of thousands of Capital Region students have attended student matinees and On-The-Go! performances throughout our history, and we hope to continue to grow and serve the needs of the Capital Region education community for decades to come.

Your success stories help us to keep the program funded, so please let us know how you are using theatre in the classroom. We love to receive copies of lesson plans, student work related to our productions and your letters. These are important testimonials to the value of the arts in education.

We look forward to hearing from you!

With deepest gratitude,

A handwritten signature in black ink that reads "Margaret E. Hall".

Margaret E. Hall
Associate Artistic Director
mhall@attherep.org
(518) 462-4531 x410

A handwritten signature in black ink that reads "Shai Davenport".

Shai Davenport
Education Programs Manager
sdavenport@proctors.org
(518) 382-3884 x197

ABOUT US



Capital Repertory Theatre is a non-profit professional-producing theatre. In its decades-long history, theREP has produced more than 8,000 performances for the people of the Capital Region.

A member of the League of Resident Theatres, theREP strives to bring quality work that explores the essence of the human condition through the stories of people, events and phenomena that shape our contemporary lives. Theatre, at its best, entertains, cajoles and inspires by engaging the heart and mind through its most powerful ally—the imagination.

There are two basic types of theatre companies: producing and presenting, and theREP is a producing theatre. The theatre hires a director and designers for the set, costumes, lights and sound. The theatre’s artistic director and director select appropriate actors for all the roles in the play. Then they come to Albany, where the play is built and rehearsed. The resident staff of the theatre work with visiting artists to put the production together.

In addition to the main theatre space, theREP has a studio theatre that acts as a rehearsal space and secondary venue for performances (such as several Black Theatre Troupe of Upstate NY’s recent productions), a costume shop where costumes are constructed and cared for, a prop shop where props are made, offices where the administrative staff works and housing facilities for out-of-town actors. Sets for theREP are constructed in a scene shop in Rotterdam, NY, that is also part of Proctors Collaborative.

In contrast to a producing theatre, presenting theatres, sometimes called “roadhouses,” like Proctors in Schenectady, host shows that have been designed, built and rehearsed elsewhere. Productions that tour are booked into presenting theatres. Shows that are booked into presenting houses will tour regionally, nationally or internationally over an extended period. What you see at theREP, or with our On-The-Go! Tours, are unique to theREP where it was built. No one from anywhere else will see this production just as you see it!



STUDENT MATINEES

10:30 a.m. Performance at theREP

PRICE

\$8 per student

CHAPERONES

For every 15 students, one complimentary adult ticket is provided.

LOCATION

251 North Pearl Street, Albany, NY 12207

RESERVATIONS

Contact group sales at (518) 382-3884 x 139
groupsales@proctorscollaborative.org

SCHOLARSHIPS

Visit collaborativeschoolofthearts.org for more information and applications.

Capital Repertory Theatre is one of the organizations within Proctors Collaborative, which also includes: Proctors, Universal Preservation Hall, the Collaborative School of the Arts, the Collaborative Scene Shop and Schenectady-Saratoga Symphony Orchestra.

ON-THE-GO!

For more information and to book a tour contact: onthego@proctors.org or collaborativeschoolofthearts.org.

ABOUT WASHINGTON IRVING

19TH CENTURY AMERICAN AUTHOR

Known as the first “American Man of Letters”

Washington Irving achieved international fame for his works of fiction, as well as his biographies and historical writings. He is best known for his stories “Rip Van Winkle” and “The Legend of Sleepy Hollow.”

FACTS ABOUT WASHINGTON IRVING

- Born April 3, 1783 in Manhattan, New York.
- Youngest of 11 children born to Scottish-English immigrants.
- Named for George Washington (a hero of the American Revolution.)
- Attended the first presidential inauguration in 1789.
- Traveled in France and Italy from 1804-06, writing whimsical journals and letters.
- Returned to NYC in 1806 to practice law (by his own admission, he was not a good student and barely passed the bar.)
- With his brother William Irving and friend James Kirke Paulding, wrote the Salmagundi papers, a collection of humorous essays (1807-08).
- Became widely known for his comic work “A History of New York” (1809) – penned under the name Diedrich Knickerbocker.
- Went to work for his brothers’ business in England in 1815.
- Composed a collection of stories and essays that became “The Sketch Book” and was published under the pen name Geoffrey Crayon (1819-20); “The Sketch Book” included “Rip Van Winkle” and “The Legend of Sleepy Hollow.”
- Irving lived in Germany and France for several years before landing in Spain in 1826, where he became attaché at the U.S. embassy in Madrid.
- Published “The Life and Voyages of Christopher Columbus” in 1828.
- Published “Chronicle of the Conquest of Granada” in 1829.
- Published “Tales of the Alhambra” in 1832.
- Was secretary of the U.S. legation in London from 1829-1832.



READ



STORIES BY
WASHINGTON IRVING

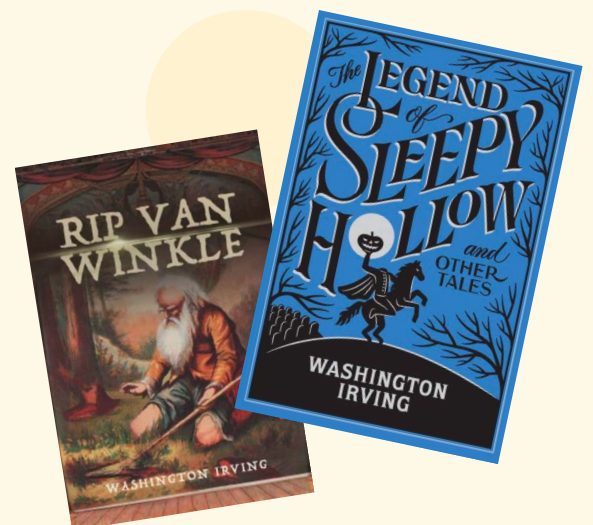
“The Legend of Sleepy Hollow”

“Rip Van Winkle”

“The Spectre Bridegroom”

“The Broken Heart”

“A History of New York”



THE HEADLESS HORSEMAN BRIDGE

- Returned to Spain as the U.S. ambassador from 1842-46.
- Spent most of the rest of his life at his estate Sunnyside, near Tarrytown, NY, where he turned out a succession of historical and biographical works, including a five-volume biography of George Washington titled “The Life of George Washington.”
- Helped to promote international copyright, argued for strong laws that would protect writers from copyright infringement; advocated for writing as a legitimate career.
- Irving was engaged to marry Matilda Hoffmann, who died on April 26, 1809. After her passing, he vowed to never feel such pain again, and remained a bachelor.
- Passed away on Nov. 28, 1859, at Sunnyside, Irvington, NY.
- Washington Irving was laid to rest in the Sleepy Hollow Cemetery.

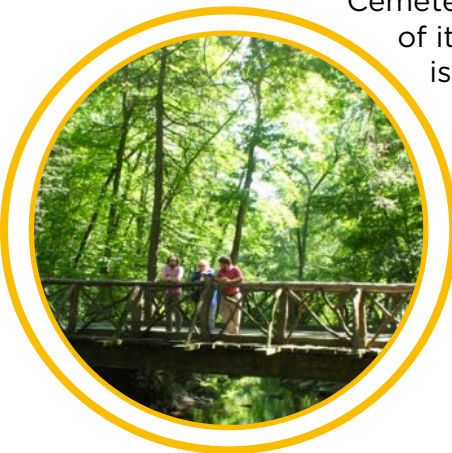


THE HEADLESS HORSEMAN BRIDGE*

“Over a deep black part of the stream, not far from the church, was formerly thrown a wooden bridge; the road that led to it, and the bridge itself, were thickly shaded by overhanging trees, which cast a gloom about it, even in the daytime; but occasioned a fearful darkness at night. Such was one of the favorite haunts of the Headless Horseman, and the place where he was most frequently encountered.” – The Legend of Sleepy Hollow

In myth and legend, bridges are immensely symbolic objects, representing important passages from one shore to another - from youth to adulthood, or from life to death, or vice versa. In “The Legend of Sleepy Hollow,” the local tales surrounding the activity of the Headless Horseman seem to imply that the crossing of this bridge brings those from the land of the dead to the living, and back again. The Headless Horseman departs the burial ground of the Old Dutch Church and returns each morning before sunrise. At the high point of Irving’s story, Ichabod Crane, while fleeing from the Horseman, rides for the bridge in the hope of crossing a magic line of safety, a point where the Horseman’s powers dissolve.

The bridge described by Irving was a real feature that was once found in Sleepy Hollow, although the original wooden structure has long since rotted away and been succeeded by several replacements. The bridge, seen below, serves as a plausible replica - located on the property of Sleepy Hollow Cemetery, it crosses the Pocantico River about a half-mile upstream from the site of its legendary predecessor. The name Pocantico (pronounced po-can-tih-ko) is of Native American origin.



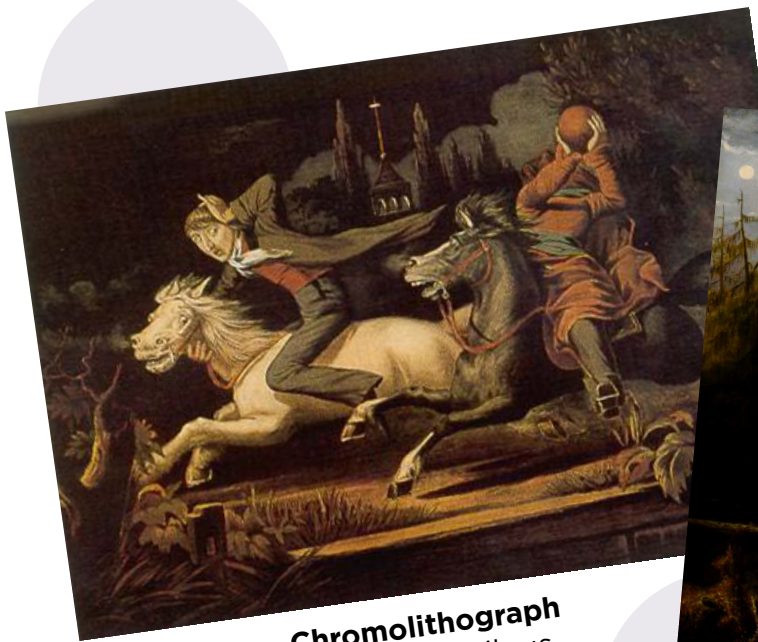
The exact appearance of the original bridge that Irving knew in the 1790s is a bit of a mystery. His text describes it simply as “a wooden bridge,” without additional detail, and there are no drawings or photographs of it. Over the past two centuries, at least five different bridges have serviced the Albany Post Road (now Broadway or Route 9) at or near the site of the old bridge in Irving’s story. Since 1912, the road has crossed the Pocantico on a stone and cement bridge financed by William Rockefeller.

A BRIEF SYNOPSIS OF "THE LEGEND OF SLEEPY HOLLOW"*

"The Legend of Sleepy Hollow" represents Irving's second comic masterpiece, a ghostly tale about things that go bump in the night. The specter in question here is the mysterious Headless Horseman, said to be a Hessian trooper who lost his head in a nearby battle. Each night he roams the countryside in search of it. The unlikely hero in this tale is Ichabod Crane, an itinerant schoolmaster, whose name suits him perfectly: "He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together."

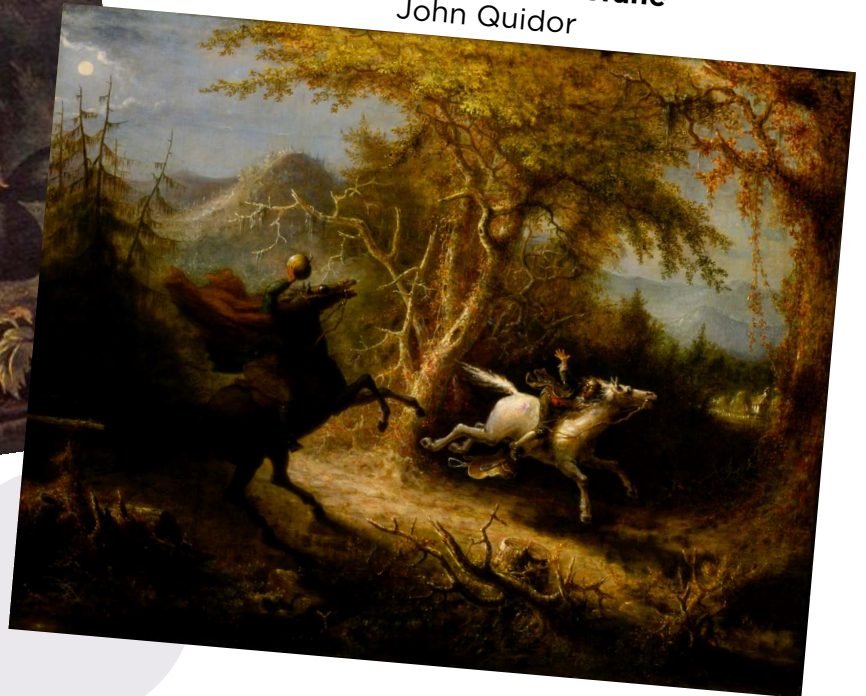
Irving opens his tale with a marvelous and evocative description of the lush, charming Hudson Valley region of Sleepy Hollow near Tarrytown, the delightful and dreamy atmosphere pervading the place and the tale of the Hessian trooper's ghost that supposedly roams near the churchyard. He then introduces the reader to Ichabod, a poor Connecticut Yankee who is very interested in marrying the wealthy, lovely and flirtatious Katrina Van Tassel, daughter of the richest man in the area.

Ichabod's plan is to ingratiate himself into her life and win her hand in marriage. He arranges to teach her psalmody and is therefore permitted to visit Katrina on a regular basis at her family's prosperous farm. His interest in Katrina, however, is less than honorable. Ichabod wants to acquire her hereditary wealth and sell it off. His chief rival is a brawny local named Brom Bones, who loves Katrina for herself. The two men despise each other. Ichabod attends a party given by Katrina's father one night and later, on his way home, meets the terrifying Headless Horseman (Brom Bones in disguise), who drives the superstitious victim out of Sleepy Hollow forever.



Chromolithograph
William J. Wilgus

**Headless Horseman
Pursuing Ichabod Crane**
John Quidor



SYNOPSIS OF theREP's

"THE LEGEND OF SLEEPY HOLLOW"

Based on Washington Irving's spooky story that introduced readers to the Headless Horsemen over 200 years ago, the play with music has been created specifically for theREP's touring program, by Producing Artistic Director Maggie Mancinelli-Cahill, with an original musical score commissioned by local musician-actors Justin Friello and Lecco Morris. The adaptation is a play within a play, featuring the Knickerbocker Brothers, a dynamic duo who perform a regular podcast series "The Knickerbocker Brothers Scintillating and Sublime Story Hour Podcast." The Knickerbocker Brothers take on the characters of Ichabod Crane and Brom Bones (among others) and perform the music and a myriad of foley sound effects for the show live.

The story unfolds on All Hallows Eve when the Knickerbocker Brothers take on the telling of The Legend of Sleepy Hollow – which, incidentally, their great, great, great, great-grandfather told to Mr. Irving. Their little town of Sleepy Hollow is a technological dead zone, leaving them with exactly 37 minutes of reception from a passing satellite for their podcasts. This Halloween they are aided by the brilliant (and beautiful) local baker, Jasmine Vander Hooven, who has a reputation for bewitching the village with her special desserts. Together this trio will try to tell the famous story of the unfortunate schoolmaster, Ichabod Crane, who had a run in with the Headless Horseman of Sleepy Hollow one Halloween night and was never heard from again!

WHAT IS A PODCAST?

Podcasts are very much like old radio programs. They're episodes of specific programs and are available on the Internet. Podcasts are usually original audio or video recordings but can also be recorded broadcasts of a television or radio program, a lecture, a performance or other event.

Podcasts usually offer each episode in the same file format, such as audio or video, so that subscribers can enjoy the program the same way each time. Some podcasts, such as language courses, include multiple file formats, such as video and documents, to teach more effectively.

For listeners, podcasts are a way to enjoy great content from around the world for free.

For publishers, podcasts are a great way to reach a wide audience.



Here are a few podcasts to consider listening to:

Poem of the Day | www.sonibyte.com

Children's Fun Storytime on iTunes

The Science Show for Kids on iTunes



ACTIVITY: MAKE AND PERFORM YOUR OWN PODCAST!

Students are asked to create and perform a live podcast for the class. In groups and using a well-known story such as a fairytale, students are asked to write out a brief script, including the live foley sounds they will do for their story (different voices, coconuts for horse hooves, a rain stick for rain, a thunder "sheet" for thunder, etc.). Then, spend an afternoon performing them and discussing the different ways in which the groups achieved their sound effects.

SYNOPSIS OF theREP's

"THE LEGEND OF SLEEPY HOLLOW"

THE ORIGINS OF HALLOWEEN

The origins of Halloween, as we know it today, date over 2,000 years to the ancient festival known as Samhain (pronounced "sah-win") – a Celtic festival of the dying year, or for the end of the harvest, which was celebrated on Nov 1. The festival was a time to take stock of supplies and prepare for winter. The ancient Celts believed that on the night before Samhain the boundaries between the worlds of the living and the dead overlapped. They believed that the dead would come back to life and walk among the living as ghosts causing havoc, spreading sickness and damaging crops. To keep these roaming spirits at bay, people would leave food and wine for the dead on their doorsteps. The living would also wear masks when they left the house so that they would be mistaken for fellow ghosts when they were out and about and be left alone.

The Christian church changed Samhain to All Saints Day or All Hallows in the eight century, and the night before it became known as All Hallows Eve or Halloween.

HALLOWEEN TRADITIONS

- **Souling:** Medieval tradition from Great Britain that took place on All Soul's Day, Nov. 2, when the needy would beg for pastries known as soul cakes, in return they would pray for peoples' dead relatives.
- **Guising:** Medieval Halloween tradition where young people would dress up in costume and accept food, wine, money and other offerings in exchange for singing, writing poetry or telling jokes.
- **Trick-or-treating:** In 19th century America, Irish and Scottish immigrants combined these old traditions resulting in trick-or-treating. At first it was much more about the tricks – pranks and hijinks – than the treats. It wasn't until the 1950s that the custom took on the family friendly, kid-centered form, that it is today.

HALLOWEEN AROUND THE WORLD

- **Chile:** On Nov. 1 many families mark "All Saints Day" (El Día de Todos los Santos) by visiting the cemetery to place flowers on graves, and balloons or teddy bears to decorate the tombs of children. It's a time of reconnection and remembrance for those who have departed.
- **Germany:** Halloween celebrations are somewhat new in Germany, but old traditions associated with All Souls Day include putting away knives on Halloween night to prevent harm from returning spirits.
- **Greece:** Greeks celebrate a similar event to Halloween called Apokrias. Apokrias takes place in February when children dress up in costume and call upon their friends to see if they can guess their identities. Treats (cakes and sweets) are also handed out, and in large cities, carnival-like parades are held along major streets.
- **Italy:** "The Souls Day" on Nov. 1 is celebrated with traditional food and customs. One of the favorites is to prepare Fave dei Morti, a traditional cookie that is offered as a ritual to the dead and gods of the nether world.

SYNOPSIS OF theREP's

"THE LEGEND OF SLEEPY HOLLOW"

- **Czech Republic:** The Day of the Dead is called Dušičky in the Czech Republic, which many Czechs mark by visiting cemeteries and graves of departed loved ones. Another old Czech tradition is to place chairs around the fireplace on Halloween night – for each living member and one for the spirit of each departed family member.
- **Spain:** The Catholic feast of All Souls Day has been marked for centuries. Oct. 31 is known locally as El Día de las Brujas (Day of the Witches). In addition, the day is known as 'The Day of the Pumpkins' in the north-west region of Galicia and as Dia de los muertos.
- **Philippines:** During the Filipino version of Halloween, known as Pangagaluluwa, children travel from house to house offering a song in exchange for food, candy or money. The meaning of the tradition is that the children sing for the souls of those who are still in purgatory to help them move on to heaven.
- **Japan:** The Obon Festival (also known as Matsuri or Urabon) is celebrated. It is like Halloween in that it is dedicated to the spirits of ancestors, however the Obon Festival takes place in July or August.
- **China:** Locals celebrate Teng Chieh (The Festival of the Hungry Ghosts). Food and water are placed in front of photographs of family members who have departed. On the festival's eve, lanterns are also lit to light the paths for spirits wandering the earth.
- **Korea:** Koreans hold a parallel Halloween celebration called Chusok. This celebration is held at the end of August or the beginning of September and is a time for families to gather and thank relatives who have passed away with altar offerings of fruit, rice and prayers.
- **Mexico:** El Día de los Muertos or Day of the Dead, takes place from Oct. 31 – Nov. 2. It is a time to celebrate, remember and prepare special foods in honor of those who have departed. The streets near the cemeteries in Mexico are filled with decorations of papel picado (perforated paper), flowers, candy Calaveras (skeletons and skulls) and parades. Families make altars where they place offerings of food, candles, incense, flowers and a photo of the departed soul.



TIMELINE OF HISTORICAL EVENTS FROM IRVING'S LIFETIME

The end of the Revolutionary War meant that the United States was no longer under the rule of Great Britain. There was rapid and constant change occurring in the new country. Here are a few of the major historical, scientific and literary events that took place during Washington Irving's life, from 1783 to 1859.



.....
**Benjamin Franklin
invented bifocals.**

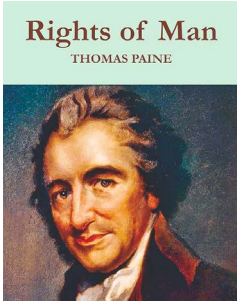
1783 | The Treaty of Paris, ending the Revolutionary War, was signed on Sept. 3, 1783, and recognized American independence.

1784

1787 | The Northwest Ordinance, adopted on July 13, 1787, by the Second Continental Congress, chartered a government for the Northwest Territory, and provided a method for admitting new states into the Union from the territory and listed a bill of rights guaranteed in the territory. The Constitutional Convention, to address problems in governing the United States, took place.

1788 | The Federalist Papers were published in book form.

1788 | The Constitution was ratified.



.....
**Vermont became a state.
Thomas Paine wrote "The
Rights of Man."**

1789

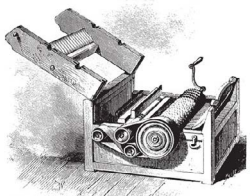
.....
**George Washington was inaugurated as the first
president of the United States (1789-97).**

- The Bill of Rights was adopted.
- William Blake published "Songs of Innocence."



1791

1792 | Kentucky became a state. Philadelphia shoemakers formed America's first labor association.



.....
**Eli Whitney invented the
cotton gin.**

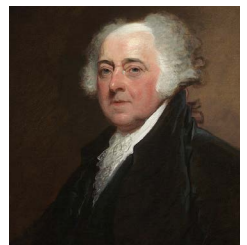
1793

- The Fugitive Slave Act was passed.

1796 | Tennessee became a state.

1797

.....
John Adams was elected president (1797-1801).

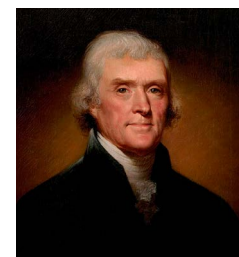


1798 | Alien and Sedition Act was passed. Haydn composed "The Creation."

1800 | The Library of Congress was founded.

1800 | Alessandro Volta invented the electric battery.

TIMELINE OF HISTORICAL EVENTS



1801

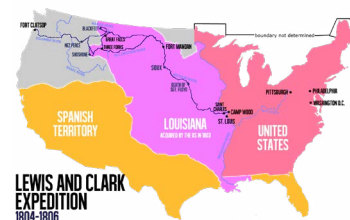
Thomas Jefferson was elected president (1801-1809).

1803

- Ohio became a state.
- The Louisiana Purchase occurred.

1804

Lewis and Clarke journeyed through the uncharted American interior to the Pacific Northwest (1804-06).



1806

1807 | Sir Humphry Davy discovered the elements potassium and sodium.

1809

James Madison was elected president (1809-1817).

1811 | Native Americans are defeated at the Battle of Tippecanoe in Indiana Territory.

1811 | The first steamboat to sail down the Mississippi reaches New Orleans.

1811 | Jane Austen wrote "Sense and Sensibility."

1812 | Louisiana became a state. The War of 1812 occurred.

1814 | Andrew Jackson stopped the Creek War in the South.

1816 | Indiana became a state.

1817

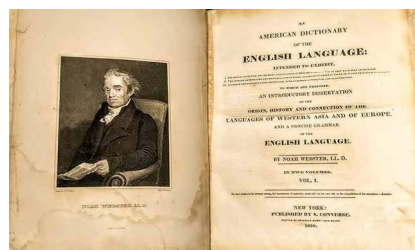
1818 | Illinois became a state. Treaty with Britain set the 49th parallel, delineating where the U.S. ends and Canada begins. John Monroe Keats published "Endymion." The First Seminole War occurred.

1819 | Alabama became a state. Treaty with Spain called the Onís Treaty (or the Transcontinental Treaty, the Florida Purchase Treaty or the Florida Treaty) ceded Florida to the U.S. and defined the boundary between the U.S. and New Spain (now called Mexico).

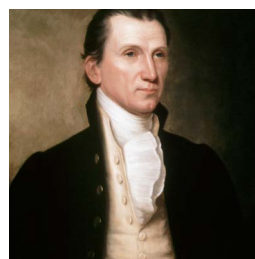
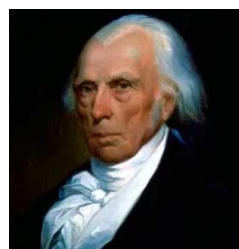
1821 | Missouri became a state. Michael Faraday published his work on electromagnetic rotation. Mexican Independence occurred.

ELEMENTS		
Hydrogen 1	Strontian 86	
Azote 5	Barytes 68	
Carbon 5	Lithion 50	
Oxygen 7	Zinc 66	
Phosphorus 9	Copper 56	
Sulphur 16	Lead 90	
Magnesia 28	Silver 190	
Lime 22	Gold 190	
Soda 28	Platina 190	
Potash 42	Mercury 167	

John Dalton devised the table of elements, now known as the Periodic Table of Elements.



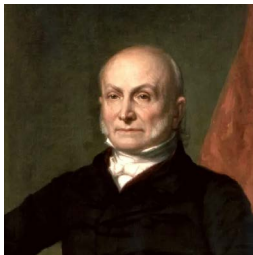
Noah Webster published the "Compendious Dictionary of the English Language."



James Monroe was elected president (1817-25).

- Mississippi became a state.
- Construction began on the Erie Canal in New York.

TIMELINE OF HISTORICAL EVENTS

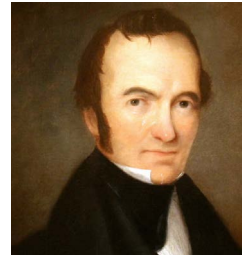


John Quincy Adams was elected president (1825-29).

- Thomas Cole established the Hudson River School of Landscape Painting.

1822

Stephen Fuller Austin founded the first legal settlement of North American families in Mexican-owned Texas.



1823 | The Monroe Doctrine stated that European powers were obligated to respect the Western Hemisphere as the U.S.'s sphere of interest.

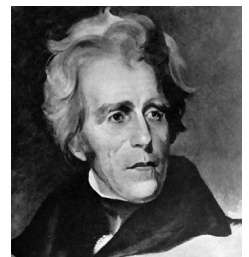
1825

1827 | John James Audubon's "Birds of America" was published.

1829

Andrew Jackson was elected president (1829-37) and introduced the spoils system.

- Eugene Delacroix paints Death of Sardanapalus.



1830 | The Indian Removal Act authorized President Jackson to negotiate with Indian tribes in the Southern U.S. for their removal to federal territory west of the Mississippi River in exchange for their ancestral homelands.

1831 | Victor Hugo's "Hunchback of Notre Dame" was published.

1832

1834: Slavery is abolished in the British Empire.

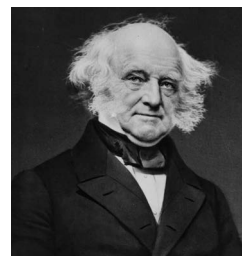
1835: The Second Seminole War in Florida occurred. The Texas Revolution occurred (1835-36).

1836: Arkansas became a state.

1837

Martin Van Buren was elected president (1837-41).

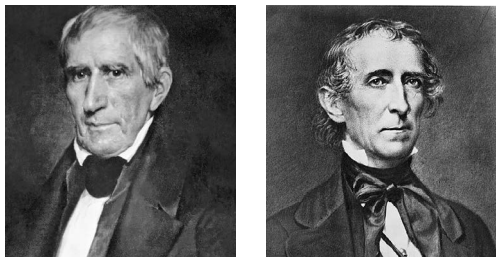
- Michigan became a state.
- Charles Dickens published "Oliver Twist."



Samuel F.B. Morse's designs improved the electromagnetic telegraph. The telegraph worked by transmitting electrical signals over a wire

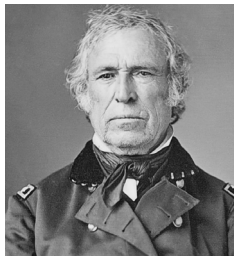
laid between two stations. He also developed a code (bearing his name) that assigned a set of dots and dashes to each letter of the English alphabet and allowed for simple transmission of complex messages across telegraph lines.

TIMELINE OF HISTORICAL EVENTS



(Left) William Harrison was elected president and is the first president to die during his presidency.

(Right) John Tyler, William Harrison's vice president, took office (1841-45).



Zachary Taylor was elected president (1849-50).

1838 | Called the "Trail of Tears," about 20,000 Cherokee Indians were marched westward, at gunpoint, from their ancestral lands east of the Mississippi River.

1839 | Louis Daguerre was recognized for his invention of the daguerreotype process of photography and became known as one of the fathers of photography.

1840 | Edgar Allen Poe's "Tales of the Grotesque and Arabesque" was published.

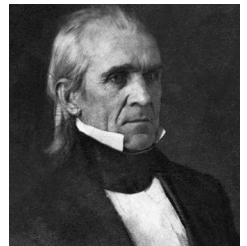
1841

1844 | Alexander Dumas published "The Three Musketeers."

1845

James Polk was elected president (1845-49).

- Florida and Texas became states.



1846 | Iowa became a state. The Oregon boundary with Canada was established at the 49th parallel.

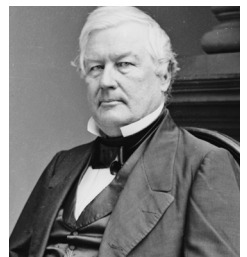
1848 | Wisconsin became a state. Gold was discovered in California. Karl Marx and Friedrich Engels publish "Communist Manifesto."

1849

1850

Millard Fillmore was elected president (1850-53).

- California became a state.
- Utah and New Mexico became territories. Plains Indians cede land in exchange for reservations (1850-70).
- Nathaniel Taylor Hawthorne wrote "The Scarlet Letter."



ACTIVITY! STUDENTS ARE ASKED TO ANSWER THE FOLLOWING QUESTIONS:

- Can you list all the presidents of the United States?
- How many other countries in the world elect presidents?
- What do countries that do not have presidents, have instead?

LITERARY CONTEXT

VOCABULARY WORDS FROM THE SCRIPT

- **Apropos:** (adverb) fitting; at the right time; to the purpose; opportunely.
- **Atmosphere:** (n) a surrounding or pervading mood, environment or influence.
- **Brimstone:** (n) sulfur.
- **Broadcast:** (verb) to transmit (programs) from a radio or television station.
- **Damsel:** (n) a young woman or girl; a maiden, originally one of gentle or noble birth.
- **Diaphragmatic:** (adj.) of the diaphragm; like a diaphragm.
- **Foley:** (adj.) of or relating to motion-picture (or radio show) sound effects produced manually; a foley artist.
- **Herculean:** (adj.) requiring the great strength of Hercules; very hard to perform; having enormous strength, courage or size.
- **Hessian:** (adj.) relating to the state of Hesse or its inhabitants. / (n) a native or inhabitant of Hesse; a Hessian mercenary used by England during the American Revolution; a hireling or ruffian.
- **Hollow:** (n) an empty space within anything; a hole, depression or cavity; a valley.
- **Indulgence:** (n) the act or practice of indulging; gratification of desire; catering to someone's mood or whim; humoring.
- **Legend:** (n) a non-historical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical.
- **Meteor:** (n) a meteoroid that has entered the earth's atmosphere; a shooting star or bolide.
- **Occult:** (adj.) of or relating to magic, astrology or any system claiming use or knowledge of secret or supernatural powers or agencies.
- **Scintillating:** (adj.) animated; vivacious; effervescent; witty; brilliantly clever.
- **Specter:** (n) a visible incorporeal spirit; ghost; phantom; apparition.
- **Sublime:** (adj.) elevated or lofty in thought, language, etc.; impressing the mind with a sense of grandeur or power; inspiring awe, veneration, etc.; supreme or outstanding.
- **Superstition:** (n) irrational fear of what is unknown or mysterious, especially in connection with religion; any blindly accepted belief or notion.

LITERARY CONTEXT

THEMES IN THE LEGEND OF SLEEPY HOLLOW

The hypocritical Ichabod is defeated by the stalwart Dutch Brom, who represents the old order. The contrast between both men could not be greater. Ichabod is a skinny, shrewd, calculating, sterile and comic individual, devoid of human affections, who relies on wit in his attempt to defeat his erstwhile rival. He is also a very gullible individual who believes in the supernatural, thus providing his opponent with the weapon that will destroy him. Brom, on the other hand, is a swaggering, athletic type inclined to mischievous pranks, but he does have deep romantic feelings for the beautiful Katrina. Brom is desperate to win her love, but he realizes that he cannot physically challenge his rival to a fight; hence, he devises a stratagem to prey on the schoolmaster's fear and drive him away from Sleepy Hollow.

"The Legend of Sleepy Hollow" is an endearing and charming tale full of good humor, yet it has serious social implications. It questions whether change and progress are better than stability and order. The old virtues of the settlers are more important than those of the destroyers. Irving sides with Katrina, who has rejected Ichabod's advances, and Brom Bones, who defeats his rival by playing on the hero's irrational fears. Irving implies that the practical man always defeats the dreamer. With the creation of "Rip Van Winkle" and "The Legend of Sleepy Hollow," Irving fashioned two great American myths that perfectly symbolized American ideals and aspirations.

THE POWER OF IMAGINATION

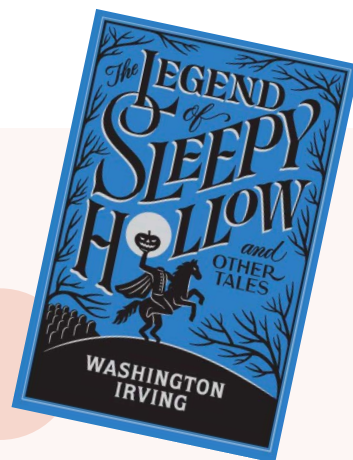
Ichabod's primary enjoyment is reading stories about ghosts, demons and witches, or hearing stories about the same; yet, because his imagination is so powerful, he pays for this dearly, having great frights every time he walks or rides home after dark. The littlest things frighten him, and he can convince himself that almost anything is supernatural. The strength of his imagination leads to his downfall.

NATURAL AND SUPERNATURAL

Irving paints a strong contrast between the natural setting of Sleepy Hollow and the supernatural superstitions of the townspeople. Were it not for the people, with their stories of ghosts and their fears of ghosts, there would be no ghosts. Meanwhile, much of the tale focuses on the natural setting: the birds, trees, and the rest of the flora and fauna of the area, as well as the bodies of water, all described in beautiful detail.

GREED

Ichabod could be described as a rather greedy individual, and a complete glutton. This guy wants everything – the girl, the money, the food – and his green eyes don't hide it. Irving really works his humor in this story, turning Ichabod's greed into an exaggerated bundle of absurdity.



A few other themes might be:

city versus country
brains versus brawn
wealth
fact or fiction
the power of storytelling
appearances
gluttony

IDEAS FOR CURRICULUM INTEGRATION

ENGLISH/LITERARY

WRITE!

WRITE! Students are asked to write a short ghost story that includes one of the following lines of text from Washington Irving’s “The Legend of Sleepy Hollow”

- “It was the very witching time of night that ...”
- “Some say that the place was bewitched by an old Indian chief, the wizard of his tribe...”
- “The dominant spirit, however, that haunts this enchanted place...”

WRITE! A Review! Ask students to write a review of the REP’s production of “The Legend of Sleepy Hollow.” Things to consider when writing the review:

- What was the most compelling or intriguing aspect of the production?
- How did the set, costumes, and props add (or take away) from the production?
- What did you think of the music and stage movement?
- What did you think of the direction of the piece?
- What questions arose for you, about the production? Was anything confusing?
- Can you make any connections between this play and other plays you have seen?
- Can you make any connections from the play to your own life?

THEMATIC WRITING! Students are asked to consider the various themes within the story of “The Legend of Sleepy Hollow.” Then, they are asked to select one of the themes and write a paper illustrating the story’s use of that theme.

WRITE! Ask students to write a poem or the lyrics to a song for one of the following: “The Legend of Sleepy Hollow,” The Headless Horseman, Katrina Van Tassel, Ichabod Crane or Brom Bones.

WRITE! Students are asked to write a short scene for one of the moments from “The Legend of Sleepy Hollow” (one of the lessons between Katrina and Ichabod; Ichabod’s ride to or from Katrina’s house on that fateful night; Brom Bones meeting Ichabod for the first time; etc.). Students can keep the setting “as is” within the story, or they can adapt it like playwright Maggie Mancinelli-Cahill did and “keep the story” while setting it in a different time/place/etc.

IDEAS FOR CURRICULUM INTEGRATION

SOCIAL STUDIES/HISTORY

- BILL OF RIGHTS!** Students are asked to create a poster that states the first ten amendments of the constitution. They should include a definition of the Bill of Rights. They are to write out the amendments and find an image(s) to support each one.
- RESEARCH and REPORT!** Students are asked to do a research report on one of the presidents noted in the timeline on pages 11- 14 of this study guide. They are to present their findings in an oral presentation to the class. Students are required to use visual aids when presenting (PowerPoint, poster, etc.)
 - It could be fun to require the students to include a speech given by their president, and for them to present that speech (or a part of it) to the class.
- THE UNITED STATES: A TIMELINE!** Students are asked to research and create a timeline of when every state was admitted into the Union. They should provide a timeline that can be displayed on a classroom (or hallway) wall. The timeline should include images such as the state flower, the state flag and the outline of the state.
- NAME THAT STATE!** Each student in class is assigned a state to research and give an oral presentation on. They should create a poster or PowerPoint to go along with it.
 - After all the presentations are complete, teachers can create a game “Name That State” using facts provided by each student.
- MORSE CODE!** As a class, students are to learn the number of dots and or dashes that the Morse code has designated for each letter in the English alphabet. Then, in groups, students are to take a line of Washington Irving’s story and translate it into Morse code. Finally, each group should perform their sentence, in Morse code, for the rest of the class to translate.

A	.-	M	--	Y	-.--	6	-...-
B	-...-	N	-.-	Z	--..	7	-...-
C	-.-.-	O	---	Ä	.-.-	8	---..
D	-.-	P	.-.-	Ö	---.	9	-----
E	.	Q	----	Ü	..--	.	.-.-.-
F	..--	R	.-.-	Ch	-----	,	---.-
G	--.	S	...-	0	-----	?	..-..
H	T	-	1	.-----	!	..-.-
I	..	U	..-	2	..----	:	-----
J	.-.-	V	...-	3	...----	"	.-.-.-
K	-.-	W	.-.-	4----	'	-----
L	.-.-	X	-.--	5	=	-----

VISUAL/PERFORMING ARTS

DRAW! Students are asked to draw a picture of the Headless Horseman and/or Ichabod Crane based on Washington Irving’s descriptions of them.

- Ichabod Crane:** “He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together.”
- Headless Horseman:** “The dominant spirit, however, that haunts this enchanted region, and seems to be commander-in-chief of all the powers of the air, is the apparition of a figure on horseback, without a head. It is said by some to be the ghost of a Hessian trooper, whose head had been carried away by a cannonball, in some nameless battle during the Revolutionary War.”

IDEAS FOR CURRICULUM INTEGRATION

DESIGN and CARVE! Hold a classroom (or school-wide) pumpkin design and carving contest. The first step of the contest requires students to draw up their design. The next step requires students to carry out their design on a real pumpkin (with teacher and/or parent supervision).

DESIGN and CREATE! Students are asked to create their own papel picado (perforated paper) for El Día de los Muertos. Colored paper and scissors are needed for this activity – or an X-acto knife for older students in an art class with supervision.

MUSIC! Students are asked to create a jingle/theme for one of the characters within the story, as composers Justin Friello and Lecco Morris did for theREP’s production of “The Legend of Sleepy Hollow.” This can be done individually or in groups.

- **Pre-Show:** Have students discuss, as a class, what the main character’s themes might sound like. Ichabod, Katrina, Brom Bones, The Headless Horseman etc.
- **Post Show:** Have students discuss, as a class, the themes they heard for the different characters from theREP’s production. How do the sounds they heard resemble/differ from the sounds imagined?

PODCAST PERFORMANCE! Teachers select a short story, like an adapted kid’s picture book version of “The Legend of Sleepy Hollow,” and have their students turn it into a podcast. Encourage students to make the sound effects described within the story (or suggested from the pictures).

FOLEY SOUNDS! Many old radio programs, and theREP’s production of “The Legend of Sleepy Hollow,” utilize live foley sounds (see definition in the vocabulary section on page 15). Have a class discussion about what a foley artist does. Have students try making some sound effects such as: the clip clops of a horse walking/running down a street; digging dirt; a door or window creaking open; chains rattling in an attic; footsteps on different types of surfaces; someone falling down; etc.

RESOURCES CONSULTED

- <http://www.biography.com/people/washington-irving-9350087#synopsis>
- <http://www.britannica.com/biography/Washington-Irving>
- http://www.kitgentry.com/sleepyhollow_real03.html
- <http://www.history.com/topics/halloween/halloween-around-the-world>
- <http://www.education.com/magazine/article/Halloween-Around-the-World/>
- <http://www.wsaw.com/feature/misc/60362977.html>
- <http://www.niu.edu/newsplace/nndia.html>
- <http://www.internationalteflacademy.com/blog/bid/124122/Top-13-Halloween-Celebrations-Around-The-World-While-Teaching-English>
- http://classiclit.about.com/cs/profileswriters/p/aa_wirving.htm
- <http://www.enotes.com/topics/legend-sleepy-hollow>
- <http://www.schoolbytes.com/english/summary.php?id=394#VeYwobQirFI>
- www.dictionary.com
- <http://www.apple.com/itunes/podcasts/fanfaq.html>
- <http://www.scholastic.com/teachers/article/10-podcasts-teachers-and-kids>
- <http://www.animatedatlas.com/timeline.html>
- <http://www.history.com/topics/american-revolution/treaty-of-paris>
- <http://www.ushistory.org/franklin/info/inventions.htm>
- <http://www.ourdocuments.gov/doc.php?flash=true&doc=8>
- <http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/>
- http://www.encyclopedia.com/topic/Trade_Unions.aspx
- <https://www.history.com/news/lewis-clark-timeline-expedition>
- <http://www.american-historama.org/1801-1828-evolution/1818-convention-49th-parallel.htm>
- http://www.bbc.co.uk/history/historic_figures/faraday_michael.shtml
- <http://www.ourdocuments.gov/doc.php?flash=true&doc=23>
- <http://www.history.com/topics/inventions/telegraph>
- <http://www.ushistory.org/us/24f.asp>
- <https://www.whitehouse.gov/1600/presidents/williamhenryharrison>
- <https://www.whitehouse.gov/1600/presidents/johntyler>
- <http://www.gradesaver.com/the-legend-of-sleepy-hollow/study-guide/themes>

OUR MISSION IN ACTION!

Creating an Authentic Link to
the Community We Serve...

EDUCATION AND OUTREACH

Education and outreach are key components of theREP's mission, "to create an authentic link to the community we serve." Through a wide range of programs, theREP strives "to provide the Capital Region with theatre programming which inspires a greater understanding of the human condition" and helps "to develop future audiences by instilling the notion that theatre is a vital part of the cultural life of all vibrant cities."

PROGRAMS FOR STUDENTS

Student Matinees (Classics on Stage) | Performances of most of the theatre's professional productions are scheduled during the school day with dramatically discounted prices for area students to allow for greater accessibility. Each season, at least one play is designated as Classics on Stage, for its direct connections with curriculum.

On-The-Go! in-School Tour (OTG) | Specially adapted professional productions designed to play to students on-site in schools. OTG reaches close to 10,000+ students every year.

Young Playwright Contest | Providing students, ages 13-19, with the opportunity to submit their work to be produced on theREP's stage. In addition, the winning playwrights are given a mentorship - prior to the production of the play - with a theatre professional playwright (and or director).

Summer Stage Young Acting Company | Providing young actors the opportunity to work together, with leading professionals in the field, on a production that will take place on theREP's stage. Company members will hone their acting skills while rehearsing and performing.

CAST (Cultivating Arts & Students Together) | Providing students with the opportunity to volunteer at the theatre and earn community service credits at the same time. Teens get an in-depth learning experience that satisfies their passion while fulfilling their needs.

Artists in Residency Programs | theREP works in conjunction with school educators to bring highly trained teaching artists to work in extended residency within the classroom. Opportunities to embed the theatrical experience into the curriculum are available for teachers and students for every work in our Education Season.

Career Development | theREP is dedicated to helping build the next generation of theatre professionals with programs like the Professional Apprenticeship Program which provides year-long or summer-long paid apprenticeships (as an assistant stage manager and or crew member), and Internship Program that provides college students internships in many disciplines of theatre. These programs are specifically for young people beginning a career in the performing arts and arts education.



DOUGLAS LIEBIG

Pictured:
Taylor Hilt Mitchell,
Conor DeVoe, Adia
Bell and Kyle Garvin

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