

Learning English

American Stories

Rappaccini's Daughter

by Nathaniel Hawthorne

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, *Rappaccini's Daughter* by Nathaniel Hawthorne.

A transcript of the story is included at the end of this lesson to print so students can read as they listen. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

This lesson plan is based on the CALLA Approach. See the end of the lesson for more information and resources on teaching with the CALLA approach. The following slide shows the five parts of this lesson plan.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Introduce the story. “Today we will read an American story by Nathaniel Hawthorne. The story takes place in Italy in the 19th century. In this story, Hawthorne uses symbols to tell us his ideas. Symbols are something that represents something else. What do you know about symbols in stories?”

Listen to students’ comments about symbols. Explain that you will help them find symbols in the story.

Use the list on the next slide to introduce the characters in the story. Then, teach the vocabulary for the story.

Characters in the Story

There are four people in the story. Look at their names and form an image of each character as you read the story.

Giovanni Guasconti – a young medical student

Signora Lisabetta – an old woman who rents rooms to students

Giacomo Rappaccini – a famous doctor

Beatrice Rappaccini – the doctor's daughter

Pietro Baglioni – a professor of medicine at the university

Vocabulary

palace - *n.* a very large and impressive house

signora - *n.* a title or form of address used of or to an Italian-speaking married woman, corresponding to Mrs. or madam

enormous - *adj.* very great in size or amount

lizard - *n.* a type of reptile that has four legs and a long body and tail

butterfly - *n.* a kind of insect that has a long thin body and brightly colored wings and that flies mostly during the day

Present

Introduce the task to students: “As we read the story today, we will practice the strategy *visualize* to make a picture in your mind as we read about each character. Visualizing helps us to remember and understand stories we read. I will ask you to tell me something about the characters later.”

Play to “He lives in that small brown house in the garden with his daughter, Beatrice.”

Ask students “What characters did we meet?”

Guide a discussion of the characters Giovanni, Signora Lisabetta, and Dr. Rappaccini. How do students picture them?

Model the strategy: “As I read this part, I am thinking, ‘Giovanni is a poor student. So I *visualize* him as thin, with older clothes.’ Continue, “Let’s listen to some more of the story. See if you can *visualize* the other characters as we read.”

Play or read aloud to ‘His face was an unhealthy yellow color. His black eyes were very cold.’

Ask, “Does this help you visualize? What do you think now about the doctor? Turn to your neighbor and tell what you think the character might symbolize. Is he good or evil?”

Practice

“Now it’s your turn. Let’s read some more. Remember, try to *visualize* what you are reading.”

Play or read aloud to ‘She nodded her head as she touched and smelled the flowers that her father had been so careful to avoid.’

Ask, “What do you *visualize* about Beatrice?” Guide students to continue their pair or group discussion about the characters in the story.

Encourage students to continue visualizing, “Let’s read more of the story. Listen for descriptions of the characters that help you to visualize them.”

Play to ‘He thinks he can cure sickness with these poisons.’”

Point out, “Here we meet the Professor, Baglioni. How does he feel about Dr. Rappaccini? How do you visualize him?”

Ask students to compare Beatrice with her father. If one symbolizes evil, does the other symbolize good?

Play to the end of the first part of the story.

Self-Evaluate

Ask students to stay with their partner and talk about what they think will happen next in the story. “What do you think will happen in the rest of the story? What do you think about the symbols you find in the story?”

Give students time to talk about the story. List the themes and symbols they identify in the story; the power of science, evil vs. good, the search for beauty, reality and fantasy.

Ask, “Now I’d like to ask – what do you think about using this strategy, *visualize*, when you read? Did it help you pay attention to the story? How about understanding the characters? Write a sentence or two on your paper to turn in about how **visualizing** helped you today.”

Expand

Ask students, “Are there other times when you can *visualize*?”

Listen to students’ responses.

Continue, “This strategy is helpful in reading when you need to keep several characters in mind to follow the story. It gives you a way to use your imagination to pay attention when you read or listen.”

Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!”

Many years ago, a young man named Giovanni Guasconti left his home in Naples to study in northern Italy. He rented a small room on the top floor of a dark and ancient **palace**. Long ago, the building had belonged to a noble family. Now, an old woman, **Signora** Lisabetta, rented its rooms to students at the University of Padua.

Giovanni's room had a small window. From it he could see a large garden that had many plants and flowers. "Does the garden belong to you?" he asked Signora Lisabetta one day.

"Oh no!" she said quickly. "That garden belongs to the famous doctor, Giacomo Rappaccini. People say he uses those plants to make strange kinds of medicine. He lives in that small brown house in the garden with his daughter, Beatrice."

Giovanni often sat by his window to look at the garden. He had never seen so many different kinds of plants. They all had enormous green leaves and magnificent flowers in every color of the rainbow.

Giovanni's favorite plant was in a white marble vase near the house. It was covered with big purple flowers.

One day, while Giovanni was looking out his window, he saw an old man in a black cape walking in the garden. The old man was tall and thin. His face was an unhealthy yellow color. His black eyes were very cold.

The old man wore thick gloves on his hands and a mask over his mouth and nose. He walked carefully among the plants, as if he were walking among wild animals or poisonous snakes. Although he looked at the flowers very closely, he did not touch or smell any of them.

When the old man arrived at the plant with the big purple flowers, he stopped. He took off his mask and called loudly, "Beatrice! Come help me!"

"I am coming, Father. What do you want?" answered a warm young voice from inside the house. A young woman came into the garden. Her thick, dark hair fell around her shoulders in curls. Her cheeks were pink and her eyes were large and black.

She seemed full of life, health and energy as she walked among the plants. Giovanni thought she was as beautiful as the purple flowers in the marble vase. The old man said something to her. She nodded her head as she touched and smelled the flowers that her father had been so careful to avoid.

Several weeks later, Giovanni went to visit Pietro Baglioni, a friend of his father's. Professor Baglioni taught medicine at the university. During the visit, Giovanni asked about Doctor Rappaccini. "He is a great scientist," Professor Baglioni replied. "But he is also a dangerous man."

"Why?" asked Giovanni.

The older man shook his head slowly. "Because Rappaccini cares more about science than he does about people. He has created many terrible poisons from the plants in his garden. He thinks he can cure sickness with these poisons.

It is true that several times he has cured a very sick person that everyone thought would die. But Rappaccini's medicine has also killed many people. I think he would sacrifice any life, even his own, for one of his experiments."

"But what about his daughter?" Giovanni said. "I'm sure he loves her."

The old professor smiled at the young man. "So," he said, "You have heard about Beatrice Rappaccini. People say she is very beautiful. But few men in Padua have ever seen her. She never leaves her father's garden."

Giovanni left professor Baglione's house as the sun was setting. On his way home, he stopped at a flower shop where he bought some fresh flowers. He returned to his room and sat by the window.

Very little sunlight was left. The garden was quiet. The purple flowers on Giovanni's favorite plant seemed to glow in the evening's fading light.

Then someone came out of the doorway of the little brown house. It was Beatrice. She entered the garden and walked among the plants. She bent to touch the leaves of a plant or to smell a flower. Rappaccini's daughter seemed to grow more beautiful with each step.

When she reached the purple plant, she buried her face in its flowers. Giovanni heard her say "Give me your breath, my sister. The ordinary air makes me weak. And give me one of your beautiful flowers." Beatrice gently broke off one of the largest flowers. As she lifted it to put it in her dark hair, a few drops of liquid from the flower fell to the ground.

One of the drops landed on the head of a tiny lizard crawling near the feet of Beatrice. For a moment the small animal twisted violently. Then it moved no more. Beatrice did not seem surprised. She sighed and placed the flower in her hair.

Giovanni leaned out of the window so he could see her better. At this moment, a beautiful butterfly flew over the garden wall. It seemed to be attracted by Beatrice and flew once around her head. Then, the insect's bright wings stopped and it fell to the ground dead. Beatrice shook her head sadly.

Suddenly, she looked up at Giovanni's window. She saw the young man looking at her. Giovanni picked up the flowers he had bought and threw them down to her. "Young lady," he said, "Wear these flowers as a gift from Giovanni Guasconti."

"Thank you," Beatrice answered. She picked up the flowers from the ground and quickly ran to the house. She stopped at the door for a moment to wave shyly to Giovanni. It seemed to him that his flowers were beginning to turn brown in her hands.

For many days, the young man stayed away from the window that looked out on Rappaccini's garden. He wished he had not talked to Beatrice because now he felt under the power of her beauty.

He was a little afraid of her, too. He could not forget how the little lizard and the butterfly had died.

One day, while he was returning home from his classes, he met Professor Baglioni on the street.

"Well, Giovanni," the old man said, "have you forgotten me?" Then he looked closely at the young man. "What is wrong, my friend? Your appearance has changed since the last time we met." It was true. Giovanni had become very thin. His face was white, and his eyes seemed to burn with fever.

As they stood talking, a man dressed in a long black cape came down the street. He moved slowly, like a person in poor health. His face was yellow, but his eyes were sharp and black. It was the man Giovanni had seen in the garden. As he passed them, the old man nodded coldly to Professor Baglioni. But he looked at Giovanni with a great deal of interest.

"It's Doctor Rappaccini!" Professor Baglioni whispered after the old man had passed them. "Has he ever seen your face before?"

Giovanni shook his head. "No," he answered, "I don't think so."

Professor Baglioni looked worried. "I think he has seen you before. I know that cold look of his! He looks the same way when he examines an animal he has killed in one

of his experiments. Giovanni, I will bet my life on it. You are the subject of one of Rappaccini's experiments!"

Giovanni stepped away from the old man. "You are joking," he said. "No, I am serious." The professor took Giovanni's arm. "Be careful, my young friend. You are in great danger."

Giovanni pulled his arm away. "I must be going," he said, "Good night."

As Giovanni hurried to his room, he felt confused and a little frightened.

Signora Lisabetta was waiting for him outside his door. She knew he was interested in Beatrice. "I have good news for you," she said. "I know where there is a secret entrance into Rappaccini's garden."

Giovanni could not believe his ears. "Where is it?" he asked. "Show me the way."

Words in This Story

palace - *n.* a very large and impressive house

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About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

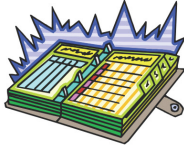



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.






CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies below.







Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
METACOGNITIVE STRATEGIES		
Plan / Organize	 <p>Planner</p>	<p>Before beginning a task:</p> <ul style="list-style-type: none"> -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 <p>Check</p>	<p>While working on a task:</p> <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Do you understand? If not, what is the problem? -Check your production as you use the language. Are you making sense? If not, what is the problem?
Evaluate	 <p>I did it!</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have used learning strategies. -Decide how effective the strategies were. -Identify changes you will make the next time you have a similar task to do.
Manage Your Own Learning	 <p>Pace Yourself</p>	<ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.

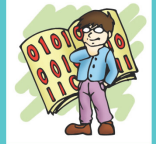

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
		
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> -Think about and use what you already know to help you do the task. - Make associations between new information and your prior knowledge. -Use new information to clarify or modify your prior knowledge.
Make Inferences	 Use Clues	<ul style="list-style-type: none"> -Use context and what you know to figure out meaning. -Read and listen between the lines. -Go beyond the text to understand its meaning.
Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> -Anticipate information to come. -Make logical guesses about what will happen in a written or oral text. -Make an estimate (math). -Make a hypothesis (science).
Personalize	 Me	<ul style="list-style-type: none"> -Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.


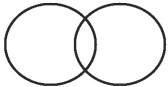


Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> -Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> -Use a synonym or descriptive phrase for unknown words or expressions.
  USE YOUR SENSES		
Use Images	 See it in your mind	<ul style="list-style-type: none"> -Use or create an actual or mental image to understand and/or represent information. -Use or draw a picture or diagram.
Use Sounds	 Sound Out	<ul style="list-style-type: none"> -Say or read aloud a word, sentence, or paragraph to help your understanding. -Sound out/vocalize. - Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.


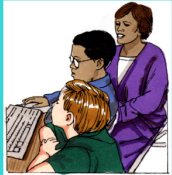
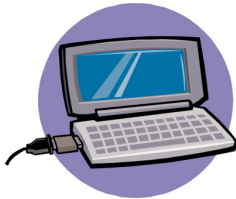


Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> --Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language. -Use real objects to help you remember words, sentences, or content information.
  USE YOUR ORGANIZATIONAL SKILLS		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Recognize and apply letter/sound, grammar, discourse, or register rules. -Identify patterns in literature (genre). -Identify patterns in math, science, and social studies.
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> -Categorize words or ideas according to attributes. -Classify living things; identify natural cycles. -Identify order and sequences in math, science, and social studies. -Sequence events in history.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Take Notes	 <p>PDA</p>	<ul style="list-style-type: none"> -Write down important words and ideas while listening or reading. -List ideas or words to include in speaking or writing..
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
 		
USE A VARIETY OF RESOURCES		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> -Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> -Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> - Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.