

Learning English

American Stories
Benito Cereno
by Herman Melville
Part Two

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, *Benito Cereno* by Herman Melville, Part Two.

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 the second part of *Benito Cereno*, by Herman Melville. As you know from the first part, the slaves took over the ship. They are about to meet with an American ship. What do you think will happen?”

Listen to students’ responses. Ask for their opinions on what Captain Cereno should do to escape from the slaves who took over his ship.

Write some of the students’ suggestions on the board to refer to after reading the story. Teach the vocabulary.

Vocabulary

collapse - *v.* to fall down or become unconscious because you are sick or exhausted

señor - *n.* a title or form of address used of or to a Spanish-speaking man, corresponding to *Mr.* or *sir*.

recover - *v.* to become healthy after an illness or injury : to return to normal health

scurvy - *n.* a disease that is caused by not eating enough fruits or vegetables that contain vitamin C

survive - *v.* to remain alive; to continue to live

equipment - *n.* supplies or tools needed for a special purpose

temporary - *adj.* continuing for a limited amount of time : not permanent

faker - *n.* a person pretending to be something they are not

Present

Introduce the task to students: “This story is a kind of mystery. The American captain thinks something is wrong, but he can’t figure out what it is. As we read the story today, we will be like detectives solving a crime. We will practice the strategy, *find and apply patterns*. When we *find patterns*, we look for something that happens more than one time in the story. This helps us understand the story better. We also can see how the writer put the story together. I’ll show you how to do this.”

Play or read aloud to “The whale boat pushed off.”

Tell students, “Let’s pretend we are helping Captain Delano as he tries to figure out the strange events on the San Dominick. What does he notice in the beginning? I’m going to write some notes.”

Show your notes on a screen or the board.

“Here is the first pattern I noticed: Captain Cereno does not greet Captain Delano as you would expect. These sentences tell me that:

The Spanish captain stood a little away off against the main mast.

...he seemed troubled and tired with the spirit gone out of him.

He looked unhappily toward his American visitor.

Captain Benito Cereno returned the American's greeting politely, but without warmth. ”

Practice

Tell students, “Now it’s your turn. Take out a sheet of paper. After we read the next section, you will make notes on patterns you observe. Then I will ask you to share your notes with your partner.”

Play or read aloud to ‘Master will soon be himself.’

“Now, sit with your partner and write on your paper. What patterns can you find in the part we just heard?”

Give students time to write. Then ask them to tell their partner about the patterns they found. Ask several students to share their ideas with the class.

Point out the way Captain Benito (Don Benito) stopped Captain Delano from talking to a sailor. Then he falls against his servant and his servant speaks for him. Is this strange? Possible patterns are: Babo and Captain Cereno talk quietly together. They are in physical contact (leaning on the other). Babo speaks for the captain.

Instruct students to listen again. “With your partner, listen to the next part of the story. Keep being good detectives and look for patterns.”

Play or read aloud to ‘The Spanish captain saw him take his hand from the knife hidden under his shirt.’

Ask students to write notes on this part and discuss. When they are done, say, “What makes you think that Babo is controlling Captain Cerano?”

Give students time to answer the question alone or in their group.

Ask students to listen again until the end of the story. “Keep looking for changes in Captain Cereno’s mood, and when Babo speaks to him or to Captain Delano. There will be patterns in what happens.”

Play or read aloud to the end of the story.

Ask students to change partners. “This time, share by telling your new partner what patterns you found in the *whole story* so far.”

Self-Evaluate

Ask, “Now I’d like to ask – what do you think about using this strategy, *find and apply patterns*, when you read? Did it help you understand the story?”

Give students time to discuss their reaction to using the story. Find out if they felt like ‘detectives’ when using the strategy.

Expand

Ask students, “Are there other times when you can *find and apply patterns* in your school work or outside of school?”

Listen to students’ responses.

Continue, “This strategy is helpful in both reading and listening. Find patterns helps us to notice the structure of a story or a presentation. Our brains are programmed to notice patterns – it’s really what language is all about!”

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

Today, we continue the story "Benito Cereno." It was written by Herman Melville.

Last week, we told how African slaves on a Spanish ship rebelled in seventeen ninety-nine. They killed most of the Spanish sailors. Only the captain, Benito Cereno, and a few others were left alive.

The leader of the rebellion was a slave named Babo. He ordered Captain Cereno to sail the ship back to Senegal, the slaves' homeland. But food and water were low. So the ship stopped at an island off the coast of Chile to get the needed supplies.

When it arrived, an American ship was in the harbor. The American captain, Amoso Delano, thought the Spanish ship might be in trouble. He would offer help.

Babo decided to remain close to Captain Cereno and act as if he were the captain's slave. Babo would kill him if he told Captain Delano the truth about what happened.

Now, here is Shep O'Neal to continue our story.

As Captain Delano came up in his whale boat, he saw that the other ship needed scraping, tarring and brushing. It looked old and decayed. He climbed up the side and came aboard. He was quickly surrounded by a crowd of black men. Captain Delano looked around for the man who commanded the ship. The Spanish captain stood a little away off against the main mast. He was young looking, richly dressed but seemed troubled and tired with the spirit gone out of him. He looked unhappily toward his American visitor. At the Spanish's captain side stood a small black man with a rough face.

Captain Delano struggled forward through the crowd, went up to the Spaniard and greeted him. He offered to help him in any way he could. Captain Benito Cereno returned the American's greeting politely, but without warmth. Captain Delano pushed his way back through the crowd to the gangway. He told his men to go and bring back as much water as they could, also bread, pumpkins, sugar and a dozen of his private bottles of cider. The whale boat pushed off.

Left alone, Captain Delano again observed with fresh surprise the general disorder aboard the ship. Some of the men were fighting. There were no deck officers to discipline or control the violent ones. And everyone seemed to do as he pleased. Captain Delano could not fully understand how this could have happened. What could explain such a break down of order and responsibility? He asked Don Benito to give him the full story of his ship's misfortunes. Don Benito did not answer. He just kept looking at his American visitor as if he heard nothing.

This angered Captain Delano, who suddenly turned away and walked forward to one of the Spanish seamen for his answer. But he had hardly gone five steps when Don Benito called him back. "It is now a hundred and ninety days," Don Benito began, "that the ship sailed from Buenos Aires for Lima with a general cargo. Pedigree, tea, and the like, and a number of Negros, now not more than a hundred and fifty as you see, but then numbering over three hundred souls. The ship was officered and well-manned, with several cabin passengers. Some fifty Spaniards in all.

Off Cape Horn we had heavy gales." Captain Cereno coughed suddenly and almost **collapsed**. He fell heavily against his body servant. "His mind wanders," said Babo. "He was thinking of the disease that followed the gales. My poor, poor master. Be patient **señor**, these attacks do not last long. Master will soon be himself."

Don Benito **recovered**, and in a broken voice continued his story. "My ship was tossed about many days in storms off Cape Horn. And then there was an outbreak of **scurvy**. The disease carried off many whites and blacks. Most of my **surviving** seaman had become so sick that they could not handle the sails well. For days and nights we could not control the ship. It was blown north-westward. The wind suddenly left us in unknown waters with oppressive hot calms. Most of our water was gone.

And we suffered terribly, especially after a deadly fever broke out among us. Whole families of blacks and many Spaniards, including every officer but myself, were killed by the disease."

Don Benito paused. He looked down at the black man at his side. Babo seemed satisfied. The Spanish captain saw him take his hand from the knife hidden under his shirt.

Captain Delano saw nothing. His mind was filled with the terrible tale he had just heard. Now he could understand why the other captain seemed so shaken. He took Don Benito's hand and promised to give him all the help possible. He would give him a large permanent supply of water, and some sails and **equipment** for sailing the ship. And he also promised to let Don Benito have three of his best seamen for **temporary** deck officers. In this way, the San Dominick could without delay start for Concepcion. There the ship could be fixed and prepared for its voyage to Lima.

Don Benito's face lighted up. He seemed excited by Captain Delano's generous offer. But, Babo appeared troubled. "This excitement is bad for master," Babo whispered, taking Don Benito's arm and with soothing words gently drawing

him aside. When Don Benito returned, Captain Delano observed that his excitement was gone.

Captain Delano decided to talk of other matters. But the Spanish captain showed no further interest. He answered Captain Delano's questions with sharp words and suddenly with an angry movement he walked back to Babo.

Captain Delano watched the two men whispering together in low voices. It made an ugly picture, which Captain Delano found so extremely unpleasant that he turned his face to the other side of the ship. Their actions made Delano suspicious of Captain Cereno. He began to wonder about him. His behavior. His coughing attacks. His weakness. His empty wild looks. Was he really half mad or a **faker** playing a part? One moment Captain Delano had the worst suspicions of Don Benito. But the next he would feel guilty and ashamed of himself for having such doubts about the man.

Presently, Don Benito moved back toward his guest, still supported by his servant. His pale face twitched. He seemed more nervous than usual. And there was a strange tone in his husky whisper as he spoke. "May I ask how many men you have on board, señor?" Captain Delano became uneasy, but answered. "About twenty-five all total." "And at present, señor, all on board?" "All on board," Captain Delano answered. "And will be tonight, señor?"

At this last question, Captain Delano looked very seriously at Don Benito, who could not return the look but dropped his eyes to the deck. Captain Delano could think of only one reason for such a question. But no, it was foolish to think that these weak and starving men could have any idea of seizing his ship. But still he remained silent. "And will they be aboard tonight?" Again the question from Don Benito. Captain Delano decided to answer truthfully. Some of his men had talked of going off on a fishing party about midnight. And he told Don Benito this.

As he answered, Captain Delano again looked straight at Don Benito. But the Spanish captain refused to meet his eyes. Then as before, he suddenly withdrew with his servant. And again the two men began whispering to each other in low voices. Captain Delano tried to push the worry from his mind. But what were those two strange men discussing? That will be our story next week.

You have been listening to American Stories. Your narrator was Shep O'Neal. We invite you to listen again next week for the final part of "Benito Cereno" by Herman Melville.

Words in This Story

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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.

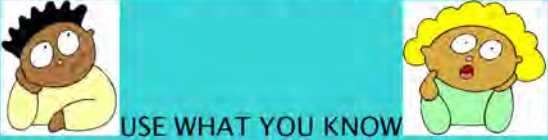




CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies below.



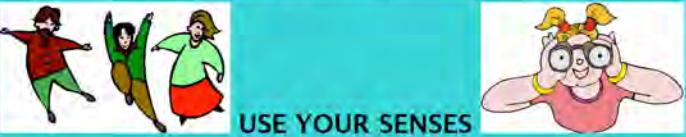


Metacognitive Strategies

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	 <p>I know.</p>	<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	 <p>Use Clues</p>	<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	 <p>Crystal Ball</p>	<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	 <p>Me</p>	<ul style="list-style-type: none"> -Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.


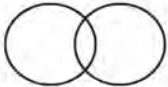


Task-Based Strategies

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.