



American Stories

One Thousand Dollars by O. Henry

Lesson Plan

by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories episode, *One Thousand Dollars* by O. Henry.

Depending on the length of the class period, this lesson may cover more than one session. The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Ask: “When you read a story, what helps you to understand what the characters are thinking or feeling?”

Give students time to discuss and offer their strategies.

Then, make sure they know the key vocabulary words from this story.

Vocabulary

will - *n.* (law) a legal document in which a person states who should receive his or her possessions after he or she dies

billiards - *n.* any one of several games that are played on a large table by hitting solid balls into one another with the end of a long stick

bacillus- *n.* a straight rod-shaped bacterium that requires oxygen for growth

safe - *n.* a strong metal box with a lock that is used to store money or valuable things

ward - *n.* a person (such as a child) who is protected and cared for by a court or guardian

Present

Explain “As we read this story today, we will apply the strategy, **personalize**. This means we think of how we would react in the same situation as the characters in the story. This strategy helps for two reasons: we learn better when we connect new ideas to things we already know, and we pay attention more to something that affects us personally.”

If desired, print the script included at the end of this document for students to read along with the audio in class. Play the first section of the story, up to "Even fifty dollars would have been less trouble."

“Let me explain about how this story begins. The main character, Gillian, has an uncle who has died. The uncle wrote a will, saying that his nephew should get \$1,000 of his money. We can tell from the beginning that the nephew is not happy about the amount of money he received.”

“The lawyer, Tolman, tells Gillian that he has to give a report about how he spends the money. I can **personalize** how I would feel in this situation. I would be happy to get the money, but then I would think, if I have to report how I spent it, I will need to keep careful records. Maybe that will be a problem if I spend it on more than one thing.

How about you? When this story was written, \$1,000 would go pretty far. It would be \$26,315.79 in 2014 dollars. Tell your neighbor how you would react if your uncle left you this amount of money.”

Give students time to respond by turning to their neighbor.

Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **personalize** what is happening.”

Play the story to ‘I wanted to spend the money on one thing, because I have to turn in a report for it, and I hate itemizing.’

“Itemizing means to make a list of your expenses for legal or tax purposes.”

Next, ask students to turn to their neighbor and **personalize** based on this section. Give students time to talk; about 3 minutes should be long enough.

Ask one or two students to share how they **personalized**. Say, “In this section Gillian went to ask a friend what he would do with \$1,000. The friend, Old Bryson, suggests that he spend it on his girlfriend. Let’s read more and find out what he decides to do.”

Play to ‘Paid by Robert Gillian, one thousand dollars on account of the eternal happiness, owed by Heaven to the best and dearest woman on earth.’

Say, “So, he gave it to the young woman who lived in his uncle’s house. Would you do that if you were in his place? Why do you think he gave it to her?”

Give students time to discuss with their neighbor. Ask some to share their opinions with the class. Then play to the end of the story.

After playing to the end of the story, review the ‘twist’ that O. Henry was known to put in his short stories. Gillian decides not to tell the truth about how he spent the money, so Miss Hayden, his uncle’s ward, will get the rest of the money. Make sure the students understand his actions. Ask students to write a paragraph. “Compare what Gillian did with the money to what **you** would do if you got \$1,000.”

Self-Evaluation

Ask “Do you think **personalizing** helped you understand this story?” Ask students to give a signal (thumbs up for yes, thumbs down for no or another culturally appropriate set of gestures) to let you know if **personalizing** was helpful.

Expand

Wrap up the lesson by asking students to think of other times they can **personalize**. Possible answers are ‘listening to a lecture, reading a novel, or watching a movie.’”

Encourage students to go home and **personalize** with a homework assignment or in their next class.

One Thousand Dollars by O. Henry | VOA Learning English *American Stories* <http://learningenglish.voanews.com>

Our story today is called "One Thousand Dollars." It was written by O. Henry. Here is Steve Ember with the story.

"One thousand dollars," said the lawyer Tolman, in a severe and serious voice. "And here is the money."

Young Gillian touched the thin package of fifty-dollar bills and laughed.

"It's such an unusual amount," he explained, kindly, to the lawyer. "If it had been ten thousand a man might celebrate with a lot of fireworks. Even fifty dollars would have been less trouble."

"You heard the reading of your uncle's **will** after he died," continued the lawyer Tolman. "I do not know if you paid much attention to its details. I must remind you of one. You are required to provide us with a report of how you used this one thousand dollars as soon as you have spent it. I trust that you will obey the wishes of your late uncle."

"You may depend on it," said the young man respectfully.

(MUSIC)

Gillian went to his club. He searched for a man he called Old Bryson.

Old Bryson was a calm, anti-social man, about forty years old. He was in a corner reading a book. When he saw Gillian coming near he took a noisy, deep breath, laid down his book and took off his glasses.

"I have a funny story to tell you," said Gillian.

"I wish you would tell it to someone in the **billiard** room," said Old Bryson. "You know how I hate your stories."

"This is a better one than usual," said Gillian, rolling a cigarette, and I'm glad to tell it to you. It's too sad and funny to go with the rattling of billiard balls.

I've just come from a meeting with my late uncle's lawyers. He leaves me an even thousand dollars. Now, what can a man possibly do with a thousand dollars?"

Old Bryson showed very little interest. "I thought the late Septimus Gillian was worth something like half a million."

"He was," agreed Gillian, happily. "And that's where the joke comes in. He has left a lot of his money to an organism. That is, part of it goes to the man who invents a new **bacillus** and the rest to establish a hospital for doing away with it again. There are one or two small, unimportant gifts on the side. The butler and the housekeeper get a seal ring and ten dollars each. His nephew gets one thousand dollars."

"Were there any others mentioned in your uncle's will?" asked Old Bryson.

"None." said Gillian. "There *is* a Miss Hayden. My uncle was responsible for her. She lived in his house. She's a quiet thing...musical... the daughter of somebody who was unlucky enough to be his friend. I forgot to say that she was in on the ring and ten dollar joke, too. I wish I had been. Then I could have had two bottles of wine, given the ring to the waiter and had the whole business off my hands. Now tell me what a man can do with a thousand dollars."

Old Bryson rubbed his glasses and smiled. And when Old Bryson smiled, Gillian knew that he intended to be more offensive than ever.

There are many good things a man could do with a thousand dollars," said Bryson. "You?" he said with a gentle laugh. "Why, Bobby Gillian, there's only one reasonable thing you could do. You can go and buy Miss Lotta Lauriere a diamond necklace with the money and then take yourself off to Idaho and inflict your presence upon a ranch. I advise a sheep ranch, as I have a particular dislike for sheep."

"Thanks," said Gillian as he rose from his chair. "I *knew* I could depend on you, Old Bryson. You've hit on the very idea. I wanted to spend the money on one thing, because I have to turn in a report for it, and I hate itemizing."

Gillian phoned for a cab and said to the driver: "The stage entrance of the Columbine Theatre."

(MUSIC)

The theater was crowded. Miss Lotta Lauriere was preparing for her performance when her assistant spoke the name of Mr. Gillian.

"Let it in," said Miss Lauriere. "Now, what is it, Bobby? I'm going on stage in two minutes."

"It won't take two minutes for me. What do you say to a little thing in the jewelry line? I can spend one thousand dollars."

"Say, Bobby," said Miss Lauriere, "Did you see that necklace Della Stacey had on the other night? It cost two thousand two hundred dollars at Tiffany's."

Miss Lauriere was called to the stage for her performance.

Gillian slowly walked out to where his cab was waiting. "What would you do with a thousand dollars if you had it?" he asked the driver.

"Open a drinking place," said the driver, quickly. "I know a place I could take money in with both hands. I've got it worked out--if you were thinking of putting up the money."

"Oh, no," said Gillian. "I was just wondering."

Eight blocks down Broadway, Gillian got out of the cab. A blind man sat on the sidewalk selling pencils. Gillian went out and stood in front of him.

"Excuse me, but would you mind telling me what you would do if you had a thousand dollars?" asked Gillian.

The blind man took a small book from his coat pocket and held it out. Gillian opened it and saw that it was a bank deposit book.

It showed that the blind man had a balance of one thousand seven hundred eighty-five dollars in his bank account. Gillian returned the bank book and got back into the cab.

"I forgot something," he said. "You may drive to the law offices of Tolman & Sharp."

(MUSIC)

Lawyer Tolman looked at Gillian in a hostile and questioning way.

"I beg your pardon," said Gillian, cheerfully. "But was Miss Hayden left anything by my uncle's will in addition to the ring and the ten dollars?"

"Nothing," said Mr. Tolman.

"I thank you very much, Sir," said Gillian, and went to his cab. He gave the driver the address of his late uncle's home.

Miss Hayden was writing letters in the library. The small, thin woman wore black clothes. But you would have noticed her eyes. Gillian entered the room as if the world were unimportant.

"I have just come from old Tolman's," he explained. "They have been going over the papers down there. They found a..." Gillian searched his memory for a legal term. "They found an amendment or a post-script or something to the will. It seemed that my uncle had second thoughts and willed you a thousand dollars. Tolman asked me to bring you the money. Here it is."

Gillian laid the money beside her hand on the desk. Miss Hayden turned white. "Oh!" she said. And again, "Oh!"

Gillian half turned and looked out the window. In a low voice he said, "I suppose, of course, that you know I love you."

"I am sorry," said Miss Hayden, as she picked up her money.

"There is no use?" asked Gillian, almost light-heartedly.

"I am sorry," she said again.

"May I write a note?" asked Gillian, with a smile. Miss Hayden supplied him with paper and pen, and then went back to her writing table.

Gillian wrote a report of how he spent the thousand dollars: "Paid by Robert Gillian, one thousand dollars on account of the eternal happiness, owed by Heaven to the best and dearest woman on earth."

Gillian put the note into an envelope. He bowed to Miss Hayden and left.

His cab stopped again at the offices of Tolman & Sharp.

"I have spent the one thousand dollars," he said cheerfully, to Tolman. "And I have come to present a report of it, as I agreed." He threw a white envelope on the lawyer's table.

Without touching the envelope, Mr. Tolman went to a door and called his partner, Sharp. Together they searched for something in a large **safe**. They brought out a big envelope sealed with wax. As they opened the envelope, they shook their heads together over its contents. Then Tolman became the spokesman.

"Mr. Gillian," he said, "there was an addition to your uncle's will. It was given to us privately, with instructions that it not be opened until you had provided us with a full report of your handling of the one thousand dollars received in the will.

"As you have satisfied the conditions, my partner and I have read the addition. I will explain to you the spirit of its contents.

"In the event that your use of the one thousand dollars shows that you possess any of the qualifications that deserve reward, you stand to gain much more. If your disposal of the money in question has been sensible, wise, or unselfish, it is in our power to give you bonds to the value of fifty thousand dollars. But if you have used this money in a wasteful, foolish way as you have in the past, the fifty thousand dollars is to be paid to Miriam Hayden, **ward** of the late Mr. Gillian, without delay.

"Now, Mr. Gillian, Mr. Sharp and I will examine your report of the one thousand dollars."

Mr. Tolman reached for the envelope. Gillian was a little quicker in taking it up. He calmly tore the report and its cover into pieces and dropped them into his pocket.

"It's all right," he said, smilingly. "There isn't a bit of need to bother you with this. I don't suppose you would understand these itemized bets, anyway. I lost the thousand dollars on the races. Good-day to you, gentlemen."

Tolman and Sharp shook their heads mournfully at each other when Gillian left. They heard him whistling happily in the hallway as he waited for the elevator.

Faith Lapidus read this story, and Lawan Davis wrote it for Learning English. The storyteller and producer was Steve Ember.

Words in This Story

will - *n.* (law) a legal document in which a person states who should receive his or her possessions after he or she dies

billiards - *n.* any one of several games that are played on a large table by hitting solid balls into one another with the end of a long stick

bacillus- *n.* a straight rod-shaped bacterium that requires oxygen for growth

safe - *n.* a strong metal box with a lock that is used to store money or valuable things

ward - *n.* a person (such as a child) who is protected and cared for by a court or guardian

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.

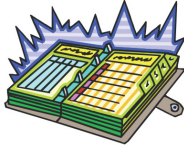



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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 here: <http://calla.ws/strategies/>







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.

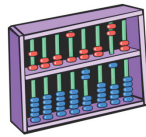
Task-Based Strategies

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.


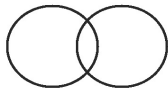


Task-Based Strategies

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.



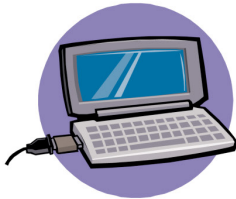


Task-Based Strategies

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	 Look it up!	<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	 Together	<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)	 I can do it!	<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.