

Learning English

American Stories

Paul's Case, Part Two

by Willa Cather

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, *Paul's Case by Willa Cather, 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 *Paul’s Case*, a story about a young man, Paul. In the first part, we learn that he feels that he doesn’t belong in his school. In the second part, we find out what happens when he leaves school. He likes the theater and music, and the finer things in life. Do you know anyone who is like this?

Listen to students’ responses. If they do not give an example, give an example of someone who was not successful in school but became a successful artist.

Show the images on the following slides and teach the vocabulary.

Vocabulary

tuxedo - *n.* a formal black suit for a man, worn with a white shirt and a black bow tie

chandelier - *n.* a large, decorated light that hangs from a ceiling and has branches for holding many light bulbs or candles

precious - *adj.* greatly loved, valued, or important

splendid - *adj.* very impressive and beautiful

challenge - *v.* to test the ability, skill, or strength of

Present

Introduce the task to students: “As we read the story today, we will practice the strategy, *predicting*. When we predict, we think about what is going to happen next in the story we are reading or listening to. We use what we know about the characters in the story to guess what they will do. Today, we will try to predict what Paul will do. I’ll show you how to do this.”

Play or read aloud to “Paul did not like his job as a messenger boy. He began to plan his escape.”

Tell students, “In this part, we learn that Paul’s father makes him take a job. But Paul is planning to escape, or get away. I think that he will escape by quitting his job.”

Practice

Tell students, “Now it’s your turn. Take out a sheet of paper. As we read the next section, use what you know about the character in the story to predict what he will do. Write the things you predict on your own paper. Then I will ask you to share your predictions with your partner.”

Play or read aloud to ‘And he walked out of the bank.’

“Now, sit with your partner and write on your paper. What will Paul do with the money? Can you predict based what you have read?”

Give students time to work together in their groups. Ask students to tell you what they wrote.

Instruct students to listen again. “With your partner, listen to the next part of the story. Check on your predictions.”

Play or read aloud to ‘His last stop was a luggage store where he had all his new clothes put into several expensive suitcases.’

Ask students to predict again. “What will Paul do now that he has fancy clothes? Will he go home? Will he go to another city? Write your predictions on your paper.”

Give students time to write and discuss their predictions with their partner. Explain that you will now ask them to listen again.

Play or read aloud to “He was looking for Paul to bring him back to Pittsburgh.”

“Once more, predict. Now that Paul knows his father is looking for him, what do you think he will do? Will he go home with his father? Will he hide or go to another city? Listen again and we will find out.”

Play to the end of the story.

Self-Evaluate

Ask students to stay with their partner and talk about the final sentence ‘Then everything turned black and Paul dropped back into the great design of things.’

Ask, “What does this mean? Could you predict what Paul would do?”

Give students time to talk about their predictions.

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

Expand

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

Listen to students’ responses.

Continue, “This strategy is helpful in both reading and listening. Predicting helps us to use what we know to imagine what will happen in a story. It doesn’t matter so much if your prediction is not what really happens in the story. Just predicting helps you to focus on the events in the story. Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!”

Today we complete the story "Paul's Case." It was written by Willa Cather. Donna de Sanctis adapted it for VOA Learning English. Here is Kay Gallant with the story.

Paul was a student with a lot of problems. He hated school. He didn't like living with his family on Cordelia Street in the industrial city of Pittsburgh.

Paul wanted to be surrounded by beautiful things. He loved his part-time job as an usher at the concert hall. He helped people find their seats before the concert. Then he could listen to the music and dream of exciting places.

Paul also spent a lot of time at the local theater. He knew many of the actors who worked there. He used to do little jobs for them. And they would let him see plays for free.

Paul had little time left for his studies. So he was always in trouble with his teachers. Finally, Paul's teachers complained again to his father. His father took him out of school and made him take a job in a large company. He would not let Paul go near the concert hall or the theater.

Paul did not like his job as a messenger boy. He began to plan his escape.

A few weeks later, Paul's boss, Mister Denny, gave Paul a large amount of money to take to the bank. He told Paul to hurry because it was Friday afternoon. He said the bank would close soon and would not open again until Monday. At the bank, Paul took the money out of his pocket. It was five thousand dollars. Paul put the money back in his coat pocket. And he walked out of the bank.

He went to the train station and bought a one-way ticket for New York City. That afternoon Paul left Pittsburgh forever.

The train traveled slowly through a January snowstorm. The slow movement made Paul fall asleep. The train whistle blew just as the sun was coming up. Paul awoke, feeling dirty and uncomfortable. He quickly touched his coat pocket. The money was still there. It was not a dream. He really was on his way to New York City with five thousand dollars in his pocket.

Finally the train pulled into Central Station. Paul walked quickly out of the station and went immediately to an expensive clothing store for men.

The salesman was very polite when he saw Paul's money. Paul bought two suits, several white silk shirts, some silk ties of different colors. Then he bought a black **tuxedo** suit for the theater, a warm winter coat, a red bathrobe, and the finest silk underclothes. He told the salesman he wanted to wear one of the new suits and the coat immediately. The salesman bowed and smiled.

Paul then took a taxi to another shop where he bought several pairs of leather shoes and boots. Next, he went to the famous jewelry store, Tiffany's, and bought a tie pin and some brushes with silver handles. His last stop was a luggage store where he had all his new clothes put into several expensive suitcases.

It was a little before one o'clock in the afternoon when Paul arrived at the Waldorf-Astoria hotel. The doorman opened the hotel's glass doors for Paul and the boy entered. The thick carpet under his feet had the colors of a thousand jewels. The lights sparkled from crystal **chandeliers**.

Paul told the hotel clerk he was from Washington, D.C. He said his mother and father were arriving in a few days from Europe. He explained he was going to wait for them at the hotel.

In his dreams Paul had planned this trip to New York a hundred times. He knew all about the Waldorf-Astoria, one of New York's most expensive hotels. As soon as he entered his rooms, he saw that everything was perfect--except for one thing. He rang the bell and asked for fresh flowers to be sent quickly to his rooms.

When the flowers came, Paul put them in water and then he took a long, hot bath. He came out the bathroom, wearing the red silk bathrobe. Outside his windows, the snow was falling so fast that he could not see across the street. But inside, the air was warm and sweet. He lay down on the sofa in his sitting room.

It had all been so very simple, he thought. When they had shut him out of the theater and the concert hall, Paul knew he had to leave. But he was surprised that he had not been afraid to go. He could not remember a time when he had not been afraid of something. Even when he was a little boy. But now he felt free. He wasn't afraid anymore. He watched the snow until he fell asleep.

It was four o'clock in the afternoon when Paul woke up. He spent nearly an hour getting dressed. He looked at himself often in the mirror. His dark blue suit fit him so well that he did not seem too thin. The white silk shirt and the blue and lilac tie felt cool and smooth under his fingers. He was exactly the kind of boy he had always wanted to be.

Paul put on his new winter coat and went downstairs. He got into a taxi and told the driver to take him for a ride along Fifth Avenue. Paul stared at the expensive stores.

As the taxi stopped for a red light Paul noticed a flower shop. Through the window, he could see all kinds of flowers. Paul thought the violets, roses, and lilies of the valley looked even more lovely because they were blooming in the middle of winter.

Paul began to feel hungry so he asked the taxi driver to take him back to the hotel. As he entered the dining room, the music of the hotel orchestra floated up to greet him. He sat at a table near a window. The fresh flowers, the white tablecloth, and the colored wine glasses

pleased Paul's eyes. The soft music, the low voices of the people around him and the soft popping of champagne corks whispered into Paul's ears.

This is what everyone wants, he thought. He could not believe he had ever lived in Pittsburgh on Cordelia Street! That belonged to another time and place. Paul lifted the crystal glass of champagne and drank the cold, **precious**, bubbling wine. He belonged here.

Later that evening, Paul put on his black tuxedo and went to the opera. He felt perfectly at ease. He had only to look at his tuxedo to know he belonged with all the other beautiful people in the opera house. He didn't talk to anyone. But his eyes recorded everything.

Paul's golden days went by without a shadow. He made each one as perfect as he could. On the eighth day after his arrival in New York, he found a report in the newspaper about his crime. It said that his father had paid the company the five thousand dollars that Paul had stolen. It said Paul had been seen in a New York hotel. And it said Paul's father was in New York. He was looking for Paul to bring him back to Pittsburgh.

Paul's knees became weak. He sat down in a chair and put his head in his hands. The dream was ended. He had to go back to Cordelia Street. Back to the yellow-papered bedroom, the smell of cooked cabbage, the daily ride to work on the crowded streetcars.

Paul poured himself a glass of champagne and drank it quickly. He poured another glass and drank that one, too.

Paul had a taxi take him out of the city and into the country. The taxi left him near some railroad tracks. Paul suddenly remembered all the flowers he had seen in a shop window his first night in New York. He realized that by now every one of those flowers was dead. They had had only one **splendid** moment to **challenge** winter.

A train whistle broke into Paul's thoughts. He watched as the train grew bigger and bigger. As it came closer, Paul's body shook. His lips wore a frightened smile. Paul looked nervously around as if someone might be watching him.

When the right moment came, Paul jumped. And as he jumped, he realized his great mistake. The blue of the ocean and the yellow of the desert flashed through his brain. He had not seen them yet! There was so much he had not seen!

Paul felt something hit his chest. He felt his body fly through the air far and fast. Then everything turned black and Paul dropped back into the great design of things.

You have just heard the American story "Paul's Case." It was written by Willa Cather. *Donna de Sanctis adapted it for VOA Learning English.* Your storyteller was Kay Gallant.

Words in This Story

tuxedo - *n.* a formal black suit for a man, worn with a white shirt and a black bow tie

chandelier - *n.* a large, decorated light that hangs from a ceiling and has branches for holding many light bulbs or candles

precious - *adj.* greatly loved, valued, or important

splendid - *adj.* very impressive and beautiful

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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.

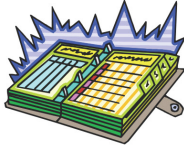



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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		
 <p style="text-align: center;">USE WHAT YOU KNOW</p>		
Use Background Knowledge	 <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Me</p>	<ul style="list-style-type: none"> -Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.


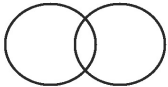


Task-Based Strategies

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.


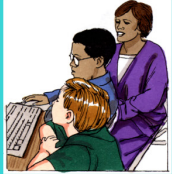
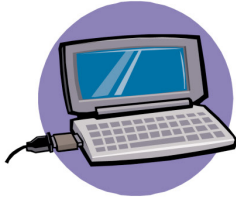


Task-Based Strategies

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	 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.