

Learning English

American Stories
Benito Cereno
by Herman Melville
Part Three

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 third part of *Benito Cereno*, by Herman Melville. As you know from the first and second parts, the slaves took over the ship. Then, they met with an American ship. The American captain thought something was strange on the San Dominick. Captain Cereno asked how many men were on the American ship. Do you think the rebels planned to attack the American ship, too?”

Listen to students’ responses. Ask for their opinions on what Captain Delano should do to protect his ship and sailors.

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

Vocabulary

incident – *n.* an event or something that happens

whale boat - *n.* a long rowboat with a bow at either end for easy maneuverability, formerly used in whaling

dagger - *n.* a sharp pointed knife that is used as a weapon

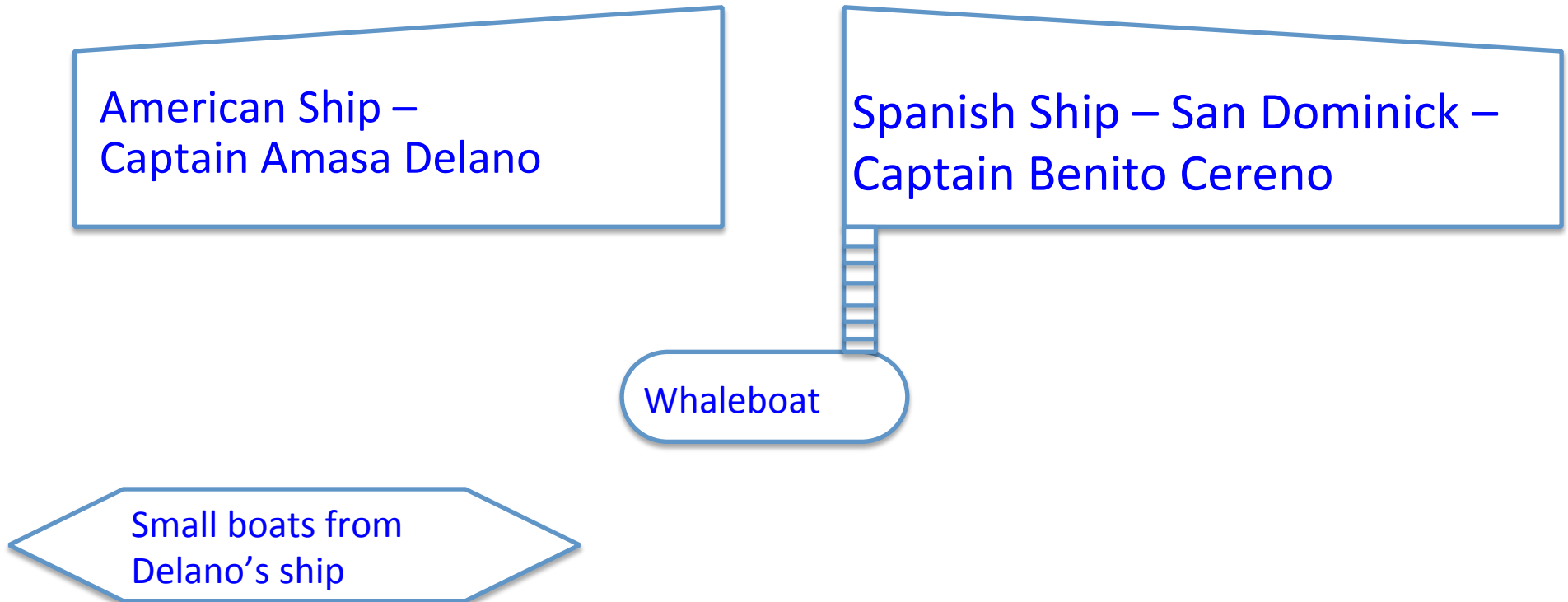
gunners - *n.* a soldier who operates a large gun

Present

Introduce the task to students: “This story gets a little confusing as we reach the end. Imagine you are a judge hearing the report of what happened from the ship captains. You might want to make notes about what happened on the different boats. We will do this today as we practice the strategy, *using a graphic organizer*. When we use a *graphic organizer*, we may use images to help us follow the details of the story. This helps us understand the story better. I’ll show you how to do this.”

Play or read aloud to ‘To his surprise, Don Benito was calling, coming quickly toward him.’

Graphic Organizer



Show students the previous slide or draw it on the board. “I’m going to start with an organizer like this. Then, I will make notes about what happened on each boat. When this part begins, Captain Delano is meeting with Captain Cereno in his ship.”

List the events that take place in this section within the shape representing the Spanish ship.

Point to the graphic. Tell students, “Do you see the little whale boat next to the San Dominick? After we read some more of the story, I will ask you to write down what happens there.”

Graphic Organizer

American Ship –
Captain Amasa Delano

Spanish Ship – San Dominick –
Captain Benito Cereno

1. Captain Delano goes to Cereno's captain
2. He invites Cereno to come for coffee
3. Cereno says he cannot come
4. Cereno runs after Delano



Whaleboat

Small boats from
Delano's ship

Practice

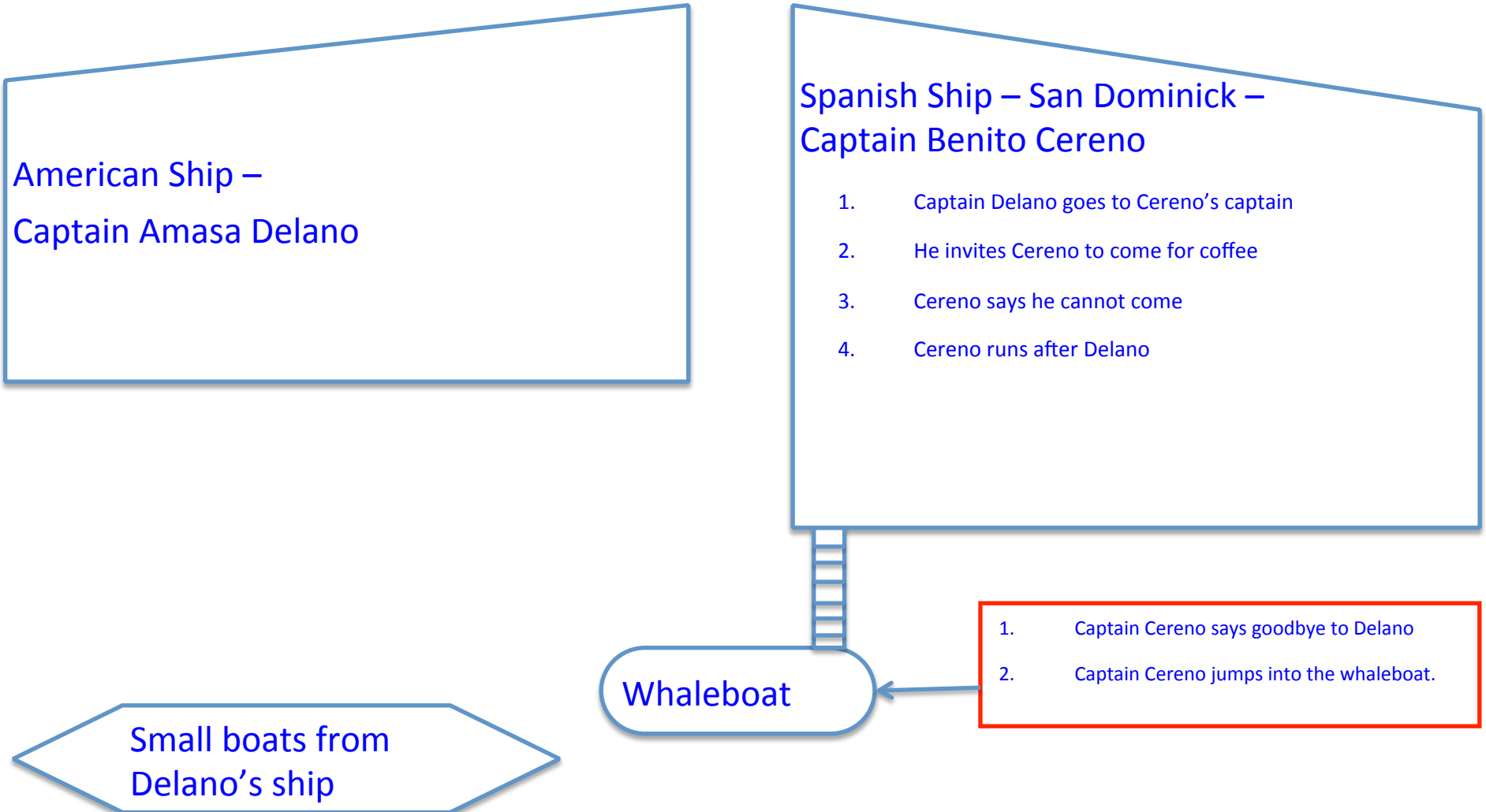
Tell students, “Now it’s your turn. Find a partner to sit with. Take out a sheet of paper. Draw the shapes for the boats on your paper. As we read the next section, make notes on what happens. Then I will ask you to share your notes with your partner.”

Play or read aloud to ‘His cries were so wild that no one could understand him.’

“Now, sit with your partner and write on your graphic. What happens on the whale boat?”

Give students time to write. Then ask them to tell their partner about the events. Ask several students to share with the class.

Graphic Organizer



Give students time to write and review the events in and around the whale boat. Ask some students to summarize what they had discussed with their partners. Point to the graphic and mention the American ship and the small boat. Tell students, “Now, we will listen to more of the story. Find out what happens on the American ship and the small boats in this part. Be sure to make notes on your graphic organizer.”

Play or read aloud to ‘And they moved out to capture the rebel ship.’

Give students time to write and compare their graphic with a partner. Ask for volunteers to help complete the shared graphic as in the following slide.

Graphic Organizer

American Ship – Captain Amasa Delano

1. Babo is tied up on the deck.
2. Captain Delano and Captain Cereno discuss the situation
3. Captain Cereno orders men into small boats to capture the San Dominick

Spanish Ship – San Dominick – Captain Benito Cereno

1. Captain Delano goes to Cereno's captain
2. He invites Cereno to come for coffee
3. Cereno says he cannot come
4. Cereno runs after Delano
5. Spanish sailors jump from the ship
6. Rebels move the ship away

Small boats from Delano's ship

1. Sailors moved out to capture San Dominick

Whaleboat

1. Captain Cereno says goodbye to Delano
2. Captain Cereno jumps into the whaleboat.
3. Babo jumps into the whaleboat with dagger
4. Delano subdues Babo

Ask students to predict: “What do you think will happen next?”

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

Ask students to listen again until the end of the story. “Once more, let’s locate the events of the story on our graphic organizers.”

Play or read aloud to the end of the story.

Ask students to finish their graphics. One or two volunteers may complete the shared graphic with the capture of the San Dominick. Point out that the events of the last paragraph take place on land, so they can go at the bottom of the chart.

Self-Evaluate

Ask, “Now I’d like to ask – what do you think about *using a graphic organizer* when you read? Did it help you understand the story?”

Give students time to discuss their reaction to using a graphic organizer to outline the events of the story.

Lead a discussion of the students’ predictions from the beginning of the lesson. If appropriate to the level of the students, ask for comments on the moral questions raised in the story. Did the slaves have the right to escape to freedom?

Expand

Ask students, “Are there other times when you can *use a graphic organizer* in your school work or outside of school?”

Listen to students’ responses.

Continue, “This strategy is helpful in both reading and listening. When you study science, you often use a graphic to understand processes and cycles. In history you might use a timeline, which is another kind of graphic organizer.”

“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 of Benito Cereno, written by Herman Melville.

As we told you in earlier parts of our story, rebel slaves seized the ship San Dominick off the coast of Chile. They killed many of its officers and crew. The captain, Benito Cereno, was ordered to sail to Senegal. But first, he was forced to take the ship to the lonely island of Santa Maria, near the southern end of Chile. There, it could safely get water and supplies for the long, dangerous voyage to Africa.

At the island, the rebels were surprised and frightened when they found an American ship anchored in the harbor. It also had stopped for water. Many of the rebels wanted to sail away. But their leader, Babo, opposed it. They had little water and food, and could not go far. Babo created a story to keep anyone from suspecting that the Spanish vessel was in the hands of rebels, and that its captain was a prisoner.

At first, Babo seemed successful. The captain of the American ship, Amasa Delano, visited the San Dominick. He suspected nothing, although surprised by the general disorder on board. He also could not understand the strange behavior of its captain, Benito Cereno. Later incidents, however, began to worry him. Captain Delano grew more and more suspicious. At one time, he even feared that his life might be in danger.

Twice, he caught the Spanish captain and his servant, Babo, with their heads together, whispering like two conspirators. It made Captain Delano wonder. Were they plotting to kill him and seize his ship? Who were these men, cut throats? Pirates?

Captian Delano grew nervous. Then, he was happy to see his whale boat off in the distance. It was returning with supplies for the Spanish ship. The sight of his boat calmed him. It made his suspicions and fear quickly disappear. He felt foolish for having had such dark thoughts.

Now, here is Shep O'Neal with the rest of our story, "Benito Cereno."

Captain Delano went down to Captain Cereno's cabin to cheer him up and say goodbye. "Better and better, Don Benito," he said as he entered the cabin, "your

troubles will soon be over.” The American invited the Spanish captain to come aboard his boat for a cup of coffee.

Cereno’s eyes brightened. But then the light in them died. He shook his head and said he could not accept the invitation. Captain Delano was offended. He was about to withdraw when Don Benito rose from his chair and took Delano’s hand. The Spaniard’s hand shook. And he was too excited to speak. Delano pulled his hand away and turned, climbing back to the deck. His face was troubled.

Captain Delano could not understand Don Benito's actions. One minute the Spaniard was warm and polite. Then -- just as quickly -- cold and hostile. Captain Delano asked himself: Why did he refuse to join me? Why is he so unfriendly?

Captain Delano got to the deck and was about to step down into his boat when he heard his name. To his surprise, Don Benito was calling, coming quickly toward him.

Captain Delano was pleased and turned back to meet him. Don Benito warmly took his hand, with more energy and emotion than he had ever shown. But his excitement seemed too much for him, and he could not speak. Babo then came between the two men and put his arm around Don Benito to support him. Clearly, he wanted to end the meeting between the two captains.

Walking between the two men, Babo went with them to the walkway. Don Benito would not let go of Captain Delano’s hand. He held it tightly across the servant’s body.

Soon, they were standing by the ship’s side, looking down onto the American boat. Its crew turned up their wondering eyes. Captain Delano did not know what to do as he waited for Don Benito to let go of his hand. He wanted to step down into his boat. But Don Benito still firmly held his hand.

Then, in an excited voice the Spaniard said: “I can go no further. Here I must say goodbye. Farewell, my dear, dear Don Amasa. Go! Go!” And he tore his hand loose. “Go, and God protect you better than he did me. Go, Don Amasa, my best friend.”

Captain Delano was deeply moved. He would have stayed for another minute or so, but he caught the eye of Babo. It seemed to say, “This is bad for Don Benito’s

health.' And so he quickly took the short step down into his boat with the continuing farewells of Don Benito, who stood rooted at the ship's side.

Captain Delano sat down in the back of his boat, gave Don Benito a last salute, and ordered his men to push off. The boat began to move. Suddenly, Don Benito sprang over the side and came down at Delano's feet. And he kept shouting toward the Spanish ship. His cries were so wild that no one could understand him.

An American officer asked what does this mean. Captain Delano turned a cold smile upon Captain Cereno and said he neither knew nor cared. It seems, he added, that the Spaniard has taken it into his head to give his people the idea that we want to kidnap him. Or else...and suddenly Captain Delano shouted: "Watch out for your lives!" He saw Babo, the servant, on the rail above, with a **dagger** in his hand. He was ready to jump.

What followed happened so quickly that Captain Delano could not tell one **incident** from another. They all came together in one great blur of violent action and excitement.

As Babo came down, Captain Delano flung Don Benito aside and caught the rebel leader, pulling the dagger from his hand. He pushed Babo firmly down in the bottom of the boat, which now began to pick up speed. Then, Babo, with his one free hand, pulled a second dagger from his clothes and struck at Captain Cereno. Captain Delano knocked it from his hand.

Now, he saw everything clearly: Babo had leaped into the **whale boat** – not to kill him – but to kill Captain Cereno.

For the first time, he understood the mysterious behavior of Don Benito – a prisoner under sentence of death. He looked back at the Spanish ship and got a clear picture of what its captain had escaped.

On board the San Dominick, the shouting rebels were raising their axes and knives in a wild revolt. They stopped some of the Spanish sailors from jumping into the sea. A few, however, jumped, while two or three, who were not quick enough, went hurrying up the top-most wood arms.

Captain Delano signaled to his ship, ordering it to get its guns ready. When the whale boat reached his ship Captain Delano asked for ropes. He tied Babo, and had him pulled up on deck. A small boat was quickly sent out to pick up three Spanish sailors who had jumped from Captain Cereno's ship.

Captain Delano asked Don Benito what guns the rebels had. He answered that they had none that could be used. In the first days of the rebellion, a cabin passenger now dead had destroyed the few guns there were.

The Americans fired six shots at the San Dominick. But the rebel ship moved out of reach. Small boats were armed and lowered. Captain Delano ordered his men into them. And they moved out to capture the rebel ship.

The boats caught up with the San Dominick when it was nearly night. But the moon was rising, and the **gunners** were able to see where they were shooting. The rebels had no bullets. And they could do nothing but yell. Many of the rebels were killed and the San Dominick was captured.

After an investigation, Babo was found guilty of stealing a ship and of murder, and was hanged. Captain Benito Cereno never was well again and he soon died. So, ended the terrible story of the slave revolt aboard the slave ship, the San Dominick.

You have just heard the American Story "Benito Cereno." It was written by Herman Melville. Your storyteller was Shep O'Neal.

Words in This Story

incident - *n.* an event or something that happens

whale boat - *n.* a long rowboat with a bow at either end for easy maneuverability, formerly used in whaling

dagger - *n.* a sharp pointed knife that is used as a weapon

gunners - *n.* a soldier who operates a large gun

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.

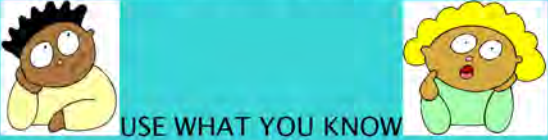




CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

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.


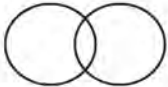


Task-Based Strategies

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.