

Learning English

American Stories

The Devil and Tom Walker

by Washington Irving

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, *The Devil and Tom Walker* by Washington Irving.

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 Devil and Tom Walker*, by Washington Irving. This story takes place near Boston, Massachusetts. Boston is one of the oldest cities in the United States. The story takes place in 1727. What do you know about Boston at that time?”

Listen to students’ answers. Show the map on the next slide to orient them to the location of Boston. Explain that the United States was not yet an independent country. It was still made up of colonies of England.

Boston, Massachusetts



Explain that in the 1600s, Captain Kidd was a famous pirate. People thought he buried his treasure near Boston. This story tells us about people looking for pirate treasure. What do you know about pirates?”

Listen to students’ answers. Explain that pirates stole from other people. They sailed in ships and stole from ships at sea. They have a bad reputation.

“Pay attention as you read today to what the author, Washington Irving, seems to think about the people who want the treasure. When people only think about getting more money, we say they are ‘greedy.’ The meaning of ‘greed’ is ‘a selfish desire to have more of something - especially money.’ Do you know of anyone who is greedy?”

Listen to students’ answers.

Teach the other vocabulary for the story.

Vocabulary

treasure - *n.* a large collection of money, jewels or other things of great value

devil - *n.* the Devil the most powerful spirit of evil in Christianity, Judaism, and Islam who is often represented as the ruler of hell

skull - *n.* the structure of bones that form the head and face of a person or animal

ax - *n.* a tool that has a heavy metal blade and a long handle and that is used for chopping wood

giant - *n.* a legendary creature usually thought of as being an extremely large and powerful person

witch - *n.* a woman who is thought to have magic powers

lend - *v.* to give (something) to (someone) to be used for a period of time and then returned

slave - *n.* someone who is legally owned by another person and is forced to work for that person without pay

Present

Introduce the task to students: “As we read the story today, we will practice the strategy *summarize* to help us understand the story. When we *summarize*, we create a short mental, oral, or written version of the information we get from reading or listening. This helps us remember and understand the story better. I’ll show you how to do this.”

Play or read aloud to “These two were so hungry for money that they even stole things from each other.”

Model the strategy: “The first part of the story introduces the treasure that belonged to Captain Kidd. We meet the couple, Tom Walker, and his wife. I’ll make some notes to help me summarize.”

Create a table like the one on the next slide. Share it on a board or screen. Talk through the points as you write.

Summarizing Notes

Character	Event
Captain Kidd (pirate)	Captured ships Stole money from ships Hid money – maybe under a large tree by a river Captured by British & executed in 1701
Tom Walker	Walked in the forest Found a skull Met a giant with an ax
Tom Walker's wife	Loved money

“First, I will list the events related to Captain Kidd, the pirate. Then I will write what the story tells me about Tom Walker and his wife. Now, I can make a summary. Here is my summary.”

“Captain Kidd was a famous pirate. He might have buried his treasure near Boston. Two people who lived in Boston were Tom Walker and his wife. They both loved money. One night, Tom met a giant in the forest. The giant had an ax.”

Practice

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

Play or read aloud to “Tom finally decided that he would give the giant what he wanted in exchange for Captain Kidd's treasure.”

After reading, have students sit with a classmate. “Now, sit with your partner and write on your paper. What happened in the part we just heard?”

Give students time to write. Then ask them to tell their partner their summary.

Ask several students to share their summaries with the class. Point out how they include only the important information – “In this part, we learn who the giant is – the devil. He makes Tom an offer. Then the wife decides to make her own deal with the devil. And we learn what happens to her.”

Write what students say as their summary in the shared table as shown on the next slide.

Summarizing Notes

Character	Event
The Devil	Reveals himself to Tom Walker
Tom Walker's wife	Takes her silver in a cloth to the devil
Tom Walker	Asks for time to think about devil's offer Looks for wife Find a heart in the cloth

Instruct students to listen again. “With your partner, listen to the next part of the story. Get ready to summarize again.”

Play or read aloud to ‘He thought that if he prayed enough, he could escape from the Devil.’

Ask students to stand together as partners and have one partner move to the next group. “Change partners. This time, summarize by telling your new partner what happened in the *whole story* so far.”

Ask several students to share their summaries with the class.

Write what students say as their summary in the shared table as shown on the next slide.

Instruct students to listen again. “With your new partner, listen to the next part of the story. Get ready to summarize again.”

Play or read aloud to the end of the story.

Summarizing Notes

Character	Event
Tom Walker	Took a man's land Swore, "may the devil take me if I took money from you"
The Devil	Put Tom on a horse Made the horse run away
The government	Tried to take Tom Walker's wealth away Found nothing of value in his home

Self-Evaluate

Instruct students, “Now make a group of four. Talk with your old partner and your new partner. What do you think the point, or lesson, of this story is?”

Give students time to discuss. Ask several groups to choose a spokesperson to report what their group thinks is the overall lesson of the story.

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

Expand

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

Listen to students’ responses.

Continue, “This strategy is helpful in all of the language skills we practice in English. When we write about something we have read, we often summarize. Speaking on a topic requires that we summarize information.”

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

Before we begin our story, let us go back 300 years to the late 1600s. In those years, one of the most famous men in the world was Captain William Kidd. Captain Kidd was a pirate. He sailed the seas, capturing any ships he found. He and his men took money from these ships. Captain Kidd hid this money in different places.

Captain Kidd was captured by the English in Boston, Massachusetts and executed in the year 1701.

From that time on, people all over the world searched in many places for Captain Kidd's stolen money.

The people who lived in Massachusetts in the seventeen hundreds believed Captain Kidd buried some of his **treasure** near Boston. Not far from Boston was a small river which ran into the Atlantic Ocean. An old story said that Captain Kidd had come up this river from the ocean. Then he buried his gold and silver and jewels under a big tree.

The story said that this treasure was protected by the **devil** himself, who was a good friend of Captain Kidd.

In the year seventeen twenty-seven, a man named Tom Walker lived near this place. Tom Walker was not a pleasant man. He loved only one thing -- money. There was only one person worse than Tom. That was his wife. She also loved money. These two were so hungry for money that they even stole things from each other.

One day, Tom Walker was returning home through a dark forest. He walked slowly and carefully, so that he would not fall into a pool of mud.

At last, he reached a piece of dry ground. Tom sat down on a tree that had fallen. As he rested, he dug into the earth with a stick. He knew the story that Indians had killed prisoners here as sacrifices to the Devil. But this did not trouble him. The only devil Tom was afraid of was his wife.

Tom's stick hit something hard. He dug it out of the earth. It was a human **skull**.

In the skull was an Indian **ax**.

Suddenly, Tom Walker heard an angry voice: "Don't touch that skull!"

Tom looked up. He saw a **giant** sitting on a broken tree. Tom had never seen such a man. He wore the clothes of an Indian. His skin was almost black and covered with ashes. His eyes were big and red. His black hair stood up from his head. He carried a large ax.

The giant asked, "What are you doing on my land?" But Tom Walker was not afraid. He answered, "What do you mean? This land belongs to Mister Peabody."

The strange man laughed and pointed to the tall trees. Tom saw that one of the trees had been cut by an ax. He looked more closely and saw that the name Peabody had been cut into the tree. Mr. Peabody was a man who got rich by stealing from Indians.

Tom looked at the other trees. Every one had the name of some rich, important man from Massachusetts. Tom looked at the tree on which he was sitting. It also had a name cut into it -- the name of Absalom Crowninshield. Tom remembered that Mister Crowninshield was a very rich man. People said he got his money as Captain Kidd did -- by stealing ships.

Suddenly, the giant shouted: "Crowninshield is ready to be burned! I'm going to burn many trees this winter!"

Tom told the man that he had no right to cut Mister Peabody's trees. The stranger laughed and said, "I have every right to cut these trees. This land belonged to me a long time before Englishmen came to Massachusetts. The Indians were here. Then you Englishmen killed the Indians. Now I show Englishmen how to buy and sell slaves. And I teach their women how to be **witches**."

Tom Walker now knew that the giant was the Devil himself. But Tom Walker was still not afraid.

The giant said Captain Kidd had buried great treasures under the trees, but nobody could have them unless the giant permitted it. He said Tom could have these treasures. But Tom had to agree to give the giant what he demanded.

Tom Walker loved money as much as he loved life. But he asked for time to think.

Tom went home. He told his wife what had happened. She wanted Captain Kidd's treasure. She urged him to give the Devil what he wanted. Tom said no.

At last, Misses Walker decided to do what Tom refused to do. She put all her silver in a large piece of cloth and went to see the dark giant. Two days passed. She did not return home. She was never seen again.

People said later that Tom went to the place where he had met the giant. He saw his wife's cloth hanging in a tree. He was happy, because he wanted to get her silver. But when he opened the cloth, there was no silver in it -- only a human heart.

Tom was sorry he lost the silver, but not sorry he lost his wife. He wanted to thank the giant for this. And so, every day he looked for the giant. Tom finally decided that he would give the giant what he wanted in exchange for Captain Kidd's treasure.

One night, Tom Walker met the giant and offered his soul in exchange for Captain Kidd's treasure. The Devil now wanted more than that. He said that Tom would have to use the treasure to do the Devil's work. He wanted Tom to buy a ship and bring slaves to America.

As we have said, Tom Walker was a hard man who loved nothing but money. But even he could not agree to buy and sell human beings as **slaves**. He refused to do this.

The Devil then said that his second most important work was lending money. The men who did this work for the Devil forced poor people who borrowed money to pay back much more than they had received.

Tom said he would like this kind of work. So the Devil gave him Captain Kidd's treasure.

A few days later, Tom Walker was a **lender** of money in Boston. Everyone who needed help -- and there were many who did -- came to him. Tom Walker became the richest man in Boston. When people were not able to pay him, he took away their farms, their horses, and their houses.

As he got older and richer, Tom began to worry. What would happen when he died? He had promised his soul to the Devil. Maybe. . .maybe. . . he could break that promise.

Tom then became very religious. He went to church every week. He thought that if he prayed enough, he could escape from the Devil.

One day, Tom took the land of a man who had borrowed money. The poor man asked for more time to pay. "Please do not destroy me!" he said. "You have already taken all my money!"

Tom got angry and started to shout, "Let the Devil take me if I have taken any money from you!"

That was the end of Tom Walker. For just then, he heard a noise. He opened the door. There was the black giant, holding a black horse. The giant said, "Tom, I have come for you." He picked up Tom and put him on the horse. Then he hit the horse, which ran off, carrying Tom.

Nobody ever saw Tom Walker again. A farmer said that he saw the black horse, with a man on it, running wildly into the forest.

After Tom Walker disappeared, the government decided to take Tom's property. But there was nothing to take. All the papers which showed that Tom owned land and houses were burned to ashes. His boxes of gold and silver had nothing in them but small pieces of wood. The wood came from newly cut trees. Tom's horses died, and his house suddenly burned to ashes.

Words in This Story

treasure - *n.* a large collection of money, jewels or other things of great value

devil - *n.* **the Devil** the most powerful spirit of evil in Christianity, Judaism, and Islam who is often represented as the ruler of hell

skull - *n.* the structure of bones that form the head and face of a person or animal

ax - *n.* a tool that has a heavy metal blade and a long handle and that is used for chopping wood

giant - *n.* a legendary creature usually thought of as being an extremely large and powerful person

witch - *n.* a woman who is thought to have magic powers

lend - *v.* to give (something) to (someone) to be used for a period of time and then returned

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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.


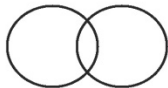


Task-Based Strategies

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	 <p>abacus</p>	<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	 <p>Life cycle</p>	<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.