

# **OH, WHAT FUN!**

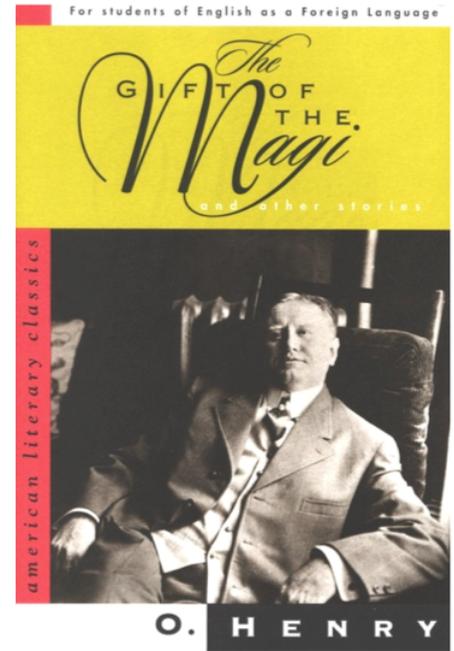
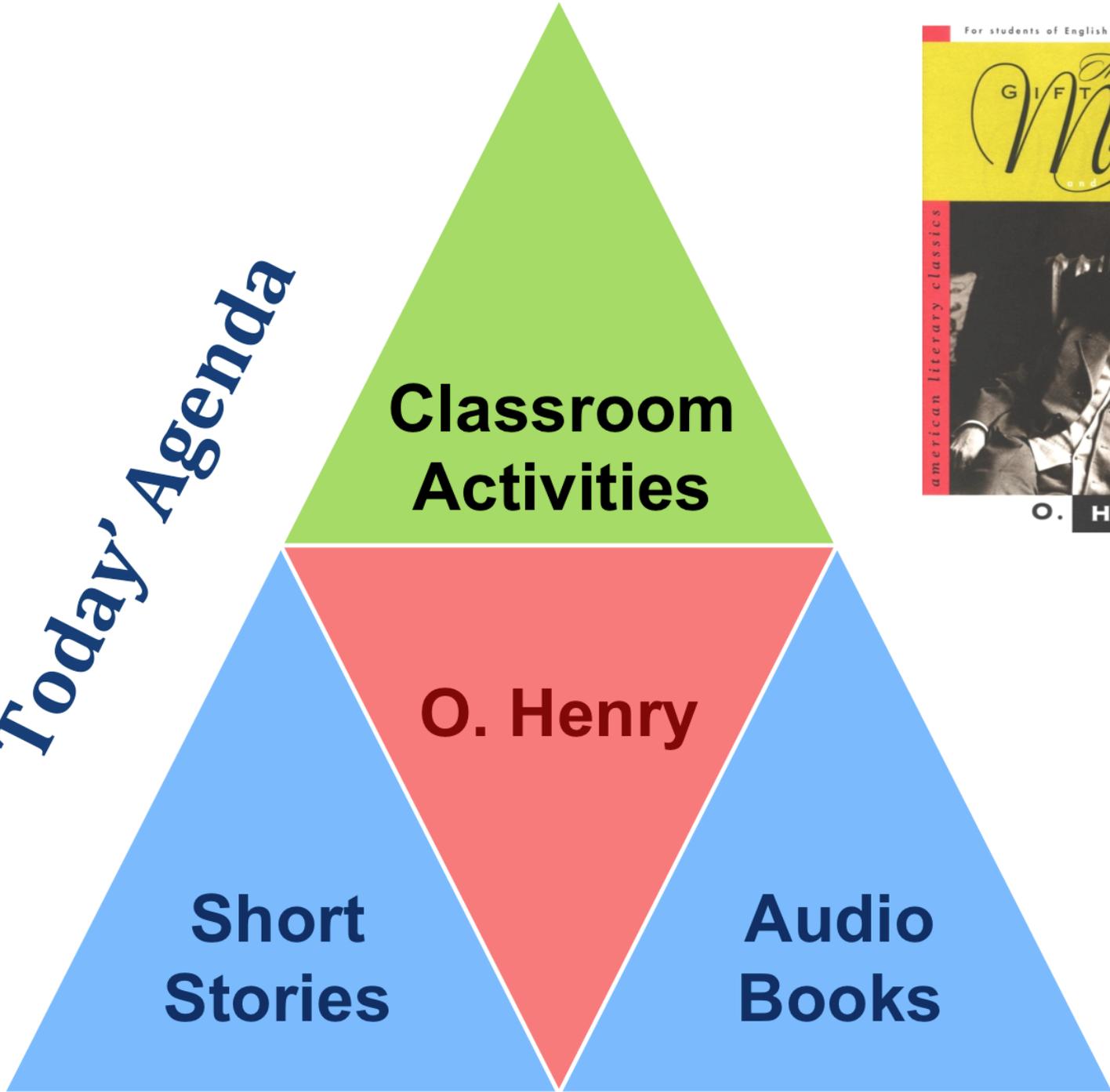
## ***Learning English with O. Henry***

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Katie Ryan ▪ June 11, 2014

*U.S. Department of State*  
*Office of English Language Programs*  
***Shaping the Way We Teach English Webinar Series***

# Today' Agenda



**Short  
Stories**



# Great discussion starters

**Useful for exploring a  
variety of language skills**

**Easily approachable**

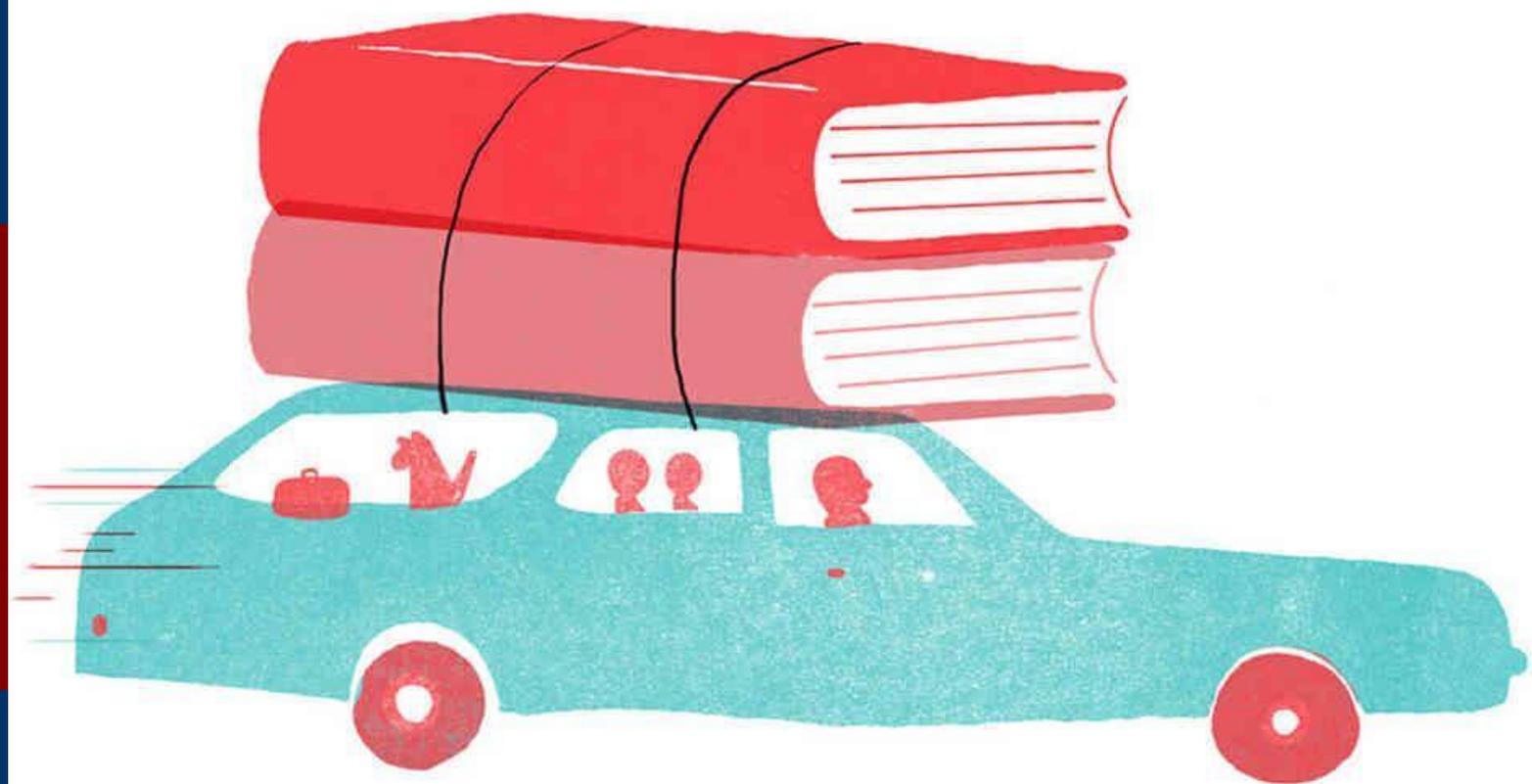


**Short  
Stories**

**Audio  
Books**













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"15 mph curve, Haleakela" by Bill Abbott  
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/fə'netiks/

# *Philadelphia*



*“Fluffya”*







**I** am so **clever** that sometimes **I**  
don't

**Understand** a single word of  
What I am **saying**

- *Oscar Wilde*

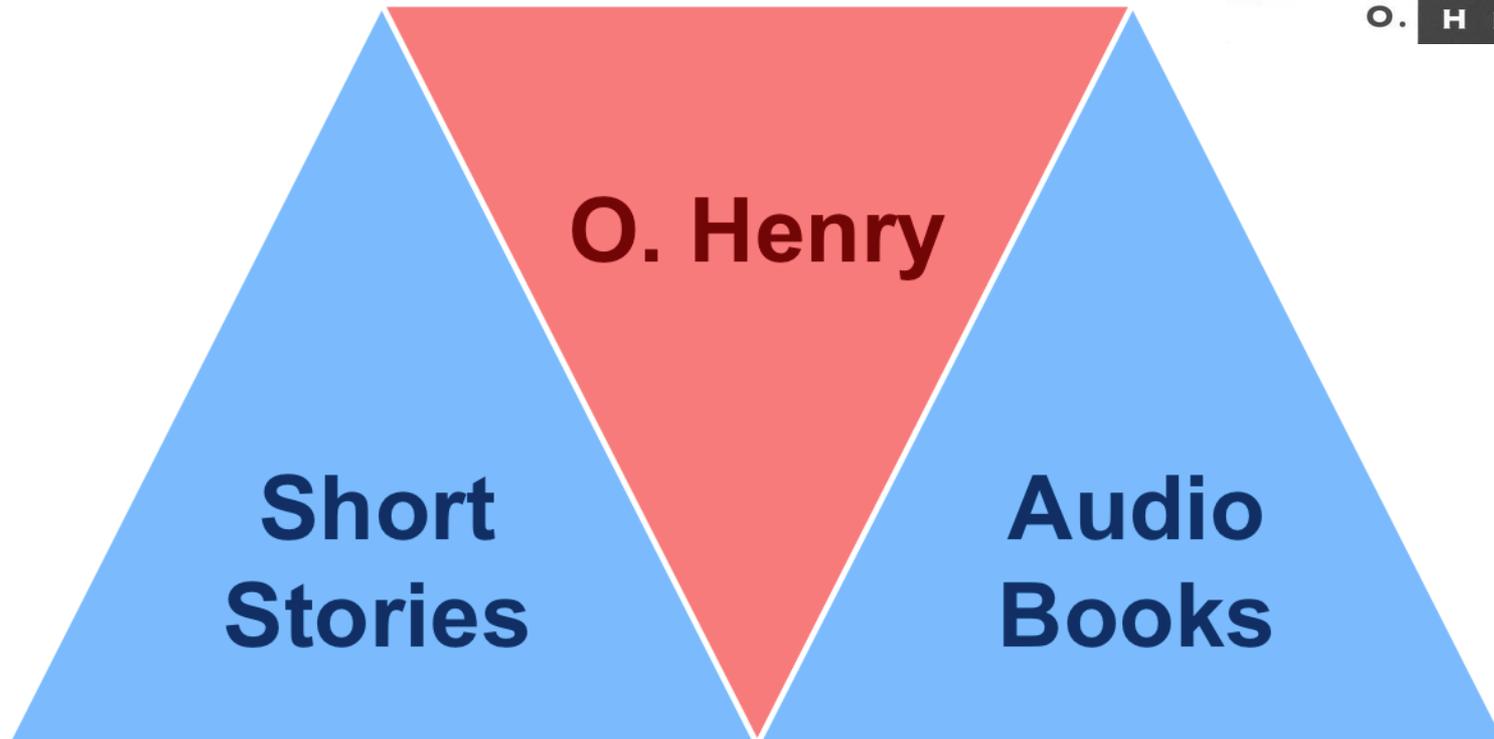


*The*  
GIFT OF  
THE  
*Magi*  
and other stories

american literary classics



O. HENRY





**When one loves one's Art no service seems too hard.**

**We can't buy one minute of time with cash; if we could, rich people would live longer.**

**The true adventurer goes forth aimless and uncalculating to meet and greet unknown fate.**

**Life is made up of sobs, sniffles, and smiles, with sniffles predominating.**

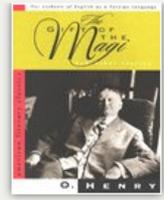
**O. H E N R Y**

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A Website for Teachers and Learners of English as a Foreign Language Abroad

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## The Gift of the Magi and Other Stories

This collection of short stories by O. Henry gives the reader a wonderful selection of characters from the United States of 100 years ago.

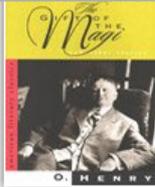
The classic short story *The Gift of the Magi* is the most famous of O. Henry's stories, but the stories that follow in this collection give the reader a deeper and richer sample of O. Henry's storytelling. This collection of short stories gives the reader a wonderful selection of characters from the United States of 100 years ago.

Author: O. Henry

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**The Gift of the Magi and Other Stories**

Text (PDF)



## The Gift of the Magi and Other Stories

*This collection of short stories by O. Henry gives the reader a wonderful selection of characters from the United States of 100 years ago.*

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Author: O. Henry  
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<a href="#">The Last Leaf</a>	
<a href="#">The Furnished Room</a>	



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The story of the Gift of the Magi describes a couple who go to great lengths to buy each other a special Christmas present.

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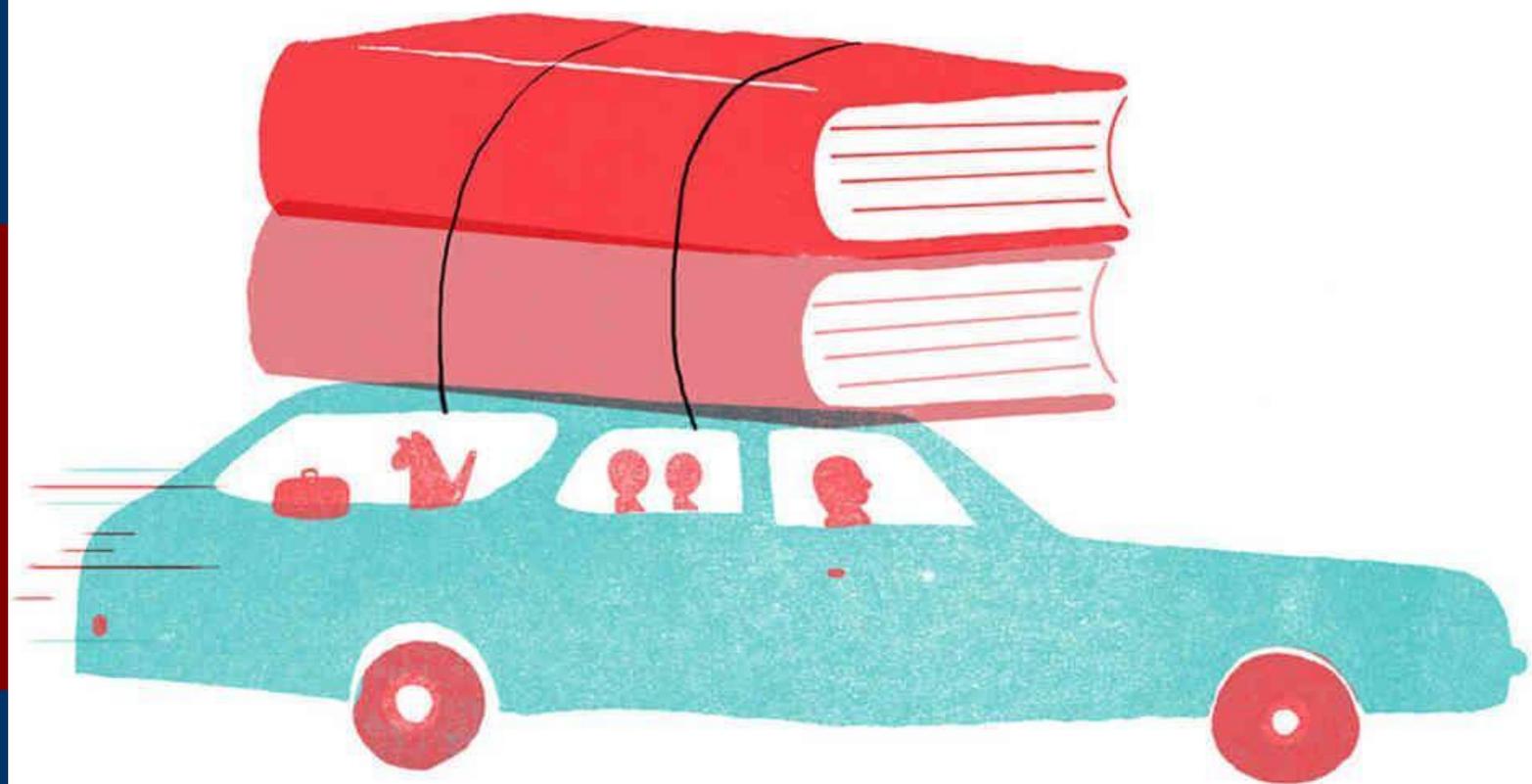
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### [Two Thanksgiving Day Gentlemen](#)







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### Two Thanksgiving Day Gentlemen





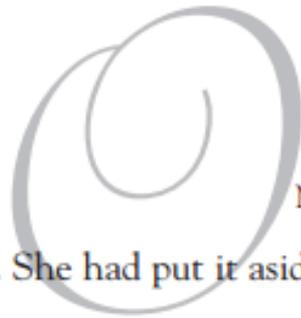


**POP QUIZ!**



**READING STRATEGIES**  
*Previewing*

# The Gift of the Magi



ONE DOLLAR AND EIGHTY-SEVEN CENTS.

That was all. She had put it aside, one cent and then another and then another, in her careful buying of meat and other food. Della counted it three times. One dollar and eighty-seven cents. And the next day would be **Christmas**.

There was nothing to do but fall on the bed and cry. So Della did it.

While the lady of the home is slowly growing quieter, we can look at the home. **Furnished** rooms at a cost of \$8 a week. There is little more to say about it.

In the hall below was a letter-box too small to hold a letter. There was an electric bell, but it could not make a sound. Also there was a name beside the door: "Mr. James Dillingham Young."

---

When the name was placed there, Mr. James Dillingham Young was being paid \$30 a week. Now, when he was being paid only \$20 a week, the name seemed too long and important. It should perhaps have been "Mr. James D. Young." But when Mr. James Dillingham Young entered the furnished rooms, his name became very short indeed. Mrs. James Dillingham Young put her arms warmly about him and called him "Jim." You have already met her. She is Della.

Della finished her crying and cleaned the marks of it from her face. She stood by the window and looked out with no interest. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a gift. She had put aside as much as she could for months, with this result. Twenty dollars a week is not much. Everything had cost more than she had expected. It always happened like that.

Only \$ 1.87 to buy a gift for Jim. Her Jim. She had had many happy hours planning something nice for him. Something nearly good enough. Something almost worth the honor of belonging to Jim.

There was a looking-glass between the windows of the room. Perhaps you have seen the kind of looking-glass that is placed in \$8 furnished rooms. It was very narrow. A person could see only a little of himself at a time. However, if he was very thin and moved very quickly, he might be able to get a good view of himself. Della, being quite thin, had mastered this art.

Suddenly she turned from the window and stood before the glass. Her eyes were shining brightly, but her face had lost its color. Quickly she pulled down her hair and let it fall to its complete length.

The James Dillingham Youngs were very proud of two things which they owned. One thing was Jim's gold watch. It had once belonged to his father. And, long ago, it had belonged to his father's father. The other thing was Della's hair.

If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it. Della knew her hair was more beautiful than any queen's **jewels** and gifts.

# Quick check!

---

1. Who are the characters and what is their relationship?
2. What is the setting?
3. What is the problem?

# **PRE-READING ACTIVITIES**

# **WHILE READING ACTIVITIES**

# **POST-READING ACTIVITIES**

**PRE-READING ACTIVITIES**  
*Activating Background Knowledge*





(1) ← X →  
Not expensive                      Very expensive

(2) ←                      X →  
Not meaningful                      Very meaningful

(3) **This bicycle and the ladybug bell were given to my by a friend who traded with a neighbor to get the bike for free. The bell cost just a few bucks. The gift was so meaningful because I use the bike everyday to get to work, My nickname is Goldbug, so the bell has special meaning.**



(1) ←                      →  
Not expensive                      Very expensive

(2) ←                      →  
Not meaningful                      Very meaningful

(3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PRE-READING ACTIVITIES**  
*Vocabulary Preparation*

# FROM THE CABBY'S SEAT

## PRE-READING ACTIVITY 1: WORD SQUARES

The story "From the Cabby's Seat" is about Jerry and the young woman that he just married. This activity will help you to learn some important words needed to understand the story.

*Directions:*

1. Before reading the story, study the **Word Squares example** below.

Word Squares (Example)	
<b>Write the word:</b>  <i>horse</i>	<b>Draw a symbol or picture:</b>  
<b>Translate the word into your native language:</b>  <i>Pferd</i> (example in German)	<b>Use the word in a sentence:</b>  <i>The horse went fast at first, but after a little time he went more slowly.</i>

2. Choose **two** of the **Glossary Words** provided below and make your own Word Squares using the empty tables on the next page.

### **Glossary Words**

Word	Definition
<b>horse</b>	A large animal used for riding and for carrying and pulling things.
<b>cab</b>	A taxi; in this story, it is a horse-driven carriage that carries passengers to a place for an amount of money that is based on the distance traveled.
<b>fare</b>	The money a person pays to travel in a cab; also what the driver may call the

## *Glossary Words*

<b>Word</b>	<b>Definition</b>
<b>horse</b>	A large animal used for riding and for carrying and pulling things.
<b>cab</b>	A taxi; in this story, it is a horse-driven carriage that carries passengers to a place for an amount of money that is based on the distance traveled.
<b>fare</b>	The money a person pays to travel in a cab; also what the driver may call the passenger who pays the money to travel in a cab.
<b>hole</b>	An opening into or through something.
<b>roll</b>	To move smoothly on wheels.
<b>pull</b>	To move something in a particular direction, often toward you.

<b>Word Squares #1</b>	
<b>Write the word:</b>	<b>Draw a symbol or picture:</b>
<b>Translate the word into your native language:</b>	<b>Use the word in a sentence:</b>

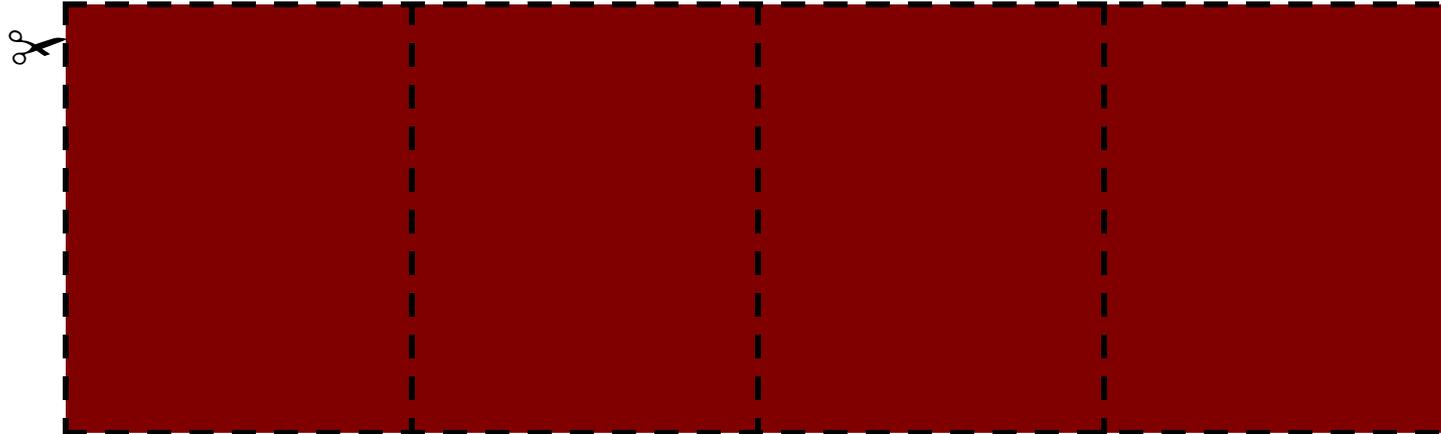
**WHILE READING ACTIVITIES**  
*Plot Development*

## WHILE-READING ACTIVITY 1: STORY DEVELOPMENT

In this activity, you will learn about the structure of the story “The Cop and the Anthem”.

### PART 1: STRUCTURE OF A STORY

“The Cop and the Anthem” is a story, a narrative account. When authors write narratives, they usually use a similar structure to develop the story. The chart below illustrates four main elements of the story and also explains what each element means.



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### PART 2: MAKING A STORY STRUCTURE MAP

First, the author sets up when and where a story takes place. The author also introduces the main characters. This is called the “Set-Up.” Then, a problem is introduced, and characters must decide what to do. This is called “The Problem.” Once the characters decide what to do to solve the problem, there may be a further conflict if the plan does not go well. This is called “The Conflict.” At the end of the story the problems and conflicts are resolved. This is “The Resolution.” This activity will help you discover the narrative structure of this story.

*Directions:*

1. While reading, answer the questions in the four boxes on the next page.
2. Write your answers on the lines provided in each box. The first question has been completed as an example.
3. Begin with **Set-Up**. Then answer the questions in **Problem, Conflict**, and finally **Resolution** in that order.

## Story Structure Map

### **Set Up** (page 35)

1. Where and when does this story take place?

The story takes place in New York City when winter is near.

2. Who is the main character of this story?

Soapy



### **Problem** (page 36)

Soapy needs a warm place to live for the winter.

3. How is Soapy planning to get to Blackwell's Island?

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### **Resolution** (page 40)

5. What does Soapy hear that makes him change his mind about being arrested?

---

---

6. What happens at the end of the story?

---

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### **Conflict** (pages 37, 38, 39)

No matter what Soapy does, a cop does not arrest him.

4. What are **three** of the ways that Soapy tries to be arrested by a cop?

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**WHILE READING ACTIVITIES**  
*Character Development*

## WHILE-READING ACTIVITY 1: SUPPORTING DETAILS

At the beginning of the story, the narrator describes the difference between true adventurers and cautious people who prefer to avoid risks. This activity will help you understand the differences listed by O. Henry and learn more about Rudolf Steiner as a true adventurer.

### PART 1: DIFFERENCES BETWEEN TRUE ADVENTURERS AND CAUTIOUS PEOPLE

#### Directions:

1. As you read **page 85**, pay attention to the way the narrator describes different people.
2. Read the details in the **Character Descriptions** box carefully.
3. Match the descriptions with either **True Adventurer** or **Cautious Person**. Write the letter for each description in the corresponding column in the double-arrow graph below. An example has been provided for you.

#### Character Descriptions

- |   |  |
|---|--|
| <b>A.</b> takes actions with no specific purpose                | <b>E.</b> wishes to follow others                |
| <b>B.</b> prefers to repeat something that has been done before | <b>F.</b> is one of the few people in this group |
| <b>C.</b> takes actions with a specific purpose                 | <b>G.</b> usually has a long quiet life          |
| <b>D.</b> is ready to accept adventures                         | <b>H.</b> knows true romance and adventure       |

True Adventurer	Cautious Person
	
1. <u>  A  </u>	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

**Directions:**

1. At the bottom of **page 85**, there are two paragraphs about Rudolf Steiner. As you read them, think about how the author describes Rudolf Steiner as a true adventurer.
2. In the boxes below, write three supporting details about Rudolf Steiner as a true adventurer from **page 85**. You can either copy the sentence from the story or retell the details in your own words. An example has been provided for you.

Rudolf Steiner as a true adventurer

1. *Always goes out seeking something different at night.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## WHILE-READING ACTIVITY 2: THE MAIN CHARACTER AND YOU

In the story "The Green Door," Rudolf makes many decisions that show he is a true adventurer. As you read the story, this activity will help you predict what will happen to him.

### Directions:

1. As you read **pages 85-90**, stop at the major events listed in the table below.
2. After each major event, choose what will happen next to Rudolf and write the corresponding letter under **Rudolf Steiner**.
3. Choose what you would do if this event happened in your life. Write the letter for your choice under **Me**. An example has been completed for you.
4. Check to see if your prediction came true before you move to the next event. Circle **Yes** if your prediction came true or **No** if your prediction did not come true.

**Event 1:** Rudolf Steiner was a true adventurer. He went out seeking something different every evening. One night after work as he was walking along a street in the older part of New York. (p. 85)

*What will happen next?*

a. Hurry home b. Look for an adventure	<b>Rudolf Steiner</b>  b	<b>Me</b>  b
Did your prediction for <b>Event 1</b> come true? <input checked="" type="radio"/> Yes <input type="radio"/> No		



**Event 2:** Rudolf passed a busy restaurant and saw a man offering small pieces of paper to those who passed by (p. 86).

*What will happen next?*

a. Take a piece of paper b. Pass without taking the paper	<b>Rudolf Steiner</b>	<b>Me</b>
Did your prediction for <b>Event 2</b> come true? <input type="radio"/> Yes <input type="radio"/> No		



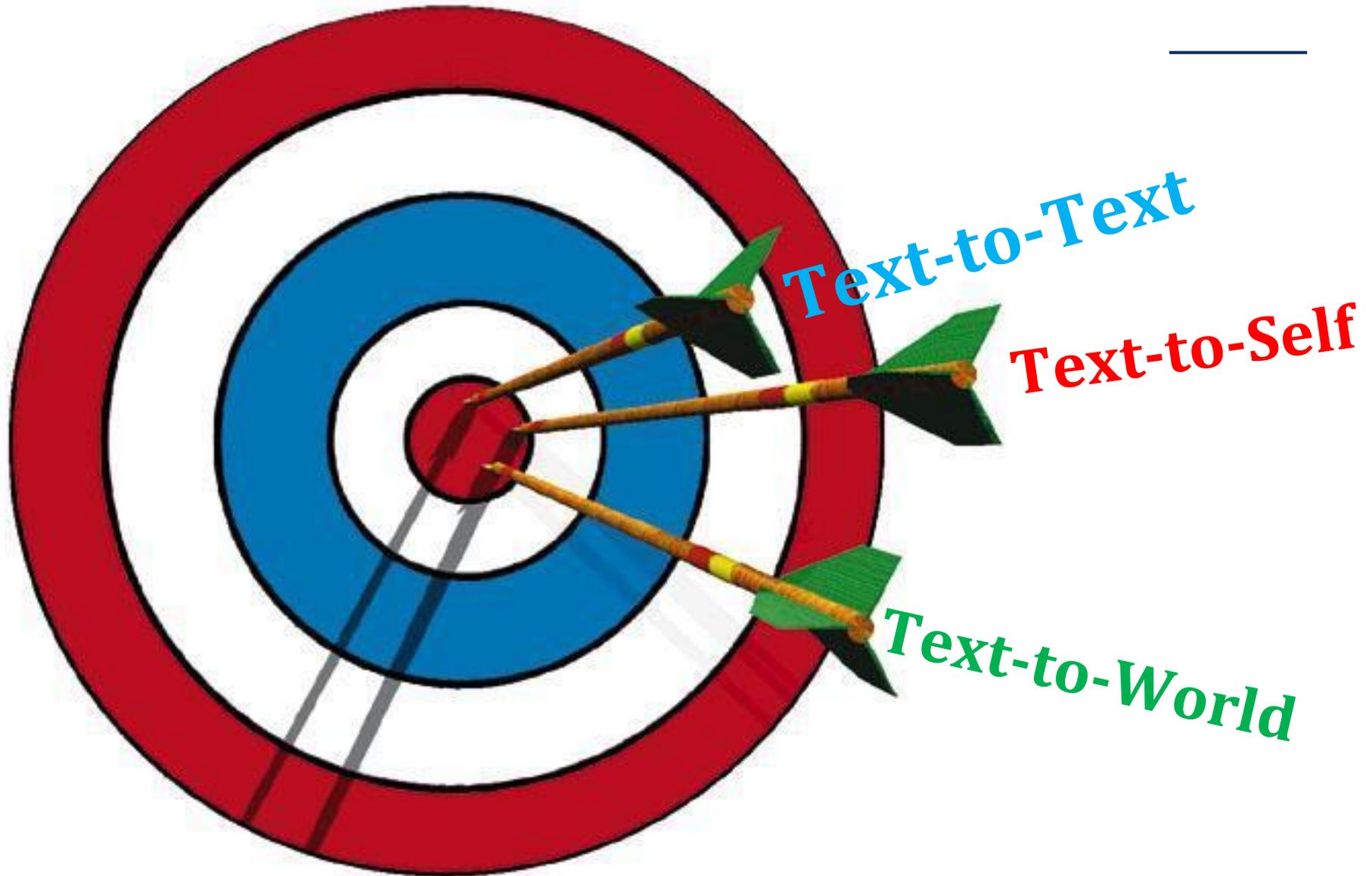
**AFTER READING ACTIVITIES**  
*General Comprehension Check*



**AFTER READING ACTIVITIES**  
*Debate & Discussion*

# Helping Readers Connect with the Goal

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# Question Stems....

---

- What would you do if you were \_\_\_\_\_ and why?
- Who does the character remind you of and why?
- We recently read \_\_\_\_\_. What were some of the similarities and differences between those stories. Which story did you like better? Why?
- The issue of \_\_\_\_\_ can be seen in our society today. Do you think the characters dealt with the issue effectively? What do you think is the best way to address it and why?

# Cards to hand out to students

---

## The Agreeable One

- Agree as frequently as possible with the person to your right.
  - Exactly.
  - I (totally) agree.
  - That's a good point.
  - I think so too.

## The Disagreeable One

- Disagree as frequently as possible with the person to your right.
  - (I'm afraid) I disagree.
  - I'm not sure about that.
  - I see your point, but...

# Cards to hand out to students

## Discussion Leader

- Choose a question for your group to discuss and start the conversation.
- Try to ensure that everyone participates, including the recorder!
- Remember to share your opinion!

## Recorder

- Mark a check (✓) on this card every time a classmate uses one of the phrases we have studied:

Agreeing: \_\_\_\_\_

Disagreeing: \_\_\_\_\_



**THANKS FOR YOUR  
PARTICIPATION!**

---