Preparing to Read

The Monkey's Paw / Aunty Misery

Literary Focus

Literary Patterns Stories, whether in books or in movies, often contain patterns. One familiar pattern involves the number three. (Think of Charles Dickens's *A Christmas Carol,* in which Scrooge is visited by three ghosts.) Such patterns are repeated in tales from various cultures and periods of history. Some patterns are formed within a single story, as certain plot events are repeated. We call these repetitive structures within a story **parallel episodes.**

Reading Focus

Comparing and Contrasting When you compare and contrast stories, you look for ways that they are similar to and different from each other. Doing so helps you appreciate how storytellers from different cultures and times capture common human experiences.

Into Action As you read the following stories, create a chart like the one below to help you keep track of patterns you find both within and across the stories.

	"The Monkey's Paw"	"Aunty Misery"
Parallel episodes within a story		
Literary patterns across stories	mysterious guest arrives	

Writing Focus

Think as a Reader/Writer

Find It in Your Reading Notice how the two author's sentences differ—one uses short and simple sentences; the other, long and complex sentences. How do these different styles create distinct moods? Write examples in your *Reader/Writer Notebook*.

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

The Monkey's Paw

amiably (AY mee uh blee) *adv.:* good-naturedly. *Before the visitor arrives, father and son are amiably playing a competitive game of chess.*

presumptuous (prih ZUHMP choo uhs) *adj.:* overly bold or confident; expecting too much. *Is it presumptuous to think one can overcome fate?*

credulity (kruh DOO luh tee) *n.:* quality of believing too readily. *The father is ashamed of his own credulity as he tries out the monkey's paw.*

Aunty Misery

hospitality (hahs puh TAL uh tee) *n.:* friendly or generous treatment of guests. *In return for her hospitality, Aunty Misery is granted a wish.*

gnarled (nahrld) *adj.:* covered with knots; twisted. *The ancient tree was twisted and gnarled.*

Language Coach

Related Words The Latin word *credere* means "trust" or "believe in." Which word on the list above is related to that Latin word? Challenge yourself to list two other words that are derived from *credere*.

Learn It Online

Take an in-depth look at vocabulary at:

go.hrw.com L8-89 Go

Supporting Instruction in Six Languages

Analyzing Visuals Transparencies, p. 7

ThinkCentral Online Assessment, Selection Test

ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students select the Vocabulary word that is a synonym for the underlined word or words.

1. She spoke good-naturedly to the irate customer. [*amiably*]
2. She had always expected too much from other people. [*presumptuous*]
3. How can you show kindness to a guest? [*hospitality*]
4. The twisted bark protects the tree. [*gnarled*]
5. The story about monsters strained the officer's belief. [*credulity*]

Language Coach

Use **Language Coach** to help English-language learners acquire word knowledge.

Answers: *credulity; incredulous, credible*

Literary Focus

As you read and discuss the selection with students, have them note the parallel episodes contained within the story.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. (See **Collection 1 Resources**.) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record descriptive details in their **Reader/Writer Notebooks.** Students can use their notes to complete the Writing Focus activity.

Learn It Online

Word Watch provides audio pronunciations of each word, plus synonyms, antonyms, the word used in a brief sentence, and a brief history of the word's origins. Preview at **go.hrw.com**.

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Selection Introduction

More About the Writers

- **W.W. Jacobs** said of his writing: "I get the idea of setting first . . . If you begin by inventing a plot, you have got to . . . see something mentally before you can possibly make a start. You can't begin from nowhere."
- **Judith Ortiz Cofer** credits her grandmother with teaching her the power of words. She has said, "I make people laugh when I say that my unschooled grandmother and Virginia Woolf were two of my literary ancestors. As different as they were they shared one thing: They knew that one word was empowering in a way that nothing else was."

Think About the Writers

Have students offer their own interpretations of "words can have great power." For example, a story handed down between generations can offer instruction or reinforce beliefs. Have students think about how the job of each writer's father led to the writer's interest in words and stories.

For Independent Reading

If students enjoy reading about magic and fairy tales, encourage them to read *Goose Chase* by Patrice Kindl.

MEET THE WRITERS



W. W. Jacobs

(1863–1943)

Watching the Ships Go By

The oldest child in a large family, William Wymark Jacobs grew up in London, near the River Thames, where his father worked on the docks. As a teenager, Jacobs spent many hours on the docks, watching ships come and go and listening to the stories of the sailors. These experiences are reflected in his short stories and novels, many of which include seafaring characters. While Jacobs is best known today for his horror stories, he was actually one of the most popular humorists of his time. "The Monkey's Paw" is his most famous story.

(top) William Wymark Jacobs (1910) by Carton Moore-Park. Oil on canvas.



Judith Ortiz Cofer

(1952–)

Bridge Between Two Cultures

Judith Ortiz Cofer was born in Puerto Rico but moved with her family to Paterson, New Jersey, when she was two years old. Her father had joined the U.S. Navy and was stationed at the Brooklyn Naval Yard. Whenever her father was sent to sea, Cofer returned to Puerto Rico with the rest of the family. As a result, Cofer found herself divided between two worlds. Fortunately she was able to find refuge in books.

> "I absorbed literature . . . as a creature who breathed ink. Each writer . . . taught me that language could be tamed. I realized that I could make it perform. I had to believe the work was important to my being: to use my art as a bridge between my cultures."

Think About the Writers How did their fathers' jobs affect both Jacobs and Cofer?

Preview the Selections

In "The Monkey's Paw" an English family, **the Whites,** receive a visit from an old friend, **Sergeant Major Morris,** who has returned after years in India. The visitor brings with him an odd souvenir.

In "Aunty Misery" you'll meet an old woman, **Aunty Misery,** who uses the one wish she is granted in a surprising way.

SHORT STORY

THE MONKEY'S PAW

by **W. W. Jacobs**

Read with a Purpose

Read to discover what happens when a family is given the opportunity to make a wish.

– 1 –

Without, the night was cold and wet, but in the small parlor of Laburnam Villa the blinds were drawn and the fire burned brightly. Father and son were at chess, the former, who possessed ideas about the game involving radical changes, putting his king into such sharp and unnecessary perils that it even provoked comment from the white-haired old lady knitting placidly by the fire.

"Hark at the wind," said Mr. White, who, having seen a fatal mistake after it was too late, was amiably desirous of preventing his son from seeing it.

"I'm listening," said the latter, grimly surveying the board as he stretched out his hand.

"Check."[1]

"I should hardly think that he'd come tonight," said his father, with his hand poised over the board.

"Mate," replied the son.

"That's the worst of living so far out," bawled Mr. White, with sudden and unlooked-for violence; "of all the beastly, slushy, out-of-the-way places to live in, this is the worst. Pathway's a bog,[2] and the road's a torrent. I don't know what people

1. **check:** in the game of chess, the situation of a king in danger of being captured when the opposing player makes his or her next move. Checkmate is a move that leaves the opponent's king unable to move safely and means winning the game.
2. **bog:** swamp; very wet ground.

Vocabulary **amiably** (AY mee uh blee) *adv.:* good-naturedly.

Selection Readability	
Easily Accessible **Accessible** Challenging	some unfamiliar situations; longer sentences with embedded phrases or clauses; some sophisticated language
Lexile	**990**

Selection Summary

A magical monkey's paw grants three wishes to the White family. The Whites ask for money, which arrives as compensation for their son's accidental death. The White's second wish brings their son back to life. Fearing the consequences of this decision, Mr. White uses his last wish to undo the second.

Direct Teach

Think About/Talk About

Read With a Purpose Have students read the Read with a Purpose statement. Point out that the statement tells them an important part of the plot—something happens when a family makes a wish. Tell students to keep track of events that result from this event.

? Extend the Discussion

Interpreting Mood How does the author contrast the mood within the house with the weather outside? Why do you think the author did this? **Possible response:** *Outside it is cold, wet, and the wind is blowing. Inside, a fire burns brightly. The author may have done this to contrast the happy family with the possible danger outside.*

Finding Details What is the family doing this night? **Possible response:** *A father and son are sitting around playing chess, while the mom is knitting. They are waiting for a friend.*

Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer for "The Monkey's Paw" (see **Collection 1 Resources**) or ask them to use a piece of their own paper.
- Use the following information to model how to use the graphic organizer to track **story patterns** and **parallel episodes**.
- Tell students that the number three may be a pattern in this story. Point out the sentences that mention "three listeners," "three separate men," and "three wishes."
- **Read-Talk-Write** Have students continue to read "The Monkey's Paw." Pair students and have them work together to identify the story patterns and parallel episodes in the story. Then, have them record their findings in the chart.

	"The Monkey's Paw"
Parallel Episodes	monkey's paw gives three wishes to three different men; the father, mother, and son are a family of three
Story Patterns	the number three

Think as a Reader/Writer

Find It in Your Reading Point out to students the paragraph that begins "The old man rose …" and have them find the sentence that describes the new arrival.

Use It in Your Writing Tell students to write a physical description of one of the characters in a sentence.



Analyzing Visuals **Viewing and Interpreting** The story's mood so far has been light. What is the mood of the image above?

are thinking about. I suppose because only two houses on the road are let,[3] they think it doesn't matter."

"Never mind, dear," said his wife soothingly; "perhaps you'll win the next one."

Mr. White looked up sharply, just in time to intercept a knowing glance between mother and son. The words died away on his lips, and he hid a guilty grin in his thin gray beard.

"There he is," said Herbert White, as the gate banged to loudly and heavy footsteps came toward the door. A

3. **let:** rented.

The old man rose with hospitable haste, and, opening the door, was heard condoling[4] with the new arrival. The new arrival also condoled with himself, so that Mrs. White said, "Tut, tut!" and coughed gently as her husband entered the room, followed by a tall burly man, beady of eye and rubicund of visage.[5]

"Sergeant Major Morris," he said, introducing him.

4. **condoling:** expressing sympathy (here, about the bad weather).
5. **rubicund** (ROO buh kuhnd) **of visage** (VIHZ ihj): red-faced.

A **Read and Discuss** What has the author told us about this family so far?

Differentiating Instruction

English-Language Learners

- Help students understand literary pattern by focusing on the emphasis on the number three in "The Monkey's Paw."
- Point out the numeral "1" at the start of the story. Ask students to look through the story and find out how many sections there are. [*three*]
- Reread the first page aloud. Ask students how many main characters there are. [*three*]
- As students continue to read the story, have them point out other examples of "threes" in the text. List examples on the board. [*three wishes, three separate men, three times a person comes to the house*]

Advanced Learners

Acceleration Have students read through p. 93 of "The Monkey's Paw." Remind students that certain story elements are common to literature. For example, a door or box that should not be opened is an element found in many different stories. Challenge students to write down familiar story motifs that have appeared thus far

The sergeant major shook hands, and, taking the proffered seat by the fire, watched contentedly while his host got out whiskey and tumblers and stood a small copper kettle on the fire.

At the third glass his eyes got brighter, and he began to talk, the little family circle regarding with eager interest this visitor from distant parts, as he squared his broad shoulders in the chair and spoke of wild scenes and doughty[6] deeds, of wars and plagues and strange peoples.

"Twenty-one years of it," said Mr. White, nodding at his wife and son. "When he went away he was a slip of a youth in the warehouse. Now look at him."

"He don't look to have taken much harm," said Mrs. White politely.

"I'd like to go to India myself," said the old man, "just to look around a bit, you know." B

"Better where you are," said the sergeant major, shaking his head. He put down the empty glass and, sighing softly, shook it again.

"I should like to see those old temples and fakirs[7] and jugglers," said the old man. "What was that you started telling me the other day about a monkey's paw or something, Morris?"

"Nothing," said the soldier hastily. "Leastways, nothing worth hearing."

"Monkey's paw?" said Mrs. White curiously.

"Well, it's just a bit of what you might call magic, perhaps," said the sergeant major offhandedly.

His three listeners leaned forward eagerly. The visitor absent-mindedly put his empty glass to his lips and then set it down again. His host filled it for him.

"To look at," said the sergeant major, fumbling in his pocket, "it's just an ordinary little paw, dried to a mummy."

He took something out of his pocket and proffered it. Mrs. White drew back with a grimace, but her son, taking it, examined it curiously.

"And what is there special about it?" inquired Mr. White as he took it from his son and, having examined it, placed it upon the table.

"It had a spell put on it by an old fakir," said the sergeant major, "a very holy man. He wanted to show that fate ruled people's lives, and that those who interfered with it did so to their sorrow. He put a spell on it so that three separate men could each have three wishes from it."

His manner was so impressive that his hearers were conscious that their light laughter jarred somewhat.

"Well, why don't you have three, sir?" said Herbert White cleverly.

The soldier regarded him in the way that middle age is wont to regard presumptuous youth. "I have," he said quietly, and his blotchy face whitened.

"And did you really have the three wishes granted?" asked Mrs. White.

6. **doughty** (DOW tee): brave.
7. **fakirs** (fuh KIHRZ): in India, holy men thought to have miraculous powers.

B Read and Discuss What have we learned about Sergeant Major Morris?

Vocabulary **presumptuous** (prih ZUHMP choo uhs) *adj.*: overly bold or confident; expecting too much.

Think About/Talk About

Comprehension

A Read and Discuss

Possible response: *They seem to accept and enjoy each other. For example, the wife speaks "'soothingly," there is a "knowing glance between mother and son," and the "father hid a guilty grin."*

B Read and Discuss

Possible response: *He has had many adventures and visited many places.*

? Extend the Discussion

Speculating When Mr. White declares that he would like to go to India, the sergeant major says, "Better where you are." What do you think he means by this statement? ***Possible response:*** *He seems haunted by his experiences in India and thinks Mr. White would be better off staying where he is.*

Characterization As he answers Herbert's question, the sergeant major's face whitens. Why do you think he reacts this way? ***Possible response:*** *He becomes serious, or frightened, as he thinks about the way the monkey's paw affected his life.*

Analyzing Visuals

Viewing and Interpreting: *The mood of the above image is dark and foreboding; it seems as though the story will contain frightening and unhappy elements.*

in this story. Next to each story motif, have students list a book, movie, or short story with which they are familiar that utilizes the same element. [*Elements may include: unpleasant night, waiting for a guest, warning of danger, unusual item, and use of magic spells.*]

Learners with Diverse Needs

- Have students track key story events through p. 93.
- Ask students to include each example of the number three.
- Have students underline each example. [*three Whites, three glasses, three separate men, three wishes each*]
- Tell students to continue tracking key story events as they read the selection.
- Have students share their favorite story event with the class.

Guided Practice

Model and Apply

- Remind students that writers create suspense through foreshadowing. The writer gives the reader clues or hints about what will happen later.
- Read aloud the paragraph on this page that begins, "The first man had his three wishes . . . " Tell students to note that the third wish for death may be a clue about something that will happen later.
- Have students read the text on these two pages and look for other examples of foreshadowing. List their responses on the board.
- After students finish reading the selection, review their responses and circle any that foreshadowed later events.

"I did," said the sergeant major, and his glass tapped against his strong teeth.

"And has anybody else wished?" inquired the old lady.

"The first man had his three wishes, yes," was the reply. "I don't know what the first two were, but the third was for death. That's how I got the paw." C

His tones were so grave that a hush fell upon the group.

"If you've had your three wishes, it's no good to you now, then, Morris," said the old man at last. "What do you keep it for?"

The soldier shook his head. "Fancy,[8] I suppose," he said slowly. "I did have some idea of selling it, but I don't think I will. It has caused enough mischief already. Besides, people won't buy. They think it's a fairy tale, some of them, and those who do think anything of it want to try it first and pay me afterward."

"If you could have another three wishes," said the old man, eyeing him keenly, "would you have them?"

"I don't know," said the other. "I don't know."

He took the paw, and dangling it between his forefinger and thumb, suddenly threw it upon the fire. White, with a slight cry, stooped down and snatched it off.

"Better let it burn," said the soldier solemnly.

"If you don't want it, Morris," said the old man, "give it to me."

"I won't," said his friend doggedly. "I threw it on the fire. If you keep it, don't blame me for what happens. Pitch it on the fire again, like a sensible man." D

The other shook his head and examined his new possession closely. "How do you do it?" he inquired.

"Hold it up in your right hand and wish aloud," said the sergeant major, "but I warn you of the consequences."

"Sounds like *The Arabian Nights*," said Mrs. White, as she rose and began to set the supper. "Don't you think you might wish for four pairs of hands for me?"

Her husband drew the talisman[9] from his pocket and then all three burst into laughter as the sergeant major, with a look of alarm on his face, caught him by the arm.

"If you must wish," he said, gruffly, "wish for something sensible."

Mr. White dropped it back into his pocket, and placing chairs, motioned his friend to the table. In the business of supper, the talisman was partly forgotten, and afterward the three sat listening in an enthralled fashion to a second installment of the soldier's adventures in India.

"If the tale about the monkey's paw is not more truthful than those he has been telling us," said Herbert, as the door closed behind their guest, just in time for him to

8. **fancy:** here, feeling that has no apparent cause. *Fancy* can also mean "imagination," as it does later in the story.

9. **talisman** (TAL ihs muhn): something thought to have magic power.

C **Read and Discuss** What has the sergeant major told us about the monkey's paw?

D **Reading Focus** **Contrasting** Contrast the Whites' attitude about the paw with the sergeant major's. What might the sergeant major's reaction reveal about future events?

Cross-Curricular Connection

LITERATURE: Horror Genre

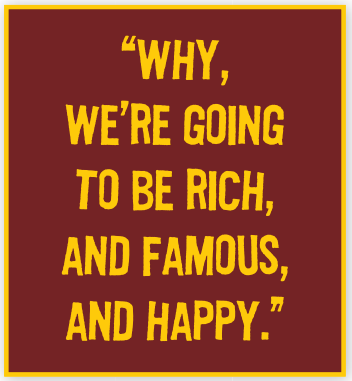
- A story designated as horror is designed to terrify the reader. A well-written horror story has credible characters, a suspenseful plot, and an eerie setting. The stories sometimes include supernatural beings and events. One of the best-known horror authors is Edgar Allan Poe (1809-1849). He believed that every detail in a story must build to a single effect, in this case, horror.
- In Poe's story, "The Masque of the Red Death," a supernatural being called "The Red Death" whisks people away from a costume ball to their deaths.
- Two horror writers today are Stephen King and Anne Rice. Students may also recall the Goosebumps series by R.L. Stine.

catch the last train, "we shan't make much out of it."

"Did you give him anything for it, Father?" inquired Mrs. White, regarding her husband closely.

"A trifle," said he, coloring slightly. "He didn't want it, but I made him take it. And he pressed me again to throw it away."

"Likely," said Herbert, with pretended horror. "Why, we're going to be rich, and famous, and happy. Wish to be an emperor, Father, to begin with: then you can't be bossed around."



He darted round the table, pursued by the maligned Mrs. White armed with an antimacassar.[10]

Mr. White took the paw from his pocket and eyed it dubiously. "I don't know what to wish for, and that's a fact," he said slowly. "It seems to me I've got all I want."

"If you only cleared the house, you'd be quite happy, wouldn't you?" said Herbert, with his hand on his shoulder. "Well, wish for two hundred pounds,[11] then; that'll just do it."

His father, smiling shamefacedly at his own credulity, held up the talisman, as his son, with a solemn face somewhat marred by a wink at his mother, sat down at the piano and struck a few impressive chords.

"I wish for two hundred pounds," said the old man distinctly. E

A fine crash from the piano greeted the words, interrupted by a shuddering cry from the old man. His wife and son ran toward him.

"It moved," he cried, with a glance of disgust at the object as it lay on the floor. "As I wished, it twisted in my hand like a snake."

"Well, I don't see the money," said his son, as he picked it up and placed it on the table, "and I bet I never shall."

"It must have been your fancy, Father," said his wife, regarding him anxiously.

He shook his head. "Never mind, though; there's no harm done, but it gave me a shock all the same."

They sat down by the fire again while the two men finished their pipes. Outside, the wind was higher than ever, and the old man started nervously at the sound of a door banging upstairs. A silence unusual and depressing settled upon all three, which lasted until the old couple rose to retire for the night. F

10. **antimacassar** (an tee muh KAS uhr): small cover placed on the back or arms of a chair to keep it clean.
11. **two hundred pounds:** British money equivalent to about one thousand dollars at the time of this story.

E **Literary Focus** **Patterns** In stories involving wishes, the first wish often determines how the rest of the characters' wishes will play out. Do you think Mr. White made a good first wish? Explain.

Vocabulary **credulity** (kruh DOO luh tee) *n.*: quality of believing too readily.

F **Read and Discuss** What effect is created when the narrator says, "A silence unusual and depressing settled upon all three . . ."?

Think About/Talk About

Comprehension

C Read and Discuss

Possible response: *The sergeant major has told us that the monkey's paw caused one man to wish for death, and that's how he ended up with it himself.*

D Reading Focus

Possible response: *The sergeant major is grim when discussing the paw. He would rather destroy it than use it again. The Whites, in contrast, seem to think they have nothing to lose, while maintaining skepticism about the paw's power. The sergeant major's grim reluctance hints at (foreshadows) the trouble the Whites will have if they use the paw to make wishes.*

F Read and Discuss

Possible response: *Instead of the happy, contented family portrayed in the beginning, now we see a nervous, silent family.*

Analysis

E Literary Focus

Possible response: *Mr. White made a good first wish because the money would allow them to pay off the house.*

? Extend the Discussion

Making Judgments When Mr. White asks the sergeant major if he'd make three more wishes if he could, the sergeant major says he doesn't know. Why do you think he reacts this way? ***Possible response:*** *Even though the sergeant major seems to have had a bad experience with the monkey's paw, it still holds his curiosity.*

Guided Practice

Model and Apply

- Point out the number 2 on this page. Tell students that as they read this section they should look for events that seem similar to the first section. If they find similarities, it may be an indication of a parallel episode.
- For example, you may point out to students that this section begins with the family laughing and teasing each other, just as the first section did.
- Have students work in pairs to identify other similarities between this section and the first section. ***Possible response:*** *A visitor arrives, the mood changes dramatically, and two hundred pounds are mentioned.*

"I expect you'll find the cash tied up in a big bag in the middle of your bed," said Herbert, as he bade them good night, "and something horrible squatting up on top of the wardrobe[12] watching you as you pocket your ill-gotten gains."

– 2 –

In the brightness of the wintry sun next morning as it streamed over the breakfast table Herbert laughed at his fears. There was an air of prosaic wholesomeness about the room which it had lacked on the previous night, and the dirty, shriveled little paw was pitched on the sideboard with a carelessness which betokened no great belief in its virtues.[13]

"I suppose all old soldiers are the same," said Mrs. White. "The idea of our listening to such nonsense! How could wishes be granted in these days? And if they could, how could two hundred pounds hurt you, Father?"

"Might drop on his head from the sky," said the frivolous Herbert.

"Morris said the things happened so naturally," said his father, "that you might if you so wished attribute it to coincidence."

"Well, don't break into the money before I come back," said Herbert, as he rose from the table. "I'm afraid it'll turn you into a mean, avaricious man, and we shall have to disown you." G

His mother laughed, and followed him to the door, watched him down the road, and returning to the breakfast table, was very happy at the expense of her husband's credulity. All of which did not prevent her from scurrying to the door at the postman's knock, nor prevent her from referring somewhat shortly to retired sergeant majors of bibulous habits[14] when she found that the post brought a tailor's bill.

"Herbert will have some more of his funny remarks, I expect, when he comes home," she said, as they sat at dinner.

"I dare say," said Mr. White, pouring himself out some beer; "but for all that, the thing moved in my hand; that I'll swear to."

"You thought it did," said the old lady soothingly.

"I say it did," replied the other. "There was no thought about it. I had just—What's the matter?"

His wife made no reply. She was watching the mysterious movements of a man outside, who, peering in an undecided fashion at the house, appeared to be trying to make up his mind to enter. In mental connection with the two hundred pounds, she noticed that the stranger was well dressed and wore a silk hat of glossy newness. Three times he paused at the gate, and then walked on again. The fourth time he stood with his hand upon it, and then with sudden resolution flung it open and walked up the path. Mrs. White at the same moment placed her hands behind her, and hurriedly unfastening the strings of her apron, put that useful article of apparel beneath the cushion of her chair. H

12. **wardrobe:** movable closet.
13. **virtues:** here, powers.
14. **bibulous** (BIHB yuh luhs) **habits:** tendency to drink heavily.

G **Read and Discuss** What does the breakfast conversation tell us about the family's view of the paw?

H **Literary Focus** **Patterns** How is this stranger's arrival part of a pattern? What other visitor have the Whites entertained?

Differentiating Instruction

Readers Gaining Proficiency

By this point in their reading, students will likely have encountered a number of unfamiliar words and phrases.

- Point out the following words in the second paragraph on p. 96, "prosaic wholesomeness," "sideboard," "betokened." Then, list them on the board.
- Tell students that the passage will make more sense if they learn what these words mean. Ask students if there are additional words in the paragraph they would like to see on the board.
- Write a synonym for each word or phrase. For example: prosaic wholesomeness–everyday safeness; sideboard–piece of furniture; betokened–showed
- Have students work in pairs to rewrite or retell the paragraph in their own words.
- Write a student version of the paragraph on the board.



She brought the stranger, who seemed ill at ease, into the room. He gazed furtively at Mrs. White, and listened in a preoccupied fashion as the old lady apologized for the appearance of the room, and her husband's coat, a garment which he usually reserved for the garden. She then waited patiently for him to broach his business, but he was at first strangely silent.

"I—was asked to call," he said at last, and stooped and picked a piece of cotton from his trousers. "I come from Maw and Meggins."

The old lady started. "Is anything the matter?" she asked breathlessly. "Has anything happened to Herbert? What is it? What is it?"

Her husband interposed. "There, there, Mother," he said hastily. "Sit down and don't jump to conclusions. You've not brought bad news, I'm sure, sir," and he eyed the other wistfully.

"I'm sorry—" began the visitor.

"Is he hurt?" demanded the mother wildly.

Think About/Talk About

Comprehension

G Read and Discuss

Possible response: *The conversation tells us they have returned to their original belief—that Morris's story about the paw was nonsense, as were his other stories.*

Analysis

H Literary Focus

Possible response: *The visitor's arrival continues the pattern that started with the sergeant major: a visitor brings news that changes the White's lives.*

Extend the Discussion

Identifying Mood What mood is the author creating for us as Mrs. White observes the wealthy stranger outside? ***Possible response:*** *The mood is very suspenseful. A wealthy stranger is lurking outside their residence, hesitating to knock on the door.*

Summarizing What does Herbert do to communicate his opinion about the paw? ***Possible response:*** *He makes jokes at his father's expense, clearly reflecting the notion that a magical paw is nonsense.*

Advanced Learners

Acceleration Tell students that "The Monkey's Paw" uses a formula that is also used in folk tales and other stories. Tell students that the formula involves three wishes and how the wishes are used. Ask students to work in pairs to determine the formula. Have students find or recall stories about three wishes. Tell students to write the formula so that it can be stated in four steps. When students have completed the assignment, share the following answer.

1. *A person is given three wishes.*
2. *The first wish is made unintentionally, or is granted in a way the wisher did not expect.*
3. *The second wish is a foolish or hasty response to the problems created by the first wish.*
4. *The third wish must be used to undo the disastrous consequences of the first two wishes.*

Guided Practice

Model and Apply

- Tell students that many of the words the author uses may be unfamiliar to them. For example, *wont* and *courting*. Model for students how to discern the general meaning of these words from the story's **context**.
- Both *wont* and *courting* appear in the following text: "…as he had been wont to do in their old courting days nearly forty years before." Tell students that *wont* seems to describe the words *to do,* so it must be some sort of an action. This seems to be something the old man used to do. *Courting* is referred to as something that the couple used to do almost forty years ago. Since this probably happened before the couple was married, perhaps courting refers to *dating* or *engagement*.
- **Read-Talk-Write** Have students read to the bottom of p. 99. Then, have students jot down the general meanings of the following words: *inaudible*, *liability*, *steeped*, *apathy*, *subdued*, *parlor*, and *aghast*. Have students use a dictionary to check their responses. ***Possible responses:*** *inaudible—not able to be heard; liability—financial responsibility; steeped—filled with; apathy—sadness; subdued—quiet: parlor—a room in a house: aghast—horrified*

The visitor bowed in assent. "Badly hurt," he said quietly, "but he is not in any pain."

"Oh, thank God!" said the old woman, clasping her hands. "Thank God for that! Thank—"

She broke off suddenly as the sinister meaning of the assurance dawned upon her and she saw the awful confirmation of her fears in the other's averted face. She caught her breath, and turning to her husband, laid her trembling old hand upon his. There was a long silence.

"He was caught in the machinery," said the visitor at length, in a low voice.

"Caught in the machinery," repeated Mr. White, in a dazed fashion, "yes."

He sat staring blankly out at the window, and taking his wife's hand between his own, pressed it as he had been wont to do in their old courting days nearly forty years before.

"He was the only one left to us," he said, turning gently to the visitor. "It is hard."

The other coughed, and, rising, walked slowly to the window. "The firm wished me to convey their sincere sympathy with you in your great loss," he said, without looking around. "I beg that you will understand I am only their servant and merely obeying orders."

There was no reply; the old woman's face was white, her eyes staring, and her breath inaudible; on the husband's face was a look such as his friend the sergeant might have carried into his first action.

"I was to say that Maw and Meggins disclaim all responsibility," continued the other. "They admit no liability at all, but in consideration of your son's services they wish to present you with a certain sum as compensation."

THERE WAS NO REPLY; THE OLD WOMAN'S FACE WAS WHITE.

Mr. White dropped his wife's hand, and rising to his feet, gazed with a look of horror at his visitor. His dry lips shaped the words, "How much?"

"Two hundred pounds," was the answer.

Unconscious of his wife's shriek, the old man smiled faintly, put out his hands like a sightless man, and dropped, a senseless heap, to the floor.

– 3 –

In the huge new cemetery, some two miles distant, the old people buried their dead, and came back to a house steeped in shadow and silence. It was all over so quickly that at first they could hardly realize it, and remained in a state of expectation as though of something else to happen—something else which was to lighten this load, too heavy for old hearts to bear. But the days passed, and expectations gave place to resignation—the hopeless resignation of the old, sometimes miscalled apathy. Sometimes they hardly exchanged a word, for now they had nothing to talk about, and their days were long to weariness.

Read and Discuss What do the Whites think of the magic of the paw now?

Developing Oral Fluency

Direct students to the dialogue between Mr. and Mrs. White and the second visitor that begins on p. 97.

- Point out the first line of dialogue by the stranger. Tell students that the stranger speaks "at last." The first line is said after some hesitation. The author also tells us that the stranger "stooped and picked a piece of cotton from his trousers." This action tells readers that the stranger is nervous.
- Instruct students to look at the next line of dialogue spoken by Mrs. White. Ask students what emotions Mrs. White seems to have as she speaks. ***Possible responses:*** *Mrs. White "started," so she is surprised. She also asks "breathlessly", so she may be nervous and frightened.*

Group activity Have students work in groups of four.

- Instruct students to go through the rest of the dialogue between Mr. and Mrs. White and the stranger.
- Have them write down descriptions that help the reader determine how a character might sound.
- Tell each student to pick one part: Mr. White, Mrs. White, the stranger, or the narrator. Using the clues

It was about a week after that that the old man, waking suddenly in the night, stretched out his hand and found himself alone. The room was in darkness, and the sound of subdued weeping came from the window. He raised himself in bed and listened.

"Come back," he said tenderly. "You will be cold."

"It is colder for my son," said the old woman, and wept afresh.

The sound of her sobs died away on his ears. The bed was warm, and his eyes heavy with sleep. He dozed fitfully, and then slept until a sudden wild cry from his wife awoke him with a start.

"*The paw!*" she cried wildly. "The monkey's paw!"

He started up in alarm. "Where? Where is it? What's the matter?"

She came stumbling across the room toward him. "I want it," she said quietly. "You've not destroyed it?"

"It's in the parlor, on the bracket,"[15] he replied, marveling. "Why?"

She cried and laughed together, and bending over, kissed his cheek.

"I only just thought of it," she said hysterically. "Why didn't I think of it before? Why didn't *you* think of it?"

"Think of what?" he questioned.

"The other two wishes," she replied rapidly. "We've only had one."

"Was not that enough?" he demanded fiercely.

"No," she cried triumphantly; "we'll have one more. Go down and get it quickly, and wish our boy alive again." J

The man sat up in bed and flung the bedclothes from his quaking limbs. "You are mad!" he cried, aghast.

"Get it," she panted; "get it quickly, and wish—Oh, my boy, my boy!"

Her husband struck a match and lit the candle. "Get back to bed," he said unsteadily. "You don't know what you are saying."

"We had the first wish granted," said the old woman feverishly; "why not the second?"

"A coincidence," stammered the old man.

"Go and get it and wish," cried his wife, quivering with excitement.

The old man turned and regarded her, and his voice shook. "He has been dead ten days, and besides he—I would not tell you else, but—I could only recognize him by his clothing. If he was too terrible for you to see then, how now?"

"Bring him back," cried the old woman, and dragged him toward the door. "Do you think I fear the child I have nursed?" K

He went down in the darkness, and felt his way to the parlor, and then to the mantelpiece. The talisman was in its place, and a horrible fear that the unspoken wish might bring his mutilated son before him ere he could escape from the room seized upon him, and he caught his breath as he found that he had lost the direction of the door.

15. **bracket:** wall shelf held up by supports.

J **Literary Focus** **Patterns** The wishes in this story form parallel episodes. How is the second wish similar to the first? How is it different?

K **Read and Discuss** What does Mr. White think of his wife's idea?

Think About/Talk About

Comprehension

I Read and Discuss

Possible response: *The Whites are horrified by the magic of the monkey's paw, because the two hundred pounds they wished for seems to have come from their son's death, which they may have inadvertently caused.*

K Read and Discuss

Possible response: *Mr. White doesn't think it is a good idea. He tries to say that the events following the first wish were coincidence, then warns his wife that their son will be unrecognizable.*

Analysis

J Literary Focus

Possible response: *The second wish is similar to the first in that it is made hastily and without regard for the consequences. It is different from the first in that instead of wishing for something frivolous, the Whites wish for something that they want desperately —their son.*

? Extend the Discussion

Determining Author's Purpose At the end of section 2, the author describes Mr. White's reaction to hearing the amount of the compensation he will receive for Herbert's death. Why do you think the author uses a long sentence style instead of just saying "Mr. White fainted"?

Possible response: *The description helps the reader understand what Mr. White is thinking. Mr. White realizes his wish brought about his son's death and he is overcome with emotion.*

they've identified, have students practice reading the dialogue aloud, listening for the narrator's cues for them to speak.

- Instruct the students to continue to switch parts and try the dialogue again. By the time they finish, students should have had a chance to read all the parts aloud using the clues they identified to help them read effectively.
- Have groups read the dialogue aloud in front of the class.

Guided Practice

Model and Apply

- Model for students adding information to the Reading Focus graphic organizer. Have students use the same graphic organizer they began earlier.
- Tell students that now that they have read further, they can look for **patterns** and **parallel episodes**. Point out that in this part of the text the Whites wait for a visitor. They also waited for a visitor in the beginning of the story. Students can note this in the graphic organizer as a parallel episode.
- Have student pairs go over the pages they have read so far. Ask them to identify other patterns and parallel episodes have they noticed. Tell students to record them in a brief list.

His brow cold with sweat, he felt his way round the table, and groped along the wall until he found himself in the small passage with the unwholesome thing in his hand.

Even his wife's face seemed changed as he entered the room. It was white and expectant, and to his fears seemed to have an unnatural look upon it. He was afraid of her.

"*Wish!*" she cried, in a strong voice.

"It is foolish and wicked," he faltered.

"*Wish!*" repeated his wife.

He raised his hand. "I wish my son alive again." L

The talisman fell to the floor, and he regarded it fearfully. Then he sank trembling into a chair as the old woman, with burning eyes, walked to the window and raised the blind.

He sat until he was chilled with the cold, glancing occasionally at the figure of the old woman peering through the window. The candle end, which had burned below the rim of the china candlestick, was throwing pulsating shadows on the ceiling and walls, until, with a flicker larger than the rest, it expired. The old man, with an unspeakable sense of relief at the failure of the talisman, crept back to his bed, and a minute or two afterward the old woman came silently and apathetically beside him.

Neither spoke, but both lay silently listening to the ticking of the clock. A stair creaked, and a squeaky mouse scurried noisily through the wall. The darkness was oppressive, and after lying for some time screwing up his courage, the husband took the box of matches, and striking one, went downstairs for a candle.

At the foot of the stairs the match went out, and he paused to strike another, and at the same moment a knock, so quiet and stealthy as to be scarcely audible, sounded on the front door.

The matches fell from his hand. He stood motionless, his breath suspended until the knock was repeated. Then he turned and fled swiftly back to his room, and closed the door behind him. A third knock sounded through the house.

"*What's that?*" cried the old woman, starting up.

"A rat," said the old man, in shaking tones—"a rat. It passed me on the stairs."

His wife sat up in bed listening. A loud knock resounded through the house. M

"It's Herbert!" she screamed. "It's Herbert!"

She ran to the door, but her husband was before her, and catching her by the arm, held her tightly.

"What are you going to do?" he whispered hoarsely.

"It's my boy; it's Herbert!" she cried, struggling mechanically. "I forgot it was two miles away. What are you holding me for? Let go. I must open the door."

"For God's sake don't let it in," cried the old man, trembling.

"You're afraid of your own son," she cried, struggling. "Let me go. I'm coming, Herbert; I'm coming."

There was another knock, and another. The old woman with a sudden wrench

L **Read and Discuss** Why does Mr. White go along with the idea?

M **Literary Focus** **Patterns** What pattern does this event—the knocking at the door—continue?

Differentiating Instruction

Logical Learners

To help students sequence the story, write the following sentences on the board. Remove the numerals and write them in random order. Have students work in pairs to arrange the sentences in the correct order. Remind students to look for sequence words such as *first, last, then, and after* to help them arrange the sentences.

1. First, the sergeant major came to the White's house.
2. He warned them about the monkey's paw.
3. The Whites wished for two hundred pounds.
4. A second stranger arrives at their house.
5. The Whites learn their wish for money caused the death of their son.
6. A week later, Mr. White makes a second wish.
7. For the third time, someone came to the door.
8. Mr. White makes a third and final wish.

Have pairs identify the parallel episodes revealed by this list. [*three visitors, three wishes*]

broke free and ran from the room. Her husband followed to the landing, and called after her appealingly as she hurried downstairs. He heard the chain rattle back and the bottom bolt drawn slowly and stiffly from the socket. Then the old woman's voice, strained and panting.

"The bolt," she cried loudly. "Come down. I can't reach it."

But her husband was on his hands and knees groping wildly on the floor in search of the paw. If he could only find it before the thing outside got in. A perfect fusillade[16] of knocks reverberated through the house, and he heard the scraping of a chair as his wife put it down in the passage against the door. He heard the creaking of the bolt as it came slowly back, and at the same moment he found the monkey's paw, and frantically breathed his third and last wish.

The knocking ceased suddenly, although the echoes of it were still in the house. He heard the chair drawn back and the door opened. A cold wind rushed up the staircase, and a long loud wail of disappointment and misery from his wife gave him courage to run down to her side, and then to the gate beyond. The street lamp flickering opposite shone on a quiet and deserted road. (N)

16. **fusillade** (FYOO suh lahd): here, something resembling a rapid, continuous series of gunshots.

(N) Read and Discuss What exactly happened?



Think About/Talk About

Comprehension

(L) Read and Discuss

Possible response: *Mrs. White is so adamant, that Mr. White becomes afraid.*

(N) Read and Discuss

Possible response: *Mr. White, fearing what Herbert would return as, uses the monkey's paw to reverse the wish that brought him back to life.*

Analysis

(M) Literary Focus

Possible response: *The knocking at the door continues the pattern of the arrival of a visitor who alters the lives of the Whites.*

? Extend the Discussion

Author's Craft The author switches from fast-paced dialogue to a paragraph describing Mr. White as he retrieves the monkey's paw. How does this change affect the story?
Possible response: *The switch slows the pace of the story down. The change also increases the suspense and tension.*

Check for Understanding

Monitor Students' Progress How does the curse the fakir put on the monkey's paw play out in the course of the story? ***Possible response:*** *The curse is meant to demonstrate that those who try to interfere with fate do so to their own sorrow; the death of the White's only son delivers to the couple the two hundred pounds they had wished for, a cruel twist of fate.*

SKILLS FOCUS p. 102

Literary Skills
- Analyze subplots and parallel episodes.
- Analyze literary patterns.
- Analyze foreshadowing.

Reading Skills
- Compare and contrast stories.

Vocabulary Skills
- Demonstrate knowledge of literal meanings of words and their usage.

Writing Skills
- Establish and develop setting.

Review

Independent Practice

Reading Focus

Answers:

1. *The sergeant major brings it. Mr. White takes it despite his guest's warnings.*
2. *He wishes for two hundred pounds in order to pay off his house.*
3. *His final wish is to undo his second wish, which was to bring his son back to life. Mr. White is terrified his son will return a monster.*
4. *The lives of the Whites are changed forever because their only son is dead.*
5. *Students should note parallel episodes and patterns like those answered in 13 and 14 below.*

Vocabulary Check

Answers:

6. *c*
7. *b*
8. *a*

Literary Focus

Possible Responses:

9. *He says that the first man who had the paw wished for death.*
10. *Students may say that the fakir made his point because it appears that evil befalls those who use the paw to change fate.*
11. *Students may feel that since the sergeant major knew the consequences, he should not have let others use the paw.*
12. *Mrs. White felt that the child she nursed could never become a monster, presumably because of maternal instincts.*
13. *Students may note the following parallels: making three wishes, the arrival of a visitor in each section, and wishing for death.*
14. *Students may note the following: wishes, unintended consequences, a visitor who causes change, and magic.*

Applying Your Skills

The Monkey's Paw

Respond and Think Critically

Reading Focus

Quick Check

1. How do the Whites come to own the monkey's paw?
2. Why is Mr. White's first wish for only two hundred pounds?
3. What final wish does Mr. White make? Why does he make that wish?

Read with a Purpose

4. How does the monkey's paw change the Whites' lives?

Reading Skills: Comparing and Contrasting

5. Continue filling in your chart, and use it to help you answer questions 13 and 14.

	"The Monkey's Paw"
Parallel episodes within a story	
Literary patterns across stories	mysterious guest arrives magical object

Literary Focus

Literary Analysis

9. **Identify** What does the sergeant major say that **foreshadows,** or hints at, the Whites' fate?
10. **Analyze** The fakir who put the spell on the paw wanted to show that one shouldn't try to change fate. In your opinion, was he effective in making his point? Why or why not?
11. **Evaluate** Do you think that, knowing what he does, the sergeant major should have allowed his friend to have the monkey's paw and wish on it? Explain.
12. **Evaluate** Discuss the idea of "maternal instincts" and how that notion played a role in the Whites' differing views on allowing their son to enter the house.

Literary Skills: Literary Patterns

13. **Identify** What parallel episodes did you find within "The Monkey's Paw"?
14. **Extend** What literary patterns in this story have you encountered in other works of literature or in movies? Explain.

Vocabulary Check

Match the Vocabulary words with their definitions.

6. **amiably**
7. **presumptuous**
8. **credulity**

a. quality of believing too readily
b. overly confident
c. pleasantly

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Choose a setting from real life or from your imagination. Using an energetic, long-sentenced style like Jacobs's, write a paragraph describing this setting. What effect does this prose style create?

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Students may have difficulty creating long sentences without making them run-on sentences. Remind students that run-on sentences can often be identified by the presence of either two subjects or a subject and a pronoun. Students should instead focus on writing one long descriptive sentence.