

COMMON CORE FOCUS

RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. **RL 6** Analyze how differences in points of view create effects. **L1** Demonstrate command of the conventions of standard English grammar and usage when writing. **L 4b** Use common, grade-appropriate Latin roots as clues to the meaning of a word.

SUMMARY

An old friend, Sergeant-Major Morris, tells the Whites about a monkey's paw that grants three wishes. The Whites use the paw to wish for money, which they get, but as compensation for their son's death. Eventually, Mr. White uses his last wish to end the tragic story.

Are you
SUPERSTITIOUS?

To lead into the question, provide this definition of *superstitious*: "believing that some action not connected to a future event can influence the outcome of the event." Ask students what might lead someone to become superstitious. Then have them work on the **DISCUSS** activity.

Are you
SUPERSTITIOUS?

COMMON CORE

RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. **RL 6** Analyze how differences in points of view create effects.

Many people say they aren't superstitious. But those same people might own a lucky charm or get nervous on Friday the 13th. Usually these superstitions are harmless, but sometimes they can interfere with a person's life. In the selection you are about to read, curiosity about the power of an unusual object brings unexpected consequences.

DISCUSS What kinds of superstitious behaviors do you or people you know believe in? In a small group, brainstorm a list of common superstitions. Then discuss which you think are harmless, and which might cause problems or interfere with someone's life. Share your findings with the class.



Selection Resources

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See resources on the Teacher One Stop DVD-ROM and on thinkcentral.com.

R RESOURCE MANAGER UNIT 3

Plan and Teach, pp. 69–76
Summary, pp. 77–78†‡*
Text Analysis and Reading
Skill, pp. 79–82†*
Vocabulary, pp. 83–85*
Grammar in Context, p. 88

DIAGNOSTIC AND SELECTION
TESTS

Selection Tests, pp. 103–106

B BEST PRACTICES TOOLKIT

Word Squares, p. E10
Visualizing, p. A11
Word Questioning, p. E9
New Word Analysis, p. E8
Read/Think Aloud, p. A34
Open Mind, p. D11

INTERACTIVE READER

ADAPTED INTERACTIVE READER

ELL ADAPTED INTERACTIVE READER

TECHNOLOGY

- Teacher One Stop DVD-ROM
- Student One Stop DVD-ROM
- PowerNotes DVD-ROM
- Audio Anthology CD
- GrammarNotes DVD-ROM
- Audio Tutor CD
- ExamView Test Generator on the Teacher One Stop

Find it Online!



Features on thinkcentral.com that support the selection include

- **PowerNotes** presentation
- **ThinkAloud** models to enhance comprehension
- **WordSharp** vocabulary tutorials
- interactive writing and grammar instruction

● TEXT ANALYSIS: MOOD

Mood is the feeling or atmosphere the writer creates for the reader. There are as many moods as there are emotions—cheerful, gloomy, anxious. Writers create mood through

- the choice of **setting**, including time and place
- **imagery**—descriptions that appeal to the reader’s senses
- conversations between characters

As you read “The Monkey’s Paw,” notice how the story makes you feel and which words or passages make you feel that way.

● READING SKILL: IDENTIFY TYPE OF NARRATOR

You have learned that a **narrator** is the voice that tells a story. A third-person narrator is not a character in the story, but, rather, an outside voice. Now you will learn that a third-person narrator may be objective or subjective. An **objective narrator** reports events in a factual way, without sharing any characters’ hidden thoughts or feelings. A **subjective narrator** recounts events with a character’s thoughts, feelings, and observations.

As you read “The Monkey’s Paw,” try to determine whether it is told by an objective narrator or a subjective one. Use a chart to record the narrator’s observations.

Event	Narrator’s Description

Review: **Predict**

▲ VOCABULARY IN CONTEXT

Choose the word that best completes each sentence.

WORD LIST	compensation	fate	peril
	credulity	grimace	resignation

1. The old woman’s ____ allowed the stranger to trick her.
2. My creepy neighbor wanted ____ for his broken window.
3. The sailors faced great ____ as the storm approached.
4. His ____ scared the children.
5. Tom sighed with ____ upon realizing he was lost.
6. Had she not been saved, she could have met a terrible ____.



Complete the activities in your **Reader/Writer Notebook**.

W. W. Jacobs

1863–1943

Bored at the Bank

William Wymark Jacobs grew up on the docks of London, where his father worked as a wharf manager. As a young man, Jacobs was employed at a bank, a job he hated, calling it his “days of captivity.” To pass the time, he began writing humorous short stories of ships and sailors. Eventually, he began publishing his stories in magazines and soon became one of the most popular and respected writers of his time.

A Frightening Classic

Though most of Jacobs’s stories were humorous, he is most famous for his horror classic “The Monkey’s Paw,” which has been adapted numerous times for the stage, film, and television. The story’s “steady, relentlessly building tension” makes it one of the most widely read horror stories in history.

BACKGROUND TO THE STORY

The British in India

Like most of Jacobs’s stories, “The Monkey’s Paw” is set in Britain. One of the characters is an officer in the British Army and served in India during the British occupation of the country. The British first arrived in India in the 1600s, when the British East India Company established trading. Their role changed dramatically after the Sepoy Mutiny of 1857–1858, in which Indian soldiers of the British Army revolted. From then on, the British government controlled India through a system of governors and military outposts. As a result, young men went to India to serve in the army. British rule of India ended in 1947, and today, India is an independent nation.



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COMMON CORE

RL 4

TEXT ANALYSIS

● Model the Skill: MOOD

Write this passage on the board:

As the rising sun sparkled on the lake, small waves lapped energetically against the hull of the boat. My grandmother smiled. “This is the best time of day,” she said.

Explain that a cheerful mood is created by setting details, the grandmother’s smile, and the grandmother’s words.

GUIDED PRACTICE Ask students to identify the mood of movies they’ve seen. What details create each mood?

COMMON CORE

RL 6

READING SKILL

● Model the Skill: IDENTIFY TYPE OF NARRATOR

To model identifying the type of narrator, post this passage on the board:

Susannah was so nervous she could hardly eat her breakfast. What if she failed? What if they all laughed at her?

Explain that the narrator in this passage is subjective, because the narrator reports the character’s thoughts and feelings.

GUIDED PRACTICE Ask students to identify the narrator of another familiar story.

R RESOURCE MANAGER—Copy Master
Narrator p. 81

VOCABULARY SKILL

▲ VOCABULARY IN CONTEXT

DIAGNOSE WORD KNOWLEDGE Have all students complete Vocabulary in Context. Check students’ answers. (1. *credulity*; 2. *compensation*; 3. *peril*; 4. *grimace*; 5. *resignation*; 6. *fate*) Preview selection vocabulary definitions:

compensation (kŏm’pən-sā’shən) *n.* something, such as money, received as payment
credulity (krĭ-dŏŏ’lĭ-tē) *n.* a disposition to believe too readily

fate (fāt) *n.* a power that is thought to determine the course of events
grimace (grĭm’ĭs) *n.* a facial expression of pain or disgust
peril (pĕr’əl) *n.* danger
resignation (rĕz’ĭg-nā’shən) *n.* acceptance of something that is inescapable

PRETEACH VOCABULARY Use the following copy master to help students predict meanings.

R RESOURCE MANAGER—Copy Master
Vocabulary Study p. 83

Read aloud the first two sentences in Part A, emphasizing the word *credulity*. Point out the context clue *I would believe in anything*. Elicit possible meanings for *credulity*, such as “easy belief.” Repeat for the rest of the paragraph.

COMMON CORE

L 4

Practice and Apply

READ WITH A PURPOSE

Help students set a purpose for reading. Tell them to read “The Monkey’s Paw” to find out what happens when a man is given three wishes.

THE MONKEY’S PAW

W. W. Jacobs

TEXT ANALYSIS

COMMON CORE

RL 4

A Model the Skill: MOOD

Point out words and phrases that describe the setting:

- “beastly, slushy, out-of-the-way places”
- “Pathway’s a bog, and the road’s a torrent”
- “only two houses in the road are let”

Explain that these details create a dark, forlorn feeling.

VOCABULARY

COMMON CORE

L 4

OWN THE WORD

peril: Ask students to answer this question: When might a surfer be in peril?

Possible answer: A surfer might be in peril when the waves get too big, when there are sharp rocks, or when sharks appear.

I Without, the night was cold and wet, but in the small parlor of Laburnum 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 amiably¹ 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.”

“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.³ I don’t know what people are thinking about. I suppose because only two houses in the road are let,⁴ they think it doesn’t matter.”

“Never mind, dear,” said his wife soothingly; “perhaps you’ll win the next one.”

1. **amiably** (ā’mē-ə-blē): in a friendly way.
2. **bog:** a swamp.
3. **torrent** (tōr’ənt): a swift-flowing stream.
4. **let:** rented.

374 UNIT 3: SETTING AND MOOD

Analyze Visuals ▶

What can you **infer** about the object in the photograph? Note the clues you use to make your inference.

peril (pēr’əl) *n.* danger

A MOOD

Reread lines 1–18. Note words and phrases that describe the **setting**. What feelings do these suggest?

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary Support Have students use Word Squares to study these words in the selection: *somewhat* (lines 67, 127), *granted* (lines 71, 157, 266), *persisted* (line 73), *depressing* (line 141), *attribute* (line 161).



BEST PRACTICES TOOLKIT—Transparency

Word Squares p. E10

FOR STRUGGLING READERS

In combination with the *Audio Anthology CD*, use one or more Targeted Passages (pp. 377, 378, 384) to ensure that students focus on key story events, concepts, and skills.

**Reading Support**

This selection on thinkcentral.com includes embedded **ThinkAloud** models—students “thinking aloud” about the story to model the kinds of questions a good reader would ask about a selection.

BACKGROUND

Talismans and Amulets In folk traditions around the world, an amulet is a charm or object that is said to protect the person who holds it and bring good luck. A talisman (line 100) is similar to an amulet, but it is thought to bring more than good luck. It may have magical powers and may grant to its holder the power to make a wish that will come true.

CULTURAL CONNECTION

Hinduism The monkey’s paw in the story is said to have had a spell put on it by a fakir (line 62). In India, a fakir is a Hindu holy man who has devoted his life to the practice of his religion and may be able to perform miraculous feats. Hinduism is thought to be one of the oldest religions in the world, originating in what is now India in about 3000–2000 B.C. Today, it is the third-largest religion, and most of the world’s Hindus live in India.

Analyze Visuals

Possible answer: *The object looks very old. It looks like the skeletal remains of a hand. Based on the title of the story, this object could be a monkey’s paw.*

FOR ENGLISH LANGUAGE LEARNERS

Comprehension Support Have students read the Summary in their chosen language and generate ideas about (predict) the ending. Read lines 1–20 aloud. Discuss the setting, mood and characters. Have students read the rest of the selection silently and identify the following as they listen to the *Audio Anthology CD*:

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
Identify words that convey a dark mood.	Identify words that convey suspense.	Identify images that convey suspense.	Identify dialogue (character’s words) that convey suspense.

R RESOURCE MANAGER—Copy Master
Summary pp. 77–78

FOR ADVANCED LEARNERS/PRE-AP

W. W. Jacobs wrote a lot of short stories, many of them humorous. Encourage students to read a humorous story by this author and compare the mood.

TIERED DISCUSSION PROMPTS

In lines 26–45, use these prompts to help students understand who the visitor is and where he has come from:

Analyze Why is Mr. White so excited about Sergeant-Major Morris's visit? **Possible answer:** *The sergeant-major brings tales of adventure and excitement into Mr. White's quiet, predictable life. Also, the two were boyhood friends.*

Speculate Why does Sergeant-Major Morris say, "Better where you are"? **Possible answer:** *He doesn't seem to have good memories of India. Perhaps something unpleasant happened there.*

READING SKILL

COMMON
CORE

B Model the Skill: IDENTIFY TYPE OF NARRATOR

RL 6

Point out that in lines 7–8, Mr. White's inner thoughts are revealed. However, all the other information presented so far could have been gathered by a keen observer.

VOCABULARY

COMMON
CORE

OWN THE WORD

L 4

grimace: Demonstrate a grimace and ask students to do the same.

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 loudly and heavy footsteps came toward the door.

The old man rose with hospitable haste, and opening the door, was heard condoling⁵ with the new arrival. The new arrival also consoled 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.⁶

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

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

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 doughty⁷ deeds; of wars and plagues and strange peoples.

"Twenty-one years of it," said Mr. White, nodding at his wife and son.

40 "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 round a bit, you know."

"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 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."

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

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

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. **B**

60 "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.

5. **condoling** (kən-dōl'ing): expressing sympathy.

6. **rubicund** (rōō'bī-kənd) **of visage** (vīz'ij): with a ruddy complexion.

7. **doughty** (dou'tē): brave.

VISUAL VOCABULARY



fakir (fə-kīr') *n.* a Muslim or Hindu holy man

B IDENTIFY TYPE OF NARRATOR

Have you learned anything about the characters that a keen observer could not have learned? If so, jot down what you have learned. If not, make a mental note of that fact.

grimace (grīm'is) *n.* a facial expression of pain or disgust

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary Support Clarify the meanings of these words and expressions for students:

- *Without* (line 1), "outside"
- *Hark at the wind* (line 7), "listen to the wind"
- *proffered* (lines 31, 58), "offered"
- *a slip of a youth* (line 39), "a slender young boy"

- *Leastways* (line 49), "at least"
- *jarred* (line 67), "seemed out of place"
- *is wont to* (line 69), "is accustomed or used to"
- *eyeing him* (line 83), "looking at him"

Demonstrate to students, and then have them practice with each other, the following actions and expressions: *a knowing glance* (line 21), *a guilty grin* (lines 22–23), *hospitable haste* (line 26), *watched contentedly* (line 32), *off-handedly* (line 52), *absent-mindedly* (line 53).

"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
70 presumptuous youth. "I have," he said quietly, and his blotchy face whitened. "And did you really have the three wishes granted?" asked Mrs. White.

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

"And has anybody else wished?" persisted 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."

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, I suppose," he said slowly. "I did have
80 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.

90 "If you don't want it, Morris," said the other, "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." **G**

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*,"⁸ 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?"

100 Her husband drew the talisman⁹ 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." **D**

8. *Arabian Nights*: a famous collection of Asian stories.

9. **talisman** (tāl'is-mən): an object thought to have magical powers.

fate (fāt) *n.* a power that is thought to determine the course of events

1 Targeted Passage

G MOOD

What feeling do you get from the **dialogue** between the Whites and Sergeant-Major Morris?

D PREDICT

What, if anything, do you think Mr. White will wish for?

REVISIT THE BIG QUESTION

Are you SUPERSTITIOUS?

Discuss In lines 62–75, do you think the sergeant-major is being superstitious about the monkey's paw? Why or why not? **Possible answers:**

- Yes, because a monkey's paw cannot contain real power.
- No, because he seems to have had some experience with the monkey's paw that justifies his beliefs.

TEXT ANALYSIS

COMMON CORE

RL 4

G MOOD

Possible answer: The dialogue adds to the suspenseful mood. The sergeant-major is very vague in his answers about the monkey's paw, but he makes it clear that it can bring only bad luck to those who use it. This makes the reader feel concerned for the Whites, who show interest in the paw.

READING STRATEGY: Review

D PREDICT

Students' answers will vary. They may predict that since Mr. White does not believe in the power of the paw, he will wish for something trivial.

VOCABULARY

COMMON CORE

L 4

OWN THE WORD

fate: Tell students that *fate* is a power thought to determine the course of events; its antonym is *chance*. Ask students to use both words in a sentence.

Possible answer: Was it merely chance that Serena bumped into Julio on the bus, or was it fate?

FOR STRUGGLING READERS

Comprehension Support [paired option]

Encourage students to complete a Visualizing web to assist their comprehension of pages 376 and 377. Have them make notes on the web about the setting, the characters, and the characters' relationships. After students have completed their webs, discuss their impressions of the White family.



BEST PRACTICES TOOLKIT—Transparency
Visualizing p. A11

1 Targeted Passage [Lines 62–103]

This passage introduces the source of conflict in the story: the monkey's paw.

- What did the holy man want to show by putting a spell on the monkey's paw? (lines 62–65)
- What power does the paw have? (lines 64–65)
- What attitude do the Whites have toward the paw? (lines 97–102)

READING STRATEGY: Review**E PREDICT**

Students' predictions will vary but should demonstrate an understanding of the potential for danger associated with the monkey's paw. Something bad might happen because the paw's movement is scary and suggests that the paw does have magical power.

TEXT ANALYSIS**COMMON CORE****RL 4****F MOOD**

Possible answer: The images in this passage, such as "shuddering cry," "glance of disgust," and "twisted in my hand like a snake," appeal to the senses of hearing, sight, and touch. They help to create a dark and foreboding mood. They suggest that something evil and strange is associated with the paw.

IF STUDENTS NEED HELP . . . Remind students that imagery consists of words and phrases that appeal to readers' senses. Encourage students to make a picture in their minds as they read this scene and to explore how it makes them feel.

VOCABULARY**COMMON CORE****L 4****OWN THE WORD**

credulity: Why does Mr. White "smile shamefacedly at his own credulity?"

Possible answer: He is a bit embarrassed to think that the monkey's paw may have magical powers.

Mr. White dropped it back in 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 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 henpecked."

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

120 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, 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.

130 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." **E**

"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. 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**

"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 wardrobe¹¹ watching you as you pocket your ill-gotten gains."

credulity (krĭ-dōō'ĭf-tē) *n.*
a disposition to believe too readily

2 Targeted Passage**E PREDICT**

What do you think will happen as a result of Mr. White's first wish? Why?

F MOOD

Reread lines 130–142. Note the **imagery** in these lines. To what senses does it appeal? Explain how it contributes to the mood.

10. **antimacassar** (än'tĭ-mə-kās'ər): a cloth placed over an arm or back of a chair.

11. **wardrobe:** a piece of furniture that serves as a closet.

DIFFERENTIATED INSTRUCTION**FOR ENGLISH LANGUAGE LEARNERS**

Vocabulary Support Have students use context clues to determine the meanings of these words and phrases:

- *a trifle* (line 113), "something of little value"
- *pressed me* (line 114), "put pressure on me"
- *cleared the house* (line 123), "didn't owe any money on the house"
- *fancy* (line 136), "imagination"
- *retire* (line 142), "go to bed"

FOR STRUGGLING READERS**2 Targeted Passage [Lines 120–142]**

This passage presents a key event: Mr. White makes a wish on the monkey's paw.

- Why does Mr. White decide to make a wish? (lines 123–125)
- What happens when Mr. White uses the paw to make his wish? (lines 130–133)
- How does the family's mood change after Mr. White wishes on the monkey's paw? (lines 139–142)

FOR ADVANCED LEARNERS/PRE-AP

Analyze Mood Point out that, beginning on the very first page, the mood of the story alternates between light and dark. Have students identify light and dark passages throughout the story, noting specific details. Invite them to discuss the effect this changing mood has on the reader.



He sat alone in the darkness, gazing at the dying fire, and seeing faces in it. The last face was so horrible and so simian¹² that he gazed at it in amazement. It got so vivid that, with a little uneasy laugh, he felt on the table for a glass containing a little water to throw over it. His hand grasped the monkey's paw, 150 and with a little shiver he wiped his hand on his coat and went up to bed. **G**

II

In the brightness of the wintry sun next morning as it streamed over the breakfast table he laughed at his fears. There was an air of prosaic¹³ wholesomeness about the room which it had lacked on the previous night, and the dirty, shriveled little paw was pitched on the sideboard¹⁴ with a carelessness which betokened no great belief in its virtues.¹⁵

12. **simian** (sīm'ē-ən): monkey- or ape-like.

13. **prosaic** (prō-zā'ik): ordinary.

14. **sideboard**: a piece of furniture used to store linens and dishes.

15. **virtues**: powers.

▲ Analyze Visuals

What do you see in the fire? How does this **compare** to what Herbert sees?

G IDENTIFY TYPE OF NARRATOR

What have you just learned about Mr. White? Would this have come from an **objective** or **subjective** narrator?

Analyze Visuals

Possible answer: There is a monkey's face in the fire. The last face Herbert sees also looks like a monkey.

REVISIT THE BIG QUESTION

Are you SUPERSTITIOUS?

Discuss In lines 146–150, how does this passage show that Herbert is fighting a superstitious feeling about the monkey's paw?

Possible answer: He sees a monkey's face in the fire, and he gives a little laugh because he wants to believe it's only his imagination at work. However, when he reaches for water to douse the fire, he grasps the monkey's paw by mistake, and it makes him shiver. He is beginning to fear its power.

READING STRATEGY

COMMON CORE

RL 6

G IDENTIFY TYPE OF NARRATOR

Possible answer: Students should note that they have learned what Herbert saw in the fire and that he wanted to throw water on the blaze to blot out the image. This type of information could only come from a **subjective** narrator because an **objective** narrator does not reveal a character's hidden experiences, thoughts, and motives. An **objective** narrator only notes what he or she can observe from outside the characters.

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FOR STRUGGLING READERS

Predict Have students review the predictions they've made so far. Ask students to share some of their predictions. If students are having difficulty formulating predictions, suggest that they use sentence frames such as "I wonder if ____" and "If ____, then ____."

Develop Reading Fluency Have students practice capturing the mood by reading this page aloud. Tell students to clarify any words they do not know how to pronounce, making notes to help themselves as necessary.

R **RESOURCE MANAGER—Copy Master**
Reading Fluency p. 89

TIERED DISCUSSION PROMPTS

In lines 156–190, use these prompts to help students understand each family member’s attitude about the power of the monkey’s paw:

Interpret Why does Mrs. White say that they were listening to nonsense the night before? **Possible answer:** *She doesn’t believe wishes can be granted. Even if this one is granted, she questions how 200 pounds could hurt them.*

Analyze Does Mrs. White’s statement seem ominous? Why or why not? **Possible answer:** *Yes, because after she asks the question about how 200 pounds could hurt Mr. White, readers begin to wonder how it might. The sergeant-major indicated that other people’s wishes had had unexpected and unpleasant results.*

Speculate Why do you think the man passes by the Whites’ gate three times? **Possible answer:** *He may not be sure it is the right house, or he may be uncomfortable about talking to the Whites and is putting it off as long as possible.*

READING STRATEGY: Review

H PREDICT

Have students add this prediction to their charts. *Students’ answers will vary, but they should make a connection between the man’s visit and Mr. White’s wish.*

IF STUDENTS NEED HELP . . . Make sure students understand that this visit from a stranger is perceived to be very unusual.

“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 frivolous¹⁶ Herbert.

160 “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, avaricious¹⁷ man, and we shall have to disown you.”

His mother laughed, and following 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, when she found that the post brought a tailor’s bill.

170 “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, “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
180 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.

She brought the stranger, who seemed ill at ease, into the room. He gazed at her furtively, 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
190 business, but he was at first strangely silent. H

“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.

16. **frivolous** (frīv’ə-ləs): inappropriately silly.

17. **avaricious** (äv’ə-rīsh’əs): greedy.

Language Coach

Prefixes A prefix is a word part added to the beginning of a word to form a new word. For example, in line 164 you will find the word *disown*, which contains the prefix *dis-*, meaning “to undo, do the opposite, or free from.” Based on the meaning of this prefix, what do you think *disown* means?

H PREDICT

Reread lines 177–190. Why do you think the man comes to see the Whites?

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary Support Have students use Word Questioning to determine the meanings of these words and phrases:

- *break into the money* (line 162), “spend the money”
- *was very happy at the expense of her husband’s credulity* (lines 166–167), “joked about her husband’s belief (in the paw’s power)”

- *ill at ease* (line 186), “uncomfortable, nervous”
- *broach* (line 189), “state”
- *jump to conclusions* (line 196), “make hasty judgments”
- *broke off* (line 204), “stopped speaking”

 **BEST PRACTICES TOOLKIT—Transparency**
Word Questioning p. Eg

Language Coach

Prefixes Accept any answer that comes close to correctly defining *disown*, which means “to break off a connection to somebody.” Then brainstorm with students other words with the prefix *dis-*, such as *distrust*, *disabled*, *disappear*. Discuss how each word relates to the meaning of *dis-*.

“I’m sorry—” began the visitor.

“Is he hurt?” demanded the mother wildly.

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

“Oh!” said the old woman, clasping her hands. “Thank goodness 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 slower-witted husband, laid her trembling old hand upon his. There was a long silence. ❶

“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.”

210 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 round. “I beg that you will understand I am only their servant and merely obeying orders.”

220 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**.” ❷

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. ❸

III

230 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 expectation 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.

❶ MOOD

Think about the news the stranger reveals during his conversation with the Whites. What emotions do you feel as a result of this news?

❷ GRAMMAR IN CONTEXT

In line 222, W. W. Jacobs correctly makes the verb *disclaim* plural in number to agree with its compound subject, “Maw and Meggins.”

compensation

(kōm’pən-sā’shən) *n.*
something, such as money, received as payment

❸ PREDICT

Did your prediction about what would result from Mr. White’s first wish come true?

resignation

(rēz’īg-nā’shən) *n.*
acceptance of something that is inescapable

TEXT ANALYSIS

COMMON
CORE

RL 4

❶ MOOD

The stranger reveals that Herbert has died. Students may note feelings of sadness, surprise, anxiety, or puzzlement.

GRAMMAR IN CONTEXT

COMMON
CORE L1

Subject-Verb Agreement Remind students that the subject and verb in a clause must agree in number and that they should use plural verbs with most compound subjects. A good way to confirm that a plural verb is needed is to substitute the pronoun *they* for the compound subject. For example:
Maw and Meggins disclaim—They disclaim

READING STRATEGY: Review

❶ PREDICT

Students should review their notes about the first wish and reread the text, if necessary, to find out if they were correct.

VOCABULARY

COMMON
CORE

L4

OWN THE WORD

- **compensation:** Point out that *compensate* is the verb form of *compensation*. Ask: Do you think any amount of money can compensate the Whites for the loss of their son? **Possible answer:** *No amount of money can compensate parents for their child’s death.*
- **resignation:** Ask students why the Whites eventually respond to their son’s death with resignation. **Possible answer:** *They can’t change the facts, so they must accept that he has died.*

FOR ENGLISH LANGUAGE LEARNERS

Language: Legal Terminology Make sure students understand that when the man says “Maw and Meggins disclaim all responsibility” and “admit no liability” (lines 222–223), it means that the company feels it is not at fault for Herbert’s death. However, the company offers the Whites 200 pounds because their son died while on the job.

FOR STRUGGLING READERS

Comprehension Support [paired option] Review the concept of foreshadowing, when a writer hints about something that will happen later in the story. Have students reread lines 156–161. Ask student pairs to identify and list the phrases that seem to be clues about what happens next. In a class discussion, have students share the clues they noted. Encourage them to add clues to their lists as they continue to read.

READING STRATEGY: Review

K PREDICT

Students' predictions should reflect an understanding that Mrs. White's desire for the paw is related to Herbert's death. For example, they may predict that Mrs. White will use the paw to wish that Herbert comes back to life.

REVISIT THE BIG QUESTION

Are you **SUPERSTITIOUS?**

Discuss In lines 248–260, does Mrs. White still think that the power of the monkey's paw is just a superstitious belief? Explain. **Possible answer:** No. She sees a connection between wishing on the paw and her son's death, so now she believes that it can bring her son back.

TEXT ANALYSIS

COMMON CORE

RL 4

L MOOD

Possible answer: These images contribute to the tense mood of the passage:

- the "mutilated son" (line 272)
- Mr. White "caught his breath" (line 273)
- "His brow cold with sweat" (line 274)
- Mr. White "groped" along the wall in the dark (line 275)
- Mr. White holds "the unwholesome thing" (line 276)

READING STRATEGY: Review

M PREDICT

Students' predictions should show an understanding of what has happened up to this point in the story with regard to the monkey's paw.

It was about a week after 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?"

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

"It's in the parlor, on the bracket," 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.

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

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.

270 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. 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. **L**

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.

280 "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." **M**

K PREDICT

What do you think Mrs. White plans to do with the paw?

L MOOD

Reread lines 270–276. What **imagery** does the author use to establish the mood in this paragraph?

M PREDICT

Do you think the Whites' wish will be granted? Note the clues that influence your answer.

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary Support Use New Word Analysis to help students learn these words:

- *marveling* (line 252), "wondering, filled with surprise"
- *quaking* (line 261), "shivering; shaking"
- *ere* (line 272), "before"
- *pulsating* (line 289), "quivering; throbbing"

 **BEST PRACTICES TOOLKIT—Transparency**
New Word Analysis p. E8

FOR STRUGGLING READERS

Comprehension Support [paired option]

Model the Read Aloud/Think Aloud strategy to help students understand the change that has come over Mrs. White. Read lines 239–251 and state your understanding of what you've read and your predictions of what will come next. Have pairs repeat this procedure as they read the rest of the page.

 **BEST PRACTICES TOOLKIT—Transparency**
Read Aloud/Think Aloud p. A34

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
290 on the ceiling and walls, until, with a flicker larger than the rest, it expired.



◀ Analyze Visuals

Describe the **mood** of this photograph. What details contribute to this mood?

THE MONKEY'S PAW 383

Analyze Visuals

Possible answer: The mood of this image is eerie and unsettling. Details that contribute to the mood include the blurriness, the dark colors, and the shadows on the sinister-looking man in the foreground.

FOR ADVANCED LEARNERS/PRE-AP

Analyze Character What is Mr. White thinking about as he watches Mrs. White at the window (lines 284–288)? Have students use the Open Mind diagram to explore Mr. White's thoughts, based on what they have learned about him in the story. They may use drawings, words and phrases, complete sentences, or a combination. Invite students to share their completed diagrams.

 **BEST PRACTICES TOOLKIT—Transparency**
Open Mind p. D11

THE MONKEY'S PAW 383

TEXT ANALYSISCOMMON
CORE

RL 4

N MOOD

Possible answer: Sounds that help create the mood include the ticking of the clock, a creaking stair, a squeaky mouse scurrying inside the wall, and the quiet knock on the front door.

READING SKILLCOMMON
CORE

RL 6

IDENTIFY THE NARRATOR

Possible answer: This scene is described from the subjective point of view but could easily be mistaken for the objective point of view because most of the feelings the narrator notes could have been inferred from the character's actions and expressions. The "giveaway" detail, however, is the sound of the knock that only the husband hears. The fact that Mr. White knows what it is but the wife does not suggests that the narrator is relating events as they are experienced by Mr. White.

SELECTION WRAP-UP

READ WITH A PURPOSE Now that students have read the story, ask them to explain the unintended consequences of Mr. White's wishes. **Possible answer:** Mr. White's son dies, and his dead body is brought back to life. The wishes bring only grief and horror.

★ CRITIQUE Ask students what they think of the author's ability to build suspense. Was he successful in creating interest without giving away too much of the story? Why or why not?

INDEPENDENT READING

Students may also enjoy reading *Good Chase* by Patrice Kindl, a story about a Goose Girl told in the fairy tale tradition, but with several twists.

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 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 gathering up his courage, he 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. **N**

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.

"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.

310 "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."


"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 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 320 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 fusillade¹⁸ 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 330 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 streetlamp flickering opposite shone on a quiet and deserted road. 

18. **fusillade** (fyoo'se-lad'): discharge from many guns; a rapid outburst.

N MOOD

Reread lines 294–300. What sounds help create the mood in these paragraphs?

Targeted Passage

COMMON CORE RL 6

IDENTIFY THE NARRATOR

As you may recall, an **objective narrator** reports what he or she could have gathered from observation. A **subjective narrator** shares details that could only be known if he or she were inside the character's head. Reread lines 298–332 to determine whether the narrator is objective or subjective. Explain your answer.

DIFFERENTIATED INSTRUCTION**FOR STRUGGLING READERS****Targeted Passage [Lines 316–332]**

This passage presents the conclusion of the story: Mr. White makes a third wish.

- Why does Mrs. White ask for help? (line 321)
- Why does Mr. White want to find the monkey's paw? (lines 322–323)
- What is Mr. White's last wish? (lines 326–332)

Comprehension Support Make sure students understand the significance of Mrs. White's statement "I forgot it was two miles away" (lines 311–312). Prompt students to recall that the two-mile distance from the cemetery explains why it has taken so long for Mr. White's wish to bring Herbert back.

Comprehension

1. **Recall** How does Mr. White get the monkey's paw?
2. **Recall** What power is the monkey's paw supposed to have?
3. **Clarify** Why does Sergeant-Major Morris throw the paw onto the fire?

Text Analysis

4. **Make Inferences** At the end of the story, why did the knocking stop so suddenly? Explain.
5. **Examine Predictions** Review the chart you created as you read. Did most of your predictions come true? Looking back at the places where your predictions were wrong, notice how W. W. Jacobs tried to surprise readers by giving false clues about what would happen.
6. **Analyze Mood** How would you describe this story's mood? Include your answer at the top of a chart like the one shown. Then provide examples of setting descriptions, conversations, and imagery that are relevant to the creation of this mood.

Mood:		
Setting Descriptions:	Conversations:	Imagery:

7. **Analyze Type of Narrator** Think back over the thoughts and emotions that were described by the narrator. For the most part, which type of narrator appears to be telling this story, an objective narrator or a subjective one? Which type of narrator actually recounts the story? Explain.

Extension and Challenge

8. **Reader's Circle** Consider what would have happened if Mrs. White had opened the door before her husband made the final wish. Would you have liked to find out what was on the other side of the door? Or is it better for you as a reader not to know? In a small group, discuss your thoughts about the ending of "The Monkey's Paw."

Are you SUPERSTITIOUS?

Reread lines 160–161 of the story. Are you more inclined to believe in superstitions or coincidence? Why?

COMMON CORE

RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. RL 6 Analyze how differences in points of view create effects.

Practice and Apply

For preliminary support of post-reading questions, use these copy masters:

- R RESOURCE MANAGER—Copy Masters**
 Reading Check p. 86
 Mood p. 79
 Question Support p. 87
 For additional questions, see page 73.

ANSWERS

Comprehension

1. *Mr. White's friend, Sergeant-Major Morris, brings the monkey's paw when he comes to visit. Morris tosses it into the fire, but White pulls it out.*
2. *The paw has the power to grant three wishes to three different men.*
3. *Morris throws the paw into the fire because he believes it will do harm and he wants to destroy it.*

Text Analysis

COMMON CORE RL 4, RL 6

Possible answers:

4. *The knocking stops because Mr. White wishes Herbert back to his grave.*
5. **COMMON CORE FOCUS Examine Predictions** *Students' answers should be based on how well their predictions matched what actually happened in the story.*
6. **COMMON CORE FOCUS Analyze Mood** *The mood of the story is dark, suspenseful, and anxious. Examples: Setting Descriptions: "the night was cold and wet" (line 1), "of all the beastly, slushy, out-of-the-way places to live" (line 15); Conversations: "I don't know what the first two were, but the third was for death" (lines 74–75), "I warn you of the consequences" (line 96); Imagery: "Mrs. White drew back with a grimace" (lines 58–59), "interrupted by a shuddering cry" (lines 130–131), "face was so horrible and so simian" (line 147).*
7. **COMMON CORE FOCUS Analyze Type of Narrator** *The story appears to be told by an objective narrator because most of the events are described as if they were witnessed by an outside observer. However, occasionally the narrator reveals experiences and thoughts had by Mr. White which are not voiced and could not have been inferred even by a keen observer. For example,*

Mr. White's reason for saying "Hark at the wind," a very private motive that would not necessarily have been guessed, is provided by the narrator in lines 7–8.

Are you SUPERSTITIOUS?

Students may say that the story influenced them to become more superstitious; others may say that the story is fiction and they are no more superstitious after reading it.

Extension and Challenge

8. *Students should provide thoughtful reasons for why they prefer one kind of ending over the other. Remind them that "The Monkey's Paw" is a horror story, and have them consider whether the reader's horror is increased or decreased by not knowing exactly what is knocking on the door.*

ANSWERS

Vocabulary in Context

▲ VOCABULARY PRACTICE

1. (a) *safety*
2. (b) *doubt*
3. (b) *resistance*
4. (c) *loss*
5. (a) *choice*
6. (c) *grin*

R RESOURCE MANAGER—Copy Master
Vocabulary Practice p. 84

ACADEMIC VOCABULARY IN WRITING

Remind students that Sergeant-Major Morris visited on a wet night, and the action at the end of the story takes place during the dark of a night. Have them consider how these setting details help create the frightening, suspenseful mood. Remind students to use at least one Academic Vocabulary word in their responses.

VOCABULARY STRATEGY: THE LATIN ROOT *cred*



Review with students the meaning of *dis-* (indicates reversal), *in-* (indicates within), and *-ible* (indicates capability or worth). Encourage students to read through all the sentences before they identify the correct answers.

Answers:

1. *credentials*
2. *credo*
3. *credence*
4. *incredible*
5. *discredit*

R RESOURCE MANAGER—Copy Master
Vocabulary Strategy p. 85

Interactive Vocabulary



Keywords direct students to a WordSharp tutorial on thinkcentral.com or to other types of vocabulary practice and review.

Vocabulary in Context

▲ VOCABULARY PRACTICE

Choose the word in each group that is most nearly opposite in meaning to the boldfaced word.

1. **peril**: (a) safety, (b) risk, (c) hazard
2. **credulity**: (a) simplicity, (b) doubt, (c) openness
3. **resignation**: (a) respect, (b) resistance, (c) acceptance
4. **compensation**: (a) consideration, (b) reward, (c) loss
5. **fate**: (a) choice, (b) destiny, (c) luck
6. **grimace**: (a) frown, (b) scowl, (c) grin

ACADEMIC VOCABULARY IN WRITING

• circumstance • emerge • predominant • rely • technology

Why do you suppose writers so often **rely** on stormy weather and night time to create a fearful or suspenseful mood? Use at least one Academic Vocabulary word to write a one-paragraph answer.

VOCABULARY STRATEGY: THE LATIN ROOT *cred*

The vocabulary word *credulity* contains the Latin root *cred*, meaning “to believe” or “to trust.” A number of commonly used English words are formed using *cred*. To figure out the meanings of unfamiliar words containing *cred*, use your knowledge of the root as well as any context clues provided.

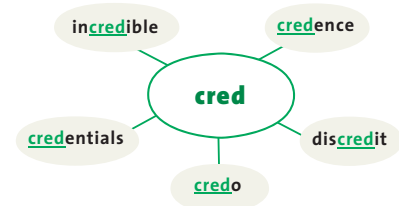
PRACTICE Choose a word from the web to complete each of the following sentences. Use context clues or, if necessary, consult a dictionary.

1. A person must get the proper _____ before he or she is able to teach.
2. Sharon didn't approve of the club's _____, so she didn't join.
3. I gave no _____ to his story, which changed each time he told it.
4. The violinist received several rounds of applause after her _____ performance.
5. They hoped to _____ the candidate by focusing on his lack of experience.



COMMON CORE

L 4b Use common, grade-appropriate Latin roots as clues to the meaning of a word.



Interactive Vocabulary **THINK central**
Go to thinkcentral.com.
KEYWORD: HML8-386

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary Practice Divide students into three groups. Give each group two of the words and have them fill out a Word Forms chart of each word. Have each group share their work with the whole class.

FOR ADVANCED LEARNERS/PRE-AP

Vocabulary Strategy Challenge students to brainstorm more words with the Latin root *cred*. Then have them write a sentence for each word that gives context clues to the word's meaning.

Language

◆ GRAMMAR IN CONTEXT: Maintain Subject-Verb Agreement

A **compound subject** is made up of two or more subjects joined by a conjunction, such as *and*, *or*, or *nor*. The conjunction determines whether you should use a singular or plural verb. If a compound subject is joined by *and*, then it usually takes a plural verb. If a compound subject is joined by *or* or *nor*, then the verb should agree in number with the part closest to it.

Original: Neither **Mr. White nor** the two **men** before him **finds** happiness.

Revised: Neither **Mr. White nor** the two **men** before him **find** happiness. (*The plural verb find is correct because the plural noun men is closer to it.*)

PRACTICE Choose the verb form that agrees with each compound subject.

1. Mr. and Mrs. White (has, have) different feelings about the paw.
2. Neither the paw nor the wishes (has, have) any effect on fate.
3. Herbert and his father (like, likes) to play chess.
4. Either fate or several coincidences (lead, leads) to Herbert's death and the company's compensation.

For more help with subject-verb agreement with compound subjects, see page R65 in the *Grammar Handbook*.

READING-WRITING CONNECTION



Broaden your understanding of “The Monkey’s Paw” by responding to this prompt. Then use the **revising tip** to improve your writing.

WRITING PROMPT

Short Constructed Response: Analysis

If someone offered you a monkey’s paw and claimed that it had the power to grant three wishes, would you use it? Write **one paragraph** explaining how you would respond to such an offer. Use details from the story to support your response.

REVISING TIP

Review your paragraph to make sure the verbs agree in number with the subjects. Pay special attention to verbs with compound subjects. If you find any subject-agreement errors, correct them.

COMMON CORE

L1 Demonstrate command of the conventions of standard English grammar and usage when writing.

Language

COMMON CORE L1

◆ GRAMMAR IN CONTEXT

Remind students that the subject is the part of the sentence that tells whom or what the sentence is about. Ask students to identify the subject in this sentence: *My three sons are skiing.*

Answers:

1. *have*
2. *have*
3. *like*
4. *lead*

RESOURCE MANAGER—Copy Master

Maintain Subject-Verb Agreement p. 88

READING-WRITING CONNECTION

Discuss the topic with students. Remind them that wishes can have unintended consequences, such as those that happened to the Whites.

Writing Online



The following tools are available online at thinkcentral.com and on WriteSmart CD-ROM:

- Interactive Graphic Organizers
- Interactive Student Models
- Interactive Revision Lessons

For additional grammar instruction, see GrammarNotes on thinkcentral.com.



Assess and Reteach

Assess

DIAGNOSTIC AND SELECTION TESTS

- Selection Test A pp. 103–104
- Selection Tests B/C pp. 105–106

Interactive Selection Test on thinkcentral.com

Reteach

Level Up Online Tutorials on thinkcentral.com

Reteaching Worksheets on thinkcentral.com

Literature Lesson 38: Mood

Literature Lesson 10: Narrator

Grammar Lesson 4: Verb Agreement with Compound Subjects

FOR STRUGGLING WRITERS

1. Guide students in writing a topic sentence that states their opinion.
2. Have students review the story to note examples that support their opinions.
3. Help students use the examples to write sentences that support the topic sentence.