Are you SUPERSTITIOUS?

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.

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.
Meet the Author

W. W. Jacobs
1863–1943

Bored at the Bank
William Wyman 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 1660s, 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.

Teach

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.

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

GRAPHIC ORGANIZER

Model the Skill: IDENTIFY TYPE OF NARRATOR

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.

VOCABULARY SKILL

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.

PRETEACH VOCABULARY

Use the following copy master to help students predict meanings.

RESOURCES 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.

THE MONKEY’S PAW

373
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 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.”

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

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

“Mate,” replied the son.

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

1. **amiably** (əˈmə-bə-lē) n. in a friendly way.
2. **bog** a swamp.
3. **torrent** (tərˈənt) a swift-flowing stream.
4. **let** rented.
interior of house from 1800s with brightly burning fire?
father and son playing chess?
white-haired old lady knitting by fire?
old man opening door to tall, burly man

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:

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>ADVANCED HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify words that convey a dark mood.</td>
<td>Identify words that convey suspense.</td>
<td>Identify images that convey suspense.</td>
<td>Identify dialogue (character’s words) that convey suspense.</td>
</tr>
</tbody>
</table>

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.
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 condoling6 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

“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.

“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.”

“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 watched contentedly while his host brought out drinks and stood a small copper kettle on the fire.

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“I 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.”

“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.

“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.

“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 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 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 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.”

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

“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 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.”

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,”9 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 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.”

9. talisman (tā′lĭ-smant): an object thought to have magical powers.

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)

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. A1

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 fate that Serena bumped into Julio on the bus, or was it fate?
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.

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.

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."

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

"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.

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

Vocabulary Support

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.

Targeted Passage [lines 120–142]

This passage presents a key event: Mr. White makes a wish on the monkey’s paw. Something bad might happen because the paw’s movement is scary and suggests that the paw does have magical power.

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.

Analyze 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.

For English Language Learners

Vocabulary Support

• 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

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 130–133)
• 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 simian⁴ 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, and with a little shiver he wiped his hand on his coat and went up to bed.

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 prosaic⁶ wholesomeness about the room which it had lacked on the previous night, and the dirty, shriveled little paw was pitched on the sideboard⁷ with a carelessness which betokened no great belief in its virtues.⁸

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12. simian (sɪmˈi-ən): monkey- or ape-like.
13. prosaic (prəˈzē-ək): ordinary.
14. sideboard: a piece of furniture used to store linens and dishes.
15. virtues: powers.

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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.

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**Analyze Visuals**

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

**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.

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**Reading Strategy**

**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.
**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.

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**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”

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**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?

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“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.

“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.

“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 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 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.

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16. frivolous (friv’ə-ləs) inappropriately silly
17. avaricious (ə vər’əs ə səs) greedy.
“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.

"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."

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."

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.

III

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.
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?”

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,” 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.”

“What was 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.”

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.

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.

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 started up in alarm. “Where? Where is it? What’s the matter?”

“Wish!” she cried, in a strong voice.

“Wish!” repeated his wife. He raised his hand. “I wish my son alive again.”

It is 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?”

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,” 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.

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“Wish!” repeated his wife. He raised his hand. “I wish my son alive again.”
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.

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
UNIT 3: SETTING AND MOOD

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.

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.

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?

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

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Practice and Apply

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.

<table>
<thead>
<tr>
<th>Mood:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Descriptions:</td>
</tr>
<tr>
<td>Conversations:</td>
</tr>
<tr>
<td>Imagery:</td>
</tr>
</tbody>
</table>

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? 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?

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.

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.

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.

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
Possible answers:
4. The knocking stops because Mr. White wishes Herbert back to his grave.
5. Students’ answers should be based on how well their predictions matched what actually happened in the story.
6. 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).

6. 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,
**Vocabulary in Context**

**VOCABULARY PRACTICE**

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

**ACADEMIC VOCABULARY IN WRITING**

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***

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

**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.

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.

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