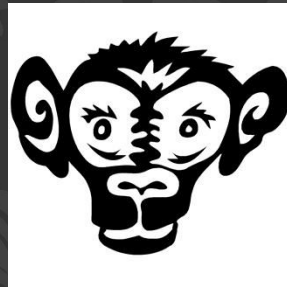


PREPARATION FOR
"The Monkey's Paw"



THINK WRITE PAIR SHARE

Respond to the following statements; do you agree? Do you disagree? What are your beliefs?
Quickly write your response on your sticky notes. ONE STICKY NOTE FOR EACH STATEMENT!

1. The term "destiny" (a synonym would be the term fate) means that something (like an event or something in a person's future) is set to happen. It is predetermined by the universe.
2. The term "free will" refers to a person's ability to think, choose, and act voluntarily. Free will is directly opposite from destiny or fate. With free will, the person making the decisions and taking the actions determines their own future.
3. What do you think about the concept of destiny? Do you think there are any aspects of life that are predetermined? Or do you think people determine their own future by the choices they make? Why or why not?

UNIT AT A GLANCE

*In the short story, “The Monkey’s Paw,” we will be examining the concepts of free will (one’s ability to choose what they wish to do) versus fate (what is pre-determined to happen to one regardless of anyone else’s actions).

*We will explore the concepts of irony and foreshadowing.

*We will continue our study on the development of a central idea in a text.

*STANDARDS ADDRESSED:

*RL.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*RL.8.2.-Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective summary of the text.

*RL.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*RL.8.6- Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

*L.8.4- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

*L.8.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context.

Point of View

Point of view is the position of the narrator of the the story being told.

1. 1st Person POV: The narrator is part of the story, uses the pronouns I, me, we, us
2. 2nd Person POV: The narrator is speaking directly to the reader, uses the pronoun you
3. 3rd Person POV: The narrator is outside of the story looking in; there are three types
 - a. 3rd Person Objective: the narrator tells the story without describing any characters’ thoughts, feelings, or opinions
 - i. Example: “The Lottery” by Shirley Jackson (think of the narrator as the movie camera)
 - b. 3rd Person Limited: the narrator knows the thoughts and feelings on only one character in the story
 - c. 3rd Person Omniscient: the narrator knows the thoughts and feelings of all the major characters in the story

Practice: Which POV?

“Hansel walked ahead of Gretel; *after all, he knew he belonged in the front because Gretel was just a girl.* Gretel dropped breadcrumbs behind her as she went, *knowing that her bumbling brother couldn’t be counted on to find his way home from the outhouse, let alone from the middle of the woods.*

Ahead of them, an old witch waited, *her stomach rumbling at the thought of what a delicious dinner the two plump children would make.*”

Practice: Which POV?

“Hansel walked ahead of Gretel. Gretel dropped breadcrumbs behind her as she went, *knowing that her bumbling brother couldn’t be counted on to find his way home from the outhouse, let alone from the middle of the woods.*”

Practice: Which POV?

“Hansel walked ahead of me. I made sure I dropped breadcrumbs behind me as I went, since my bumbling brother couldn’t be counted on to find his way home from the outhouse, let alone from the middle of the woods.”

Practice: Which POV?

“Hansel walked ahead of Gretel. Gretel dropped breadcrumbs behind her as she went. Ahead of them, an old witch waited.”

Practice: Which POV?

“Hansel, you need to continue walking through the woods, take a left at the fork in the road, and walk about two more miles. Once you reach the lake, walk across the bridge to get to the house in the woods. Make sure your sister is safely behind you.”

FORESHADOWING

Foreshadowing is a technique that authors use to drop **hints** or clues about what will happen later, thereby helping to build **suspense** and prepare readers for the outcome.



FORESHADOWING

Authors can use a variety of ways to foreshadow.

1. Foreshadowing with a Pre-Scene: A pre-scene is simply a smaller version of a larger scene to come. They are not significant by themselves, but they imply that there is something more spectacular waiting to happen right around the corner.
 - Example: We are in the cockpit of an airplane. The plane hits turbulence and the captain struggles to regain control. It doesn't last long, and everything is soon seemingly fine again...

FORESHADOWING

Authors can use a variety of ways to foreshadow.

2. Foreshadowing by Naming an Approaching Event: Simply naming the event and indicating why it is likely to be momentous is one of the simplest ways of foreshadowing there is. So you might begin a chapter in a novel like this...

Example: Fred left the house at eleven o'clock and drove into town. He was meeting his father for lunch at Brown's. Officially, they were just 'catching up', but they both knew Fred needed money again - and not such a small amount this time, either.

Out of all the examples of foreshadowing, this one is hardly the most subtle - but it does the job.

FORESHADOWING

Authors can use a variety of ways to foreshadow.

3. Foreshadowing Using Irrational Concern: In fiction, there is no such thing as irrationality. If a character worries, the reader expects, indeed, demands that these worries are for a reason.

Example: A teenage girl leaves the house for an evening out with her friends. Her mother makes her promise to be back before midnight. The girl kisses her mother and tells her she worries too much. She'll be fine, she says.

...but us readers know she won't be.

In the real world, mothers worry over nothing all the time, however old their children are (it's part of their job description). The obvious outcome here is that the daughter does not make it home safely. But how about using some of that misdirection?

FORESHADOWING

Here is how that story might play out...

Midnight has come and gone and the mother is standing at the window. She hears the back door and runs to meet her daughter. But it is a masked intruder carrying a knife.

The reader would have been expecting bad things to happen to the daughter, but in the end it was the mother who was in trouble.

Foreshadowing, in this case, has enabled you to create both suspense and surprise.

FORESHADOWING

Authors can use a variety of ways to foreshadow.

4. Foreshadowing Through Apprehension: If a character in a novel is apprehensive about something, the readers will also be apprehensive (assuming they care about the character, that is).

Example: As a man gets ready for work, we see that he is tense and sweating. His wife kisses him goodbye and wishes him good luck. The man throws her an uneasy look and picks up his briefcase.

In this case, the author uses foreshadowing to create suspense and mystery; because of the character's apprehension and the unknown upcoming event, the reader also feels that apprehension and wants to know what the upcoming event is.

FORESHADOWING

5. Foreshadowing Using a Narrator's Statement: This method pre-supposes the fact that the author is using a disembodied narrator (no body), rather than showing the events of the novel solely through the viewpoint character's eyes. This method works best with third person limited point of view (the narrator is not a character in the story, knows only the thoughts, feelings, and ideas of one character, and uses pronouns- he, she, it, they, them, his, him, hers).

Example: When Ruth Jones's alarm clock woke her at seven o'clock that morning, she had no idea that today would be the longest day of her life.

FORESHADOWING

6. Foreshadowing by Showing the Reader a “Loaded Gun”:

A loaded gun or any other object that will be important in the future of the story can be shown in the beginning; in literature, we know that something is not shown to the reader if it is not going to come back into play later on.

Example: An old man is sitting at his desk looking at his stamp collection. When he opens the drawer for his magnifying glass, his fingers brush against a revolver. He finds the magnifying glass and closes the drawer...

- It doesn't have to be a gun in the drawer - it could be a bottle of poison or an unidentified object wrapped in brown paper or an unopened letter.
- Or how about making it the *absence* of something - an empty bottle of heart medication, a fuel gauge close to empty.

FORESHADOWING

7. Foreshadowing Through Opinion: When the leading character in a novel states an opinion, readers believe them. The private eye below might have no rational reason for believing there will be more murders. In fiction, opinions and hunches and gut instincts on the part of the hero and rarely wrong.

Example: I told myself there would be no more bodies, but I didn't believe a word of it.

-excerpt from a first person detective novel

FORESHADOWING

8. Foreshadowing Through Prophecy: Authors have the gift of being able to predict the future. At any given point in the story, they know precisely what is coming next (because they invented it!)

The characters in the story do not have this gift, but authors can give them (and the readers) premonitions about what happens next...

Examples:

- When a fortune teller looks into her crystal ball, she closes her eyes and crosses herself.
- When the leading woman reads her horoscope, it promises a troubled week ahead.

FORESHADOWING

9. Foreshadowing Through Symbolic Omens: In novels, symbolism counts. Symbolism is simply using objects for a meaning that differs from its literal definition.

Example: In literature, the seasons of the year are often symbolic for the point of life for the character:

Spring= beginning of life (nature comes back to life from winter)

Summer= young-mid life

Fall=later life

Winter= end of life (hence, plants in nature typically die in the winter)

Here is how Ernest Hemingway famously foreshadows an early death in the opening line of *A Farewell to Arms*...

The leaves fell early that year.

SITUATIONAL IRONY

Situational Irony results when the **outcome** of a situation is **opposite** to what the reader might have expected, often creating a **surprise ending** or unusual **twist** to the plot.



<https://prezi.com/wxp54p0kzvec/the-three-types-of-irony/>

SITUATIONAL IRONY

Examples of Situational Irony:



A sponge washing dishes!



IRONY

Nothing could explain it more than a fire hydrant on fire..

Irony in “The Monkey’s Paw”

- Situational Irony- □ When Herbert says “Well, I don’t see the money and I bet I never shall” (page 110, line 161), his statement becomes situational ironic because he actually does not get to see the money, though his comment at the time is meant only as a statement of disbelief over the supernatural powers in the monkey’s paw.



Irony in “The Monkey’s Paw”

Verbal Irony- on page 111, line 193, Herbert says the money “might drop on his head from the sky,” but Herbert does not mean the money will actually fall from the sky. He’s being sarcastic.



Irony in “The Monkey’s Paw”

- Situational Irony- □□“And how could two hundred pounds hurt you, father?”(page 110, line 191)
- Why is this situationally ironic?
 - We don’t expect the money can hurt his father, but it ultimately does, so this is an example of irony.



Irony in “The Monkey’s Paw”

- Situational Irony- The story itself is an example of situational irony; the White’s wish for money, but it comes at the loss of their only son, which is ironic because it is the opposite of what we expect to happen.



What is **THEME**?

- It can be called a central idea(s) of a literary work.
- This central idea(s) is broad enough to cover the entire scope of the literary work.
- This central idea(s) (sometimes called the big ideas) usually deals with universal human experience.
- Through themes, writers try to give readers insight into a topic as to how the world works or it helps a writer explain how they view human nature.

THEME

Theme can be approached by considering:



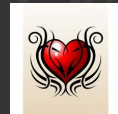
1. What readers think the literary work is about (the topic or topics)
2. What the literary work says about the topic(s). In other words: How the writer explains a topic in relation to life or human nature.

THEME

Some Examples of Themes Found in Literature:

- Coming of age
- Good versus evil
- Individual versus society
- Knowledge versus ignorance
- Technology in society- good or bad?
- Love
- Friendship
- War
- Revenge
- Jealousy
- Isolation
- Loneliness
- Power
- Survival
- Loss of Innocence
- Dreams

THEME



To Determine Themes:

- Examine the literary work closely to determine what the writer might be saying about a topic in relation to life or human nature. What insights about life or human nature are revealed?
- Think about what statement the author is making about people, social awareness, society, government, or life itself.
- For example: If love is a theme, what might the writer be saying about love and human nature through the plot, characters' actions and experience, or perhaps through the problems and solutions in the story? One possibility: Love overcomes all obstacles.

How is THEME developed?



How are themes or central ideas developed?

Once you have analyzed the text for the central idea and have found it, think about how this idea was developed or created. Ask the following questions:

1. What big message is the author trying to tell the reader?
2. How does the author tell the reader the message he/she wants the audience to know?
 - a. How does the author use dialogue to develop the theme?
 - b. How does the author use the actions of the characters to develop the theme?
 - c. How does the author use the narrator to speak about the idea?
 - d. How does the author use the setting to develop the theme?
 - e. How does the author use the conflict of the story to develop the theme?

“The Monkey’s Paw”

Theme Jot- Take a minute to think about what you believe the theme or central idea of this story is. When I say “GO,” write that idea down and share it with your group.

We will come up with a list of possible themes.

Theme from “The Monkey’s Paw”

1. People should not interfere with fate.
 - a. How is this developed?
2. Greed causes sorrow.
 - a. How is this developed?

THEME in “The Monkey’s Paw”

- People should not interfere with fate.
- How is this developed?
 - How do the characters help develop the theme?
 - Dialogue:
 - Line 73, page 107: “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.”
 - How does the setting help develop the theme?
 - *Setting does not impact theme in this story.*
 - How does the plot help develop the theme?
 - *Plot does not really help develop this theme...*

THEME in "The Monkey's Paw"

- Greed causes sorrow.
- How is this developed?
 - How do the characters help develop the theme?
 - Dialogue:
 - Page 109, line 144: 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."
 - Even though Mr. White says he has all he wants, he still gets the paw and wishes for more...
 - How does the setting help develop the theme?
 - *Setting does not impact theme in this story.*

THEME in "The Monkey's Paw"

- Greed causes sorrow.
- How is this developed?
 - How does plot help to develop the theme?
 - Rising actions:
 - Mr. White takes the paw even after the sergeant-major tells him not to.
 - Mr. White wishes for money.
 - Falling actions:
 - Mr. White ultimately has to wish for his son to be dead...

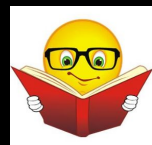
THEME

- Again: Examine the literary work closely to determine what the writer might be saying about the theme in relation to life or human nature.
- If dreams (goals) are a theme, what might the writer be saying about dreams and human nature through the plot, characters' actions and experience, or perhaps through the problems and solutions in the story? One possibility: Human beings give meaning to their lives by creating and pursuing dreams.



THEME

- A piece of literature does not always have to have a theme.
- If a piece of literature has a theme, it likely has multiple themes (major and minor themes).
- Themes are typically not directly stated by the writer. The reader has to carefully examine the story, the plot, the characters, etc. and make inferences.



Blackout Theme Activity

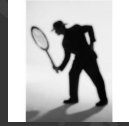
Reflect back on the two themes from the story: 1) People should not interfere with fate.; 2) Greed causes sorrow.

1. Scan the pages from the text to look for words that help to describe or convey these themes.
2. Box in the words that help convey the message of these themes.
3. Blacken out with crayon or marker any unnecessary words to create the message the excerpt from the story is telling us (the theme).
4. Create a drawing using the blackened out sections that represents the story and its theme.

MORAL

- Themes and morals are not the same thing.
- A moral is a message conveyed by the writer or a lesson to be learned. A moral often will tell the reader how to behave. It might give practical advice the reader can apply to their life. It might also convey a message on what behaviors are good or bad.
- Examples: Lying is bad. Slow and steady wins the race. It is not always wise to take people at their word. Look before you leap.

TIPS



Tips for help on determining a theme or a moral:

- Examine the plot, as well as any conflicts and resolutions (problems and solutions) in the story.
- Examine the characters and their actions closely.
- Examine how a character dealt with conflicts in order to resolve a situation.
- Analyze how the characters have grown or changed.
- Analyze how characters influence or relate to other characters.
- Especially for morals: Think about what the characters did right or wrong and what the reader might learn from the character's experience.