**Literature Study Sheet|** Lower Secondary

1st Semester 2023/2024 Stage (6-8)

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| **Name:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Subject: English – Literature** |
| **Unit 3: The Monkey’s Paw** |
| **Date:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Class: Grade 8CS – Section: \_\_\_\_\_\_\_\_\_\_** |

**Objective:**

* ­­­Revision notes for the story, The Monkey’s Paw

**The Monkey’s Paw**

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| **PART I** |  |  |
| Page 115 – paragraph 1  **Analyze foreshadowing** | **Annotate:**  Mark details in the paragraph that reveal the father’s personality.  **Analyze:**  What might the details about the father’s personality hint about future events in the plot? | **Annotate:**  radical changes  sharp and unnecessary perils  **Analyze:**  The father seems like the type of person who might take risks or do dangerous things. This suggests a future full of danger. |
| Page 11 6– paragraph 13  **Analyze foreshadowing** | **Annotate:**  Mark details in the paragraph that tell about Sergeant-Major Morris.  **Analyze:**  How does this information about the Whites’ guest help build suspense? | **Annotate:**  visitor from distant parts  broad shoulders  **Analyze:**  Because the guest is introduced as coming from ‘distant parts’ and having experience with ‘wild scenes,’ ‘wars and plagues,’ and ‘strange peoples,’ readers might expect him to cause/or bring something strange or threatening. |
| Page 117 – paragraph 26  **Analyze**  **Theme** | **Annotate:**  In paragraph 26, underline the lesson that the old fakir wanted to teach people.  **Infer:**  What does this lesson suggest about the story’s theme?  **Remind:**  Theme is a message about life or human nature that a writer wants to share with readers. Most often, the readers must infer the theme from details the writer provides. | **Annotate:**  He wanted to show that fate ruled people’s lives, and that those who interfered with it did so to their sorrow.  **Infer:**  The old fakir’s purpose in putting the spell on the monkey’s paw suggests a theme about the dangers of interfering with fate.  It also suggests that the family might experience sorrow as a result of trying to change fate. |

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| Page 118 – paragraphs  35 – 44  **Analyze**  **Theme** | **Annotate:**  Underline evidence that **suggest** the paw will cause harm.  **Predict:**  How do you think the paw might affect the main characters’ relationships? Cite evidence from the text to support your prediction. | **Annotate:**  36- It has caused enough mischief already.  40- Better let it burn.  42- If you keep it, don’t blame me for what happens. Pitch it on the fire again like a sensible man.  44- but I warned you of the consequences.  **Predict:**  The family members might develop different points of view about the paw’s power, or they might disagree about what to do with the paw. Mr. White’s removal of the paw from the fire and his question about how to use the paw suggest he is eager to make a wish despite Morris’s stern warnings. However, the information about the paw’s danger suggests that events might change the Whites’ views. |

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| Page 118 – paragraph 47 | Before to giving actual advice, the S-M repeatedly hinted that wishes would not bring happiness.  Why would he give several hints before giving actual advice about wishes? **(Infer- Discussion)** | |
| **Notice and Note:**  What words of advice about the paw does S-M Morris share with the Whites in paragraph 47?  **Infer:**  How does S-M Morris’s advice suggest a lesson the Whites might learn? | **Notice and Note:**  “If you must wish, wish for something sensible.”  **Infer:**  The S-M suggests that the White’s might avoid a horrible outcome by wishing for something sensible. This hints that the Whites will learn that they shouldn’t try to change their fate. |
| Page 119 – paragraphs  58 – 61  **Analyze**  **Theme** | **Annotate:**  Mark details that show the main characters’ attitudes towards the paw.  **Compare:**  How have the Whites’ views of the paw changed? How do you think these changing views relate to the story’s theme? | **Annotate:**  he cried, with a glance of disgust  it must have been your fancy  regarding him anxiously  **Compare:**  The paw’s movement scares Mr. White. Herbert still seems confident that the paw is powerless. Mrs. White is nervous about her husband’s reaction but tries to assure him that he imagined the paw’s movement. These changes in the characters suggest that they might soon regret not heeding S-M Morris’s warnings. |

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| **PART II**  Page 121 – paragraph 76  **Analyze**  **Foreshadowing**  (through a character’s behavior) | **Annotate:**  Mark details in paragraph 76 that describe the man outside.  **What indicates the man has bad news for the Whites?**  **How does this foreshadowing affect the mood of the text?**  **Infer:**  What are some possible causes of the man’s behavior? How does this example of foreshadowing propel the story’s action? | … 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. …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.  **Infer:**  The man seems to be putting off the moment when he will enter the house. His reluctance suggests that he has bad news. The man’s actions create suspense and suggest that something bad may have happened to Herbert. |
| Page 121 – paragraph 85 | **AHA MOMENT**  **Notice and Note:**  What “sinister meaning of the assurance” does Mrs. White realize?  **Draw Conclusions:**  What might this realization cause the Whites to believe? | **Notice and Note:**  Mrs. White realizes that the man’s assurance that Herbert “is not in any pain” means that her son’s suffering ended with his death.  **Draw Conclusions:**  The realization will lead them to understand that Herbert’s death resulted from Mr. White’s wish. They will become grief-stricken about the loss of their son and afraid of the paw’s power. |
| **PART III**  Page 123 – paragraphs  96 – 100  **Analyze**  **Foreshadowing** | **Annotate:**  Mark details that describe the Whites’ feelings following their son’s burial.  **Evaluate:**  Why do you think the author includes this description? **Cite evidence** to support your ideas. | **Annotate:**  **Evaluate:**  The description slows the pace of the story, suggesting a calm lull before an increase in tension. The details **“expectation as though of something else to happen”** and **“waking suddenly in the night”** foreshadow a further complication in the plot. |
| Page 124 – paragraphs  101 – 111 | **AHA MOMENT**  **Notice and Note:**  What sudden realization causes Mrs. White to become excited in paragraphs 101 – 111?  **Predict:**  What do you think will happen if Mr. White carries out the wife’s orders? | \*\*AHA moments give readers a core piece of a story and readers can use new information to predict the next part of the story. After reading 101-111, share predictions. Continue reading and adjust predictions.. read 114 – 116 and make new, adjusted predictions. |

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| Page 124 – paragraph 116 | **Explain what Mr. White calls a coincidence.** | wishing for money and getting the exact same amount upon the death of their son |
| **How would Mr. White react to his wife’s request if he really believed the first wish and his son’s death were unrelated?** | He might be willing to make another wish. |
| Page 126 – paragraphs  134 – 138 | **Annotate:**  Circle Mr. White’s dialogue and underline Mrs. White’s.  Infer:  What lesson, if any, might each character have learned? | Mr. White has learned not to try to change fate by making wishes. He is afraid that something terrible will result from his wish. Mrs. White has not learned a lesson. She is still convinced that wishing on the paw has brought her son back to life. |

**CHECK YOUR UNDERSTANDING – PAGE 127**

1. C

2. G

3. C

**ANALYZE THE TEXT**

**PAGE 128**

1. **Analyze**: Review paragraphs 1 – 6. What details about the setting seem to foreshadow later events?

**The imagery used to describe the setting suggests potential danger or impending doom. Examples may include “the night was cold and wet” (paragraph 1); “Hark at the wind” (paragraph 2); “of all the beastly, slushy, out-of-the-way places to live in, this is the worst. Pathway’s a bog, and the road is a torrent.” (paragraph 6)**

1. **Draw Conclusions**: Reread paragraphs 45-49. Identify the allusion, or reference to a well-known work, that Mrs. White makes. What does the allusion suggest about Mrs. White’s view of the paw?

**She refers to Arabian Nights, a collection of fantastical tales, which suggests that she doesn’t take the paw seriously or believe its powers are real**.

1. **Compare**: What do the actions of Mr. and Mrs. White at the end of the story reveal about their different expectations for wishes made on the monkey’s paw? Identify what hopes or fears these expectations reveal.

**Mr. White’s fear of the evil from the monkey’s paw deters him from taking a risk. Mrs. White’s overpowering love for her son still allows her to hope for a good outcome.**

1. **Analyze**: What theme is suggested by “The Monkey’s Paw”? Provide examples that show how the author develops the theme though the characters and plot.

**The main message or theme is to be careful what you wish for**. Examples of how the theme is developed throughout the story may include that the first man who had the monkey’s paw had three wishes granted, but “the third wish was for death”; Morris’s desperation to be rid of the paw; and the death of the White’s son.

1. **Notice and Note**: Review paragraphs 92 – 95. What do the Whites realize about the two hundred pounds they will receive “as compensation”?

**When the Whites hear that the amount being offered in 200 pounds, Mrs. White screams and Mr. White faints. They realize that the money is undoubtedly the fulfillment of their wish, meaning they are responsible for their son’s death.**

**CRITICAL VOCABULARY**

**PAGE 130**

**Practice and Apply**

**Explain what is alike and different about the meanings of the words in each pair.**

1. **peril/risk**

**Peril and risk both refer to a danger, but a peril is something more serious.**

1. **grimace/frown**

**Both a grimace and a frown are facial expressions. A grimace may show pain or disgust. A frown shows disapproval or displeasure.**

1. **compensation/wages**

**Compensation and wages are both types of payment. However, compensation is often money given for some type of loss or suffering.**

1. **fate/outcome**

**Both fate and outcome refer to a future event, but fate suggests an event is determined by an outside power.**

1. **credulity/trust**

**Both credulity and trust have to do with a willingness to believe something, but credulity refers to believing something too readily or easily.**

1. **resignation/acceptance**

**Resignation and acceptance both refer to deciding to put up with a situation. Resignation suggests that the situation is undesirable and inescapable.**

1. **condole/courage**

**Both condole and courage suggest supporting another person, but condole suggests a particular type of support through the expression of sympathy.**

1. **prosaic/dull**

**Prosaic and dull both mean “ordinary” or “common,” but dull has a more negative connotation.**