

The Monkey's Paw: Be Careful What You Wish For

Foreshadowing

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Grade Level	7th – 8th Grade	**Time Frame**	2- class period(s)
Subject	English/Language Arts	**Duration**	120 minutes
Course	British Literature, Composition, Creative Writing		

Essential Question

What is foreshadowing? How do authors use foreshadowing in their writing?

Summary

This lesson, based on W.W. Jacob's short story "The Monkey's Paw," is designed to help students understand foreshadowing. Students identify passages in the text that foreshadow the end of the story and predict how they think the story will end. After reading the full story, students compare their predictions to the author's ending and write alternative endings to the story. This lesson includes optional modifications for distance learning. This lesson is currently aligned to 8th grade standards, but it is appropriate for 7th grade as well with adjusted standards.

Snapshot

Engage

Students watch a clip from the movie “Aladdin” then participate in a Commit and Toss activity in which they describe one wish they have.

Explore

Students read the first half of “The Monkey’s Paw” and predict how the story will end using a Frayer Model.

Explain

Students identify instances of foreshadowing in the text, read the ending of the story, and compare their predictions with the author’s ending.

Extend

Students participate in a class discussion about the ending of “The Monkey’s Paw” and complete their Frayer Models.

Evaluate

Students re-write the ending of “The Monkey’s Paw” using one of three guiding prompts.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

TST401: Analyze how one or more sentences in somewhat challenging passages relate to the whole passage
ARG401: Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim

Oklahoma Academic Standards: English Language Arts (Grade 8)

8.1.L.1: Actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.
8.1.S.2: Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.
8.8.R: Read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

Attachments

- Frayer Model—Be Careful What You Wish For.docx
- Frayer Model—Be Careful What You Wish For.pdf
- Lesson Slides—Be Careful What You Wish For.pptx
- The Monkey's Paw by W.W. Jacobs—Be Careful What You Wish For - Spanish.docx
- The Monkey's Paw by W.W. Jacobs—Be Careful What You Wish For - Spanish.pdf
- The Monkey's Paw by W.W. Jacobs—Be Careful What You Wish For.docx
- The Monkey's Paw by W.W. Jacobs—Be Careful What You Wish For.pdf

Materials

- Lesson Slides (attached)
- "The Monkey's Paw" by W.W. Jacobs (one per student, attached)
- Frayer Model (one per student, attached)
- 6+1 Trait Writing Rubric (optional, linked)
- Sticky notes or half-sheets of scrap paper
- Pens or pencils

15 minutes

Engage

Begin by displaying the lesson title on **slide 2**. Ask students what they think the title means.

Sample Student Responses

Student answers may respond that they don't understand the title yet, or they may mention that some wishes could be bad for you or wishes might not come true. Solicit as many answers as possible.

Inform students that they will learn more about wishes in this lesson. Explain that they will read the work of an author, W.W. Jacobs, who uses sentences and phrases to help readers predict how the story might end. Explain to students that the use of language to hint at what might come next is known as "foreshadowing."

Transition to **slide 3** and **slide 4** and share the lesson objectives and essential questions.

Change to **slide 5** and play a video clip from the animated movie "Aladdin," and explain that the movie is about Aladdin's desire for a wish to come true.

Embedded video

https://youtube.com/watch?v=OczOUJw1Z7k?si=dJzNMbD2pceAPwSu

Display **slide 6** and introduce the Commit and Toss activity. Instruct students to find a small piece of paper or sticky note and read the following prompt on the slide:

- What is something you want to wish for? It could be something you want for yourself, someone else, or the world.

Instruct students to write their answer to the prompt on their paper, but tell them not to write their name anywhere on the paper. Once they have all written their responses, tell them to crumple up the paper and toss it towards the front of the room or into a large box, or other container.

After students have thrown their notes, have them choose a piece of paper from the floor or container. Tell them to make sure they don't choose their own paper. Once all students have a note, have them stand and randomly call on one third of the class to read what is on their new paper. After those students have read their notes, have them crumple up and throw the notes again then choose a new paper. Call on another third of the class to read their notes.

Depending on the variety of answers, you may want to complete one more round of Commit and Toss.

Optional Modification For Distance Learning

To modify this lesson for online or distance learning, consider instructing students to share their wishes in an application like Padlet. Students can use Padlet to share their answers and anonymously respond to their peers. You can download all attachments to use this lesson in Google Classroom.

25 minutes

Explore

Explain to students that the story they will read is about wishes and pass out pages one through six of **"The Monkey's Paw" by W.W. Jacobs**. Read aloud the first part of the story as students follow along in the text. Stop reading at the bold words "STOP HERE" on page six.

Teacher's Note: Reading Options

The story is written in the language of 1902 and contains many idioms, which may make it challenging for students to read. To assist students in understanding the text, consider reading it aloud or have strong readers take turns reading the text. An optional audiobook is also provided on **slide 7** of the Lesson Slides.

Teacher's Note: Unfamiliar Phrases

Some phrases and terms in the story may be difficult for students to understand. As students listen to the story, consider having them underline or circle words and phrases that are unfamiliar to them. When you reach the stopping point on page six, ask students to share out words or phrases they did not understand. Consider creating a list of these words and phrases on the board and asking students to take notes as each term or phrase is explained.

When you reach the stopping point, ask students to participate in a vote. Ask students, "How many think the story will end happily?" and have them raise their hands if they agree. Then, ask students, "How many think the story will end badly for the family?" and have them raise their hands if they agree.

Distribute the **Frayer Model** handout to students. Tell students that they may have heard hints about what could happen in the story while they listened. Display **slide 8** and read aloud the definition of foreshadowing then display **slide 9**. Explain to students that they will use their Frayer Model handout to make an educated guess at what will happen next in the story. Instruct them to record their prediction in the quadrant labeled "My Prediction." If students have trouble thinking of a prediction, help them think up an idea using the sentence stem, "I think the story will end badly (or happily) because..."

25 minutes

Explain

Organize students into pairs. Consider pairing students who are strong readers with those who are struggling readers.

Display **slide 10** and pass out highlighters. Instruct student pairs to look for phrases or sentences in the beginning of the story that foreshadow what might happen next. Tell students to record these phrases or sentences on their Frayer Model handout in the quadrant labeled “Examples of Foreshadowing in the Text.” Encourage pairs to record four to five sentences or passages that illustrate foreshadowing.

Explain to students that after they find foreshadowing examples, they will work together to write their own ending of the story in the quadrant labeled “Our Ending.” Tell them that they should use their foreshadowing examples as guides.

Allow students time to work. Once it appears that most groups are finished, invite volunteers to share their ending with the whole class.

25 minutes

Extend

Optional Modification For Distance Learning

To make this activity accessible for online or distance learning, consider creating multiple copies of the short story using Google Docs. Divide students into pairs and assign one copy of the story to each pair of students so they may collaborate virtually. Students can add notes to the document and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly.

Distribute the second half of “The Monkey’s Paw” to students. Read aloud the second half of the story or play the audiobook for students beginning at the timestamp 15:34. Tell students to follow along in the reading.

At the end of the story, display **slide 11** and ask students to consider the following prompts present on the slide:

- Who was knocking on the door?
- What was the mother’s reaction?
- What was the father’s reaction?
- Did you expect the ending? Why or why not?

Lead a class discussion on the above questions. After all questions have been discussed, ask students to return to their Frayer Model and complete the remaining section labeled “Author’s Ending.” Explain that they will work together to with their partner to summarize the author’s ending in their own words.

30 minutes

Evaluate

Teacher's Note: Writing Rubric

For this activity, consider introducing a writing rubric like the 6+1 Trait Writing Rubric. The 6+1 Trait Writing Rubric outlines individual traits and different levels of mastery for each one. Consider focusing on only one or two traits if students are emerging or novice writers.

You may also choose to use a different rubric or create your own. Once students have completed their compositions, consider having them act as peer editors and evaluate each other's work. Distribute a copy of the rubric to each student so they have a basis for their evaluation.

Display **slide 12** and read aloud the prompts on the slide. Ask students to choose one and write a composition related to the story.

1. Write an ending where the White family's life ends happily in spite of the wishes.
2. There is one more wish left on the monkey's paw. The paw has now been given to you. Do you still want a wish? Why or why not?
3. Write an ending where Mrs. White manages to open the door. What happens next?

Consider collecting student work to use as an assessment for the lesson.

Resources

- Chilling Tales for Dark Nights. (2014). *"The Monkey's Paw" W.W. Jacobs audiobook full cast radio drama—chilling tales for dark nights* [Video]. YouTube. https://www.youtube.com/watch?v=NmYDQcaB2c8
- Jacobs, W.W. (1902). *The monkey's paw*. Gutenberg Press. https://www.gutenberg.org/ebooks/12122
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- Nast, J. (2014). *6+1 trait writing rubric*. Education Northwest. http://educationnorthwest.org/sites/default/files/new-rubrics-3-12.pdf