

Standards Focus

Objectives

Students will

- recognize literary patterns
- know word meanings
- write a comparison-contrast essay

Motivate

What Do You Think?/QuickWrite

Have students list three wishes for themselves or for others in their **Reader/Writer Notebooks**. Then ask students to list possible negative consequences of the wishes.

Academic Vocabulary

Look for opportunities to use the Academic Vocabulary words in this collection.

- **structure, n.:** arrangement of parts
- **reveal, v.:** make known
- **outcome, n.:** result; ending
- **effective, adj.:** successful

Analyzing Visuals

Belgian artist **René Magritte** (1898–1967) is known as one of the major surrealist painters. Surrealism explores dreams and the unconscious mind in paintings, literature, and movies.

Activity Ask students to identify possible surrealistic elements in the painting. **Possible responses:** *skewed perspective; elongated horse and rider, dream-like image*

COMPARING TEXTS

Comparing and Contrasting Stories

CONTENTS

SHORT STORY

The Monkey's Paw

by W. W. Jacobs
page 89

FOLK TALE

Aunty Misery

by Judith Ortiz Cofer
page 103



Le Blanc-Seing, the Blank Signature (1965) by René Magritte. Oil on canvas (81.3 x 65.1 cm). National Gallery of Art, Washington, DC, U.S.A. Photo Credit: © 2007 C. Herscovici, Brussels / Artists Rights Society (ARS), New York.

What Do
You
Think

Is what we want
the same as what
is good for us?

QuickWrite

If you were given the chance to have any wish fulfilled, would you wish for something for yourself or for another person or group? Jot down your thoughts.

SKILLS FOCUS pp. 88–107

Literary Skills

- Understand subplots and parallel episodes.
- Understand and analyze literary patterns.
- Analyze subplots and parallel episodes.
- Analyze foreshadowing.

Reading Skills

- Compare and contrast stories.

Vocabulary Skills

- Demonstrate knowledge of literal meanings of words and their usage.

Writing Skills

- Write comparison-contrast essay.
- Establish and develop setting.

Comparing Texts Resources

Collection 1 Resources, on-level practice and assessment, p. 25



Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

Preparing to Read

The Monkey's Paw / Aunty Misery

Literary Focus

Literary Patterns Stories, whether in books or in movies, often contain patterns. One familiar pattern involves the number three. (Think of Charles Dickens's *A Christmas Carol*, in which Scrooge is visited by three ghosts.) Such patterns are repeated in tales from various cultures and periods of history. Some patterns are formed within a single story, as certain plot events are repeated. We call these repetitive **structures** within a story **parallel episodes**.

Reading Focus

Comparing and Contrasting When you compare and contrast stories, you look for ways that they are similar to and different from each other. Doing so helps you appreciate how storytellers from different cultures and times capture common human experiences.

Into Action As you read the following stories, create a chart like the one below to help you keep track of patterns you find both within and across the stories.

	"The Monkey's Paw"	"Aunty Misery"
Parallel episodes within a story		
Literary patterns across stories	mysterious guest arrives	

Writing Focus

Think as a Reader/Writer

Find It in Your Reading Notice how the two author's sentences differ—one uses short and simple sentences; the other, long and complex sentences. How do these different styles create distinct moods? Write examples in your *Reader/Writer Notebook*.



Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

The Monkey's Paw

amiably (AY mee uh blee) *adv.*: good-naturedly.
Before the visitor arrives, father and son are amiably playing a competitive game of chess.

presumptuous (prih ZUHMP choo uhs) *adj.*: overly bold or confident; expecting too much. *Is it presumptuous to think one can overcome fate?*

credulity (kruh DOO luh tee) *n.*: quality of believing too readily. *The father is ashamed of his own credulity as he tries out the monkey's paw.*

Aunty Misery

hospitality (hahs puh TAL uh tee) *n.*: friendly or generous treatment of guests. *In return for her hospitality, Aunty Misery is granted a wish.*

gnarled (nahrl'd) *adj.*: covered with knots; twisted. *The ancient tree was twisted and gnarled.*

Language Coach

Related Words The Latin word *credere* means "trust" or "believe in." Which word on the list above is related to that Latin word? Challenge yourself to list two other words that are derived from *credere*.



Learn It Online

Take an in-depth look at vocabulary at:

go.hrw.com L8-89 Go

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students select the Vocabulary word that is a synonym for the underlined word or words.

1. She spoke good-naturedly to the irate customer. [*amiably*]
2. She had always expected too much from other people. [*presumptuous*]
3. How can you show kindness to a guest? [*hospitality*]
4. The twisted bark protects the tree. [*gnarled*]
5. The story about monsters strained the officer's belief. [*credulity*]

Language Coach

Use **Language Coach** to help English-language learners acquire word knowledge.

Answers: *credulity; incredulous, credible*

Literary Focus

As you read and discuss the selection with students, have them note the parallel episodes contained within the story.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. (See **Collection 1 Resources**.) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record descriptive details in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.



Learn It Online

Word Watch provides audio pronunciations of each word, plus synonyms, antonyms, the word used in a brief sentence, and a brief history of the word's origins. Preview at go.hrw.com.

go.hrw.com L8-89 Go

Supporting Instruction in Six Languages
 Analyzing Visuals Transparencies, p. 7
 ThinkCentral Online Assessment, Selection Test
 ThinkCentral Online Remediation

Selection Introduction

More About the Writers

- **W.W. Jacobs** said of his writing: “I get the idea of setting first . . . If you begin by inventing a plot, you have got to . . . see something mentally before you can possibly make a start. You can’t begin from nowhere.”
- **Judith Ortiz Cofer** credits her grandmother with teaching her the power of words. She has said, “I make people laugh when I say that my unschooled grandmother and Virginia Woolf were two of my literary ancestors. As different as they were they shared one thing: They knew that one word was empowering in a way that nothing else was.”

Think About the Writers

Have students offer their own interpretations of “words can have great power.” For example, a story handed down between generations can offer instruction or reinforce beliefs. Have students think about how the job of each writer’s father led to the writer’s interest in words and stories.

For Independent Reading

If students enjoy reading about magic and fairy tales, encourage them to read *Goose Chase* by Patrice Kindl.

MEET THE WRITERS



W. W. Jacobs

(1863–1943)

Watching the Ships Go By

The oldest child in a large family, William Wymark Jacobs grew up in London, near the River Thames, where his father worked on the docks. As a teenager, Jacobs spent many hours on the docks, watching ships come and go and listening to the stories of the sailors. These experiences are reflected in his short stories and novels, many of which include seafaring characters. While Jacobs is best known today for his horror stories, he was actually one of the most popular humorists of his time. “The Monkey’s Paw” is his most famous story.

(top) William Wymark Jacobs (1910) by Carton Moore-Park. Oil on canvas.



Judith Ortiz Cofer

(1952–)

Bridge Between Two Cultures

Judith Ortiz Cofer was born in Puerto Rico but moved with her family to Paterson, New Jersey, when she was two years old. Her father had joined the U.S. Navy and was stationed at the Brooklyn Naval Yard. Whenever her father was sent to sea, Cofer returned to Puerto Rico with the rest of the family. As a result, Cofer found herself divided between two worlds. Fortunately she was able to find refuge in books.

“I absorbed literature . . . as a creature who breathed ink. Each writer . . . taught me that language could be tamed. I realized that I could make it perform. I had to believe the work was important to my being: to use my art as a bridge between my cultures.”

Think About the Writers

How did their fathers’ jobs affect both Jacobs and Cofer?

Preview the Selections

In “The Monkey’s Paw” an English family, **the Whites**, receive a visit from an old friend, **Sergeant Major Morris**, who has returned after years in India. The visitor brings with him an odd souvenir.

In “Aunty Misery” you’ll meet an old woman, **Aunty Misery**, who uses the one wish she is granted in a surprising way.