

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood during the Whites’ visit with Sergeant Major Morris in Scene 1 of *The Monkey's Paw* by playwright Jennifer Dignan.

Here is a word that could be used to describe the mood of the scene:

**ominous**

Now let’s look at what creates this mood.

Psst!

*Ominous*

means “feeling like something bad or evil will happen; threatening.”

## The Setting

The very beginning of Scene contains some information about the setting. The questions below ask you about this information and how the setting helps create an ominous mood.

**1. The description says that the scene takes place in the evening. Choose the statement that explains how a night-time setting helps create an ominous mood.**

- ☐ Night is often thought of as the part of the day when scary or bad things can happen. People feel less safe in the dark than in the light. So a nighttime setting helps create an ominous mood.
- ☐ Nighttime is when people eat dinner and relax by a fire before going to sleep. So a nighttime setting helps create an ominous mood.

**2. The Stage Directors describe that as the play starts, sounds of a storm rise up in the dark theater. Explain how setting the scene during a storm helps create an ominous mood.**

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## The Dialogue

The dialogue, or conversation between characters, also helps create an ominous mood.

3. We've listed one thing that Sergeant Major Morris says about the monkey's paw that helps create an ominous mood. On the lines, list two more.

MORRIS: "No . . . no, it's best we leave that alone."

MORRIS: \_\_\_\_\_

MORRIS: \_\_\_\_\_

4. Explain how Morris's remarks about the paw help create an ominous mood.

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## Morris's Tone and Body Language

It's not just *what* Sergeant Major Morris says that helps create an ominous mood. *How* he speaks and his body language also add to the feeling that something bad might happen.

5. We've listed two details about how Morris speaks or moves that help create an ominous mood. On the lines, list four more.

He speaks gravely. \_\_\_\_\_

He stares into the fire for a long moment. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Explain how Morris's tone and behavior help create an ominous mood.

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# Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

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Here is a word that could be used to describe the mood of the scene:

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Now let's look at what creates this mood.

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## The Setting

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**1. The description says that the scene takes place in the evening. Choose the statement that explains how a night-time setting helps create an ominous mood.**

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- ☐ Nighttime is when people eat dinner and relax by a fire before going to sleep. So a nighttime setting helps create an ominous mood.

**2. The Stage Directors describe that as the play starts, sounds of a storm rise up in the dark theater. Complete the sentence below to explain how setting the scene during a storm helps create an ominous mood.**

Storms can make people feel worried or threatened because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

## The Dialogue

The dialogue, or conversation between characters, also helps create an ominous mood.

3. We've listed one thing that Sergeant Major Morris says about the monkey's paw that helps create an ominous mood. On the lines, list two more.

MORRIS: "No . . . no, it's best we leave that alone."

MORRIS: \_\_\_\_\_

MORRIS: \_\_\_\_\_

4. Check the sentence that explains how Morris's remarks about the paw help create an ominous mood.

- ☐ Morris's comments show that the paw is magic.
- ☐ Morris's comments reveal that he thinks the monkey's paw is boring.
- ☐ Morris's comments suggest that the paw is dangerous and that something bad may happen to the Whites if they keep it.

## Morris's Tone and Body Language

It's not just *what* Sergeant Major Morris says that helps create an ominous mood. *How* he speaks and his body language also add to the feeling that something bad might happen.

5. We've listed three details about how Morris speaks or moves that help create an ominous mood. On the lines, list three more.

He speaks gravely. \_\_\_\_\_

He stares into the fire for a long moment. \_\_\_\_\_

He fumbles in his pocket for the paw. \_\_\_\_\_

6. Complete the sentences below to explain how Morris's behavior helps create an ominous mood.

Morris's tone and behavior show that while he is talking to the Whites, he is feeling \_\_\_\_\_

\_\_\_\_\_. This helps create an ominous mood

because \_\_\_\_\_

\_\_\_\_\_.

# Identifying Mood

*Mood* is the feeling the reader gets from a work of literature. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be *calm*, *creepy*, *romantic*, *gloomy*, or *tense*. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Mood Words

Mood is the feeling the reader gets from a work of literature. There are *many* different words you can use to describe the mood of a piece of writing. Here are some to get you started. They are organized into groups of words with similar meanings. We've left space in each box so you can add your own words.

## angry

aggravated, enraged, hostile, irate,  
violent

## happy

content, joyful, delighted, ecstatic, elated

## boring

dreary, dull, uneventful, tiring

## loving

warm, delicate, romantic, touching,  
sympathetic

## calm

quiet, serene, tranquil, mellow, harmonious

## sad

depressed, melancholy, mournful, tragic,  
gloomy

## exciting

exhilarating, lively, rousing, thrilling,  
energetic

## scary

creepy, nightmarish, spooky, haunting,  
threatening

## fun

amusing, bouncy, cheerful, playful

## worried

anxious, nervous, restless, suspenseful, tense,  
uneasy

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# Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

**Directions:** Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. In Scene 2, after Sergeant Morris leaves, Herbert says, "Father, your friend is quite the storyteller. If his story about the monkey's paw is not more truthful than the rest of what he's told us tonight, I'm afraid the paw will be of little use."</p>	<p><i>From Herbert's comment, what can you infer about Morris?</i></p> <p>You can infer that Morris may have a tendency to exaggerate when telling stories. Herbert doesn't think that much of what Morris has told them is true.</p>
<p>2. When Mr. White asks Morris to tell him and his family about the monkey's paw in Scene 1, Morris hesitates:</p> <p><b>Mr. White:</b> What was it you started telling me the other day, Morris? Something about a monkey's paw?</p> <p><b>Morris:</b> (<i>quickly</i>): Nothing. At least, nothing worth hearing.</p> <p><b>Mrs. White:</b> What's all this? A monkey's paw?</p> <p><b>SD1:</b> Morris stares into the fire for a long moment.</p> <p><b>Morris:</b> No . . . no, it's best we leave that alone.</p> <p><b>Herbert:</b> But now we're intrigued, Sergeant Major.</p>	<p><i>What can you infer about how Morris is feeling in this moment?</i></p>
<p>3. Find two moments in the play that support the inference on the right.</p>	<p>The Whites don't believe that the monkey's paw is magical.</p>

Clues	Inference
4. In Scene 3, Mrs. White lets two messengers into her home. The messengers "seem uncomfortable, shifting from side to side and fidgeting."	<i>What can you infer about the messengers' news from their behavior in this moment?</i>
5. <i>Find two moments in Scene 4 that support the inference on the right.</i>	Mr. White is scared of the person or thing knocking on the door.



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# Theme: **Making Wishes Come True**

**Directions:** Read *The Monkey's Paw* and "What Do You Wish For?" Then complete the activity below.

**1.** In *The Monkey's Paw*, does making wishes on the monkey's paw usually turn out well?

☐ yes ☐ no

**2.** Give two details from the play that support your answer to question 1. You can paraphrase or provide direct quotations. Explain how each detail supports your answer.

**Detail 1:**

**How this detail supports my answer to question 1:**

**Detail 2:**

**How this detail supports my answer to question 1:**

**3.** Based on what you just wrote, would you recommend to a friend that he or she use the monkey's paw to make a wish?

☐ yes ☐ no

- 4.** Choose three of the tips listed in “What Do You Wish For?” that you would pass on to a friend who is looking for advice on how to achieve a goal. Below, explain each of the three tips in your own words.

**Tip 1:**

**Tip 2:**

**Tip 3:**

Use what you wrote in this activity to help you answer the question on page 25 of *Scope*:

Imagine that a friend has just found the monkey's paw and is seeking your advice about whether to use it. What would you say? Is there a better way for your friend to achieve his or her goals? Answer both questions in the form of a letter, a play scene, or a 1- to 2-minute video.

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# Close-Reading Questions

## *The Monkey's Paw*

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1. In Scene 1, how does the author create contrasting atmospheres inside and outside the Whites' home? (author's craft, mood)
  
  
  
  
  
  
  
  
  
  
2. In Scenes 1 and 2, do the Whites believe that the monkey's paw really has the power to grant wishes? How can you tell? (character, inference)
  
  
  
  
  
  
  
  
  
  
3. Scene 3 ends with Messenger 1 saying, "Two hundred pounds." Why do you think the author chose to end the scene with this line? (author's craft, text structure)
  
  
  
  
  
  
  
  
  
  
4. In Scene 1, Morris says a holy man put a spell on the monkey's paw "to show that fate rules our lives, and that those who interfere with fate do so to their sorrow." How is this idea supported by what happens later? (theme)
  
  
  
  
  
  
  
  
  
  
5. There is a saying "Be careful what you wish for; you may just get it." What do you think this saying means, and how does it apply to the play? (theme)

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# Critical-Thinking Questions

## *The Monkey's Paw* and "What Do You Wish For?"

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1. In the play, is Mr. White right to make his final wish? Why or why not?
2. Would the authors of the informational text agree with the play's theme, "be careful what you wish for"? Explain.
3. What benefits might you get from working to make a wish come true rather than having it come true through magic?



# ***The Monkey's Paw***

## **Do we have control over our destiny?**

Respond to each statement by checking "agree" or "disagree." Be prepared to justify your responses.

	Agree	Disagree
1. What happens in life is a combination of luck and choice.		
2. People should be content with the lives they have.		
3. Desire and greed are the same thing.		
4. People should not interfere with fate.		
5. You should be careful what you wish for.		
6. It's OK to ignore certain warnings.		
7. Sometimes people make bad decisions even though they have good intentions.		
8. Wishes don't come true because of magic.		
9. People get what they deserve.		
10. Nothing worth doing is easy.		

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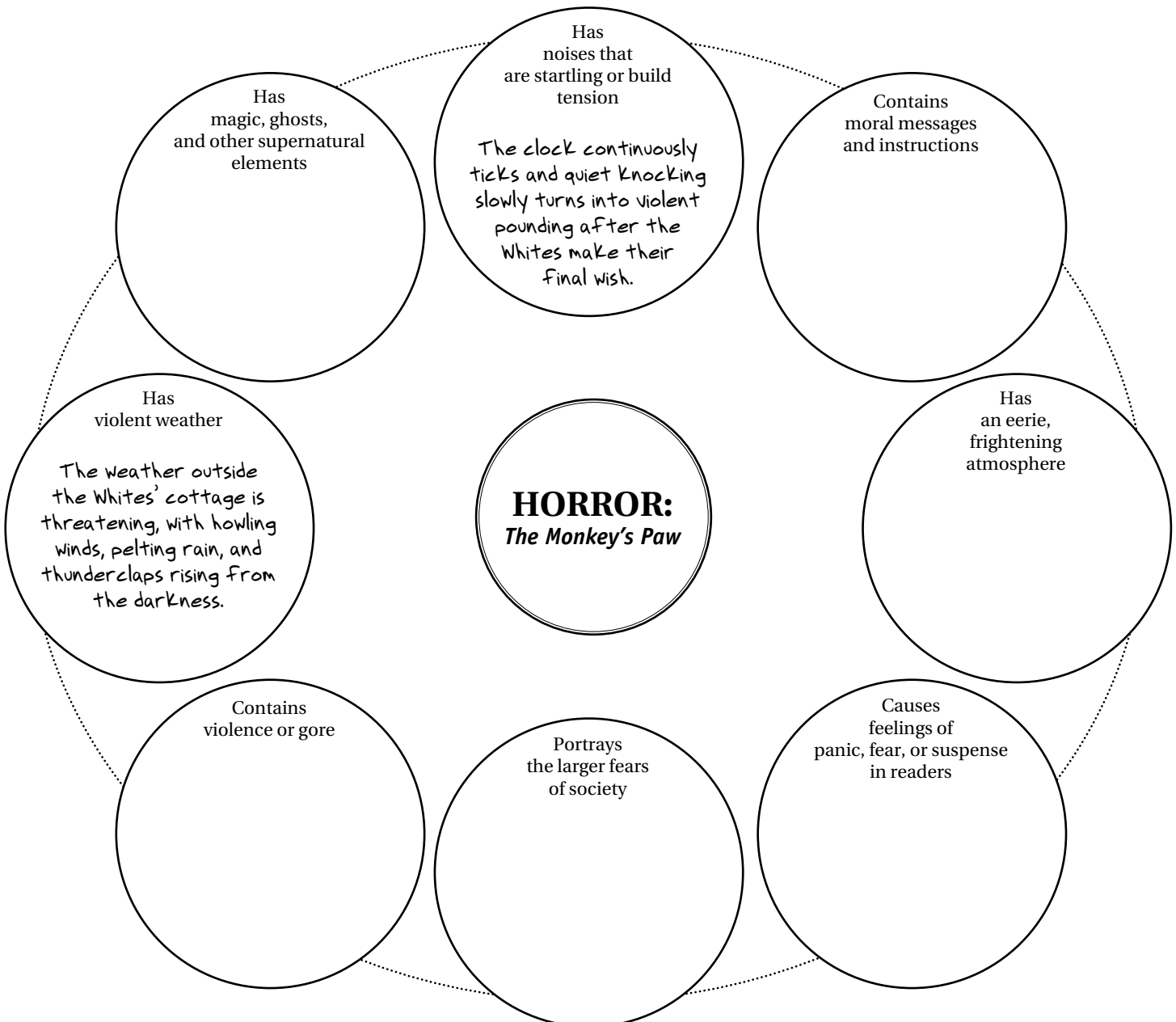
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

# Genre: *The Monkey's Paw*

*The Monkey's Paw* belongs to two genres: drama and horror. In this activity, you will focus on what makes it horror.

**Directions:** The graphic organizer below gives some common characteristics of horror. *The Monkey's Paw* does not have all of these characteristics, but it has many of them. We've explained how the play shows two of these characteristics.

**Choose FOUR more characteristics and briefly explain how the play shows those characteristics.**



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**Directions:** Answer the questions below.

**1. What other stories, plays, or movies have you read or seen that belong to the horror genre?**

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**2. Stories in the horror genre often imply that certain types of behavior are dangerous and should be avoided.**

**A. What kind of behavior does *The Monkey's Paw* warn against?**

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**B. Do you agree with what the play suggests about how we should behave? Explain.**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# *The Monkey's Paw* Character Thinking Tool

Choose one of the following characters and circle his or her name:

Mr. White | Mrs. White

**Major characters** play an important role in what happens and usually face an obstacle.

**Minor characters** do not play an important role in what happens and usually do not face an obstacle.

**1.** Is the character you circled a major character or a minor character? Explain your reasoning.

**2.** Choose one decision that the character you circled made. Would you make the same decision if you were in the character's place?

**3.** Do you think the character that you circled is basically a good person? Explain.

**4.** Do you think the character you circled has a right to be mad at Sergeant Major Morris?



On this page, you will complete an in-role writing task. That is, you will imagine you are a character from the play and then write from that character's perspective.

You will write in the role of:

**Sergeant Major Morris**

- 5.** You are Sergeant Major Morris. You just came home from the Whites' house. Write a diary entry in which you reflect on your evening with the Whites and your decision to give the monkey's paw to Mr. White.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Monkey's Paw Quiz***

**Directions:** Read *The Monkey's Paw* and “What Do You Wish For?” Then answer the questions below.

1. In Scene 1, Mrs. White says, “I couldn’t bear the thought of Herbert packing off to distant lands.” This line helps readers understand that
  - Ⓐ Mrs. White does not enjoy traveling.
  - Ⓑ Mrs. White is very attached to her son.
  - Ⓒ Herbert wants to join the military.
  - Ⓓ Mrs. White does not want to hear about Morris’s travels.
2. In Scene 3, SD3 says the messengers are “shifting from side to side and fidgeting.” Why are they acting this way?
  - Ⓐ They are nervous about telling the Whites that Herbert was killed.
  - Ⓑ They are afraid of the monkey’s paw.
  - Ⓒ They are tired and want to sit down.
  - Ⓓ They find the Whites’ house too warm.
3. At the end of Scene 3, a messenger tells the Whites that they are receiving 200 pounds. This detail is important to the plot because
  - Ⓐ it shows that Morris knew that Herbert would die if Mr. White made a wish.
  - Ⓑ it reveals that the monkey’s paw granted Mr. White’s wish in a horrible way.
  - Ⓒ it resolves Mr. White’s problem of needing to pay off his house.
  - Ⓓ it creates a conflict between the Whites and Maw and Meggins.
4. What does the caption on page 22 (“The Time Period”) help you understand?
  - Ⓐ “The Monkey’s Paw” is based on a true story.
  - Ⓑ At the time “The Monkey’s Paw” was written, no one in England had visited India.
  - Ⓒ The portrayal of India as a mysterious and magical place was common in England when “The Monkey’s Paw” was written.
  - Ⓓ In the early 1900s, magical monkey paws were popular in India.
5. Which is a theme of the play?
  - Ⓐ Mr. White should never have used the monkey’s paw.
  - Ⓑ Mr. White’s wish for 200 pounds led to Herbert’s death.
  - Ⓒ Never trust a monkey.
  - Ⓓ It is dangerous to interfere with fate.
6. Which statement best expresses a central idea of “What Do You Wish For?”
  - Ⓐ Be careful what you wish for.
  - Ⓑ Achieving goals requires planning and patience.
  - Ⓒ Anyone can learn to sing like Zendaya.
  - Ⓓ If you get distracted by Instagram, turn off your phone.

### **Constructed-Response Questions**



**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. In Scene 1 of *The Monkey's Paw*, how does the author create a sense of foreboding—that is, a feeling that something bad is going to happen? Use text evidence.
8. Explain how the author of the play develops the theme that you identified in question 5. Use text evidence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Monkey's Paw Quiz***

**Directions:** Read *The Monkey's Paw* and “What Do You Wish For?” Then answer the questions below.

1. In Scene 1, Mrs. White says, “I couldn’t bear the thought of Herbert packing off to distant lands.” This line helps readers understand that
  - (A) Mrs. White does not enjoy traveling.
  - (B) Mrs. White is very attached to her son.
  - (C) Herbert wants to join the military.
  - (D) Mrs. White does not want to hear about Morris’s travels.
2. The storm at the beginning of the play
  - (A) shows that the story takes place in England.
  - (B) shows that the story takes place in 1901.
  - (C) helps create a mysterious and spooky mood.
  - (D) helps create a hopeful mood.
3. At the end of Scene 3, Messenger 2 tells the Whites that they are receiving 200 pounds. This detail is important because it shows that
  - (A) Morris knew that Herbert would be killed.
  - (B) the monkey’s paw granted Mr. White’s wish in a horrible way.
  - (C) now the Whites can pay for their house.
  - (D) the messenger was a friend of Herbert’s.
4. The caption on page 22 says, “These stories were often more entertaining than accurate.” In other words, travelers sometimes
  - (A) told stories that were funny, not scary.
  - (B) told confusing stories.
  - (C) exaggerated or made things up to make their stories more interesting.
  - (D) left interesting details out of their stories.
5. Which is a theme of the play?
  - (A) Mr. White should never have used the monkey’s paw.
  - (B) Mr. White’s wish for 200 pounds led to Herbert’s death.
  - (C) Never trust a monkey.
  - (D) It is dangerous to interfere with fate.
6. Which is a central idea of “What Do You Wish For?”
  - (A) Be careful what you wish for.
  - (B) Achieving goals requires planning and patience.
  - (C) Anyone can learn to sing like Zendaya.
  - (D) If you get distracted by Instagram, turn off your phone.

### **Constructed-Response Questions**



**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. In Scene 1 of *The Monkey's Paw*, how does what Sergeant Major Morris says create a sense of foreboding—that is, a feeling that something bad is going to happen? Use text evidence.
8. Sergeant Major Morris says that the monkey’s paw was made to show “that those who interfere with fate do so to their sorrow.” Explain how the Whites interfere with fate and how doing this brings them sorrow. Use text evidence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud!

# Vocabulary:

## *The Monkey's Paw*

**1. convey (kuhn-VEY)** *verb*; To convey something is to communicate it or make it known. You might convey a message from your mom to your sister. A painting's dark colors might convey a feeling of sadness.

**2. fate (feyt)** *noun*; Some people believe in fate: a supernatural power that controls what happens in the future. Those who believe in fate believe that the future is going to turn out a certain way no matter what—that nothing can be done to change or prevent what is going to happen. Lisa might believe that it's her fate to be a doctor. Two friends might say that fate brought them together.

Fate can also mean just "what happens to someone or something," as in, "This decision will determine Sofia's fate."

**3. ill-gotten gain (il GAHT-n geyn)** *phrase*; An ill-gotten gain is anything that was gotten in a dishonest, improper, or illegal way. If someone robs a bank, the money that they take is ill-gotten gains.

**4. liability (lahy-uh-BIL-ih-tee)** *noun*; One meaning of the adjective *liable* (LAHY-uh-buhl) is "legally responsible." If you accidentally hit a baseball through the window of a grocery store, you might be liable for the damage—that is, it might be your duty to pay for the damage you caused.

*Liability* is the state of being liable. If the grocery store clears you of liability, it is not going to hold you responsible for repairing the window.

**5. tedious (TEE-dee-uhs)** *adjective*; *Tedious* means "long, boring, and tiresome."

## “What Do You Wish For?”

- 1. expertise (ek-spur-TEEZ)** *noun*; Expertise is the skill or knowledge that an expert has. If you are having trouble perfecting your chocolate-chip recipe, you might want to get help from someone with baking expertise.
  
- 2. inherently (in-HAIR-uhnt-lee)** *adverb*; *Inherently* is the adverb form of the adjective *inherent* (in-HAIR-uhnt), which means “built-in, permanent, or a key part of something’s nature.” Being a manager at a bank might be dangerous if a robber were to come in, but it’s not an inherently dangerous job. Being a firefighter, on the other hand, *is* an inherently dangerous job; firefighters put themselves in harm’s way all the time.
  
- 3. productive (pruh-DUHK-tiv)** *adjective*; If someone or something is productive, it has the ability to do a lot of work and get good results. If your group was productive during the time your teacher gave you to work on your science project, your group got a lot of the project done. A productive apple orchard produces a plentiful amount of apples.
  
- 4. strive (strahyv)** *verb*; To strive is to try very hard or make great efforts toward a goal. Someone who strives to be a ballet dancer practices every day and is serious about improving.

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**Directions:** In the space below and on the back of this page (if necessary), list any other words from the play or informational text whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice

## *The Monkey's Paw* and "What Do You Wish For?"

**Directions:** Answer each question below. Briefly explain your answer.

1. Which would more likely be **tedious**: riding a roller coaster or putting stamps on 100 letters?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

3. Which facial expression **conveys** happiness: a smile or a frown?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

2. Which could be called **ill-gotten gains**: money Carl earned by washing cars or candy Ryan stole from his brother?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

4. Who has **expertise**: a dog trainer, a heart surgeon, or both?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

**Directions:** Rewrite each sentence below using one of the following words.

strive  
inherently

productive  
fate

liability  
tedious

5. Drew works hard to keep himself fit.

\_\_\_\_\_

6. Sarah is a cautious person by nature.

\_\_\_\_\_

7. The skate park admits no responsibility for injuries that occur on its property.

\_\_\_\_\_

8. Jordan wondered what the future had in store for her.

\_\_\_\_\_

9. I got a lot done this afternoon—I exercised, did laundry, and wrote an essay!

\_\_\_\_\_

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

# Wishes Contest

Imagine that a friend has just found the monkey's paw and is seeking your advice about whether to use it. What would you say? Is there a better way for your friend to achieve his or her goals? Answer both questions in the form of a letter, play scene, or 1- to 2-minute video. Five winners will each get *The Night Gardener* by Jonathan Auxier.

## Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Wishes Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY November 25, 2017!**