

Plan a circle: “The Monkey’s Paw”

W. W. Jacobs (1902) · public-domain short story · grades 7–10 · ~1 week / two meetings. Rights: Public domain.
Kit section 5 (group agreement & calendar) filled in for one text — a finished plan students see before writing their own. **Tinted italic** = sample answers.

Text, group, and target

Text / author / edition	<i>“The Monkey’s Paw” — W. W. Jacobs (1902). Public-domain short story.</i>
Group / period / dates	<i>Dev’s group · Period __ · Meetings __ & __</i>
Grade / TEKS target (p. 3)	Grade 7 · §110.23 — 7(A): theme through characters/events; 6(C,D): support inferences; 1(D): student-led discussion.
Learning intention	We are learning to explain how the family’s wishes and the story’s structure reveal a theme about fate and greed.
Success criteria	I bring one open question, cite two details with locations, respond to a peer, and name how my thinking changed.

Reading map & calendar

Chunk	Read through	Meeting date · leader
1	<i>The paw arrives, Morris’s warning, and the first wish.</i>	<i>Tue · Leader: Dev</i>
2	<i>The consequence (Herbert’s death) and the final two wishes.</i>	<i>Thu · Leader: Nora</i>

Members & first-meeting jobs (p. 7 roles)

Member	First job	Rotates to (next meeting)
<i>Dev</i>	<i>Questioner</i>	<i>Summarizer</i>
<i>Nora</i>	<i>Summarizer</i>	<i>Clarifier</i>
<i>Theo</i>	<i>Clarifier</i>	<i>Evidence tracker</i>
<i>Ivy</i>	<i>Predictor</i>	<i>Questioner</i>

Text-specific discussion questions (open — more than one answer)

- **Predict:** After Mr. White wishes for money, what will “fate rules people’s lives” cost him? What clue hints at it?
- **Question:** Why might Jacobs keep the third wish’s result offstage?
- **Clarify:** What does Morris mean that the paw grants wishes but with a price?
- **Summarize:** Order the three wishes and their results, without opinion.
- **Interpret the theme:** How do the wishes reveal a theme about tempting fate or greed? Use two details.

Optional Jigsaw lenses (p. 4): *Character* (Mr. and Mrs. White) · *Plot* (the three-wish structure and foreshadowing) · *Mood* (the storm and the quiet house) · *Theme* (fate vs. desire) · *Language* (warnings and the knock).

Sample 3–2–1 notes: Theo, plot lens

Name: Theo · Home group: Dev's group · Period ___ · Meetings ___ & ___ · Section: "The Monkey's Paw," Chunk 2 · Expert lens: Plot

What a finished prep looks like. Kit section 6 / Organizer A completed for one reader, so students can compare their notes to a strong model.

Questions <i>Was the third wish the right choice?</i> <i>Could any wish have ended well?</i>	3 · Important ideas <i>1. The paw grants three wishes, but each carries a cost.</i> <i>2. The wished-for money arrives as compensation for Herbert's death.</i> <i>3. The parents wish him back, then wish him gone again.</i>
Vocabulary <i>fakir = a holy man.</i> <i>talisman = an object believed to hold power.</i>	2 · Supporting details <i>1. Morris throws the paw on the fire (early). → Warns that the wishes are dangerous.</i> <i>2. The knocking stops after the third wish (ending). → Shows the cost of undoing fate.</i>

1 · Summary in my own words

A family gains a cursed wishing paw; their wishes bring money through their son's death, and they undo the horror with the last wish.

Bring to the circle

My interpretation: *Meddling with fate for gain brings ruin, not reward.*

Synthesis (two lenses): *The three-wish structure (plot) enacts the theme: each wish shows that forcing fate exacts a price. Text points: the first wish (Chunk 1) and the last (Chunk 2).*

After discussion: *My thinking became clearer once the group compared evidence.*

TEKS evidence: 6(C,D) supported inference; 7(A) theme through characters/events; 1(D) response to a peer. · Pair with the PlotPoint "The Monkey's Paw" room.