The Early Romantics

The Devil and Tom Walker

Short Story by Washington Irving

Meet the Author

Washington Irving 1783–1859

The Headless Horseman has thundered through readers’ nightmares for nearly 200 years. Rip Van Winkle has been inspiring laughter for just as long. These characters, along with scores of others that populated his writing, helped make Washington Irving the first American writer to achieve an international reputation.

A Reluctant Lawyer Born when the nation was new and patriotism at its fiercest, Washington Irving was named for the country’s first president. He began studying law at 16 but never showed much enthusiasm for it. He did, however, have a passion for writing, a playful mind, and keen powers of observation. “I was always fond of visiting new scenes and observing strange characters and manners,” he once wrote. In 1807, he began publishing light satirical pieces about New York politics, culture, and theater.

Also Known As . . . In 1809, Irving penned A History of New York from the Beginning of Time Through the End of the Dutch Dynasty, a satire of both historical texts and the local politics they chronicled. It was considered a comic masterpiece, but for a time no one knew who had written it—the manuscript was said to have been left at an inn by an old lodger named Diedrich Knickerbocker.

Knickerbocker was one of many eccentric narrators created by Irving, who didn’t sign his own name to his works until he was over 40.

American Abroad In 1815, Irving began traveling through Europe, remaining there for 17 years. With the encouragement of Sir Walter Scott—the author of Ivanhoe and a fan of Irving’s History—he began writing a series of stories that blended the legends of Europe with the tales he had heard while wandering as a young man through New York’s Catskill Mountains and Hudson Valley. The stories, including both “The Legend of Sleepy Hollow” and “Rip Van Winkle,” appeared in 1820 as The Sketch-Book of Geoffrey Crayon, Gent. The collection was wildly successful. However, in 1824, Irving published Tales of a Traveller (which contained “The Devil and Tom Walker”), and the book was not well received. In fact, the criticism was so harsh that Irving stopped writing fiction altogether.

Irving returned to America in 1832 to live with his brother on the Sunnyside estate. He died at the age of 76 and was buried near the haunting ground of his famous horseman—in New York’s Sleepy Hollow Cemetery.

Selection Resources

See resources on the Teacher One Stop DVD-ROM and on thinkcentral.com.

RESOURCE MANAGER UNIT 2
Plan and Teach, pp. 9–16
Summary, pp. 17–18†
Text Analysis and Reading Skill, pp. 19–20†, 21–22†
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TECHNOLOGY
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DID YOU KNOW?
Washington Irving . . .
• was a spectator at the trial of Aaron Burr.
• served as a colonel in the War of 1812.
• inspired the name of the New York Knicks basketball team.
• lost the love of his life when she died at 17.

ABOUT THE AUTHOR
Call attention to Irving’s comment that he always enjoyed “observing strange characters and manners.” Point out that the selection demonstrates Irving’s ability to translate his observations of human nature into fiction.

NOTABLE QUOTE
“The almighty dollar, that great object of universal devotion . . .” —Washington Irving

Ask students whether people’s regard for “the almighty dollar” represents a particular time or place or if such “devotion” is indeed “universal.”
Tell students that sensory language creates imagery. Ask them to identify imagery from the passage that appeals to the senses. Possible answers: “piercing blue eyes,” “sculpted, golden hair,” “devilish laugh”

RESOURCE MANAGER—Copy Master
Interpret Imagery p. 21

VOCABULARY SKILL

VOCABULARY IN CONTEXT

DIAGNOSE WORD KNOWLEDGE

Have all students complete Vocabulary in Context. To check their rewording, use the following:

avarice (āv’ə-ris) n. immoderate desire for wealth; greed
censurer (sen’shər-ər) n. one who expresses strong disapproval or harsh criticism
melancholy (mēl’ən-kōl’ē) adj. gloomy; sad
ostentation (ōst’ən-ta’shan) n. display meant to impress others; boastful showiness
persecution (pər’shən) n. the act or practice of oppressing or harassing with ill-treatment, especially because of race, religion, gender, or beliefs
propitious (pro-pi’shəs) adj. helpful or advantageous; favorable
speculating (spēk’ya-lā’ting) n. engaging in risky business transactions on the chance of a quick or considerable profit

LANGUAGE STUDY

usurer (yū’shər-ər) n. one who lends money, at interest, especially at an unusually or unlawfully high rate of interest

PRETEACH VOCABULARY

Use the following copy master to help students predict meanings.

RESOURCE MANAGER—Copy Master
Vocabulary Study p. 23

Are you willing to PAY ANY PRICE?

People who'll stop at nothing to achieve wealth, success, or fame are often said to have "sold their soul." In other words, they have sacrificed something important—morals, beliefs, privacy, family—in order to get what they want. Consider this kind of trade-off. Do you think it might ever be worth the consequences?

DISCUSS Working with a partner, list several people—real or fictional—who fit this profile. Then pick one such person and list his or her gains and their consequences. Assign a value to each item and decide whether, overall, the prize was worth the price. Share your conclusions with the rest of the class.

Are you willing to PAY ANY PRICE?

Explore with students the idea that negative consequences can outweigh benefits. Have students complete the DISCUSS activity.

Teach

Are you willing to PAY ANY PRICE?

Explore with students the idea that negative consequences can outweigh benefits. Have students complete the DISCUSS activity.
A few miles from Boston in Massachusetts, there is a deep inlet, winding several miles into the interior of the country from Charles Bay, and terminating in a thickly wooded swamp or morass. On one side of this inlet is a beautiful dark grove; on the opposite side the land rises abruptly from the water's edge into a high ridge, on which grow a few scattered oaks of great age and immense size. Under one of these gigantic trees, according to old stories, there was a great amount of treasure buried by Kidd the pirate. The inlet allowed a facility to bring the money in a boat secretly and at night to the very foot of the hill; the elevation of the place permitted a good lookout to be kept that no one was at hand; while the remarkable trees formed good landmarks by which the place might easily be found again. The old stories add, moreover, that the devil presided at the hiding of the money and took it under his guardianship; but this, it is well-known, he always does with buried treasure, particularly when it has been ill-gotten. Be that as it may, Kidd never returned to recover his wealth; being shortly after seized at Boston, sent out to England, and there hanged for a pirate.

**Background**

The story of Tom Walker is a variation on the legend of Faust, a 16th-century magician and astrologer who was said to have sold his soul to the devil for wisdom, money, and power. Washington Irving reinvented the tale, setting it in the 1720s in an area of New England settled by Quakers and Puritans. In Irving's comic retelling of the legend, the writer satirizes people who present a pious public image as they "sell their soul" for money.
Analyze Visuals

About the Art  American painter John Quidor (1801–1881) is remembered chiefly for his atmospheric and macabre scenes based on Washington Irving's stories. Like Irving, Quidor used exaggeration to achieve heightened, dramatic effects.

BACKGROUND

Captain Kidd  "Kidd the pirate" (line 7) refers to William Kidd, a 17th-century Anglo-American pirate better known as Captain Kidd. Born in Scotland in 1645, William Kidd settled in New York as a successful merchant and privateer, the commander of a private ship authorized by the government to attack the enemy. Kidd pursued French and eventually pirate ships who interfered with British and American trade. In time, however, Kidd himself turned pirate. In 1699, Kidd returned to New York, hoping for a royal pardon. En route, he buried or gave away large amounts of treasure. Kidd was arrested in Boston and returned to London where he was hanged for murder and piracy in 1701. Rumors concerning the buried treasure of Captain Kidd have persisted for over three hundred years.

FOR ADVANCED LEARNERS/AP

Synthesize  Instruct students to examine the paintings that appear throughout this selection. Tell them to look for common elements among the tones, colors, and images the artists used. Have students write a short paper synthesizing the commonalities of these different works of art. Discuss as a class how artwork accompanying a literary piece can enhance the reading experience.
About the year 1727, just at the time that earthquakes were prevalent in New England, and shook many tall sinners down upon their knees, there lived near this place a meager, miserly fellow, of the name of Tom Walker. He had a wife as miserably as himself; they were so miserably that they even conspired to cheat each other. Whatever the woman could lay hands on, she hid away; a hen could not cackle but she was on the alert to secure the new-laid egg. Her husband was continually prying about to detect her secret hoards, and many and fierce were the conflicts that took place about what ought to have been common property. They lived in a forlorn-looking house that stood alone and had an air of starvation. A few straggling savin trees, emblems of sterility, grew near it; no smoke ever curled from its chimney; no traveler stopped at its door. A miserable horse, whose ribs were as articulate as the bars of a gridiron,1 stalked about a field, where a thin carpet of moss, scarcely covering the ragged beds of puddingstone,2 tantalized and balked his hunger; and sometimes he would lean his head over the fence, look piteously at the passerby and seem to petition deliverance from this land of famine.3

The house and its inmates had altogether a bad name. Tom’s wife was a tall termagant,4 fierce of temper, loud of tongue, and strong of arm. Her voice was as articulate as himself: they were so miserly that they even conspired to cheat each other. One day that Tom Walker had been to a distant part of the neighborhood, he took what he considered a shortcut homeward, through the swamp. Like most shortcuts, it was an ill-chosen route. The swamp was thickly grown with great gloomy pines and hemlocks, some of them ninety feet high, which made it dark at noonday, and a retreat for all the owls of the neighborhood. It was full of pits and quagmires, partly covered with weeds and mosses, where the green surface often betrayed the traveler into a gulf of black, smothering mud; there were also dark and stagnant pools, the abodes of the tadpole, the bullfrog, and the water snake; where the trunks of pines and hemlocks lay half-drowned, half-robbing, looking like alligators sleeping in the mire.5

Tom had long been picking his way cautiously through this treacherous forest; stepping from tuft to tuft of rushes and roots, which afforded precarious footholds among deep sloughs; or pacing carefully, like a cat, along the prostate trunks of trees; startled now and then by the sudden screaming of the bittern,6 or the quacking of wild duck rising on the wind from some solitary pool. At length he arrived at a firm piece of ground, which ran out like a peninsula into the deep bosom of the swamp. It had been one of the strongholds of the Indians during their wars.

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1. as articulate . . . gridiron: as clearly separated as the bars of a grill.
2. puddingstone: a rock consisting of pebbles and gravel cemented together.
3. termagant (ti’mor-gant): a quarrelsome, scolding woman.
4. clapper-clawing: scratching or clawing with the fingernails.
5. eyed . . . askance (a-askans): looked disapprovingly at the house filled with arguing.
6. bittern: a wading bird with mottled, brownish plumage and a deep, booming cry.

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DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

1. **Targeted Passage [Lines 16–39]**

This passage establishes the setting of the story and introduces two of the main characters: Tom Walker and his wife.

- When does this story take place? (line 16)
- What sort of person is Tom Walker? (line 18)
- What is Tom Walker’s wife like? (lines 31–32)
- As the story begins, where is Tom going? (lines 38–39)

FOR ENGLISH LANGUAGE LEARNERS

**Language Coach**

Multiple-Meaning Words

Possible answer: generic or prevalent; Have students compile lists of five other words that have multiple meanings such as stamp, crown, picture, field, and block. Tell students to write two sentences for each word they selected showing their meanings.
with the first colonists. Here they had thrown up a kind of fort, which they had looked upon as almost impregnable, and had used as a place of refuge for their squaws and children.

Nothing remained of the old Indian fort but a few embankments, gradually sinking to the level of the surrounding earth, and already overgrown in part by oaks and other forest trees, the foliage of which formed a contrast to the dark pines and hemlocks of the swamp.

It was late in the dusk of evening when Tom Walker reached the old fort, and he paused there awhile to rest himself. Anyone but he would have felt unwilling to linger in this lonely, melancholy place, for the common people had a bad opinion of it, from the stories handed down from the time of the Indian wars, when it was asserted that the savages held incantations’ here, and made sacrifices to the evil spirit.

Tom Walker, however, was not a man to be troubled with any fears of the kind. He reposed himself for some time on the trunk of a fallen hemlock, listening to the boding cry of the tree toad, and delving with his walking staff into a mound of black mold at his feet. As he turned up the soil unconsciously, his staff struck against something hard. He raked it out of the vegetable mold, and lo! a clowen skull, with an Indian tomahawk buried deep in it, lay before him. The rust on the weapon showed the time that had elapsed since this death-blow had been given. It was a dreary memento of the fierce struggle that had taken place in this last foothold of the Indian warriors.

“Humph!” said Tom Walker, as he gave it a kick to shake the dirt from it. “Let that skull alone!” said a gruff voice. Tom lifted up his eyes, and beheld a great black man seated directly opposite him, on the stump of a tree. He was exceedingly surprised, having neither heard nor seen anyone approach; and he was still more perplexed on observing, as well as the gathering gloom would permit, that the stranger was neither Negro nor Indian. It is true he was dressed in a rude half-Indian garb, and had a red belt or sash swathed round his body; but his face was neither black nor copper-color, but swarthy and dingy, and begrimed with soot, as if he had been accustomed to toil among fires and forges. He had a shock of coarse black hair, that stood out from his head in all directions, and bore an ax on his shoulder.

He scowled for a moment at Tom with a pair of great red eyes.

“What are you doing on my grounds?” said the black man, with a hoarse, growling voice.

“Your grounds!” said Tom, with a sneer, “no more your grounds than mine; they belong to Deacon Peabody.”

“Deacon Peabody be d—d,” said the stranger, “as I flatter myself he will be, yonder, and see how Deacon Peabody is faring.”

If he does not look more to his own sins and less to those of his neighbors. Look again at lines 68 and 72. What can you infer about Tom Walker from his reaction to the swamp and to his grisly discovery of the skull?

Possible answer: From Tom Walker’s untroubled reaction to the swamp and his careless treatment of the skull, readers can infer that he is a fearless and callous person.

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary: Multiple-Meaning Words

[mixed-readiness groups] Explain that common (line 23) means “belonging to or shared by two people.” However, common can also mean “familiar,” as in “Smith is a common name.” Discuss how context clues can help students determine the appropriate meaning. Then have mixed-language-ability Jigsaw groups investigate these other multiple-meaning words and report their findings:

<table>
<thead>
<tr>
<th>Word</th>
<th>Line</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>24</td>
<td>noun, plural airs for atmosphere</td>
</tr>
<tr>
<td>grown</td>
<td>40</td>
<td>past participle of grow</td>
</tr>
<tr>
<td>pits</td>
<td>42</td>
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<tr>
<td>trunks</td>
<td>46</td>
<td>plural of trunk</td>
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<tr>
<td>bosom</td>
<td>53</td>
<td>noun, plural bosoms for chest</td>
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<tr>
<td>shock</td>
<td>85</td>
<td>plural of shock</td>
</tr>
<tr>
<td>bore</td>
<td>86</td>
<td>plural of bore</td>
</tr>
</tbody>
</table>

BEST PRACTICES TOOLKIT

Jigsaw Reading, p. A1

OWN THE WORD

melancholy: Tell students that melancholy is used as an adjective to describe a person who is affected by sadness or gloominess. Have students write sentences using melancholy. Possible answers: Adria was melancholy after her beloved dog passed away. The melancholy young man seemed moved by the music.
Analyze Visuals

Possible answer: Quidor’s choices of color and shading capture the murkiness of the swamp and the dark atmosphere of the story. The artist’s depiction of Tom seems somewhat milder and more timid than the image readers might get from the story of a man undaunted by the devil.

DIDDERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Vocabulary: Outdated Forms  Tell students that this 19th-century text uses some word meanings that are not common today. Provide these definitions for students and then have them reread the lines, substituting the definitions for the outdated words.

• **beheld** (line 96), “saw”
• **without** (line 97), “outside”
• **sturdily** (line 119), “firmly”

• **credited** (line 123), “believed”
• **commencement** (line 127), “beginning”
• **propitiated** (line 131), “caused to gain the goodwill of”
Tom looked in the direction that the stranger pointed, and beheld one of the great trees, fair and flourishing without, but rotten at the core, and saw that it had been nearly hewn through, so that the first high wind was likely to blow it down. On the bark of the tree was scored the name of Deacon Peabody, an eminent man, who had waxed wealthy by driving shrewd bargains with the Indians. He now looked around, and found most of the tall trees marked with the name of some great man of the colony, and all more or less scored by the ax. The one on which he had been seated, and which had evidently just been hewn down, bore the name of Crowninshield; and he recollected a mighty rich man of that name, who made a vulgar display of wealth, which it was whispered he had acquired by buccaneering. 8

“His’s just ready for burning!” said the black man, with a growl of triumph. “You see, I am likely to have a good stock of firewood for winter.”

“But what right have you,” said Tom, “to cut down Deacon Peabody’s timber?”

“The right of a prior claim,” said the other. “This woodland belonged to me long before one of your white-faced race put foot upon the soil.”

“And pray, who are you, if I may be so bold?” said Tom.

“Oh, I go by various names. I am the wild huntsman in some countries; the black miner in others. In this neighborhood I am he to whom the red men consecrated this spot, and in honor of whom they now and then roasted a white man, by way of sweet-smelling sacrifice. Since the red men have been exterminated by you white savages, I amuse myself by presiding at the persecutions of Quakers and Anabaptists;” I am the great patron and prompter of slave dealers, and the grand master of the Salem witches. 9

“The upshot of all which is that, if I mistake not,” said Tom, sturdily, “you are he commonly called Old Scratch.”

“The same, at your service!” replied the black man, with a half-civil nod.

Such was the opening of this interview, according to the old story; though it has almost too familiar an air to be credited. One would think that to meet with such a singular personage, in this wild, lonely place, would have shaken any man’s nerves; but Tom was a hard-minded fellow, not easily daunted, and he had lived so long with a termagant wife that he did not even fear the devil.

It is said that after this commencement they had a long and earnest conversation together, as Tom returned homeward. The black man told him of great sums of money buried by Kidd the pirate, under the oak trees on the high ridge, not far from the morass. All these were under his command, and protected by his power, so that none could find them but such as propitiated his favor. These he offered to Tom for the exchange for wealth or power. All these were under his command, and protected by his power, so that none could find them but such as propitiated his favor. These he offered to Tom for the exchange for wealth or power.

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Possible answer: The trees are marked with the men’s names.

Persecuted Groups The man in black notes several groups persecuted by New England Puritans. Quakers and Anabaptists were radical followers of the Protestant Reformation who believed in pacifism and the separation of church and state. The “Salem witches” (line 118) refers to victims of the hysteria that spread in Salem, Massachusetts, in 1692.

FOR STRUGGLING READERS

2 Targeted Passage [Lines 111–134]

This passage reveals that the stranger is the devil and explains how he offers Tom the treasure buried by Kidd the pirate.

• Who does Tom meet in the woods? (lines 112–121)
• Why does Tom show no fear? (lines 125–126)
• What offer does the stranger make to Tom? (lines 128–132)

FOR ENGLISH LANGUAGE LEARNERS

Language Coach

Word Definitions Possible answer: “meant to gain goodwill” Have students write three phrases using the word propitious or some variation of the word. Organize the class into pairs. One of the students in each pair should read one of her phrases to her partner, who will then attempt to define its meaning.

BACKGROUND

Persecuted Groups The man in black notes several groups persecuted by New England Puritans. Quakers and Anabaptists were radical followers of the Protestant Reformation who believed in pacifism and the separation of church and state. The “Salem witches” (line 118) refers to victims of the hysteria that spread in Salem, Massachusetts, in 1692.

VOCABULARY

OWN THE WORD

persecution: Point out that persecution has a connotation of being unjust and discriminatory. Ask students to list reasons why a person might experience persecution. Possible answers: race, ethnicity, religion, financial status, political views, physical appearance, athletic abilities.
to stick at trifles when money was in view. When they had reached the edge of the swamp, the stranger paused. "What proof have I that all you have been telling me is true?" said Tom. "There's my signature," said the black man, pressing his finger on Tom's forehead. So saying, he turned off among the thickets of the swamp, and seemed, as Tom said, to go down, down, down, into the earth, until nothing but his head and shoulders could be seen, and so on, until he totally disappeared.

When Tom reached home, he found the black print of a finger burnt, as it were, into his forehead, which nothing could obliterate.

The first news his wife had to tell him was the sudden death of Absalom Crowninshield, the rich buccaneer. It was announced in the papers with the usual flourish that "a great man had fallen in Israel."  

11. a great man . . . Israel: a biblical reference—"Know ye not that there is a prince and a great man fallen this day in Israel?" (2 Samuel 3:38)—used, with unconscious irony, by the papers to mean that an important member of God's people on earth had passed away.

Forest Landscape (1800s), Asher Brown Durand. Oil on canvas, 76.2 cm × 66 cm. © Brooklyn Museum of Art/Bridgeman Art Library.
Tom recollected the tree which his black friend had just hewn down and which was ready for burning. “Let the freebooter’s roast,” said Tom; “who cares!” He now felt convinced that all he had heard and seen was no illusion.

He was not prone to let his wife into his confidence; but as this was an uneasy secret, he willingly shared it with her. All her avarice was awakened at the mention of hidden gold, and she urged her husband to comply with the black man’s terms, and secure what would make them wealthy for life. However Tom might have felt disposed to sell himself to the devil, he was determined not to do so to oblige his wife; so he flatly refused, out of the mere spirit of contradiction. Many and bitter were the quarrels they had on the subject; but the more she talked, the more resolute was Tom not to be damned to please her.

At length she determined to drive the bargain on her own account, and if she succeeded, to keep all the gain to herself. Being of the same fearless temper as her husband, she set off for the old Indian fort toward the close of a summer’s day. She was many hours absent. When she came back, she was reserved and sullen in her replies. She spoke something of a black man, whom she met about twilight hewing at the root of a tall tree. He was sulky, however, and would not come to terms; she was to go again with a proprietary offering, but what it was she forbore to say.

The next evening she set off again for the swamp, with her apron heavily laden. Tom waited and waited for her, but in vain; midnight came, but she did not make her appearance; morning, noon, night returned, but still she did not come. Tom now grew uneasy for her safety, especially as he found she had carried off in her apron the silver teapot and spoons, and every portable article of value. Another night elapsed, another morning came; but no wife. In a word, she was never heard of more.

What was her real fate nobody knows, in consequence of so many pretending to know. It is one of those facts which have become confounded by a variety of historians. Some asserted that she lost her way among the tangled mazes of the swamp, and sank into some pit or slough; others, more uncharitable, hinted that she had eloped with the household booty and made off to some other province; while others surmised that the tempter had decoyed her into a dismal quagmire, on the top of which her hat was found lying. In confirmation of this, it was said a great black man, with an axe on his shoulder, was seen late that very evening coming out of the swamp, carrying a bundle tied in a great black man, with an axle on his shoulder, was seen late that very evening coming out of the swamp, carrying a bundle tied in a

12. freebooter: pirate.
15. carrion crows: crows that feed on dead or decaying flesh.

FOR ENGLISH LANGUAGE LEARNERS

Language Coach

Fixed Expressions Have students write three sentences using the word confirmation. The word should be used as part of a different expression in each of the three sentences. Tell students to exchange papers with a partner. Have students rewrite their partners’ sentences in their own words, and without using the word confirmation.

FOR ADVANCED LEARNERS/AP

Analyze Technique Have students discuss how the author uses sensory imagery and descriptive words to create a particular mood in lines 183–191. Ask students to explain whether this mood heightens the satiric effect in the subsequent lines or detracts from it, and why.

GRAMMAR AND STYLE

 Irving emphasizes ideas and creates lyricism through the use of parallelism, the repetition of grammatical structures. In lines 173–177, for example, the writer uses parallelism to present three possible fates of Tom’s wife.

OWN THE WORD

avarice: Remind students that avarice is based upon greed and coveting. Have students complete the following sentence “Ellissa was consumed with avarice…” Possible answers: when she saw her friend’s new car.
become a community. This would explain why the usurer money with high interest. Historically, the son who practices usurer:

VOCABULARY

- usurer: A person who lends money, at unusually or unlawfully high rate of interest.

READING SKILL

IMAGERY

Possible answer: Such images as "carrion crows hovering," "bundle tied in a check apron," and the "vulture perched... as if keeping watch" suggest that Tom's discovery will be unpleasant.

IF STUDENTS NEED HELP... Have them fill out a chart like the one introduced on page 319.

<table>
<thead>
<tr>
<th>Images</th>
<th>Characterization</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Characterization</td>
<td>Ominous</td>
</tr>
<tr>
<td>crows</td>
<td>hovering</td>
<td>&quot;bundle tied in a check apron&quot;</td>
</tr>
<tr>
<td>vulture</td>
<td>perched</td>
<td>...as if keeping watch</td>
</tr>
</tbody>
</table>

TEXT ANALYSIS

SATIRE

Possible answer: Irving uses humor and exaggeration in relating details of the fight—for example, "handfuls of hair," "fierce clapper-clawing"—and explaining that "a female scold is generally considered a match for the devil" (lines 200–201). Irving also describes how Tom feels sympathy for the devil, not for his wife.

OWN THE WORD

usurer: Tell students that a usurer is a person who practices usury, the act of lending money with high interest. Historically, the usurer has been a loathed member of the community. This would explain why the author writes that the devil wanted Tom to become a usurer because he regarded them as "his peculiar people."

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

Targeted Passage [Lines 196–233]

This passage tells how Tom loses his wife and reaches an agreement with the devil.

- What happens to Tom's wife? (lines 196–202)
- How does Tom react to his wife's fate? (lines 205–210)
- How does Tom feel about the idea of becoming a usurer? (lines 231–233)

Concept Support: Bargains with the Devil

After students read lines 220–222, discuss the “one condition which need not be mentioned, being generally understood in all cases where the devil grants favors.” Elicit or explain that, traditionally, when a character makes a pact with the devil, the character agrees to give the devil his or her soul, thereby condemning himself or herself to hell.
“You shall extort bonds, foreclose mortgages, drive the merchants to bankruptcy—”
“I’ll drive them to the d——l,” cried Tom Walker.
“You are the usurer for my money!” said blacklegs with delight. “When will you want the rhino?”
“This very night.”
“Done!” said the devil.
“Done!” said Tom Walker. So they shook hands and struck a bargain. A few days’ time saw Tom Walker seated behind his desk in a countinghouse in Boston.
His reputation for a ready-moneyed man, who would lend money out for a good consideration, soon spread abroad. Everybody remembers the time of Governor Belcher, when money was particularly scarce. It was a time of paper credit. The country had been deluged with government bills; the famous Land Bank had been established; there had been a rage for speculating; the people had run mad with schemes for new settlements; for building cities in the wilderness; land-jobbers went about with maps of grants, and townships, and Eldorados lying nobody knew where, but which everybody was ready to purchase. In a word, the great speculating fever, which breaks out every now and then in the country, had raged to an alarming degree, and everybody was dreaming of making sudden fortunes from nothing. As usual the fever had subsided; the dream had gone off, and the imaginary fortunes with it; the patients were left in doleful plight, and the whole country resounded with the consequent cry of “hard times.”
At this propitious time of public distress did Tom Walker set up as usurer in Boston. His door was soon thronged by customers. The needy and adventurous, the gambling speculator, the dreaming land-jobber, the thriftless tradesman, the merchant with cracked credit; in short, everyone driven to raise money by desperate means and desperate sacrifices hurried to Tom Walker.
Thus Tom was the universal friend of the needy and acted like a “friend in need”; that is to say, he always exacted good pay and good security. In proportion to the distress of the applicant was the hardness of his terms. He accumulated bonds and mortgages; gradually squeezed his customers closer and closer; and sent them at length, dry as a sponge, from his door.
In this way he made money hand over hand, became a rich and mighty man, and exalted his cocked hat upon ‘Change.” He built himself, as usual, a vast

FOR STRUGGLING READERS
Develop Reading Fluency Use the conversation in lines 232–243 to give students practice reading dialogue. Read the passage aloud, demonstrating the tone of the conversation. Next organize the class into pairs. Have students in each pair take on the role of Tom Walker and the devil, and then read the lines as if they were speaking to each other in a conversation.

FOR ADVANCED LEARNERS/AP
Analyze Tone and Language Have students reread lines 246–268 and reflect on the author’s tone and choice of language as he recalls what happened during “the time of Governor Belcher.” What is Irving’s view of people who get caught up in “the great speculating fever”? Does he think they get what they deserve? To what extent does he feel that they are simply victims of usurers? Have students present their views in a discussion.

BACKGROUND
The Devilish Work of Usurers A borrower pays interest to a lender in return for use of the lender’s money. However, usurers charge exorbitant interest rates, often making it all but impossible for the borrower to repay the debt. When a borrower is unable to repay a loan with interest in the agreed-upon time, the lender may seize the borrower’s pledged assets. For example, if a homeowner cannot repay a home mortgage loan, the lender can foreclose on, or take possession of, the home. This power of usurers to ruin people’s lives helps to explain why the devil in Irving’s tale views usurers as “his peculiar people” (line 230).

VOCABULARY
speculating (spék’yə- ling) n. engaging in risky business transactions on the chance of a quick or considerable profit

propitious (pro-pish’əs) adj. helpful or advantageous; favorable

Model the Skill: SATIRE
Point out that the devil characterizes a usurer as someone who does his bidding. Ask students to reread lines 232–243 and look for examples of what usurers do that could be considered “the devil’s work.”
Possible answer: Tom is even greedier and more merciless than the devil. Irving is making clear that he considers usurers cold-blooded, ruthless creatures.

OWN THE WORD
• speculating: Tell students that speculate can also mean “to meditate or reason based on inconclusive evidence.” Have them write a sentence for this meaning of the word. Possible answer: Lianna speculated that her accident caused her health problems.
• propitious: Have students create a semantic web for propitious. Write the word in a center circle, adding the definition given, “advantageous or favorable.” Draw spider legs out from the center circle and have students add synonyms to complete the web. Possible answers: beneficial, helpful, profitable, useful, timely, fortunate
house, out of ostentation: but left the greater part of it unfinished and unfurnished, out of parsimony. He even set up a carriage in the fullness of his vain-glory, though he nearly starved the horses which drew it; and as the ungreased wheels groaned and screeched on the axle trees, you would have thought you heard the souls of the poor debtors he was squeezing.

As Tom waxed old, however, he grew thoughtful. Having secured the good things of this world, he began to feel anxious about those of the next. He thought with regret on the bargain he had made with his black friend, and set his wits to work to cheat him out of the conditions. He became, therefore, all of a sudden, a violent churchgoer. He prayed loudly and strenuously, as if heaven were to be taken by force of lungs. Indeed, one might always tell when he had sinned most during the week, by the clamor of his Sunday devotion. The quiet Christians who had been modestly and steadfastly traveling Zionward were struck with self-reproach at seeing themselves so suddenly outstripped in their career by this new-made convert. Tom was as rigid in religious as in money matters; he was a stern supervisor and censurer of his neighbors, and seemed to think every sin entered up to their account became a credit on his own side of the page. He even talked of the expediency of reviving the persecution of Quakers and Anabaptists. In a word, Tom's zeal became as notorious as his riches.

Still, in spite of all this strenuous attention to forms, Tom had a lurking dread that the devil, after all, would have his due. That he might not be taken unawares, therefore, it is said he always carried a small Bible in his coat pocket. He had also a great folio Bible on his countinghouse desk, and would frequently be found reading it when people called on business; on such occasions he would lay his green spectacles in the book, to mark the place, while he turned round to drive some awkward bargain.

Some say that Tom grew a little crackbrained in his old days, and that fancying his end approaching, he had his horse new shod, saddled and bridled, and buried with his feet uppermost; because he supposed that at the last day the world would be turned upside down; in which case he should find his horse standing ready for mounting, and he was determined at the worst to give his old friend a run for it. This, however, is probably a mere old wives' fable. If he really did take such a precaution, it was totally superfluous; at least so says the authentic old legend, which closes his story in the following manner:

One hot summer afternoon in the dog days, just as a terrible black thundergust was coming up, Tom sat in his countinghouse, in his white linen cap and India silk morning gown. He was on the point of foreclosing a mortgage, by which he would complete the ruin of an unlucky land speculator for whom he had professed the greatest friendship. The poor land-jobber begged him to grant a few months' indulgence. Tom had grown testy and irritated, and refused another day.

**VOCABULARY**

- **ostentation**: display meant to impress others; boastful showiness
- **censurer**: one who expresses strong disapproval or harsh criticism

**DIFFERENTIATED INSTRUCTION**

**FOR STRUGGLING READERS**

**Targeted Passage [Lines 276–296]**

This passage describes Tom’s regrets and explains how he hopes to escape his fate.

- **As Tom grows old, what does he begin to worry about?** (Lines 276–277)
- **Why does Tom begin to regret the bargain he has made?** (Lines 277–279)
- **Describe the things that Tom does in hopes of “cheating” the devil.** (Lines 279–296)

**FOR ADVANCED LEARNERS/AP**

**Quakers and Anabaptists** In line 288, the author refers to “the persecution of Quakers and Anabaptists.” This is the second such reference in the story, the first occurring in lines 116–117. Have students discuss the connection between the two references. Then have them write a paragraph that explains the significance of these references for Irving’s characterization of Tom Walker.
“My family will be ruined and brought upon the parish,” said the land-jobber. “Charity begins at home,” replied Tom; “I must take care of myself in these hard times.”

“You have made so much money out of me,” said the speculator. Tom lost his patience and his piety. “The devil take me,” said he, “if I have made a farthing!”

Just then there were three loud knocks at the street door. He stepped out to see who was there. A black man was holding a black horse, which neighed and stamped with impatience.

“Tom, you’re come for,” said the black fellow, gruffly. Tom shrank back, but too late. He had left his little Bible at the bottom of his coat pocket, and his big Bible on the desk buried under the mortgage he was about to foreclose; never was a sinner taken more unawares. The black man whisked him like a child into the saddle.

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**Analyze Visuals**

Possible answer: The frightening figure of the devil, posed beneath the “Tom Walker Broker” sign; the dark, lightning-streaked sky; the fiery tone of the painting, and the terrified look on Tom’s face as he clings to the rearing black horse all emphasize the human fear of the supernatural and the consequences of greed.

**REVISIT THE BIG QUESTION**

*Are you willing to PAY ANY PRICE?*

Discuss In lines 318–324, how had Tom hoped to escape the consequences of his actions? *Possible answer: Tom had hoped that by going to church and carrying around a Bible he could somehow avoid losing his soul to the devil.*

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**FOR ENGLISH LANGUAGE LEARNERS**

**Vocabulary: Idioms** Help students use context clues to determine the meaning of these idioms in the story:

- *In a word* (line 288), “to summarize”
- *be taken unawares* (lines 291–292), “caught by surprise”
- *crackbrained* (line 297), “crazy”
- *give (someone) a run for it* (line 301), “make into a contest”

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**FOR ADVANCED LEARNERS/AP**

**Analyze and Evaluate** As students finish reading “The Devil and Tom Walker,” have them reflect on its effectiveness as a story with a message. Does the story stand on its own as an exciting tale, or has the author weakened the tale by trying too hard to convey his beliefs? Have students express their views in an essay, supporting their opinions with specific ideas and details. Ask volunteers to share their essays with the class.
gave the horse the lash, and away he galloped, with Tom on his back, in the midst of the thunderstorm. The clerks stuck their pens behind their ears, and stared after him from the windows. Away went Tom Walker, dashing down the streets: his white cap bobbing up and down, his morning gown fluttering in the wind, and his steed striking fire out of the pavement at every bound. When the clerks turned to look for the black man, he had disappeared.

330 Tom Walker never returned to foreclose the mortgage. A countryman, who lived on the border of the swamp, reported that in the height of the thundergust he had heard a great clattering of hoofs and a howling along the road, and running to the window caught sight of a figure, such as I have described, on a horse that galloped like mad across the fields, over the hills, and down into the black hemlock swamp toward the old Indian fort; and that shortly after a thunderbolt falling in that direction seemed to set the whole forest in a blaze.

The good people of Boston shook their heads and shrugged their shoulders, but had been so much accustomed to witches and goblins, and tricks of the devil, in all kinds of shapes, from the first settlement of the colony, that they were not so much horror-struck as might have been expected. Trustees were appointed to take charge of Tom’s effects. There was nothing, however, to administer upon. On searching his coffers all his bonds and mortgages were found reduced to cinders. In place of gold and silver, his iron chest was filled with chips and shavings; two skeletons lay in his stable instead of his half-starved horses, and the very next day his great house took fire and burnt to the ground.

Such was the end of Tom Walker and his ill-gotten wealth. Let all gripping money brokers lay this story to heart. The truth of it is not to be doubted. The very hole under the oak trees whence he dug Kidd's money is to be seen to this day; and the neighboring swamp and old Indian fort are often haunted in stormy nights by a figure on horseback, in morning gown and white cap, which is doubtless the troubled spirit of the usurer. In fact the story has resolved itself into a proverb so prevalent throughout New England, of “The Devil and Tom Walker.”

**TARGETED PASSAGE [LINES 326–347]**

This passage describes the demise of Tom Walker and the disappearance of his riches.

- **What happens to Tom Walker?** (lines 326–330)
- **What becomes of all the riches Tom has acquired?** (lines 340–345)
- **What does Washington Irving mean when he writes, “Let all gripping money brokers lay this story to heart”?** (lines 346–347)

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**READ WITH A PURPOSE**

Now that students have read “The Devil and Tom Walker,” have them assess what Tom gains and loses throughout the course of the story. If Tom at the end of the story could go back in time to his first meeting with the devil, do you think he would make the same deal? Why or why not? **Possible answer:** No. Though he gained great wealth in his lifetime, Tom lost his soul to the devil for eternity.

**CRITIQUE**

- Have students evaluate the ending of the story and explain why they think it is or is not effective. Ask students whether they feel the final paragraph (lines 346–352) is necessary or whether it detracts from the story.
- After completing the After Reading questions on page 333, have students revisit their responses and tell whether they have changed their opinions.

**INDEPENDENT READING**

Students may wish to read Washington Irving’s *The Legend of Sleepy Hollow*.

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**DIFFERENTIATED INSTRUCTION**

**FOR STRUGGLING READERS**

- **Targeted Passage [Lines 326–347]**

  This passage describes the demise of Tom Walker and the disappearance of his riches.
  - **What happens to Tom Walker?** (lines 326–330)
  - **What becomes of all the riches Tom has acquired?** (lines 340–345)
  - **What does Washington Irving mean when he writes, “Let all gripping money brokers lay this story to heart”?** (lines 346–347)

**FOR ENGLISH LANGUAGE LEARNERS**

**Vocabulary: Idioms** Help students use context clues to determine the meaning of these idioms in the story:

- **caught sight of** (line 333), “saw”
- **like mad** (line 334), “at top speed”
- **take charge of** (line 341), “manage”
- **in place of** (line 343), “instead of”
Comprehension
1. Recall What character traits do Tom Walker and his wife share?
2. Recall What bargain does Tom make with the stranger in the forest?
3. Summarize How does Tom try to avoid fulfilling his end of the bargain?

Text Analysis
4. Compare Character Traits As Tom gets older, he begins to worry about his actions and becomes “a violent churchgoer.” But does he really change? Support your opinion with examples from the text. Use a chart like the one shown to collect evidence.

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Before the Bargain</th>
<th>As He Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Draw Conclusions In your opinion, is there any way Tom could have escaped the consequences of his deal with the devil? Use evidence from the text and your own knowledge of human nature to support your answer.

6. Analyze Imagery What inferences can you make about how each of the following images supports characterization and mood?
   - the trees and the swamp (lines 40–47) • the hewn trees (lines 96–102)
   - Tom’s new house (lines 270–272) • Tom as a churchgoer (lines 279–289)

7. Analyze Satire Through statements he makes about Tom Walker, his wife, and his community, what messages is Irving communicating about
   - women (lines 31–37)?
   - the slave trade (lines 224–227)?
   - the Puritan attitude (lines 115–118)?
   - moneylenders (lines 228–230)?

Text Criticism
8. Critical Interpretations The story of Tom Walker engaged readers both here and in Europe for many different, and sometimes conflicting, reasons. Look at the story again through the eyes of each of the following people. What reasons would you give for recommending the story to others? What reasons would you give for not recommending the story to others?
   - revolutionary • Puritan • American politician • banker

Are you willing to PAY ANY PRICE?
Tom Walker goes to extreme lengths to acquire wealth. Are there things in life that are worth paying any price for? If so, what are they, and what are the consequences of seeking them?

Are you willing to PAY ANY PRICE? Possible answers: Students might list things like relationships with people, saving someone’s life, or staying true to a belief. Consequences might be that other areas of life, such as school, may suffer; individuals may lose friends or may become injured.

ANSWERS
1. Tom and his wife are both miserly, grasping, mean-spirited, and without conscience.
2. In exchange for the pirate’s treasure, Tom becomes a usurer. It is also implied that the devil will have his soul (lines 220–222).
3. Tom becomes zealous and religious and keeps one Bible in his coat pocket and another on his desk.

Possible answers:
4. Tom does not really change. He goes on sinning (lines 281–282) despite his fervent church attendance, and he continues his work as a usurer, as cold-bloodedly as ever (lines 308–313).
5. Answers may vary, but most students are likely to say that Tom could not have escaped. His only chance for doing so might have been to repent and become a truly good person—most unlikely considering his nature.

6. COMMON CORE FOCUS Analyze imagery—trees and swamp—dismal mood; hewn trees—ominous mood; new house—Tom likes to show off, but he is still miserly; Tom as churchgoer—hypocritical nature

7. COMMON CORE FOCUS Satire—woman—a scolding woman makes life miserable for everyone; Puritan attitude—the Puritans committed terrible acts in the name of God; slave trade—slavery is supremely evil; moneylenders—moneylenders do the devil’s work.
Vocabulary in Context

**Vocabulary Practice**

Choose the vocabulary word that best matches each description below.

1. someone who loves to nag, criticize, and sneer
2. your mood if you suddenly lost your job, your best friend, or your dog
3. what a hot day is to lemonade vendors
4. a pretentious display that is meant to impress others
5. what the Bill of Rights was written to prevent
6. what someone who buys stock in a struggling company is doing
7. a person you don’t want to have help you out of financial difficulties
8. a feeling that can make someone drool in a department store

**Academic Vocabulary in Writing**

Irving uses several examples of wicked characters to reinforce the idea that greed is bad. In a short paragraph, indicate how Irving could have also included positive role models to illustrate moderation. Use three of the Academic Vocabulary words in your writing.

**Vocabulary Strategy: The Latin Root spec**

When Tom Walker’s neighbors speculated in land, they were hoping to spot opportunities for a quick profit. The Latin root spec in the word speculating actually means “to look at” or “to see or behold.” Words containing this root, or the related forms spect and spic, usually have something to do with light, sight, or clarity.

**Practice**

Match each definition below with the appropriate word from the word web, considering what you know about the origin of the Latin root spec and the other word parts shown. Then, say whether the words are nouns or adjectives, checking a dictionary if necessary.

1. tending to look within, at one’s own thoughts or feelings
2. an observer of an event
3. a ghostly sight or apparition
4. showing unwillingness to act rashly; prudent
5. a point of view
6. a range of colored light

**Interactive Vocabulary**

Keyword: thinkcentral.com

Go to thinkcentral.com, KEYWORD: HML11-334

**Differentiated Instruction**

**For English Language Learners**

Task Support: Vocabulary Strategy

Help students create a home-language word web using words that contain the Latin root spec. For example, Spanish-speaking students may suggest such words as espectáculo, espectador, inspector, and perspectiva.

**For Advanced Learners/ AP**

Vocabulary in Writing

Ask students to use as many vocabulary words as they can in a paragraph written in the first person from the point of view of someone who borrowed money from Tom Walker.
Language

**GRAMMAR AND STYLE: Recognize Parallelism**

Review the Grammar and Style note on page 327. Irving uses parallelism—the repetition of grammatical structures—to create emphasis or to add rhythm. Look at this example:

*Tom's wife was a tall termagant, fierce of temper, loud of tongue, and strong of arm.*

(lines 31–32)

Notice that each of the highlighted phrases contains an adjective (*fierce, loud, and strong*) followed by a prepositional phrase (*of temper, of tongue, and of arm*). How does the parallelism affect the description of Tom's wife?

**PRACTICE** Write down each of the following sentences from the selection. Then identify the parallel elements from each sentence as shown and write your own sentence with similar parallel elements.

**EXAMPLE**

*No smoke ever curled from its chimney; no traveler stopped at its door.*

*No frown ever crossed his face; no complaint crossed his lips.*

1. "Oh, I go by various names. I am the wild huntsman in some countries; the black miner in others. . . . I am the great patron and prompter of slave dealers, and the grand master of the Salem witches."

2. "Midnight came, but she did not make her appearance; morning, noon, night returned, but still she did not come."

3. He built himself, as usual, a vast house, out of ostentation; but left the greater part of it unfinished and unfurnished, out of parsimony.

**READING-WRITING CONNECTION**

Expand your understanding of Irving's "The Devil and Tom Walker" by responding to this prompt. Then, use the **revising tips** to improve your story.

**WRITING PROMPT**

**WRITE A STORY** An archetypal plot is a basic story line that serves as a frame for stories across time and cultures. Write a one-to-three-page story around a situation where a character makes a "deal with the devil" in a modern setting. Be sure to show the results of the main character's actions.

**REVISI NG TIPS**

- Use parallel verbs (such as saw, went, bought) to add rhythm and vary syntax.
- Use parallel phrases to enhance your style.
- Use parallel sentences to clarify meaning.

**COMMON CORE**

L.9 Apply knowledge of language to to make effective choices for meaning or style. W.3a. Vary syntax for effect.

**Resource**

**RESOURCE MANAGER—Copy Master** Recognize Parallelism p. 28

For more on parallelism, see page R68 in the Grammar Handbook.

**Reading-Writing Connection**

Encourage students to be imaginative in their adaptation of the Faustian archetype. Point out that the main character may be a male or female of any age and that the story may be serious or, like "The Devil and Tom Walker," satirical. Project the short story writing template transparency and review strategies for planning and organizing a short story.

**BEST PRACTICES TOOLKIT—Transparency**

Writing Template: Short Story pp. C16, C39

**Writing Online**

The following tools are available online at thinkcentral.com and on WriteSmart CD-ROM:

- Interactive Graphic Organizers
- Interactive Student Models
- Interactive Revision Lessons

For additional grammar instruction, see GrammarNotes on thinkcentral.com.

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**FOR STRUGGLING WRITERS**

*Writing Support*

- Help students brainstorm possible scenarios that reflect the Faustian archetype.
- Encourage students to explain the choices their main character has to make and to make sure the choices affect that character as well as other characters.
- Use modeling to show students how to include dialogue between characters.
- Suggest that students create a Sequence Chain of plot events to help them in planning their story.

**BEST PRACTICES TOOLKIT—Transparency**

Sequence Chain p. B21

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**Assess and Reteach**

**Assess**

**DIAGNOSTIC AND SELECTION TESTS**

Selection Test A, B/C pp. 101–102, 103–104

**Interactive Selection Test on thinkcentral.com**

**Reteach**

Level Up Online Tutorials on thinkcentral.com