



Active or Passive? "The Monkey's Paw"

Grammar/Language Usage



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Grade Level	7th – 8th Grade	Time Frame	1-2 class period(s)
Subject	English/Language Arts	Duration	60 minutes
Course	British Literature, Composition		

Essential Question

How do we recognize active and passive voice? What is the importance of recognizing active and passive voice?

Summary

This grammar lesson will engage students in recognizing, identifying, and creating active or passive voice in their writing. The use of active and passive voice is demonstrated through the short story, "The Monkey's Paw," although any piece of literature could be substituted. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included. While this lesson is currently aligned only to 8th grade standards, it would be appropriate to teach in grades 7 through 8, adjusting standards as needed.

Snapshot

Engage

Students work in pairs to complete a card sort activity, sorting 10 sentences into two groups according to their similar characteristics.

Explore

Partners explain their reasoning for grouping the card sort sentences, are shown examples of active and passive voice, and attempt to re-sort the card sort sentences according to their voice.

Explain

Student pairs join another pair and choose a topic from a menu to create their own examples of active and passive sentences. They make a T-chart poster to share with the group.

Extend

Students write a paragraph summarizing "The Monkey's Paw" or another familiar text which includes sentences in active and passive voice.

Evaluate

The T-chart activity and the paragraph summary serve as assessments of this lesson.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 8)

8.1.W.2: Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

8.2.R.1: Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.

8.5.R.2: Students will recognize the use of active and passive voice.

Attachments

- [Card Sort Handout—Active and Passive Voice - Spanish.docx](#)
- [Card Sort Handout—Active and Passive Voice - Spanish.pdf](#)
- [Card Sort Handout—Active and Passive Voice.docx](#)
- [Card Sort Handout—Active and Passive Voice.pdf](#)
- [Lesson Slides—Active and Passive Voice.pptx](#)
- [T-Chart Handout—Active and Passive Voice - Spanish.docx](#)
- [T-Chart Handout—Active and Passive Voice - Spanish.pdf](#)
- [T-Chart Handout—Active and Passive Voice.docx](#)
- [T-Chart Handout—Active and Passive Voice.pdf](#)
- [Talk Moves Cards—Active or Passive.pdf](#)
- [The Monkey's Paw by W.W. Jacobs—Active or Passive - Spanish.docx](#)
- [The Monkey's Paw by W.W. Jacobs—Active or Passive - Spanish.pdf](#)
- [The Monkey's Paw by W.W. Jacobs—Active or Passive.docx](#)
- [The Monkey's Paw by W.W. Jacobs—Active or Passive.pdf](#)

Materials

- T-chart handout (attached, one per group or one per student)
- "The Monkey's Paw" short story (attached in PDF format; also available in audio format—see links below)
- Card Sort handout (attached, one set per pair of students)
- Talk Moves cards (attached, optional)
- Chart tablet paper
- Markers

Engage

Teacher's Note: Card Sort Lesson Prep

Prior to the lesson, print copies and cut out the attached card sort. Students will work on this activity in pairs or small groups, so prepare at least one set of cards (ten sentences) for half the number of students in the largest class. It is recommended that you print the cards on heavy paper or card stock for durability. Place each set of cards in a small plastic bag.

Introduce the lesson by displaying the **title slide** on the attached teacher slide presentation. Ask students to raise their hand if they know what the terms "active voice" and "passive voice" mean. Call on any students that raised their hands and let them share what they may know. Do not offer any explanations at this point. Transition to slide three and introduce the lesson's Essential Questions. Tell students that we will investigate these terms—active voice and passive voice—throughout the lesson with the questions on slide three in mind.

Assign students to pairs or small groups of mixed ability. Introduce the [Card Sort](#) activity and pass out the cards to each pair. Display slide the activity directions on slide four. Ask students to discuss the cards and work on this activity together. These are sentences from the attached short story, "The Monkey's Paw" by W.W. Jacobs. Partners or groups are to sort the sentence cards into two groups, based on the sentences' similarities. Ask students to consider how the sentences are alike and sort them into two groups: five sentences that seem similar in one way and five other sentences that seem similar in a different way. Allow 10 minutes for the class to discuss and sort the sentences into the two different groups.

Optional Modification For Distance Learning

To make the Card Sort activity accessible for online or distance learners, you might choose to have students to print and cut out their own Card Sorts. A web-based platform such as [Google Classrooms](#), or a digital platform for sorting such as [Desmos](#) or [Quizlet](#), can also be used to create a digital Card Sort. Students can sort the cards and describe their thought processes for each sentence as part of an online discussion. [Download all attachments to use in Google Classroom](#).

Explore

As the students are sorting the cards, display **slide 5** and prompt them to discuss their choices with each other. Each card sort group or pair will choose a spokesperson to share their reasoning with the rest of the class. Call on spokesperson and ask them to share how and why they divided the sentences as they did. You may wish to list the reasons given on the board or in a Google document to refer to later in the lesson.

Display **slide 6** and introduce the definitions of active and passive voice. Go over the examples and explain how to differentiate between active and passive voice sentences. Ask students to return to their card sort and check to see if they sorted the cards into active and passive voice. If they did not, have the groups use the rules on slide six to re-sort their cards. Give groups five or six minutes to re-sort.

Transition to **slide 7** and share the correct answers to the card sort. Have students check their card sort columns for accuracy.

Explain

To reinforce the concept of active and passive voice, stand in front of the class and ask them to watch carefully. Take a pen and drop it on the floor. Show slide six again, reading aloud the rule about active voice. Introduce an [Elbow Partner](#) strategy and ask students to use active voice to create a sentence about what just happened. After they have done so, solicit volunteers from the pairs to share their active voice sentence.

Prompting Student Responses:

Students may still have some difficulty creating a sentence in the active voice. If so, give them a stem starter such as "Mrs. White just..." (dropped a pen).

Ask student pairs to turn that same sentence into a passive voice sentence. Remind them of the rules for passive voice on slide six. Call on students for their answers.

Expected Student Responses:

Student pairs should be able to create sentences such as, "The pencil was dropped," or "The pencil was dropped by Mrs. White."

Now, have the elbow partners to pair with another set of partners to make a team of four. Pass out one of the attached T-chart handouts, a piece of chart tablet, and a marker to each group. Show **slide 8**, which presents a list of topics. Ask each group to come to a consensus in choosing a topic to write about. Students may choose their own topic but must have teacher approval.

Together, the groups will complete the [T-chart](#) handout by writing 10 active voice sentences and 10 passive voice sentences about their topic in the appropriate columns.

Optional Modification For Distance Learning

For online or distance learning, consider creating multiple copies of the T-chart handout using Google Docs. Assign a copy to each group of students. Have the groups collaborate on their T-Chart and add their explanations virtually. You can view each student's contribution to any Google Doc by viewing the document version history. [Download all attachments to use this lesson in Google Classroom.](#)

Teacher's Note: Establishing Group Norms

If students are unaccustomed to or become overly argumentative when working in groups, pass out the "Talk Moves" cards (found in the attachments) to each student. Ask students to use the sentences as stems to work more cooperatively. You may also wish to model the use of the "Talk Moves" stems. As groups begin to work together, walk around and listen to student conversations. Students should be on task, working cooperatively through their discussions to understand the differences between active and passive voice.

Peer Review Feedback: The groups compare their lists, have them read them, compare them, and discuss with another group. Ask the groups to peer review each other's T-chart, checking that the sentences are correctly identified as active and passive voice. Groups should work together to make corrections and revisions based on the peer feedback they receive.

Optional Modification For Distance Learning

If working in an online or distance learning environment, Students can revise and edit their peers' work through Google Docs. Have your students change the color of their text when commenting on revisions and edits of their peers' writing so that the suggestions are clearly seen. [Download all attachments to use this lesson in Google Classroom.](#)

Next, ask students to make a poster version of their T-chart, using markers to write their revised sentences on the chart tablet paper. Allow 20 to 30 minutes for students to work on this activity (complete the T-chart handouts, peer review and revise, and make their posters).

Optional Modification For Distance Learning

You can have students create digital posters using an application such as [Canva](#) or Google Slides. [Download all attachments for use in Google Classroom.](#)

Once the posters are made, have groups hang them around the classroom. Have each group take turns sharing their topic and presenting the active and passive voice sentences they created. If time allows, facilitate a whole-class discussion about the topics.

Optional Modification For Distance Learning

You may choose to leave out the Peer Review Feedback part of this lesson if utilizing distance learning. If you would like to include a peer review as part of the activity, you can use a website such as [VoiceThread](#), where you can upload students' posters to the site. Then, students can choose whether they would like to make a quick video, a voice memo, or a written note to provide their feedback on other students' posters. [Download all attachments for use in Google Classroom.](#)

Extend

Teacher's Note: Reading "the Monkey's Paw"

Students who are unfamiliar with "The Monkey's Paw" need to read the story or hear it aloud prior to creating a summary. A copy of the story can be found in the attachments. You may choose to read the story aloud or play the YouTube audio version [linked here](#) (the full URL can be found in the Resources below) to build the background. Alternately, you may choose to have students summarize any other piece of text that they have previously read.

Display **slide 9**. After becoming familiar with "The Monkey's Paw" (or choosing an alternative text that you have approved), have students work individually or as a group to will write a five to seven sentence paragraph summarizing the story. They should include sentences in both the active voice and passive voice to demonstrate their understanding and application of these sentence structures.

Optional Modification For Distance Learning

You may consider making this activity a discussion board post to which your students can respond directly. [Download all attachments for use in Google Classroom.](#)

Evaluate

The teacher will assess the students' understanding of active and passive voice based on completion and quality of the T-chart activity and the summary paragraph.

If you used the Talk Moves cards during the group activity, ask students to reflect on them. Did the Talk Moves cards help them work together more efficiently or cooperatively? Ask students to share their opinion.

Resources

- Active and passive voice--usage and differences. (n.d.) Grammar. Writing Guide. A researchguide.com. <https://www.aresearchguide.com/active-and-passive-voice.html>
- Chilling tales for dark nights production (2014). The Monkey's paw radio drama. (video file). Youtube.com. <https://www.youtube.com/watch?v=NmYDQcaB2c8&t=40s>
- Encouraging academic conversations with talk moves. (2018). Edutopia.com. <https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves>
- Jacobs, W.W. (1902). The monkey's paw. Project gutenber.org. Retrieved from <https://www.gutenberg.org/ebooks/12122>
- K20 Center (n.d.) Card Sort. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b>
- K20 Center (n.d.) Elbow Partners. Strategies. <https://learn.k20center.ou.edu/strategy/cc07ea2d6099763c2dbc9d05b00c4b4>
- K20 Center. (n.d.). T-Chart. Strategies. <https://learn.k20center.ou.edu/strategy/86>
- K20 Center. (n.d.). Google Classroom. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/628>
- K20 Center. (n.d.). Desmos. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1081>
- K20 Center. (n.d.). Quizlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/666>
- K20 Center. (n.d.). Canva. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/612>
- Lewis, R. (2012). The Monkey's paw. (video file). Youtube.com. <https://www.youtube.com/watch?v=ugjegcILNhM>