

**Day 6** (*Time required: 45-55 mins.*)

### **Omniscient and Limited Omniscient Narration**

The word omniscient means “knowing all things.” Omniscient narration occurs in a story that is told from the point of view of someone who knows everything that has happened and will happen in a story. This narrator also knows the minds of the characters and their feelings at any given time.

### **Limited omniscient narration**

occurs in a story that is told from the point of view of someone who knows many (but not all) things about events that occurred or will occur in the story. This narrator also knows the thoughts and feelings of some (but not all) of the characters.

### **Differentiated Learning: Additional Instruction**

If some students are not sure what limited omniscient narration and omniscient narration mean, then ask them to think about the narrators in stories and books they have already read. Ask them to answer this question about each work: Was the narrator able to know all things about all characters or only some things about some characters?

### **Ask students questions such as these:**

- What aspects of this story seem to be omniscient narration? (Possible student answers: The boy knows details of events that occurred in the woman’s life before he was born; he knows the history of the Grimes family.)
- What aspects prove that the narrator does not know everything about the events, proving that he is a limited omniscient narrator? (Possible student answers: He doesn’t seem to know the woman’s name; he isn’t sure if the woman’s father knew that he had a daughter; he doesn’t seem to know how the woman feels about her life.)

### ***Death in the Woods*, Section I**

Hand out copies of the entire story and ask students to read Section I silently. This should take about 10 minutes. As they read, ask students to look for specific passages that prove that the narrator is not an omniscient narrator. After all students have finished reading, ask them to look for details from the story to support their answers to these questions:

- How old is the speaker at the time he tells his story to us, the readers? How old was he when the story took place?
- Why did the woman travel to town? How do you think she felt as she traveled?
- Why did the townspeople dislike Jake Grimes, the woman’s husband?
- How might Jake Grimes’ reputation have affected his wife’s interactions with others? Why?
- Where do you think the story takes place? In what time period do you think it takes place? Explain your answers.
- What are some of the problems the woman faced?

### **Pre-Assessment: Plot**

This quick activity will enable you to assess students' readiness for upcoming instruction. Make sure that students turn in their work when they are finished.

On a separate sheet of paper, ask each student to create another chart that has one vertical line and one horizontal line that intersect (like the one they made earlier in the lesson). In the upper left quadrant (#1), ask them to write the word "plot." Then ask them to write "definition" in the quadrant below (#2). Next, in the upper right quadrant (#3), ask them to write "examples." Finally, in the quadrant below (#4), ask them to write "anti-examples," which are things that are not examples of plot. Now ask students to complete the three quadrants they have labeled.

