

**Lesson 1 – Narrative Mode**  
**EXPLICATION OF THE LESSON PLAN PROTOCOLS**

**Description of Setting:** Desks are arranged in a circle or semi-circle, depending on the size of the class. It is important that every student be able to look at the others as well as the professor when discussing or sharing begins so as to induce the free flow of ideas. Also allows everyone to hear each other better.

**Description of the Learners:** Students only have a rudimentary knowledge of poetry from literature class work since free-form poetry is the best fit for this kind of assignment (an example of this will be submitted separately). These students also have grade level knowledge of grammar and are able to identify basic parts of speech, such as adverbs, adjectives, participles, etc. They know the difference between abstract and concrete concepts. Writing ability is likely to range from those only familiar with writing for school (essays, research papers, etc.) to those who have begun to explore their own abilities in creative writing, to students who are very aware of their writing capabilities.

**Goal(s):** Students will be able to define the different types of narrative modes.

**Rationale(s):** Often, too many students sit down and begin to write a story without understanding that how they tell the story is just as important as the point they are trying to convey. It is important that students understand that their reader interprets the information in a story differently based on from the perspective from which the story is told.

**Outcomes/learning objectives:** Students will identify the different types of narrative mode with 70% accuracy.

**Show-Me Standards:** Reading 2C-3C, K-8; Standards CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8; Writing 2C-E, K-8; 4, 2.1, 1, 2.2

**Instructional Process:**

1. Welcome students to class and let them seat themselves.
2. Remind students of the previous unit (The Descriptive Essay or Poem).
3. Tell them that they are going to do a Quickfire (in-lesson assessment) and to get out a piece of paper and a pencil.
4. Write three to five basic sentences on the board.  
*Example:* I put on a dress. I walked down the stairs. He said we were going to a pub. I got so angry.
5. Tell students that they have five minutes to add details to these sentences so that they tell a story. Remind them that the Quickfire is not about completion as much as it is effort.
6. After the five minutes are up, have some of the students share what they wrote. Give constructive critiques.
7. Ask students to consider what they have written and from whose perspective it was written. (Most likely, from a woman who is angry at a man because of the reason(s) their details provided.) Ask them to consider the other side of the story, the man's. Ask them to consider what he feels about this same situation.
8. Give them five minutes to write out the man's side of this situation. Remind them to give good details because "details make the story."
9. When the five minutes are up, ask the same from before to share what they wrote. Give constructive critiques, especially concerning how well the new paragraph compliments the old.
10. Ask students to turn in their Quickfires.
11. Explain that the focus of the next few lessons will be to help students with their next assignment,

rewriting an already existing story from a different character's perspective or writing the outcome following a change in an important historical event.

12. Tell them that today we are going to focus on narrative mode.

13. Define narrative mode.

i. *Narrative mode* – how the unspoken parts of a story are told and who tells them.

14. Define the different types of narrative mode and how they affect a story. Ask students to volunteer examples of how to use each (examples of books using these types are included in each included after each definition).

i. *Narrator* – who tells the story.

ii. *Participant narrator* – the person telling the story appears as a character therein. [Holden Caulfield, *Catcher in the Rye*]

iii. *Nonparticipant narrator* – the person telling the story does not appear as a character and only speaks to the reader. Can usually be considered to be the author himself or herself. [*The Hitchhiker's Guide to the Galaxy* series]

iv. *First person* – a character tells the story from their point of view. Their actions and feelings are described using "I" and "we." [*The Absolutely True Story of a Part-Time Indian*]

a. *Stream-of-consciousness* – tries to recreate the way a person actually thinks.

This narrative mode can be hard to follow because it functions much like the human brain, jumping from one thing to another, sometimes to things that seem unconnected to the original thought. [*The Tilting of Granny Weatherall*]

b. *Unreliable voice* – when the events and reactions related by the narrator cannot be entirely trusted to be entirely accurate because they have some kind of agenda or want to look good to others. [Holden Caulfield, *Catcher in the Rye*]

c. *Epistolary voice* – stories told through a series of letters [*Dear Mr. Henshaw*]

v. *Second person* – usually only used in poetry or songwriting, tells the story as a nonparticipant observer of a single character. Those thoughts and feelings are described using "you." [*Choose-your-own-Adventure* books]

vi. *Third person* – the narrator is either a nonparticipant observing the characters or someone uninvolved in the events relating the story as it was told to them. Characters are referred to by their proper names or "he," "she," "it," or "they."

a. *Third-person, subjective* – the narrator tells the story through the thoughts, feelings, and motivations of the character(s). If the entire story is told from the perspective of a single character, it is called *third-person, limited*. [third-person subjective: the *Harry Potter Series*; third-person, limited: most fairy tales]

b. *Third-person objective* – the narrator tells the story without ascribing thoughts, feelings, and motivations to different characters, thus trying to be unbiased and relate events as they actually happened. [most non-literature textbooks]

c. *Third-person, omniscient* – A godlike narrator that knows everything about the world of the in which the story takes place. Will often include information that no character will possibly know or unrelated asides that are meant to further the story's moral. [*The House of the Seven Gables*]

vii. *Alternating person view* – Switching between two different narrative modes. While it is usually best to pick one narrative mode and stick with it throughout a single story, it can help further the plot to alter perspective from time to time. This must be done in a way that does not confuse the reader. [*Frankenstein*]

15. Ask students to come up with both good and bad examples of how to use each style.

*For instance:* A good example of when to use first person would be the descriptive essays and poems that the students just completed. A bad example of example of when to use first person would be to write a history report.

16. Tell students about lesson 5 and distribute rubrics.

17. Answer students' questions.
18. Dismiss class.

**Assessment Procedures:** (attached)

**Materials:** Paper, writing utensil

**Management Procedures:**

- Students must wait to be recognized by the teacher before answering questions.
- Students may not heckle, taunt, or demean students who share.
- Students are allowed to speak to one another, but only with appropriate tones.
- Students will not copy each others' papers.
- Students who fail to comply with these rules face consequences (below).

*First offense:* Student is given a warning.

*Second offense:* Offending student loses 25% of their overall score.

*Third offense:* Student loses the opportunity to complete the assignment and is ejected from class.

## Narrative Mode Rubric

Student Name: \_\_\_\_\_

	5	4	3	2	1
<b>Participation</b>	Student participated vigorously in discussions.	Student participated in discussions.	Student barely participated in discussions.	Student attempted participate in discussions, but answers indicated he/she was not always paying attention.	Student either did not participate in discussions.
<b>Quickfire, Part 1</b>	Contains at least five descriptive details.	Contains four descriptive details.	Contains three descriptive details.	Contains two descriptive details.	Contains no more than one descriptive detail.
<b>Quickfire, Part 2</b>	Contains at least five descriptive details and related well to the original piece.	Contains four descriptive details and related well to the original piece.	Contains either three descriptive details or did not relate well of the first piece.	Contains two descriptive details and does not relate well to the first piece.	Contains no more than one descriptive detail and does not relate at all to the first piece.

Total Points: \_\_\_/15