


Day 4: "The Raven"

Begin lesson

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	Teaching notes
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Before the Lesson

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Before the Lesson	Teaching notes

Anchor Text

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Teaching notes

Download and print copies of the anchor text for each student.

Student Notes Sheet

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Teaching notes

- This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.
- During class, students can use these sheets to record their responses, notes, or ideas. Use the back to

record responses to the focus question.

- Following class, collect student notes to use as a formative assessment.

Getting Started

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<h2>Getting Started</h2>	<h3>Teaching notes</h3>
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Introduction 1 of 3

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<p><small>The Raven Edgar Allan Poe, 1845</small></p> <p><small>Once upon a midnight dreary, while I pondered, weak and weary, Over many a quaint and curious volume of forgotten lore, While I nodded, nearly napping, suddenly there came a tapping, As of some one gently rapping, rapping at my chamber door— "Tis some visitor," I muttered, "tapping at my chamber door— Only this, and nothing more."</small></p> <p><small>Ah, distinctly I remember it was in the bleak December, And each separate dying ember wrought its ghost upon the floor, Eagerly I wished the morrow;—vainly I had sought to borrow From my books surcease of sorrow—sorrow for the lost Lenore— For the rare and radiant maiden whom the angels name Lenore— Nameless here for evermore.</small></p> <p><small>And the silken sad uncertain rustling of each purple curtain Thrilled me—filled me with fantastic terrors never felt before; So that now, to still the beating of my heart, I stood repeating, "Tis some visitor entering entrance at my chamber door— Some late visitor entering entrance at my chamber door— This is it, and nothing more."</small></p> <p><small>Presently my soul grew stronger; hesitating then no longer, "Sir," said I, "or Madam, truly your forgiveness I implore; But the fact is, I was napping, and so gently you came rapping, And so faintly you came tapping, tapping at my chamber door, That I scarce was sure I heard you" here I bowed with the door— Darkness there, and nothing more.</small></p> <ul style="list-style-type: none"> • Poem by Edgar Allan Poe • Published in 1845 • Grief-stricken man and a mysterious raven 	<h3>Teaching notes</h3> <p>Pacing: 5 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> ■ Remind students that this week you are reading the poem "The Raven" closely. This means going back and rereading the poem and answering questions based on evidence in the text. <ul style="list-style-type: none"> ■ Make sure that students have their copy of the poem and the students guided notes sheet. ■ Have students complete a shared reading of the poem with a partner. Remind students to follow along with the text as their partner reads. ■ Tell students that today you will focus on Stanzas 1-8 as well as the narrator and the setting. Have students reread Stanza 1-8 of the poem independently.
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Today, we will focus on Stanzas 1-8 of the poem.

Teaching notes

Pacing: 5 minutes

Notes:

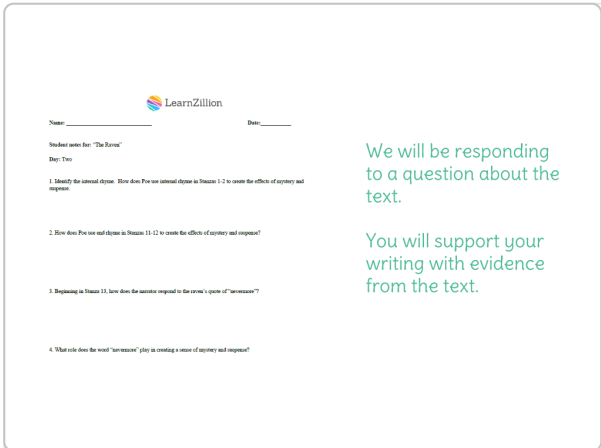
- Remind students that this week you are reading the poem "The Raven" closely. This means going back and rereading the poem and answering questions based on evidence in the

text.

- Make sure that students have their copy of the poem and the students guided notes sheet.
- Have students complete a shared reading of the poem with a partner. Remind students to follow along with the text as their partner reads.
- Tell students that today you will focus on Stanzas 1-8 as well as the narrator and the setting. Have students reread Stanza 1-8 of the poem independently.

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 <p>The screenshot shows a student worksheet for the poem "The Raven". It includes the LearnZillion logo, a name and date line, and four numbered questions. Green annotations are present: "We will be responding to a question about the text." next to question 1, and "You will support your writing with evidence from the text." next to question 2.</p>	<h3>Teaching notes</h3> <p>Pacing: 5 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> Remind students that this week you are reading the poem "The Raven" closely. This means going back and rereading the poem and answering questions based on evidence in the text.
<ul style="list-style-type: none"> Make sure that students have their copy of the poem and the students guided notes sheet. Have students complete a shared reading of the poem with a partner. Remind students to follow along with the text as their partner reads. Tell students that today you will focus on Stanzas 1-8 as well as the narrator and the setting. Have students reread Stanza 1-8 of the poem independently. 	

Exploring the Text

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<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>
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Supporting Question 1

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Describe the setting in stanzas 1-8 of "The Raven?"

Teaching notes

Pacing: 5 minutes

Standard: RL.9-10.4

Purpose: This question will help students identify and understand the setting of the poem. By doing this, students are able to move into the inference-ridden portion of the larger text-dependent question.

Answer: Students' answers should reference the darkness and time of night (midnight). In addition, the narrator is alone in his home and afraid of what is outside his chamber door. Outside of his chamber door is darkness as well (Stanzas 2-3). Darkness represents mystery; no one knows what is in the darkness.

Look for students....

- Identifying the setting using specific details from the text.
- Using textual evidence to support the identification of specific details (i.e, "Once upon a midnight dreary" leads me to realize it is midnight or the middle of the night).

Guiding questions and prompts:

- Ask, "What do we know about setting?"
- Ask, "What words help us to determine what time of day it is and the season?"
- Ask, "What words help us to determine the location and the atmosphere?"

Additional Notes:

- Have students answer this question with a partner via turn/talk. Give students enough time to discuss the answer with their partners. Then, have one or two pairs share their answers with the class.
- Walk around to ensure that students' answers reflect an understanding of the setting, and that they are focusing on more than the location.

Supporting Question 2

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How does the setting help create a sense of mystery?

Teaching notes

Pacing: 5 minutes

Standard: RL.9-10.4

Purpose: The question will help students connect the setting to the overall mood of the poem.

Answer: The setting is one of darkness and the unknown. It is

difficult to see at night, and the narrator is alone in his chamber room. Additionally, it is December and it is cold. The weather has not been pleasant, "it was in the bleak of December." These two key factors create a sense of mystery.

Look for students....

- Creating a clear connection between the setting and the mystery/suspense of the poem.
- Identifying the mood of the poem as mysterious and suspenseful.
- Using textual evidence to support their claims/connections (i.e., the setting).

Guiding questions and prompts:

- Ask, "What do we know about the setting?"
- Ask, "What specific words about the setting creates a sense of mystery?"

Additional Notes:

- Have students answer this question with a partner via turn/talk. Give students enough time to discuss the answer with their partners. Then, have one or two pairs share their answers with the class.
- Walk around to ensure that students' answers reflect an understanding of the setting, and that they are focusing on more than the location.

Supporting Question 3

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In Stanza 2, what specific words are used to illustrate the narrator's relationship with the deceased Lenore?

Teaching notes

Pacing: 8 minutes

Standard: RL.9-10.1; RL.9-10.4

Purpose: This question gets to the heart of the theme of the poem. Students will analyze the specific words and language and connect them to the narrator's grieving process. This helps the students

further infer meaning into the narrator's character.

Answer: The narrator is grieving Lenore and is filled with deep sorrow. Lines 10-11 illustrate his grief: "From my books surcease of sorrow-sorrow for the lost Lenore/For the rare and radiant maiden whom the angels name Lenore."

Look for students....

- Identifying specific words that illustrate the narrator's relationship with Lenore.
- Using evidence from the text, in quotation marks, to support their claims.
- Connecting the words identified to the narrator's relationship with Lenore.

Guiding questions and prompts:

- Ask, "What is an illustration?"
- Ask, "What specific words illustrate how the narrator feels about Lenore?"
- Ask, "Why did you choose these words? What do they tell you about the narrator?"

Additional Notes:

- Have students complete this question as an independent written response. This will allow students to grapple with the text and their responses independently. It will also begin to prepare students for the independent writing activity on Day 5.

Supporting Question 4

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Citing textual evidence, what key details tell you about the narrator's state of mind throughout the poem?

Teaching notes

Pacing: 8 minutes

Standard: RL.9-10.1; RL.9-10.4

Purpose: This question will deepen students' understanding of the narrator's mental and emotional state. It gives key insight into the narrator and how Poe uses words to characterize the narrator.

Answer: In Stanza 2, we see the narrator in a grievous state: "For my soothsayer's surcease of sorrow-sorrow for the lost Lenore." In Stanza 4, the narrator has a conversation with an unknown being: "'Sir,' said I, 'or Madam, truly your forgiveness I implore; but the fact is I was napping, and so gently you came rapping.'" We discover at the end of the stanza that no one is there. This could lead the reader to believe that the narrator is imagining things or his grief has caused him to live in a fictional state. We are also led to believe the narrator is unsure when it comes to whether he wants the raven to stay. In Stanza 10, he references that other friends have left him, and that he doesn't want the raven to leave as well; however, a few stanzas later, he begins to curse the bird: "'Prophet!' said I, 'thing of evil!-prophet still, if bird or devil!'"

Look for students....

- Identifying specific details about the narrator's state of mind.
- Connecting those details to the narrator's state of mind.
- Using evidence from the text, in quotation marks, to support their claims.

Guiding questions and prompts:

- Ask, "What do we know about the narrator's emotional state?"
- Ask, "What words lead you to this conclusion?"
- Ask, "Does the narrator's state of mind change? If so, how?"

Additional Notes:

- Have students complete this question as an independent written response. This will help students begin to grapple with the text and their responses independently.
- It will also begin to prepare students for the independent writing activity on Day 5.

Focus Question

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<h2>Focus Question</h2>	Teaching notes

Focus Question

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Citing evidence from the text, what can you infer about the narrator and the setting from Poe's specific use of words?

Teaching notes

Pacing: 15 minutes

Standard: RL.9-10.1; RL.9-10.4

Purpose: The focus question will help students further analyze Poe's specific use of words as it relates to the narrator and setting. The narrator is integral to the overall meaning of this poem, and students

should take time to gather all of the clues Poe leaves about the narrator's character and the setting to create cohesive inferences. Poe uses specific language to describe the setting in the poem, language that contributes to the overall mystery of the poem. Thus, having students analyze the setting is key to them understanding Poe's specific word choice(s). The supporting questions help focus students on a particular portion of the text, while the focus question helps students analyze the larger meaning of the narrator's and setting's purpose.

Answer: The narrator is having a difficult time accepting the death of his love Lenore. In Stanzas 1-2, the narrator reads at night in order to help take his mind off of Lenore: "From my books of surcease of sorrow-sorry for the lost Lenore-/For the rare and radiant maiden whom the angels name Lenore." The narrator resents the raven's presence throughout the poem and believes the raven to be an omen sent to torture him. In Stanza 15, the narrator curses the bird and reveals his true feelings towards the raven: "'Prophet! said I, 'thing of evil!-prophet still, if bird or devil!'"

The setting of the text is dark and mysterious. In the first stanza, the time is described as midnight: "Once upon a midnight dreary." The second stanza tells us the time of year, December: "Ah, I distinctly remember it was in the bleak of December." The location is the narrator's bedroom or chamber: "As of some one gently rapping, rapping at my chamber door." We can infer that the narrator's bedroom was dark, as he didn't know for sure what was on the other side of the door. In Stanza 2, this darkness is described: "Deep into that darkness peering, long I stood there wondering, fearing." The darkness, along with the time of day, causes the reader to infer that it is a cold, dark, December night. In addition, because of the darkness, the reader could also infer that there is little light in the room; at most the dim light from a candle or window. The darkness also signals that the narrator is alone in the house - there is no mention of other light coming into the room or appearing outside the chamber door. Based on all of this evidence, we can infer that the narrator is a very

complex character who is grieving and disturbed, and that the setting is a bleak and cold place.

Look for students....

- Identifying specific details about the narrator (description, mental/emotional state, interactions with the raven).
- Identifying specific details about the setting.
- Using textual evidence in quotation marks to support their answer.
- Ensuring the textual evidence relates to their answers.

Guiding questions and prompts:

- Ask, "What do we know about the narrator? How does he act?"
- Ask, "What time of day is it? or What is the season? or "Where does this poem take place?"
- Ask, "What is an inference? or How do I go about making an inference?"
- Ask, "How did you come to an answer to these questions (above)? What clues in the text helped you?"

Additional Notes:

- Use this focus question to further emphasize inferences and how we can use clues to draw inferences.
- Use the focus question activity as an independent writing activity for students. This will help students use the information they have learned in the supporting questions to independently compose a written response. In addition, it serves as a formative assessment of their writing and knowledge processes.
- Give students time to return to the text and gather evidence. Encourage them to reread the section and annotate important details.
- Struggling readers or English Language Learners may struggle with making inferences. Use the guiding questions as a model of how to make inferences, if needed.

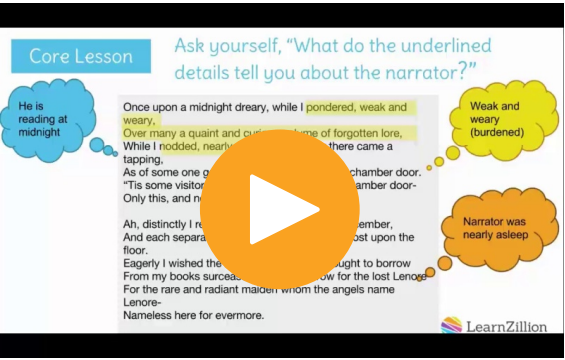
After the Lesson

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<h2>After the Lesson</h2>	Teaching notes

Comprehension Skill Video

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 <p>Core Lesson Ask yourself, "What do the underlined details tell you about the narrator?"</p> <p>He is reading at midnight</p> <p>Once upon a midnight dreary, while I pondered, weak and weary, Over many a quaint and curious volume of forgotten lore, While I nodded, nearly napping, suddenly there came a tapping, As of some one gently rapping, rapping at my chamber door— 'Tis some visitor whom I invite in— Only this, and nothing more.</p> <p>Weak and weary (burdened)</p> <p>Narrator was nearly asleep</p> <p>LearnZillion</p>	Teaching notes
	<p>Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.</p>

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