Day 1: "The Raven"

Begin lesson

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Begin lesson

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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LearnZillion

Name: _____ Date: _____

Student notes for: "The Raven"

Day: One

1. Define *imagery*. Give three examples of how imagery is used in Stanzas 6-10.

2. How is metaphor used in the following line: "To the fowl whose fiery eyes now burned into my bosom's core?" (Stanza 13, lines 74).

3. Reread Stanza 18. What is the metaphor in the stanza? How does it contribute to the suspense of the poem?

Teaching notes

- This guided notes sheet provides students with a list of the text-dependent questions to be explored in the lesson along with supporting graphic organizers, as necessary. During class, students may use the sheets as directed by you to record their responses, notes, or ideas. These sheets may be modified to meet the needs of each learner.
- Space is also provided on the back for recording responses to the focus question.
- Following class, collect student notes and use as a formative assessment.

Getting Started

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Getting Started

Teaching notes

Introduction 1 of 2

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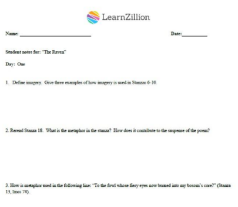
LearnZillion

Name: _____ Date: _____

Student notes for: "The Raven"

Day: One

1. Define imagery. Give three examples of how imagery is used in Stanzas 8-10.

2. Reread Stanza 18. What is the metaphor in the stanza? How does it contribute to the suspense of the poem?

3. How is metaphor used in the following line: "To the fowl whose fiery eyes now burned into my bosom's core?" (Stanza 13, lines 79)

As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question.

Teaching notes

Pacing: 15 minutes

Notes:

- Tell students that this week you will focus on reading one poem closely. Distribute copies of the poem and the student guided notes sheet.
- Read the poem aloud. Remind students to follow along with the text while you read aloud. As you read, pause to briefly define the words in Quadrant 1 (Text Complexity handout). This should not interrupt the flow of reading or be a class discussion. Quadrant 1 words will be quickly defined. Encourage students to circle or highlight unfamiliar words to them that you do not define.
- Tell students that now you will go back to the text and read it closely as they answer a series of questions. Sometimes, you will be talking about the questions as an entire class, while other times, they will work with a partner.
- Instead of reading the text aloud, you may show the read aloud video.

Introduction 2 of 2

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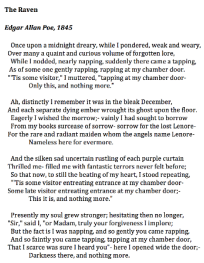

The Raven

Edgar Allan Poe, 1845

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."

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.

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 entreating entrance at my chamber door-
Some late visitor entreating entrance at my chamber door;-
This it is, and nothing more."

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 opened wide the door;-
Darkness there, and nothing more.

- Poem by Edgar Allan Poe
- Published in 1845
- Grief-stricken man and a mysterious raven

Teaching notes

Pacing: 15 minutes

Notes:

- Tell students that this week you will focus on reading one poem closely. Distribute copies of the poem and the student guided notes sheet.
- Read the poem aloud. Remind students to follow along with the text while you read aloud. As you read, pause to briefly define the words in Quadrant 1 (Text Complexity handout). This should not interrupt the flow of reading or be a class discussion. Quadrant 1 words will be quickly defined. Encourage students to circle or highlight unfamiliar words to them that you do not define.
- Tell students that now you will go back to the text and read it closely as they answer a series of questions. Sometimes, you will be talking about the questions as an entire class, while other times, they will work with a partner.
- Instead of reading the text aloud, you may show the read aloud video.

Exploring the Text

Card 8 of 16

Exploring the Text

Teaching notes

Supporting Question 1

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Define *imagery*. Give three examples of how imagery is used in Stanzas 6-10.

Teaching notes

Pacing: 3 minutes

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

Purpose: This question will help students define imagery and allow them to identify concrete examples of imagery in the poem. It will help the teacher identify if students have grasped the concept of imagery.

Answer: In Stanza 6, the mention of “all my soul within me burning” leaves the reader believing the narrator is afraid of what is behind the door and in the darkness. The reader can sense the narrator’s fear. In Stanzas 7-8, the reader gets a sense of the raven’s description (color, look, disposition). The last two stanzas give the reader a picture of the raven and its presence on the bust. The chamber room becomes more clear as well.

Look for students....

- Defining imagery.
- Identifying concrete examples of how the imagery is demonstrated in the specific stanzas.
- Using textual evidence, in quotation marks, to support their answers.
- Ensuring textual evidence relates to the question.

Guiding questions and prompts:

- Ask, "What images or pictures come to your mind when you read Stanzas 6-10?"
- Ask, "Why do these images come to your mind?"
- Ask, "What words give you specific images?"

Additional Notes:

- Have students stop/jot/annotate the specific text areas (Stanzas 6-10).
- Give them time to annotate Stanzas 6-10 and the examples of imagery.
- Have students participate in a whole-class discussion of the question; call on two or three students to share responses.
- Carefully guide students through their answers, clearly demonstrating to the students why it is or is not the correct response.

Supporting Question 2

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How is metaphor used in the following line: “To the fowl whose fiery eyes now burned into my bosom’s core?” (Stanza 13, lines 74).

Teaching notes

Pacing: 3 minutes

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

Purpose: This question will help students identify metaphors and connect the definition to application.

Answer: Students will need to describe how the raven’s eyes are compared to fire. The fire could represent the burning of the narrator’s sense of security and/or the narrator’s hope of seeing Lenore again.

Look for students....

- Identifying the metaphor in the specific stanza and line.
- Explaining what the metaphor means (how it is being used).

Guiding questions and prompts:

- Ask, "What is a metaphor?"
- Ask, "What two things are being compared in this line?"
- Ask, "What does this comparison mean?"

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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Reread Stanza 18. What is the metaphor in the stanza? How does it contribute to the suspense of the poem?

Teaching notes

Pacing: 3 minutes

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

Purpose: This question will help students further identify metaphors and how metaphors (word choice) contribute to the mystery of the poem.

Answer: Students should reference the comparison of the raven to a demon. Both are considered evil and many are fearful of what they represent. The fear of darkness and what it represents contributes a sense of suspense in the poem.

Look for students....

- Identifying the specific metaphor.
- Connecting the metaphor to the suspense (i.e., the raven and demons both represent darkness...).

Guiding questions and prompts:

- Ask, "What is a metaphor?"
- Ask, "What two things are being compared in Stanza 18?"
- Ask, "What does this comparison mean?"
- Ask, "How are these two things mysterious?"

Additional Notes:

- Have students complete a think-pair-share. Give them one minute to independently think about the question. Then, have students pair with each other and discuss their answers for the remaining two minutes. You may then call on pairs to share their answers.
- Walk around to ensure that students' answers reflect an understanding of the metaphors, and that they are focusing on the specific stanza.

Supporting Question 4

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Citing evidence, give examples of eight adjectives that you believe contribute to the mystery and suspense of the poem? Why did you choose these adjectives?

Teaching notes

Pacing: 5 minutes

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

Purpose: This question will help students understand how imagery connects to the mood of the poem. Students also have an opportunity to identify adjectives and state why they chose these adjectives.

Answer: There are numerous adjectives throughout the poem that contribute to mystery and suspense. It is important that students justify why they chose an answer and relate their justification to the specific word choice. A sample response could include the significance of the word “lonely” and how the reader is left to wonder if the narrator will be abandoned again by the raven as well as question why the narrator is so lonely.

Look for students....

- Identifying eight adjectives.
- Relating how these adjectives contribute to mystery and suspense.
- Justifying why they chose these adjectives.
- Using textual evidence to support their claims.

Guiding questions and prompts:

- Ask, "What is an adjective?"
- Ask, "What does mystery and suspense mean to you?"
- Ask, "What words in the poem make you think of mystery and suspense?"

Additional Notes:

- For this question, have students stop/jot/annotate the specific text areas.
- Give them time to annotate the poem and the adjectives.
- Whole-class discussion of the question; call on two or three students to share their responses.
- Carefully guide students through their answers, clearly demonstrating to the students why an answer is or is not the correct response.

Focus Question

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Focus Question

Teaching notes

Focus Question

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How does Poe use specific words to create images in Stanzas 1-5? How do these images contribute to the overall mystery and suspense of the poem?

Teaching notes

Pacing: 15 minutes

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

Purpose: This question will help students understand the significance of imagery in “The Raven,” and it will help connect this concept to the overall mood of the poem. The imagery of the poem is the overall foundation of Poe's specific word choices; thus, this question will help lay a foundation for students to build on their analysis of Poe’s word choices. In addition, this question will help students cite specific examples of imagery, allowing the teacher to identify whether students understand the concept of imagery or not.

Answer: In “The Raven,” Poe uses many examples of imagery. The overall sense of the poem is one of mystery, darkness, and suspense. He uses several adjectives to paint this picture. In the first five stanzas, he uses “dreary,” “weary,” “bleak,” “dying,” “terrors,” “darkness.” “Dreary” and “bleak” both present images of hopelessness. They represent no color and possibly no hope. “Dying,” “terrors,” and “darkness” all have similar connotations of something dark and evil, possibly even death. Through Poe's usage of these adjectives, one can imagine a person dying in the darkness, surrounded or filled with fear. These images leave you wondering if the narrator will encounter death, and how the fear and darkness will affect his relationship with the raven.

Look for students....

- Identifying images in Stanzas 1-5
- Identifying how words create specific images in Stanzas 1-5
- Connecting the imagery and word choice to the overall mystery and suspense of the poem
- Using textual evidence, in quotation marks, to support their claims

Guiding questions and prompts:

- Ask, "What is an image?"
- Ask, "What words in Stanzas 1-5 help you form an image in your mind?"
- Ask, "What words make you think of mystery and suspense? Why?"

Additional Notes:

- Use this focus question to further emphasize imagery and how images can connect to the mood.
- Use the focus question 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 analyzing images in written form. Use the guiding questions as a model of how to make connections between imagery and the mood, if needed.

After the Lesson

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After the Lesson

Teaching notes

Comprehension Skill Video

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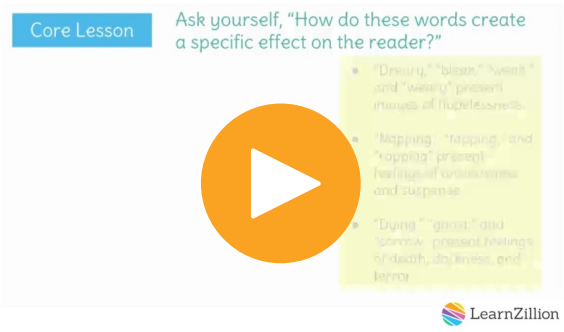

Visit https://haywood.lzill.co/r/45123

Teaching notes

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.