

Day 2: "The Raven"

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	Teaching notes
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Before the Lesson

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Before the Lesson	Teaching notes

Getting Started

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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 some 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 in silence at my chamber door— Some late visitor entering in silence 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, "Madden, madly you do me to tempt to tarry by your door, But this is it, and nothing more," as you gently there 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.</small></p>	<h3>Teaching notes</h3> <ul style="list-style-type: none"> ● Poem by Edgar Allan Poe ● Published in 1845 ● Grief-stricken man and a mysterious raven <p>Pacing: 10 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 a copy of the article and the student notes worksheet. ■ Read the text aloud fluently. Remind students to follow along with the text as you read aloud. Instead of reading the text aloud, you may show the read aloud video. ■ Tell students that today you will focus on just the first thirteen stanzas of the poem (Stanzas 1-13) as well as Poe's text structure for the poem. Have students reread Stanzas 1-2, Stanzas 11-12, and Stanza 13 independently.
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Today, we will focus on Stanzas 1-13 of the poem.

Teaching notes

Pacing: 10 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 a copy of the article and the student notes worksheet.
- Read the text aloud fluently. Remind students to follow along with the text as you read aloud. Instead of reading the text aloud, you may show the read aloud video.
- Tell students that today you will focus on just the first thirteen stanzas of the poem (Stanzas 1-13) as well as Poe's text structure for the poem. Have students reread Stanzas 1-2, Stanzas 11-12, and Stanza 13 independently.

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LearnZillion

Name _____ Date _____

Student notes for "The Raven"

Step: Two

1. Identify the central theme. How does Poe use central theme in Stanzas 1-2 to create the effects of mystery and suspense?

2. How does Poe use metaphor in Stanzas 11-12 to create the effects of mystery and suspense?

3. Responding to Stanzas 13, how does the narrator respond to the raven's quote of "nevermore"?

4. What role does the word "nevermore" play in creating a sense of mystery and suspense?

Teaching notes

Pacing: 10 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 a copy of the article and the student notes worksheet.
- Read the text aloud fluently. Remind students to follow along with the text as you read aloud. Instead of reading the text aloud, you may show the read aloud video.
- Tell students that today you will focus on just the first thirteen stanzas of the poem (Stanzas 1-13) as well as Poe's text structure for the poem. Have students reread Stanzas 1-2, Stanzas 11-12, and Stanza 13 independently.

Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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Identify the internal rhyme. How does Poe use internal rhyme in Stanzas 1-2 to create the effects of mystery and suspense?

Teaching notes

Pacing: 5 minutes

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

Purpose: This question will help students understand the significance of internal rhyme in the specific stanzas. The question will also help students connect the significance of the internal rhyme to the mystery

and suspense of the poem. Students are thereby analyzing the poetic structure of the poem.

Answer: Students should reference the use of internal rhyme, including "dreary" and "weary" and "napping" and "tapping" in Stanza 1. They should reference "remember" and "ember" and "morrow" and "sorrow" in Stanza 2. In addition, the internal rhyme adds to the rhythm and almost acts like a heartbeat. This could add suspense, as the narrator's fear is felt throughout the poem.

Look for students....

- Identifying the internal rhyme in the selected stanzas.
- Identifying how the rhyme adds mystery and suspense in the poem.

Guiding questions and prompts:

- Ask, "What is a rhyme?"
- Ask, "What words rhyme in the first lines of the Stanza 1? Stanza 2?"
- Ask, "How do these words that rhyme add to the mystery of the poem?"

Additional Notes:

- Have students stop/jot/annotate the specific text areas (Stanzas 1-2). Give them time to annotate Stanzas 1-2 and cite the examples of internal rhyme.
- Have students participate in 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 does Poe use end rhyme in Stanzas 11-12 to create the effects of mystery and suspense?

Teaching notes

Pacing: 5 minutes

Standard: RL.9-10.1; RL.9-10.4; RL.9-10.5

Purpose: This question will help students understand the significance of end rhyme in the specific stanzas. It will also help students connect the rhyme to the mystery and suspense

of the poem. This will allow them to examine the structure of the poem.

Answer: Students should reference the use of end rhyme, including "store," "bore," and "nevermore" in Stanza 11, and "door," "yore," and "nevermore" in Stanza 12. In addition, the end rhyme also adds to the rhythm of the poem and, like the internal rhyme, almost acts like a heartbeat. This could add suspense, as the narrator's fear is felt throughout the poem.

Look for students....

- Identifying the end rhyme in the selected stanzas.
- Identifying how the rhyme adds mystery and suspense in the poem.

Guiding questions and prompts:

- Ask, "What is a rhyme?"
- Ask, "What words rhyme at the ends of the lines in Stanza 11? Stanza 12?"
- Ask, "How do these words that rhyme add to the mystery of the poem?"

Additional Notes:

- Have students stop/jot/annotate the specific text areas (Stanzas 11-12).
- Give them time to annotate Stanzas 11-12 and the examples of end rhyme.
- Have students participate in 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 3

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Beginning in Stanza 13, how does the narrator respond to the raven's quote of "nevermore"?

Teaching notes

Pacing: 5 minutes

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

Purpose: This question will help students examine the use of the word "nevermore." More specifically, the repetition of the word and Poe's choice to include this term throughout the poem.

Answer: The narrator questions the raven's motives and believes the narrator was sent to torment him. The narrator curses the bird and refers to him as a "devil" and "evil".

Look for students...

- Identifying the narrator's reactions towards the raven.
- Using textual evidence, in quotation marks, to describe the narrator's response to the raven.
- Connecting the narrator's response to the raven's quote of "nevermore".

Guiding questions and prompts:

- Ask, "What does 'nevermore' mean?"
- Ask, "Describe the narrator's actions towards the raven in Stanza 13?"
- Ask, "What do the narrator's actions tell you about his feelings towards hearing the word 'nevermore'?"

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 certain pairs to share their answers.
- Walk around to ensure that students' answers reflect an understanding of the repetition, and that they are focusing on how the repetitive nature of "nevermore" adds to the suspense of the poem.

Supporting Question 4

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What role does the word "nevermore" play in creating a sense of mystery and suspense?

Teaching notes

Pacing: 7 minutes

Standard: RL.9-10.1; RL.9-10.4; RL.9-10.5

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

Answer: "Nevermore" is repeated throughout the poem and leaves the reader wondering if the narrator's love for Lenore will ever be felt again. It also causes the reader to inquire about the meaning of "nevermore" and if it could have multiple interpretations, including, possibly, the narrator's return to happiness and/or normalcy. Finally, the fact that this word is spoken by the raven further creates a sense of mystery and suspense.

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 does 'nevermore' mean?"
- Ask, "Why is it significant that the word is being spoken by a raven?"
- Ask, "What effect do you think the word has on the narrator?"

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 certain pairs to share their answers.
- Walk around to ensure that students' answers reflect an understanding of the repetition, and that they are focusing on how the repetitive nature of "nevermore" adds to the suspense of the poem.

Focus Question

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<h2>Focus Question</h2>	Teaching notes

Focus Question

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How does Poe's text structure (rhyme and repetition) contribute to the overall mood of the poem?

Teaching notes

Pacing: 15 minutes

Standard: RL.9-10.1; RL.9-10.4; RL.9-10.5

Purpose: This question will help students understand the significance of rhyme and how rhyme is used as a backdrop in the poem. It will also

help students analyze repetition and how repetition and rhyme coincide to provide a sense of mystery and suspense. It is important for students to see that Poe intentionally used rhyme and repetition to add this suspense. This question connects to the overall takeaway idea because it causes students to analyze different facets of the poem's mood and examine Poe's specific word choice.

Answer: Rhyme is seen throughout the poem. Poe uses many examples of internal rhyme, including: "remember, December, ember" in Stanza 2; "stronger, longer" in Stanza 3; and "peering, fearing" in Stanza 4. In addition, end rhyme is also used throughout the poem. The second, fourth, fifth, and sixth lines all rhyme and contain the vowel sound "or." Repetition is used repeatedly too. For example: "rapping, rapping" in Stanza 1; "nothing more" in Stanzas 4-7; "tapping, tapping" in Stanza 4; and the most obvious use of repetition, "nevermore." Anytime a word is repeated there is an emphasis placed on those words. Because the repetition includes many sound words, it creates a sense of suspense as the reader is unsure of what is going to happen next. The rhyme also arouses a sense of mystery. It is as if there is an echo that continues and never stops. It leaves the reader wondering what is going to happen next and why the rhyme is there.

Look for students....

- Identifying clear definitions of rhyme and repetition.
- Using evidence to support how rhyme and repetition contribute to the mood of the poem.
- Connecting rhyme and repetition to musical quality (e.g., the repetition creates a musical feel of...).

Guiding questions and prompts:

- Ask, "What is rhyme?" or "How does house sound like mouse?"
- Ask, "What is the word inside repetition that sounds familiar to you? What does that word mean?"
- Ask, "When you think of the rhyming words in the poem, what type of effect do they have on the reader?"

Additional Notes:

- Use this focus question to further emphasize rhyme and repetition.
- Use the focus 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 skills and knowledge processes.
- Give students time to return to the text and gather evidence. Encourage them to reread the section and annotate details.
- Struggling readers may have difficulty with the overall concept of how rhyme and repetition create a sense of mystery in the poem. Use the guiding questions above to help you direct these students.

After the Lesson

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<h1>After the Lesson</h1>	Teaching notes

Comprehension Skill Video

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<p>Core Lesson Ask yourself, "How does the poet incorporate rhyme and repetition into the poem?"</p>  <p></p> <p>Visit https://haywood.lzill.co/r/43050</p>	<h3>Teaching notes</h3> <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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