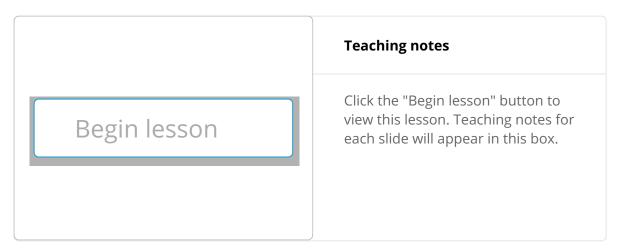
Day 3: "The Raven"

Begin lesson

Card 1 of 17



Before the Lesson

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Anchor Text

Card 3 of 17

The Baren Alger Allen Pas, INIT Theoreman an adaptivity while I pandensi level padensys, there many a quarter and advances beare at leaguest som the second second second second second second second And water are quarter inputs regressing register of patients	Teaching notes
"The state of states, it is all the states of the state of the state of the states of	Download and print copies of the anchor text for each student.
At the function with extension, and the outline approace balan, and all teach you of them opphices over the subspaced needs. To second? This is belonging if and is not account with bala fit words? The subspace of the subspace over the subspaced needs of the subspace Back has the fit dealers between the subspaced needs of the subspace later as gets from a subspaced needs of the subspace balance. The subspaced 's subspace's the subspaced needs of the subspace fit and the subspace balance balance balance balance. The subspaced of the subspaced needs of the subspace balance for subspace to the distance balance balance balance.	

Student Notes Sheet

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SearnZillion	Teaching notes
Name Date	
Student notes for: "The Record"	
Der Text	
 In Stanua 7, Intel 32, 55, why does Process "study," and "least obvious," in describe the norm? What other descriptions or given in Stanua 71. 	This guided notes sheet provides
	0
	students with the text-dependent
	questions associated with this lesson
2. Odny evidence from the test, how is the rower-characterized in Status 8-107	
	and relevant graphic organizers. You
	may modify these sheets as needed.
3. Here is the november live the best flow stances of the power?	During class, students can use these
	sheets to record their responses,
	notes, or ideas. Use the back to
record responses to the focus qu	

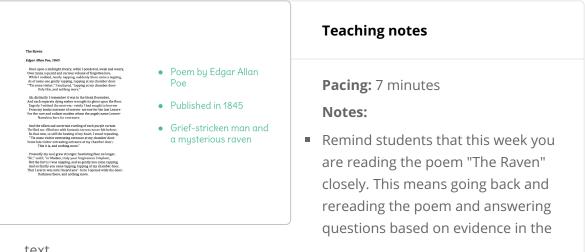
Getting Started

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	Teaching notes
Getting Started	

Introduction 1 of 3

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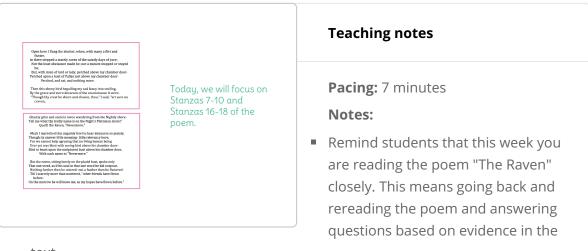


text.

- 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 7-18 as well as Poe's illustration of the raven. Have students reread Stanza 7, Stanzas 8-10, and the last three stanzas of the poem independently.

Introduction 2 of 3

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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 7-18 as well as Poe's illustration of the raven. Have students reread Stanza 7, Stanzas 8-10, and the last three stanzas of the poem independently.

Introduction 3 of 3

Card 8 of 17

🍣 LearnZillion		Teaching notes
Nate Date Student and fort "The Borne" Date The Date The Li Stack the Latence of Agenes. The was assumed depare in Stackins 1:2 to some the offsets of Agenesy and suppress.	We will be responding to a question about the text.	Pacing: 7 minutes
3. Topining in State 13, low due for matter separat to for every space of "secondary?"	You will support your writing with evidence from the text.	 Remind students that this week you are reading the poem "The Raven"
4. The sole fore the word "hormanon" play in modeg a source of stepping and request?		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 7-18 as well as Poe's illustration of the raven. Have students reread Stanza 7, Stanzas 8-10, and the last three stanzas of the poem independently.

Exploring the Text

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	Teaching notes
Exploring the Text	

Card 10 of 17

In Stanza 7, lines 32-35, why does Poe use "stately" and "least obeisance" to describe the raven? What other descriptions are given in Stanza 7?

Teaching notes

Pacing: 4 minutes

Standard: RL.9-10.4

Purpose: This question will help students begin to specifically analyze the narrator's descriptions of the raven. This question begins an analysis of the illustration of the raven. Students are able to see how

Poe uses imagery to craft the raven's description.

Answer: Poe wants to give a description of the raven's personality for the reader. The raven is also described as flying into the narrator's chamber and sitting on the bust of Pallas. The raven sits in silence and does not acknowledge the narrator.

Look for students....

- Giving explanations concerning the meanings of "stately" and "least obesiance".
- Using context clues to determine what "stately" and "least obesiance" mean.
- Giving descriptions of the raven as stated in Stanza 7.
- Using textual evidence, in quotation marks, to support their claims.

Guiding questions and prompts:

- Ask, "How do we know what 'stately' means? What words help us to figure out this meaning?"
- Ask, "What does 'stately' tell us about the raven?"
- Ask, "How do we know what 'least obesiance' means? What words help us to figure out this meaning?"
- Ask, "What does 'least obesiance' tell us about the raven?"
- Ask, "What other words help us to describe the raven?"
- Ask, "How would you describe the raven based on the words in Stanza 7? What words would lead you to this description?"

Additional Notes:

Have students answer this question with a partner via turn/talk. Have students annotate the specific point of reference with their partners. Give students enough time to discuss the answer with their partners. Then, have one or two pairs share their answers with the class.

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Citing evidence from the text, how is the raven characterized in Stanzas 8-10?

Teaching notes

Pacing: 4 minutes

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

Purpose: This question allows students to begin to see how the raven is described in specific sections of the poem. By having students analyze the the raven's characterization, students will be able

to holistically examine Poe's illustration of the raven.

Answer: In Stanza 8, the raven is characterized as having a "grave and stern decorum" and a "ghastly grim." In Stanzas 9-10, the raven continues to sit on the bust, not acknowledging or engaging much with the narrator, but only speaking "nevermore."

Look for students....

- Giving specific examples about the raven's characterization (e.g., the raven is characterized as being serious and stern).
- Using textual evidence, in quotation marks, to support their examples.

Guiding questions and prompts:

- Ask, "What words describe the raven?"
- Ask, "What do these words lead you to believe about the raven?"
- Ask, "How would you describe the raven to someone else using evidence from the text?"

Additional Notes:

- Have students answer this question with a partner via turn/talk. In addition, have students annotate the specific point of text reference with their partners. 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.

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How is the raven described in the last three stanzas of the poem?

Teaching notes

Pacing: 7 minutes

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

Purpose: This question will help students understand the significance of the raven's description. By having students use textual evidence, the analysis of the language used to describe the raven should become

clear to students.

Answer: The raven is described as "evil" and a "fiend." The raven is also described as coming from "the tempest" and "the Night's Plutonian shore," signaling that the raven is from a land of evil or the underworld. The narrator continually begs the raven to leave him alone, which leads the reader to believe the raven is torturing the narrator.

Look for students....

- Describing the raven using textual evidence.
- Giving physical or character descriptions based on evidence in the text.
- Using textual evidence, in quotation marks, to support claims.

Guiding questions and prompts:

- Ask, "What words in the last three stanzas describe the raven?"
- Ask, "What do these words tell us about the raven?"

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.

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What role does the raven play in advancing the plot?

Teaching notes

Pacing: 7 minutes

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

Purpose: This question will help students understand the role of the raven in the poem. Because the raven is such a central figure in the text, it is pertinent that students understand the raven's role in

advancing the plot. This question helps students begin to further analyze Poe's illustration of the raven and the connection to the overall mood of the poem.

Answer: Students' answers should reference the following items: The narrator is curious about the raven's presence and why the raven has chosen to visit him. The narrator's curiosity drives the plot. After the raven continues to say "nevermore," the narrator believes the raven represents an evil omen and has been sent to confirm the reality of Lenore's death. The narrator curses the raven and wishes it never appeared.

Look for students....

- Explaining how the raven drives the narrator's curiosity.
- Connecting the raven's word 'nevermore' to advances in the plot.
- Explaining the raven's relationship with the narrator drives the plot.

Guiding questions and prompts:

- Ask, "What do we know about the raven?"
- Ask, "Why is the raven important to the story?"
- Ask, "How does the raven move the action in the story?"

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.

Focus Question

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	Teaching notes
Focus Question	

Focus Question

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How does Poe's illustration of the raven contribute to the mood of the poem?

Teaching notes

Pacing: 15 minutes

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

Purpose: The focus question will help students analyze how the raven's illustration connects to the overall mystery of the poem. Throughout the piece, the raven is described in great

detail (color, demeanor, narrator's views of the raven). Students will analyze the rich imagery and figurative language of the raven. In order to further lead to the overall takeaway, students will begin to see how language contributes to the mood of the poem.

Answer: Poe uses many examples to describe the raven. In Stanza 7, the raven is described as "a stately raven of the saintly days of yore." He is also described in Stanza 7 as "least obeisance." In Stanza 8, the raven's color and demeanor is further described, as "ebony," and "grave and stern decorum of the countenance it wore." The overall mood of the poem is one of mystery and suspense. Ebony is a dark color, which mirrors the darkness of the poem and its haunting mystery. The words "grave" and "stern" also paint the raven as representing death and evil. Had Poe described the raven as being a yellow tone and having a happy countenance, that description would have changed the overall mood of the poem. The raven would not have been seen as something intimidating or scary, but as something to be embraced.

Look for students....

- Identifying specific details about the raven (description, demeanor, interaction with the narrator).
- Identifying the mood of the poem.
- Using textual evidence in quotation marks to support their answer.

Guiding questions and prompts:

- Ask, "What is an illustration? What do you do when you illustrate something?"
- Ask, "If you had to draw a picture of the raven, what would you draw? Why?"
- Ask, "What is the mood of the poem?"
- Ask, "What about the raven makes this poem mysterious?"

 Ask, "How did you come to an answer (questions above)? What clues in the text helped you?"

Additional Notes:

- Use the guiding questions to further emphasize the raven's illustration and how it connects to the mood. This will help struggling readers and English Language Learners.
- This activity should be an independent writing activity. This will help the teacher assess students' writing skills and knowledge processs of the poem.
- Give students time to return to the text to gather evidence. Encourage them to reread the text while annotating.
- Beyond the expectations modeled in the sample answer, students may draw additional connections of illustrations and how they connect to the mood of the poem. Ensure that the connections relate to the question and that they use solid textual evidence.

After the Lesson

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	Teaching notes
After the Lesson	

Comprehension Skill Video

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