


Day 3: "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

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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 thought to borrow
 From my books surcease of sorrow—sorrow for the lost Lenore
 For the rare and radiant maiden whom the angels name Lenore—
 Had thrice been to my sorrow.*

*And the silken, sad uncertain stirring of a sleepy corpse,
 And the silent, sullen throng of a household gone to sleep,
 In darkness, and also the dancing of a few lighted tapers,
 " 'Tis some visitor," I muttered, "tapping at my chamber door
 How late it comes—no more shall see thee—
 How late it comes—no more shall see thee."*

*Reverently I've seen stronger rapping, tapping here no longer,
 Yet "twould," 'twould, truly your imagination's impious,
 But the fact is I have rapping, and so gently some one rapping,
 And so faintly you come rapping, tapping at my chamber door,
 That I suspect that you "faintly come," have't opened under the door:
 For twice there, and nothing more."*


*Deep into that darkness peering, long I stood there wondering,
 Surprised, that darkness peering, long I stood there wondering,
 Dreading, and drawing nearer, to mark every detail of horror below,
 For the silence was unbroken, and the stillness gave no token,
 And the only word there spoken was the whispered word, "Lenore!"
 This I whispered, and an echo murmured back the word, "Lenore!"—
 Murmur, this, and nothing more."*

*Back into the chamber turning, all my little senses leaving,
 Once again I heard a tapping somewhat louder than before,
 "Surely," said I, "surely that is something at my chamber door,
 'Tis some one yet, but, what?—what?—what?—and this mystery explores
 Let me see, then, what little revelation is there;—mystery explores
 Let me see, then, what little revelation is there;—mystery explores*

Teaching notes

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

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Name: _____ Date: _____

Student notes for: "The Raven"

Day: Three

1. In Stanza 7, lines 52-55, why does Poe use "silently" and "tomb-embellished" to describe the raven? What other descriptions are given to Stanza 7?

2. Citing evidence from the text, how is the raven characterized in Stanza 8, line 7?

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

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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<h1>Getting Started</h1>	<h2>Teaching notes</h2>
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Introduction 1 of 3

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<div><p>The Raven <i>Edgar Allan Poe, 1845</i></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," I muttered, "tapping at my chamber door— Only this, and nothing more."</p><p>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.</p><p>And the silken and 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."</p><p>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 no 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.</p></div> <div><ul style="list-style-type: none">Poem by Edgar Allan PoePublished in 1845Grief-stricken man and a mysterious raven</div>	<h2>Teaching notes</h2> <p>Pacing: 7 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.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.
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Introduction 2 of 3

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Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately raven of the saintly days of yore;
But the fastest vision made me just a minute stopped or stayed
Not,
But, with mien of lord or lady, perched above my chamber door—
Perched upon a bust of Pallas just above my chamber door—
Perched, and sat, and nothing more.

Then this chimney bird beguiling my fond fancy into smiling,
By the grave and stern decorum of the countenance it wore:
"Though thy crest be shorn and shaven, thou," I said, "art sure no crow,
Nevermore."

Ghostly grin and ancient raven wandering from the Nightly shore—
Told me what thy kindly name is on the Night's Phantom shore!"
Quoth the Raven, "Nevermore."

Much I marvelled this ungainly fowl to hear discourse so plainly,
Though its answer little meaning; little relevancy bore;
For we cannot help agreeing that no living human being
Ever yet was blest with seeing bird above his chamber door;
Bird or beast upon the sculptured bust above his chamber door,
With such name as "Nevermore."

But the raven, sitting lonely on the placid bust, spoke only
That one word, as if his soul in that one word he did outpour.
Nothing further then he uttered: not a feather then he fluttered—
Till I scarcely more than muttered: "other friends have flown
before—
On the morrow he will leave me, as my hopes have flown before."

Today, we will focus on Stanzas 7-10 and Stanzas 16-18 of the poem.

Teaching notes

Pacing: 7 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 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.

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 LearnZillion

Name _____ Date _____

Read/Listen to: "The Raven"

Day: _____

1. Identify the central theme. How does Poe use sensory details 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. Beginning in Stanza 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?

We will be responding to a question about the text.

You will support your writing with evidence from the text.

Teaching notes

Pacing: 7 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 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.

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<h1>Exploring the Text</h1>	<h2>Teaching notes</h2>
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Supporting Question 1

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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 obeisance".
- Using context clues to determine what "stately" and "least obeisance" 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 obeisance' means? What words help us to figure out this meaning?"
- Ask, "What does 'least obeisance' 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.

Supporting Question 2

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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.

Supporting Question 3

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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.

Supporting Question 4

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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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Focus Question	Teaching notes

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

Comprehension Skill Video


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Core Lesson

Ask yourself, "What feelings/emotions do the illustrations of the raven create? Why?"

Open here I flung a shutter, when, with many a flirt and flutter,
In there stepped a stately Raven of the saintly days of yore;
Not the least obeisance made he; not an minute stopped or stayed he;
But, with mien of lord or lady, he came into my chamber door-
Perched upon a bust of Pallas just above my chamber door-
Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,
By the grave and stern aspect of his beard, of his black and white,
"Though thy crest is shaggy and of wondrous form," I said, "art sure no craven,
Ghastly grim and ancient-looking phantom walking from the Nightly shore-
Tell me why thy lordly name is on the Night's Plutonian shore!"
Quoth the Raven "Nevermore."



Visit <https://haywood.lzill.co/r/43052>

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.