


## Day 5: "The Raven"

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### Begin lesson

Card 1 of 12

	<b>Teaching notes</b>
	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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<b>Before the Lesson</b>	<b>Teaching notes</b>

# Anchor Text

Card 3 of 12

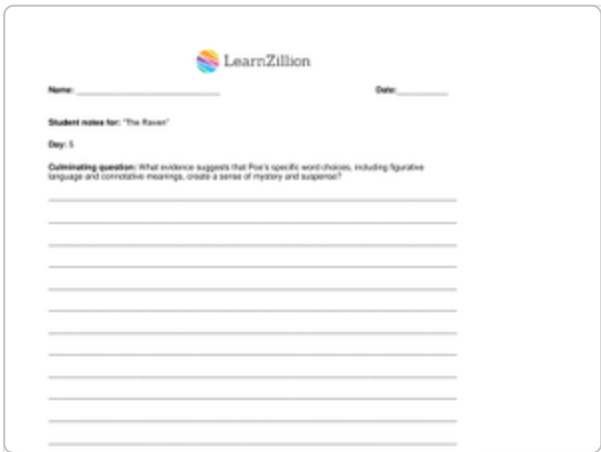


## Teaching notes

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

# Student Notes Sheet

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## Teaching notes

- The culminating writing activity sheet provides students with a writing prompt. During class, students may use the sheets to compose a written response to the writing prompt.
- Space is also provided on the back for recording responses to the focus question.

- Following class, collect the culminating writing activity and use as a formative assessment.

# Getting Started

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<h2>Getting Started</h2>	<h3>Teaching notes</h3>
	Empty space for teaching notes

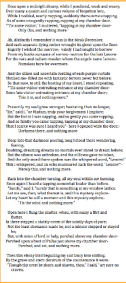
# Introduction 1 of 3

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<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>The Raven</b> Edgar Allan Poe, 1845</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 bookshelves a volume of some wondrous sort, For the silken and sad muses' voices, in their soft incense-breath, Were never to be heard again.</p> <p>And the silken and uncertain rustling of each purple curtain Thrilled me—filled me, as did the hurrying waters of a swift stream, In that same hoarse, hoarse breathing of the heart, I found my meaning, "Tis some visitor," I muttered, "tapping at my chamber door— Some late visitor entering entrance at my chamber door— "Tis he, and nothing more."</p> <p>Then my soul grew stronger; breathing from my room, "So," said I, "no more, no more;—thy soul has flown, But the bird in 't was rapping, and so gently you came rapping,</p> </div> <div style="width: 45%; text-align: center;"> <p>"The Raven" Edgar Allan Poe</p> </div> </div>	<h3>Teaching notes</h3>
	<p><b>Pacing:</b> 15 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Remind students that throughout the week, you have been reading the poem, "The Raven" closely. This means going back and rereading the poem and answering questions based on evidence from the text.</li> </ul> <ul style="list-style-type: none"> <li>Make sure that your students have their copy of the article and the student guided notes sheet.</li> <li>Explain that today, students will be writing a longer piece of using all of the thinking and they have done throughout the week to help them with their written response.</li> <li>Ask students to reread the text independently before introducing the prompt.</li> </ul>

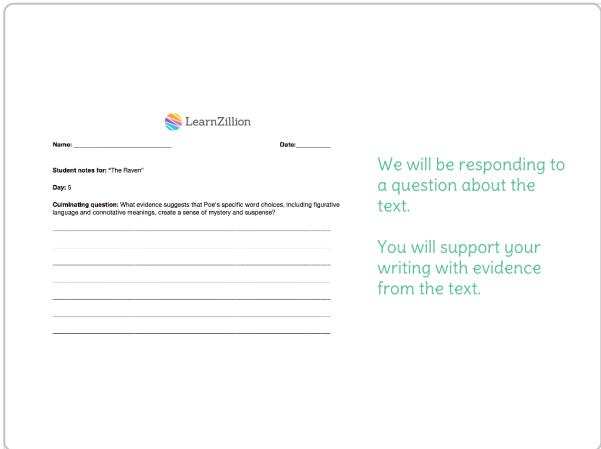
# Introduction 2 of 3

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 <p>Reread the poem independently.</p>	<h3>Teaching notes</h3>
<ul style="list-style-type: none"> <li>based on evidence from the text.</li> <li>Make sure that your students have their copy of the article and the student guided notes sheet.</li> <li>Explain that today, students will be writing a longer piece of using all of the thinking and they have done throughout the week to help them with their written response.</li> <li>Ask students to reread the text independently before introducing the prompt.</li> </ul>	<p><b>Pacing:</b> 15 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Remind students that throughout the week, you have been reading the poem, "The Raven" closely. This means going back and rereading the poem and answering questions</li> </ul>

# Introduction 3 of 3

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 <p>The thumbnail shows a student notes sheet with the LearnZillion logo, a name and date line, and a writing prompt: "Culminating question: What evidence suggests that Poe's specific word choices, including figurative language and connotative meanings, create a sense of mystery and suspense?"</p>	<p><b>Teaching notes</b></p>
<p>based on evidence from the text.</p> <ul style="list-style-type: none"> <li>Make sure that your students have their copy of the article and the student guided notes sheet.</li> <li>Explain that today, students will be writing a longer piece of using all of the thinking and they have done throughout the week to help them with their written response.</li> <li>Ask students to reread the text independently before introducing the prompt.</li> </ul>	<p><b>Pacing:</b> 15 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Remind students that throughout the week, you have been reading the poem, "The Raven" closely. This means going back and rereading the poem and answering questions</li> </ul>

# Focus Question

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<p><b>Focus Question</b></p>	<p><b>Teaching notes</b></p>

## Focus Question

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What evidence suggests that Poe's specific word choices, including figurative language and connotative meanings, create a sense of mystery and suspense?

### Teaching notes

**Pacing:** 25 minutes

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

**Purpose:** The purpose of this question is to have students analyze the specific word choices and how language is used to create a sense of mystery and suspense. By having students complete this task, students

will be better equipped to analyze the impact of language on the overall meaning of the text.

### Answer:

Edgar Allan Poe used different types of figurative language and specific words to create a sense, or mood, of mystery and suspense in his poem, "The Raven." Throughout the piece, the reader feels a haunting presence that drives the narrator's grief.

Rich imagery is found throughout the poem, including in Poe's description of the setting, illustration of the raven, and details about the narrator. In the first three stanzas of the poem, Poe writes that the "midnight dreary...in the bleak December... and each separate dying ember...filled me with fantastic terrors." Poe's description of the setting ("midnight dreary") and the narrator's frame of mind (filled with terror) conveys an eerie tone about what is to come in the poem.

There are many examples of the narrator's grief over Lenore, his lost love, and descriptions of how this grief affected his mental and emotional state. In stanza 2, Poe introduces the cause of the narrator's grief: "sorrow for the lost Lenore." In stanza 14, the narrator's grief is unbearable, and he seeks whatever help he can from his grief: "Respite-respite and nepenthe, from thy memories of Lenore!" He continues in stanza 15: "Desolate yet all undaunted, on this desert land enchanted-on this home by horror haunted."

Figurative language is seen throughout the poem. The first and third stanzas contain examples of alliteration: "While I nodded nearly napping" and "...the silken sad uncertain rustling." Poe's use of alliteration adds a sense of mystery - we are unsure of what is to come.

The use of rhyme and alliteration also creates a musical quality throughout the poem. Whether the rhyme happens internally or at the end of the line, its intentional use

further lends an air of suspense to the piece and adds to the reader's uncertainty about what is to come. Similarly, the constant repetition of the raven's response "nevermore" adds to this suspense - we are unsure how the raven's response relates to the narrator. Additionally, Poe chose to connect "nevermore" to the other major vowel sounds in the text: "Lenore, door, before, more, yore." All of these examples demonstrate how Poe's word choice creates a sense of mystery and suspense in the poem.

**Look for students...**

- Identifying examples of figurative language, literary elements, and connotative meanings.
- Connecting Poe's word choice to the mood.
- Identifying how Poe's word choice contributes to the mood.
- Using textual evidence, in quotation marks, to support their examples.

**Guiding questions and prompts:**

- Ask, "Considering the previous days' notes, how does Poe use words?"
- Ask, "What do we know about the imagery and metaphors in the poem? Why did Poe choose these types of words?"
- Ask, "What words make you think of mystery and suspense?"

**Additional Notes:**

- Ensure students have used ample textual evidence to support their choices.

## After the Lesson

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

# Comprehension Skill Video

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**Core Lesson** Ask yourself, "Why do you think the poet chose to incorporate these specific words?"

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 trod the floorboards  
From my books surcease of sorrow—sorrow that the years  
For the rare and radiant maiden whom the angels name Lenore.  
Nameless here for evermore.

LearnZillion

Visit <https://haywood.lzill.co/r/45133>

## 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.