**Grade Level: Sophomore**

**Subject(s) Area: English - Poetry**

**Materials Needed:**

* Copy of “Annabel Lee” by Edgar Allen Poe

**Standards:**

* RL. 9-10.1: Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly.  
  b. Provide an objective summary of the text.  
  c. Cite strong and thorough textual evidence.
* RL. 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
* RL. 9-10.5: Analyze how an author’s choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).
* SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study;

explicitly draw on that preparation by referring to evidence from texts and other research

on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1. Work with peers to set rules for collaborative discussions and decision-making (e.g.,

informal consensus, taking votes on key issues, presentation of alternate views), clear

goals and deadlines, and individual roles as needed.

1. Propel conversations by posing and responding to questions that relate the current

discussion to broader themes or larger ideas; actively incorporate others into the

discussion; and clarify, verify, or challenge ideas and conclusions.

1. Respond thoughtfully to diverse perspectives; summarize points of agreement and

disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Objectives:**

* The learner will define difficult words within the poem.
* The learner will interpret each stanza of the poem in order to determine meaning
* The learner will determine the area in the poem that can be classified as diction, form, and meter.
  + Ask students to TPS to discuss the questions
* Have you used specific action verbs/learner tasks that can be measured through assessment?
* What prior knowledge is necessary?
* Are these objectives and goals tied to the standards?

**Learning Activities:**

* Read the poem aloud
* Ask students to underline words that ‘stand out’ to them
* Ask students to identify words that they are unfamiliar with
* Go through the questions on their worksheets to allow them to critically think about this poem.
* Ask students to pair up into groups (2 or 3) and begin discussing the figurative language in the poem. (Use worksheet for this)
  + Be sure to remind students to move on to the next questions every minute or so to ensure that their worksheets are completely filled out
* After the students have been prompted to fill out each question, bring the discussion back to the whole class. Cold call and ask students what examples they found.
* Transition into the debate. Split the classroom into two groups and tell them to find textual evidence to support their side of the argument
* Ask them their opinions. Who supported the argument better.
* Transition into vocabulary. Focus on the words that are most applicable to the poem.

**Assessment:**

* Students will group up and fill out the rhetorical strategies worksheet and turn that in for credit.
* Students should participate in class discussion about the text and the rhetorical language in the poem.
* During group work, students should all work together in their groups.

**Reflection:**

* I think that splitting the groups up and allowing them to work through the poem was really successful.
* I would keep the worksheet the same, but the questions, I noticed while teaching, were not in chronological order. That is something that needs to be fixed.
* I would change the debate. I didn’t have time for a full on debate, so I modified it so that by the third lesson, I asked students their opinions and allowed them to duke it out against their classmates who felt differently, and one student from each group identified the areas which supported their point.

“Annabel Lee”

It was many and many a year ago,

   In a kingdom by the sea,

That a maiden there lived whom you may know

   By the name of Annabel Lee;

And this maiden she lived with no other thought

   Than to love and be loved by me.

*I* was a child and *she* was a child,

   In this kingdom by the sea,

But we loved with a love that was more than love—

   I and my Annabel Lee—

With a love that the wingèd seraphs of Heaven

   Coveted her and me.

And this was the reason that, long ago,

   In this kingdom by the sea,

A wind blew out of a cloud, chilling

   My beautiful Annabel Lee;

So that her highborn kinsmen came

   And bore her away from me,

To shut her up in a sepulchre

   In this kingdom by the sea.

The angels, not half so happy in Heaven,

   Went envying her and me—

Yes!—that was the reason (as all men know,

   In this kingdom by the sea)

That the wind came out of the cloud by night,

   Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love

   Of those who were older than we—

   Of many far wiser than we—

And neither the angels in Heaven above

   Nor the demons down under the sea

Can ever dissever my soul from the soul

   Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams

   Of the beautiful Annabel Lee;

And the stars never rise, but I feel the bright eyes

   Of the beautiful Annabel Lee;

And so, all the night-tide, I lie down by the side

   Of my darling—my darling—my life and my bride,

   In her sepulchre there by the sea—

   In her tomb by the sounding sea.

Annabel Lee” by Edgar Allan Poe

1.      What is the setting? (time and place)

2.      How did Annabel Lee die?

3.      What is the line that addresses the age of the two lovers?

4.      Name three names the narrator uses to refer to Annabel Lee.

5.      In the poem, find a synonym for the word, “angel,” and a synonym for the word, “tomb”.

6.      The narrator states that his and Annabel’s love is stronger than what two groups of people?

7.      How does the narrator spend most of this time after the death of Annabel?

8.      The narrator seems to have difficulty forgetting his love; what lines support this inference?

|  |  |  |
| --- | --- | --- |
| Literary/Poetic Element | Example | Second Example |
| **alliteration:** repetition of consonant sounds at the beginning of words | “wiser than we” |  |
| **consonance:** repetition of consonant sounds within words | “demons down under” |  |
| **assonance:**  repetition of vowel sounds within words | “chilling and killing” |  |
| **end rhyme:** words at the end of different lines have the same sounds | “many year ago”  “whom you may know” |  |
| **internal rhyme:** rhyme within a line | “the moon never beams without bringing me dreams” |  |
| **imagery:** a scene a reader can easily visualize | “a wind blew out of a cloud” |  |
| **repetition:** recurrent words or phrases | “In the kingdom by the sea” |  |
| **anaphora:** repetition of a word or phrase at the beginning of a phrase or sentence | “Of those who were older”  “Of many far wiser” |  |
| **Choose one of the above literary elements and describe how it improves the effect of the poem.** | | |

  Is this poem a depiction of a true loving relationship or an unhealthy obsession?  Provide two examples to prove your perspective.