

ELA: Grade 7, Lesson 7, *Annabel Lee*

**Lesson Focus:** Continue basic understanding along with a deeper dive into figurative language in the poem

**Practice Focus:** To think about the poem on a more contextual level with the help of the teacher

**Objective:** Students will use “Annabel Lee” to think on a more contextual level with a focus on figurative language

**Academic Vocabulary:** Coveted, tomb, maiden

**TN Standards:** 7.RL.KID.1, 7.RL.KID.2, 7.RL.CS.4, 7.RL.CS.5, 7.L.VAU.5

**Teacher Materials:**

- Copy of “Annabel Lee”

**Student Materials:**

- Paper
- Pencil
- Hard surface to write on
- Summary of stanzas and notes from previous lesson

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 7th graders out there, though everyone is welcome to tune in. This lesson is the second in this week’s series.</b></p> <p><b>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn’t see our previous lesson, you can find it at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</b></p> <p><b>Today we will be learning more about Edgar Allen Poe’s poem “Annabel Lee”! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• A pencil</li><li>• Paper</li><li>• A hard surface to write on</li><li>• Your notes from the first lesson</li></ul> <p><b>Ok, let’s begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p><b>Intro</b> (3:00)</p> <p><b>So, last time we read the poem “Annabel Lee” by Edgar Allen Poe. Then we chatted about each stanza separately to</b></p>	<p>Students recall key concepts and information from the previous lesson.</p>

<p>understand what he was talking about. I think we were a little surprised that Poe had actually written a love poem, but as Poe can do, he took the love poem he wrote and still put a bit of a dark twist on it.</p> <p>Today our goal is to think about how Poe uses structure to make a love poem so interestingly dark and, dare I say, a bit twisted. We'll begin by reviewing the poem and chatting a little about how poets can use language to make us feel a lot of different emotions, and then there will be time for you to practice on your own with my support as we look more deeply into "Annabel Lee". Finally, I will assign you independent work you can complete after the video ends.</p>	
<p><b>Teacher Model/Read-Aloud</b> (5 minutes)</p> <p>To get started today we're going to read through the poem. For those of you who have watched the first lesson, please be sure to review your summaries as I read through it. If you don't have a summary, that's ok. Just listen closely and see if you can get the basic meaning of the poem. Ready?</p> <p>[Teacher reads poem] [Project the poem if possible]</p> <p>[Read the poem below, reading slowly from the projected poem and pause after every couplet. Spacing is set up accordingly.]</p> <p><b>"It was many and many a year ago, In a kingdom by the sea, [Pause] "That a maiden there lived whom you may know By the name of Annabel Lee; [Pause] "And this maiden she lived with no other thought Than to love and be loved by me. [Pause] "I was a child and <i>she</i> was a child, In this kingdom by the sea, [Pause] "But we loved with a love that was more than love— I and my Annabel Lee—" [Pause] "With a love that the wingèd seraphs of Heaven Coveted her and me." [Pause] And this was the reason that, long ago, In this kingdom by the sea,</b></p>	<p>Students follow along, comprehending the text. They refer to the summaries they wrote in lesson 1 to help with understanding the basic meaning.</p>

[Pause]

A wind blew out of a cloud, chilling  
My beautiful Annabel Lee;

[Pause]

So that her highborn kinsmen came  
And bore her away from me,

[Pause]

To shut her up in a sepulchre  
In this kingdom by the sea.

[Pause]

The angels, not half so happy in Heaven,  
Went envying her and me—

[Pause]

Yes!—that was the reason (as all men know,  
In this kingdom by the sea)

[Pause]

That the wind came out of the cloud by night,  
Chilling and killing my Annabel Lee.

[Pause]

“But our love it was stronger by far than the love  
Of those who were older than we—“

[Pause]

“Of many far wiser than we—  
And neither the angels in Heaven above”

[Pause]

“Nor the demons down under the sea  
Can ever dissever my soul from the soul

[Pause]

“Of the beautiful Annabel Lee;

[Pause]

“For the moon never beams, without bringing me dreams  
Of the beautiful Annabel Lee;”

[Pause]

“And the stars never rise, but I feel the bright eyes  
Of the beautiful Annabel Lee;

[Pause]

“And so, all the night-tide, I lie down by the side  
Of my darling—my darling—my life and my bride,

[Pause]

“In her sepulchre there by the sea—  
In her tomb by the sounding sea.

Well, every time I read this I have a feeling inside that kind of tears me in two. On one hand, I love how deeply he feels for Annabel Lee, on the other hand, I'm so sad because he lost her and feels like he'll never find another. I guess though, that's what makes the poem so awesome right?

<p>So, as I mentioned before, today we're going to think more deeply about why the words and literary devices that Poe chooses to use makes the whole tone of the poem so effective. Let's get started.</p>	
<p><b>Guided Practice</b> (15 minutes)</p> <p>First, let's take out that pencil and piece of paper. If you watched the last lesson, take out the notes that you started and add to them. As we discuss this poem, it would probably be a good idea to take notes. Your assignment at the end of this lesson will revolve around everything that we talk about today.</p> <p>[teacher reads first two lines]</p> <p>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.</p> <p>Let's talk about the mood and the tone at the beginning of this poem. Remember, the mood is how we feel, the tone is how the narrator feels toward the subject.</p> <p>[pause]</p> <p>[Every time there is a question adequate wait time should be given for students to process]</p> <ul style="list-style-type: none"> <li>• So what do you think? What's the mood at the beginning of this poem?</li> </ul> <p>I would have to agree. I think the mood is pretty upbeat, even happy. It actually starts out like a lot of fairy tales end, right? Two people are in complete love with one another. What could be better than that?</p> <ul style="list-style-type: none"> <li>• What about the tone? At this point, how does our poet feel about what's going on?</li> </ul> <p>Right again! I think it's obvious that the poet feels good about where they are in their relationship. I mean he describes Annabel Lee as having no other thought than to love him and be loved by him. I don't know about you, but I'm thinking that's a pretty good feeling.</p>	<p>Students follow along and think and act as instructed. They use their summary notes from lesson 1.</p> <p>Students will also take notes.</p> <p>Student will answer questions at home, taking notes on the structure of the poem.</p>

I'd write that down in your notes kind of like this.

[teacher writes]

On your paper, I would write the words "structure shift" and then next to it write "mood and tone is positive." In fact, whenever we talk about the structure and how it shifts, we'll write down where it takes place and what the mood and tone are so you can apply it to your assignment later.

Now, we need to be totally aware of how he has structured the poem, because the structure is one way he is able to manipulate our emotions.

Let's jump down to this Stanza.

[teacher reads]

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 a cloud by night,  
Chilling and killing my Annabel Lee.

Wow! So these two, probably teenagers, are totally in love. Everything is going perfectly.

- Then what happens in the middle of the poem?

Yes! Annabel Lee dies. I see that in the last line of the poem, "That the wind came out of a cloud by night, Chilling and killing my Annabel Lee."

- NOW, what happens to both the mood and tone here in the middle of the poem?

Yes indeed! I might use the word dark or even sad. So, here's what I would like you to think about for a minute.

What kind of an effect does the sudden change in the mood and tone of the poem have on us as a reader, and what line or lines can you point out that really cause that change?

[Pause]

I totally agree. It's almost like a shock isn't it? I mean everything seems to be alright and then suddenly we find out that Annabel Lee is dead. In fact I used the line that talks about her death as the major changing point for me.

- Think for a minute then how that shock and the quick mood shift make you feel about the poem.

So now, I have a real sense of being uneasy don't you? I mean if the tone and mood can change that quickly, what's next?

Well, here's what's next.

[teacher reads]

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.

Awwwww.

- Can you try to paraphrase that for me please? For those of you have notes from last time, take a look at those.

Remember, when you paraphrase you put the author's words into your own, like this.

[teacher writes]

My words for this would be: Even though she has died, our souls can never be separated because we loved each other so much. Yet another quick shift in tone and mood right?

- What does the tone and mood shift to here?

Yes, it shifts back to tender and sweet! She might have died, but still love conquers all. What an awesome, positive thought, but then...

[teacher reads]

For the moon never beams without bringing me dreams  
Of the beautiful Annabel Lee;  
In her sepulchre there by the sea, In her tomb by the side of  
the sea.

- **Wow! See if you can paraphrase that. Remember that a sepulchre is another word for tomb.**

**Awesome job. I wrote “I will never forget her as long as the moon shines laying in her tomb by the side of the ocean.”**

**Wow, Poe! Just when you think the tone is beginning to change for the better he goes even darker, doesn’t he?**

- **Now, I’d like you to do a couple of things for me. First, write in your notes the effect that Poe’s structure of mood and tone shifts have on you as the reader.**

**[pause and let students work]**

- **Next, I would like you to figure that structure out and write that in your notes. You’ll be using that structure for your assignment in a few minutes.**

**What did you say? I said the structure makes my mood swing from one end to the other of the spectrum. I go from feeling pretty good about what’s going on to suddenly feeling horrible. Because that shift is so quick, it hits me in a much harder way than if I was eased slowly into it.**

**How about the structure? I noticed that it went from a tone of being positive (we’re so in love) to a very negative tone (Annabel is dead) to a positive tone again (we’ll always love each other) to, yet again, a very negative tone. (I’ll always think of her lying dead in her tomb.) Great job!**

**Now let’s talk about structure in a little different way. Remember the beginning of the poem? Listen to it again.**

**[teacher reads]**

**“It was many and many a year ago,  
In a kingdom by the sea,”**

**If you were tuned in last time, we said that it reminded us of the way a fairy tale begins. You know, “Once upon a time in a land far, far away.” Well let’s carry the whole fairytale comparison a little farther.**

**Notice that when you read “Annabel Lee”, the words love, loved and kingdom is used. Some of them quite a lot.**

- Why do you think that is?

I agree, whenever you read fairytales all of those things continuously show up.

Also, think about the rhythm that is created by the poem. It's almost a sing song tune isn't it? For example,

[teacher reads so students can explicitly hear the rhythm, similar to a song]

"And this maiden she lived with no other thought  
Than to love and be loved by me.

[Pause]

"I was a child and *she* was a child,  
In this kingdom by the sea,

- How does that sing song nature of the poem make you feel?

The sound of the words and the way they rhyme kind of makes me relaxed as I bounce from one word to another, kind of like when we're reading a fairytale we know will end happily.

So, it's obvious that Poe is kind of patterning this after fairy tales, right?

I have one more thing for you to think about. That is this idea of a fairy tale. Think about Cinderella for example. Again, we're looking at the structure of the poem, so be sure to write these in your notes so that you can remember the structure for your assignment later.

- What is her life like at the beginning?

Correct. I think it's obvious it starts out with kind of a bleak tone doesn't it? She's used as nothing more than a maid. Her stepsisters mistreat her, and her step-mother is simply awful. So I would write "bleak at the beginning" in your notes.

- How does the story end?

Correct again! Cinderella finds her prince and lives happily ever after.



<p>Now let's look at Annabel Lee thinking about the structure of a fairy tale. At the top of your notes here, please write "Fairy Tale Structure".</p> <p>[teacher writes "Fairy Tale Structure"]</p> <p><b>You'll write everything we talk about in this section.</b></p> <ul style="list-style-type: none"><li>• What is the mood and tone at the beginning of the poem?</li></ul> <p>Yes! I would say that it is positive. I mean they're both so in love. So, I'll write "positive" in my notes under my heading.</p> <ul style="list-style-type: none"><li>• However, what is the mood and tone at the end of the poem?</li></ul> <p>Hmmm...kind of cool right? Things are pretty dark at the end. So I'm going to write "dark" on the next line in my notes.</p> <p>[teacher writes]</p> <p>It's almost as if Poe is telling us a fairy tale, but it's turned upside down.</p>	
<p><b>Independent Practice (4:00)</b></p> <p>I want to have a little fun for your independent work today. If you were watching last time, remember I asked you to think of a hobby that you simply love to do, even if it's sleeping. If you weren't watching before, please do that now.</p> <p>[teacher pause]</p> <p>Now what I would like you to do is to tell the story of you and your love for that hobby, but do it using the fairy tale structure we discussed Poe used in "Annabel Lee".</p> <p>[pause]</p> <p>Remember, the important thing to keep in mind is that your structure should start with a positive tone,</p> <p>[pause]</p> <p>move into a darker tone,</p> <p>[pause]</p>	<p>Students will write a poem patterned after Annabel Lee.</p>

<p><b>lighten the tone up again,</b></p> <p>[pause]</p> <p><b>and finally finish with a very dark tone.</b></p> <p><b>Remember, you're turning a fairy tale upside down.</b></p> <p>[pause]</p> <p><b>Also, be sure to pattern your rhyme scheme after that of the poem. Force your reader into that sing song sound when they read your poem aloud.</b></p> <p>[pause]</p> <p><b>Finally, share with someone, and have them read it aloud to you so you can hear it. Maybe even have everyone in your house write one about their hobby and have a poetry slam night. You can even tape it and put on the internet.</b></p> <p>[pause]</p> <p><b>Who knows, you could go viral!</b></p> <p>[teacher writes assignment on poster paper]</p> <p><b>Good luck and have fun!</b></p>	
<p><b>Closing (1 min)</b></p> <p><b>I enjoyed working with you on understanding the structure in the poem "Annabel Lee" today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	