

Title: Annabel Lee¹

Suggested Time: 9 days (45 minutes per day)

Common Core ELA Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.10; W.7.2, W.7.4, W.7.9;

SL.7.1, L.7.1, L.7.2; Additional Tasks: RL.7.7; SL.7.4, SL.7.5

Teacher Instructions

Preparing for Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings:

Love is eternal and is a powerful force.

Synopsis

This is a poem about love that Poe has written in memory of his wife, whom he calls Annabel Lee. Annabel Lee and the narrator were so in love that the angels in heaven could not help but be jealous of it. It is that jealousy that Poe blames his wife's untimely death upon. Despite her death, their love still remains, and no one and nothing can stop that.

2. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

¹ This story is a "duplicate." (It is found in other anthologies, as well.) This particular revision was completed by a teacher who uses a different anthology than you, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.

During Teaching

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text-dependent Questions	Evidence-based Answers
Poe structures this poem similar to a particular genre in literature. What genre and how do you know? Why would Poe choose to start this poem in this way?	Lines one and two sound similar to that of "Once upon a time..." ("many and many a year ago") and "in a land far, far away" ("a kingdom by the sea") which mirror the genre of fairy tale. He wanted to emphasize that their love was a special love evocative of everlasting fairy tale romance.
Why does "wingéd" have an accent? Why does Poe include this?	By adding an accent to winged, Poe makes it a two-syllable word, which maintains the rhythm. For example, line 5 ("But we loved with a love that was more than love") has four stressed syllables, and by making winged two-syllables, it is possible to have four stressed syllables in line 6.
What picture does Poe paint by repeating certain words and phrases? Explain.	Poe repeats <i>love, loved, maiden, lived, Annabel Lee, and kingdom by the sea</i> . The repetition gives them special emphasis, and together they create that sense of a fairy tale in a magical land, where love is everything.

Who does the narrator fault for Annabel Lee's death and what is his reasoning?	In stanzas two and three, Poe says that the angels took away Annabel Lee (line 9) because they were jealous of their love and wanted it for their own (coveted, line 6). Also: 11-12, in which he says "The angels.../Went envying her and me—/Yes!—that was the reason..." he explains the motive of the angels for taking her away.
In the last stanza on page 728, what is the speaker saying? What message about love is the poet trying to convey?	His love for Annabel Lee is so strong that their souls are still united, even though death has separated them physically. ("And neither the angels.../Nor the demons.../Can ever dissever my soul from the soul of the beautiful Annabel Lee.") The poet is saying that true love is stronger than angels, demons, or death. ("But our love it was stronger...")
What do lines 20-21 echo that is found elsewhere in the poem? What is the significance of this?	They echo the phrase "kingdom by the sea", but now he's using sepulcher and tomb instead of kingdom. This means that although he's viewing their love as undying, her actual, tragic death still saddens him.
How does the rhythm of the poem affect its tone?	The rhythm creates a bit of a sing-song tone, which supports the feeling of a beautiful, lilting fairy tale. Also, it becomes very musical, almost as if Poe is singing a love song to Annabel Lee. Possible evidence: "But our love it was stronger by far than the love/Of those who were older than we—/Of many far wiser than we—"

Tier II/Academic Vocabulary

	These words require less time to learn (They are concrete or describe an object/event/ process/characteristic that is familiar to students)	These words require more time to learn (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts)
Meaning can be learned from context	Maiden pg. 728 Stanza 1 Seraphs pg. 728 Stanza 2 Dissever pg. 728 Stanza 5 Tomb pg. 729 Demons pg. 728 Stanza 5 Night/tide pg. 729	
Meaning needs to be provided	Highborn pg. 728 Stanza 3 Kinsmen pg. 728 Stanza 3 Sepulcher pg. 728 Stanza 3	Coveted pg. 728 Stanza 2 bore (bear) pg. 728 Stanza 3

Culminating Writing Task

- Prompt

Poe uses a structure that is both rhythmic and repetitious. What is the theme, and how does the structure contribute to the overall meaning of the poem? Write an analytical response with relevant and sufficient evidence from the text, including direct quotes and line numbers, as well as thoughtful explanations.

- Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

<i>Evidence Quote or paraphrase</i>	<i>Line number</i>	<i>Elaboration / explanation of how this evidence supports ideas or argument</i>
"By the name of Annabel Lee;/And this maiden she lived with no other thought/Than to love and be loved by me."	2	The rhyme here between "Annabel Lee" and "loved by me" makes the idea of love stand out and emphasizes that their love was important and singular.
"In a kingdom by the sea", "In this kingdom by the sea"	1,4,7,10,12	This phrase in particular makes clear that their love was magical and special, creating a fairy-tale life for them.
"We loved with a love that was more than love"	5	The word love is used three times in this single line (and many more times throughout the poem), emphasizing the strength and specialness of their love, as well as its importance above all else.
"But our love it was stronger by far than the love/Of those who were older than we—/Of many far wiser than we—"	14	The rhythm creates a bit of a singsong, musical tone, which supports the feeling that their love is that of an enduring fairy tale. Also, it's musical

		enough to give the impression of a love song, which he sings despite their separation due to death. This supports the enduring nature of love, that even death can't destroy it.
"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—"	15-16	Poe is still using the same singsong tone, but now it's about a much heavier topic: the everlasting nature of their love. Here, he's making clear that absolutely nothing can break up their love, not even the most powerful forces in the world (angels and demons). This directly supports the theme that love is strong and enduring enough to outlast anything.
"In the sepulcher there by the sea/In her tomb by the sounding sea."	21	These lines echo, in structure and sound, the oft-repeated phrase "In a kingdom by the sea". This shifts the location of their love from their fairy-tale life together to the reality of their separation: he living and her lying in a tomb. Nonetheless, the similarity between the lines maintains the idea in the reader's head that the love is still going strong, despite Annabel Lee's death.

3. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students' evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> OR http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

4. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
5. Students complete final draft.

- Sample Answer

Love can be a powerful force which can withstand great things and Poe highlights this big idea in his poem, *Annabel Lee*. In his poem, Poe uses a rhythmic and repetitious structure to paint a fairy tale story about the powerful love between him and his bride. “By the name of Annabel Lee; /And this maiden she lived with no other thought/Than to love and be loved by me.” (lines 2-3) Here the reader begins to see how the rhythmic structure details a love so important and singular that it must be emphasized.

Furthermore, “We loved with a love that was more than love” (line 5). The word love is used three times in this single line (and many more times throughout the poem), emphasizing the strength and specialness of their love, as well as its importance above all else.

“But our love it was stronger by far than the love/Of those who were older than we—/Of many far wiser than we—” (line 14). The rhythm creates a bit of a singsong, musical tone, which supports the feeling that their love is that of an enduring fairy tale. Also, it’s musical enough to give the impression of a love song, which he sings despite their separation due to death. This supports the enduring nature of love, that even death can’t destroy it.

The phrase, “in this kingdom by the sea” is repeated most throughout this poem. This phrase in particular makes clear that their love was magical and special, creating a fairy-tale life for them. Their love and the life they built together was so remarkable that Poe refers to it as a “kingdom” giving the allusion that he is a king and Annabel Lee is a queen living in a castle overlooking the beautiful sea. This love is so remarkable and everlasting that “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—” (lines 15-16). This directly supports the theme that love is strong and enduring enough to outlast anything.

Though the poem ends with Poe acknowledging his love's death and the reality of their separation, "In the sepulcher there by the sea/In her tomb by the sounding sea." (line 21), in which the location of the love has shifted from a "kingdom by the sea" to a sepulcher, the similarity between the lines maintains the idea in the reader's head that the love is still going strong, despite Annabel Lee's death.

Additional Tasks

- Student poetry
 - Draw a circle map on the board, and start a map labeled "Loss." Ask students to add to it by naming important losses people suffer. Begin a second circle map labeled "Emotions That Go with a Loss." Ask students to then create a double bubble map to compare the emotions in the circle maps with those expressed by the speaker in the poem.
 - Ask students to write a poem about another loss (real or imagined) in the style of "Annabel Lee". It should rhyme and have a rhythm. Most importantly, it should use repetition to support the poem's meaning.
 - Sample:

Childhood
Outside my secret kingdom,
where only I was queen,
And invisible friends and invisible foes
were only to me seen,
My sister shook her head and said,
you can't go home again.

Within my secret kingdom,
where made-up language reigned,

My hopes and dreams and wishes
were finally unchained.
Outside I heard my brother say,
you can't go home again.

One day my secret kingdom
was impossible to find.
To dragons, knights, and fairy dust,
my teenage eyes were blind.
In echoes I heard elders say,
you can't go home again.

- Art Analysis

- Have students examine *Crashing Wave* by Marsden Hartley.
- Using think-pair-share (or other) have students explain what the painting is depicting, and then describe the emotion it evokes. (*The painting depicts ocean waves crashing on tall, heavy black rocks. Possible emotions: anger, grief, anxiety.*)
- Again, using think-pair-share, ask which elements that create the overall effect of a painting – form, color, brush strokes, composition – seem to add most to the impact of this work. (*Possible response: The contrast between the foaming white water and the heavy black rocks – which involves color and composition – contributes to the painting's turbulence.*)
- Ask students whether this painting contrasts with Poe's poem or compliments it.
- Optional: Ask students to research other pieces of art and find one to present to the class. They should explain how their selections connect to Annabel Lee and either contrast with Poe's poem or complement it. They should also include at least one visual display to clarify or emphasize their points. (This additional step would meet SL.7.4, SL.7.5.)

▪ Sample:

Crashing Wave by Marsden Hartley is analogy for an unstoppable force. Even the most wonderful parts of life can take drastic and unexpected turns. The ocean, often seen as a beautiful element of tranquility, is disrupted by this force (the ocean current) crashing it into these jagged, dark rocks and there is nothing that the ocean can do about it. This force has “killed” the calmness and wonder that is the ocean and the audience is left with this whirlwind of white caps and dangerous rocks. Due to this, one’s reaction to the painting could be anger or frustration.

This painting compliments Poe’s poem. Poe paints this beautiful, fairy tale life that he and his bride had, “kingdom by the sea”. This life however, was destroyed by an unstoppable force (the “envying” angels) when they took his beautiful bride and left Poe with a “...tomb by the surrounding sea.”

Note to Teacher

- Students may need review of genre (including the term) before the first or second reading.
- The phrase “highborn kinsmen” (line 9) is worthy of investigating and interpreting. Some may feel that it refers to Annabel Lee’s ancestors, while others may feel that it elevates Annabel Lee to being an angel herself. This may be a worthwhile discussion.

Name _____ Date _____

“Annabel Lee”

1. Poe structures this poem similar to a particular genre in literature. What genre and how do you know? Why would Poe choose to start this poem in this way?

2. Why does “wingéd” have an accent? Why does Poe include this?

3. What picture does Poe paint by repeating certain words and phrases? Explain.

4. Who does the narrator fault for Annabel Lee’s death and what is his reasoning?

5. In the last stanza on page 728, what is the speaker saying? What message about love is the poet trying to convey?

6. What do lines 20-21 echo that is found elsewhere in the poem? What is the significance of this?
7. How does the rhythm of the poem affect its tone?