



Activity: “Alone” Guided Reading
Intended Grade/Audience: 4th–8th

<p><u>Overview of the Activity:</u> This <i>guided reading</i> of Edgar Allan Poe’s “Alone” (1829) focuses on developing student understanding of imagery and other figurative language, strengthening reading comprehension, and strengthening expository and persuasive writing skills.</p>	<p><u>Activity Goals:</u> Provide students with an accessible reading of “Alone” that:</p> <ol style="list-style-type: none"> 1. Promotes a lasting appreciation and interest in Edgar Allan Poe’s work 2. Strengthens reading comprehension 3. Strengthens writing skills 4. Expands vocabulary 5. Expands knowledge and understanding of literary devices 6. Demonstrates the impact of an author’s style on a work 	<p><u>Student Objectives:</u></p> <ol style="list-style-type: none"> 1. Students will use context clues to understand the poem 2. Students will identify figurative language and analyze the impact of it on the work 3. Students will identify the theme of the work and analyze how voice affects it
<p><u>Virginia SOLs addressed and/or met:</u></p> <p>For 7th grade:</p> <ul style="list-style-type: none"> ● Reading - 7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts ● Reading - 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction ● Writing - 7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing <p>For 8th grade:</p> <ul style="list-style-type: none"> ● Reading - 8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts ● Reading - 8.5 - The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama ● Writing - 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing 		<p><u>Common Core standards addressed and/or met:</u></p> <p>CCSS Grade 7 Reading Standards for Literature: - 1, 2, 4, 5</p> <p>CCSS Grade 7 Writing Standards: - 1b, 1c, 9a</p> <p>CCSS Grade 8 Reading Standards for Literature: - 1, 4</p> <p>CCSS Grade 8 Writing Standards: - 1b, 1c, 9a</p>

<p>Resources provided in this document:</p> <ul style="list-style-type: none"> - Structured text of “Alone” by Edgar Allan Poe - Link to unstructured text

Guided Reading: “Alone” (By: Edgar Allan Poe)

Directions: In this guided reading you should read through the text once on your own. Then, use the text to answer the questions that follow. You will be answering comprehension questions in complete sentences. Make sure to use supporting evidence (i.e. quotes) from the text to support your responses.

Text: <https://poemuseum.org/alone/>

- 1 From childhood’s hour I have not been
As others were — I have not seen
As others saw — I could not bring
My passions from a common spring —
- 5 From the same source I have not taken
My sorrow — I could not awaken
My heart to joy at the same tone —
And all I lov’d — I lov’d alone —
Then — in my childhood — in the dawn
- 10 Of a most stormy life — was drawn
From ev’ry depth of good and ill
The mystery which binds me still —
From the torrent, or the fountain —
From the red cliff of the mountain —
- 15 From the sun that ‘round me roll’d
In its autumn tint of gold —
From the lightning in the sky
As it pass’d me flying by —
From the thunder, and the storm —
- 20 And the cloud that took the form
(When the rest of Heaven was blue)
Of a demon in my view —

Vocabulary Check: Using context clues, what do you think these words from the text mean?

Sorrow:

Torrent:

Reading Questions: Use the above text to answer the following questions.

Comprehension:

1. In lines 1–4, what is the narrator describing? What emotion is Poe invoking in these lines? Can you relate to this feeling?
2. In line 6, Poe mentions “my sorrow.” What do you think he’s referring to?
3. In line 12, what is the mystery that binds the narrator still?
4. In lines 13–19, Poe begins to refer to things like “the fountain”, “the mountain”, the “Sun.” What do these places represent to the narrator? Are they literal places?

Style:

1. What is the rhyme scheme in this poem? Can you identify any meter?
2. What is the tone of the poem? Underline three words that emphasize the tone of the poem.

3. In lines 11–19, Poe uses anaphora, a term to describe repetition of the same word or phrase at the beginning of several lines of poetry. How does this emphasize the tone that Poe is trying to create?
4. Poe chose to not format this poem using stanzas. Why do you think he chose to write this poem without stanzas? If you were to split the poem into stanzas, where would those divisions be and why? How did the poem change when you broke it up?

Theme:

1. From lines 1–9, Poe uses first-person language like “I” then stops in the second half of the poem. How does this shift in language contribute to the piece’s meaning?
2. How would you describe the narrator in the poem? Do you think his viewpoint of his life will ever change?
3. Why might the poem end with a dash rather than a period?

Research:

1. Research Edgar Allan Poe’s childhood in Richmond, Virginia. How does learning about Poe’s childhood impact your understanding of “Alone?”
Edgar Allan Poe biography: <https://poemuseum.org/poe-biography/>