



Activity: “Annabel Lee” Guided Reading
Intended Grade/Audience: 7th–8th

<p><u>Overview of the Activity:</u> This <i>guided reading</i> of Edgar Allan Poe’s “Annabel Lee” (1849) 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 “Annabel Lee” 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
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<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>
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Resources provided in this document:

- Structured text of “Annabel Lee” by Edgar Allan Poe
- Link to unstructured text

Guided Reading: “Annabel Lee” (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/annabel-lee/>

1 It was many and many a year ago,
 In a kingdom by the sea,
 That a maiden there lived who you may know
 By the name of Annabel Lee;
5 And this maiden she lived with no other thought
 Than to love and be loved by me.
 She was a child and I was a child,
 In this kingdom by the sea,
 But we loved with a love that was more than love—
10 I and my Annabel Lee—
 With a love that the winged seraphs of heaven
 Coveted her and me.

 And this was the reason that, long ago,
 In this kingdom by the sea,
15 A wind blew out of a cloud by night
 Chilling my Annabel Lee;
 So that her high-born kinsman came
 And bore her away from me,
 To shut her up in a sepulchre
20 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)
25 That the wind came out of a cloud, 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—
30 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:

35 For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise but I see 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,
40 In her sepulchre there by the sea—
In her tomb by the side of the sea.

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

Seraphs:

Coveted:

Sepulchre:

Dissever:

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

Comprehension:

1. In the first stanza, how does the narrator feel about Annabel Lee? Use evidence from the text to support your answer.
2. In the second and third stanzas, what has happened to Annabel Lee and why?
3. In the fourth and fifth stanzas, how has the language and imagery surrounding Annabel Lee changed from the beginning of the poem? Have the narrator's feelings about Annabel Lee changed?

Style:

1. Identify three instances of alliteration and repetition in this poem. How does this repetition of sound emphasize the theme in the poem?
2. Underline an internal rhyme and an end rhyme in the poem. Compare and contrast their uses in the poem.
3. What is the tone of the poem? How does the tone change throughout the poem? Underline five words that help elevate the poem's tone imagery.
4. Most of this poem follows a pattern of a long line followed by a short line. Read through the poem again, but this time, pay specific attention to the two instances where this pattern changes: lines 27–29 and lines 38–41. What impact do these changes have on the rhythm of the poem? How would the poem be different if the pattern did not change?

Theme:

1. A ballad is a poem or verse intended to be set to song. While not technically a ballad, Poe often referred to “Annabel Lee” as one. How would you convey this poem's theme while reading it aloud? What song or tune would you accompany the poem with?

2. What is the theme of this poem? What is another poem or story you've read that has this same theme?

3. Consider the word choice used throughout the poem. How do the connotative meanings of the words in the poem contribute to the tone of the piece? Identify a couple of places where the author could have chosen a synonym with the same literal meaning but a different connotation. What impact would it have had on the piece if Poe used the other word you chose?

4. What is the conflict in this piece? In what form is it presented (Man vs. Man, Man vs. Nature, etc.)?

Research:

1. Poe often wrote poems about the death of a beautiful woman. Read one of Poe's other poems that explores this theme (e. g. "The Raven", "Ulalume", "To One in Paradise", "Lenore"). Compare and contrast the theme and tone in the poem you read with "Annabel Lee." Use examples from both texts.