

The Works of Edgar Allan Poe

☆ DUE DATE ☆

☑ The Vocabulary log, Analytical Essay, and Thinking Questions are due on the **Friday, September 11, 2009.**

Please **TYPE** your 5 paragraph essay. It is optional to type the vocabulary log and questions.

The summer assignment will count as **10% of marking period 1**, and allows you your first opportunity to shine

You are responsible for the following reading assignments: All readings can be located at the following web site: http://ebooks.adelaide.edu.au/p/poe/edgar_allan/

Short Stories:

- “The Tell-Tale Heart”
- “The Black Cat”
- “The Cask of the Amontillado”
- “The Masque of the Red Death”

Poems:

“The Raven”
“Annabel Lee”

Part I: Vocabulary Log

Because many of Poe’s works contain complex language, students will complete a vocabulary log for each short story and poem in the reading assignments. While reading each work, students will write down any unknown or unfamiliar words, look up the definition and part of speech for each word to create a comprehensive vocabulary log for future reference.

Part II: Analytical Essay

Guidelines:

- All essays must be typed, 12 point font, Times New Roman, double spaced and 1 inch margins all around
- All essays must have specific supports from the texts in proper MLA format
- All essays must be a minimum of 500 hundred words
- All essays must have a thesis statement that is the last sentence in the introduction paragraph
- For help as to how to formulate a thesis, go here:
<http://www.gpc.edu/~lawowl/handouts/patterns.pdf>
- For the basic structure of an essay, go here:
<http://www.geocities.com/Athens/Acropolis/2282/engl/structure.htm>
- For help on MLA formatting, go here:
<http://owl.english.purdue.edu/owl/resource/557/01/>

Topic:

- Edgar Allan Poe uses many different motifs in his works. A motif is an image, idea, or object that repeats itself throughout a work or a series of works. As you read Poe's stories and poems, pay attention to the various ideas and objects that reoccur.
- Two of Poe's most common motifs are those of the **eye** and premature **burial**. In a well developed essay, discuss Poe's use of the **eye** or **premature burial** utilizing any two (2) of Poe's works from the reading list. Your essay should explain the significance of Poe's use of the motif with regard to the overall plot development and theme of the works. That is to day, why does Poe use this particular motif in his works? What do they symbolize? Use specific supports from the texts to prove your thesis.

Part III: Poetry Analysis

Please read both "Annabel Lee" and "The Raven" and complete the following poetry assignments. Be sure to use complete sentences and specific details from the text when answering the questions. All responses must be typed in Times New Roman, 12 point font, double spaced and 1 inch margins.

Poetic Techniques

Alliteration: The repetition of consonant sounds within a line of poetry.

Example: Sally sat silently on the sofa

Repetition: The repeating of a word, sound, phrase or idea within a poem

Example: I'm **Nobody!** Who are you?/ Are you **Nobody** too?

End Rhyme: Rhyming that occurs at the end of two or more lines of verse

Example: The massive weight of Uncle's wedding **band**
Sits heavily upon Aunt Jennifer's **hand.**

Internal Rhyme: The rhyming of two or more words in the same line of poetry. Internal rhyme occurs often in the middle and end of a line

Example: The **gains** beyond age, the dark **veins** of her mother

Assonance: The repetition of middle vowel sounds with different consonant sounds within a line of poetry.

Example: the full **caught** **pause** of their embrace

Rhyming Couplet: Sets of two lines that rhyme with each other. They are found only at the end of poems.

Example: Make thee another self for love of **me**
That beauty still may live in thine or **thee**

Allusion: a reference in a work of literature to something outside the work, especially to a well-known historical or literary event, person, or work.

Example: When T.S. Eliot writes, "To have squeezed the universe into a ball" in "The Love Song of J. Alfred Prufrock," he is alluding to the lines "Let us roll our strength and all/ Our sweetness up into one ball" in Marvell's "To His Coy Mistress."

“Annabel Lee” Thinking Questions

Directions: Answer all questions using complete sentences and specific details from the text.

Poe wrote on an imaginative and literal level. In this poem, scholars believe that he took the unfortunate, premature death of his wife and translated this real-life experience into a creative poem. In reality, Poe’s wife, Virginia, had dies from a four year battle with tuberculosis, finally succumbing after catching a cold due to drafts from insufficient fuel.

1. What is the theme of “Annabel Lee”? Explain how the following line is an example of the theme of the poem.
“For we loved with a love that was more than love...”
2. Poe used a preponderance of ‘s’ sounds.
 - a. Write four examples of ‘s’ sounds at the beginning of words.
 - b. Write two examples of ‘s’ sounds in the middle of words.
 - c. Write out two examples with ‘s’ sounds at the end.
3. Ponder and then best explain what you think is the reason for all the ‘s’ sounds. What do they add to the poem?
4. Diction: What words does Poe use to indicate that he and Annabel Lee lived in a separate world? Explain how these words create a fantasy world.
5. Poetic Terms:
 - a. Write out one example of a rhyming couplet. (If you don’t know what this is, take a good guess from the name.)
 - b. Write out two examples of assonance.
 - c. Write out two examples of alliteration.
 - d. Write out two examples of internal rhyme.
6. On the creative level (not literal), what did Annabel Lee die of?
7. In the poem, what is the literal cause of her death?
8. What is the real life incident reflected in lines 25-26: “the wind came out of the cloud by night/ Chilling and killing my Annabel Lee”?
8. Quote the lines which illustrate:
 - The jealousy of the angels
 - The permanence of Poe’s love for his wife

9. Why is the following ironic?
 - “With a love that even the winged seraphs in heaven coveted her and me” 11-12
 - “The angels, not so happy in heaven, went envying her and me” 21-22
10. What is the mood of the poem? Why do you think so?

“The Raven”

Directions: Answer all questions using complete sentences and specific details from the text.

Strictly Factual Questions:

1. What was the narrator doing when he first hears the “tapping at his chamber door”?
2. Why was the narrator up so late that night?
3. Who did the narrator hope the “visitor” was?
4. What was the narrator’s first reaction to the other “speech” of the raven?
5. Why did the narrator feel the master of the raven might have taught him the word “nevermore”?
6. Quote the verse that explains that the narrator would not see Lenore again.

Brain Twister Questions:

1. Why did Poe set the poem in December?
2. List four other “ingredients” Poe included to create *pathos* in the poem. (YES, look up “Pathos”)
3. What did Poe mean by these lines:
 - a. “Vainly had I sought to borrow
From my books surcease of sorrow...”
 - b. “Respite, respite, and nepenthe from the memories of Lenore...”
 - c. “Take thy beak from out my heart, and take thy form from out my door..”
 - d. “And my soul from out that shadow that lies floating on the floor
Shall be lifted—nevermore.”
4. Since the raven repeats only the single word, the significance of “Nevermore” as an answer depends entirely on the question asked. In the dialogue of lines 81-95, how does the speaker use the bird to confirm his own worst fears?
5. Read through the poem again, noting the imagery chosen for **light**, **color**, and **texture**. List the descriptive words for each group. What is the connection between the imagery for **color** and **texture**? What object or place comes to mind?

Allusion Study:

Allusions are references to important people or places from the Bible, Mythology or history.

- a. Research the origin of each: Pallas Athena, Gilead, Plutonian, Seraphim, Aidenm (Eden)
- b. Then explain the connection of each to “The Raven”

Pre AP Summer Assignment

Teacher	Course	Student
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Kasica, Jamie

1010/1 - PRE AP ENGLISH 1

	No Evidence Value: 0	Does not meet standard Value: 5	Nearly meets standard Value: 10	Meets standard Value: 15	Exceeds standard Value: 20	Points
Typed in MLA Format	Absent	MLA format is slightly followed.	MLA format is almost followed.	MLA format is followed.	MLA format is perfectly followed.	
Length	Less than 100 words	200 words	300 words	400 words	500 words or longer	
Supports	Absent	Does not use specific supports from the text	Uses specific supports from the text but does not follow MLA format	Uses specific supports from the text and somewhat follows MLA format.	Uses specific supports from text and follows MLA format.	
Introduction/Thesis	Absent	Thesis is not clear and does not state paper's focus.	Thesis somewhat states the paper's focus.	Thesis states paper's focus.	Thesis is clear and well-written and states paper's focus.	
Body	Absent	Paragraphs fail to develop the main idea/thesis and do not include a topic sentence	Paragraphs lack supporting details and include vague topic sentences	Paragraphs support the thesis and include topic sentences	Paragraphs are thoughtful & support the thesis and include specific topic sentences.	
Usage	Numerous errors that distract from meaning.	Numerous errors in sentence structure & word usage	Some errors in sentence structure & word usage	Almost no errors in sentence structure & word usage	No errors in sentence structure & word usage	
Mechanics	Numerous errors that distract from meaning.	Numerous errors in punctuation, capitalization, & spelling.	Some errors in punctuation, capitalization, & spelling.	Almost no errors in punctuation, capitalization, & spelling.	No errors in punctuation, capitalization, & spelling.	

	No Evidence Value: 0	Does not meet standard Value: 5	Nearly meets standard Value: 10	Meets standard Value: 15	Exceeds standard Value: 20	Points
Organization	No evidence of organization or structure	Some evidence of structure & organization.	Logical organization; ideas not fully developed.	Paragraph development present but no perfected.	Develops logical and fluent sequence and transitions between ideas.	
Total Points:						