



ELA Virtual Learning

AP Literature & Composition

April 14, 2020



AP Literature & Composition
Lesson: Tuesday, April 14, 2020

Objective/Learning Target:

Students will be able to interpret the tone of a poem as it shifts meaning from literal to figurative/figurative to literal.



Success Starter: Activating Prior Knowledge

On a sheet of paper, write down everything you know (learned in school or on your own) about the American author, Edgar Allan Poe. Besides recalling what you know about his life, write down stories and poems that you have read before, or at least have heard about. *Come up with as much as you can to write about!*



Success Starter Part 2: Activating Prior Knowledge

Next, watch this short [TED Ed animation about Poe](#). What did you already know from the video? What new information did you learn? *Add these to the same paper for notes from the previous slide.*



Poem: [The Bells](#) by Edgar Allan Poe

Read this poem out loud (to yourself, or to someone else).
Read with as much energy and enthusiasm as you can! (It's worth it! The poem is written for it). *On your sheet of paper, write down words that help create tone for [The Bells](#).*

What words did you write down? How do they contribute to the tone, or tones, of the poem?



Poem: [The Bells](#) by Edgar Allan Poe

Reflect on the poem. Make a copy of this [Google Doc](#) to complete a closer re-reading of the poem by identifying the tone of each stanza. List evidence from the text (of each stanza) that support your choice of tone for each stanza.



Practice writing prompt - *From the analysis/commentary section of the graphic organizer:*

Choose two of the four stanzas to write about in great detail. Develop a paragraph that analyzes Poe's use of contrasting tone. Describe how Poe's use of different tones heightens the meaning of the poem.



Practice writing prompt

[Written response sample]

“The Bells” by Edgar Allan Poe is a reflection of the sounds bells can make, and the emotions of each sound as one moves through the various phases of life. This poem serves as a guide to these contrasting phases of life, from the seemingly invincibility of being young, to the painful humility of growing older. Fear and uncertainty in tone gain emphasis as the reader moves closer and closer to the end of the poem. Each stanza also mirrors the changing of the seasons, starting in the spring and concluding in the winter.



Reflection & Self-assessment

Take [this quiz](#) about the poem. Check your answers after you are finished.



Additional Resources:

[Audio recording of *The Bells* with illustrations](#)

[Webinar that covers the poetry material of the course and exam.](#)

[Tone Words: Word Wheel](#)