

# The Raven

## THE RAVEN VR

Students will experience a VR experience based on The Raven. They will work on vocabulary acquisition in multiple ways. Students will apply their understanding and new vocabulary in an activity using Twitter as a basis for sharing ideas.

### MATERIALS

- Oculus Rift
- Oculus controller/Touch
- The Raven Activity sheets
- Notecards printed with the Twitter graphic.
- Timeline hung across one side of the room to hang the “live” tweets.

### SYNOPSIS

The Raven VR is an audio and visual experience based on the literary masterpiece “The Raven” by Edgar Allen Poe. The app offers a narrated reading of the poem while placing the user in a room with visual representations. The VR experience itself lasts 10 minutes.

### TIMELINE

This activity is designed to take be completed in 3 - 45 minute sessions.

### ACTIVITY DESCRIPTION

Divide the students into pairs. The pairs will work together on all three parts of the mini-lesson.

**Pre-VR Activity:** Reading, visualization, unfamiliar word identification

**VR Activity:** Partners go through the audio/visual VR experience, relaying descriptions about the visual representation of The Raven and contextual clues that helps with defining unfamiliar words.

**Post-VR Activity:** Live Twitter updates



# The Raven

## TIMELINE

### Day 1

- Divide students into pairs. It is possible to work as an individual, but groups of 3 become more difficult to manage.
- Hand out student Pre-VR activity sheets and a copy of the Raven.
- Students will read the poem with their partner and complete the student activity sheet.
- If time allows, hold a class discussion on how they visualize aspects of the poem.

### Days 2

- VR students will setup the VR equipment and be available to help content classes use it.
- Student pairs will take turns experiencing the Raven VR.
- Students will communicate with their partner items of importance from the VR experience while their partner documents it on the student activity sheet.
- If needed, the students should be able to go through the VR experience a second time.

### Day 3

- Students will work with their partner on creating a minimum of 3 “live” tweets on the supplied notecards. They should take the point of view of the main character.
  - Students must use at least one “unfamiliar” word in each of their “live” tweets.
- Optional, create poem timeline and have students post their “live” tweets along the timeline.
- Students should also read other groups “live” tweets.
- Hold a class discussion on the poem, meaning, visualization of their preconceived ideas and the VR experience, “live” tweets, etc.



# STANDARDS

---

## English 9:

**RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

**RL.9-10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

**RL. 9 – 10.7** Analyze the representation of a subject or a key scene in two different types of artistic mediums, including what is emphasized or absent in each.

**RL. 9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

