


# Day 1: "Because I could not stop for Death"

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## Begin lesson

Card 1 of 16

	<b>Teaching notes</b>
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

## Before the Lesson

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<b>Before the Lesson</b>	<b>Teaching notes</b>


# Anchor Text

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<p style="text-align: center;"><b>Because I could not stop for Death (712)</b></p> <p style="text-align: center;">By Emily Dickinson Published in 1890</p> <p>Because I could not stop for Death - He kindly stopped for me - The Carriage held but just Ourselves - And Immortality.</p> <p>We slowly drove - He knew no haste And I had put away My labour and my leisure too, For His Civility -</p> <p>We passed the School, where Children strove At Recess - in the Ring - We passed the Fields of Gazing Grain - We passed the Setting Sun -</p> <p>Or rather - He passed us - The Doves drew quivering and chill - For only Gossamer, my Gown - My Tippet - only Tulle -</p> <p>We paused before a House that seemed</p>	<p style="text-align: center;"><b>Teaching notes</b></p> <p>Download and print copies of the anchor text for each student.</p>
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# Student Notes Sheet

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<p style="text-align: right;"></p> <p>Name: _____ Date: _____</p> <p><b>Student notes for: "Because I could not stop for Death"</b></p> <p>Day: One</p> <ol style="list-style-type: none"> <li>1. What evidence from the text tells you that this is not a literal carriage ride?</li> <li>2. What words does Dickinson use to describe death?</li> <li>3. How does Dickinson's depiction of Death contrast with the words we normally associate with death?</li> <li>4. What attitude toward death does this poemification convey?</li> </ol>	<p style="text-align: center;"><b>Teaching notes</b></p> <ul style="list-style-type: none"> <li>■ This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.</li> <li>■ During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.</li> <li>■ Following class, collect student notes to use as a formative assessment.</li> </ul>
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# Getting Started

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<h1>Getting Started</h1>	<b>Teaching notes</b>

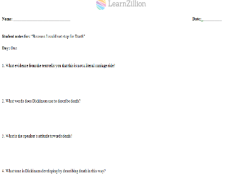
# Introduction 1 of 2

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<div style="display: flex; align-items: center;"> <div style="font-size: 8px; width: 150px;"> <p><b>Because I could not stop for Death (712)</b> By Emily Dickinson Published in 1892</p> <p>Because I could not stop for Death - The kindly Knight rode gently - The carriage had but four - And I was sole passenger - My only journey - to immortality - And I had put away My labor and my leisure too, For His City -</p> <p>We passed the Fields, where Children were At play - We passed the Fields of Gazing Stars - We passed the Setting Sun - Or rather - we passed it - The Sun was getting pale - For Edith Gray had said - My Tippet - was not white -</p> <p>We passed the House where Children were At play - The Roof was falling with the Fall - The Cornice - in the Ruins - Of Time - We passed the Temple - and yet Fraid to answer 'What they' (Heads were bowed with deity</p> </div> <div style="margin-left: 20px;"> <p>“Because I could not stop for Death” Emily Dickinson</p> </div> </div>	<b>Teaching notes</b>
	<p><b>Pacing:</b> ~ 10 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>■ Tell students that this week, they will be focusing on reading one text closely.</li> <li>■ Distribute copies of the anchor text and display a copy of the anchor text for students to read along as you read aloud.</li> </ul> <ul style="list-style-type: none"> <li>■ Read the poem aloud and ask students to follow along using the anchor text copies. As necessary, ask students to use context clues to define unfamiliar words in the text. Discuss these words together as a class so that all students have an understanding of their meanings.</li> <li>■ Tell students that you will now go back to the text and read it closely as you ask them a series of questions. A student notes sheet has been provided for this activity.</li> </ul>

## Introduction 2 of 2

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 <p>As we explore the text we will be asking and answering questions.</p> <p>We will find and keep track of evidence from the text to support our ideas about each question.</p>	<h3>Teaching notes</h3>
<p>for students to read along as you read aloud.</p> <ul style="list-style-type: none"> <li>Read the poem aloud and ask students to follow along using the anchor text copies. As necessary, ask students to use context clues to define unfamiliar words in the text. Discuss these words together as a class so that all students have an understanding of their meanings.</li> <li>Tell students that you will now go back to the text and read it closely as you ask them a series of questions. A student notes sheet has been provided for this activity.</li> </ul>	<p><b>Pacing:</b> ~ 10 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Tell students that this week, they will be focusing on reading one text closely.</li> <li>Distribute copies of the anchor text and display a copy of the anchor text</li> </ul>

## Exploring the Text

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<h1>Exploring the Text</h1>	<h3>Teaching notes</h3>

# Supporting Question 1

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What evidence from the text tells you that this is not a literal carriage ride?

## Teaching notes

**Pacing:** ~ 5 minutes

**Standard:** RL.11-12.1

**Purpose:** Students must first understand that this poem is operating on a figurative level. Once they understand that, students will be primed to look for other places where the poem is using figurative

meanings.

### Answer:

- "Death stops to pick up the speaker"
- "Carriage holds the speaker, Death, and Immortality"
- "The carriage passes the Setting Sun"
- "Horses' heads are pointing towards Eternity"

### Look for students....

- Demonstrating that they recognize this is not a literal carriage ride.
- Using specific examples and/or quotes from the poem that demonstrate that the carriage ride is figurative.

### Guiding questions and prompts:

- Who are the characters in the poem?
- Are the characters real people?
- What images does the poem create in your head?
- Could the things happening in these images happen in real life?

## Supporting Question 2

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What words does Dickinson use to describe Death?

### Teaching notes

**Pacing:** ~ 5 minutes

**Standard:** RL.11-12.4

**Purpose:** Now that students understand this poem is not operating on a literal level, students should start by examining specific words that Dickinson uses, and consider how and why she is using

them.

#### Answer:

- "He kindly stopped for me"
- "He knew no haste"
- "His civility"

#### Look for students....

- Indicating that they understand that Death is being depicted as kind, patient, and civil.
- Using specific quotes and/or examples from the text to support their answers.

#### Guiding questions and prompts:

- What actions does Death take in stanza 1?
- What actions does Death take in stanza 2?
- Highlight (or circle, or underline) the words Dickinson is using to describe Death.

#### Additional Notes:

- If possible, have students mark up the poem as they read. They will benefit greatly from annotating with a pencil as they read.
- Some struggling readers may need help with words like "haste" and "civility". Be prepared to help them understand these words, using context clues and/or prior knowledge of word roots.

## Supporting Question 3

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How does Dickinson's depiction of Death contrast with the words we normally associate with death?

### Teaching notes

**Pacing:** ~ 5 minutes

**Standard:** RL.11-12.4

**Purpose:** Students need to consider how commonly held beliefs about death conflict with the ideas Dickinson is advancing by analyzing the words used in the poem. This will help them when trying to discuss

how Dickinson is using personification, as well as identifying a theme later.

### Answer:

- We think of death as scary, but Dickinson makes him seem friendly.
- We think of death as something unknown, but Dickinson makes him seem like a close friend.
- We associate images like skeletons and the Grim Reaper with death. but Dickinson portrays him as a friend who is welcoming.
- Horror films and scary stories come to mind when I hear the word "death", but the speaker in the poem seems to enjoy spending time with Death.
- We think of death as the end of life, but Dickinson's poem makes it hard to know when life ended and Death began.

### Look for students....

- Indicating that they understand how death is normally seen by people.
- Expressing that death usually has a negative connotation to it.
- Demonstrating that they see the difference between the way Dickinson portrays death and the way we normally think of Death.
- Using specific quotes examples to support their answers.

### Guiding questions and prompts:

- When you hear the word "death", what images immediately come to mind?
- What words and ideas immediately come to mind when you hear "death"?
- Do you normally associate death with positive feelings and ideas or with negative feelings and ideas?
- How are our ideas about Death different from Dickinson's ideas?
- Do the words she uses to describe death have negative or positive connotations?

## Supporting Question 4

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What attitude towards death does this personification convey?

### Teaching notes

**Pacing:** ~ 5 minutes

**Standard:** RL.11-12.1

**Purpose:** Once students have identified that Dickinson is personifying death, they must then think about why Dickinson is personifying him. This will lead to them being able to think about, and

answer, how Dickinson uses personification to develop a theme.

#### Answer:

- Death isn't scary.
- Death is friendly and kind.
- We shouldn't be afraid of death.

#### Look for students....

- Demonstrating that they recognize that Dickinson is trying to portray Death in a positive light.
- Using specific quotes or examples from the story to support their answers.

#### Guiding questions and prompts:

- Look over your answers to Supporting Questions 1-3. Would you say the attitude towards death is generally positive or negative?
- What examples from the poem help you to know that?
- What words would you use to describe the tone other than just "positive" or "negative"?

#### Additional Notes:

- I have found it helpful to provide a list of tone words for students, especially struggling readers. Often, students can identify the emotion in their minds, but don't have the vocabulary to articulate it. A list of tone words helps; especially if the words are divided into sections by whether they are "positive" or "negative" tone words.
- Some struggling readers may not know the difference between tone and mood. It might be worth it to spend a little time reviewing these two concepts with all students, or with groups of struggling students.



## Focus Question

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<h1>Focus Question</h1>	<b>Teaching notes</b>

## Focus Question

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How does Dickinson use personification to develop a theme?

### Teaching notes

**Pacing:** ~10 minutes

**Standard:** RL.11-12.4

**Purpose:**

This question is important to ask because identifying and analyzing the way in which Dickinson uses personification is a great entry point

for analyzing the figurative meaning of the poem as a whole. From here, students will pay close attention to the way Dickinson uses other literary techniques and devices as well. Through this careful analysis, students will begin to see how themes are developing in the poem and will eventually reach the ultimate goal of analyzing how two themes work together to produce an even larger meaning.

**Answer:** Dickinson describes Death as a gentleman who “kindly” stops to pick her up, “knows no haste”, and who shows “civility”. By personifying death in this way, she is conveying a relaxed and friendly tone towards Death. By using this tone, Dickinson is asking us to reevaluate our previous thoughts of death. She is suggesting that death is not something we should fear.

**Look for students....**

- Including a theme similar to not fearing death in their answers.
- Identifying that Dickinson is personifying death.
- Explaining why Dickinson would choose to personify death the way she does.
- Using specific quotes or examples from the poem to support their assertions.

**Additional Notes:**

- Many students still struggle with how to identify themes in literature. It can be even more difficult in poetry, where they don't have the benefit of a typical story structure to support their interpretation. Reminding them that they need to pay attention to things like the words used, and the tone those words convey, will go a long way towards helping them to identify theme.
- If some students tend to work on a very literal level, they may need even more help understanding theme. You may want to spend extra time showing them how to look for commonalities in their answers, and/or find things that repeat in the poem. Often, it helps when students see that there is a system behind

understanding literature, and that it is not just a skill some people have and others don't.

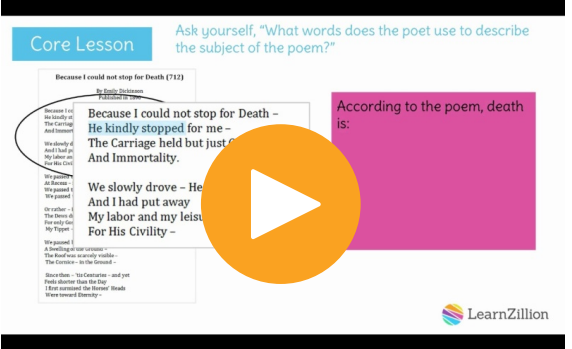
## After the Lesson

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<h1 style="font-size: 2em; color: #4b0082;">After the Lesson</h1>	<p style="text-align: center; font-weight: bold; margin-bottom: 10px;">Teaching notes</p>
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## Comprehension Skill Video

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 <p style="text-align: center; font-weight: bold; margin-bottom: 10px;">Teaching notes</p> <p>Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.</p>	<p style="text-align: center; font-weight: bold; margin-bottom: 10px;">Teaching notes</p> <p>Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.</p>
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