


Day 4: "Because I could not stop for Death"

Begin lesson

Card 1 of 16

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

Before the Lesson

Card 2 of 16

Before the Lesson	Teaching notes


Anchor Text

Card 3 of 16

<p style="text-align: center;">Because I could not stop for Death (712)</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>Teaching notes</p> <p>Download and print copies of the anchor text for each student.</p>
--	--

Student Notes Sheet

Card 4 of 16

<p style="text-align: center;"> LearnZillion</p> <p>Name: _____ Date: _____</p> <p>Student notes for: "Because I could not stop for Death"</p> <p>Day: Four</p> <p>1. How does Dickinson's use of chronological order help to develop a theme?</p> <p>2. What poetic form is Dickinson using, and why did Dickinson choose to use that particular form?</p> <p>3. What is the effect of Dickinson's use of punctuation?</p>	<p>Teaching notes</p> <ul style="list-style-type: none"> ■ 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. ■ During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question. <ul style="list-style-type: none"> ■ Following class, collect student notes to use as a formative assessment.
--	---

Getting Started

Card 5 of 16

<h2>Getting Started</h2>	Teaching notes

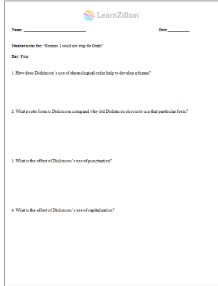
Introduction 1 of 2

Card 6 of 16

<p>Because I could not stop for Death (712) <small>By Emily Dickinson Published in 1896</small></p> <p>Because I could not stop for Death - He kindly stopped for me - The Carriage had no seat - And no windows -</p> <p>My only horse - The horse we have Had had just died - My Sister and my Sister too - Are in the grave -</p> <p>We passed the School, where Children strove At Recess - on the Steps - We passed the Fields of Gazing Grain - We crossed the Setting Sun -</p> <p>Or rather - We passed up - The Street that granite and Ash - For only Glimpses - My Sister - And I -</p> <p>We passed before a House that seemed A swelling of the Street - The Roof was scarcely visible - The Cornice - in the Eaves -</p> <p>And then - We turned - and got From corners - like the Door - I know not what the Owner's Thoughts Were -</p>	<h2>Teaching notes</h2>
<p>author to communicate those themes.</p> <ul style="list-style-type: none"> ■ Distribute copies of the anchor text and display a copy of the anchor text for students to read along as you read aloud. ■ Tell students that today, they will be considering the author's choices when it comes to text format, and how those choices contribute to our understanding of the meaning of the poem. ■ Read the poem aloud and ask students to follow along using the anchor text copies. ■ 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. 	<p>“Because I could not stop for Death” Emily Dickinson</p> <p>Pacing: ~ 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> ■ Remind students that this week, they will be focusing on reading one text closely. ■ Review the two themes that you identified on Days 1 and 2, as well as some of the techniques used by the

Introduction 2 of 2

Card 7 of 16



As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question.

Teaching notes

Pacing: ~ 10 minutes

Notes:

- Remind students that this week, they will be focusing on reading one text closely.
- Review the two themes that you identified on Days 1 and 2, as well as some of the techniques used by the

author to communicate those themes.

- Distribute copies of the anchor text and display a copy of the anchor text for students to read along as you read aloud.
- Tell students that today, they will be considering the author's choices when it comes to text format, and how those choices contribute to our understanding of the meaning of the poem.
- Read the poem aloud and ask students to follow along using the anchor text copies.
- 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.

Exploring the Text

Card 8 of 16

<h2>Exploring the Text</h2>	Teaching notes

Supporting Question 1

Card 9 of 16

How does Dickinson's use of chronological order help to develop a theme?

Teaching notes

Pacing: ~5 mins.

Standard: RL.11-12.5

Purpose: Students need to consider why Dickinson chose to use chronological order instead of a different type of organization (like compare/contrast). Thinking about her choice of text structure can help

students to see a larger idea that she is communicating.

Answer: Chronological order emphasizes the real life sequencing of events. The poem follows chronological order. First, the carriage picks up the speaker. Then, the occupants of the carriage ride past children, a field, and the setting sun. Next, they pause briefly at a grave. Finally, they continue on towards eternity. All of these are examples of steps in the life cycle that are placed in chronological order in the poem. Using chronological order supports the theme of life and death being a continual journey.

Look for students....

- Understanding what chronological order is.
- Understanding why the author chose to use chronological order.
- Using specific examples and/or quotes from the poem to support their assertions.

Guiding questions and prompts:

- What text order does this poem use?
- How do you know that the poem uses that specific text order?
- Why might an author choose to use this specific text order?
- Why wouldn't the author have chosen to use a different text order (compare/contrast, cause/effect, etc.)?
- Think about the themes that we've identified in the poem so far. Which theme do you think is best supported by the author's decision to use chronological order?

Additional Notes:

- Text order is often associated with prose writing, and many students may not understand that it is a skill that can be transferred to the reading and analysis of poetry.

- You might want to get some sense of what students already know about text order. It might be worth your time to briefly review text order examples, such as chronological order, cause and effect, compare and contrast, definition and example, etc.

Supporting Question 2

Card 10 of 16

What poetic form is Dickinson using, and why did Dickinson choose to use that particular form?

Teaching notes

Pacing: ~5 minutes

Standard: RL.11-12.5

Purpose: Knowing that this poem is a lyric poem, and that lyric poetry typically expresses deep personal feelings can add another layer to a student's understanding of this poem, its themes, and its overall

meaning.

Answer: This poem is a lyric poem. Lyric poetry is traditionally used to express deep personal feelings, and is usually written in the present tense. Dickinson's choice of the lyric format supports the theme of life and death being a continuous journey because it is written in present tense, not past tense, which emphasizes that it is still happening. Lyric style is also a good choice because she is trying to express her deep feelings about life and death.

Look for students....

- Recognizing this poem as a lyrical poem.
- Demonstrating knowledge of the characteristics of a lyrical poem.
- Demonstrating that they understand how the lyrical form enhances the subject matter and helps to develop the theme of the poem.

Guiding questions and prompts:

- Think about the types of poetic form that you know.
- What poetic form does this poem take?
- What are some of the characteristics of this form?
- How do these characteristics fit with the subject matter of the poem?
- How do these characteristics fit with a theme or themes developing in the poem?

Additional Notes:

- You may want to identify ahead of time what your students know about poetic forms. While this is a grade appropriate skill, some students may not have learned this in previous grade levels.
- Struggling readers may have difficulty with identifying the poetic form. It might be a good idea to provide a guide sheet that lists different poetic types, definitions of

those types, and characteristics of each. These students may also benefit from an exercise where they read a variety of poems and identify which poem follows which type.

Supporting Question 3

Card 11 of 16

What is the effect of Dickinson's use of punctuation?

Teaching notes

Pacing: ~5 mins.

Standard: RL.11-12.5

Purpose: Dickinson's use of punctuation, particularly her use of dashes, has become a well-known aspect of her style. Students need to be able to recognize that Dickinson is using these dashes for a purpose.

Answer: Dickinson uses a lot of dashes in this poem. These dashes normally make us stop or slow down when we encounter them as we read, but they also connect one idea in a sentence to another idea. They kind of encourage us to keep reading so we can find out what's on the other side of the dash. The dashes kind of parallel and develop the theme of life and death being a continuous journey, because the dashes pull us through the poem.

Look for students....

- Noticing Dickinson's prolific use of dashes.
- Understanding the purpose of the dashes in normal writing and in this poem.
- Explaining how Dickinson's use of dashes fits with a theme or themes that are being developed throughout the poem.

Guiding questions and prompts:

- What type of punctuation do you notice the most in this poem?
- How is that punctuation used in prose writing?
- Does it serve that purpose in this poem?
- When you read the poem and encounter one of these dashes, what is your reaction as a reader? Do you slow down, pause, speed up, continue to what's after the dash, etc.?
- Does Dickinson's use of the dash fit in with either of the themes we have identified so far? Which one? How?

Additional Notes:

- Many students may overlook the use of the dashes and just chalk it up as odd. They may need support to see how the dashes are actually used intentionally by the author, and not just placed in the poem capriciously.

- Students may also need to hear how the dashes affect the reading of the poem, since the eye tends to skip right over them, although the mouth will tend to slow down. It might be a good idea to read the poem aloud again so that ALL students hear the pauses. Struggling readers, especially, will benefit from hearing an expert reader reading this poem aloud. All kids, no matter what age, like to be read to from time to time.

Supporting Question 4

Card 12 of 16

What is the effect of Dickinson's use of capitalization?

Teaching notes

Pacing: ~5 mins.

Standard: RL.11-12.5

Purpose: Similar to Dickinson's use of punctuation, her use of capitalization has become a well-known aspect of her style. Students need to be able to recognize that Dickinson's use of capitalization is not

random or capricious, and that there is an underlying purpose to it.

Answer: Dickinson capitalizes a lot of different words in this poem. We normally use capitals to demonstrate that a word is important or proper. Capitalization kind of encourages us to pay attention the word that is capitalized, because it might be important. Dickinson capitalizes words like Death, Carriage, Ourselves, Immortality, He, His Civility, School, Children, etc. Every word that she capitalizes is a noun. By capitalizing these nouns, the reader slows down in order to think about why the word might be capitalized, and why it is important. All of the capitalized words point back to the original themes about not fearing death and seeing life and death as a continual journey. Each word builds on the last.

Look for students....

- Noticing Dickinson's prolific use of capitalization.
- Understanding the purpose of the capitalization in normal writing and in this poem.

Guiding questions and prompts:

- What do you notice about how Dickinson uses capitalization?
- When do we normally capitalize letters in prose writing?
- Why do we capitalize letters?
- Does it serve that purpose in this poem?
- When you read the poem and encounter one of these capital letters, what is your reaction as a reader? Do you slow down, pause, speed up, reflect on the word with the capital letter, etc.?

Additional Notes:

- Many students may overlook the use of capitalization and just chalk it up as odd. They may need support to see how capitalization is actually used intentionally by the author, and not just placed in the poem capriciously.

Focus Question

Card 13 of 16

<h1>Focus Question</h1>	Teaching notes

Focus Question

Card 14 of 16

How does Dickinson's text structure contribute to the poem's overall meaning?

Teaching notes

Pacing: ~10-15 minutes

Standard: RL.11-12.5

Purpose: Now that students have examined a variety of "parts" to the poem, students need to consider how the poem works together as a "whole". Examining the structure and

format of the poem can provide additional insight into the poem's overall meaning. Students have worked to examine a variety of "parts" of the poem (personification, word choice, symbols, metaphors, sound devices), and will need to look at how the poem functions as a whole before analyzing how themes work together to create an even larger meaning.

Students will need to identify and analyze two different themes in the poem for the writing task. This question will provide some insight into the second theme, while also showing them how both of the themes we've identified so far can work together to create another theme. Each supporting question will build the skills necessary in order to consider the text structures that Dickinson is using, as well as how and why she is using those structures.

Answer: This poem is written in chronological order, starting with Death picking the speaker up in his carriage, progressing through all the events of the life cycle, and ending with death and eternity. This supports the theme that life and death are a continuous journey. Dickinson used the lyric style because lyric poems are traditionally used to express personal and very emotional feelings. They are also typically written in present tense. Using the lyrical form allows Dickinson to illustrate her positive feelings about death. It also allows her to discuss it using present tense, which gives us the idea that death is ever present and not something that only happened to others in the past, or that will only happen to us in the future.

The way Dickinson uses punctuation and capitalization is unconventional in this poem. Dickinson capitalizes most of the nouns in the poem. This gives each word importance and makes readers slow down a bit as they think about why those words are so important. When we focus on each of these words, we find another piece of

the puzzle. When we finally see why Death is capitalized (he is being personified), we then ask ourselves why "carriage" is capitalized, and so on. Dickinson also uses dashes in this poem. The dashes can slow us down, just like her use of capitalization does, but the dashes also connect one line or idea to the next line or idea. Together, the capitalization and dashes slow us down, make us think about the importance of each word or image in the poem, and then pull us on to the next word or image.

By using chronological order, lyrical form, and nontraditional capitalization and punctuation, Dickinson blends her two themes (death is not to be feared, and life and death are a continuous journey) to create an additional theme: life and death are not two mutually exclusive things.

Look for students....

- Including how Dickinson uses chronological order, lyrical form, dashes, and capitalization to achieve an effect and to develop a theme or themes in the poem.
- Using specific quotes and/or examples to support their assertions.



After the Lesson

Card 15 of 16

<h1>After the Lesson</h1>	Teaching notes

Comprehension Skill Video

Card 16 of 16

<p>Core Lesson Ask yourself, "Does this poem follow a specific pattern of text organization?"</p>  <p></p> <p>Visit https://haywood.lzill.co/r/44518</p>	<p>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>
--	--