

## Day 2: "Because I could not stop for Death"

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### Begin lesson

Card 1 of 17

	Notes
<div data-bbox="248 690 786 829">Begin lesson</div>	

### Before the Lesson

Card 2 of 17

	Notes
<div data-bbox="238 1346 787 1411">Before the Lesson</div>	


# Anchor Text

Card 3 of 17

<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 labor 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>	<h2>Notes</h2>
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# Student Notes Sheet

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<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: Two</p> <p>1. What words does Dickinson use to describe Death and the carriage ride?</p> <p>2. How does Dickinson use alliteration?</p> <p>3. How does Dickinson use onomatopoeia?</p>	<h2>Notes</h2>
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# Getting Started

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Getting Started	Notes

# Introduction 1 of 2

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<p><small>Because I could not stop for Death (712)</small></p> <p><small>By Emily Dickinson Published in 1890</small></p> <p><small>Because I could not stop for Death - Distracted as we sped - The carriage held but just myself - And Immortality.</small></p> <p><small>We passed the house - the trees in bloom - And I had put away My labor and my leisure too, For this Century -</small></p> <p><small>We passed the school, where Children strove At Recess - on the Steps - We passed the fields of grazing cattle - We paused for a moment that day - My Mother at the Seaside -</small></p> <p><small>My Sister - we passed, and The Towns men - gathering and going - And my Mother - and my Sister - My Tippet - and my Shawl -</small></p> <p><small>We passed a House that seemed A swelling of the Street - The Street was a long Road - The Corners - in the Town -</small></p> <p><small>Immortality - My Companion - and yet Fraid to stir me from my sleep - I have measured my Groin - Which proved itself -</small></p>	Notes
	<p>"Because I could not stop for Death"</p> <p>Emily Dickinson</p>

## Introduction 2 of 2

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<div data-bbox="285 338 503 548"><p>1. What does the speaker say about death?</p><p>2. What does the speaker say about death?</p><p>3. What does the speaker say about death?</p><p>4. What does the speaker say about death?</p></div> <div data-bbox="573 338 769 388"><p>we will be asking and answering questions.</p></div> <div data-bbox="573 405 769 520"><p>We will find and keep track of evidence from the text to support our ideas about each question.</p></div>	<div data-bbox="873 380 958 413"><b>Notes</b></div>
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## Exploring the Text

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<div data-bbox="240 1157 790 1228"><h2>Exploring the Text</h2></div>	<div data-bbox="873 1008 958 1041"><b>Notes</b></div>
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## Supporting Question 1

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<p>What words does Dickinson use to describe Death and the carriage ride?</p>	<b>Notes</b>

## Supporting Question 2

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<p>How does Dickinson use alliteration?</p>	<b>Notes</b>

## Supporting Question 3

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How does Dickinson use assonance?	Notes

## Supporting Question 4

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How does Dickinson use meter?	Notes

## Supporting Question 5

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How does Dickinson use these poetic devices to develop a tone?

**Notes**

## Focus Question

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**Focus Question**

**Notes**

## Focus Question

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How does Dickinson use tone to develop a second theme?

**Notes**

## After the Lesson

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**After the Lesson**

**Notes**



