

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

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### Begin lesson

Card 1 of 17

	Teaching notes
<div data-bbox="248 690 786 829">Begin lesson</div>	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 17

	Teaching notes
<div data-bbox="240 1348 786 1409">Before the Lesson</div>	


## 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 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 Dews drew quivering and chill - For only Gossamer, my Gown - My Tippet - only Tulle -</p> <p>We paused before a House that seemed</p>	<p><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: 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>	<p><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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## Getting Started

### Teaching notes

# Introduction 1 of 2

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**Because I could not stop for Death (712)**

By Emily Dickinson  
Published in 1890

Because I could not stop for Death  
He kindly stopped for me -  
The Carriage had Pauses - and I stepped in -  
And I remember all -

We passed the School, where Children strove  
At Recess - on the Steps -  
We passed the Fields of Gazing Oats -  
We passed the Setting Sun -

My Sister - we passed her  
The Townsman - gathering and still -  
My Niece - the Maiden - at her door -  
My Tippet - and I felt

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"Because I could not stop for Death"

Emily Dickinson

### Teaching notes

**Pacing:** ~ 5 minutes

#### Notes:

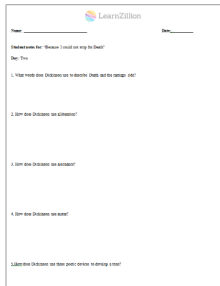
- Remind students that this week, they will be focusing on reading one text closely.
- Review what was learned yesterday regarding tone and theme.
- Distribute copies of the anchor text

and display a copy of the anchor text for students to read along as you read aloud.

- Tell students that today, they will be looking for other ways that a poet develops tone, and that they will also be looking for an additional theme in 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.

## Introduction 2 of 2

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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:** ~ 5 minutes

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## Exploring the Text

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### Teaching notes

## Exploring the Text

# Supporting Question 1

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What words does Dickinson use to describe Death and the carriage ride?

## Teaching notes

**Pacing:** ~5 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must consider the words and phrases used by the author in order to develop and convey a specific tone. Students must combine the information learned yesterday, about how Death is

personified, with the descriptions of the carriage ride in order to extrapolate a specific tone.

### Answer:

- Death is described as patient, kind, and civil.
- The speaker, Death, and Immortality are all passengers in the carriage.
- The carriage ride takes its passengers past scenes of a school, fields, and a setting sun.
- The carriage never stops; it only pauses at a grave.
- The horses are pulling the carriage and its occupants towards eternity.

### Look for students....

- Pointing out some of the descriptions Dickinson uses for the carriage ride, including that the ride is continual, pauses only briefly at the grave, and/or takes its occupants past several different scenes.
- Using specific quotes and/or examples to support their assertions.

### Guiding questions and prompts:

- What did we learn yesterday about how Death is personified?
- Who is in the carriage?
- What do these passengers see on their ride?
- Based on the words Dickinson uses to describe Death and the carriage ride, how would you describe the pace of the ride?

### Additional Notes:

- Some students, especially struggling readers, may have difficulty understanding words like "gossamer", "tippet", "tulle", and "cornice". Take some time to help them figure out the meanings of these words, using context clues.

- Students will spend more time later investigating how the house described in the fifth stanza is actually metaphorical, so don't spend too much time now emphasizing this, unless students pick up on it naturally. Higher ability students will probably see the metaphor easily now. Others will not realize it until you take time to investigate that in Day 3's lesson.

## Supporting Question 2

Card 10 of 17

How does Dickinson use alliteration?

### Teaching notes

**Pacing:** ~5 minutes

Standard: RL.11-12.3

**Purpose:** Students must identify examples of alliteration and consider their effect, in order to determine how the author is using it in order to develop a tone.

### Answer:

- Examples of alliteration include: knew and no (line 5); labor and leisure (line 7); we and where (line 9); recess and ring (line 10); gazing and grain (line 11); setting and sun (line 12); gossamer and gown (line 15); tippet and tulle (line 16); than and the (line 22) and horses' and heads (line 23).
- The words used in these examples are important words in the poem (like "setting sun", "gazing grain", "gossamer gown", "tulle" and "tippet", and "horses" and "heads").
- Dickinson wants us to pay attention to the words where she's using alliteration.
- Paying attention to these examples of alliteration can help us to focus on the images that Dickinson wants us to think about deeply (e.g. gossamer gown and horses' heads).

### Look for students....

- Identifying several examples of alliteration.
- Describing the effect that the alliteration has on the reader.
- Including specific examples from the poem.

### Guiding questions and prompts:

- Find as many examples of alliteration as you can (highlight, star, circle, underline, label them). (You may need to review the definition, as well as examples and nonexamples of assonance with the students at first).
- What types of words does Dickinson use in these examples of alliteration (nouns, verbs, adjectives, adverbs)?
- Why does using alliteration help you pay attention to certain words?
- Why might Dickinson want you to pay attention to these particular words?

### Additional Notes:

- It might be worth your time to review the definition, examples, and nonexamples of alliteration with your students, especially with struggling readers.
- Many students will be able to identify examples of alliteration, but asking them to think about its effect is a little more "higher order" as far as thinking skills go. You may want to spend some time talking about how alliteration is used in the real world, such as in advertising or newspaper headlines, for effect.



## Supporting Question 3

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How does Dickinson use assonance?

### Teaching notes

**Pacing:** ~10 minutes

**Standard:** RL.11-12.3

**Purpose:** Students must identify examples of assonance and consider their effect, in order to determine how the author is using it in order to develop a tone.

### Answer:

- Examples of assonance include: held and ourselves (line 3); slowly, drove, and no (line 5); his and civility (line 8); gazing and grain (line 11); quivering and chill (line 14); then, centuries, yet (line 21); and first and surmised (line 23).
- These word combinations sound soothing.
- These word combinations sound pleasing.
- These words work together to produce a calming sound.
- Dickinson wants us to associate a calm feeling with the subject of the poem: death.

### Look for students....

- Identifying several examples of assonance.
- Describing the effect that the assonance has on the reader.
- Including specific examples from the poem.

### Guiding questions and prompts:

- Find as many examples of assonance as you can (highlight, star, circle, underline, label them). (You may need to review the definition, as well as examples and nonexamples of assonance with the students at first).
- Say those examples to yourself and think about how they sound.
- How do these word combinations make you feel when you hear them?
- What words would you use to describe that feeling?
- Do you notice anything that your examples have in common?
- Do you see a pattern developing with your examples?
- Why might Dickinson want you to get that feeling from her words?

### Additional Notes:

- I have found that assonance is one of the most difficult sound effects for my students to identify and analyze. It might be worth your time to review this concept with your students, especially with struggling readers.

- Many students will be able to identify examples of assonance, but asking them to think about its effect is a little more "higher order" as far as thinking skills go. You may want to spend some time talking about the kinds of feelings you associate with the sounds words can make.

## Supporting Question 4

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How does Dickinson use meter?

### Teaching notes

**Pacing:** ~5 minutes

**Standard:** RL.11-12.3

**Purpose:** Students must identify a rhythmic pattern of sound, and consider its effect, in order to determine how the author is using it to develop a tone.

**SPECIAL NOTE:** There are two ways that you can approach this question. The first material set below (marked as 1 Answer, 1 Look for students..., etc.) is designed with an average or below average student in mind. The second material set (marked as 2 Answer, 2 Look for students..., etc.) is designed with an above average or advanced student in mind. Consider your classroom needs as you plan for this day of instruction.

#### 1 Answer:

- Dickinson uses a sound pattern that imitates the natural rocking motion of the carriage.
- The pattern is very steady and doesn't change, except in stanza 4.
- This rhythm feels very natural to us because it's also a rhythm used in the human heartbeat, rocking babies to sleep, the human walking gait, and the human speech pattern.
- Dickinson breaks this rhythmic pattern in stanza 4. This is also the place where a shift happens as the carriage and its occupants move into the realm of death.

#### 1 Look for students....

- Identifying the rhythmic pattern used.
- Describing the effect that the pattern has on the poem (allowing it to mimic natural speech, creating a steady rhythm, etc.).
- Including specific examples from the poem.

#### 1 Guiding questions and prompts:

- Listen to some of the lines from the poem as they are read out loud.
- Recite a few of the lines from the poem and exaggerate that rhythm.
- What does that rhythm remind you of?
- What kinds of things in life follow a similar rhythm?
- Why does Dickinson break this metrical pattern in stanza 4?

- Why might Dickinson want you to pay attention to this stanza?
- Why might Dickinson choose to use that rhythm throughout this poem?

### 1 Additional Notes:

- It is my experience that metrical patterns can be difficult for many students to recognize. The information directly above this statement was created with a general classroom situation in mind. The average student may not be able to readily identify metrical patterns, but should be able to hear the rhythm created by the author's diction.
- If your students are more advanced, you might want to use the information that follows this statement to differentiate for their needs. In the following material, I address meter and feet more specifically.

### 2 Answer:

- Dickinson uses iambic tetrameter and iambic trimeter throughout the poem.
- Stanzas 1,2,3,5, and 6 all follow this pattern: Line 1- iambic tetrameter, Line 2- iambic trimeter, Line 3- iambic tetrameter, Line 4- iambic trimeter.
- Stanza 4 breaks the pattern slightly. Here, lines 1 and 4 are iambic tetrameter and lines 2 and 3 are iambic trimeter.
- Using iambic meter gives the poem a natural speech feel.
- Using iambic meter also allows the poem to kind of mimic the natural rocking motion of the carriage.
- Dickinson also breaks her metrical pattern in stanza 4. This is also the place where a shift happens as the carriage and its occupants move into the realm of death.

### 2 Look for students....

- Identifying the type of foot and metrical pattern used.
- Describing the effect that the meter has on the poem (allowing it to mimic natural speech, creating a steady rhythm, etc.).
- Including specific examples from the poem.

### 2 Guiding questions and prompts:

- Identify the type of metrical pattern that Dickinson is using in the poem.
- Recite a few of the lines from the poem and exaggerate the meter.
- What does that rhythm remind you of?
- What kinds of things in life follow a similar rhythm?
- Why does Dickinson break her metrical pattern in stanza 4?
- Why might Dickinson want you to pay attention to this stanza?
- Why might Dickinson choose to use iambic meter throughout this poem?

### 2 Additional Notes:

- It is my experience that metrical patterns can be difficult for many students to recognize. It might be a good idea to get a sense ahead of time of what your students know and can do when it comes to scansion and identifying meter and feet.

- A quick review of how to use scansion, types of metrical feet, how to measure meter, and the effect of meter would benefit most of your students, unless you feel your students have enough prior knowledge of this concept.

## Supporting Question 5

Card 13 of 17

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

### Teaching notes

**Pacing:** ~ 5 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must understand that tone can be determined by carefully considering the words and phrases used by the author. By examining these words and asking ourselves how and why they are

used, we can see a pattern emerging that points us towards the tone the author is conveying.

### Answer:

- Dickinson uses word choice to show us that the carriage ride never stops, only pauses.
- Dickinson uses assonance to associate a calm feeling with death and the carriage ride.
- Dickinson uses alliteration to draw attention to important words, phrases, and ideas in the poem.
- Dickinson uses meter to create a rhythm like human speech or the natural movement of a carriage ride.
- All of these things help to develop a steady, peaceful, soothing, and natural tone.

### Look for students....

- Demonstrating clearly that their answer is built on the answers to the first four supporting questions. This answer should be a natural outgrowth of their understanding and mastery of previous questions.
- Demonstrating that they are able to identify a specific tone by looking for commonalities in Dickinson's use of word choice, assonance, alliteration, and meter.

### Guiding questions and prompts:

- Look over your answers to Supporting Questions 1-4.
- Do you see a pattern developing in those answers?
- How would you describe the attitude towards Death and the carriage ride? Positive, negative, or neutral?
- What examples from the poem help you to know that?

- What words would you use to describe the tone other than just "positive", "negative", or "neutral"?

**Additional Notes:**

- If you provided a list of tone words for students yesterday, you might want to see what students can achieve without that list today. If some students appear able to identify tone words without the sheet, allow them to do so. If others appear to need it, you might want to make it available to them as a resource.
- Some struggling readers may still need a review of 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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	Teaching notes
<h2>Focus Question</h2>	

## Focus Question

Card 15 of 17

How does Dickinson use tone to develop a second theme?

### Teaching notes

**Pacing:** ~10-15 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must be able to consider the attitude that the speaker has towards death and the carriage ride, in order to understand the point she is making about both of

those things. This builds on the previous day's lesson by asking students to consider the words and phrases used when personifying death so that they can identify the tone those words help to convey. This will also lead into tomorrow's lesson, where students will be analyzing other aspects of the poem to determine another theme in the poem. Students must be able to identify both themes before writing their culminating response.

Students must be able to identify the tone of the speaker in order to identify one of the themes in the poem. Ultimately, they'll be asked to write about how two themes work together to create a larger meaning in this poem. This question helps them to identify that second theme. Each of the supporting questions focus on a different aspect of the poem that contributes to the tone. By analyzing each aspect and looking for commonalities, students will be able to identify the tone.

### Answer:

Dickinson's tone when describing the carriage ride itself is a very steady, peaceful, soothing, and natural tone. She uses assonance and alliteration to create soothing word combinations like "we slowly drove- He knew no haste" and to make us pay particular attention to important words in the poem, like "gazing grain" and "setting sun". The poem itself uses a steady rhythm that changes only once. This metrical pattern mimics the motion of the carriage, giving the poem a steady, peaceful feel. The only time the rhythm is changed is in stanza 4. This shift occurs as the speaker experiences physical death, before she and the carriage continue toward eternity. By creating this tone, Dickinson develops a second theme: the idea of life and death being a continual journey. Death isn't a different trip or a detour, but simply the continuation of a trip that started with life.

**Look for students....**



- Discussing a theme along the lines of death being a continual journey.
- Including a description of the tone used (steady, peaceful, soothing, natural).
- Using specific quotes or examples from the poem to support their assertions.

**Additional Notes:**

- As mentioned in Day 1's lesson, 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.
- Some struggling readers will need even more help understanding theme because they tend to work on a very literal level. 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 while others do not.
- Additionally, this question asks students to identify a second theme in the poem. Time should be taken to help students understand that a good piece of literature will almost always contain more than one theme. It may take some practice before students can identify more than one theme.

## After the Lesson

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	Teaching notes
<h2>After the Lesson</h2>	

