

## Day 3: "Because I could not stop for Death"

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### Begin lesson

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|  | <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> |
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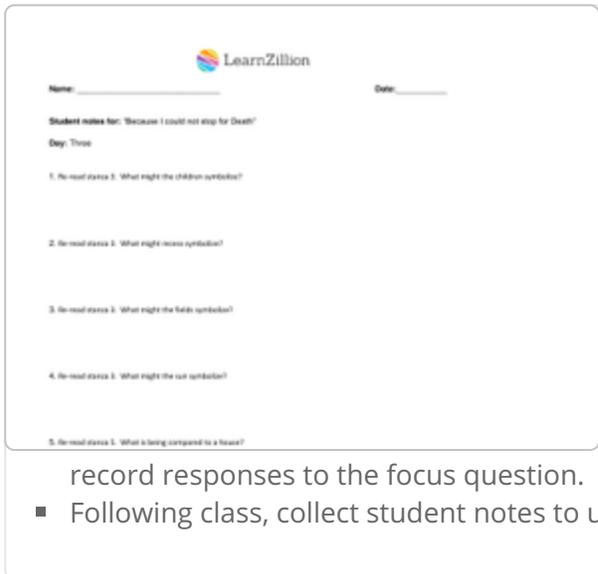
# Anchor Text

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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<br/>Published in 1890</p> <p>Because I could not stop for Death -<br/>He kindly stopped for me -<br/>The Carriage held but just Ourselves -<br/>And Immortality.</p> <p>We slowly drove - He knew no haste<br/>And I had put away<br/>My labor and my leisure too,<br/>For His Civility -</p> <p>We passed the School, where Children strove<br/>At Recess - in the Ring -<br/>We passed the Fields of Gazing Grain -<br/>We passed the Setting Sun -</p> <p>Or rather - He passed us -<br/>The Doves drew quivering and chill -<br/>For only Gossamer, my Gown -<br/>My Tippet - only Tulle -</p> <p>We paused before a House that seemed</p> | <h3>Teaching notes</h3> <p>Download and print copies of the anchor text for each student.</p> |
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# Student Notes Sheet

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|  | <h3>Teaching notes</h3> <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> </ul> <ul style="list-style-type: none"> <li>■ Following class, collect student notes to use as a formative assessment.</li> </ul> |
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# Getting Started

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| <h2>Getting Started</h2> | <b>Teaching notes</b> |
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# Introduction 1 of 2

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| <p><b>Because I could not stop for Death (712)</b><br/>By Emily Dickinson<br/>Published in 1896</p> <p>Because I could not stop for Death -<br/>He kindly stopped for me -<br/>The Carriage had no seat<br/>And no umbrella -<br/>My horse he knew - The horse we had<br/>Had died long ago -<br/>My Wife and my Sister - too -<br/>Had died - I know -</p> <p>We passed the School, where Children strove<br/>At Recess - on the Walk -<br/>We passed the fields of Gazing Grain -<br/>We crossed the Measuring Row -</p> <p>My Wife - she passed us -<br/>The School was growing and tall -<br/>The Roof was scarcely visible -<br/>The Cornices - in the Town -</p> <p>We passed before a House that seemed<br/>A swelling of the Ground -<br/>The Workmen were ready with -<br/>The Spikes - in the Ground -</p> <p>My Wife - she said - and yet<br/>There were no more - We stop -<br/>I know she said - Her Head<br/>Was leaning back -</p> | <h2>Teaching notes</h2>   |
| <p>author to communicate those themes.</p> <ul style="list-style-type: none"> <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> <li>■ Tell students that today, they will be looking for examples of figurative language that support and help to develop yesterday's theme of life and death being one continual journey.</li> <li>■ Read the poem aloud and ask students to follow along using the anchor text copies.</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> ~ 5 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>■ Remind students that this week, they will be focusing on reading one text closely.</li> <li>■ Review the two themes that you identified on Days 1 and 2, as well as some of the techniques used by the</li> </ul> |

## 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

#### 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 looking for examples of figurative language that support and help to develop yesterday's theme of life and death being one continual journey.
- 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

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| <h2>Exploring the Text</h2> | <b>Teaching notes</b> |
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# Supporting Question 1

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Re-read stanza 3. What might the children symbolize?

## Teaching notes

**Pacing:** ~ 5-10 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must be able to understand specific symbols and metaphors in the poem in order to see how each symbol and/or metaphor builds on the next to express a theme.

### Answer:

- Children could symbolize innocence.
- Children could symbolize youth.
- Children could symbolize a particular stage in the life cycle.

### Look for students....

- Demonstrating an understanding of children used figuratively, and not just literally.
- Demonstrating a logical connection between children and what they could represent on a broader, more figurative scale. In other words, the children's literal function should be related to their figurative function in the poem.

### Guiding questions and prompts:

- What are the children literally doing in the poem?
- What words, phrases, ideas, and/or images do we normally associate with children?
- Review that list of words. Which one or ones seem to make the most sense in this poem?
- What idea might Dickinson be trying to communicate by associating the children with that idea/those ideas?

### Additional Notes:

- At this age, students are just getting more familiar and comfortable with figurative thinking. Struggling students may need extra support when it comes to thinking figuratively. Many of them remain literal thinkers, and figurative language can be difficult for them to understand.
- You might want to spend more time with particular supporting question. Once you work with students on this task, Supporting Questions 2-4 should feel a little easier to accomplish and answers should bubble up quickly.

- Higher-performing students may pick up on the figurative meaning easily, and may in fact have already identified many of the symbolic and metaphorical meanings in the poem. You may want to push those students to evaluate the effectiveness of Dickinson's choice of symbolism in communicating the theme.

## Supporting Question 2

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Re-read stanza 3. What might recess symbolize?

### Teaching notes

**Pacing:** ~2-5 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must be able to understand specific symbols and metaphors in the poem in order to see how each symbol and/or metaphor builds on the next to express a theme.

### Answer:

- Recess can symbolize enjoyment.
- Recess can symbolize social activities.
- Recess can symbolize activities that keep us busy.
- Recess can symbolize things we do when we take a break from life.

### Look for students....

- Demonstrating an understanding of how recess is used figuratively, and not just literally.
- Demonstrating a logical connection between recess and what it could represent on a broader, more figurative scale. In other words, recess's literal function should be related to its figurative function in the poem.

### Guiding questions and prompts:

- How is recess described in the poem? (Who participates? How? Where?)
- What is recess's literal function in the poem?
- What words, phrases, ideas, and/or images do we normally associate with recess?
- Review that list of words. Which one or ones seem to make the most sense in this poem?
- What idea might Dickinson be trying to communicate by associating recess with that idea/those ideas?

### Additional Notes:

- At this age, students are just getting more familiar and comfortable with figurative thinking. Struggling students may need extra support when it comes to thinking figuratively. Many of them remain literal thinkers, and figurative language can be difficult for them to understand.

- Higher-performing students may pick up on the figurative meaning easily, and may in fact have already identified many of the symbolic and metaphorical meanings in the poem. You may want to push those students to evaluate the effectiveness of Dickinson's choice of symbolism in communicating the theme.

## Supporting Question 3

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Re-read stanza 3. What might the fields symbolize?

### Teaching notes

**Pacing:** ~2-5 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must be able to understand specific symbols and metaphors in the poem in order to see how each symbol and/or metaphor builds on the next to express a theme.

### Answer:

- The fields can symbolize maturity.
- The fields can symbolize growth.
- The fields can symbolize bounty.
- The fields can symbolize the harvest.

### Look for students....

- Demonstrating an understanding of how the fields are used figuratively, and not just literally.
- Demonstrating a logical connection between the fields and what they could represent on a broader, more figurative scale. In other words, the fields' literal function should be related to their figurative function in the poem.

### Guiding questions and prompts:

- How are the fields described in the poem? (What is growing there? Describe the crop.)
- What are the fields' literal function in the poem?
- What words, phrases, ideas, and/or images do we normally associate with fields?
- Review that list of words. Which one or ones seem to make the most sense in this poem?
- What idea might Dickinson be trying to communicate by associating the fields with that idea/those ideas?

### Additional Notes:

- At this age, students are just getting more familiar and comfortable with figurative thinking. Struggling students may need extra support when it comes to thinking figuratively. Many of them remain literal thinkers, and figurative language can be difficult for them to understand.

- Higher-performing students may pick up on the figurative meaning easily, and may in fact have already identified many of the symbolic and metaphorical meanings in the poem. You may want to push those students to evaluate the effectiveness of Dickinson's choice of symbolism in communicating the theme.

## Supporting Question 4

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Re-read stanza 3. What might the sun symbolize?

### Teaching notes

**Pacing:** ~2-5 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must be able to understand specific symbols and metaphors in the poem in order to see how each symbol and/or metaphor builds on the next to express a theme.

### Answer:

- The setting sun can symbolize an ending of something.
- The setting sun can symbolize old age.
- The setting sun can symbolize the last stages of life.

### Look for students....

- Demonstrating an understanding of how the sun is used figuratively, and not just literally.
- Demonstrating a logical connection between the sun and what it could represent on a broader, more figurative scale. In other words, the sun's literal function should be related to its figurative function in the poem.

### Guiding questions and prompts:

- How is the sun described in the poem?
- How is a setting sun different from a rising sun, or the sun at noon?
- What is the sun's literal function in the poem?
- What words, phrases, ideas, and/or images do we normally associate with a setting sun?
- Review that list of words. Which one or ones seem to make the most sense in this poem?
- What idea might Dickinson be trying to communicate by associating the sun with that idea/those ideas?

### Additional Notes:

- At this age, students are just getting more familiar and comfortable with figurative thinking. Struggling students may need extra support when it comes to thinking figuratively. Many of them remain literal thinkers, and figurative language can be difficult for them to understand.

- Higher-performing students may pick up on the figurative meaning easily, and may in fact have already identified many of the symbolic and metaphorical meanings in the poem. You may want to push those students to evaluate the effectiveness of Dickinson's choice of symbolism in communicating the theme.

## Supporting Question 5

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Re-read stanza 5. What is being compared to a house?

### Teaching notes

**Pacing:** ~ 5 minutes

Standard: RL.11-12.4

**Purpose:** Students must be able to understand specific symbols and metaphors in the poem in order to see how each symbol and/or metaphor builds on the next to express a theme.

### Answers:

- A grave is being compared to a house.
- The house seems like a "swelling of the ground", or the way dirt is piled up on a new grave.
- The roof is being compared to the gravestone on the grave.
- The roof's cornice is being compared to the bottom of the gravestone.

### Look for students....

- Demonstrating an understanding of how the image of a house is being used as a metaphor to represent a grave.
- Including specific examples and/or quotes from the text to illustrate how that comparison is made.

### Guiding questions and prompts:

- Think about the phrase "a swelling of the ground". What image does that create in your mind?
- Re-read line 20. What is a cornice?
- Think about the subject of the poem and the symbols we just analyzed. What kind of "house" is being described here?
- In what ways might a grave be like a house? What do they have in common?
- What idea might Dickinson be trying to communicate by associating a grave with a house?

### Additional Notes:

- At this age, students are just getting more familiar and comfortable with figurative thinking. Struggling students may need extra support when it comes to thinking figuratively. Many of them remain literal thinkers, and figurative language can be difficult for them to understand.

- Higher-performing students may pick up on the figurative meaning easily, and may in fact have already identified many of the symbolic and metaphorical meanings in the poem. You may want to push those students to evaluate the effectiveness of Dickinson's choice of symbolism in communicating the theme.

## Supporting Question 6

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Combine all of this information with what we learned before about Death and the carriage ride. What big idea about death is Dickinson conveying through her use of symbolism and metaphor?

### Teaching notes

**Pacing:** ~ 5 minutes

**Standard:** RL.11-12.1

**Purpose:** Students need to be able to take the individual “parts” that they’ve been examining and think about how they all work together to create a “whole”. They need to be able to identify a theme at this step

of the lesson, because they’ll be using this theme to answer the overall TDQ for today. Their answer to the overall TDQ should show that they understand how Dickinson uses those metaphors and symbols to develop that theme.

#### Answer:

- All of the symbols and metaphors are related to the stages of human life.
- Dickinson's symbols and metaphors describe life from birth to death.
- Dickinson uses these images and comparisons to support the theme of life being one continual journey.

#### Look for students...

- Demonstrating clearly that they are built from 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 and analyze the use of symbols and metaphors in the poem.

#### Guiding questions and prompts:

- Look over your answers to Supporting Questions 1-5.
- Do you see a pattern developing in those answers?
- What do each of these symbols and metaphors have in common?
- What idea or image gets repeated and emphasized in all of these examples?
- Which theme that we have already identified best works with these examples?

#### Additional Notes:

- This question allows for some scaffolding of students' understanding of theme. They learned how to identify theme in Day 1 and Day 2's lessons. In today's lesson,

they are asked to look at the evidence collected today and decide which of these two themes best matches the evidence.

- Higher-performing students may pick up on the figurative meaning easily, and may in fact have already identified many of the symbolic and metaphorical meanings in the poem. You may want to push those students to evaluate the effectiveness of Dickinson's choice of metaphor in communicating the theme.

## Focus Question

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

## Focus Question

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How does Dickinson's use of metaphor and symbolism help to develop a theme?

### Teaching notes

**Pacing:** ~10 minutes

**Standard:** RL.11-12.4

**Purpose:** Students must be able to identify and then carefully consider the meanings of the metaphors and symbols in the poem, so that they can determine a theme that Dickinson is developing in the poem.

On day 1, students examined how the poem is not simply functioning on a literal level, so identifying and analyzing specific metaphors and symbols is a natural "next step". Also, in Day 2, students were asked to examine specific words and phrases the author was using to develop a tone. Understanding that tone can give students insight into the meaning of the symbols and metaphors in the poem. From here, students will be asked to take a look at the poem's structure, and then at the meaning of the poem as a whole. So, starting with words and phrases and moving to symbols and metaphors that work within specific stanzas will help students to see a "bigger picture" when they look at the whole text structure, as well as the whole text meaning.

It is crucial that students identify and analyze the symbols and metaphors in the poem in order to write about the themes Dickinson develops in the poem. Each supporting question will have students identifying and analyzing specific symbols and metaphors in the poem, before putting them together to look for a larger purpose behind the use of symbolism and metaphor as a whole.

### Answer:

Dickinson uses metaphor and symbolism to further develop her theme about life and death being one continuous journey. As she rides along in the carriage, the speaker sees children, recess, fields, the sun, and a house. Taken together, these things symbolize the life cycle. The children symbolize our early lives. Recess symbolizes all of the activities in our lives that consume our time. The fields symbolize the later years in our life when we are maturing and waiting to be harvested. The setting sun symbolizes our impending death. Finally, Dickinson compares the grave to a house, which is simply another stop along the journey of life and death. All of these symbols and metaphors support the theme of life and death being one continuous journey.

### Look for students....

- Indicating that they can do more than simply identify and explain the examples of symbolism and metaphor.
- Demonstrating that a student can analyze how and why that metaphor was used to communicate a theme.
- Students should include specific examples and/or quotes to support assertions made.

## After the Lesson

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| <h1>After the Lesson</h1> | <b>Teaching notes</b> |
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## Comprehension Skill Video

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|  <p>Core Lesson</p> <p>Ask yourself, "What is the literal function of these words?"</p> <ul style="list-style-type: none"><li>• Children</li><li>• Recess</li><li>• Fields</li><li>• Sun</li><li>• House</li></ul> <ul style="list-style-type: none"><li>• Childhood comes between birth and adulthood</li><li>• Recess is the break you get from serious work</li><li>• Fields are used for growing and harvesting food</li><li>• Sun provides light, warmth, and energy</li></ul> <p>LearnZillion</p> <p>Visit <a href="https://haywood.lzill.co/r/44517">https://haywood.lzill.co/r/44517</a></p> | <b>Teaching notes</b> |
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