

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

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### Begin lesson

Card 1 of 16

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

### Before the Lesson

Card 2 of 16

	Notes
<div data-bbox="238 1346 787 1411">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 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: 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>	<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><b>Because I could not stop for Death</b> (712)</p> <p>By Emily Dickinson Published in 1890</p> <p>Because I could not stop for Death – Distantly engaged for me – The carriage had but one occupant – And immortality.</p> <p>We passed the house – the barn – the pasture And fields of crop – We passed the school where Children strove At Recess – on the Ring – We passed the fields of grazing cattle – We passed the setting sun –</p> <p>My neighbor – who passed us – The Service men – gathering and ebbing – For noble Service – lay down – My Turret – and I told us –</p> <p>We passed the House of Mourning – A Sounding of the Horn – The Funeral – a solemn tread – The Carriage – in the Street –</p> <p>My neighbor – who passed us – Frolics – I have measured the distance / dead – Which I have traveled</p>	Notes

## Introduction 2 of 2

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<div data-bbox="274 359 456 373"><p>1. What poem does Dickinson compare the old woman to in her poem "Death"?</p></div> <div data-bbox="274 409 380 422"><p>2. What is the effect of Dickinson's use of personification?</p></div> <div data-bbox="274 459 383 472"><p>3. What is the effect of Dickinson's use of capitalization?</p></div>
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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.

## Exploring the Text

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<div data-bbox="235 1155 792 1230" data-label="Section-Header"><h3>Exploring the Text</h3></div>	<div data-bbox="865 1008 959 1041" data-label="Section-Header"><h3>Notes</h3></div>
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## Supporting Question 1

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

**Notes**

## Supporting Question 2

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

**Notes**

## Supporting Question 3

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<p>What is the effect of Dickinson's use of punctuation?</p>	<b>Notes</b>

## Supporting Question 4

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<p>What is the effect of Dickinson's use of capitalization?</p>	<b>Notes</b>

## Focus Question

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<b>Focus Question</b>	<b>Notes</b>

## Focus Question

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How does Dickinson's text structure contribute to the poem's overall meaning?	<b>Notes</b>



## After the Lesson

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	Notes
<h1>After the Lesson</h1>	

## Comprehension Skill Video

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