



ELA Virtual Learning

# English IV

April 23, 2020



Lesson: Thursday, April 23rd

## Objective/Learning Target:

- Students will read and listen to a poem and determine meaning of words based on figurative meanings, literary elements, and/or poetic devices.
- Students will evaluate author's choices in writing and analyze the author's tone.

# Bell Ringer:

## Because I Could Not Stop for Death-audio

Listen to the recitation of a poem above. Then answer the questions from the Quickwrite in your notebook or on a Google Doc (which you will use for notes and other tasks later).

## Quickwrite:

*Alliteration is the repetition of the beginning sounds of words.*

*What examples of alliteration or any other sound devices can you hear in this poem?*

*How would you describe the feelings the poem evokes?*

## Background Info:

- Emily Dickinson (1830-1886) was an American poet.
- Dickinson lived a mostly reclusive and introverted life in Amherst, Massachusetts, where she wrote about 1,800 poems.
- In Emily Dickinson's "Because I could not stop for Death," the speaker meets Death, personified as a carriage driver.
- This poem is a classic example of Dickinson's poetry - short, choppy sentences, packed with meaning and metaphor.

# Learn:

- Read: [Because I Could Not Stop For Death](#)
  - ◆ As you read, take notes on how Dickinson uses figurative language to describe Death.
  - ◆ Notice any elements or literary devices and document those as well.
  - ◆ Recall the meaning of tone and analyze how its developed in the poem.
- Create: Make a new graphic organizer like the one on the next slide or use the same one from the previous lesson to help you keep track of your notes.
  - ◆ The first column and row has been done for you.
- Write: Answer a question related to the author's choices and analyze the tone.

# Graphic Organizer:

<b>Literary device, figurative language, or other literary element</b>	<b>Specific textual evidence, quote, word, or phrase (with line number)</b>	<b>Explanation: Why is it an example of the device or element you chose? How do you know?</b>
Personification	“We slowly drove, <u>he knew no haste</u> , And I had put away My labor, and my leisure too, For his <u>civility</u> .” (lines 4-8)	In stanza 2, Death is personified by being given qualities of knowing “no hast” and “civility. Death, an abstract idea, cannot literally possess knowledge of urgency or civility.
Sound devices--alliteration, assonance, onomatopoeia, etc.		
Metaphor		
Imagery		

# Practice:

- Re-read and consider the first two lines of the poem.
  - ◆ *Because I could not stop for Death,  
He kindly stopped for me;*

***Prompt: How do the first 2 lines of the poem frame the speaker's tone and perspective towards death?***

- To answer this question, first we need to decide the speaker's tone.
  - ◆ See next slide for more practice with tone.

Remember: Tone is the author's attitude towards the subject being described or discussed.

- View [this document](#) for a list of “tone” words.
- What is the speaker's tone (or attitude) towards death? Answer this question on your paper or google doc. A sentence starter has been provided for you to fill in the blank.

The speaker's attitude towards death can be described as \_\_\_\_\_.

- Now, once we've determined the tone, we can answer the prompt question.
- *Answer the following question using complete sentences in your notebook or on a Google Doc.*

***Prompt: How do the first 2 lines of the poem frame the speaker's tone and perspective towards death?***



## Example response:

The first two lines contribute to the speaker's tone. The first two lines of the poem are as follows: "Because I could not stop for Death, / He kindly stopped for me" (Lines 1-2). From the first line we know that the speaker "could not stop for Death," perhaps implying the speaker was unprepared for death, thus contributing to the beginning sadness of the poem. However, stating that Death "kindly stopped" for the speaker also helps to inform the narrator's tone is casual and gentle. The speaker and Death are in a carriage holding just the two of them and "Immortality"; this leisurely carriage ride suggests that dying seems picturesque and pleasant. The speaker makes Death seem like a gentleman calling on her for a date, rather than a signal of her mortality: "We slowly drove, he knew no haste / And I had put away / My labor, and my leisure too, / For his civility" (Lines 5-8). His slow pace and "civility" establish him as a gentleman. Therefore, the first two lines establish the speaker's ambivalence towards life and death – in which she appreciated life but is nevertheless cordial towards death – and her kind, if not teasing, tone when describing Death as a gentleman caller.

# If you want to learn more . . . Additional Resources:

A *death poem* is a genre of poetry that focuses on death. Numerous renowned poets have explored the nature of death, talked about the death of someone and even their own imminent death. The death of a young, beautiful, and dearly loved woman was a recurrent theme in the poetry of *Edgar Allan Poe*, who is famous for his *dark romanticism*. His poems on death include *Annabel Lee* and *The Raven*. Another renowned American poet, *Emily Dickinson*, often explored the nature of death, most popularly in her poem *Because I Could Not Stop For Death*. Many well-known poems dealing with death also came out of the First and the Second World War. These include *The Death of the Ball Turret Gunner*. Here are the 10 most famous death poems of all time.

[10 Most Famous Death Poems](#)

