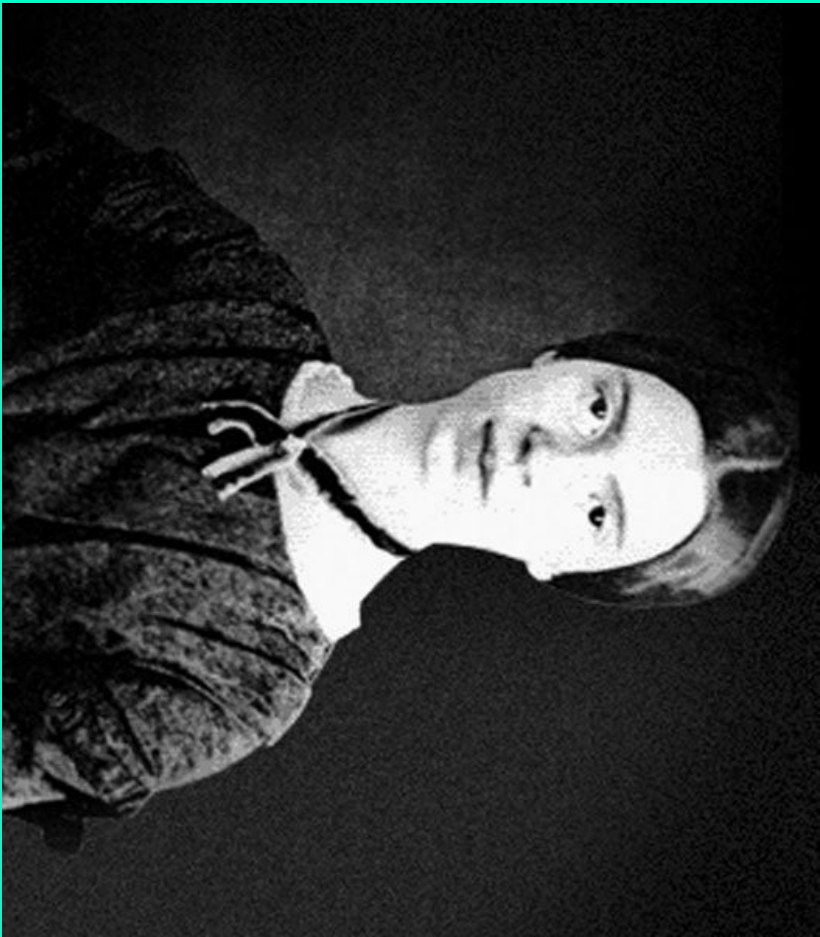


EMILY DICKINSON

The poet, the Recluse, the Poems



STANDARDS

TLW Read closely to determine what the text says explicitly and implicitly.

TLW Identify and analyze ambiguities in the text.

TLW Provide an objective summary of the text.

TLW Cite strong and thorough textual evidence.

TLW Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

TLW analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular effects.

THE LIFE OF EMILY DICKINSON

https://www.youtube.com/watch?v=R4Wwhodk_Eg&list=PLFNf4L7o4VWVR4KIOYN0305toeVxrXddy

AGORAPHOBIA

- Is not a curable disease
- Anxiety disorder
- Fear and avoidance of situations and places that might cause feelings of:
 - Panic
 - Entrapment
 - Helplessness
 - Embarrassment

THE POEMS

Poetic Style:

- Form: **Lyrical Poetry**
 - Short
 - Single Speaker
 - Expresses thoughts and/or feelings
- Poetic Technique: Links between describing abstracts with concrete images
- Meter: **Common Meter**
(alternating 8 syllable, 6 syllable)
 - Iambic Enjambment
 - Hymnodic-- “Amazing Grace”
- Rhyme: **Slant rhyme**
- Punctuation: use of the **dash** rather than the comma
- **Major Themes:**
 - Poet/Poetry
 - Death
 - Nature
 - Tradition



Because I could not stop for Death -
He kindly stopped for me -
The Carriage held but just Ourselves -
And Immortality
We slowly drove - He knew no haste
And I had to put away
My labor and my leisure too,
For His Civility -
We passed the School, where Children strove
At Recess - in the Ring -
We passed the Fields of Gazing Grain -
We passed the Setting Sun -

Or rather - He passed Us -
The Dews drew quivering and Chill -
For only Gossamer, my Gown -
My Tippet - only Tulle -
We paused before a House that seemed
A Swelling of the Ground -
The Roof was scarcely visible -
The Cornice - in the Ground -
Since then - 'tis Centuries - and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity -

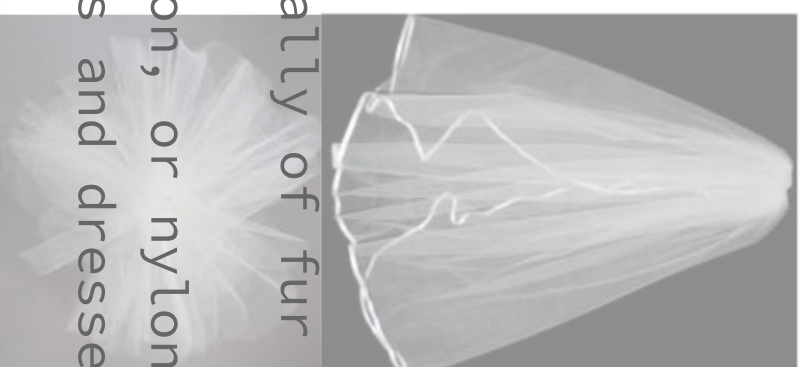
Emily Dickinson

BECAUSE I CANNOT STOP FOR DEATH

Tippet



Tulle



Gossamer



Vocabulary:

- Gossamer: a thin, light cloth
 - Line 15
- Tippet: A woman's scarf, typically of fur
 - Line 16
- Tulle: a soft, fine silk, cotton, or nylon material like net, used for making veils and dresses.
 - Line 16
- Cornice: the molding around the top of a building
 - Line 20

BECAUSE I CANNOT STOP FOR DEATH

Literary Devices:

- Imagery:
 - Speaker traveling with death to the grave
- Repetition:
 - “We passed...”
- Alliteration:
 - “Grazing Grain”
 - “Setting Sun”
 - “Gossamer...Gown”
 - “Tippet...Tulle-”
- Rhyme:
 - Only true rhyme “me” and “immortality”

BECAUSE I CANNOT STOP FOR DEATH

- Metaphor
 - Death
 - House
 - Personification
 - Death=Gentleman caller
 - “Date with death”
 - Punctuation
 - Dashes
 - Diction
 - “Kindly” and “civility”
in relationship to death
 - “House”
 - “Slow”
-

BECAUSE I CANNOT STOP FOR DEATH

- **Tone:**
 - Lighthearted/Accepting
- **Theme?**
- **Transcendentalist**
 - Believed that nature was symbolic
 - Is that present within the poem?
 - “Fields of Grazing Grain”
 - “Setting sun”
 - “Dews”

ACTIVITY

1. Read
 - a. Jot down the most important ideas
 - i. Include any figurative language, diction, themes, style, etc.
2. Retell
 - a. Use your notes from #1 to summarize the poem
3. Relate
 - a. Connect the poem to other topics
4. Respond
 - a. Express your thoughts about the poem