**Today’s Objectives:**

Students will explain how Emily Dickinson’s structuring of her poems contribute to the overall meaning and aesthetic impact of the texts.

Students will discuss how the author’s use of figurative language helps develop the poem’s theme/central idea.

**Today’s Literary and Rhetorical Devices:**

* Author’s use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to deliberately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a word or words; however, the reader can still understand the implied meaning. This is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ device.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the same word or group of words at the beginnings of successive clauses. Author’s use this to place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a concept or idea.
* Authors can also place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the setting or an event by appealing to one or more of our 5 senses, which is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Today’s Review Literary and Rhetorical Devices Review:**

\*\*\*IRONY \*\*PARADOXES

**Emily Dickinson Guided Reading Questions**

**I heard a Fly buzz- when I died-**

**I heard a Fly buzz**

  by [Emily Dickinson](http://www.poets.org/poet.php/prmPID/155)

I heard a Fly buzz – when I died –

The Stillness in the Room

Was like the Stillness in the Air –

Between the Heaves of Storm –

The Eyes around – had wrung them dry –

And Breaths were gathering firm

For that last Onset – when the King

Be witnessed – in the Room –

I willed my Keepsakes – Signed away

What portions of me be

Assignable – and then it was

There interposed a Fly –

With Blue – uncertain stumbling Buzz –

Between the light – and me –

And then the Windows failed – and then

I could not see to see –

1. Explain the shift between line 1 and line 2:
	1. Dickinson uses the first line to introduce a contrast between the setting and the speaker’s emotions.
	2. Dickinson uses imagery in the first line to describe the setting and to introduce the main character.
	3. Dickinson uses the first line to immediately grab the reader’s attention and then flashes to the setting.
	4. Dickinson uses the first line to establish the reason why there was a fly in the room.

1. “Between the Heaves of the Storm-“ most likely refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. **Ellipsis Practice.** How would you fill in the blanks? The Eyes around \_\_\_\_\_\_ had wrung themselves dry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. According to stanza 2, who will be witnessed in the room?
4. What words are capitalized in stanza 3? What is stanza 3 focused on?
5. What is the impact of ending stanza 3 with “There interposed a Fly-“
	1. Stanza 3 builds up to the Fly’s introduction.
	2. Line 12 helps establish the melancholy mood of the story, which is further demonstrated through the examples of her having to sacrifice her Keepsakes.
	3. Line 12 seems to interrupt the stanza’s focus, similar to how the fly interrupts her last dying moments.
	4. Line 12 reveals that the author is already dead and decaying.
6. What final images does the speaker describe?
7. The Windows most likely represent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. When you consider the conclusion of one’s life, what do you do you imagine? How is the ending ironic?

**Because I could not stop for Death-**

**Because I could not stop for Death**

  by [Emily Dickinson](http://www.poets.org/poet.php/prmPID/155)

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 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 –

- See more at: http://www.poets.org/viewmedia.php/prmMID/15395#sthash.ZJ4aCc0a.dpuf

1. What words are capitalized in the first stanza?
2. Who were in the Carriage?
3. Based on stanza 2, how does she describe Death and the way he drives? Give 2 paraphrased examples.

Directions: Based on stanza 3, match the correct answer for questions 4-6.

* 1. adulthood b. a headstone c. youth d. old age
1. The School represents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The Fields of Grazing Grain \_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The Setting Sun represents \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Anaphora is used in stanza 4 to place emphasis on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. What words are capitalized in stanza 5?
6. Close your eyes and imagine the house. Most of the imagery appeals to our sense of \_\_\_\_\_\_\_\_\_\_\_\_. The House is located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and most likely represents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. She has been riding in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which symbolizes the (a. life after death b. the process of dying c. old age d. Overwhelming fear).
8. The Horses’ Head faced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. How is this poem paradoxical?

Exit Ticket: Success is counted sweetest

1. In your own words, what is the author’s views of success? Give 2 textual examples?
2. What is paradoxical about this selection?