Emily Dickinson Poetry Unit

Danielle Tarner
Academic English 9

Objective(s):
The student will be able to:
1. Identify a poem by Emily Dickinson for analysis.
2. Apply a set of critical questions to a poem in order to interpret poem and find literary elements used by author.
3. Begin organizing information for a PowerPoint presentation on their poem.

Lesson Plan #1
Overview of Content Standards: Virginia Standards of Learning
English
9.3 The student will plan, present, and critique dramatic readings of literary selections;
a) Choose a literary form for presentation, such as a poem.
b) Adapt presentation techniques to fit literary form.
The student will read and analyze a variety of literature.
a) Identify format, text structure, and main idea.
b) Identify the characteristics that distinguish literary forms.
c) Use literary terms in describing and analyzing selections.
Computer Technology Standards:
C/T12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process and analyze data and to report information related to an investigation.
a) Use a wide variety of electronic media and databases to search for and retrieve information.
b) Utilize a variety of media and resources in collaboration with peers, experts, and other to design a learning activity and/or presentation.

Technology/Media Components.,
Web:
Web Site Title: The Complete Poems of Emily Dickinson
Website description: texts of various Dickinson poems
http://www.bartleby.com/113/
Web Site Title: Guidelines for Reading Dickinson's Poetry
Website description: provides a series of questions for the critical analysis of Dickinson's poetry
http://guweb2.gonzaga.edu/faculty/campbell/enl311/dickpoems.html
Georgia Learning Connections
Website title: "Reading Emily Dickinson's Poetry"
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=29037

Student Materials:
Group Project Packet
Computer Lab with Internet access

Teacher Preparation and Resources:
Preview the websites to make sure they are up and running beforehand

Resources:
Web resources listed above

List of Activities/tasks:

Step 1: Direct Instruction: Teacher divides students into groups of 2-3 students
Step 2: Direct Instruction: Teacher goes over the project packet with the entire class
Step 3: Small Group: Students use project packet to explore author and poetry
Step 4: Small Group: Students explore assigned questions and apply to a particular poem of their choosing

Assessment/Evaluation:

Formative Assessment: Throughout the lesson, verbally evaluate the overall status of the class on their progress by asking questions such as:
"Has every group settled on a particular poem?"
"Has every group read through the poem several times?"
"Has every group begun to apply the guidelines worksheet to their poem?"

Summative Assessment: evaluates the student's progress with the guidelines worksheet and returns them to the students.

Lesson Plan #2

Objective(s):
The student will be able to:

1. Continue to apply a set of critical questions to a poem in order to interpret poem and find literary elements used by author.
2. Determine their poem's meaning and identify the literary and poetic elements being used.
3. Begin organizing information for a PowerPoint presentation on their poem.
4. Demonstrate the basic MLA citation for Internet sources.

Overview of Content Standards: Virginia Standards of Learning
English:
9.1 The student will plan, present, and critique dramatic readings of literary selections. ,
        a) Choose a literary form for presentation, such as a poem.
        b) Adapt presentation techniques to fit literary form.
9.3 The student will read and analyze a variety of literature.
        a) Identify format, text structure, and main idea.
        b) Identify the characteristics that di6tinguish literary forms.
        c) Use literary terms in describing and analyzing selections
9.8 The student will credit the sources of both quoted and paraphrased ideas
        b) Distinguish one's own ideas from information created or discovered by others.
Computer Technology Standards:
C/T12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process and analyze data and to report information related to an investigation.
        a) Use a wide variety of electronic media and databases to search for and retrieve information.
        b) Utilize a variety of media and resources in collaboration with peers, experts, and other to design a learning activity and/or presentation.
        c) Appropriately cite electronic resources in gathering information.
        d) Apply Copyright and Fair Use Guidelines in reporting information.

Technology/Media Components:
Web:

1. Web Site Title "Dickinson Resource Page"
Website description: A resource page for the study of Dickinson
http://guweb2.gonzaga.edu/faculty/campbell/enl311/dickinson.htm
2. Web Site Title "Emi(y Dickinson: Continuing Enigma"
Website description: A resource page for the study of Dickinson
 http://womenshistory.about.com/library/weekly/aa041299.htm
3. Web Site Title Amherst Interactive Walking Tour
Website description: Interactive tour of Amherst, Massachusetts.
http://www.amherstcommon.com/walking_tour/dickinson.html
Georgia Learning Connections
Website title: "Reading Emily Dickinson's Poetry"
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=29037

Student Materials:
Group Project Packet
Computer Lab with Internet access

Teacher Preparation and Resources:
Preview the websites to make sure they are up and running beforehand

Resources:
Web resources listed above.

List of Activities/tasks:

Step 1: Direct Instruction: Teacher provides basic handout on MLA documentation and leads
students through handout asking and answering questions about plagiarism, quoting, and
paraphrasing
Step 2: Small Group: Students use project packet to explore author and their poetry
Step 3: Small Group: Students will keep records of their resources as they explore various
websites on Dickinson and on their poem.
Step 4: Determine what their poem means and what the important literary and poetry elements of
the poem are, and the continuing literary value of the poem.
Step 5: Begin organizing information for their Power Point presentation

Assessment/Evaluation:

Formative Assessment: Throughout the lesson, verbally evaluate the overall status of the class
on their progress by asking questions such as:
"What questions about MLA documentation do you have?"
"Does every group understand the requirements for the Documentation page of their PowerPoint
Presentation?
"Has every group begun to research their poem?"

Summative Assessment: evaluates the student's progress with the internet research, and the
documentation.

                              Lesson Plan #3

Objective(s):

The student will be able to:
1.) Create a storyboard or their Power Point presentations
2.) Prepare handout for class along with 5 multi-choice and/or true/false questions for class.
3.) Present their presentations

Overview of Content Standards: Virginia Standards of Learning
English:
9.1 The student will plan, present, and critique dramatic readings of literary selections.
    a) Choose a literary form for presentation, such as a poem.
    b) Adapt presentation techniques to fit literary form.
9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
d) Extend general and specialized vocabulary through speaking, reading, and writing.
e) Read and follow instructions to complete an assigned project or task.
Computer Technology Standards:
C/T12.1 The Student will demonstrate a basic understanding of fundamental computer operations and concepts. .
    a) Successfully operate a multimedia computer system with related peripheral devices.
CT/12.2 The student will use application software to accomplish a variety of learning tasks.
    a) Use advanced features of word processing, desktop publishing, graphics and utilities
    in learning activities.
CT/12.4 The student will demonstrate skill in the selection and use of appropriate technologies to gather, process and analyze data and to report information related to an investigation. '
    a) Use a wide variety of electronic media and databases to search for and retrieve
    information.
    b) Utilize a variety of media and resources in collaboration with peers, experts, and
    other to design a learning activity and/or presentation.

Technology/Media Components:
Web:
Georgia Learning Connections
Website title: "Reading Emily Dickinson's Poetry"
http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=29037\
Software:
Title Microsoft Power Point

Student Materials:
Group Project Packet and MLA handout
Computer Lab with Power Point software
TV screen with connecting cable to computer

Resources:
Georgia Learning Connections Website

List of Activities/Tasks
Step 1: Direct Instruction: Teacher will review the final page of the packet that provide a model outline for the PowerPoint presentations. Answer any questions on MLA documentation
Step 2: Small Group: Students will work on synthesizing the information from research into their Power Point presentations 1
Step 3: Small group: work on creating their handout for the rest of the class
Step 4: Small groups: Develop 5 multi-choice and/or true and questions for the class.

Assessment/Evaluation:
Formative Assessment: Use the 5 questions from each presentation to compile a class test to demonstrate the students' understanding of Dickinson's poetry, her use of literary elements, and her contribution to American literature
Summative Assessment: Collect PowerPoint presentation disks for portfolio and a copy of their handout. Use rubric to grade presentations.

GROUP PROJECT: Analyzing a Poem

For this project, you will read and analyze one of the following poems by Emily Dickinson. You will be able to use several Web sites as resources. If you need to go to the Media Center to find resources, you will be able to do so.
The goal of your presentation is to teach the class about one of Emily Dickinson's poems

1. Choose one of the following poems. You will need to get the text of the poem when you go to the computer lab.
    a. A Narrow Fellow in the Grass http:/www.bartlebv.com/113/202~.html
    b. If I Can Stop One Heart From Breaking http://www.bartleb~.com/113/1006.html
    c. I Know Some Lonely Houses http://www.bartlebv.com/113/1015.html
    d. My Life Closed Twice Before Its Close http://www.bartleb~.com/113/1096.html
    e. I'll Tell You How the Sun Rose http://www.bartlebv.com/113/2073.html
    f. Your Riches Taught Me Poverty http://www.bartlebv.com/113/3021.html
    g. The Bustle in the House http://www.bartlebv.com/113/4022.html
    h. One Need Not Be a Chamber to Be Haunted htte://www.bartleb~.com/113/4069.html
    If You Were .Coming In the Fall http://www.bartlebv.com/113/3006.html
    J. Fame Is a Fickle Food http://www.bartlebv.com/113/5004.html and Letter to the World
    http://www.bartleby.com/113/1000.html
    k. I Cannot Live With You http://www.bartlebv.com/113/3012.html
2. In the computer lab, go to the URL:
http://guweb2.gonzaga.edu/faculty/campbell/enl311/dickpoems.html
This URL will take you to a list of questions that will help you to think about the poem and the analysis of the poem. I have already printed off the questions and included them in the packet.
3. Determine what you think the poem means, what the important literary elements of the poem are, and the continuing literary value of the poem. Keep record of the resources you use for documentation purposes. These three URLs provide places for you to begin you research but are by no means a
complete resource.
    a. http://guweb2.gonzaga.edu/faculty/campbell/enl311/dickinson.htm --a resource page for the study of Dickinson.
    . http://womenshistorv.about.com/librarv/weeklv/aa041299.htm --a resource page for the study of Dickinson.
    http://www.amherstcommon.com/walking_tour/dickinson.html--Amherst Interactive tour.
    4. Create a storyboard of your PowerPoint presentation.
5. Prepare your presentation. 3 components:
    a. Power Point Presentation
    b. Handout for the class
    c. 5.multiple choice and/or true false questions for your presentation
6. Present your presentation.

Guidelines for Reading Dickinson's Poetry
http://guweb2.gonzaga.edu/faculty/campbell/enl311/dickpoems.html

Look at the following questions. How do these questions apply to the poem with which your group is working? How can these questions be used as a guide to help your group analyze the poem? As a group answer the questions and use them as a basis for creating your presentation and class handout.

1. Speaker. Who is the speaker? What person (first, second, third) is ED speaking in? If it is the first person plural, with whom has she aligned herself? To whom is the poem addressed?

2. Setting or Situation. What is the setting? Real? Abstract? What about the situation? Is there action in the poem? What is it?

3. What are the verbs? What is their tense? Their mood (indicative, subjunctive, interrogative)? In what ways does their syntax vary from what you expect? Are any of them archaic or unusual?

4. What is the form of the poem? Closed? Open? What is the meter? the rhyme scheme? Where does ED depart from these patterns and forms? Why? .

5. Dickinson is noted for her use of special kinds of rhyme. Where does she use the following, and for what effect?
>   a. slant rhyme: a kind of consonance (relation between words in which
>   final consonants in the stressed syllables agree but the vowels that
>   precede them differ: add/read, up/step, peer/pare, while/hill).
>   b. eye rhyme: rhyme that appears correct from the spelling but is not so
>   from the pronunciation. such as watch/match, love/move, through/enough.
>   c. true rhyme: identity of terminal sound between accented syllables,
>   usually occupying corresponding positions in two or more lines of verse.
>   The correspondence of sound is based on the vowels and succeeding
>   consonants of the accented syllables, which must, for a true rhyme, be
>   preceded by different consonants. Thus "fan" and "ran" constitute a true
>   rhyme because the vowel and succeeding consonant sounds ("an") are
>   the same but the preceding consonant sounds are different.

6. What elements are repeated? Inverted? Why? What instances of repetition does she use? What is the effect of the repetition.

7. What figures of speech does the poem contain? metaphor? metonymy? synecdoche? personification? extended metaphor? What kind of figure does she use as a comparison (vehicle)? Where has she used this before and with what kinds of meaning or resonance?

8. What kinds of images does she use? olfactory? tactile? visual? auditory? thermal? Characteristic Dickinson images include patterns of light/dark, bee/flower, mind/body, life/death. Do these occur here? In what combination?

9. Does the poem have an effective, striking, or climactic moment? Does it come to some kind of resolution? What kind? What recognition does the speaker's persona achieve, or does the poem chronicle simple description and observation?

10. Tone. What is the tone of the whole? Solemn? Playful? Irreverent? Mournful? Objective? What is Dickinson trying to convey?

11. Tradition. In what ways does she allude to other works or poetic traditions? In what ways might this poem be an "answer" to another author?

12. Rhetorical figures. Where does Dickinson use paradox? hyperbole? anaphora? apostrophe? litotes? Why does she use them?

13. Language. Note any words that are used in an archaic, special, or unusual way, especially words of three syllables or more. (These are less common in Dickinson's work than one- and two-syllable words.) Look them up in the dictionary, being careful to note obsolete or secondary meanings as well as primary ones.

Group Members:_____

Storyboard for Presentation
(slides may be rearranged but the content must
be present.)

Title Slide
. Should include group members, title of poem,
author of poem, and graphic.

Poem Slide
. Should include complete text of poem,
highlighted and important words, literary
terms, and graphic. You may break the poem
down by stanza so there may be multiple Poem
slides.

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down by stanza so there may be multiple Poem
slides.

Literary Term Focus
. Should provide literary term used in poem,
definition, and example.

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What the Poem Says
. What does your group believe the meaning of
  the poem is?
. Why? (Textual Support)
. What critics support you?
. Do some critics contradict you?

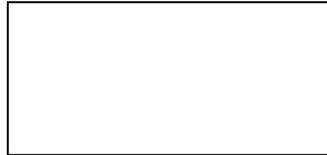What the Poem Says
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Continuing Literary Value of Poem
. Should the poem be part of the literary canon
taught in high school? Why or why not?

Dickinson's Legacy
. What was her contribution to American
Literature?
. How is this poem an example of her legacy?

Documentation of Resources
. MLA format
. All resources used in preparing presentation.

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Poem Presentation Rubric

GROUP MEMBERS:_____
The project is graded during the presentation stage with the exception of the portion of the group participation that took place during class time.

Category	Points Possible	Points Earned
Accuracy Clear explanation of images, literary elements, etc. Correct research of lines. Handout is correct.	30	
Thoroughness All lines are appropriate and clearly labeled. All lines explained. Handout is complete and neat.	30	
\ Creativity Presentation shows thought and originality. Handout shows thought and creativity.	15	
Group Participation in class All members of the group contributed to the research, planning, and writing.	10	
Group Participation during presentation All members of the group participated in the presentation.	15	
	Total 100	Total

Worksheet

Fame Is A Fickle Food
Emily Dickinson

FAME is a fickle food
Upon a shifting plate,
Whose table once a Guest, but not
The second time, is set.
Whose crumbs the crows inspect,
And with ironic caw
Flap past it to the Farmer's corn;
Men eat of it and die.

This Is My Letter To The World
Emily Dickinson

THIS is my letter to the world,
That never wrote to me,--
The simple news that Nature told,
With tender majesty.

Her message is committed
To hands I cannot see;
For love of her, sweet countrymen,
Judge tenderly of me!

Fame Is A Fickle Food
Onomatopoeia- words that imitate sounds of things they refer to in a poem
Ex. Caw
Free Verse- poetry that doesn't have a regular meter or rhyme scheme
Ex. "Fame Is A Fickle Food"
Metaphor- a figure of speech that makes a comparison between two unlike
things, in which one thing becomes another thing without the use of the
words like, as, than or resembles.
Ex. FAME is a fickle food

This is my Letter to the World
End Rhyme - a rhyme occurring in the terminating word of syllable of one line
or poetry with that of another line, as opposed to internal rhyme.
Ex. me, majesty, see, me » abcb
Personification - a special kind of metaphor in which a non human thing or
quality is talked about as if it were human.
Ex. her message is committed

Directions: Fill in the blank with the words in the word box.

Onomatopoeia   metaphor
free verse   personification
end rhyme

"Fame is a fickle food" is an example of _____.

The poem "This Is My Message To The World" is written in _____.

"Caw" is an example of _____.

"Her message is committed" is an example of_____ .

The poem "Fame Is A Fickle Food" is written in_____ .