

Learning objectives:

Students will be able to discuss key biographical details of Dickinson's life.

Students will be able to point out key historical events which may have influenced her worldview.

Students will be able to explain key reasons why Dickinson's writing is significant in American Literature.

Students will be able to list key aspects of Dickinson's style and incorporate them into their own poems.

15-20 minutes: In pairs, students read Dickinson bio. Dual highlighting: one color—aspects of her life that seem to be “of her time;” other color—aspects of her life that seem to set her apart from the times and culture in which she lived. Brief discussion/list

15-20 minutes: Timeline activity. In pairs, students place key historical events on a timeline that shows Emily Dickinson's lifespan. Students speculate about how these events may have impacted her worldview and ideas?

30-40 minutes: Poetry writing activity: in groups of 3 or 4 students will write quatrains using first lines from Dickinson poems; they will incorporate idiosyncratic punctuation – dashes and random capitalization – to signify interruption or pause and ambiguity or emphasis.

*A nearness to Tremendousness--*

*I taste a liquor never brewed--*

*This world is not Conclusion*

*Beauty crowds me till I die*

*Because I could not stop for Death—*

*I dwell in Possibility--*

*Hope is a thing with feathers*

*The Brain-- is wider than the Sky--*

Summarizer: 3-2-1 3 things they know about Dickinson's life, Two reasons her work is still read today, 1 piece of inspiration for your own writing