

9.2.1

Lesson 11

Introduction

In this lesson students will complete their reading of “I felt a Funeral, in my Brain,” considering how Dickinson uses structural choices to develop the central idea of madness through the funeral metaphor. Students will also explore Dickinson’s use of capitalization, rhyme, and rhythm.

This lesson will employ a combination of focused annotation and questions to guide students to an understanding of Emily Dickinson’s structural choices without necessitating formal poetic instruction around meter, rhyme scheme, etc. For homework students will respond to a reflective writing prompt that asks them to consider how their reading of “I felt a Funeral, in my Brain,” informs their understandings of “The Tell-Tale Heart.” Additionally, students will continue their Accountable Independent Reading (AIR).

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Addressed Standard(s)	
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a

	play by Shakespeare]”).
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment

Assessment(s)

The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson.

- How do Dickinson’s structural choices contribute to the development of a central idea?

High Performance Response(s)

A High Performance Response may include the following:

- Dickinson’s structural choices develop a central idea of madness in “I felt a Funeral, in my Brain.” Dickinson capitalizes words that are not proper nouns; emphasizing these words makes the speaker seem strange. The repetition in the poem makes the speaker’s words seem slow. The use of only dashes and commas make the poem seem like one continuous thought, with no breaks. This constant but slow talking contributes to the idea that the speaker is struggling to make sense of what is happening in his/her mind. Dickinson’s use of the extended metaphor of the funeral shows how the speaker slowly falls into madness, stanza by stanza.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

Vocabulary to teach (may include direct word work and/or questions)

- None.*

*Although there is no specified vocabulary in this lesson, students may uncover unfamiliar words in the process of returning to the text. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document:

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RL.9-10.2, RL.9-10.5, W.9-10.9.a, L.9-10.2 Text: "I felt a Funeral, in my Brain," <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Annotation and Evidence-Based Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 5% 60% 15% 5%

Materials

- Student copies of the Unit 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Short Response Rubric and Checklist (refer to 9.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
	Plain text (no symbol) indicates teacher action.
	Bold text (no symbol) indicates questions for the teacher to ask students.
	<i>Italicized text (no symbol) indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.



Indicates instructional notes for the teacher.

Activity 1: Introduction to Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.2 and RL.9-10.5. In this lesson students will complete their reading of the poem, discuss the effects of structure in the poem, and analyze how the structure contributes to the development of a central idea.

- ▶ Students look at the agenda.

Instruct students to take out their Unit 9.2 Common Core Learning Standards Tool. Tell students they will begin working with a new standard in this lesson: L.9-10.2. Ask students to individually read this standard on the 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

- ▶ Students listen and read standard L.9-10.2 on their 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

Instruct students to work in pairs to identify the most important elements of this standard.

🗨 Student responses may include:

- Capitalization: proper nouns, including titles of texts and authors' names
- Punctuation: periods at the end of sentences; commas to show pauses; quotation marks to indicate a text title or a quote from the text
- Spelling

Lead a brief full class share out of student responses. Explain to students that they will practice standard L.9-10.2 in Unit 1 and will be assessed on their mastery of the standard in later units.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard, RL.9-10.5, to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard (RL.9-10.5) to their AIR text from the previous lesson’s homework.

Instruct students to work in pairs to share their annotations from their homework for the previous lesson. Remind students that the evidence they identify in their annotations may be used in the lesson assessment or the End-of-Unit Assessment. Students’ focused annotation supports their engagement with W.9-10.a, which focuses on the use of textual evidence in writing.

- ▶ Student pairs share their annotations on Dickinson’s structural choices.
- ① Student annotations comprise a large portion of this lesson and will be used heavily during the Evidence-Based Discussion. Possible student responses appear in Activity 4.

Activity 3: Masterful Reading

5%

Introduce the Quick Write assessment (How do Dickinson’s structural choices contribute to the development of a central idea?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment and listen.
- ① Display the Quick Write assessment for students to see.

Explain to students that throughout discussion, they will stop and add to or expand their annotations based on what has been discussed in preparation for this Quick Write assessment.

Have students listen to a masterful reading of “I felt a Funeral, in my Brain,” in its entirety. Students listen to the entire poem at the beginning of each lesson on “I felt a Funeral, in my Brain.” As they listen, instruct students to continue to annotate for the structural elements they began to consider in their homework from Lesson 10 (capitalization, order of events, repetition, and punctuation).

- ▶ Students listen, reading silently and following along in their text, annotating according to the instructions.
- ① Consider revisiting the recitation of the poem, for its attention to text structure:
<http://www.youtube.com/watch?v=I7v1Rq35BGY>
This recitation is an excellent example of a masterful reading, particularly the clarity of the diction and the attention to the en dash pauses that are so iconic in Dickinson’s work. This is an accessible way for students to encounter the meter of the poem without direct instruction on this formal element. It may be helpful for students to listen to the poem read aloud once in class and then

follow up by listening to this recitation. In either case, during the masterful reading take care to emphasize the meter created by Dickinson's use of dashes, punctuations, capitalizations, and line breaks in the poem.

Activity 4: Annotation and Evidence-Based Discussion

60%

Instruct students to review the poem and their annotations for capitalization.

🗨 Student annotations should include the following:

- Funeral (1)
- Brain (1)
- Mourners (2)
- Sense (4)
- Service (5)
- Drum (5)
- Box (9)
- Soul (10)
- Boots (11)
- Lead (11)
- Space (12)
- Heavens (13)
- Bell (13)
- Being (14)
- Ear (14)
- Silence (15)
- Race (15)
- Plank (17)
- Reason (17)

- World (19)
- Finished (20)

Pose the following question for full class discussion:

How does Dickinson use capitalization in “I felt a Funeral, in my Brain,”?

- Student responses should indicate that key details are (generally) capitalized.

What is an effect of Dickinson’s use of capitalization on the meaning of the poem?

- Dickinson uses capitalization to draw the reader’s attention to certain things and actions throughout the poem. Capitalizing these words means they should be emphasized. The words that are capitalized are not (all) proper nouns; they are common words that seem important to the speaker.
- ① Consider pausing here to ask students how Dickinson’s use of capitalization aligns with or deviates from the conventions of standard English referenced in L.9-10.2.

Instruct students to work in pairs to review the poem and their annotations for order of events.

Pose the following questions for discussion in pairs:

How does Dickinson choose to order events within the poem?

- The extended metaphor of the funeral provides the order of events in the poem.
- ① Recall that students have done the pre-work for this question in lesson 10 by naming the order of literal events.

How is the order of events related to the speaker’s experience?

- As the funeral progresses, the speaker “plunge[s]” further into madness.
- ① Students’ responses from Poster 3 in the Gallery Walk and the Quick Write from Lesson 10 will be useful in considering Dickinson’s use of text structure.

Lead a brief full class discussion of student observations.

Instruct students to review the poem and their annotations for repetition.

- Student responses should include the following repeating words:
 - Treading (3)
 - Beating (7)
 - down (18)

Pose the following questions for discussion in pairs:

Where does Dickinson use repetition in the poem?

- Dickinson uses repetition to describe the “Mourners” “treading – treading” and the “Drum” “beating – beating.” She also uses repetition in Stanza 5 to describe how the speaker “dropped down, and down.”

What is an effect of Dickinson’s use of repetition?

- Dickinson uses repetition to control the pace of the poem. The repetition of “treading – treading” and “beating – beating” makes the action of the poem seem slow and mind-numbing. The repetition of “down” makes the speaker’s fall seem endless and disturbing. Some students may extend this observation to include the fact that the speaker is now in some kind of trouble or danger as he/she “hit a World” (19).

Lead a brief full class discussion of student observations.

Instruct students to review the poem and their annotations for punctuation.

- Student responses may include:
 - Commas in lines 1, 4, 5, 11, 12, 13, 14, 15, 16, 17, 18, 19
 - Dashes in lines 3, 4, 6, 7, 8, 12, 13, 18, 20

Pose the following questions for discussion in pairs:

What types of punctuation does Dickinson use?

- The poem contains commas and dashes.

What are the effects of Dickinson’s use of punctuation?

- Student responses should indicate that pauses or breaths are present at moments of punctuation, particularly the dashes. These pauses create tension and eeriness or strangeness. The speaker’s words are halting and awkward.
- ① Students may have noted the effects of punctuation from listening to the masterful reading as well as from their annotations.
- ① Consider pausing here to ask students how Dickinson’s use of punctuation aligns with or deviates from the conventions of standard English referenced in L.9-10.2.

Ask students to provide textual evidence to support their answers in discussion. Student responses may include: “I felt a Funeral, in my Brain,” (1), “Wrecked, solitary, here –”(16), “And then a Plank in Reason, broke,” (17).

What kind of punctuation is missing from this poem?

- Student responses will vary, but should indicate that there are no periods in the poem. There are also no question marks or exclamation points.

What is an effect of Dickinson’s choice to leave out certain types of punctuation?

- The poem has no stopping points or complete sentences. It is one continuous text. The poem seems like one uninterrupted but strange thought, which adds to its creepiness.

How do the structural choices you identified in your annotations refine your understanding of what is happening to the speaker?

- Student responses should indicate a connection between the halting punctuation, monotonous repetition, odd capitalization of words, and linear ordering of events in the poem and the speaker’s gradual descent into madness.

How does the poem end?

- Student responses should indicate an understanding that this poem ends in a dash. This punctuation and the final word “then”(20) make it seem like the poem cuts off abruptly. Students should identify that the ending of the poem coincides with the speaker being “Finished knowing”(20).

What effect is created by this ending?

- Student responses should indicate an understanding that the end of the poem is mysterious. The reader is not really certain what has happened to the speaker, but it does not seem to be good.

Lead a brief full class discussion on student observations.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How do Dickinson’s structural choices contribute to the development of a central idea?

Remind students to use the Short Response Checklist and Rubric to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.
 - ▶ Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Instruct students that for homework they will respond to the following prompt: How has your reading of “I felt a Funeral, in my Brain,” affected your thinking about “The Tell-Tale Heart”? Remind students to use the Short Response Checklist and Rubric to guide their written responses.

- ① This homework assignment scaffolds to the End-of-Unit Assessment by asking students to begin thinking broadly about relationships between the two texts in Unit 1.

Additionally, instruct students to continue to read their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

Homework

How has your reading of “I felt a Funeral, in my Brain,” affected your thinking about “The Tell-Tale Heart”?

Continue reading your Accountable Independent Reading text through the lens of the assigned focus standard (RL.9-10.5) and prepare for a 3–5 minute discussion of your text based on that standard.