

Text Set

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Figurative Language, Poetic Devices, and Emily Dickinson

Objective: I will create a unit on the use of **Figurative Language** and Poetic Devices in Poetry so that students can **Identify** and **Analyze** these devices in context. I will design opportunities for my students to work collaboratively on **vocabulary** expansion and **identifying word derivations**. I will design writing prompts to help students understand the use of figurative language. I will provide my students with texts at various levels and implement various **reading strategies to monitor comprehension**.

SOLS to be addressed:

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations.

c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

d) Identify and analyze the construction and impact of figurative language.

f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

e) Describe how word choice and imagery contribute to the meaning of a text.

f) Draw conclusions and make inferences using the text for support.

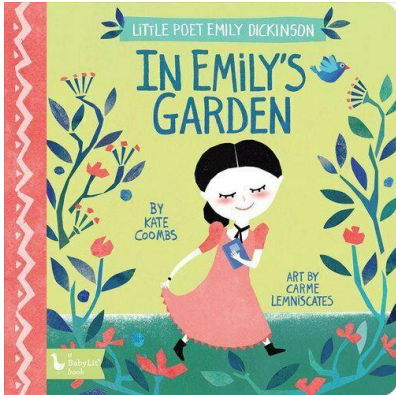
h) Identify and analyze the author's use of figurative language.

j) Identify transitional words and phrases that signal an author's organizational pattern.

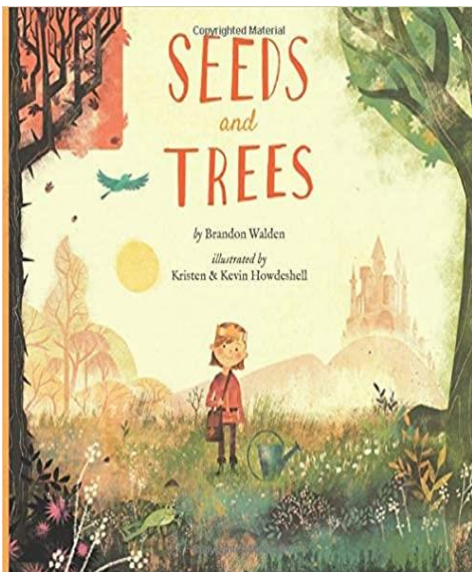
k) Use reading strategies to monitor comprehension throughout the reading process.

Beginner (1.0-2.0) (Orange)

- Little Poet Emily Dickinson: In Emily's Garden by Kate Coombs, illustrated by Carme Lemniscates – ISBN 9781423651529
 - Synopsis/Purpose: Explores basic color imagery and introduces basic Dickinson themes and vocabulary. Makes connections to plants and poetry.
 - Flesch-Kincaid Grade Level: 1.3

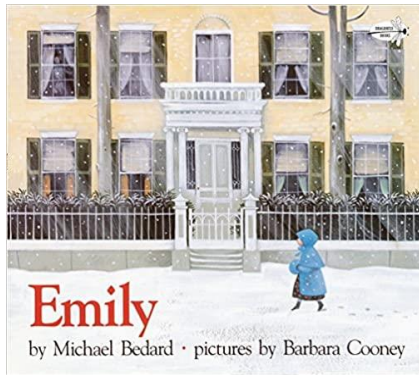


- Seeds and Trees by *Brandon Walden*, illustrated by *Kevin and Kristen Howdeshell* – ISBN 978-1925638387
- Synopsis/Purpose: Deals with the power of words and connects the reader to beginning understandings of the deeper meanings behind words. Focusses on the idea of growth and nurturing/healing ourselves with words and language.
- Flesch-Kincaid Grade Level: 2.0

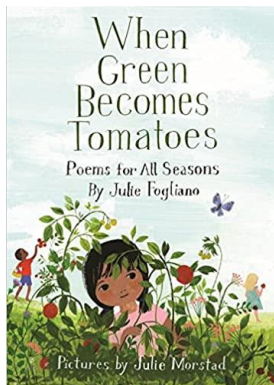


Transitional (2.1-4.0) (Yellow)

- Emily by *Michael Bedard*, illustrated by *Barbara Cooney* – ISBN 978-0440417408
- Synopsis/Purpose: Understanding Emily Dickinson from an outside fictionalized view. Simple and intriguing storyline for young audiences that are learning about Dickinson's life and poetry. Focusses on connections between people/family. Provides reader with a visual tool for understanding Dickinson's imagery.
- Flesch-Kincaid Grade Level: 2.8

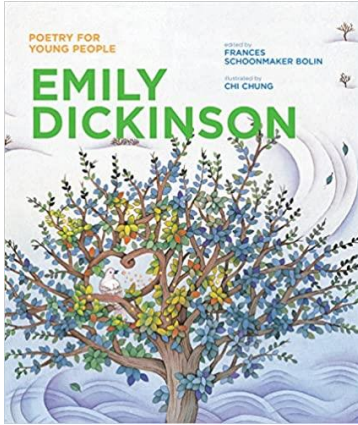


- When Green Becomes Tomatoes: Poems for All Seasons by Julie Fogliano, illustrated by Julie Morstad – ISBN 978-1596438521
- Synopsis/Purpose: Focus on color imagery, connections to Dickinson’s use of the natural world and language. Further deals with emotional/mental/physical changes through seasonal change metaphors.
- Flesch-Kincaid Grade Level: 4.0

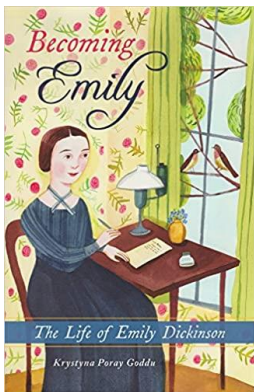


Intermediate (4.1-9.0) (Green)

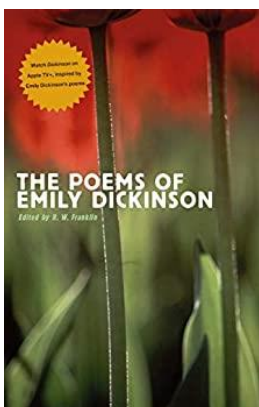
- Poetry for Young People: Emily Dickinson edited by Frances Schoonmaker Bolin, illustrated by Chi Chung – ISBN 978-1-4027-5473-9
- Synopsis/Purpose: Provides basic background information about Emily Dickinson’s life. Provides illustrations to aid the reader’s understanding of Dickinson’s poetry.
- Flesch-Kincaid Grade Level: 5.2



- Becoming Emily: The Life of Emily Dickinson by Krystyna Poray Goddu – ISBN 978-0897330039
 - Synopsis/Purpose: A literary biography that follows the life of Dickinson. Brings Dickinson’s story to life and includes snippets of her original poetry throughout. Deals with female lifestyle in the 19th century, family bonds, and poetry.
 - Flesch-Kincaid Grade Level: 6.5

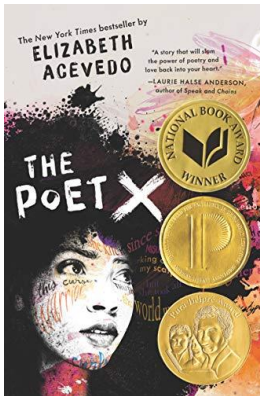


- The Poems of Emily Dickinson edited by R.W. Franklin – ISBN 0-674-67624-6
 - Synopsis/Purpose: The raw, intended versions of Dickinson’s poetry. Poems dealing with family, love, death, life, religion, nature, womanhood. Organizes poems numerically for easy access. This text can serve as the primary resource for this specific lesson.
 - Flesch-Kincaid Grade Level: 8.7

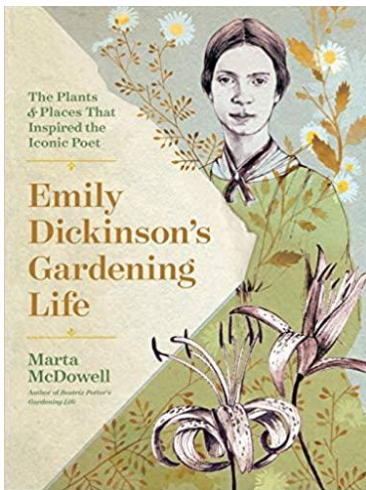


Advanced/Specialized (9.1-12.0) (Purple)

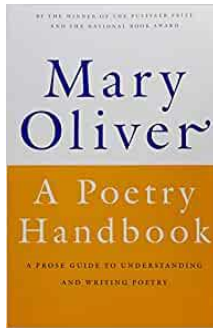
- The Poet X by Elizabeth Acevedo –ISBN 978-0062662804
 - Synopsis/Purpose: A fictional novel about a young, female poet. Deals with the theme of finding a voice through poetry.
 - Flesch-Kincaid Grade Level: 10.9



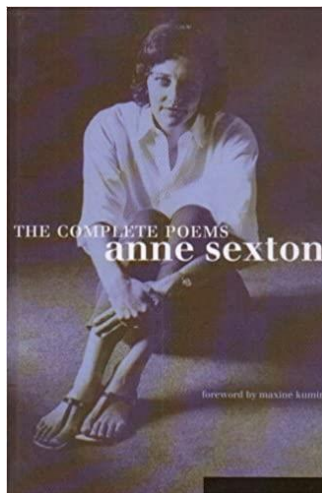
- Emily Dickinson's Gardening Life by Marta McDowell – ISBN 978-1604698220
 - Synopsis/Purpose: Explores Dickinson's love for botany. Provides reader with thoughtful explanation of Dickinson's various and extensive plant/nature poems. Includes biography, graphics, poetry, and botanical research.
 - Flesch Kincaid Grade Level: 12.4



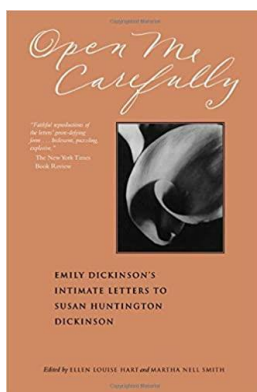
- A Poetry Handbook by Mary Oliver – ISBN 978-0-15-672400-5
 - Synopsis/Purpose: Provides reader with interesting example and explanations of various poetic devices. Provides a foundation on how poems are constructed. Explores meter, rhyme, form, diction, sound, and sense.
 - Flesch-Kincaid Grade Level: 13.1



- The Complete Poems of Anne Sexton by Anne Sexton –ISBN 978-1439503645
- Synopsis/Purpose: Provides readers with an examples of Dickinson inspired poetry. Further provides reader with a more modern poetry style with similar thematic approaches to that of Dickinson’s work.
- Flesch-Kincaid Level: 13.8



- Open Me Carefully: Emily Dickinson’s Intimate Letters to Susan Huntington Dickinson edited by Ellen Louise Hart and Martha Nell Smith –ISBN 978-0963818362
- Provides reader with textual evidence for the correspondence between Dickinson and her sister-in-law. Thematic aspects deal with sexuality, romance, and friendship.
- Flesch-Kincaid Grade Level: 14.2



Non-Print Materials

- Emily Dickinson's Lexicon <https://www.edickinson.org/words>

Lesson Plan Outline: A Poetry Profile of Emily Dickinson

1. Begin with an Anticipation Guide.

- Have students respond to an anticipation guide to stimulate thinking centered around Emily Dickinson's life and poetry.
- Facilitate an active discussion regarding the results of the anticipation guide to further stimulate thinking.

Give a Brief power point on the background information of Emily Dickinson

- Include photos and fun facts
- Make this power point more of a discussion between the whole class as opposed to asking questions at the end.

Allow students to independently explore some of the Biographical texts

- Becoming Emily: The Life of Emily Dickinson or Emily

2. Read When Green Becomes Tomatoes as a class (Provide the class with a list of poetic devices/Figurative Language and their definitions)

- Discuss the authors use of imagery and other poetic devices
- Pair the students up and ask them to find examples of each device in Emily or When Green Becomes Tomatoes
- Share the examples as a class

3. POETRY EXPLORATION Pt.1

- Divide the students into groups of four and have each group read the same poems out of The Poems of Emily Dickinson
- Ask the students to scan the poems for unfamiliar words using the Vocabulary self-collection strategy
- Ask the students to interpret the poems after definitions of unfamiliar words are made clear
- Come back together as a class and discuss the different or similar interpretations of the poems
- List the unfamiliar words on the board
- Use Emily Dickinson's Lexicon and further explore the words in more relevancy to Dickinson's time period
- See if anyone's interpretations have changed after using the lexicon.

4. POETRY EXPLORATION Pt. 2

- Lead the students in a Directed Reading, Thinking activity and scan several poems from The Poems of Emily Dickinson

- Have the students independently scan and mark one poem of their choice and one collective class poem, paying attention to devices and vocabulary/word choice
5. 10 Golden Words Activity
- Generate a list of 10 random words and slowly read each one to the class. Try using Dickinson's vocabulary!
 - As you read each word the student will construct a 10-line poem using word one in line one, word two in line two, etc. (Each poem will be very different but have the common thread of a single word. Be sure to mention that students will be trading poems after completion)
 - Have students trade poems with the person next to them. Ask students to scan each other's poems for poetic devices, figurative language, etc. They can trade these several times before returning to the owner.
 - Collect these poems!
6. Discuss the importance of letters and correspondence in Dickinson's life
- Read selections from Open Me Carefully as a class, have an open discussion about the language used in the letters, how is it different or similar to poetry?
 - Writing Activity: Write a letter to someone you love without using the word "love"
7. Discuss Dickinson's connection to Botany and its Role in Her Poetry
- Read sections of Emily Dickinson's Gardening Life and discuss throughout (Find at least 4 nature poems to scan and discuss)
 - Go outside and have students write about a plant of their choice using at least two poetic devices
8. FINAL PROJECT: Students will have the option to complete one of the following:
- Create a video (or perform live) a musical rendition of a Dickinson poem. The student must include a brief 1-page description of how the music transforms the poem and why they chose a specific poem.
 - Create a piece of art (painting, drawing, clothing) that acts as a visual for a Dickinson poem. The student must include a brief 1-page description of how imagery is displayed in the art piece and why they chose a specific poem.
 - Create a Fascicle that includes three plant poems, three love poems, two letters, two of Dickinson's poems (the ones that mean the most to the you), and three graphics. It must have a cover and title.

All students must present their project to the class!

