

# ***Emily Dickinson – Poetry Project***

In groups of 2 or 3 (NO more than 3), you will be reading through biographies of Emily Dickinson. Next, you and your group members will select your favourite Dickinson poem(s) from the internet (<http://www.bartleby.com/113/> and <http://www.poets.org/poet.php/prmPID/155> are my favourite websites for this project, but you may choose another if it is credible).

- ❖ Once you have taken some notes on her background, analyze your poem.
- ❖ First, read over the poem alone. Take your time.
- ❖ Next, share your opinions with your group.

➤ What does she mean?

➤ What does the poem mean to you?

➤ What is the theme or message?

➤

- ❖ What literary/poetic devices (see back of sheet or google search) did she incorporate in the poem you selected?

• What is the rhyme scheme?

• What symbolism did you find?



*Dickinson*

- ❖ Consider why you chose that poem.

What about it appealed to you?

- ❖ What was Emily Dickinson's contribution to American Literature?

• How does the poem you have selected represent that contribution?

\*\*\*\*\*Remember to use the text to SUPPORT your interpretation\*\*\*\*\*

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## **Your project is to create a “foldable” presentation.**

- \* It must include ALL of the elements above, including a biographical introduction with some fun facts sprinkled in!
- \* Don't forget to add some *visual* aids, pictures, and even making the project match the tone of the poem.
- \* You will need all of the important information to be included on the project itself, so do not rely heavily on memorization or notes for the presentation process.
- \* *Creativity* is very important to this project, but do *not skimp on analysis*.

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## **POETIC DEVICES:**

**Alliteration** - The repetition of initial consonant sounds.

**Anaphora**: The deliberate repetition of a word or phrase at the beginning of several successive verses, clauses, or paragraphs; for example, "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills" (Winston S. Churchill).

**Assonance** - The repetition of vowel sounds.

**Consonance**: repetition of a sequence of two or more consonants, but with a change in the intervening vowel, hearer to horror

**Imagery** - Words or phrases that appeal to any sense or any combination of senses.

**Metaphor** - A comparison between two objects with the intent of giving clearer meaning to one of them. Often forms of the "to be" verb are used, such as "is" or "was", to make the comparison.

**Meter** - The recurrence of a pattern of stressed and unstressed syllables.

**Onomatopoeia** - The use of words which imitate sound.

**Personification** - A figure of speech which endows animals, ideas, or inanimate objects with human traits or abilities.

**Point-of-view** - The author's point-of-view concentrates on the vantage point of the speaker, or "teller", of the story or poem.

- **1st person**: the speaker is a character in the story or poem and tells it from his/her perspective (uses "I")
- **3rd person limited**: the speaker is not part of the story, but tells about the other characters but limits information about what one character sees and feels.
- **3rd person omniscient**: the speaker is not part of the story, but is able to "know" and describe what all characters are thinking.

**Repetition** - the repeating of words, phrases, lines, or stanzas.

**Rhyme** - The similarity of ending sounds existing between two words.

**Rhyme scheme** - The sequence in which the rhyme occurs. The first end sound is represented as the letter "a", the second is "b", etc.

**Simile** - A comparison between two objects using a specific word or comparison such as "like", "as", or "than".

**Stanza** - a grouping of two or more lines of a poem in terms of length, metrical form, or rhyme scheme.