

New Bedford Public Schools
Division of Adult & Continuing Education

New Bedford High School Evening Extension

2019 – 2020 School Year
Trimester III

Learning Packet #3
for
English III

Teacher: *Ms. Jennifer Baker*
New Bedford High School Evening Extension
230 Hathaway Boulevard
New Bedford, MA 02740
jibaker@newbedfordschools.org

Email Ms. Baker with questions/concerns regarding
this packet at the email address listed above.

Due date: May 5, 2020

Name _____ Date _____

I FELT A FUNERAL, IN MY BRAIN

by Emily Dickinson

1896

I felt a Funeral, in my Brain,
And Mourners to and fro
Kept treading - treading - till it seemed
That Sense was breaking through –

[5]And when they all were seated,
A Service, like a Drum -
Kept beating - beating - till I thought
My mind was going numb –

And then I heard them lift a Box
[10]And creak across my Soul
With those same Boots of Lead, again,
Then Space - began to toll,

As all the Heavens were a Bell,
And Being, but an Ear,
[15]And I, and Silence, some strange Race,
Wrecked, solitary, here –

And then a Plank in Reason, broke,
And I dropped down, and down -
And hit a World, at every plunge,
[20]And Finished knowing - then –

1. Annotate the poem by circling the words that are responsible for the tone of the text. These are the words that have a negative or positive connotation. Author's write these words purposefully in a text to create a specific mood. Look for these words. (Ex: Vintage-----Old-----Decrepid)
2. Change the words in the second poem with the same meaning, but the word may not have the exact meaning. For example ecstatic and joy mean to be happy; however, ecstatic insinuates a higher degree of happiness than joy.

I FELT A FUNERAL, IN MY BRAIN

by Emily Dickinson

1896

I felt a _____ (Funeral), in my _____ (Brain),
And _____ (Mourners) to and _____ (fro)
Kept _____ (treading – treading) - till it _____ (seemed)
That _____ (Sense) was _____ (breaking) through –

[5] And when they all were _____ (seated),
A _____ (Service), like a _____ (Drum) -
Kept _____ (beating – beating) - till I _____ (thought)
My _____ (mind) was going _____ (numb) –

And then I heard them lift a _____ (Box)
[10] And _____ (creak) across my _____ (Soul)
With those same _____ (Boots of Lead), again,
Then _____ (Space) - began to _____ (toll),

As all the _____ (Heavens) were a _____ (Bell),
And _____ (Being), but an _____ (Ear),
[15] And I, and _____ (Silence), some strange _____ (Race),
_____ (Wrecked), _____ (solitary), here –

And then a _____ (Plank in Reason), _____ (broke),
And I _____ (dropped) _____ (down, and down) -
And _____ (hit) a _____ (World), at every _____ (plunge),
[20] And _____ (Finished) knowing - then –

Text-Dependent Questions Directions:

For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the theme of the poem?

- A. There is nothing more painful than losing someone you love.
- B. By allowing time for grieving, a person is more likely to recover.
- C. A person's loss of self can feel as tragic as a death.
- D. It is common to feel abandoned when you are left alone.

2. PART B: Which detail from the poem best supports the answer to Part A?

- A. "Kept treading – treading – till it seemed / That sense was breaking through –" (Lines 3-4)
- B. "Kept beating – beating – till I thought / My mind was going numb –" (Lines 7-8)
- C. "And then I heard them lift a Box / And creak across my Soul" (Lines 9-10)
- D. "With those same Boots of Lead, again, / Then Space began to toll," (Lines 11-12)

3. How does stanza 5 contribute to the speaker's depiction of their experiences (Lines 17-20)?

- A. It portrays them as overcoming their emotional turmoil.
- B. It depicts them as not being able to make sense of anything.
- C. It emphasizes the advanced outlook on the world they now have.
- D. It shows how pessimistic their experiences have made them.

1. Cognitive dissonance is the process of simultaneously having two or more thoughts or beliefs that do not agree with one another. How can this poem be read through the lens of someone experiencing cognitive dissonance? Does the speaker overcome cognitive dissonance, and if so, how? Use evidence to support your answer. (2-3 paragraph response)

2. What is the theme or the message Dickinson is trying to relay to the reader? Why is this message significant? If you are struggling with this question, research what other writers say about the theme. Cite your sources within this question? (at least 2 paragraphs)