

Responding To Literature:
Analyzing theme and mood in Emily Dickenson's poem, *Hope*.

8th Grade

3 week unit

Lisa Sindorf
Edna Brewer Middle School

Overview of Unit:

This 3 week unit is part of a larger 9 week unit on Poetry created for my 8th grade English Class. We spent the first 6 weeks learning to read and analyze a variety of forms of poetry, and to recognize the structures, literary devices and themes in poetry. At the culmination of this unit, students were to use what they had learned to write a response to literature essay analyzing a poem from the unit. Most of this unit was developed collaboratively with the other 8th grade English teacher at Edna Brewer, Lia Izenberg.

The essay part of this unit was also designed to prepare students to write another, more in-depth response to literature essay at the end of the next 6 week unit, where they would read a variety of novel in literature circles and analyze the structures, literary devices, and themes they found there. We started with a poetry essay, since a poem takes much less time to read and analyze, and would be more manageable as far as finding evidence and quotes to support a thesis. We focused on teaching the structure of this type of essay, comparing and contrasting it with the persuasive essay students had studied earlier in the year.

Essential Questions:

What is the best way to communicate your analysis of a piece of writing?

What types of information and details go into a response to literature essay, and where do they go?

Standards Assessed

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of the texts.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

2.2 Write responses to literature:

a. Exhibit careful reading and insight in their interpretations.

b. Connect the student's own responses to the writer's techniques and to specific textual references.

c. Draw supported inferences about the effects of a literary work on its audience.

d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

Learning Outcomes

Students will be able to...

- Evaluate sample response to literature essays and tell what makes them effective
- Write an organized 5-paragraph essay that discusses the theme and mood of a poem, giving quotes and analysis that support a thesis.

Curriculum Materials and Resources

Emily Dickenson’s poem, “Hope”

Assessments

The “Hope” Response to Literature essay (final draft) is the assessment for the unit.

Assessment Tools

PWA 4-point rubric for Response to Literature

Unit Plan

Week	Activity
1	<p>Read a sample Response to Literature Essay (sample paper on My Papas Waltz.doc) and use highlighters to identify grabber, thesis, topic sentences, quotes, and analysis</p> <p>Compare the Response to Literature essay structure to the Persuasive structure</p> <p>Read 2 more Response to Literature essays (Poetry--Mother to Son.doc, Poetry--Mother to Son 2.doc) (body paragraphs only) and rank them using the rubric.</p> <p>Evaluate which essay is better, and identify what features make it strong. (What makes a good Body Paragraph.doc)</p> <p>Revise the weaker essay to make it a “4” paper.</p>
2	<p>Read the introduction and conclusion of the 2 sample RTL essays (Poetry--Mother to Son.doc, Poetry--Mother to Son 2.doc) and evaluate which is better. Identify the features that make the introduction and conclusion strong. (What makes a good Introduction and conclusion.doc)</p> <p>Revise the weaker introduction and conclusion to make them “4”s</p> <p>Read “Hope” by Emily Dickenson and do prewriting analysis activity (Poetry-- Hope is the thing with feathers.doc)</p> <p>Introduce essay prompt (Poetry--Response to Literature Essay Template.doc)</p> <p>Write 3 body paragraphs about the poem (Poetry--Response to Literature Essay Template.doc)</p> <p>Evaluate partners’ paragraphs and rank them using the rubric.</p>
3	<p>Write introduction and conclusion to “Hope” essay (Poetry--Response to Literature Essay Template.doc)</p> <p>Evaluate partners’ whole essay and rank using the rubric (Peer Editing Worksheet.doc)</p> <p>Revise first draft</p> <p>Write final draft</p>

Worksheets and Graphic Organizers

(See other documents in this folder)

Essay Prompt:

Read Emily Dickenson's Poem, "Hope is the Thing with Feathers." Then write a five paragraph essay in which you identify the theme and mood of the poem and explain how the author communicates them to the reader. Use quotes from the poem, and be sure to explain why these quotes support your ideas.

Checklist:

- Introduction (grabber, background information, thesis)
- Body Paragraph about theme (topic sentence, quote(s), analysis)
- Body paragraph about mood (topic sentence, quote(s), analysis)
- Body paragraph about theme, mood, or a counterargument
- Conclusion (restatement of thesis and a "text to self" or "text to world" connection)

Teacher Commentary and Reflection

Evaluating Student Work: I used the same rubric that we used from the PWA at the beginning of the year. It was actually a bit difficult to grade it "fairly," because I felt that my expectations for students' writing had grown since the beginning of the year. I had to recalibrate myself to the same benchmark essays we had used back then to get over the feeling that I was grading too easily.

What worked: Compared to the response to literature essay students wrote at the beginning of the year, these essays contained far more analysis. The quotes and summaries supported the analysis rather than just retelling the text. Students better understood how to craft an introduction and thesis. Also, teaching response to literature after persuasive writing helped students understand the format of the essay as something familiar, with just a few new or different elements.

What didn't work: Students had a hard time grasping how to group the information into paragraphs; they also struggled with writing an introduction, even with the fill-in-the-blank graphic organizer. I didn't leave a lot of room for creativity in the structure of the essay, which meant some advanced students were constrained, rather than challenged.

Revision suggestions: First, I would spend more time analyzing the poem with students in class, using multiple methods (group discussion, individual reflection, artwork, etc) to ensure that all students grasped the meaning of the poem, before having them write about it. Some students revealed very literal interpretations of the poem in their essays and that could have been addressed if we'd had more time to discuss it before writing. Also, I had all students write about the same poem, which made it easy to talk about in class, but boring to grade. I'd be curious to see what would happen if I allowed students to write

about any of the poems we discussed in the poetry unit we had just finished. This would also build in some differentiation as some students could analyze easier or harder poems.

Differentiation: The graphic organizers for body paragraphs and introduction were intended to scaffold struggling students by making it clear what kinds of information was to go in which paragraph, and giving some key phrases to use for background information and thesis. Looking at the sample essays, which used slightly different organization and phrasing, gave advanced students a model for alternatives that they could use as inspiration for their own, more complex ideas.

Theodore Roethke's "My Papa's Waltz": A Reader's Response

Simple description of a childhood memory, or hidden child abuse? In the poem "My Papa's Waltz," Theodore Roethke describes a father-son relationship in which a father and son "waltz" together before bedtime. The poet uses figurative language to set a negative mood and show us how alcohol abuse can lead to violence.

The first stanza of the poem sets the tone. The son tells his father, "The whiskey on your breath / could make a small boy dizzy." The opening line of the poem emphasizes the father's drunkenness by drawing our attention to the "whiskey" on his breath. It is the very first detail we learn about him and his waltz. The son's reaction is that he's "dizzy" with all the things whizzing by his head. This reaction leads to only one obvious conclusion: the "waltz" mentioned in the title is a metaphor. This father, like so many others we've heard about on yet another drunken bender, is not really "waltzing," as the title implies, but beating his son.

The next stanzas also contain figurative language that makes us think of violence. For example, Roethke writes that the father "beat time" on the child's head. No one would voluntarily use the word "beat" to talk about an adult's relationship to a child unless intending to suggest child abuse, so the poet must be using a metaphor, comparing "beating time" to hitting the son. Furthermore, he writes that the son "held on like death." This hyperbole means that the son is not enjoying himself, because he has to hold on so tightly. It also exaggerates the danger of the so-called "waltz" and reminds us that unlike dancing, which is fun, child abuse often has deadly consequences. Finally, Roethke uses personification when he says that the mother's "countenance / could not unfrown itself." This means that the mother is not smiling. If they were just waltzing, we would expect that she would smile and enjoy the fun, so this description shows us that she must not approve of what the father is doing to her son.

Some people might say that this poem isn't about child abuse, but simply describes a happy childhood memory of a son dancing with his father. The word "romped" in the second stanza seems to set a positive, playful mood. Furthermore, the boy recalls that his father "waltzed me off to bed / Still clinging to your shirt." This quote also suggests a positive mood, showing that the son depends on his father and is going to enjoy being tucked into bed. Despite these few positive images, there are many more negative words and images in the poem, such as the father's "battered knuckle," and the part where the son's ear "scraped a buckle." The description of these injuries make the waltz sound not playful, but dangerous and violent.

In his poem, "My Papa's Waltz," Theodore Roethke uses figurative language to describe a young boy being beaten by his drunken father. Many children in the United States today face the problems of alcoholism and child abuse, and, like the son in the poem, may not be able to talk about it directly. They may try to pretend that something else is happening, just as Roethke does by talking about a metaphorical "waltz." This poem is an important lesson for us all.

“Mother to Son”
By Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor --
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinda hard.
Don't you fall now --
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

Have you ever tried something, and for some reason you just cannot understand how to do it, and so you give up? When this happens, the ones who really love you try to persuade you not to give up on life. We all are going to go through things that are difficult and we have to learn to move on. This connection is made in a poem written by Langston Hughes, called “Mother to Son.” In this poem, the mother is tries to make her son understand that we all have difficult times in our lives, but we have to get over them and keep trying.

In the poem, the mother uses imagery to show that life isn't perfect. She tells the son, “Life for me ain't been no crystal stair.” When she says this, she is comparing the stairs to the journey of life. She means that it hasn't been easy for her to go through life. Unlike a crystal stair, her path has not been smooth or shiny. It was more like rough and bumpy and dirty. We are not perfect and life isn't perfect. The mother also brings out things like “turning corners”, “times in the dark”, and tells that there “ain't no light.” These are phrases that show a hard, stressful life. She wasn't actually in the dark, but her life wasn't easy to live. She uses these metaphors to help her son understand how hard life really is.

Later in the poem, the mother changes her message to tell the son not to give up. She tells him, “Don't you turn back. Don't you set down on the steps cause you finds its kinda hard.” This means that he should keep trying without giving up. He shouldn't turn back, but should always make progress in his life, no matter how hard things may get.

Some people might think this poem doesn't have any figurative language in it. They might say that it is really about a woman walking up a staircase. She describes the staircase in a lot of detail, with “tacks in it, and splinters” which might make the reader thing that she really knows what the stairs look like. However, the real reason for these details is to show a negative mood. When we think about tacks and splinters, we think of pain, just like the pain of life. Therefore, the poem really is a metaphor about living your life, and not about walking on stairs.

This poem, “Mother to Son,” is about how difficult life can be, but it tells us that we shouldn't give up. Reading this poem, I realized why my mom is always repeating certain things to me. It's because she cares about me and doesn't want me to give up. That's probably why Langston Hughes wrote his poem, to tell young people to listen to their elders and not give up in life.

What kind of journey have you taken through life? Was it bumpy or smooth? In Langston Hughes' poem, "Mother to Son," he writes from the point of view of a mother describing her rough "journey" through life as a way of teaching her son not to give up. This poem has more meaning behind it than you might think. Langston Hughes' word choice and imagery add a negative mood to the poem, that helps the readers picture the events and feel as if the mother is talking to them. Lastly, the poem has a strong theme; it teaches us not to give up on life and make the best of every situation.

One element that helps to set a negative mood in this poem is the word choice. For example, Hughes uses the word "splinters" to describe the rough times the mother has had. This illustrates how her life has not been smooth all the time, and there are obstacles she has had to overcome. Another example of a phrase that sets a mood is when the mother describes the "crystal stair" she has not walked on. One way of interpreting this is that the decisions the mother made weren't "crystal clear." Instead, she had to struggle to make good choices. Hughes might also have written the words "crystal stair" to make us think of crystal, something valuable that only rich people usually have. In that case, the words reveal that the mother has not been rich enough to afford a fancy, crystal staircase. Instead, her life was difficult.

Next, the imagery in the poem adds to the negative mood. He describes the setting in detail to draw the readers' attention. For example, he says, "And sometimes goin' in the dark / When there ain't been no light." This creates a dark and cold image in the readers' mind and makes the mood dark. The mother wants to say that she has been in dark places or gone through bad days. When Hughes writes, "no light," he really means "no hope," as though the mother was feeling desperate and hopeless. Another example of imagery is the phrase, "boards torn up, and places with no carpet on the floor." This creates an uneasy, rough image for the reader. Hughes is comparing having a rough, ragged floor, to a rough, ragged life. People do not live perfect, smooth lives. There are rough times too.

Some people might think this poem doesn't have any figurative language in it. They might say that it is really about a woman walking up a staircase. She describes the staircase in a lot of detail, with "tacks in it, and splinters" which might make the reader think that she really knows what the stairs look like. However, the real reason for these details is to show a negative mood. When we think about tacks and splinters, we think of pain, just like the pain of life. Therefore, the poem really is a metaphor about living your life, and not about walking on stairs. This poem has a very strong message. It teaches a lesson about life and how it involves pain and hard times. The mother says, "Don't you set down on the steps," which means do not stop struggling. Keep on going and trying. She teaches the reader that you should always walk forwards and never look back.

Life is not a perfect journey, and no one should live a perfect life. Langston Hughes does a great job teaching this unforgettable lesson in this poem. His word choice and imagery contribute to the theme of never giving up, no matter what. Anyone can relate to this poem, not just a son. This poem can even help an elder person when he or she is struggling to get through life. I learned that even though life is difficult and has rough edges, I can fight it and move on.

Name: _____ Period: _____ Date: _____

What makes a good Body Paragraph in a Response to Literature Essay?

Feature	Examples from Essay A	Examples from Essay B	Winner?
Transition Words: First Second Furthermore Moreover For example			
Topic Sentences: --Hughes uses personification in this poem. --Another literary device he uses is metaphor.			
Introducing the quote: --the author states... --the narrator expresses... --the young girl remembers that...			
Analyzing the quote: --This means... --This quote ties in with the mood because... --The relevance of this is... --The author is trying to show that...			

NB 86: What makes a good introduction and conclusion?

Term	Definition and Example
Introduction: Grabber	A question or shocking fact that gets the audience's attention. Example from Essay:
Background information	Tells the title and author, and summarizes the plot. Key Words: <i>represents, talks about, portrays, depicts, describes</i> Example from Essay:
Thesis	Gives your opinion and analysis. Often tells the mood, theme, or how a character changed. What does the text mean? What did the author do in order to make us understand the mood or theme? Key Words: <i>describes, depicts, demonstrates, illustrates, portrays, shows, employs, utilizes, sets, creates, establishes, draws on, symbolizes, signifies, stands for, corresponds to...</i> Example from Essay:
Conclusion: Restatement of thesis	Tells the thesis again in a new way (pretend your reader is so dumb they already forgot). Example from Essay:
Connection	Tell why this relates to your life, or why it's important to people in general. Key words: <i>link to, connect with, associate with, correlate with, tie to...</i> Example from Essay:

Fill in the blanks below to make a "practice" introduction.

Grabber: [*Question or Fact*]: _____.

In the poem [*Title of Poem*]: _____,

the poet, [*Poet's Name*]: _____,

[*choose one*]: *represents, talks about, portrays, depicts, describes*

[*summary of poem*]: _____.

The author [*choose one*]: *employs, establishes, creates* a mood that is

_____ and [*choose one*] *establishes, illustrates,*

demonstrates, shows the theme of the poem, which is [*theme*]: _____.

If you wish, copy this one for your final draft!

Name: _____ Period: _____ Date: _____

Hope
By Emily Dickenson

Hope is the thing with feathers
That perches in the soul,
And sings a tune--without the words,
And never stops at all.

And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.

I've heard it in the chillest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.



Part 1: Comprehension:

1. In this poem, Dickenson compares hope to a bird. Why do you think she chose a bird?
2. Dickenson tells us that the bird's song "sweetest in the gale is heard." Why is hope sweetest during a "storm?"
3. When she says the bird of hope "kept so many warm," what does she really mean?
4. What kind of place is "the chillest land" or "the strangest sea?" Why would you need hope there? (hint: "chill" here means cold, not relaxed).

Name: _____ Period: _____ Date: _____

Part 2: Pre-write for your Essay

What is the mood of this poem?

What is a quote that helps you?

Why does this quote show the mood?

What is the theme of this poem?

What are two quotes that help you?

Why do these quotes show the theme?

Name: _____ Period: _____ Date: _____

Transition word and Topic Sentence	
Quote(s)	
Analysis	

Transition word and Topic Sentence	
Quote(s)	
Analysis	

Restatement of thesis	
Connection (Why might this theme be important to us in 2008?)	

****Check back over your draft. Did you use academic vocabulary?***

These comments are about the essay of _____. The person who made these comments is: _____.

Peer-Editing Worksheet for Response to Literature Essay

Score:

- 1 = There's not enough of it, or I can't find it at all.
- 2 = It's OK, but it would be better if...
- 3 = Wow! Great job with this.

Type	Score	Comments: Why did I give this score? If needed, what changes would improve the score?
Introduction: Grabber, Background Information, Thesis		
Body: Transition words, Topic Sentences		
Quotes and Analysis of Quotes		
Counter- argument		
Conclusion: Restatement of Thesis and Connection		
Academic Vocabulary		

- Positive mood: Interesting
- Negative mood: Boring
- vivid
- dreary
- compelling
- unconvincing
- mesmerizing
- weak
- thorough
- unimpressive
- meticulous
- lifeless
- lackluster
- in-depth
- unexciting
- persuasive
- monotonous
- remarkable
- dull

Name: _____ Period: _____ Date: _____

Response to Literature Essay

Assignment: Read Emily Dickenson's Poem, "Hope is the Thing with Feathers." Then write a five paragraph essay in which you identify the theme and mood of the poem and explain how the author communicates them to the reader. Use quotes from the poem, and be sure to explain why these quotes support your ideas.

Grabber	
Background Information (author, title, plot summary)	
Thesis (tell what the theme and mood are)	

Transition word and Topic Sentence	
Quote(s)	
Analysis	

*Note: **Using multiple quotes is a GREAT way to make your paper A-level.** Check your notes for ideas! You do not **have** to put all your quotes first and then all your analysis; you can also "mix" them and analyze each quote as you go.

Aaron Lee
Period 4
4/1/08

The Mood and Theme of "Hope"

Ever feel hopeless and want to give up? "Hope" by Emily Dickerson talks about that anywhere you go hope is always there for you. The author creates a mood that is bittersweet, and demonstrates the theme of the poem, which is when you're in a bad situation, you can always have hope.

2/10/08
2/10/08
2/10/08

First, the mood of the poem is bittersweet, meaning ~~the~~ both a positive and negative mood. Dickerson uses the two moods by using the quotes like "Hope is the thing with feathers". This sets a positive mood, because when you think of feathers you think of something soft and calm, which makes you feel warm. An example of a negative mood is "And a sore must be the storm". This sets a negative mood, because when you think of sore you think of pain and storm makes you think of cold, dark, dangerous, destroying, and death.

Second, I think the theme of the poem is, if you're in a bad situation you can always have hope. Some examples from the poem that helped me find the theme were, "And the sweetest in the gale is heard", which means that you can hear the sound of hope in a storm, that you can always have hope no matter what. Another example is, "That kept so many people warm", meaning that hope keep people warm and not afraid.

2/10/08
2/10/08
2/10/08

Some people may think that the mood of this poem is positive because it talks about the hope using the words "hope", "feathers", "soul", "sweetest", "warm", "bird", and "sing", which may make you think about happy, peaceful things, but I say it's bittersweet because it also uses sad words like, "gale", "storm", "sore", "chillest", and "strangest", which may cause you to think sad, lonely, pain, and upset.

In her poem, Emily Dickerson uses a bittersweet mood to demonstrate the theme; when you're in a bad situation you can always have hope. This can connect to my life because in situations in my baseball games, I can always have hope.

2/10/08
2/10/08

Melissa Quon
April 1, 2008
Period 4

"Hope is the Thing With Feathers"

When you're having a bad day or feeling like you can't do anything right, what do you do to keep you going? Many people look for hope to help themselves because it can often bring you up out of any rut you may find yourself in. In the poem "Hope", the poet, Emily Dickenson, depicts a bird during a storm as a metaphor for hope during a hard time. Dickenson employs a positive, encouraging mood to establish the theme that hope can transform a dreary situation into a great one.

First, Dickenson chose an encouraging mood for this poem. It is encouraging because the author says that the bird "...sings a tune...and never stops at all." This means that the bird is always happy because it doesn't ever stop singing its song. "Hope" is also meant to inspire the reader to be like the bird and stay positive and happy when things get tough. Furthermore, the author uses a metaphor that describes "...the little bird that kept so many warm." We know that a little bird cannot actually keep someone warm, but this quote sets a comforting tone, since warmth is generally a comforting feeling.

} great analysis!

Next, the theme of this poem is that having hope can turn the worst situations into the best. The quote that made me think so was when the author wrote "and sweetest in the gale is heard." This quote means that hope can help you most during a "gale". The "gale", or storm, that the author refers to is a metaphor for the obstacles that you may come across and need to overcome in life. The "song" that is heard represents your hope.

Finally, some people may think that this poem is not really talking about hope or encouragement, but is merely describing a bird during a storm. However, this is not true. The author is not talking about a literal bird because in the opening stanza, Dickenson says "hope is the thing with feathers" which means that they are comparing hope to something with feathers, like a bird.

} compelling point!

In this poem, Dickenson establishes an encouraging mood to show that hope can help you out of any predicament. This is an important lesson to learn because without hope, people may give up when things get tough instead of trying their hardest. If they do not try, then they might accomplish less than they would if they had something to look forward to.

True!

Hope

Gabe Kardener

4/1/08 Pd 2

Have you faced hard times? In the poem "Hope," the poet Emily Dickenson describes how hope is there when times are hard. The author creates a mood that is hopeful and illustrates the theme which is "Always Have Hope."

First, the mood is hopeful and positive. Emily Dickenson states that "And sweetest in the gale is heard." This means that even in a hardship hope is good. Also hope is more in need and feels good in a great hardship. Emily also says "Hope is the thing with feathers." The feathers represent birds. Birds are a symbol of hope and peace like in the story of Noah and the ark.

Next, the theme is "Always Have Hope." She writes "I've heard it in the chilliest land..." This indicates that you always need hope. Emily also states, "And never stops at all." This means that you always need hope because...

Some people may say the mood is negative because she describes a storm. However this is a misunderstanding. She's saying that hope is with you even in a "gale"

The mood and theme demonstrated by Emily Dickenson is a hopeful mood and "Always Have Hope," is the theme. The theme associates with those many people without homes... because...

... .. Maidenberg
Per 2^a
4-2-08

Hope Response To Literature Essay

Hope what huh? The poet Emily Dickinson uses imagery and remarkable word choice to set a hopeful mood and to show the message or the theme of her poem "Hope". She also compares hope to a bird which is using a literary device called personification.

First off Emily Dickinson uses mesmerizing metaphors and similes to compare hope to all of these different things, like she compares hope to a bird or a thing/creature with feathers. She says that you can hear it or the bird/thing/creature with feathers singing its hopeful tune in the "chilliest of lands" and "over the strangest of seas." She also describes hope as the thing that "perches on the soul." So she is saying that hope is so powerful that it can reach inside you and touch your very soul.

Secondly the author Emily Dickinson uses imagery to set the mood of the poem. She says in her poem "Hope" it is the thing that can be heard in the chilliest of lands and over the strangest of seas.... To me at least in my mind it seems like those in depth vivid words set a kind of strange mysterious mood. But then she says that hope is the thing with feathers that perches the soul. So by saying that she kind of cheers up that vivid mysterious mood and replaces it with a hopeful happy mood. *great topic sentence*

Thirdly last but not least hope is not always the best thing in life and sometimes it may not perch your soul as you may not be able to see or hear it in the chill lands or in the strange seas. But for those people who can Emily Dickinson's hope and happiness carry for the theme of her poem "Hope". For example when my grandma passed away I hoped she would not die on us but hope was not going to help me at all because she was going to die no matter what.

But in conclusion hope is really the thing with feathers that perches the soul. Hope is the happy little bird that can brighten up any mysterious theme or message in the end. Just like with y grandma I hope for her to live but I knew it would not help because she was going to die anyways.

Johnson Lines

This story is nice, or is it???? In the poem "Hope" by Emily Dickenson Emily Dickenson depicts ~~and~~ bird in a storm. That Is Not Nice. This poem is evil. Hope isn't important when you're in a storm when you're in a storm. YOUR HEAD. (E)

no emotions in an academic essay
Proof:

happy not?

First, the mood of the poem is happy. Dickenson says how the bird "perches in the soul", "Sings a tune and never stop". The author compares the bird to a sad singer. Sings a sad song and never stops. Her so called "Soul" could be EVIL! I do not think this poem is hopeful because it talks about storms.

→ evidence for this?

The theme of this poem is that don't sing forever if your sad. Happiness is not a virtue. DON'T SING FOREVER NO ONE WANTS TO HEAR IT!!!! evidence?

I know that you might say that it is happy because its singing. But the bad part is... your wrong. Because they "Abashed the little bird". HOW WRONG IS THAT? "A crumb of me" means that the little bird is spreading its sadness. The sweetest of the gale. Its sad. A gale
→ why? explain

So basically, Hope isn't important because if your in a storm or a gale your going to be sad because it has already ruined something in your life.

GOOD NIGHT

Some people give up so fast they feel like dying. But ~~what~~ they don't know is you have to have hope. If they had read the poem by Eleany Dickson they would get a little hope, and feel a little better. I think these people should never give up hope. People should just keep trying and never give up hope.

like...
use a
quote
specific
here

The mood of the story is to be relaxed. The way it was relaxed because the poem was giving a lot of relaxing words. It says a lot of comforting words. Words like, if you heard you would relax a little bit more. The reason I say this poem could relax you is the poem has a lot of metaphors and you could think of them. That's why I think the paragraph is a relaxed one.

The second part of this poem is about never giving up hope. Like some of the parts were saying to never give up hope. It wants you to keep trying never stop. One thing that really helped me is some of the quotes from story "Hope is the thing that ~~with~~ thing with feathers." That helped me a lot with figuring out what the theme was about. This part of the poem is saying there is hope never give up. It tells you to keep trying and never give up.

great
connection

In this poem Emily Dickenson is talking about never giving up and have hope. For example if somebody was in the hospital and they might die. They should keep hope that they will survive. In her poem she uses words to give you hope and her poem. Emily try to make you feel better and makes you have hope.

good
statement
of
thesis

In the poem "hope" the author Emily Dickenson talks about never giving up hope what's she's trying to say in her poem is to never give up hope and keep trying. She is saying no matter what NEVER give up keep trying and never give up.

nb 37 ESSAY

Have you ever wondered in what kinds of situations people have kept hope alive? In the poem "Hope" the poet, Emily Dickerson describes how people keep hope alive in all kinds of situations. The author creates a mood that is positive and shows how people keep hope alive.

→ mellow, grabber

great
choice
of
quotes

In the poem "Hope," the mood is positive. One quote that helps me see the mood is "and soonest in the gale is heard and sore must be the storm." The theme of this poem is to keep hope alive in all kinds of tough situations. The quotes that helped me find the theme are "I've heard in the chilliest land", "and in the strangest sea".

→ analysis

→ analysis?

So as you can see this poem is about hope and how to keep it alive in all sorts of situations.

①

MILES
JONES

NB 85 3 Body Paragraph

The mood of these poem
is really inbetween of
negative and positive.
It's very sad and some
times very hopeless.

“(The Perches in the Soul)”
is a difficult thing to say
is negative But if you just
say it over and over it
just seems like a negative
quote.

I think the poem
is about hoping
because of how the
Author Expresses the
life style of the
Bird. hope to me means
the thing with feathers
in these poem.