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## American Romanticism Poetry Explication

In Emily Dickinson's poem, *Because I could not stop for Death*, Dickinson highlights the change in the view of death from the Age of Enlightenment to the Romantic Period. In the poem, death takes the narrator on a carriage ride to her grave. On this ride, the narrator observes children playing outside of a school before experiencing a sudden chill as death leads her to her gravesite. However, the narrator remembers this event quite fondly, and claims that although it occurred long ago, to her, it feels as if it occurred just the other day. Throughout the poem, Dickinson utilizes both diction and figurative language to establish a calm and content atmosphere, which contrasts <sup>death as the subject of the poem.</sup> the subject of the poem, being death.

There are numerous sections of the poem where by stripping away the surface and looking closer at the diction, an entirely different meaning is revealed. Stanza two provides an example when the narrator recalls, "[<sup>we</sup>Death and I] slowly drove – He knew no haste" (5). Without analyzing the diction of the poem, the audience <sup>may</sup>~~naturally~~ presumes that "slowly" coincides with the pain and slow agony of death. However, "slowly" has an entirely different meaning in this context. By analyzing the diction, the reader realizes that "slowly" has an oddly peaceful connotation. Peace in the midst of death seemed like a <sup>hence "oddly"?</sup> counterintuitive concept during the Age of Enlightenment, however, it was a common ideal of the Romantic Period. Thus, <sup>→ why is this important to note?</sup> through the diction of a single word, Dickinson captures the change in the interpretation of death from the Age of Enlightenment to the Romantic Period.

In addition to diction, Dickinson employs figurative language to present a deeper and more significant meaning throughout the poem. In the third stanza, the narrator describes how she and death "... passed the School, where Children strove / At Recess – in the Ring..." (9-10).

This section can be interpreted in numerous ways depending on what the reader decides to dissect. One way is that the children are a metaphor for the youth and happiness of life, which

again contrasts the subject of the poem. Through this, Dickinson revisits the idea of contrast between a rationalist's view of death and a romantic's view of death, with the rationalist viewing the children playing as a reminder of how short life is, and the romantic viewing it as an

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illustration of the beauty of life. Another utilization of figurative language occurs later on in

stanza four, when the narrator notices "The Dews drew quivering and chill - / For only

remain simple present here.

(A)

Gossamer, my Gown / My Tippet – only Tulle..." (14-16). In this quote, the narrator is

describes.

describing) how she feels a sudden chill, as she is ill prepared for the unexpected carriage ride

with death. This is a metaphor for how the narrator is not expecting to die, and is caught off

guard by her sudden death. Through this metaphor, Dickinson suggests that, because death is

inevitable and can strike at any moment, it is best to live life to the fullest, utilizing every living

moment to its utmost potential. For many readers, this idea of death being able to strike at any

moment is frightening. However, this is a rational idea, and is not the message that Dickinson, a

romantic, <sup>sends.</sup> is sending.

Dickinson presents *Because I could not stop for Death* in a manner that can be

interpreted in several ways. She desires the reader to first understand her overlaying message,

and then to break it down into smaller pieces in which she intentionally leaves room for different

interpretations. This corresponds with her romantic ideals, as she allows the message of the poem

to be decided by the reader's emotions and unique beliefs.

why this nothing?

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This poem, "Because I could not stop for death" by Emily Dickinson dramatizes the <sup>between</sup> theme of imagery in multiple ways. The author gives off a positive outlook and mood on death by her word choice. Emily Dickinson expresses her thoughts about learning how to live in the moment and she writes this poem as it being her views on death through how she expects death to be.

the speaker states.

Dickinson uses imagery in her poem to portray her view on death to the reader. When she states how they passed the "Fields of Gazing Grain...passed the Setting Sun" (11-12) the reader gets positive feeling even though she is on her way to death. <sup>the speaker</sup> the word choices <sup>idiomatic phrase = vague</sup> don't give off a sad feeling about death. All throughout the <sup>poem</sup> text Dickinson illustrates all the things she is passing on her way to the end of her life, like she also passes "the school, where Children strove / At recess- in the ring" (9-10) and that is another example of positive word choice because she brings in children and children make people happy. The consequence of this theme of imagery would be if the poem didn't have any of this positive imagery then people would still be more scared of death and still have a bad outlook on it but the imagery in this does the opposite.

literally? no just it confused meaning

At the end of the poem Dickinson is still using imagery in an uplifting way when she says " 'tis centuries- and yet feels shorter than the day" (21-22). This quote <sup>emphasizes</sup> is emphasizing that centuries have passed while she was alive but all of it went by in the blink of an eye. Life goes by very fast when you're living and not focussing on the bad and death. The author also doesn't look at death as the end, she looks at it as <sup>SP</sup> never ending life after life as she says in the poem, "I first surmised the Horses' Heads Were toward Eternity" (23-24), saying that the carriage that she states in the beginning of the poem that is carrying her was leading her to not only death, but more to life after death. ?

says?

you summarize need analysis.

The author's point of this poem is inform and enlighten the reader about the life after death and how we need to live in the moment and not live life worrying about when death will come.

So. it's not about point as it is about your analysis of imagery & diction to lead to a discussion of dramatic conflict you really don't do much of that Emily Dickinson. "Because I could not stop for Death". The Manuscript Books of Emily Dickinson, edited by Belknap press 1981

some ideas but the paper is put together really. There isn't much that connects here & much analysis.