

**8<sup>th</sup> Lecture**  
**Samples of American Poetry**  
**Because I Could Not Stop for Death**  
**A Poem by Emily Dickinson (1830-1886)**  
**Prepared by: Abu Bakr**

*Because I could not stop for Death,  
He kindly stopped for me;  
The carriage held but just ourselves  
And Immortality.  
We slowly drove, he knew no haste,  
And I had put away  
My labour, and my leisure too,  
For his civility.  
We passed the school where children played,  
Their lessons scarcely done;  
We passed the fields of gazing grain,  
We passed the setting sun.  
Or rather, he passed us;  
The dewes grew quivering and chill,  
For only gossamer my gown,  
My tippet only tulle.  
We paused before a house that seemed  
A swelling of the ground;  
The roof was scarcely visible,  
The cornice but a mound.  
Since then 'tis centuries; but each  
Feels shorter than the day  
I first surmised the horses' heads  
Were toward eternity*

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1. —Because I Could Not Stop for Death is a lyric poem on the theme of.....
- a. Schools
  - b. Death**
  - c. Sickness
  - d. Letting go

**2. The poem contains .....stanzas, each with four lines.**

a. 4

**b. 6**

c. 8

d. 10

**3. A four-line stanza is called a quatrain. The poem was first published in .....in Poems, Series 1, a collection of Miss Dickinson's poems.**

**a. 1890**

b. 1870

c. 1850

d. 1830

**4. —"Because I Could Not Stop for Death" reveals Emily Dickinson's..... of death.**

a. Calm refusal

b. Strong refusal

c. Hesitated acceptance

**d. Calm acceptance**

**5. It is surprising that she presents the experience as being no more frightening than receiving a .....caller.**

**a. Gentleman**

b. Doctor

c. Student

d. All false

**6. The journey to the grave begins in Stanza 1, when Death comes calling in a carriage in which Immortality is .....**

a. Not there

**b. Also a passenger**

c. A dead body

d. In another carriage

**7. As the trip continues in Stanza 2, the carriage trundles along at an easy, unhurried pace, perhaps suggesting that death has arrived in the form of ..... that takes its time to kill.**

a. Stranger

**b. Disease**

c. Serial killer

d. Soldier

**8. Then, in Stanza 3, the author appears to review the stages of her life: childhood (the recess scene), maturity (the ripe, hence, —gazingll grain), and the descent into death (the setting sun)—as she passes to the other side. There, she experiences a chill because she is.....**

a. Afraid

**b. Not warmly dressed**

c. Starving

d. Extremely happy

**9. Her description of the grave as her —house indicates how .....she feels about death.**

a. Sad

b. Curious

**c. Comfortable**

d. Tired

**10. The overall theme of the poem seems to be that death is not to be feared since it is .....**

a. An end for sorrows

b. God's call

**c. A natural part of the endless cycle of nature**

d. Harmless

**11. Her view of death may also reflect her.....**

a. Personality

b. Religious belief

**c. Both**

d. Neither

**12. Speaker, death, immortality, and children are.....of the poem.**

a. Themes

b. Paradoxes

**c. Characters**

d. Settings

**13. Thin wedding dress for the speaker's marriage to Death**

a. tulle

**b. gossamer my gown**

c. cornice

d. tippet

**14. Scarf for neck or shoulders.**

- a. tulle
- b. gossamer my gown
- c. cornice
- d. tippet**

**15. Horizontal molding along the top of a wall.**

- a. tulle
- b. gossamer my gown
- c. cornice**
- d. tippet

**16. Netting**

- a. tulle**
- b. gossamer my gown
- c. cornice
- d. tippet

**17. (lines with eight syllables, or four feet). This is called.....**

- a. iambic tetrameter**
- b. iambic meter
- c. Eight tetrameter
- d. Six meter

**18. (lines with six syllables, or three feet) This is called.....**

- a. Eight tetrameter
- b. iambic tetrameter
- c. iambic meter**
- d. Six meter

**19. The meter alternates in this poem is.....**

- a. iambic tetrameter
- b. iambic meter
- c. Alteration between both**
- d. Neither

**20. Because I *could not stop for Death* (line 1) he **knew** *no haste* (line 5)**

**In the above lines we can find , in the bold letters, .....**

- a. Rhythm
- b. Personification
- c. Metaphor
- d. Alliteration**

**21.** *We **passed the** school, where children strove At recess, in the ring; **We passed the** fields of gazing grain, **We passed the** setting sun. (lines 9-12)*

**In the above mentioned lines, words printed in bold show there is.....**

- a. Rhythm
- b. Personification

**c. Anaphora**

- d. Alliteration

**22.** *Since then 'tis centuries, and yet each Feels shorter than the day I first surmised the horses' heads (lines 21-23)*

**In the above mentioned lines, we can find.....**

**a. Paradox**

- b. Anaphora
- c. Metaphor
- d. personification

**23.** *We **passed the setting sun. Or rather, he passed us** (lines 12-13)*

**In the above mentioned lines, we can see .....**

- a. Metaphor
- b. Anaphora
- c. Paradox

**d. Personification**

***Hope is the Thing with Feathers A Poem by Emily Dickinson  
(1830-1886)***

***Hope is the thing with feathers  
That perches in the soul,  
And sings the 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 chilliest land  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me***

**24. In her poem, Emily Dickinson communicates that hope is like .....because of its free and independent spirit.**

a. A dear

b. An air

**c. A bird**

d. A prophet

**25. Hope is similar to a bird in its ability to bring .....**

a. Comfort

b. Consolation

c. Commitment

**d. A and B**

**26. Dickinson uses techniques such as extended metaphor and imagery to describe .....throughout her poem.**

a. A bird

**b. Hope**

c. Happiness

d. Life

**27. The poem is introduced with, —Hope is the thing with feathers. If Dickinson's use of the word —thing denotes that hope is.....**

a. Materialistic

b. Realistic

**c. Something abstract and vague**

d. Something could be bought and sold

**28. By identifying hope as a thing, Dickinson gives .....concept characteristics of a concrete object.**

**a. Intangible**

b. Tangible

c. Fake

d. All false

**29. The opening line of this poem also sets up the extended .....of comparing hope to a bird in the word —feathers. If**

a. Personification

b. Anaphora

c. Paradox

**d. Metaphor**

**30. Line two of Dickinson's poem further broadens the metaphor by giving hope delicate and sweet characteristics in the word.....**

a. "Soul"

**b. "Perches."**

c. "In"

d. All false

**31. Dickinson's choice of the word also suggests that, like a bird, hope is.....**

**a. Planning to stay**

b. Planning to fly

c. Impossible

d. A lie

**32. The line —And sings the tune—without the words, gives the reader a sense that hope is .....**

a. A song

b. Immortal

c. Mortal

**d. Universal**

**33. According to the poem, everyone may understand hope because.....**

**a. It sings without words**

b. It is a part of our personalities

c. It is a sense

d. It is easy to understand

**34. The closing line of the first stanza, —And never stops at all,. In just one line, there are two negative words which highlight Dickinson's message about.....**

a. The importance of hope

**b. Hope cannot be stopped or destroyed**

c. The negative sides of hope

d. All false

**35. The second stanza depicts hope's continuous presence. —And sweetest in the gale is heard,It is .....because hope's most comforting song is heard during a —gale,It a horrible windstorm.**

**a. Ironic**

b. Direct

c. True

d. False

**36. What is striking about the poem is its absolute....., both in structure and in the words the poem presents.**

- a. Complication
- b. Frankness
- c. Simplicity**
- d. All false

**37. One of the messages of the poem seems to say that whatever life throws at the individual there is always the dove-like glimmer of hope that sits in all of us that is so strong that its voice can still be heard in the "gale" of stormy times. Everyone goes through stormy times in their life and no matter where you are on earth or from which "strangest sea" you inhabit but there is no need to.....**

- a. Resist
- b. Refuse
- c. Believe
- d. Despair**

**38. There is a definite .....within the poem between hope on the one side as represented with the words like "warm," "Soul," "sweetest;" and in the pain of life as represented in words like "storm," "gales," "chillest."**

- a. Comparison
- b. Contrast**
- c. Harmony
- d. All false

**39. The repetition of initial sounds in neighboring words is called.....**

- a. Alteration
- b. Alliteration**
- c. Alienation
- d. Arbitration

**40. The deliberate repetition of a word or phrase at the beginning of several successive verses, clauses, or paragraphs. This is called.....**

- a. Anaphora**
- b. Alliteration
- c. Both
- d. Neither



**41. The comparison of two UNLIKE things is called.....**

a. Paradox

b. Irony

**c. Metaphor**

d. Anaphora

**42. Metaphor is a figure of speech where two distinctly different things are compared .....using adverbs of comparison, 'as', 'like', etc.**

a. By

**b. Without**

c. Through

d. All false

**43. Meter refers to the varying, nevertheless recognizable pattern of stressed and unstressed syllables that occur in regular units in the lines of a verse. Each regular unit is called**

.....

a. A note

**b. A foot**

c. A unit

d. All false

**44. Paradox reveals a kind of truth which at first seems .....  
Two opposing ideas.**

a. Similar

**b. Contradictory**

c. Shocking

d. Acceptable

**45. Simile is the comparison of two .....things using like or as.**

a. Similar

**b. Unlike**

c. Positive

d. Negative

**46. Stanza is a .....group of lines in poetry.**

a. Complicated

b. Simple

**c. Unified**

d. Scattered

**47. One of the following DOESN'T apply to theme:**

- a. Theme is the general idea or insight about life that a writer wishes to express.
- b. All of the elements of literary terms contribute to theme.
- c. A simple theme can often be stated in a single sentence.
- d. Theme is where and when the events happen**

**48. sweet smell of success, a dime a dozen, bigger and better, jump for joy. In this example we can find.....**

- a. Anaphora
- b. Alliteration**
- c. Metaphor
- d. Paradox

**49. He is a horse. Thou art sunshine. In this example we can find.....**

- a. Anaphora
- b. Alliteration
- c. Metaphor**
- d. Paradox

**50. Stone walls do not a prison make, Nor iron bars a cage. In this example we can find.....**

- a. Personification
- b. Theme
- c. Metaphor
- d. Paradox**

**51. a smiling moon, a jovial sun. In this example we can find.....**

- a. Anaphora
- b. Personification**
- c. Metaphor
- d. Paradox

**52. He eats like a horse. In this example we can find.....**

- a. Anaphora
- b. Simile**
- c. Metaphor
- d. Theme

**53. "After reading (this book, poem, essay), I think the author wants me to understand....." In this example we can find.....**

- a. Theme**
- b. Alliteration
- c. Metaphor
- d. Paradox