Performance Task Item: (Paired Text) "Forever –Is Composed of Nows –" and "Enigmatic Dickinson Revealed Online"

Part A:

Read a short bio of Emily Dickinson and the poem, "Forever –Is Composed of Nows–" and answer questions 1 - 6.

1. According to the poem, when is "Forever"?

2. Determine and explain the theme of the poem? How does the poet use specific words/phrases to convey the theme throughout the poem?

3. What impact does reading about Emily Dickinson's life have on your reading of the poem?

4. What is the tone of the poem? Analyze the impact of specific words/phrases on the tone.

5. What is unusual about the format of the poem? What effect does this have on the meaning of the poem? What effect does it have on the reader?

6. The phrase, "Anno Dominies": A.D. is time measured from Christ's birth; beginning of the era of Christ. What does this mean in the poem and what can you infer from it?

Part B:

**Read an excerpt from Jennifer Schuessler's "Enigmatic Dickinson Revealed Online,"
and answer questions 7 and 8.**

7. What inference can you make about the purpose of the article?

8. What does the word **enigmatic** in the title mean? What evidence in the text supports
the meaning of the **Enigmatic** Dickinson?

Part C:

9. Complete the graphic organizer below with evidence from the poem and the article.

Poem	Article
What is each saying?	
How are these texts similar? (subject matter, tone, theme, purpose)	
How are the two different? (subject matter, tone, theme, purpose)	

Re-read the article. Focus on the parts below:

… By leaving out most of Dickinson's so-called scraps (as scholars somewhat reluctantly call the fragments from after 1875, when she seems to have stopped copying out clean versions of poems), along with passages from letters not included in Mr. Franklin's edition but identified by other experts as poems, the archive plays down Dickinson's evolution toward more radically experimental forms, some scholars assert.

"She was continually challenging the boundaries of genre," said Marta Werner, a professor at D'Youville College in Buffalo and the creator of "Radical Scatters," a 1999 digital project based on the scraps, which are mostly held by Amherst. "She was someone who wrote all the time, and by the end she was writing on everything."

10. You are Emily Dickinson. Compose a narrative in which you reflect on your writing. Include details from her bio, the poem, and the article. Engage the reader by establishing a point of view, using precise words and phrases, telling details, and sensory language.
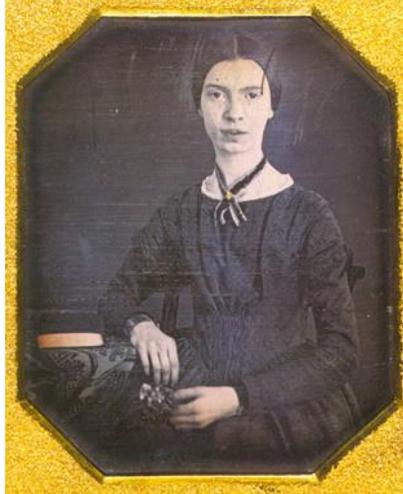
Emily Dickinson's Biography

Image: Amherst College Archives and Special Collections

Emily Dickinson's daguerreotype, circa 1846

EMILY DICKINSON was born in Amherst at the Homestead on December 10, 1830. Her quiet life was infused with a creative energy that produced almost 1800 poems and a profusion of vibrant letters.

Her lively Childhood and Youth were filled with schooling, reading, explorations of nature, religious activities, significant friendships, and several key encounters with poetry. Her most intense Writing Years consumed the decade of her late 20s and early 30s; during that time she composed almost 1100 poems. She made few attempts to publish her work, choosing instead to share them privately with family and friends. In her Later Years Dickinson increasingly withdrew from public life. Her garden, her family (especially her brother's family at The Evergreens) and close friends, and health concerns occupied her.

With a few exceptions, her poetry remained virtually unpublished until after she died on May 15, 1886. After her death, her poems and life story were brought to the attention of the wider world through the competing efforts of family members and intimates.

https://www.emilydickinsonmuseum.org/emily_biography

'Forever – Is Composed of Nows –'
By Emily Dickinson

Forever – is composed of Nows –
'Tis not a different time –
Except for Infiniteness –
And Latitude of Home –

From this – experienced Here –
Remove the Dates – to These –
Let Months dissolve in further Months –
And Years – exhale in Years –

Without Debate – or Pause –
Or Celebrated Days –
No different Our Years would be
From Anno Dominies –

"Enigmatic Dickinson Revealed Online"   Jennifer Schuessler

Times Selection Excerpt

https://learning.blogs.nytimes.com/category/poetry-pairings/?_r=0

The manuscripts of Emily Dickinson have long been scattered across multiple archives, meaning scholars had to knock on numerous doors to see all the handwritten drafts of a poet whose work went almost entirely unpublished in her lifetime.

The online Emily Dickinson Archive, to be inaugurated on Wednesday, promises to change all that by bringing together on a single open-access website thousands of manuscripts held by Harvard University, Amherst College, the Boston Public Library and five other institutions. Now, scholars and lay readers alike will be able to browse easily through handwritten versions of favorite poems, puzzle over lines that snake along the edges of used envelopes and other scraps of paper, or zoom in on one of Dickinson's famous dashes until it almost fills the screen.

… Since planning began two years ago, there has been a revival of decades-old tensions between Harvard and Amherst, which hold the two largest Dickinson collections. And sometimes-bitter debate has flared on the advisory board, with some members saying that Harvard's choice of which materials to include provides too narrow an answer to a basic question: Just what counts as an Emily Dickinson "poem," anyway?

"The scholarship with any major figure produces factions and divisions," said Christopher Benfey, a Dickinson scholar at Mount Holyoke College, who is not involved with the project. "But with Dickinson, the truly bizarre thing is the quarrel has been handed to generation after generation after generation."

The trouble began when Dickinson died, in 1886, leaving behind just 10 published poems and a vast and enigmatic handwritten paper trail, ranging from finished-seeming poems assembled into hand-sewn books to fragments inscribed on advertising fliers, envelope flaps, brown household paper, even a chocolate wrapper.

After finding a cache of writings in a locked chest, Dickinson's sister Lavinia gave them first to Susan Dickinson, the wife of their brother, Austin, to organize and publish. When Susan worked too slowly, the papers went to Austin's mistress, Mabel Loomis Todd, who helped edit the first published edition of Emily Dickinson's poems. Todd subsequently claimed ownership to some manuscripts, furthering a long-running legal dispute called "the war between the houses."

Material from Austin's descendants went to Harvard in 1950, while Todd's material went to Amherst in 1956. Since then, there have been tensions over copyright and boasting over whose collection is bigger and better.

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Such matters may seem irrelevant to people who come to the website for the sheer pleasure of looking at Dickinson's often startlingly beautiful manuscripts (some festooned with dried flowers or doodles), or comparing the poems as they appeared in her handwriting to printed versions in six published editions, including Mr. Franklin's.

Constructed Response Rubric

Score Point	Descriptor
3	The 3 response fully accomplishes the task requirements. It • includes a complete interpretation that goes beyond the text, • has clear logic or reasoning, and • provides specific, relevant support from the text.
2	The 2 response adequately accomplishes the task requirements. It • includes an adequate interpretation, • may have minor flaws in logic or reasoning, and • provides general but relevant support from the text.
1	The 1 response minimally accomplishes the task requirements. It • includes a minimal interpretation, • may have gaps in understanding or flaws in logic or reasoning, and • may provide sparse or irrelevant support from the text.
0	The 0 response does not accomplish the task requirements. It • may provide no support from the text, • may be limited to information copied directly from the text and presented as the student's own ideas, and • may be incorrect or illogical.

Comparing Two Texts

Poem	Article
What is each saying?	
How are these texts similar? (subject matter, tone, theme, purpose)	
How are the two different? (subject matter, tone, theme, purpose)	

Narrative Essay Rubric

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Standard	**Exceptional (10-9)**	**Proficient (8-7)**	**Emerging (6-1)**	**Not Evident (0)**
Introduction - Engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creates a smooth progression of experiences or events.	____Effectively hook the reader with a creative, original, and compelling hook ____Effectively sets out a problem, situation, or observation in a **compelling and/or creative manner** ____Establish an insightful, original, or creative point of view ____Introduce a **complex and/or creative** narrator, characters, setting, and main idea	____Hook the reader with a compelling hook ____Effectively sets out a problem, situation, or observation ____Establish an insightful point of view ____Introduce a narrator, characters, setting, and main idea	____Hook the reader ____Sets out a problem, situation, or observation ____Establish a point of view ____Introduce a narrator, character, setting or main idea	____Does not hook the reader ____Does not set out a problem, situation, or observation ____Does not establish a point of view ____Does not introduce a narrator or character, setting or main idea
Narrative - Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	____ Utilize **two or more (teacher discretion)** narrative techniques **with purpose:** dialogue, pacing, description, reflection, multiple plot lines, etc.… ____Develop experiences, events, and/or characters and to **clearly develop a purposeful theme**	____Utilize narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines ____Develop experiences, events, and/or characters in attempt to convey theme	____Utilizes some narrative techniques ____Develops some experiences, events, or characters to convey a theme	___Does not utilize narrative techniques ____Does not use experiences, events or characters to develop a theme

Organization - Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.	____Use **purposefully** narrative techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks in a **highly effective manner to create an original plot structure** ____Create a smooth progression of experiences or events that is logical, **creative, and sophisticated** and that uses **highly engaging devices**	____Use appropriately techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks ____ Create a smooth progression of experiences or events that is logical and engaging	____ Use techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks ____ Create a progression of experiences or events that is logical or engaging	____ Does not use techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks ____ Does not create a progression of experiences or events that is logical or engaging
Language - Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	____Use precise, detailed and **sophisticated** words, phrases, and sensory language **to engage the reader** and convey a vivid picture	____Use precise and detailed words, phrases, and sensory language to convey a vivid picture	____Uses words, phrases, and images to convey a picture	____Does not use words, phrases, and images to convey a picture
Conclusion - Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	____Provide a conclusion that reflects on what is experienced, observed, or resolves ____Extend the meaning **and purpose to connect to the audience** and convey a **complex and original** theme	____Provide a conclusion that reflects on what is experienced, observed, or resolved ____Extend the meaning to convey a theme	____Provides a conclusion ____Conveys a theme	____No conclusion ____Does not convey a theme

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