

PBS Lesson Series

ELA, Grade 7, Lesson 14

Teacher Packet

**I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks,
And then, prodigious, step**

**Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare**

**I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks,
And then, prodigious, step**

**What does the word “prodigious” mean?
What action is the word describing?**

**I like to see it lap the miles,
And lick the valleys up,
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And then, prodigious, step**

**What does the use of the word
“prodigious” suggest about Dickinson’s
point of view about trains?**

**Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare**

**What does Dickinson mean when she says
the train peers at the shanties in a
supercilious manner?**

**Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare**

**What does the second stanza reveal about
Dickinson's perspective about the train?**

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And lick the valleys up,
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Around a pile of mountains,
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Dickinson describes the train as
“prodigious and supercilious.” What do
these word choices suggest about her
attitude toward the train?

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And lick the valleys up,
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And then, prodigious, step**

**Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare**

**To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill**

**And neigh like Boanerges;
Then, punctual as a star,
Stop-docile and omnipotent-
At its own stable door.**

**I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks,
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roads;
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**And neigh like Boanerges;
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**How does this change in
structure add to the image of
a train, and the message of
the poem?**

**And neigh like Boanerges;
Then, punctual as a star,
Stop-docile and
omnipotent-
At its own stable door**

Think about what we've talked about and review your notes. Then write a paragraph discussing Dickinson's use of the fourth stanza to reinforce how she feels about the train. Take a moment to write down any words from the last stanza you may want to use.