

I never hear the word Escape

Emily Dickinson

How does Dickinson turn the idea of escape into a conflict between instinctive hope and repeated defeat?

TOTAL TIME	TUMBLETA PASSAGE LOCATION
30 minutes	Poem - complete poem

TEACHER SETUP

Open the work in the Enhanced Reader and cue the span using the START and END anchors below.

START	I never hear the word "escape"
END	Only to fail again!
PASSAGE ID	sec-dickinson-escape-01

THE MOVE

Trace how a repeated trigger produces a repeated emotional pattern

WHY THIS PASSAGE

The poem begins with an immediate bodily surge - quicker blood and a flying attitude - then returns to prisons and bars. The second stanza does not cancel the first; it shows that hope survives even when experience predicts failure.

MARK

Underline the physical reactions to the word "escape." Circle the prison imagery. Box the final phrase that reverses the hopeful motion.

NOTICE

- Why does the speaker react before any actual escape occurs?
- What does the word "childish" add to the image of tugging at bars?
- Does the final failure extinguish the impulse to escape?

THINK

Answer provisionally: How does Dickinson turn the idea of escape into a conflict between instinctive hope and repeated defeat? Choose the strongest interpretation you can defend from this passage alone.

WRITE

Write a short evidence-based response. Use at least two details from the assigned passage and explain how they support your interpretation.

CLOSE

Name the single detail that most changed or sharpened your interpretation, and say why.

STRONG ANSWER

Dickinson presents escape as an involuntary hope that keeps returning despite failure. The speaker reacts physically to the idea of freedom, but the imagined prison ends with her tugging at bars and failing again, so hope and confinement exist at the same time.

EVIDENCE

Use one phrase showing bodily expectation and the closing image of the bars.

WATCH FOR

Do not treat the poem as simply optimistic or simply hopeless. Its force comes from the persistence of both impulses.

SOLO

Read independently.

SUPPORTED

Narration + highlighting.

LISTENING

Listen; same evidence task.

STUDENT PAGE · GRADE 11 · LESSON 316

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WORK	I never hear the word Escape
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TUMBLETA PASSAGE LOCATION	Poem - complete poem
PASSAGE ID	sec-dickinson-escape-01

Your teacher will open or cue the work in the Enhanced Reader. Use the location and verbatim anchors below to confirm the assigned span.

START

I never hear the word "escape"

END

Only to fail again!

READ / LISTEN TO THE ASSIGNED PASSAGE SOLO: read independently. SUPPORTED: use narration and highlighting. LISTENING: listen to the assigned passage. The question and evidence task stay the same.

1. MARK Underline the physical reactions to the word "escape." Circle the prison imagery. Box the final phrase that reverses the hopeful motion.
2. NOTICE Why does the speaker react before any actual escape occurs? What does the word "childish" add to the image of tugging at bars? Does the final failure extinguish the impulse to escape?
3. THINK Answer provisionally: How does Dickinson turn the idea of escape into a conflict between instinctive hope and repeated defeat?
4. WRITE Write a short response using at least two pieces of evidence from this passage.
5. CLOSE Name the single detail that most changed or sharpened your interpretation, and say why.