



9th Grade English

Unit 1 Lesson “Poetry Collection”

Lesson Worksheets

TEXT QUESTIONS

Morning Talk • Immigrant Picnic

Roberta Hill Whiteman • Gregory Djanikian

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Paraphrase** In your own words, describe what is happening in the poem “Morning Talk.”

2. (a) **Analyze** Why is the bird offended when the speaker claims that he is not “THE REAL ROBIN”? (b) **Support** What details in the poem express the bird’s emotions in response to the speaker’s accusation?

3. (a) **Make Inferences** In “Immigrant Picnic,” what can you infer about the speaker’s parents based on the details in the poem? (b) **Analyze Cause and Effect** What causes the speaker throw up his hands in line 36 of “Immigrant Picnic”?

4. (a) **Analyze** A simile is a figure of speech that compares two unlike things by using the word *like* or *as*. In lines 1–15 of “Immigrant Picnic,” identify the three similes the author makes using the word *like*. (b) **Interpret** How do these similes help create a vivid picture of setting?

Immigrant Picnic

Gregory Djanikian

The essential structures of poems include lines and stanzas. A **line** is a group of words arranged in a row to convey meaning, mood, tone, and narrative.

And **end-stopped line** occurs when the grammatical structure, meaning, and action contained in a line of poetry are complete by the end of it. The end-stopped line can include punctuation—including a period, a comma, a semi-colon, or a colon. For example:

“He’s on a ball,” my mother says.

A **run-on**, or **enjambéd line**, is when the grammatical structure, the meaning, and action contained in a line of poetry continue past the end of the line:

I love thee to the level of everyday’s
Most quiet need, by sun and candlelight.

A **stanza** is a group of lines, often separated from other stanzas by blank space. A stanza works like (and looks similar to) a paragraph in prose. How a poet organizes a poem into lines and stanzas affects how a poem looks, sounds, and even what it might mean.

DIRECTIONS: Answer these questions about the poem structures in “Immigrant Picnic.” Explain how various lines in the poem convey meaning, set a tone or mood, and provide narrative (the actions taking place).

1. What does the first line of the poem tell you? What does the enjambéd line(s) suggest in terms of mood or feeling?

2. What does the third stanza tell you? What does this suggest about being an “American”?

3. How many lines do stanzas five and six contain? Why does this stand out and what do you think the poet was trying to do or suggest?

4. What does the eighth stanza tell you about the family? Why is it so different from the first four stanzas?

Morning Talk *and* Immigrant PicnicRoberta Hill *and* Gregory Djanikian

An **idiom** is a common expression that has acquired a meaning different from its literal meaning. For example, if a person is described as having *a chip on his or her shoulder*, it means he or she is holding a grudge. Often, a reader can figure out the meaning of an idiom by using context clues and thinking about what the words in an idiom mean. If I say that I play basketball *once in a blue moon*, I mean that I play basketball very rarely, much as one sees a blue moon very rarely.

A. DIRECTIONS: In “Immigrant Picnic,” the narrator’s mother attempts to use American idioms, but finds it difficult to grasp their meaning. Re-read the poem, then answer the questions below.

1. Twice in the poem, the narrator’s mother uses idioms incorrectly. What are the two incorrect idioms she says?

2. Both times that her mother uses idioms, the narrator corrects her. What are the actual idioms that her mother is trying to use?

3. What are the meanings of the two idioms used in the poem?

B. DIRECTIONS: On the lines below, write a dialogue that includes the idiom the robin uses in “Morning Talk.”

Morning Talk *and* Immigrant Picnic

Roberta Hill and Gregory Djanikian

A **panel discussion** is a spontaneous conversation among multiple experts on a particular subject in front of an audience. The purpose of a panel is to share the most recent developments on an enduring topic of interest or to introduce brand-new thinking on an emerging topic of interest. The combined expertise, the exchange of different opinions, and the reactions of the participants in real time give viewers and participants a unique, informed, and spur-of-the-moment experience.

If you are listening to or taking part in a panel discussion, you should compare different points of view to see where the panelists agree. Then, contrast different points of view to see where the panelists disagree. Finally, decide what you think.

DIRECTIONS: In preparation for your panel discussion about your selected topic, answer the following questions.

1. What position will each participant take on the subject?

2. On what points will the panelists agree?

3. On what points will they disagree?

4. Write a paragraph explaining your position on the topic your group has selected.

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WORD LIST

chirruped	teased	pipes
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A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. When Mrs. Crosby asked the class if they had done their homework Poppy *chirruped*, “I did, I did Mrs. Crosby!” Do you think that Poppy spoke very quietly? Why or why not?

2. When Magda came in wearing two different shoes, Alexander *teased*, “What did you do, put on your shoes with your eyes closed?” Do you think Alexander is being nice to Magda? Explain.

3. After sitting in silence, Grandpa *pipes* up and says “You know, when I was a boy, we had to walk ten miles in the snow to get to school!” Do you think Grandpa has been talking a lot in the conversation? Why or why not?

B. WORD STUDY: Multiple-meaning words are words that have more than one meaning. For example, the noun *box* can refer to a container for holding things. The verb *box* means to fight with gloves for sport. Below, identify the multiple meanings of the words *left* and *bolt*. Then, properly use each word in a sentence.

1. **Meaning of word *left*:**

2. **Meaning of word *bolt*:**

WORD STUDY ► MULTIPLE-MEANING WORDS

Many words in English have more than one meaning. The noun *bat*, for example, can refer to the flying mammal or to a thick wooden stick. The verb *bat* means to strike or hit something.

A. DIRECTIONS: Read each sentence. Then choose the definition that best matches the use of the underlined word. Write the letter on the line provided.

1. _____ The horse's pen was next to the barn and filled with hay.
a. an object used for writing b. an enclosed, usually fenced, space
2. _____ We wanted to play at the park after school, but we had to finish our homework first.
a. a literary work performed on stage b. to engage in recreation or sport
3. _____ Her thank you note was well written and expressed sincere gratitude.
a. a brief informal letter b. a symbol for a tone in music
4. _____ I rose from my chair and applauded the band's performance.
a. to rise up b. a flower with many petals

B. DIRECTIONS: Choose the most appropriate underlined word from Part A to complete each sentence below. Then write the meaning of the word. Remember that either of the word's meanings can be used.

1. Her bouquet included a red _____ and a dozen daisies.
Meaning of word: _____
2. My mother put a _____ in my backpack to wish me a happy birthday.
Meaning of word: _____
3. My brother wanted to _____ a game of baseball, but we had to go inside because it started to rain.
Meaning of word: _____
4. My _____ ran out of ink, so I used a pencil instead.
Meaning of word: _____

WORD STUDY ➤ **MULTIPLE-MEANING WORDS**

A. DIRECTIONS: Read each sentence. Then choose the definition that best matches the use of the underlined word. Write the letter on the line provided.

1. _____ I wanted to sink my hands into the dirt and plant the flowers.
a. a basin with a faucet b. to descend or plunge underneath
2. _____ We turned off the light when we left the room to conserve electricity.
a. a source of illumination b. not heavy
3. _____ She sewed a large snap on the back of her costume so it would not fall off when she walked.
a. a fastening device b. to break suddenly

B. DIRECTIONS: Choose the most appropriate underlined word from Part A to complete each sentence below. Then write the meaning of the word. Remember that either of the word's meanings can be used.

1. The rubber band will _____ if you pull it too hard.
Meaning of word: _____
2. Rinse your plate and leave it in the _____ when you are finished with dinner.
Meaning of word _____
3. The room had no _____ so we could not read there after dark.
Meaning of word: _____

C. DIRECTIONS: On the lines below, write two sentences for the multiple-meaning word *novel*. Be sure to change the meaning of the word in each sentence.
