

## **Year 9 Autumn 1 Homework Booklet**



## **Week 1**

### **Mastery**

1. Read the poem below.

Russian Doll (2011)

Rachel Rooney

All you see is outside me: my painted smile,  
the rosy-posy shell, the fluttery eyes.  
A butter-won't-melt-in-my-mouth-type me

But inside there's another me, bored till playtime.  
The wasting paper, daytime dreamer.  
A can't-be-bothered-sort-of me.

And inside there's another me, full of cheek.  
The quick, slick joker with a poking tongue.  
A class-clown-funny-one-of me

And inside there's another me who's smaller, scared.  
The scurrying, worrying, yes miss whisperer.  
A wouldn't-say-boo-to-a-goosey me

And inside there's another me, all cross and bothered.  
The scowling hot-head, stamping feet.  
A didn't-do-it-blameless me.

And inside there's another me, forever jealous  
who never gets enough, compared.  
A grass-is-always-greener me.

And deepest down, kept secretly  
a tiny, solid skittle doll.  
The girl that hides inside of me.



2. Key word: multifaceted – having many sides. How can you link the word 'multifaceted' to the poem?

3. In the poem, label/highlight the following: stanza, extended metaphor, caesura, enjambment and anaphora.

4. Now write a few sentences exploring the effect of each of the techniques. For example:

The poet uses an extended metaphor to compare the speaker to a Russian Doll throughout the poem. Perhaps the poet does this to emphasise the idea that people are multifaceted as there are many small dolls inside the big doll.

The poet uses a caesura when ' \_\_\_\_\_ ' Perhaps the poet does this to....

The poet uses anaphora when ' \_\_\_\_\_ ' Perhaps the poet does this to....

The poet separates the poem into 7 stanzas because...

The poet uses enjambment when ' \_\_\_\_\_ ' Perhaps the poet does this to....

**Challenge:** Which words in each stanza leap out to you the most? Pick one word for each stanza that you think sums up that particular side of the speaker and explain why.

**Extension:** Write your own 'Russian Doll' poem. This will require you to reflect on your own behaviour. What might someone see when you are bored, jealous, cheeky, or cross? How does your behaviour, facial expressions and gestures change with your changing emotions?

## **Week 2**

### **Mastery:**

1. Read the poem below.

Thumbprint (1984)

Eve Merriam

In the heel of my thumb  
are whorls, whirls, wheels  
in a unique design:  
mine alone.  
What a treasure to own!  
My own flesh, my own feelings.  
No other, however grand or base,  
can ever contain the same.  
My signature,  
thumbing the pages of my time.  
My universe key,  
my singularity.  
Impress, implant,  
I am myself  
of all my atom parts I am the sum.  
And out of my blood and my brain  
I make my own interior weather,  
my own sun and rain.  
Imprint my mark upon the world,  
whatever I shall become.

2. Now answer the questions below in your book. Use the sentence starters in blue to help you.

- What is the “treasure” of which the speaker is proud? *The treasure is...*
- To the speaker, what does her thumbprint represent? Give proof for your answer. *The thumbprint represents ..... which is shown through ....*
- Identify two examples of alliteration in this poem.
- Identify one example of repetition
- Why do you think the poet repeats the word ‘my’? *The poet repeats the word ‘my’ in order to illustrate...*
- Give an example of a metaphor the poet uses to describe her thumbprint. Why is that metaphor significant or meaningful? *One example of a metaphor is... This is significant because...*

**Challenge:** Why do you think the poem is organised into a single stanza?

**Extension:** Write a poem celebrating something that makes you unique.

### **Week 3**

#### **Mastery:**

1. Read the poem below

At The Parrot Sanctuary (2005)  
Esther Morgan

our presence disturbs their sleep:  
heads bob and weave,  
beaks biting the wire.  
Some have plucked the feathers  
from their tails,  
their breasts,  
as if trying to find out love.  
Bright eyes stare out  
from circles of wizened skin,  
fix us,  
and then the dead begin to speak:

a chorus of greetings and goodbyes,  
nicknames, profanities,  
the ghost of a woman's laugh.  
No one can live long  
with this ventriloquy,  
voices thrown from the dark.  
Not us,  
who leave them quickly to their cages,  
to the silence that only comes  
when we are gone.

2. Answer the following questions using the sentence stems to help you:

- What tone do you think the poet expresses in this poem? Do you think it's celebratory, joyful, solemn, dark? What makes you think that? *I think the poet expresses a \_\_\_\_\_ tone evident when.....*
- Identify 2 examples of plosive sounds. Say the plosive sounds aloud and consider their effect. *The poet uses plosive sounds, in particular, through the words '\_\_\_\_' and '\_\_\_\_'. This is effective because...*

**Challenge:** Do you think there is a Volta (a shift in mood/tone) in this poem? If so, where? To what effect?

**Extension:** Create a reading of this poem – even better if you can learn it by heart! What lines or phrases suggest the parrots are sad in captivity? How might you say those out loud to show the sadness? How might you say the line ‘and then the dead begin to speak’ to prepare the listener to focus on what comes next? Softly and slowly? Strong and direct? The second half mentions different sounds. Think about how you might wind down to the silence at the end of the poem, getting a little quieter with every line.

## **Week 4**

### **Mastery**

1. Read the poem below

Fall, Leaves, Fall (1846)

Emily Brontë

Fall, leaves, fall; die, flowers, away;  
Lengthen night and shorten day!  
Every leaf speaks bliss to me,  
Fluttering from the autumn tree.

I shall smile when wreaths of snow  
Blossom where the rose should grow;  
I shall sing when night's decay  
Ushers in a drearier day.

2. Answer the questions below using the sentence stems to help you.
  - Identify the imperatives in the poem. What is it that the speaker is commanding?  
*Through the use of imperatives, the speaker commands....*
  - Identify the sibilance in the poem (read it aloud to help you spot the 's' sounds!). Do the 's' sounds make you think of anything in particular? *The poet uses sibilance in the poem. The repetitive 's' sounds make think of/are reminiscent of...*

**Challenge:** Can you identify the rhyme scheme used in this poem and comment on its effect? Is it regular/irregular? Why?

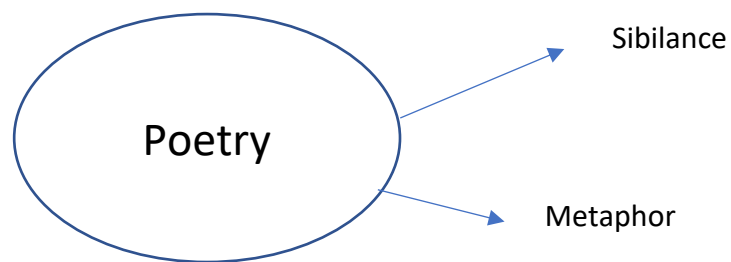
**Extension:** Write a poem about one of the seasons.



## **Week 5**

### **Mastery:**

1. Create a mind map of the different poetic techniques you have explored this term.



2. Pick 5 of the techniques and write your own definition for them.

**Challenge:** Include a technique from every lesson so far. You may need to look back through your exercise book.

**Extension:** Write a poem that contains 5 of your techniques on the mind map.

## **Week 6**

### **Mastery:**

1. Read the poem below.

Time (2000)

Valerie Bloom

Time's a bird, which leaves its footprints  
At the corners of your eyes,  
Time's a jockey, racing horses,  
The sun and moon across the skies.  
Time's a thief, stealing your beauty,  
Leaving you with tears and sighs,  
But you waste time trying to catch him,  
Time's a bird and Time just flies.

2. Write your own poem about time. Consider all of the poetic techniques you have analysed over the past 6 weeks and include some of them in your own poem.

**Challenge:** Can you justify your creative choices? See below for some sentence ideas:

I chose the word \_\_\_\_\_ because it has connotations of...

I decided to organise my poem into \_\_\_\_ stanza(s) because...

**Extension:** Learn your poem off by heart and recite it to a family member!