

Home in Motion

Compare theme, character, and context across poetic forms.

12.RL.3 "Integration of Concepts Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In each text, underline two details that show how a person or community responds to leaving, changing, or building home. Circle one phrase in each text that reveals the speaker's or narrator's attitude.

Three Poems, One Journey

- ① Text A, "Lantern at the Quay," traditional-style ballad set in 1890s Scotland: When the mill bell swallowed morning, Mara tied her shawl and followed her father to the harbor. Their cottage, with its cold loom and unpaid rent, would be left behind. "The city pays in coins," he said, "but it takes our names." Mara stitched the village pattern, blue waves and white gulls, into a sailor's sleeve. When the ship pulled away, she raised a lantern above the pier. Its light touched every face on deck, and the departing workers sang the old harbor song.
- ② Text B, "Receipt Drawer," contemporary Korean American free-verse poem: My mother folds the market receipt into a crane while the laundromat dryers turn. On its thin paper, she writes the ingredients for soup beside the day's earnings. I once asked why she kept every receipt. She said, "Numbers prove we survived the week, but recipes tell us why." At school, I shortened my name so teachers would stop pausing over it. Tonight, I write it in full across the drawer, then add my mother's careful directions for broth.
- ③ Text C, "Route 73," contemporary Jamaican British spoken-word poem: Auntie waits at the bus stop with a shopping bag cutting red lines into her hands. She calls each passenger "cousin," even the banker whose shoes never meet the rain. The driver shuts the door too soon, so Auntie taps twice and says, "Make room, we carry one another." Inside, she names every stop after someone we have lost, the baker, the nurse, the boy with bright headphones. By our street, strangers are passing her bag hand to hand. She steps down laughing, and the whole bus knows where to look for her.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What universal theme connects Texts A and B? Explain how one detail from each text develops that theme.

2 Compare Mara's action in Text A with the speaker's action in Text B. What role does each character take in preserving identity?

3 How does Text C refine the idea of home found in Texts A and B? Use two details from Text C.

4 Analyze how the attitude of each text reflects its social or cultural context. Use one detail from each text.

3 YOUR TURN _____ Your own words

Choose Text A and either Text B or Text C. Write a 150 to 180-word comparative paragraph that states a universal theme, explains how two details from each text develop it, and analyzes how each author's viewpoint reflects a social or cultural context.

PART 1 • READ AND MARK

In each text, underline two details that show how a person or community responds to leaving, changing, or building home. Circle one phrase in each text that reveals the speaker's or narrator's attitude. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What universal theme connects Texts A and B? Explain how one detail from each text develops that theme.	Both texts suggest that people can carry home through memory and cultural practices. Mara sews village images into a sleeve, while the speaker preserves a full name and family recipes.
2	Compare Mara's action in Text A with the speaker's action in Text B. What role does each character take in preserving identity?	Mara acts as a keeper of collective memory for departing workers by carrying village symbols into their journey. The speaker becomes an inheritor who rejects self-erasure by reclaiming a full name and recording a family recipe.
3	How does Text C refine the idea of home found in Texts A and B? Use two details from Text C.	Text C expands home from family memory to community care among many people. Auntie calls passengers "cousin," and strangers pass her bag hand to hand, showing belonging created through mutual responsibility.
4	Analyze how the attitude of each text reflects its social or cultural context. Use one detail from each text.	Text A respects workers facing industrial displacement, shown by the father's fear that the city will take their names. Text B honors Korean American family labor while criticizing pressure to make a name easier for school authorities. Text C celebrates communal care in an urban Jamaican British setting through Auntie's insistence that passengers make room for one another.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Text A and Text B develop the universal theme that people preserve home by carrying its meanings into unfamiliar places. In Text A, Mara's father fears that the city will "take" the workers' names, a detail that presents migration as a threat to identity. Mara answers that threat by sewing waves and gulls from the village onto a sailor's sleeve and lifting a lantern toward the departing ship. These images turn memory into something the workers can take with them. In Text B, the speaker's mother saves receipts because they record both wages and recipes. The receipts show a Korean American family balancing economic survival with cultural memory. The speaker's decision to write a full name, after shortening it at school, develops the theme further: home is also the right to be recognized without erasure. The ballad respects workers facing industrial change, while the free-verse poem challenges assimilation pressure and honors family labor.

Accept equivalent statements of the theme, such as preserving identity, memory, or belonging during change. Students should support comparisons and context claims with accurate details from the selected texts.