

## Brody Annotated Poetry Analysis (Ghetto Twilight)

Before you read the poem, read the poet's biography. List three details that might influence the poem.

1. (Migrated from Russia)
2. (Influenced by Whitman free verse and style of imagery)
3. (Wrote about Jewish migrant issues)

As you read the poem:     Underline words/phrases that relate to historical facts  
                                      Circle words/phrases that stir up emotions  
                                      Place a question mark next to ideas that you don't recognize and may need to research

After you read the poem, answer the following questions:

1. What historical background does a reader need to better understand this poem?

(Tenements were large, urban apartment buildings)  
(Ghetto—in Europe, areas where Jews were required to live—later a more general term describing areas of ethnic concentrations, such as Jews or Irish migrants)

2. How does this poem relate to migration? Refer to the historical context and text of the poem.

Push Factor- Terror of Pogroms

Statistics- 1915- 102,638 immigrants from Eastern Europe.

(Reception—ghetto and tenements)

(Adjustment--Old tenements—often the only housing migrants could afford)

(Adjustment--Tired faces coming home from work—migrants worked long hours in the sweatshops)

3. Look at the words you circled as stirring up emotions. What emotions do those words make you feel? Are those emotions more negative, or more positive? Both?

(infinite weariness, old tenements, dim windows, tired faces, dry-breasted hags, withered arms—all negative images)

4. Think about your responses to questions 2 and 3. What might the poet be persuading you to think about migration and migrants? Write your responses in a sentence.

(the tenements where the migrants usually lived were dismal places—personified as forlorn, distrustful people)

(The tenements personify the dismal existence of many migrants)

5. Based on your analysis, write a sentence expressing the poet's message.

(The lives of migrants were difficult; after hard days working, they came home to dilapidated housing and lives of despair)

6. What did you learn by analyzing this poem?

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