

Thank You, Ma'am

by
Langston
Hughes



A Comprehensive CCSS-Aligned Unit



SHORT STORY OF THE MONTH

Short Story of the Month

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"Thank You Ma'am" by Langston Hughes

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"Thank You Ma'am" by Langston Hughes

Activities, Difficulty Levels, and Common Core Alignment

List of Activities & Standards **Difficulty Level:** *Easy **Moderate ***Challenge

Activity 1: Character Traits Lesson*	RL.6.3, RL.6.4
Activity 2: Character Traits Practice*	RL.6.3, RL.6.1, RL.6.4
Activity 3: Characterization Lesson (Internal/External)**	RL.6.3, RL.6.1
Activity 4: Characterization Analysis of Fable**	RL.6.3, RL.6.1
Activity 5: Journal Prompt/Discussion*	SL.6.1
Activity 6: Annotation Guide: Characterization***	RL.6.1, RL.6.3, RL.6.4
Activity 7: Story Vocabulary Activity (Review)*	RL.6.1, RL.6.2
Activity 8: Comprehension Quiz*	RL.6.1
Activity 9: Indirect Characterization Analysis 1***	RL.6.1
Activity 10: Indirect Characterization Analysis 2***	RL.6.1, RL.6.3, RL.6.5
Activity 11: Vocabulary Guide: Identifying Words**	RL.6.1, RL.6.4
Activity 12: Character Trait Text Evidence Analysis***	RL.6.1, RL.6.3, RL.6.4
Activity 13: Citing Dialogue in Text**	RL.6.1, RL.6.3
Activity 14: Theme Lesson**	RL.6.3, RL.6.1, RL.6.4
Activity 15: Theme Practice Printables**	RL.6.3, RL.6.1, RL.6.4
Activity 16: Theme Analysis of Story***	RL.6.1, RL.6.3, RL.6.5, RL.6.4
Activity 17: Comprehension Skills Test**	RL.6.1, RL.6.2, RL.6.3, RL.6.4
Activity 18: Character's Symbolic Transformation***	RL.6.1, RL.6.2, RL.6.3
Activity 19: Paired Texts: Poem, Memoir, Biography Exc.	RL.6.9, RI.6.1, RI.6.3, RI.6.5, RI.6.9
Activity 20: Paired Texts Analysis***	RL.6.9, RI.6.1, RI.6.3, RI.6.5, RI.6.9
Activity 21: Essential Question (Putting It All Together)***	RL.6.9, RI.6.1, RI.6.3, RI.6.5, RI.6.9

"Thank You Ma'am" by Langston Hughes

Instructions for Google Classroom Digital Components

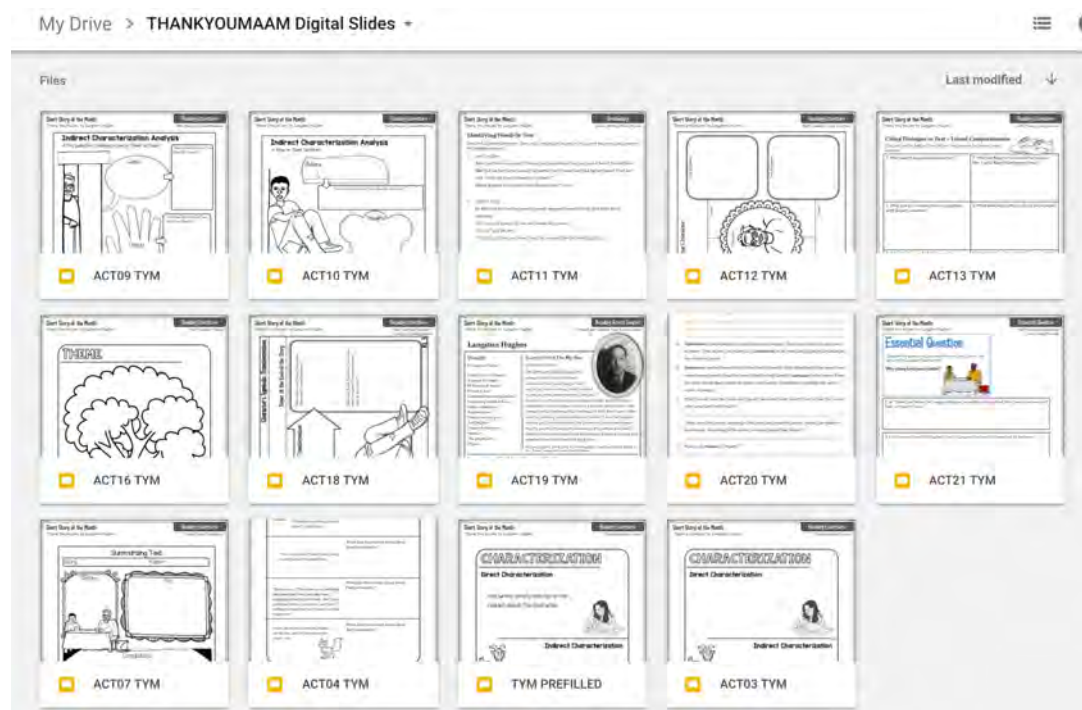
All student activities are available in digital format compatible with Google Classroom. They are available in two formats: Google Slides and Google Forms.

Google Slides

First, I have made all student pages (excluding assessments) in Google Slides format. Students can simply add text boxes to any area they wish to type on. To access the Google Slides for *Thank You Ma'am*, copy and paste the link below into your browser.

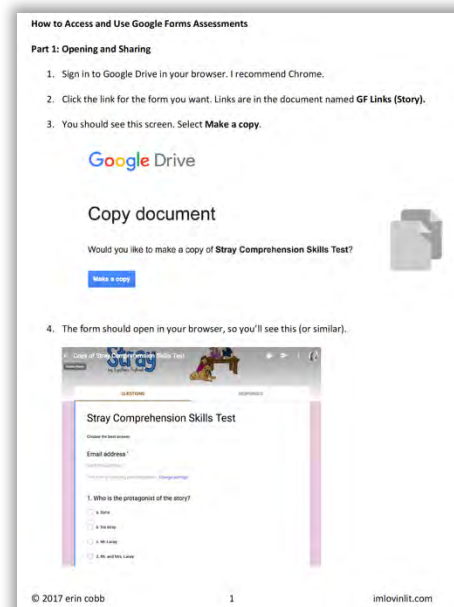
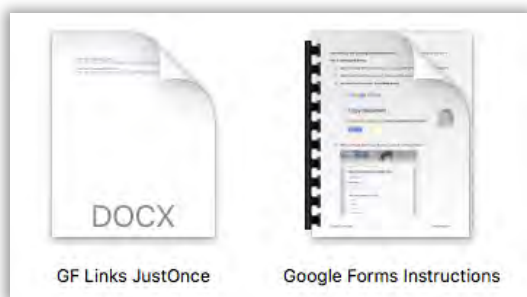
Note that you'll need to make a copy of the folder or slide before you can use it.

[link omitted in preview](#)



Google Forms

I have made the assessments available in Google Forms. Here, they are self-grading, and I have set them all up with answer keys so they are ready to go for you. You'll need to find these two files in your download folder to use Google Forms. The first file contains the links to the Forms, and the second file is explicit instructions for use. Look inside the Google Forms folder.



"Thank You Ma'am" by Langston Hughes

Teaching Guide, Rationale, Lesson Plans, and Procedures

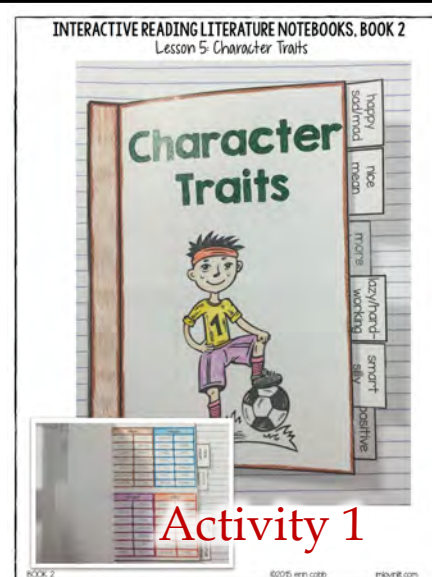
I have also discussed here how I use each activity and included hints and links to help you, too. I went ahead and mapped out the days for you. Feel free to take or leave what you like. Even if you don't plan to follow this schedule, I still recommend reading through this section to get the most out of these activities.

These lessons and activities were designed to meet the needs of sixth graders during the first half the school year. The stories, activities, questions, and assessments will become increasingly rigorous and challenging as we progress through the year.

Day 1

1. Activity 1: 25-35 minutes

Mini-lesson on Character Traits – This is a separate file in the download folder. Look for the file named Act 1 Character Traits Lesson.pdf. This is an interactive notebook lesson from my All New Interactive Reading Literature Notebook, Volume 2. See complete lesson instructions and assembly directions within activity pages. Students will be able to use this foldable as a reference for the rest of the year when describing characters, so don't skip this one even if you have already taught this without the reference foldable.



Activity 1

2. Activity 2: 15-30 minutes

Character Traits Practice – This should be a pretty simple practice/review for your students. In fact, it's possible that they can complete this activity independently or as homework. Additional practice items and a matching test can be found in Reading Literature Practice & Assess Grade 6 available on TpT.

Reading Literature Practice & Assess Lesson 5: Character Traits		Reading Literature Practice & Assess Lesson 5: Character Traits	
Character Trait		Character Trait	
1. Samson was so lazy that he spent every day watching TV, even when he had chores to attend to.	Positive Negative	1. The clever little boy built a tower from playing cards and paper towel tubes.	Physical Character
2. Alice did allow Tommy was loved. Once he was your friend he was your friend forever.		2. Sammy was weak from hunger and fatigue.	
3. Uncle Bob was a successful man who could build a table from sticks he found in the forest or cook a gourmet meal using whatever he found in the freezer.		3. The funny teacher seemed to have a joke for every occasion.	
4. John also complained that his brother was unimaginative and seldom had an original idea.		4. Lawrence had a crooked nose and thick, bushy eyebrows.	
5. Carlo was so jealous that she became angry whenever a friend of hers spent time with anyone else.		5. The bulky woman lumbered awkwardly down the aisle of the bus.	
6. Emily was often sad to people she did not know and would not make conversation.		6. Because he was lonely, Wilmer was of him sad.	
7. Because she was adaptable, Marge was seldom upset when plans changed or things didn't go as she expected.		7. The greedy boy and girl grabbed all the candy and stuffed it in their mouths.	
8. Unreasonably suspicious, Fredrick's brother often tried to follow other conversations over the phone.		8. Margaret's long blonde hair shone in the sun.	
9. Because he was known to be responsible, William was often given leadership positions in his scout troop.		9. You was well-liked for his friendly personality and calm demeanor.	
10. Knowing that his Aunt Alice was short-tempered, Rob put off talking her he would not be able to mow her grass this weekend.		10. She was tiny even for a girl her age, and her hands seemed just in the way.	

Activity 2

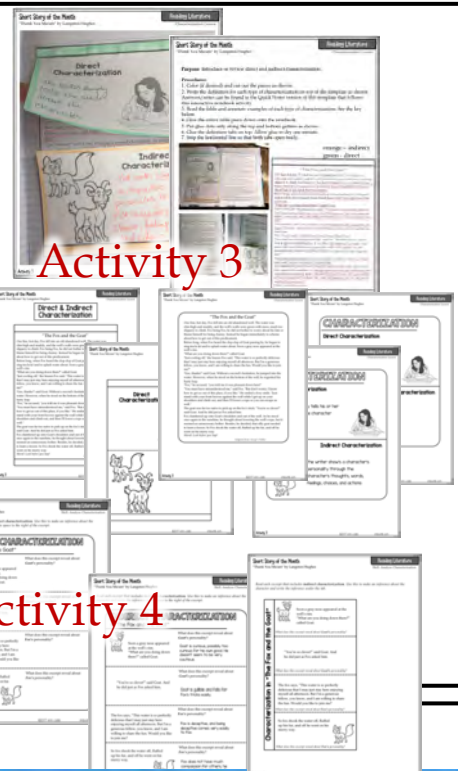
Day 2

1. Activity 3: 30 minutes

Characterization Lesson – Direct vs. Indirect Characterization. This is a brand new interactive notebook lesson I created specifically for this unit. See the instructions for completing the page to introduce this concept with the interactive notebook activity. I've also included a Quick Notes version in case you're short on time or have absent students. Complete teacher's notes can be found in the pre-filled template of the Quick Notes version.

2. Activity 4: 20-30 minutes

Characterization Analysis – Read the fable and complete the characterization analysis included as a foldable or Quick Notes activity.



Day 3

1. Activity 5: 10 minutes

Anticipatory Set – Journal prompt. Find it in the PPT Slides file named Journal Prompt Slides.

2. Activity 6: 45 minutes

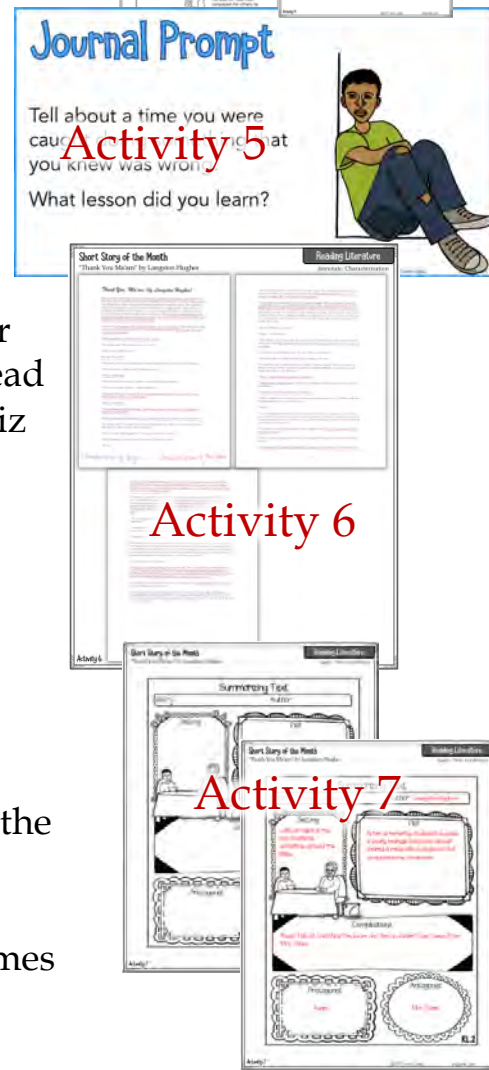
Read "Thank You Ma'am" by Langston Hughes. This one's pretty brief so we just read it together all the way through. The text is straightforward, so you might consider using it initially as a cold read. To do this, have students read the story independently after telling them they'll take a quiz on it immediately after. Then, present them with the Comprehension Quiz. Alternately, hold the quiz for tomorrow if you aren't doing the cold read.

Second Read – Read the story again and annotate for characterization. You'll use this for tomorrow's activity. Annotation guide included.

You can find a copy of the story here: <https://goo.gl/kjQTe2>

3. Activity 7: 10 minutes

Complete Story Vocabulary Review. This is a review from the beginning of the year, just to keep these important content words always fresh in students' minds. I'll bring this out sporadically throughout the year for any story and sometimes this will be for a grade like the comprehension quiz, at the time of the comprehension quiz. Can be homework.



Short Story of the Month

"Thank You Ma'am" by Langston Hughes

Teacher's Guide

Day 4

1. Activity 8: 20 minutes

Comprehension Quiz – Basic Comprehension (Recall Facts) This quiz checks for basic comprehension and recall of the story. There are **no** higher order thinking questions on this quiz, no inferring, no analyzing, no drawing conclusions, etc. so I do not recommend that students use a copy of the story for this quiz unless they need that as a testing accommodation

2. Activity 9: 20 minutes

Complete Characterization Analysis for Mrs. Jones together, modeling answers for students while they keep up on their own papers. They can use these answers to assist them in the next activity. *Note that for this activity and the next I have included an extra version for scaffolding that only requires that students analyze the example given instead of first finding and then analyzing an appropriate example.

3. Activity 10: 20 minutes

Complete Characterization analysis for Roger with partners or small groups OR independently if this is not possible. Check for understanding. Regroup and discuss.

4. Activity 11: 15 minutes

Vocabulary Guide. This is practice for identifying words within the text when given only the definition. Students will undoubtedly have to answer questions like these on a CCSS state assessment and I find that my students do best on these when we do batch practice like this so that they are familiar and comfortable with this type of item when they see it again. Can be homework.

Activity 8

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

Comprehension Quiz

Choose the best answer.

- Why didn't the boy run away after the purse strap broke?
a. The woman grabbed him too quickly.
b. The boy fell on his back on the sidewalk.
c. The boy was a second time to watch the purse.
d. The boy was so scared that his teeth rattled.
- The woman asked, "If I turn you loose, will you run?" What was the boy's response?
a. "Nope."
b. "Huh?"
c. "I'm sorry."
d. "Sure!"
- The boy knew that he and the woman were not alone in the house because...
a. the woman had a husband.
b. two kids sat at the table.
c. he could hear laughing and talking.
d. she knew he was lying.
- According to Roger, he tried to snatch the pocketbook because he wanted...
a. blue suede shoes.
b. something to eat.
c. half of a dime.
d. neither of those.
- What did Roger do after he ditched his hat?
a. took a shower.
b. dry his face again.
c. brushed his teeth.
d. all of these.
- What does the boy run away after the purse strap broke?
a. get the hat.
b. fold the hat.
c. fix the hat.
d. go to the store.
- What did the boy do?
a. stare.
b. look away.
c. smile.
d. all of these.
- Which of the following is the last line of the story?
a. And he
b. And he
c. And he
d. And he

Activity 8

Activity 9

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

Indirect Characterization Analysis of Mrs. Lulu Bates Washington Jones

Words

Chorus

Octave

Activity 9

Activity 10

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

Indirect Characterization Analysis of Roger

Words

Chorus

Octave

Activity 10

Activity 11

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

Identifying Words in Text

Activity 11

Day 5

1. Activity 12: 30-35 minutes

Character Traits w/Evidence Graphic Organizer

Here students are simply finding character traits for each character and then finding text evidence to prove each trait. Have students use their reference book for character traits created in Activity 1. I like to glue the model we do together (Choose from Mrs. Jones or Roger) into their interactive notebooks so they can always refer back to it when I give them this for a random story in the future, just like I do with the story vocabulary graphic organizer discussed earlier. For this activity, I like to do one together and do the second one in groups or independently and then check for understanding.

2. Activity 13: 20 minutes

Text Evidence: Dialogue – More practice picking out text evidence without having to complete the whole multistep process of answer, cite, explain, which we will probably get to in the next unit. This should be relatively easy for most students by now.

Activity 12

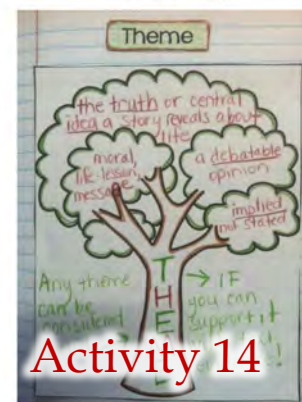
Activity 13

Day 6

1. Activity 14: 60 minutes

Theme Lesson/Interactive Notebook Activity – This is my favorite lesson I teach all year – trust me, don't skip the Christian the Lion stuff! Good luck not crying. Find this excerpt from Interactive Reading Notebooks inside the download folder named Act 14 Theme Lesson. Complete lesson plans and template printables are included in this ten page bonus.

INTERACTIVE READING LITERATURE NOTEBOOKS Lesson 9: Theme Activity I



Activity 14

Short Story of the Month

"Thank You Ma'am" by Langston Hughes

Teacher's Guide

Day 7

1. Activity 15: 20 minutes

Theme Practice - students have a few opportunities to practice identifying theme in this quick practice activity. Additional practice items and a matching test can be found in Reading Literature Practice & Assess Grade 6 available on TpT.

2. Activity 16: 35 minutes

Complete Theme Tree for "Thank You Ma'am" - see sample/key included. May require a re-read of story. Use same method described in Activity 14: theme topics in trunk, theme in branches (or in empty space on either side of trunk), and evidence from the story in the leaves.

Reading Literature Practice & Assess
Lesson 7: Theme

Name _____

Directions: Read the short story "Thank You Ma'am" by Langston Hughes. Then, answer the questions.

1. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

2. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

3. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

4. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

5. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

6. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

7. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

8. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

9. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

10. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

Activity 15

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

THEME

Activity 15

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

THEME

Activity 16

Day 8

1. Activity 17: Comprehension Skills Test

Comprehension Analysis Test

This comprehension test is designed to be taken with access to the story. You may choose to give your students a non-annotated version of the story. Allowing use of the version a student annotated may be a testing accommodation. I always let my students use the story here because I want to know if they can analyze a story, not memorize or recall details from it (we did that for the basic quiz).

Short Story of the Month
"Thank You Ma'am" by Langston Hughes

Comprehension Skills Test

Directions: Read the short story "Thank You Ma'am" by Langston Hughes. Then, answer the questions.

1. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

2. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

3. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

4. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

5. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

6. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

7. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

8. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

9. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

10. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

11. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

12. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

13. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

14. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

15. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

16. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

17. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

18. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

19. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

20. Which of the following is the main theme of the story?

a. The theme is about the importance of being honest.

b. The theme is about the importance of being kind.

c. The theme is about the importance of being brave.

d. The theme is about the importance of being smart.

Activity 17

Character's Symbolic Transformation

Video Clips:

<https://www.youtube.com/watch?v=OZ6KomTg56o&t=6s>

<https://www.youtube.com/watch?v=jn60YyLC0OU>

1. Show the first video clip, Violet Compilation. Tell students they're specifically watching the teenage girl, Violet.

2. Ask students to describe Violet's character. Possible answers: shy, timid, angry, sarcastic, unsure, low self-esteem.

3. Show the second video clip, Dash's Race Scene.

4. Ask students to describe Violet's character now, at the end of the movie. Possible answers: casual, confident, bold, outgoing.

5. Students who haven't seen the movie won't know what caused her transformation, but they can understand that she is a dynamic character. Here's the money question: How has Violet changed physically (on the outside)? The answer to this question is her **symbolic transformation** – her hair is no longer in her face.

6. Complete the graphic organizer for Roger's Symbolic Transformation – see answer key. After this, you might consider having students use their answers from the graphic organizer to write a brief paragraph about how Roger changes in the story.

Character Roger in "Thank You, M'am"


Character's Symbolic Transformation

Roger at the Beginning of the Story

Symbolic Transformation

What does Roger tell about the beginning of the story?

What does Roger tell about the scenes at the beginning of the story? How does he present it?



Character Roger in "Thank You, M'am"


Character's Symbolic Transformation

Roger at the Beginning of the Story

Symbolic Transformation

What does Roger tell about the beginning of the story?

What does Roger tell about the scenes at the beginning of the story? How does he present it?



Short Story of the Month

"Thank You Ma'am" by Langston Hughes

Teacher's Guide

Day 9

1. Activity 19: 20 minutes

Paired Texts – Read these three included paired texts – a poem by Langston Hughes, an excerpt/memoir from his autobiography, and an excerpt from a biography. They all have the theme of kindness so we are so seriously hitting RL.6.9 SO HARD right now. Knocking it out of the park, I hope!

2. Activity 20: 35 minutes

Complete this guide with your students or for advanced 6th or regular 7th-9th students have them do this in groups or independently. Your students will need a lot of hand holding for some of these depending on how much poetry analysis they've done, whether you've covered sound devices (definitions included if you haven't), and this activity is just really challenging anyway. Don't skip if it you want students to be prepared for CCSS assessments, though.

Day 10

1. Activity 21: 30-40 minutes

Essential Question. Tie it all together. The big SHE-BANG. Boom-shakalaka. Hard stuff. Good luck. :)

More stuff that I really wanted to include but couldn't squeeze it:

- This AMAZING short story by Hughes, esp. if it's December: "One Christmas Eve" <https://goo.gl/RZzUbp>
- This video by John Green for older/advanced students about Hughes and the Harlem Renaissance: <https://goo.gl/psY25A>
- Fable on kindness theme: <https://goo.gl/BMav5c>

Comprehension Quiz

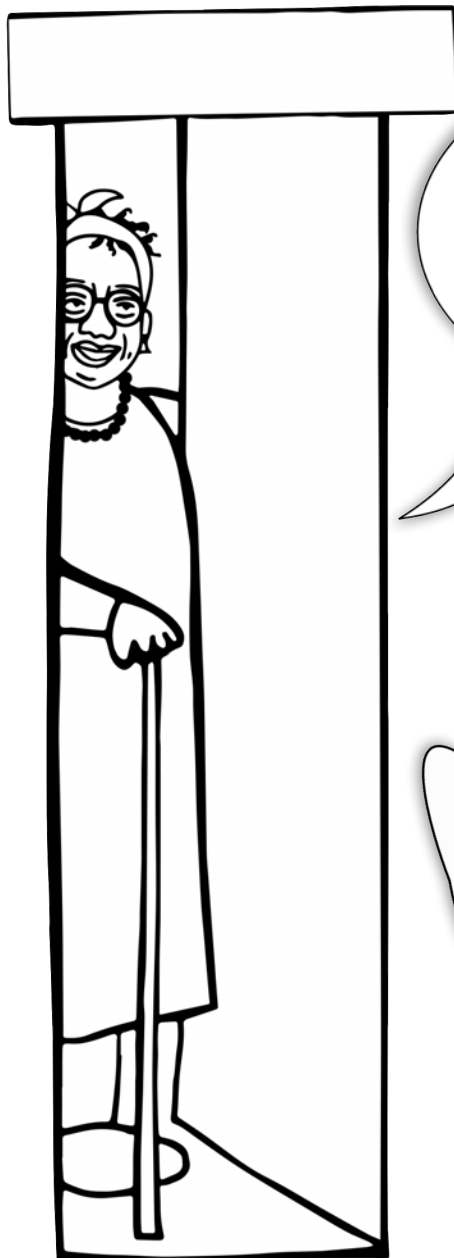
Choose the best answer.

1. Why didn't the boy run away after the purse strap broke?
 - a. The woman grabbed him too quickly.
 - b. The boy fell on his back on the sidewalk.
 - c. The boy tried a second time to snatch the purse.
 - d. The boy was so scared that his teeth rattled.
2. The woman asked, "If I turn you loose, will you run?" What was the boy's response?
 - a. "No'm"
 - b. "Huh?"
 - c. "I'm sorry"
 - d. "Yes'm"
3. The boy knew that he and the woman were not alone in the house because...
 - a. the woman had a husband.
 - b. two kids sat at the table.
 - c. he could hear laughing and talking.
 - d. the house was huge.
4. According to Roger, he tried to snatch the pocketbook because he wanted...
 - a. blue suede shoes.
 - b. something to eat.
 - c. both of these
 - d. neither of these
5. What did Roger do after he dried his face?
 - a. take a shower
 - b. dry his face again
 - c. brush his teeth
 - d. all of these
6. What does the Roger offer to do for Mrs. Luella Bates Washington Jones?
 - a. get the mail
 - b. fold the laundry
 - c. fix her purse
 - d. go to the store
7. What did the woman serve Roger?
 - a. ham
 - b. lima beans
 - c. cake
 - d. all of these
8. Which of the following sentences is the last line of the story?
 - a. And they both lived happily ever after.
 - b. And he never saw her again.
 - c. He barely managed to say "Thank you" before she shut the door.
 - d. She led him down the hall to the front door and opened it.



Indirect Characterization Analysis

of Mrs. Luella Bates Washington Jones in "Thank You Ma'am"



Words

"When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

What do these words tell you about her character?

She is intimidating and does not allow anyone to take advantage of her.

Choices

After the boy attempted to steal her purse, the woman did not turn him in to the police or try to punish him.

What does this choice tell you about her character?

Mrs. Luella Bates Washington Jones is not vindictive or spiteful. She has compassion for and cares deeply about the needs of others.

Actions

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table.

What do these actions tell you about her character?

The woman is motherly (or grandmotherly). She enjoys taking care of the boy by making him a meal and making him feel at ease while they enjoy the meal.

Find three examples of indirect characterization of the woman in the story. Write an example of her words in the speech bubble, choices in the hand, and actions in the shoe. Then, answer each question in the box next to the shape.

Short Story of the Month

"Thank You Ma'am" by Langston Hughes

Reading Literature

Skill: Analyze Character's
Symbolic Transformation

Character: Roger in "Thank You, Ma'am"

Character's Symbolic Transformation

Roger at the Beginning of the Story

What choice does Roger make at the beginning of the story?

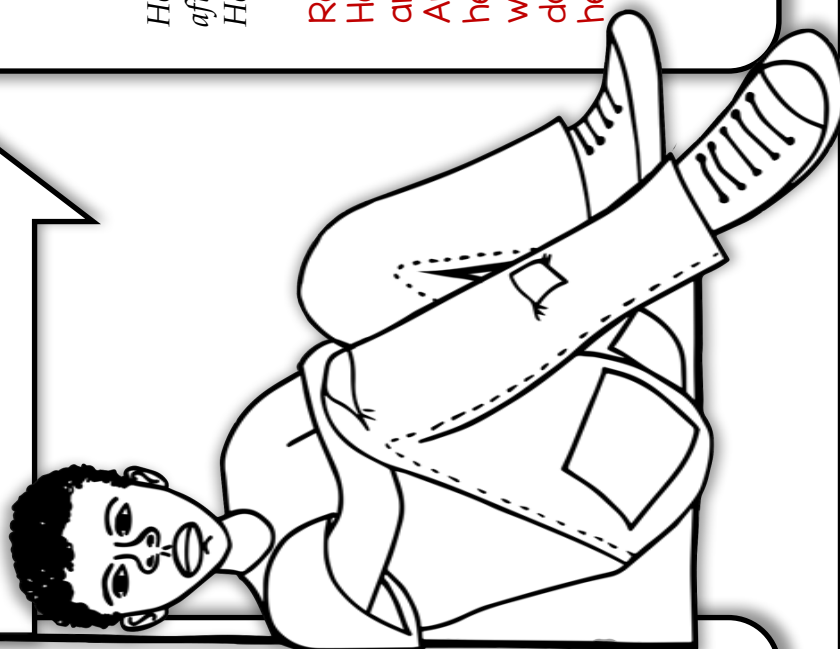
Roger chooses to steal the woman's purse.

How does Roger feel about the woman at the beginning of the story? How do you know?

Roger does not want to be with the woman. He struggles against her and tries to get away. He even tells her, "I just want you to turn me loose." The woman has to grab him around the neck and drag him with her.

Symbolic Transformation:

Roger washes his face.



What choice does Roger make after the symbolic transformation?

Roger chooses not to run away when he sees the opportunity.

How does Roger feel about the woman after the symbolic transformation? How do you know?

Roger respects the woman. He offers to do her a favor and go to the store for her. And when she dismisses him, he feels gratitude for the woman and isn't able (or doesn't know how) to thank her properly even though he really wants to.

RL.3

Short Story of the Month

"Thank You Ma'am" by Langston Hughes

Reading Literature

Compare and Contrast Texts

Annotation Key for Activity 20

Langston Hughes



Wealth

by Langston Hughes

From Christ to Ghandi

Appears this truth-

St. Francis of Assisi

Proves it, too:

Goodness becomes grandeur

Surpassing might of kings.

Halos of kindness

Brighter shine

Than crowns of gold,

And brighter

Than rich diamonds

Sparkles

The simple dew

Of love.

Excerpt From *The Big Sea*

by Langston Hughes

One afternoon I had had tea with a

woman in New York to whom I

mentioned that I was trying to find a

way to go back to college. I said I wanted

to find out what makes the world the kind

of world it is. She had one son in college herself, and so was very

sympathetic. The next time I saw her, I told her about Lincoln. She

listened and at Christmas, the Christmas of 1925, there came a letter

from her, offering me a scholarship at Lincoln. It was the happiest

holiday gift I've ever received. My poems had caused me to meet

her. My poems—through the kindness of this woman who liked

poetry—sent me to college. So at the mid-year I entered Lincoln, and

remained there until I received my degree.

Hughes, Langston. *The Big Sea: An Autobiography* (American Century Series) (p. 220). Farrar, Straus and Giroux. Kindle Edition.

Excerpt From *The Life of Langston Hughes*

by Arnold Rampersad

On the evening of February 11, after he read at New Orleans University, a pretty but nervous sixteen-year-old brownskinned girl in a white two-piece surplice-front knit outfit made three sallies through the reception line before timidly offering Hughes her manuscript of verse. "I was so very nervous,"

Margaret Walker would recall. "Langston Hughes was an absolute hero to me. Somebody had given me a copy of Four Lincoln Poets and I just wore that booklet out! Just wore it out! And he was so kind. He stopped what he was doing, put my poems up on the piano where my sister had sung during his program, and proceeded to go through them one by one for about an hour, talking about them, how they might be improved. He said I had talent. He encouraged me tremendously. He even urged my parents to send me to school in the North, where I would have more freedom to grow." Walker's

parents, a professor of religion and philosophy and a music teacher, had helped bring him to their school. His friendship with her would continue. A decade later, when she won the Yale Younger Poets Prize for her volume For My People, a title that might have come from Hughes, Walker sent him a copy "in gratitude for his encouragement even when the poems were no good."

Rampersad, Arnold. *The Life of Langston Hughes: Volume I: 1902-1941, I, Too, Sing America* (Life of Langston Hughes, 1902-1941) (pp. 232-233). Oxford University Press. Kindle Edition.

9. In both the poem "Wealth" and the short story "Thank You Ma'am," Langston Hughes wrote about the theme of kindness. Use the organizer below to contrast the author's development of the theme of kindness in the two texts.

Hint: How does the author show the reader the importance of kindness in each selection?

"Wealth"	"Thank You Ma'am"

Read the excerpt from Langston Hughes's autobiography, "The Big Sea". Then, follow the annotation instructions and answer the questions.

10. In the excerpt, Hughes discusses a generous act of kindness that he received when he was young. Describe the act of kindness below.

11. With a green pen or highlighter, underline or highlight the text evidence that supports your answer to #10. **Hint:** The text evidence is simply the text that you used to answer the question above.

12. What impact did this act of kindness have on Hughes's life?

13. With a purple pen or highlighter, underline or highlight the text evidence that supports your answer to #12.

Short Story of the Month

"Thank You Ma'am" by Langston Hughes

Essential Question

Skill: Integrate Information
from Varied Formats

Essential Question

Consider this question as you read the short story, poem, and accounts of Langston Hughes's life.

Why does kindness matter?



1. In "Thank You Ma'am" by Langston Hughes, what effect do you think Mrs. Jones's kindness will have on Roger's future?

2. In the excerpt from "The Big Sea," how is Langston Hughes's life impacted by kindness?

3. In the excerpt from "The Life of Langston Hughes," how does Hughes impact the life of Margaret Walker through kindness?

EQ: Why does kindness matter?

"Thank You Ma'am" by Langston Hughes

Activities, Difficulty Levels, and TEKS Alignment

List of Activities & Standards **Difficulty Level:** *Easy **Moderate ***Challenge

Activity 1: Character Traits Lesson*	ELAR 5(A), 6(B)
Activity 2: Character Traits Practice*	ELAR 5(A), 6(B)
Activity 3: Characterization Lesson (Internal/External)**	ELAR 5(A), 6(B)
Activity 4: Characterization Analysis of Fable**	ELAR 5(A), 6(B)
Activity 5: Journal Prompt/Discussion*	ELAR 26(A)
Activity 6: Annotation Guide: Characterization***	ELAR 5(A), 6(B)
Activity 7: Story Vocabulary Activity (Review)*	ELAR 6(A), 3
Activity 8: Comprehension Quiz*	ELAR 6(A)
Activity 9: Indirect Characterization Analysis 1***	ELAR 5(A), 6(B)
Activity 10: Indirect Characterization Analysis 2***	ELAR 5(A), 6(B)
Activity 11: Vocabulary Guide: Identifying Words**	ELAR 2(B)
Activity 12: Character Trait Text Evidence Analysis***	ELAR 5(A), 6(B)
Activity 13: Citing Dialogue in Text**	ELAR 6(A), 3
Activity 14: Theme Lesson**	ELAR 3(A)
Activity 15: Theme Practice Printables**	ELAR 3(A)
Activity 16: Theme Analysis of Story***	ELAR 3(A)
Activity 17: Comprehension Skills Test**	ELAR 6(A), 3(A) 2(B), 8(A), 5(A)
Activity 18: Character's Symbolic Transformation***	ELAR 5(A), 6(B)
Activity 19: Paired Texts: Poem, Memoir, Biography Exc.	ELAR 4(A), 7(A), 9(A), 10(D)
Activity 20: Paired Texts Analysis***	ELAR 4(A), 7(A), 10(D), 11(A)
Activity 21: Essential Question (Putting It All Together)***	ELAR 9(A), 10(A), 10(D)