



“Thank You,
M'am” by
Langston Hughes

Materials

1. Literature books open to page 68.
2. Spirals open to a blank space.

“Thank You, Ma'am” by Langston Hughes

Predict the meaning of the term **characterization**. Employ the model below in your response.

Model

Clearly, the term characterization denotes
_____.

“Thank You, Ma'am” by Langston Hughes

In literature, the term **characterization** refers to a character's personality or emotional attribution.

The author reveals characterization through the **STEAL** method.

1. **S**peech
2. **T**houghts
3. **E**ffects on other characters
4. **A**ctions
5. **L**ooks

“Thank You, Ma'am” by Langston Hughes

Analyze the photograph provided on page 69. Based upon this image, predict a character trait this woman may exhibit within the story. Employ the model below in your response.

Within the first blank, provide a character trait. Within the second blank, note an aspect of the STEAL method on which you based your opinion.

Model

After analyzing the image on page sixty-nine within the narrative “Thank You M'am” by Langston Hughes, readers may predict that the woman will exhibit a _____ character because _____.

“Thank You, Ma'am” by Langston Hughes

Create the following t-chart in your notes. As we read, note how the author employs different facets of the STEAL method characterize each individual within the story. Cite evidence with line numbers for each assertion.

Character	STEAL Facet	Evidence

“Thank You, M'am” by Langston Hughes

Multiple-Select: Question “C”

1. Which of the following lines indicates one of Roger's internal conflicts?

- A. “Roger looked at the door—looked at the woman—looked at the door—*and went to the sink*” (lines 55-56).
- B. “Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook!” (lines 60-61).
- C. “You gonna take me to jail?’ asked the boy” (line 58).
- D. “After he had dried his face and not knowing what else to do dried it again” (lines 72-74).

“Thank You, M'am” by Langston Hughes

Multiple-Select: Question “D”

1. What action does Mrs. Jones take as a result of her struggle with Roger?

- A. Mrs. Jones publicly shames Roger after the incident.
- B. She offers Roger forgiveness and attempts to change his character through kindness.
- C. She ensures the boy washes his face, and she prepares a meal for him.
- D. She seeks to have Roger arrested for his actions.

“Thank You, M'am” by Langston Hughes

TIDE Responses: Red Questions

Directions: Employing the TIDE method, analyze and evaluate the specified question in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, this evidence shows (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

TIDE Responses: Red Questions

Step One: Within thirty seconds, examine your **TIDE** paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that **TIDE** sentence.

Step Two: Within your new group, determine why you believed this sentence proved engaging.

**Topic
Sentence**

**Ending
Statement**

**Important
Evidence**

**Detailed
Analysis**

Story Map Jigsaw

Step 1: As a class, we will number ourselves from 1 to 5. Record your number within your notes.

Step 2: According to your number, relocate to the following desks:

A blue square with a white number 1 in the center, representing desk 1.A blue square with a white number 2 in the center, representing desk 2.A blue square with a white number 3 in the center, representing desk 3.A blue square with a white number 4 in the center, representing desk 4.A blue square with a white number 5 in the center, representing desk 5.

Story Map Jigsaw

Step 3: Within your group, complete the indicated sections of the story map:

Setting

Characters

Conflict

Plot

Conclusion

“Thank You, M'am” by Langston Hughes

Story Map

Analyze and evaluate each component of the story map. For each section, note the author and story title and cite evidence alongside line numbers in order to trace (outline) the story's development. Adhere to the model in your notes.

Sample Setting Response

Upon analysis of the **story “The White Wolf” by Alvin Schwartz**, the author sets the **story in a rural community** as the narrator muses, **“The timber wolves around French Creek had gotten out of hand” (27).**

Story Map Jigsaw

Step 4: Return to your original location.

Story Map Jigsaw

Step 5: Now, by taking turns, each group member will teach his or her section of the story map to the group members.

Teachers

Please read your response verbatim.

Learners

Record the evidence your partner cited.

Currently Teaching

Setting

Characters

Conflict

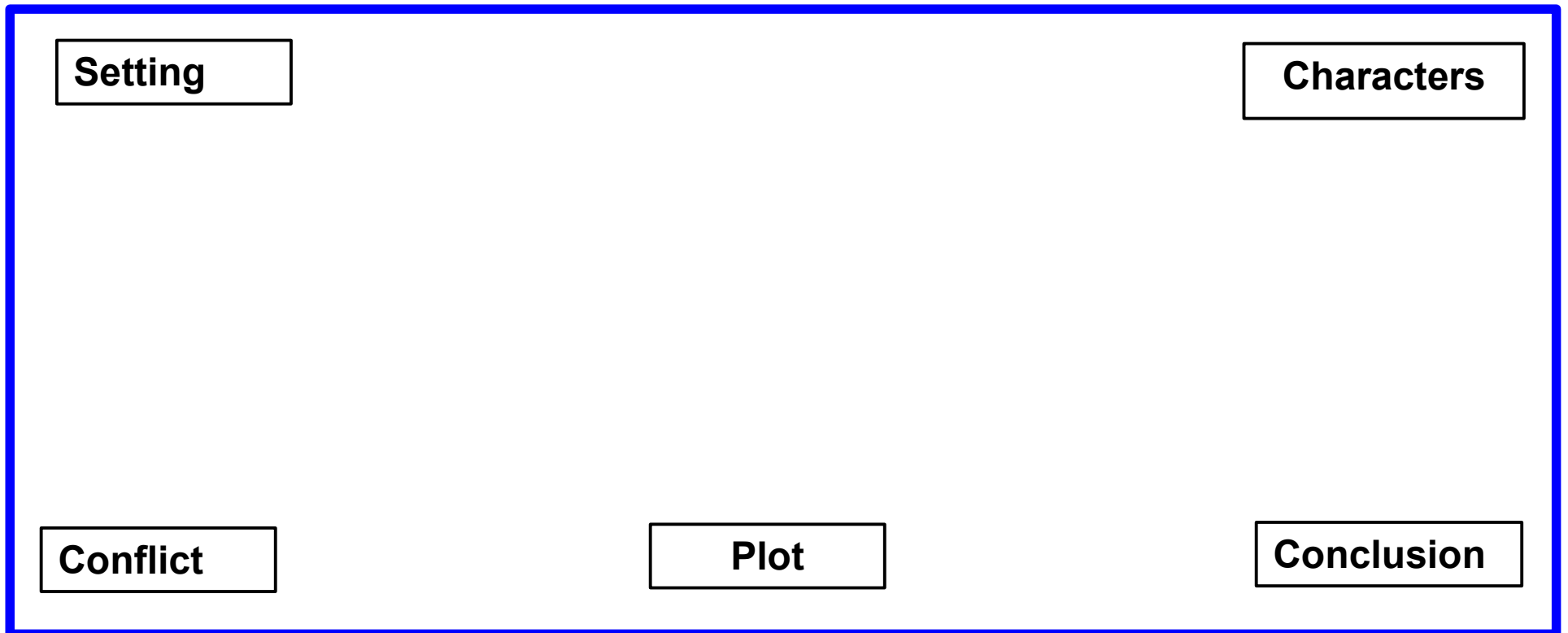
Plot

Conclusion

Story Map Four Corners Activity

Step One: Based on your evidence, determine which portion of the story engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the map best engages readers.



Conflict Notes

Predict the meaning of the term **conflict. Employ the below model in your response.**

Model

Clearly, the term conflict denotes _____.

Conflict Notes

Simply, a **conflict** is a problem or a battle of opposing forces.

Example

In District 12, the citizens lacked adequate food.

The Peacekeepers routinely beat any person displaying insubordination.

Conflict Notes

An **external conflict** occurs between a character and an outside force, such as another character or nature.

Example

Katniss Everdeen knocked an arrow, released the taut bow string, and decimated an opponent.

An **internal conflict** occurs within a character's heart or mind, such as emotions or desires.

Example

Katniss Everdeen struggled with Peeta's betrayal; clearly, the bread boy intended to benefit the Career Tributes.

Conflict Notes

External Conflict

A **person versus person** conflict occurs when one character confronts another.

Example

Katniss Everdeen slays Rue's murderer.

A **person versus environment** conflict occurs when a character struggles against natural forces.

Example

Katniss Everdeen flees from the raging forest fire.

A **person versus society** conflict occurs when a character struggles against a larger group of people.

Example

Katniss Everdeen combats the Capitol, a government seeking to dominate and cripple her.

A **person versus technology** conflict occurs whenever a character struggles against a mechanical or technological force.

Conflict Notes

Internal Conflict

A **person versus self** conflict occurs when a character possesses a problem or debate in his or her mind or heart.

Example

Katniss Everdeen anguishes over Peeta's alliance with the Career tributes.

Katniss Everdeen ponders whether Gale or Peeta exude more masculinity.

“Thank You, M’am” by Langston Hughes Multiple-Choice Analysis: Plot and Conflict

Directions: Select the letter of the correct answer to the following question:

1. Which event from the plot best tells the reader that Roger has made a definite commitment to gain Mrs. Jones’ trust?

- A. Lines 23-26
- B. Lines 17-19
- C. Lines 54-56
- D. Lines 93-96

“Thank You, M'am” by Langston Hughes Multiple-Select Analysis: Plot and Conflict

Directions: Select the letter of the correct answer to the following question:

1. Select all choices that provide evidence of Roger struggling with internal conflicts.

- A. “Roger looked at the door—looked at the woman—looked at the door--- and went to the sink.” (Lines 55-56)
- B. “There’s nobody home at my house,” said the boy. (Line 63)
- C. “He did not turst the woman *not* to trust him.” (Lines 95-96)
- D. “Don’t believe I do, “ said the woman. (Line 99)
- E. “I wanted a pair of blue suede shoes, “ said the boy. (Line 66)
- F. “Sweat popped out of the boy’s face and he began to struggle,” (Line 43)
- G. “You gonna take me to jail?” asked the boy, bending over the sink. (Line 58)

“Thank You, M'am” by Langston Hughes

TIDE Responses: Plot and Conflict

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Literal

1. Explain how Roger’s response to conflict with Mrs. Jones changes in the story.

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

TIDE Responses: Plot and Conflict

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Analytical

2. Explain how Mrs. Jones’ responses to her conflict with Roger change throughout the story.

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

TIDE Responses: Theme

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Evaluative

3. Aside from Roger's desire for blue suede shoes, what can the reader infer may contribute to Roger's attempt at stealing Mrs. Jones' pocketbook.

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

Predict the meaning of the term *theme*. Employ the following model in your response.

Model

Clearly, the term theme denotes _____.

“Thank You, M'am” by Langston Hughes

A **theme** is a message about life or human nature that the writer shares with the reader.

Also, a **theme** is a moral or lesson.

Example:

In Frozen, true, familial act love between sisters reverses a lethal curse.

“Thank You, M’am” by Langston Hughes Multiple-Choice Analysis: Theme

Directions: Select the letter of the correct answer to the following question:

1. Based on the following person versus person conflict, determine a relevant theme for the story: “‘But you put yourself in contact with *me*,’ said the woman. ‘If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones’” (lines 39-42).

- A. Intimidating another person is acceptable when he or she robs you.
- B. Violence will solve all problems.
- C. One may seek revenge if wronged first.
- D. One person may alter another person's character and life choices.

“Thank You, M'am” by Langston Hughes Multiple-Select Analysis: Theme

Directions: Select the letter of the correct answer to the following question:

1. Which of the following lines contains suspense and best supports the following theme: One person's actions may alter another person's character.

- A. Roger looked at the door—looked at the woman—looked at the door—
and went to the sink (lines 55-56).
- B. “Do you need somebody to go to the store,’ asked the boy, ‘maybe to get some milk or something?’ (lines 97- 98).
- C. “The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*” (lines 75- 76)
- D. “He did not trust the woman *not* to trust him. And he did not want to be mistrusted now” (lines 95-96).

“Thank You, M'am” by Langston Hughes

TIDE Responses: Theme

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Literal

1. In the short story “Thank You, M'am” by Langston Hughes, what is the theme the author shares in the narrative?

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

TIDE Responses: Theme

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Analytical

2. How does the author convey the theme of the short story “Thank You, M'am” by Langston Hughes?

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

TIDE Responses: Theme

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Evaluative

3. Judge the value of the author's use of theme within the short story “Thank You, M'am” by Langston Hughes.

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M’am” by Langston Hughes and “If I can stop one heart from breaking” by Emily Dickinson Multiple-Choice Analysis

Directions: Select the letter of the correct answer to the following question:

1. Which of the following sentences best states an important theme about human behavior as described in Langston Hughes’ “Thank You, M’am” and Emily Dickinson’s “If I can stop one heart from breaking?”

- A. Helping others can have negative results.
- B. Everyone should learn from his or her own life experiences.
- C. One person’s efforts can make a great difference in another’s life.
- D. Suffering can be a great teacher.

“Thank You, M’am” by Langston Hughes and “If I can stop one heart from breaking” by Emily Dickinson Multiple-Select Analysis

Directions: Select the letter of the correct answer to the following question:

1. Select three pieces of evidence from Langston Hughes’ “Thank You, M’ am” and Emily Dickinson’s “If I can stop one heart from breaking?” that support the answer to Part A.

- A. “You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face” (lines 34-35).
- B. “The large woman simply turned around and kicked him right square in his blue-jeaned sitter” (lines 8-9).
- C. “Now, here, take this ten dollars and buy yourself some blue suede shoes” (lines 110-111).
- D. “If I can stop one Heart from breaking/I shall not live in vain” (lines 1-2)
- E. “I have done things, too, which I would not tell you, son—neither tell God, if he didn’t already know” (Lines 85-87).
- F. “He did not trust the woman not to trust him. And he did not want to be mistrusted now” (lines 95-96).
- G. “But I wish you should behave yourself, son, from here on in” (line 114).

“Thank You, M’am” by Langston Hughes and “If I can stop one heart from breaking” by Emily Dickinson Multiple-Select Analysis

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Evaluative

1. In the narrative “Thank You, M'am” by Langston Hughes and the poem “If I could stop one heart from breaking” by Emily Dickinson, why do both works possess similar themes?

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes and the poem “If I could stop one heart from breaking” by Emily Dickinson, (restate the question). For example, the (author 1) asserts, “(insert evidence with line numbers)”. Clearly, (explain why your evidence supports the topic sentence). Furthermore, the (author 2) asserts, “(insert evidence with line numbers)”. Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes and the poem “If I could stop one heart from breaking” by Emily Dickinson, (restate the question).

“Thank You, M’am” by Langston Hughes

Characterization Analysis

Today's ELA Objective:

Can I discern and analyze **indirect characterization** within a fictional text?

With each objectives, students are expected to achieve **85% proficiency**.

Tennessee State Standard

TN.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

“Rikki-tikki-tavi” by Rudyard Kipling

Characterization Notes

Predict the meaning of the term **characterization. Employ the model below in your response.**

Model

Clearly, the term characterization denotes
_____.

“Rikki-tikki-tavi” by Rudyard Kipling

Characterization Notes

In literature, the term **indirect characterization** occurs when an author hints at a character's personality or emotional attribution.

The author reveals characterization through the **STEAL** method.

“Rikki-tikki-tavi” by Rudyard Kipling

Characterization Notes

Authors reveal character traits through the following five modes:

1. **S**peech
2. **T**houghts
3. **E**ffects on other characters
4. **A**ctions
5. **L**ooks

“Thank You, M’am” by Langston Hughes Multiple-Choice Analysis: Characterization

Directions: Select the letter of the correct answer to the following question:

1. Which statement portrays a person versus self conflict which characterizes Roger as remorseful?

- A. “Roger looked at the door—looked at the woman—looked at the door—*and went to the sink*” (lines 55-56).
- B. “You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face” (lines 34-35).
- C. “The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*” (lines 75-76)
- D. “He did not trust the woman *not* to trust him. And he did not want to be mistrusted now” (lines 94-95)

“Thank You, M'am” by Langston Hughes Multiple- Select Analysis: Characterization

Directions: Select the letters of the correct answers to the following question:

1. Which of the following lines portrays Mrs. Jones as a hospitable character through her actions?

- A. “She heated some lima beans and ham she had in the icebos, made the cocoa, and set the table” (lines 101-103).
- B. “'Let the water run until it gets warm,' she said” (line 57).
- C. “But I wish you would behave yourself, son, from here on in” (line 114).
- D. “The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him” (lines 103-104).

“Thank You, M’am” by Langston Hughes

Characterization Analysis

Step 1: As a class, we will number ourselves from 1 to 5. Record your number within your notes.

Step 2: According to your number, relocate to the following desks:

A blue square with a white number 1 in the center, representing desk 1.A blue square with a white number 2 in the center, representing desk 2.A blue square with a white number 3 in the center, representing desk 3.A blue square with a white number 4 in the center, representing desk 4.A blue square with a white number 5 in the center, representing desk 5.

“Thank You, M'am” by Langston Hughes

TIDE Responses: Characterization

Directions: Employing the **TIDE** method, analyze and evaluate the questions below in complete sentences. In your response, note the author and story title, restate the question, and cite evidence alongside page numbers in order to justify your assertion.

Literal

1. In the short story “Thank You, M'am” by Langston Hughes, how does the author characterize Mrs. Jones as compassionate?

Analytical

2. In the short story “Thank You, M'am” by Langston Hughes, why does Roger's character change throughout the story?

TIDE Model

Upon analysis of the short story “Thank You, M'am” by Langston Hughes, (restate the question). For example, the author asserts (insert evidence with line numbers). Clearly, (explain why your evidence supports the topic sentence). Ultimately, within the narrative “Thank You, M'am” by Langston Hughes, (restate the question).

“Thank You, M'am” by Langston Hughes

Rhetorical Summary

Employing the rhetorical summary model, recap the narrative within four distinct, well-developed sentences. In your response, note the author and story title, restate the question, and cite evidence in order to justify your response.

Sample Rhetorical Summary

Alvin Schwartz, in his short story “The Thing,” affords thrilling imagery for the reader. Schwartz supports his imagery by illustrating, “He walked up to it, and peered into its face. It had bright penetrating eyes sunk deep in its head. It looked like a skeleton” (23). The author's purpose is to convince readers of the Thing's atrocious appearance in order to petrify his readers. The author writes in a grave tone for an audacious, gutsy audience.

“Thank You, Ma'am” by Langston Hughes

Discussion Questions I

Respond to each of the following questions in complete sentences. Additionally, note the author and story title, restate the question, and cite evidence with line numbers in order to justify your answer.

1. Characterize Mrs. Luella Bates Washington Jones. Why does the author provide this characterization?
2. Characterize Roger. Why does the author supply this characterization?
3. Note an instance when Mrs. Luella Bates Washington Jones' character is revealed through her speech. Why does this speech display her character?
4. Note an instance when Mrs. Luella Bates Washington Jones' character is revealed through an action. Why does this action display her character?

“Thank You, Ma'am” by Langston Hughes

Discussion Questions I

Respond to each of the following questions in complete sentences. Additionally, note the author and story title, restate the question, and cite evidence with line numbers in order to justify your answer.

5. Record an instance when Mrs. Luella Bates Washington Jones' character is revealed through her looks. Why does this evidence convey her character?
6. Discern a moment when Mrs. Luella Bates Washington Jones' reveals her character through her effect on another character. Why does this effect reveal her character?
7. Note an instance when Roger's character is revealed through his speech. Why does this speech display his character?

“Thank You, Ma'am” by Langston Hughes

Discussion Questions I

Respond to each of the following questions in complete sentences. Additionally, note the author and story title, restate the question, and cite evidence with line numbers in order to justify your answer.

8. Discern an instance when Roger's character is revealed through his thoughts. Why does this thought reveal his character?
9. Determine a moment when Roger's character is revealed through his looks. Why does his appearance exhibit his character?
10. Record an example when Roger's character is displayed through his actions. Why does this action display his character?

“Thank You, Ma'am” by Langston Hughes

Discussion Questions II

Respond to each of the following questions in complete sentences. Additionally, note the author and story title, restate the question, and cite evidence with line numbers in order to justify your answer.

1. Note the story's exposition. Why is this exposition significant?
2. Record the story's rising action. Why does the author employ this rising action?
3. Discern an instance of foreshadowing in the story. Why does this author supply this foreshadowing?
4. List an example of suspense occurring in the story. Why does author utilize this suspense?
5. Infer the text's climax. Why is this climax significant?

“Thank You, Ma'am” by Langston Hughes

Found Poem

Step One: Create a found poem that characterizes either Roger or Mrs. Luella Bates Washington Jones. Moreover, cite at least ten pieces of evidence that characterize your individual/ Additionally, cite line numbers for each fragment of evidence. Above your evidence, note a character trait which embodies your selected character.

Example: Mrs. Luella Bates Washington Jones

Character trait: Assertive

a Large woman with a large purse (1)

kicked him right in his blue-jeaned sitter (9)

Sweat popped out on the boy's face (43)

“Then we'll eat” (64)

She heated some lima beans (102)

She did not release him (25)

“Now ain't you ashamed of yourself?” (15-16)

The woman still had him by the neck (50-51)

She carried it slung across her shoulder (2-3)

“Pick up my pocketbook, boy, and give it here” (12-13)

“Thank You, Ma'am” by Langston Hughes

Found Poem

Step Two: Exchange your poem with a partner.

Step Three: Partners, label, or annotate, each line of your colleague's poem. For each piece of evidence, note which facet of the STEAL method is being employed.

Example: Mrs. Luella Bates Washington Jones

Looks: a Large woman with a large purse (1)

Actions: kicked him right in his blue-jeaned sitter (9)

Effects on Other Characters: Sweat popped out on the boy's face (43)

Speech: “Then we'll eat” (64)

Actions: She heated some lima beans (102)

Actions: She did not release him (25)

Speech: “Now ain't you ashamed of yourself?” (15-16)

Actions: The woman still had him by the neck (50-51)

Looks: She carried it slung across her shoulder (2-3)

Speech: “Pick up my pocketbook, boy, and give it here” (12-13)

“Thank You, Ma'am” by Langston Hughes Characterization Bracket

Respond to the following prompt: Analyze which character exhibits a more distinct personality. In your reply, provide the story title and author, restate the question, and cite evidence alongside line numbers in order to justify your answer.

**Mrs. Luella Bates
Washington Jones**

Roger

TIDE Example

After analyzing the story “Thank You M'am” by Langston Hughes, _____ exhibits a more distinct character than _____. For example, _____ (). Additionally, _____ (). Clearly, upon the manifestation of _____. Conclusively, based on this evidence, within his story “Thank You, M'am,” Langston Hues imbued _____ with a more distinct character than _____.

“Thank You, M'am” by Langston Hughes

Quote Analysis

“Try to be a rainbow in someone's cloud.”

by Maya Angelou

Employing the **TIDE** method, analyze why Mrs. Luella Bates Washington Jones does or does not embody this quote.

Example

Regarding Langston Hughes' story “Thank You, M'am,” Mrs. Luella Bates Washington Jones embodies the ideals presented in Angelou's quote, “Try to be a rainbow in someone's cloud. For example, in the story, _____. Clearly, upon analysis of her actions, _____. Conclusively, within “Thank You, M'am” by Langston Hughes, Mrs. Luella Bates Washington Jones embodies the meaning of Maya Angelou's quote, “Try to be a rainbow in someone's cloud.”