

Week 1

Overview:

This week is an introduction to the unit's theme which explores the different duties and loyalties which drive many of our decisions. Should every crime be followed with the appropriate punishment? Loyalty to the law would say yes. But sometimes our duty to a greater cause may allow us to see the situation differently. Keep this conflict in mind as you complete the reading and writing activities this week.

Assignments:

- 1. Read "Thank You, Ma'm" (PH textbook pp. 172-176)
- 2. **Reading Strategy: Responding to Characters' Actions**
- 3. **Text Dependent Questions**
- 4. **Literary Analysis: Theme**
- 5. **Build Vocabulary**
- 6. Read "If I can stop one Heart from Breaking" by Emily Dickinson
- 8. **Cross Genre Comparisons**
- 9. **Writing Assignment**
- 10. **Reading Journal Entry #1: Integrity is...**
 - a. The quality or state of being whole, unbroken, complete.
 - b. Having sound moral principles.
 - c. Having the courage to do what is right, even if it is difficult.
 - d. Being honest, fair, and trustworthy.Write about how integrity is evident in the story and also about the role of integrity in your life, similar to that exhibited in the story, or not.

"Thank You, M'am" by Langston Hughes

Reading Strategy: Responding to Characters' Actions

When you read a work of literature, you'll get more out of it if you **respond to characters' actions**, deciding what you think of the things characters do and say. Here are some questions you might ask yourself about a particular action.

- Do I understand the action? If so, what might be the motives behind it?
- Do I approve of the action? Why or why not?
- How would most others probably behave if they were in the same situation as the character?
- How would I probably behave if I were in the same situation as the character?

DIRECTIONS: Fill in the following chart to show your responses to characters' actions in "Thank You, M'am." Use the four questions listed above to help prompt your responses. Three actions are given.

Character's Action	Your Response
Roger tries to steal the purse.	
Roger is prevented from stealing the purse.	
Mrs. Jones takes Roger home.	

Text Dependent Questions

Text-dependent Questions	Evidence-based Answers
<p>What was the woman’s initial reaction when the boy tried to snatch her purse?</p>	<p><i>Sample answer: The woman reacted aggressively. She “kicked him square in his blue jean sitter ... she picked the boy up by his shirt front, and shook him until his teeth rattled.” She then demanded that the boy pick up her pocketbook and hand it back to her</i></p>
<p>On page 173, Mrs. Jones says, ‘Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain’t you got nobody home to tell you to wash your face?’ What clues does the author give us about <i>why</i> Mrs. Jones decided to bring Roger home with her?</p>	
<p>On page 174, the woman finally turns Roger loose, “Roger looked at the door-looked at the woman-looked at the door-and went to the sink.” <i>Why</i> did Mrs. Jones likely leave the door open?</p>	

“Thank You, Ma’am”

<p>On page 174, Mrs. Jones says, “Maybe you ain’t been to your supper either late as it be. Have you?” What can we infer about Mrs. Jones’s character based on what she does next?</p>	
<p>On page 174, Mrs. Jones begins to tell Roger about when she was young. Mrs. Jones shares, “I have done things, too, which I would not tell you, son.” What effect does did this admission have on Roger? How does it influence his actions?</p>	
<p>On page 176, the narrator states, “The woman did not ask the boy anything about where he lived or his folk.” What does she do instead? Why?</p>	

“Thank You, Ma’am”

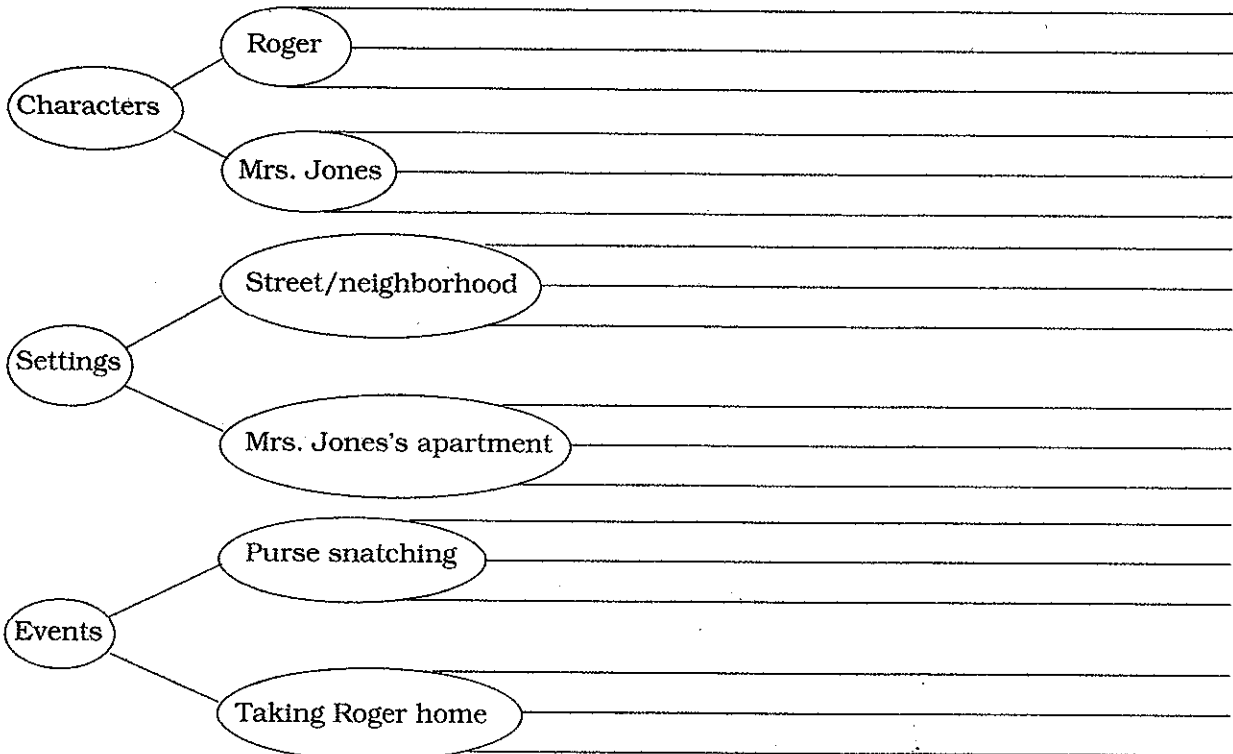
	<p>On page 176 , Mrs. Jones states, “Shoes come by devilish like that will burn your feet.” State in your own words what Mrs. Jones means.</p>
	<p>On page 176, Mrs. Jones gives Roger money. What motivates Mrs. Jones? What does she expect from him in the future?</p>

"Thank You, M'am" by Langston Hughes

Literary Analysis: Theme

A **theme** is a general message about life or human nature that a writer conveys in a work of literature. A work may have more than one theme. Sometimes the theme is directly stated within the work. More often it is unstated, and readers themselves must determine the theme. To determine a story's theme, think about the story's characters, settings, and events. Then ask yourself, "What aspect of life does the author want me to think about?" and "What does the story seem to be saying about that aspect of life?"

DIRECTIONS: Create word webs listing details about the story's characters, settings, and events. Then answer the questions below the word webs.



1. Based on the details you listed above, what aspects of life do you think the author is asking you to think about when you read this story? _____

2. Based on the details you listed above, what does the story seem to be saying about those aspects of life? _____

"Thank You, M'am" by Langston Hughes

Build Vocabulary

Using the Suffix -able

The suffix *-able* means "capable of" or "tending to." It is usually added to verbs to turn them into adjectives. For example, the verb *disagree* means "to argue." When you add *-able*, you get the adjective *disagreeable*, "tending to argue."

A. DIRECTIONS: Complete each sentence with an adjective formed from the verb in parentheses. Write the adjective on the line provided.

1. (predict) Mrs. Jones's behavior was not very _____.
2. (understand) She thought Roger's crime was _____.
3. (manage) She thought that despite his crime he was still a _____ boy.
4. (present) She told Roger to comb his hair so he would look _____.
5. (work) Do you think her approach would be _____ in real-life situations?

Using the Word Bank

presentable	mistrusted	latching	barren
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B. DIRECTIONS: On the line before each statement, write *T* if the statement is probably true and *F* if it is probably false.

- ___ 1. Everyone else at a formal dinner will find you presentable if you go in T-shirts and shorts.
- ___ 2. Compared to the Earth, the moon has a barren landscape.
- ___ 3. In football, latching on to another player may result in a holding penalty.
- ___ 4. If viewers mistrusted a TV commercial, they would rush out to buy the product.

Analogies

C. DIRECTIONS: For each related pair of words in CAPITAL LETTERS, choose the lettered pair that best expresses a *similar* relationship. Circle the letter of your choice.

1. BARREN : DESERT ::
 a. dry : forest b. cold : Arctic c. hilly : flatland d. fertile : soil
2. PRESENTABLE : DISGRACEFUL ::
 a. polite : proper b. gift : generous c. absent : ill d. right : wrong
3. TRUST : MISTRUSTED ::
 a. flame : burnt b. value : concerned c. doubt : believed d. puzzle : wondered
4. TOUCHING : LATCHING ::
 a. nibbling : devouring b. opening : closing c. clasping : fastening d. hugging : tapping

Unit 2: Meeting Challenges

If I can stop one Heart from breaking

If I can stop one Heart from breaking I shall not live
in vain

If I can ease one Life the Aching
Or cool one Pain

Or help one fainting Robin
Unto his Nest again
I shall not live in Vain.

Emily Dickinson

Cross Genre Connections

1. Which line reminds you of the way Mrs. Jones might think? Why?

2. Which of the following sentence 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.

3. 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 question 2 above.
 - 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 shall not live in vain” (line 2)
 - f. “I have done things, too, which I would not tell you, son— neither tell God, if he didn’t already know.” (85 - 87)
 - g. “He did not trust the woman not to trust him. And he did not want to be mistrusted now.” (lines 95 - 96)
 - h. “But I wish you should behave yourself, son, from here on in.” (line 114)

Writing Assignment

Writing Situation: In the story, "Thank You, M'am," by Langston Hughes, Roger tries to steal Mrs. Jones's purse to get money for a pair of blue suede shoes. Instead of calling the police, she takes him home with her, talks to him, feeds him dinner, and then gives him ten dollars for the shoes. Mrs. Jones chose to see the best in Roger rather than to treat him as a criminal.

Writing Directions: Consider the concept of duty toward others and duty toward society. Write a persuasive paragraph clearly stating your position about Mrs. Jones's actions. Support your statements with facts, reasons, quotations, and examples from the story as well as your personal experience and ideas. Imagine how readers might both agree and disagree with Mrs. Jones' actions, and address their concerns with logical reasons and relevant details.

USE THE GRAPHIC ORGANIZER THAT FOLLOWS TO ORGANIZE YOUR PARAGRAPH BEFORE WRITING YOUR FINAL DRAFT.

Argumentative Paragraph

Topic & Point of View: _____

Reason #1: _____

Evidence _____

Explanation of Evidence _____

Reason #2: _____

Evidence _____

Explanation of Evidence _____

Conclusion: _____
