**THANK YOU, M’AM**

**Reading Check**

**Directions:** Recall the events from Langston Hughes’s short story. Then answer the questions in phrases or sentences.

1. What does Roger try to take from Mrs. Jones?

2. Where does Mrs. Jones take Roger?

3. What does Roger say he wants to buy?

4. How do Mrs. Jones and Roger spend the evening?

5. Why does Mrs. Jones give Roger money at the end of the story?
Question Support

LITERARY ANALYSIS
For questions 1–3, see page 69 of the Pupil Edition.

Directions: Answer the questions.

4. Identify Conflict Write E next to each example of an external conflict. Write I next to each example of an internal conflict.
   a. Roger and Mrs. Jones struggle over the purse.
   b. Mrs. Jones drags Roger back to her home even though he does not want to go.
   c. Roger struggles over whether to run away.
   d. Roger wants Mrs. Jones to trust him in spite of what he has done.

5. Make Inferences Write an X next to all the words and phrases that describe how Mrs. Jones treats Roger.
   a. angrily
   b. with kindness
   c. with understanding
   d. violently
   e. rudely
   f. sympathetically

Mrs. Jones treats Roger this way because

6. Analyze a Character After listening to Mrs. Jones, Roger asks her if she needs somebody to go to the store to get milk. How does this show that he has changed?

7. Compare Literary Works Reread the poem by Emily Dickinson on page 68. Which lines remind you of the way Mrs. Jones might think? Why?

8. Evaluate Theme The theme of a story is a message about life. Write an X next to the sentence that describes the theme of the story.
   a. Some people act badly no matter how much you help them.
   b. People live up to the expectations that others have of them.
   c. Everyone acts badly sometimes, so it is best to ignore poor behavior.

Do you agree with this theme? Why or why not?
THANK YOU, M’AM

Vocabulary Study

WORD QUESTIONING

A. Directions: As your teacher reads each sentence, listen for the boldfaced word. On a separate sheet of paper, work together to create a word map for the word like the one shown. Fill in as much information as you can.

By bringing in loads of dirt and working many hours, they transformed the **barren** lot into a beautiful, flourishing garden.

When I saw the woman’s muscular arms and tree-trunk legs, I knew that she was anything but **frail**.

He had failed me before, so it was easy to **mistrust** him this time too.

To look **presentable** for the first day of school, the young boy brushed his hair and washed his face.

B. Directions: Based on your discussion of the boldfaced words and the Key Idea for “Thank You, M’am,” explain how the boldfaced words might fit into an essay about potential.

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____________________________________________________________________

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____________________________________________________________________
Vocabulary Practice

barren   frail   mistrust   presentable

A. Directions: Choose a word from the box that is a synonym for each underlined word in the following sentences. Write the word on the line.

1. A weak railing was all that separated us from the edge of the cliff.
   ____________________

2. He tried to make his stained T-shirt suitable by bleaching it.
   ____________________

3. Suspicion of the water led the hiker to boil it before she put it in her canteen.
   ____________________

4. We saw only rocks as we looked across the empty desert landscape—not a single plant or animal.
   ____________________

B. Directions: On each blank line, write the word from the box that the rhyme describes.

5. If they order coffee, but I bring them tea,
   My customers might feel this way about me.
   ____________________

6. This might describe a delicate nest
   That a powerful hurricane puts to the test.
   ____________________

C. Writing Option: Describe what Roger looks like and feels like as he leaves Mrs. Jones’s house. Use at least two words from the box.

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____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
PUNCTUATE POSSESSIVES CORRECTLY
When forming a possessive noun, be sure to correctly place the *apostrophe*. Here are some guidelines to follow.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Nouns</strong></td>
<td>a street’s name, the glass’s edge, Mr. Cross’s class</td>
</tr>
<tr>
<td>Add an apostrophe and <em>s</em>, even if the word ends in <em>s</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Plural Nouns Ending in <em>s</em></strong></td>
<td>the flowers’ scent, the stories’ endings, the Smiths’ family reunion</td>
</tr>
<tr>
<td>Add an apostrophe.</td>
<td></td>
</tr>
<tr>
<td><strong>Plural Nouns Not Ending in <em>s</em></strong></td>
<td>the children’s games, the men’s answers, the sheep’s wool</td>
</tr>
<tr>
<td>Add an apostrophe and <em>s</em>.</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Correct the possessive noun in each sentence.

1. Roger is grateful for Mrs. Jones’ caring treatment.

2. He realizes that many womens’ responses would have been different.

3. Mrs. Jones knows that Rogers’s mother isn’t at home to feed him.

4. A lot of kid’s parents are still at work when they come home from school.

5. Maybe the experience teaches Roger to judge peoples’ actions as fairly as Mrs. Jones judged his.