



“Thank You, Ma’am” – Point of View and Making Inferences

By: Lori McDonald
Elementary school teacher; Ed.D. in School Leadership/Administration

Language Arts
Grades 6-8



Introduction

This is a lesson intended to be taught at any point after the introduction of this story. It is more in-depth in examining character and point of view and making inferences from the text. There are several engaging activities in which students get to work together. Also, the evaluation includes a choice board that students can pick from to demonstrate learning.

Learning Objectives

- [CCSS.ELA-LITERACY.RL.6.1](#); Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-LITERACY.RL.6.3](#); Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- [CCSS.ELA-LITERACY.RL.6.6](#); Explain how an author develops the point of view of the narrator or speaker in a text.

Materials Needed

- Copies of the story “Thank You, Ma’am” for each student

Procedure

Warm-up – Display a list (similar to the one below) of crimes.

- Toilet paper your friend’s house
- Break your neighbor’s window
- Steal something from a store
- Steal something from someone’s car
- Steal a car
- Harm someone

Discuss the severity of these crimes. Ask students, “*How would you respond if one of these things happened to you?*” and discuss.

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1. Display the word **integrity** and ask students to turn and talk to a neighbor to discuss what they think it means.
2. Display the meaning of integrity. **Integrity – the quality of being honest and having strong moral values.** Discuss this definition and how it applies to the story.
3. Display the text under the document camera and begin to read with students following along. As you read, demonstrate thinking aloud about characters points of view and inferences you can make from the text.
4. After reading, ask students *“Is this written in first person or third person?”* Allow students time to discuss and explain.
5. Lead students in a discussion about Mrs. Jones, aspects of her character, inferences that can be made about her life, and her point of view. Prompt student discussion with questions like *“What type of area do you think they live in?”* and *“Why do you think the boy is dirty? Is that an important detail?”*

Evaluation

Let students choose one of the following activities to demonstrate understanding of the concepts discussed in this lesson.

<p style="text-align: center;">Police Report</p> <p>Imagine that someone in town saw the incident and reported it to the police. What would their observations have been? Who would the police have interviewed? What would they have said? Write all the findings of the police report.</p>	<p style="text-align: center;">Mrs. Jones Diary</p> <p>Imagine that Mrs. Jones keeps a diary. At bedtime on the same day, Mrs. Jones writes about the events of the day. Write her diary entry.</p>
<p style="text-align: center;">Poem</p> <p>Write a poem about the boy and his life</p>	<p style="text-align: center;">Character Profile</p> <p>Draw a picture of the boy and write a character profile of him. Discuss aspects of his life that have contributed to his character.</p>