Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_POINTS

CLOSE READING AND ANNOTATION

*Staple this sheet to the printed source.*

Annotate each piece (poem, article, chapter from novel) using the **Says/Does** method. Identify **four** **Says** phrases or words in the piece. In the first column, identify what the text **SAYS**. This is the **content** of the piece. In the second column, explain what the text **DOES**. These are the **creative writing techniques** used by the author to convey his/her message. In the **BECAUSE** column**,** explain the **impact** the author is trying to make on the reader.

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| Title of the piece:  *“Mother to Son”* | | | |
| Author:  *Langston Hughes* | | | |
| Format (circle one): Poetry Magazine article Book | | | |
| Paragraph/  stanza  numbers | SAYS  (content) | DOES  (verbs and writing techniques used to convey the message) | BECAUSE  (impact on the reader) |
| Lines 1-8 | *“Life for me ain’t been no crystal stair.*  *It’s had tacks on it,*  *And splinters,*  *And boards torn up,*  *And places with no carpet on the floor—*  *Bare.”* | *Creates an image of damaged stairs. The damaged stairs are an extended metaphor.* | *The author’s mother is using the stairs to make the point that her life has been very difficult. The damaged stairs represent the difficulties she has faced in her life.* |
| *Lines 9* | *“I’se been a climbin’ on,*  *And reachin’ landin’s,*  *And turnin’ corners,*  *And sometimes goin’ in the dark*  *Where there ain’t been no light.”* | *The language is meant to sound as though the speaker is not well educated.* | *The language in the poem suggests the woman’s lack of education was just one of the challenges against which she persevered.* |
| *Lines 12-13* | *“And sometimes goin’ in the dark Where there ain’t been no light. “* | *The absence of light is a metaphor.* | *The speaker in the poem is explaining how she has persevered through hard times even when there was no light. Light is a symbol of hope.* |
| *Lines 14-20* | *“So, boy, don’t you turn back.*  *Don’t you set down on the steps.*  *‘Cause you finds it’s kinder hard.*  *Don‘t you fall now—*  *For I’se still going’ honey,*  *I’se still climbin’”* | *Maintains the metaphor, that the stairs are a symbol of life. Now the narrator tells the son not to sit or fall or turn back when he is on the stairs.* | *The speaker in the poem is encouraging her son to persevere, just as she has done.* |
| *Line 21* | *“And life for me ain’t been no crystal stair.”* | *Repeats Line 2.* | *The speaker emphasizes the point that life is hard, by repeating Line 2.* |

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| Use these **verbs** to describe **what the text does**. | | | | |
| Analyzes  Argues  Asks  Asserts  Challenges  Clarifies  Compiles  Compares | Concludes  Connects  Contradicts  Contrasts  Debates  Demonstrates  Defines  Describes | Details  Develops  Distinguishes  Discusses  Dramatizes  Elaborates  Establishes  Evaluates | Justifies  Lists  Narrates  Offers  Opposes  Predicts  Presents  Proposes | Proves  Qualifies  Questions  Reflects  States  Suggest  Summarizes  Traces |

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| Use these **creative writing techniques** to describe to **what the text does**. | | |
| Anecdotes  Character development  Dialogue  Emotional appeal | Figures of speech  Heavy description  Imaginative language  Metaphors/similes | Point of view  Plot development  Underlying theme  Vivid setting |

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| Who is the **audience** for this piece: How do you know? Explain.  *The speaker in the poem is a mother and her message appears to be to her son because she addresses the audience using the words “son, boy, and honey”.*  *The message could also be meant for a much wider audience. Langston Hughes was a writer during the Harlem Renaissance. Much of his poetry dealt with the topic of discrimination experienced by Black Americans.* |
| What is the **purpose** of this piece? How do you know? Explain.  T*he purpose of the poem is to encourage or inspire people to persevere. Langston Hughes was a writer during the Harlem Renaissance. Much of his poetry dealt with the topic of persevering in the face of discrimination.* |
| Based on the **audience** and **purpose**, to what extent does this piece connect to your thematic statement? Explain.  *This poem uses a mother as the narrator. She appears to be speaking to her son, encouraging him to persevere, which follows the thematic statement, “Parents can inspire or discourage their children.” The purpose of the poem is to inspire or encourage, just as a mother would in real life.* |
| What is the **organizational structure** of the writing? Explain.  *This poem is written as a dramatic monologue and so it is organized in a problem/solution structure. The narrator in the poem is a mother. The poem has only one stanza and uses no obvious rhyme scheme.* |
| Why did the writer develop his/her **theme** using this **organizational structure**?  The poem allows the author to make an effective statement that setsup the problem. This piece doesn’t require an explanation of setting, characters, or time. The brevity of the piece is part of its power. The piece is also effective because the narrator is speaking directly to the reader about how to solve any problem in life through perseverance. |