

Kids Who Die by Langston Hughes

Introduction:

*But the day will come—
You are sure yourselves that it is coming—
When the marching feet of the masses
Will raise for you a living monument of love,
And joy, and laughter,
And black hands and white hands clasped as one,
And a song that reaches the sky—
The song of the life triumphant
Through the kids who die.*

- Langston Hughes, “Kids Who Die”

Directions: Follow the steps provided below:

1. Read “[Kids Who Die](#)” by Langston Hughes, paying particular attention to the literary elements and techniques the poet uses to convey his message and characterize the people he sheds light on within the poem.
2. Assume the role of one of the central “characters” in the piece, one of the “kids who die.” Then, in the left-hand column, write a letter - in prose - to a “government official” with whom you would like to express your concerns, qualms, gripes, etc. Your letter should consist of no less than 100 words.
 - *The content of this letter is up to you, but it should reflect the same ideas, values, or sentiments as the characters portrayed in the poem. Use specific parts of the poem to help you gain insight.*
3. Assume the role of the other central “characters” in the piece, one of the people who “raise their hands against the kids who die.” Then, in the right-hand column, write a letter - in prose - to a “government official” with whom you would like to express your concerns, qualms, gripes, etc. Your letter should consist of no less than 100 words.

- *The content of this letter is up to you, but it should reflect the same ideas, values, or sentiments as the characters portrayed in the poem. Use specific parts of the poem to help you gain insight.*
4. In the row underneath, write a brief rationale of the artistic choices in both of your letters. This discussion should include the tone of the piece, the details you chose to include, the letters' diction, etc. Your rationale should consist of no less than 100 words. **Make sure to use specific text from the poem to support your response.**
 5. Finally, take a moment to think of how the poem reflects a real world, contemporary event or happening. Then, in the final row of the chart, discuss how the content of the poem reflects or ties in with a specific, real life event and how the two link to one another. *Your tie-in should consist of no less than 100 words.

Letter from one of the “kids who die” <i>*Your letter should consist of no less than 100 words.</i>	Letter from one of the people who “raise their hands against the kids who die” <i>*Your letter should consist of no less than 100 words.</i>
Brief rationale behind the composition of your letters. Explain why you chose to include/exclude certain elements, write in a specific style, etc. in both of your letters. <i>*Your rationale should consist of no less than 100 words. Use specific text from the poem to support your response.</i>	
Where do you see the message or sentiment of Langston Hughes’s “Kids Who Die” in real life? Provide a specific example(s) of a real world event(s) that reflects the message of the poem and discuss how the two link to one another. <i>*Your tie-in should consist of no less than 100 words.</i>	