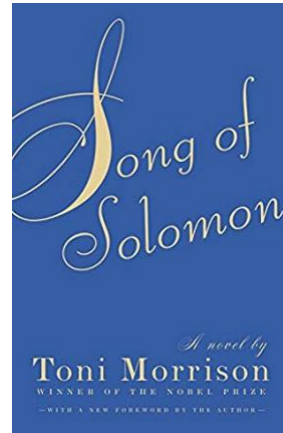


# Song of Solomon



|            |                                                                                                                                                                                                                                                                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ISBN-13    | 978-1-4000-3342-3                                                                                                                                                                                                                                                                                                                                                          |
| Author     | Toni Morrison                                                                                                                                                                                                                                                                                                                                                              |
| Publisher  | Houghton Mifflin                                                                                                                                                                                                                                                                                                                                                           |
| Copyright  | 1977                                                                                                                                                                                                                                                                                                                                                                       |
| Print Year | 2004                                                                                                                                                                                                                                                                                                                                                                       |
| Lexile     | 870L                                                                                                                                                                                                                                                                                                                                                                       |
| Genre      | Realistic fiction                                                                                                                                                                                                                                                                                                                                                          |
| Synopsis   | Macon "Milkman" Dead is seeking a way to live independently without parental assistance. His journey for self-discovery and independence involves revealing the truth about three generations in his family, starting from the abolition of slavery. His family's story is interwoven with other African American families in town and their experience of discrimination. |
| Themes     | Identity Development; American History; Stereotypes; Resilience                                                                                                                                                                                                                                                                                                            |

# Character-Based Literacy Program 90-Minute Lesson Plan

## *Song of Solomon*, Day 1



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

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**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What is the History of Michigan and the Lives of Black People in the State?

The name "Michigan" is attributed to the Indian word "Ojibwa" which means "large lake." Four of the largest lakes in the United States, including Lake Superior, border Michigan. In 1837, Michigan became the nation's 26th state. As it gained its statehood, Michigan enforced some laws concerning African Americans less strictly than its neighbors. For example, A Wayne County court document included the statement: "We

do not believe that a human being, who is a freeman, although possessing a black or yellow complexion, or being one or more shades darker than is common to white freemen, should be deprived of those rights and privileges, which are the common heritage of this happy and republican country. Attempts have been made to carry into execution said law. But owing to public opinion to the contrary, on account of its unconstitutionality, it cannot be effected." The pro-civil rights attitudes of the early settlers welcomed freed and fugitive slaves into the state. However, disputes about the civil rights of African American happened in Michigan just as in other states. For example, in 1867, when the legislature in Michigan prohibited segregation in public schools, the city of Detroit did not enforce the law in its schools. At the time the protagonist of the book *Song of Solomon*, Macon Dead III, was born in 1931, African American people were segregated in Detroit – they lived in separate neighborhoods, held separate private business practices, and their children attended separate schools.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                  |                   |                      |                    |                   |
|------------------|-------------------|----------------------|--------------------|-------------------|
| genuinely<br>(4) | privileges<br>(5) | verification<br>(13) | monumental<br>(15) | propriety<br>(20) |
|------------------|-------------------|----------------------|--------------------|-------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 1 (pp. 3–30)

| Setting                                                                                 | Characters                     | Pages |
|-----------------------------------------------------------------------------------------|--------------------------------|-------|
| Street near Mercy Hospital                                                              | Mr. Smith, Pilate, Guitar      | 3–9   |
| Ruth Foster and Macon Dead II's home (Formerly, residence of Ruth's father, the doctor) | Ruth, Macon Dead III, Freddie, | 10–15 |
| Ruth and Macon's home                                                                   | Macon, Pilate, Milkman         | 15–21 |
| Macon's office                                                                          | Macon, Mrs. Bains              | 21–23 |
| Porter's house                                                                          | Freddie, Macon, Porter         | 23–28 |
| Near Pilate's house                                                                     | Macon, Pilate, Reba, Hagar     | 28–30 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3–5 most important events on the timeline.

Students might mention:

- As people gather to watch Mr. Smith's attempt to fly, Ruth is going into labor.
- Macon Dead III gets his nickname "Milkman" when he is four years old.
- Macon Dead II does not show forgiveness or leniency towards his tenants and family.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 10

“Solid, rumbling, likely to erupt without prior notice, Macon kept each member of his family awkward with fear. His hatred of his wife glittered and sparked in every word he spoke to her. The disappointment he felt in his daughters sifted down on them like ash, dulling their buttery complexions and choking the lilt out of what should have been girlish voices.”

## EXTEND

**Write** a short product based on today’s prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today, you have read about two different ways men have built their identity and place in society. Macon Dead I was a free man who owned a small farm. Ruth Foster’s father was a doctor and a respected man in his community. Ruth Foster’s husband was a business man who owned multiple properties in town. For these men, having opportunities to grow were critical to their identity and self-esteem. Write an introductory paragraph about the importance of having opportunities in life to pursue dreams and accomplish goals.

**Close** by extending today’s lesson to life and the world.

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# Character-Based Literacy Program 90-Minute Lesson Plan

## *Song of Solomon*, Day 2



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### How Did Former Slaves Get Their Names?

Today, you will learn how Macon Dead, Milkman's grandfather, received his unusual name after the emancipation. Slaves who were brought to America were often stripped of their names as a way of taking their identity away from them. Some slave owners assigned new names to the while others have left their slaves nameless. Slaves did not have legal surnames, although they sometimes adopted the owner's family name. Slave

owners and the law identified slaves by their first names only. After the Civil War, [the Bureau of Refugees, Freedmen, and Abandoned Lands](#) (the Freedmen's Bureau) provided services to the freed slaves. These services included food and clothing, health care and temporary camps, reunification of families, education, employment, and legal representation. To register for services, former slaves had the option of selecting new names for themselves or to record the names they were used to. Some, for example, chose "Freeman" as their last name. However, before they were freed, slaves were prohibited to read and write by law. Therefore, when the time came to register in the Freedman's Bureau, they could not fill out the forms or check for the accuracy of the forms completed by others.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                      |                   |                     |                |                    |
|----------------------|-------------------|---------------------|----------------|--------------------|
| unobstructed<br>(31) | defensive<br>(38) | deferential<br>(46) | deftly<br>(47) | reminisced<br>(51) |
|----------------------|-------------------|---------------------|----------------|--------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 2 (pp. 31–55)

| Setting                    | Characters                                                                                         | Pages |
|----------------------------|----------------------------------------------------------------------------------------------------|-------|
| Family car (Packard Sedan) | Milkman, Milkman's parents (Ruth, Macon Dead II), Milkman's sisters (Magdalena, First Corinthians) | 31–35 |
| Pilate's house             | Milkman, Guitar, Pilate, Reba, Hagar                                                               | 35–49 |
| Milkman's home             | Milkman, Milkman's father                                                                          | 49–55 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Macon Dead II shows his family his new business plans.
- Milkman visits his aunt's house for the first time and falls in love with Hagar.
- Milkman listen to stories about his father's childhood – how the first Macon Dead got his name and why the family was forced to leave their house.

## EXPLORE

**Analyze** the key paragraph.

---

### **Key Paragraph, pp. 53–54**

“He didn’t have to keep the name, did he? He could have used his readl name, couldn’t he?”

“Mama liked it. Liked the name. Said it was new and would wipe out the past. Wipe it all out.”

## EXTEND

**Write** a short product based on today’s prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives on individuals. Write a paragraph about racial segregation in America in the 1930’s, 1940’s, and 1950’s. How did it affect Milkman’s family and other people in his neighborhood? Use evidence from the text.

**Close** by extending today’s lesson to life and the world.

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# Character-Based Literacy Program 90-Minute Lesson Plan

## *Song of Solomon*, Day 3



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What Did African American Soldiers Experience During World War II?

Over 2.5 million African-American men registered for the draft during World War II. They served in the Army, Army Air Forces, Navy, Marine Corps, and Coast Guard. In most cases, African American soldiers were placed in separate units. The 332nd Fighter Group included predominantly African-American soldiers. After initial reluctance of the air force to train African American pilots and to deploy them overseas, the pilots

received their initial assignments. Records of Congressional hearings showed the intent to disband the squadron due to failure to show aggressiveness and daring. However, further investigation reported that the pilots performed as well as other units in their area. The pilots received a Distinguished Unit Citation for their performance in combat in the Mediterranean region.

### The Lynching of Emmett Till

Between the late 19<sup>th</sup> century and the middle of the 20<sup>th</sup> century, thousands of lynching incidents were carried out against African American men. The highest number of recorded lynching was in Mississippi. Typically, lynching involves several dozen people. This story, however, involves two men who took the law into their own hands. One of most publicized cases was the murder of 14-year-old Emmett Till in 1955. Till came from Chicago to visit family in Mississippi. He was shopping at a store owned by Roy and Carolyn Bryant. Till allegedly grabbed the hand of Mrs. Bryant and let out a “wolf whistle” as Mrs. Bryant exited the store to get a gun from her car. Mrs. Bryant told about this incident to her husband and half-brother. They abducted Till. The two men then beat Till nearly to death and shot him in the head. They tied a large metal fan to his neck with barbed wire, and threw the boy into the Tallahatchie River. His body was soon recovered. In a court trial, Roy Bryant and his half-brother J.W. Milam were accused of the murder. An all-white, all male jury acquitted both of them. No one else was ever indicted or prosecuted for involvement in the kidnapping or murder.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|            |            |              |               |                  |
|------------|------------|--------------|---------------|------------------|
| squat (57) | folly (61) | emulate (63) | audacity (64) | impregnable (67) |
|------------|------------|--------------|---------------|------------------|

### READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

#### Read Chapter 3 (pp. 56–89)

| Setting               | Characters                                                | Pages |
|-----------------------|-----------------------------------------------------------|-------|
| Feather’s pool hall   | Milkman, Guitar, Feather                                  | 56–58 |
| Bench on Tenth Street | Milkman, Guitar, Hospital Tommy, Railroad Tommy           | 58–61 |
| Tenth Street          | Milkman, Guitar                                           | 61–62 |
| Milkman’s home        | Milkman, Macon, Ruth, Magdalena (Lena), First Corinthians | 62–75 |
| Southside             | Milkman                                                   | 76–79 |

| Setting            | Characters                                                                           | Pages |
|--------------------|--------------------------------------------------------------------------------------|-------|
| Tommy's Barbershop | Milkman, Guitar, Railroad Tommy, Hospital Tommy, Freddie, Walter, Porter, Nero Brown | 79–83 |
| Mary's             | Milkman, Guitar                                                                      | 83–89 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Milkman hits his father for punching his mother.
- Milkman figures out the origin of his nickname.
- The radio news feature the murder of an African American man.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 82

"How can they *not* give 'em time?" Walter's voice was high and tight.

"How? Just *don't*, that's how." Porter fidgeted with hi watch chain.

"But everybody knows about it now. It's all over. Everywhere. The law is the law."

"You wanna bet? This is sure money!"

"You stupid, man. Real stupid. Ain't no law for no colored man except the one send him to the chair," said Guitar."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today, you have learned about lynching. According to historical reports, lynching was meant to instill fear and prevent African American people from both taking part in public life and interacting with white women, and to curb their economical success. For example, Ida B. Wells-Barnett, an African-American teacher and journalist, public advocacy was influenced by the 1892 Memphis lynching of three black businessmen whose success had outraged their white competitors. Write a paragraph about the importance of feeling physically and emotional safe and protected by the law to being able to thrive and pursue one's dreams.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 4



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

## How Did Law Enforcement Treat African American People?

Based on the national registry of exonerations, African American people are about seven times more likely to be falsely convicted of murder than white people.<sup>1</sup> African Americans are also likely to be investigated, arrested, and spend more time in prison before they are released compared to White people. The reasons for the false convictions include racial bias, errors in eyewitness identification of the suspects, and lack of financial means to obtain legal representation selected by the defendants.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                         |                   |                 |                   |                      |
|-------------------------|-------------------|-----------------|-------------------|----------------------|
| acquisitiveness<br>(92) | garrulous<br>(95) | dragnet<br>(99) | begrudge<br>(103) | earnestness<br>(107) |
|-------------------------|-------------------|-----------------|-------------------|----------------------|

### READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

#### Read Chapter 4 (pp. 90–112)

| Setting          | Characters                                                 | Pages  |
|------------------|------------------------------------------------------------|--------|
| Rexall Drugstore | Milkman (Flashback: Hagar, Reba, Reba's boyfriend, Pilate) | 90–98  |
| Macon's office   | Milkman, Freddie (Flashback: Guitar, Empire State)         | 99–112 |

### RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Milkman is shopping for Christmas presents and reflects on his relationship with Hagar.
- Milkman and Milkman have an argument about standing up for African American people's civil rights.

<sup>1</sup> This information is based on the report, Gross, Samuel R, et al. *Race and Wrongful Convictions in the United States*. National Registry of Exonerations, 2017, *Race and Wrongful Convictions in the United States*.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 104

“This definitely is not Montgomery, Alabama. Tell me. What would you do if it was? If this turned out to be another Montgomery?”

“Buy a plane ticket.”

“Exactly. Now you know something about yourself you didn’t know before: who you are and what you are.”

## EXTEND

**Write** a short product based on today’s prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives on individuals. Today, you have learned about the rising tension between Guitar and Milkman who have different worldviews. Write a paragraph about the different views that Guitar and Milkman have on life, social responsibility, and fighting for civil rights.

**Close** by extending today’s lesson to life and the world.

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# Character-Based Literacy Program 90-Minute Lesson Plan

## *Song of Solomon*, Day 5



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is The Great Migration?

Between 1910 and 1970, an estimated six million African American people left the South to other parts of the country. Some sought work in large cities such as Detroit, Chicago, and New York, while others found seasonal farm work in rural parts of the country. African American left the South because of lack of jobs, unequal access to public services including education and public transportation, as well as discrimination

and violence. Other factors that influenced the Great Migration were national policies and events. For example, following World War I as well as the United States attempted to halt immigration in the 1920s, the demand for factory and farm workers increased. The wages of African American laborers were approximately one-half to two-third of white people's wages. Despite this lack of equality, it was an opportunity for African Americans, particularly those from the South, to build a better life. African American migrants earned as much as African American people who were born and raised in the North.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                        |                 |                        |                    |                    |
|------------------------|-----------------|------------------------|--------------------|--------------------|
| righteousness<br>(120) | forays<br>(129) | Manifestation<br>(129) | befuddled<br>(132) | truculent<br>(151) |
|------------------------|-----------------|------------------------|--------------------|--------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 5 (pp. 113–151)

| Setting                                   | Characters                  | Pages   |
|-------------------------------------------|-----------------------------|---------|
| Guitar's house                            | Milkman, Guitar             | 113–120 |
| Fairfield Cemetery                        | Milkman, Ruth               | 120–126 |
| Guitar's house                            | Milkman, Hagar              | 126–130 |
| Ruth's home; Pilate's home<br>(flashback) | Ruth, Freddie, Pilate, Lena | 130–134 |
| Pilate's house                            | Ruth, Hagar, Pilate         | 134–151 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Milkman hides from Hagar in Guitar's house.
- Milkman follows his mother to Fairfield Cemetery.
- Ruth hears from Freddie that Hagar is trying to murder her son.
- Pilate tells her life story to Ruth.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 138

“You’re botherin me!” Hagar was shouting and digging her fingers in her hair. It was an ordinary gesture of frustration, but its awkwardness made Ruth know that there was something truly askew in this girl. That here was the wilderness of Southside. Not the poverty or dirt or noise, not just extreme unregulated passion where even love found its way with an ice pick, but the absence of control. Here one lived knowing that at any time, anybody might do anything. Not wilderness where there was system, or the logic of lions, trees, toads, and birds, but wild wilderness where there was none.”

## EXTEND

**Write** a short product based on today’s prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives on individuals. Today, you have learned about Pilate’s life as a migrant worker. Write a paragraph about the types of jobs, working conditions, and wages of African American migrant workers during the Great Migration.

**Close** by extending today’s lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan

### *Song of Solomon*, Day 6



#### Outcomes for Today

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##### Reading Outcomes

###### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

###### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

##### Writing Outcomes

###### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

###### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

##### ELA in History/Social Studies

###### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What Was the Difference Between Martin Luther King Jr. and Malcolm X's Approaches?

Two civil rights leaders with contrasting viewpoints – Martin Luther King Jr. and Malcolm X – disagreed on the methods and goals of the movement. Malcolm X preached for seeing White people as the enemy. In his Message to the Grassroots speech in November 1963, in Detroit, he said: “We have a common enemy. We have this in

common: We have a common oppressor, a common exploiter, and a common discriminator. But once we all realize that we have this common enemy, then we unite on the basis of what we have in common. And what we have foremost in common is that enemy -- the white man. He's an enemy to all of us. I know some of you all think that some of them aren't enemies. Time will tell."

In contrast, Rev. Martin Luther King Jr. believed that there are many white people in America who advocate for equal rights for African Americans, and their moral voice will prevail. In 1963, at the "March on Washington," he said: "But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we've come to cash this check, a check that will give us upon demand the richness of freedom and the security of justice." As you read Chapter 6, reflect: Whose philosophy does Guitar Bains convey?

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                   |                    |                        |                        |                   |
|-------------------|--------------------|------------------------|------------------------|-------------------|
| meddling<br>(153) | shriveled<br>(155) | unequivocally<br>(156) | inconvenience<br>(156) | depraved<br>(157) |
|-------------------|--------------------|------------------------|------------------------|-------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 5 (pp. 152–161)

| Setting      | Characters      | Pages   |
|--------------|-----------------|---------|
| Mary's place | Milkman, Guitar | 152–161 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Milkman hides from Hagar in Guitar's house.
- Milkman follows his mother to Fairfield Cemetery.
- Ruth hears from Freddie that Hagar is trying to murder her son.
- Pilate tells her life story to Ruth.

## EXPLORE

**Analyze** the key paragraph.

### Key Paragraph, p. 160

"There are places now where a Negro still can't testify against a white man. Where the judge, the jury, the court, are legally bound to ignore anything a Negro has to say. What that means is that a black man is a victim of a crime only when a white man says he is."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today, you have learned about Guitar's views on justice and inequality. Write a paragraph about how lack of employment choices, competitive educational attainment, economic resources, and negative interactions with community members, individuals can lose their trust in other people's willingness and capacity to become fair, just, and compassionate.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 7



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### When Was Gold Ownership Illegal in the US?

President Roosevelt's Executive Order 6102, signed in 1933, made gold ownership illegal and punishable by fine and up to ten years in prison. This Order was part of the President's Gold Program which intended to retain the value of the dollar. Americans were required to surrender the gold in their possession to the government.

in return to compensation determined by the government. The prohibition against owning gold wasn't uplifted until 1974.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                     |                   |                    |                 |                   |
|---------------------|-------------------|--------------------|-----------------|-------------------|
| landlocked<br>(162) | pervaded<br>(164) | beckoning<br>(169) | fitful<br>(169) | exertion<br>(170) |
|---------------------|-------------------|--------------------|-----------------|-------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 7 (pp. 162–172)

| Setting                                          | Characters             | Pages   |
|--------------------------------------------------|------------------------|---------|
| Milkman's house; Park across from Mercy hospital | Milkman, Macon Dead II | 162–172 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Milkman tells his father he would like to leave town.
- Milkman's father tells Milkman how he and Pilate found gold after their father's death.
- Macon asks Milkman to steal the gold from Pilate's house.

## EXPLORE

**Analyze** the key paragraph.

### Key Paragraph, p. 166

"Circe bit her tongue trying to get the words out. 'You crazy? You say you saw the men what killed him. You think they don't know you saw them? If they kill a growned man, what you think they do to you? Be sensible. We got to plan and figure this thing out.'"

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today, you have learned about the fear and loneliness of young Macon and Pilate after they were orphaned and kicked out of their house. Write one paragraph about the potential effects of violence and discrimination on children of victims. How does the need to survive may impact their decisions, attitudes, and behavior?

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 8



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### Who Suffers the Most from Water and Air Pollution?

Chapter 8 begins with a description of the Detroit River pollution and its impact on poor families that cannot afford window screens and air conditioners. Research shows that in the US, hazardous waste sites, municipal landfills, incinerators, and other hazardous

facilities are disproportionately located in poor and minority neighborhoods.<sup>2</sup> Also, poor families have more limited access to air and water filtering amenities as well as health care services following poisoning from toxic chemicals in the air and water.

### The Bomb that Killed Four African American Girls

On September 15, 1963, during prayers on a Sunday morning, a bomb exploded under the steps of the 16<sup>th</sup> Street Baptist Church in Birmingham, Alabama. Four girls were killed and many other people were injured. The church, which served the African American community, was headquarters for civil rights movement meetings. Four girls died in the explosion. Prior to the bombing, civil rights leaders reached an agreement with local authorities to begin the integration of schools. Rev. Martin Luther King Jr. responded to the event with a telegram addressed to Alabama Governor George Wallace, saying: "The blood of our little children is on your hands." The public funeral for three of the girls attracted more than 8,000 people. However, Alabama state officials and Birmingham City officials did not attend the funeral. The four Ku Klux Klan members responsible for the murders were not charged until 45 years later. Three men were eventually convicted. The Ku Klux Klan members hoped to impede the progress of the civil rights movement. Instead, the bombing fueled great public support of the movement.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                        |                   |                    |                     |                    |
|------------------------|-------------------|--------------------|---------------------|--------------------|
| expansiveness<br>(174) | escapade<br>(177) | sauntered<br>(169) | asceticism<br>(179) | whimsical<br>(179) |
|------------------------|-------------------|--------------------|---------------------|--------------------|

### READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

#### Read Chapter 8 (pp. 173–186)

| Setting        | Characters      | Pages   |
|----------------|-----------------|---------|
| Pilate's house | Milkman, Guitar | 173–186 |

<sup>2</sup> Robert D. Bullard. (2000). *Dumping in Dixie: Race, Class, and Environmental Quality*, Third Edition.

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Milkman offers Guitar one-third of the profit from the gold hidden in Pilate's house.
- Milkman and Guitar enter Pilate's house in the middle of the night and steal the green sack.
- Pilate sees Milkman and Guitar steal the sack.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 180

"He screamed and shouted "Woosssss!" at Guitar's list, but because his life was not unpleasant and even had a certain amount of luxury in addition to its comfort, he felt off center. He just wanted to beat a path away from his parents' past, which was also their present and which was threatening to become his present as well."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today, you have learned about Guitar's assassination assignment and his desperate attempt to find the resources necessary to do this terrible crime. Write a paragraph about the rage of the African American population in 1960s and how such events impacted those who were no longer willing to wait for justice.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan

### *Song of Solomon*, Day 9



#### Outcomes for Today

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##### Reading Outcomes

###### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

###### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

##### Writing Outcomes

###### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

###### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

##### ELA in History/Social Studies

###### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What Gender Disparities Existed in the 1960s?

Women in the 1960s had less employment opportunities, advancement in the workplace, and salaries than men. Generally, women's employment was discouraged and the most typical jobs for women were as teachers, nurses, and secretaries. African American women had the most difficulty finding employment. Although African

American women made significant contributions to the civil rights movement and the fight for equal civil rights, they received little recognition.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                     |                    |                         |                          |                     |
|---------------------|--------------------|-------------------------|--------------------------|---------------------|
| amanuensis<br>(187) | intricate<br>(187) | fastidiousness<br>(191) | surreptitiously<br>(192) | mediocrity<br>(196) |
|---------------------|--------------------|-------------------------|--------------------------|---------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 9 (pp. 187–216)

| Setting                     | Characters                          | Pages   |
|-----------------------------|-------------------------------------|---------|
| Miss Graham's house         | Michael-Mary Graham, Corinthians    | 187–192 |
| On the bus                  | Corinthians, Henry Porter           | 192–194 |
| Drive-in movie lot          | Corinthians, Henry Porter           | 195–196 |
| Near Corinthians' house     | Corinthians, Henry Porter           | 197–199 |
| Porter's room               | Corinthians, Henry Porter           | 199–201 |
| Corinthians' house          | Corinthians, Macon, Milkman, Pilate | 202–209 |
| Milkman's room; Lena's room | Milkman, Lena                       | 209–216 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Corinthians develops a friendship with Porter.
- Milkman is arrested by the police for carrying a sack full of bones in his car.
- Pilate tells Macon about returning to the cave three years after he murdered the white man.
- Lena reveals her hatred of Milkman.

## EXPLORE

**Analyze** the key paragraph.

### Key Paragraph, p. 208

"You can't take a life and walk off and leave it. Life is life. Precious. And the dead you kill is yours. They stay with you anyway, in your mind."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Different characters in the book have different perceptions of justice. Pilate kept the bones of a man in her sack because she wanted to show respect to human life. Guitar wanted to avenge the death of innocent African American people. Write a paragraph about the virtue of justice and how it can be influenced by societal norms and life events.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan

### *Song of Solomon*, Day 10



#### Outcomes for Today

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##### Reading Outcomes

###### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

###### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

##### Writing Outcomes

###### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

###### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

##### ELA in History/Social Studies

###### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### How Did the Public and the Police Treat African American Soldiers During and After World War I?

In Chapter 10, Reverend Cooper tells the story of attempting to participate in the post-World War I Armistice Day Parade in Philadelphia. The white people at the parade violently rejected the African American marchers. Instead of protecting the victims, the police trampled the Reverend and his friends with their horses. The Reverend has

carried a large scar on his neck since that day. The patriotic feelings and hopes of the marchers exemplify the treatment of African American soldiers and veterans in World War I.

The Great Migration to northern states (partly driven by wartime demand for workforce), the framing of World War I as a fight for democracy and human rights, and opportunities to enlist in the army raised the hopes of many African American people to find a better life with greater social and economic mobility. However, many of them saw the opposite. In urban areas in the north, new arrivals of African Americans found residence in overcrowded neighborhoods, stigmatized as ghetto. In the U.S. Army, African American soldiers faced segregation and discrimination. In some instances, it has led to violent clashes.

An example of the tensions resulting from this gap is the Houston Riots of 1917. In the summer of 1917, an all-black 3<sup>rd</sup> Battalion, 24<sup>th</sup> Infantry was posted in Houston, TX to guard the construction of a new training camp – Camp Logan. Some of the soldiers in the 24<sup>th</sup> Infantry came from states that did not have Jim Crow laws (e.g., Ohio and New Mexico) and were willing to tolerate the abuse inflicted by construction workers in the camp and the local police when they visited Houston. Being U.S. army soldiers, they expect to be treated as equals. On August 23<sup>rd</sup>, 2017, Corporal Charles Baltimore had been arrested and beaten by the police because he inquired about the arrest and beating of another African American soldier. Back at Camp Logan, the soldiers heard rumors about a white mob that was about to arrive at the camp. Some of the soldiers fled the camp, but others marched towards the jail. Having their rifles confiscated earlier, they stole their weapons. This event triggered an armed riot of members of the Infantry. After the riots, 19 soldiers were hung, and 63 others were given life sentences.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                    |                        |                        |                   |                    |
|--------------------|------------------------|------------------------|-------------------|--------------------|
| oblivious<br>(219) | consciousness<br>(222) | consternation<br>(237) | coiffure<br>(242) | substance<br>(244) |
|--------------------|------------------------|------------------------|-------------------|--------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 10 (pp. 219–258)

| Setting                     | Characters                                    | Pages   |
|-----------------------------|-----------------------------------------------|---------|
| Guitar's house              | Guitar, Milkman                               | 219–226 |
| Diner/bus station, Danville | Milkman, the counter-man, elderly man         | 227–228 |
| Reverend Cooper's house     | Reverend Cooper, Esther, Milkman, town people | 228–236 |
| Butler House                | Milkman, Circe                                | 237–248 |
| Hunters Cave                | Milkman                                       | 248–253 |

|                  |                       |         |
|------------------|-----------------------|---------|
| A 1954 Chevrolet | Milkman, Fred Garnett | 254–255 |
| Station house    | Milkman, worker       | 256–258 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Milkman tells Guitar he has decided to leave town and look for the gold.
- Milkman learns about his father from the stories of people in Danville.
- Milkman meets Circe.
- Milkman searches Hunters Cave but does not find the gold.
- Milkman decides to follow the tracks of Pilate's journey to Virginia.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 235

"Sixteen years later he had one of the best farms in Montour County. A farm that colored their lives like a paintbrush and spoke to them like a sermon. "You see?" The farm said to them. "See? See what you can do? Never mind you can't tell one letter from another, never mind you were born a slave, never mind you lose your name, never mind your daddy dead, never mind nothing. Here, this here, is what a man can do if he puts his mind to it and his back in it. Stop sniveling." It said."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today you have read about the need of the people in town to hear from Milkman about the success of his father. Knowing that he has not only survived but also became a wealthy man, cheered up the town people. Write one or two paragraphs about the need of people to know about role models and people who have succeeded against all the odds. Include an argument or a thesis about the impact of such stories on people's hope and the importance of hope in people's lives.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 11



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### Where Did the Freed Slaves Go After the Emancipation?

At the end of the Civil War, the freed slaves needed to find housing and employment. They wanted separate residential units as opposed to the shared quarters where slaves were forced to live. Because it was illegal for slaves to have education, absent the ability to read and write, many freed slaves sought work in agriculture. Some made tenancy arrangements under rental contracts with white land owners. Others became

sharecroppers, which means they worked a farm or section of land in return for a share of the crop rather than wages. In both cases, the freed slaves were vulnerable to economic exploitation because of discrimination, limited employment options, their inability to negotiate, read, or sign contracts, and lack of protection by law enforcement. Jim Crow laws in the South enables white landlords to demand more income from their tenants and sharecroppers with less compensation. Consequently, African American farmers lived in a constant state of debt and poverty and only a fraction of the next generation of African American farmers in the early 1900s owned farmland.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                       |                 |                   |                    |                     |
|-----------------------|-----------------|-------------------|--------------------|---------------------|
| noncommittal<br>(268) | abated<br>(271) | contempt<br>(276) | vengeance<br>(276) | melancholy<br>(279) |
|-----------------------|-----------------|-------------------|--------------------|---------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 11 (pp. 259–285)

| Setting                       | Characters                                                 | Pages   |
|-------------------------------|------------------------------------------------------------|---------|
| Solomon's store, Shalimar, VA | Milkman, Mr. Solomon, Saul, Omar                           | 259–269 |
| King Walker's gas station     | Milkman, King Walker, Omar, Luther Solomon, Calvin         | 270–271 |
| The woods                     | Milkman, King Walker, Omar, Luther Solomon, Calvin, Guitar | 272–281 |
| King Walker's gas station     | Milkman, King Walker, Omar, Luther Solomon, Calvin         | 281–284 |
| Sweet's house                 | Milkman                                                    | 285     |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Milkman Shalimar, VA, where many of the people or places carry the name Solomon.
- Milkman is attacked at Mr. Solomon's store.
- Milkman joins a hunters group and survives an attack by Guitar.
- Milkman find a woman names Sweet and reciprocates love and caring.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 266

“He was telling them that they weren’t men, that they relied on women and children for their food. And that the lint and tobacco in their pants pockets where dollar bills should have been was the measure. That thin shoes and suits with vests and smooth smooth hands were the measure. That eyes that had seen big cities and the inside of airplanes were the measure.”

## EXTEND

**Write** a short product based on today’s prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today you have read about the contrast between Milkman’s expectations for a warm southern hospitality and the hostility of the young men who resented his clothes, manners, and statements. Write one or two paragraphs about the effects of being caught in a vicious cycle of poverty – a cycle caused by a lack of employment and education opportunities, discrimination and low wages, and lack of access to food, health care and social services – on people’s behavior and attitudes.

**Close** by extending today’s lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 12



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### How Did Freed Slaves and Their Descendants Kept Track of Relatives?

Being able to know about their past, family tree, and family history, is one of the many things stolen from slaves and their descendants. Commonly, slave owners separated husbands and wives, as well as children and parents, selling them to work in plantations in remote areas and other states. Some slaves ran away to find their loved ones, but many lost connection with their families. After the emancipation, thousands of freed

slaves posted “information wanted” ads in newspapers. Some of them wrote letters with the help of church ministers and government agencies. One of the stories featured on the project’s website [Last Seen: Finding Family after Slavery](#), features the story of Mrs. Anna Mollie Wright and her daughter, Mrs. Anna Freedman. The mother and the daughter were sold to different slave owners in Dover, Tennessee in 1863. After 29 years, an African American man who came from West Virginia, noted to the mother that a young woman from his town has been writing letters to Dover, Tennessee, looking for information about her mother. The mother contacted the minister in West Virginia and eventually was reunited with her daughter, whom she has not seen since she was a little girl.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|               |                    |                     |                     |                   |
|---------------|--------------------|---------------------|---------------------|-------------------|
| arch<br>(287) | indignant<br>(291) | sauntering<br>(299) | conviction<br>(301) | imminent<br>(301) |
|---------------|--------------------|---------------------|---------------------|-------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 12 (pp. 286–304)

| Setting                      | Characters                                             | Pages   |
|------------------------------|--------------------------------------------------------|---------|
| Byrd’s house                 | Milkman, Susan Byrd, Grace Long                        | 286–292 |
| The road leading to Shalimar | Milkman, Guitar                                        | 292–298 |
| Solomon’s Store              | Milkman, Omar, Solomon, children playing on the street | 298–304 |

## RESPOND

**Timeline** Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

Students might mention:

- Susan Byrd denies family relations to Milkman.
- Guitar tells Milkman he will murder him for stealing the gold.
- Milkman connects the song in the children’s play to his family’s history.

## EXPLORE

**Analyze** the key paragraph.

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### **Key Paragraph, p. 300**

“As Milkman watched the children, he began to feel uncomfortable. Hating his parents, his sisters, seemed silly now. And the skim of shame that he had rinsed away in the bathwater after having stolen from Pilate returned.”

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today you have read about the attempt of Milkman to piece together pieces of information about his ancestry. Write one or two paragraphs about the impact of knowing one's ancestry has on people's attitudes, behavior, self-esteem, and a sense of self-identity.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 13



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

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**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### How Do People Respond to Romantic Breakup?

Generally, interpersonal relationships have a key role in people's physical and mental well-being. Some people react more strongly than others to social exclusion and romantic breakup. Research suggests that people used to close relationships and emotional dependence on others feel greater pain as a result of separation than people used to living alone. People who have been alone for a substantial length of time, tend

to experience emotional numbness rather than intense emotions and distress. One's ability to adapt to change affects their response to separation and breakup. The ability to adapt sometimes triggers adaptive responses, such as seeking new relationships or new personal growth opportunities. Those who have not practiced the skills of adapting to change may be more vulnerable and respond with depression, anxiety, withdrawal from social contact, and self-neglect.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                       |                   |                     |                    |                      |
|-----------------------|-------------------|---------------------|--------------------|----------------------|
| mindlessness<br>(305) | opulence<br>(311) | prosperous<br>(312) | oblivious<br>(313) | reassurance<br>(318) |
|-----------------------|-------------------|---------------------|--------------------|----------------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 14 (pp. 305–319)

| Setting                             | Characters          | Pages   |
|-------------------------------------|---------------------|---------|
| Guitar's house                      | Hagar, Guitar       | 305–307 |
| Pilate's house                      | Hagar, Pilate, Reba | 307–310 |
| Downtown                            | Hagar, Pilate, Reba | 310–313 |
| Detroit streets                     | Hagar               | 313–314 |
| Pilate's house                      | Hagar, Pilate, Reba | 314–316 |
| Sonny's shop; Linden Baptist Church | Ruth, Pilate, Reba  | 316–319 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Hagar sinks into depression after Milkman leaves her.
- Hagar shops for clothes and cosmetics to make herself prettier.
- Hagar sinks back into depression and dies of high fever.

## EXPLORE

**Analyze** the key paragraph.

### Key Paragraph, p. 306

"You can't own a human being. You can't lose what you don't own. Suppose you did own him. Could you really love somebody who was absolutely nobody without you? You really want somebody like that? Somebody who falls apart when you walk out the door? You don't, do you? And neither does he. You're turning over your whole life to him. Your whole life, girl. And if it means so little to you that you can just give it away, hand it to

him, then why should it mean any more to him? He can't value you more than you value yourself."

### EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today, you have read about beauty and self-image concerns of Hagar. She believed that Milkman liked penny-colored silky hair. Write one or two paragraphs about the unique issues related to African American women's self-image concerning their beauty. How did the beauty and fashion industry in the 1960s affect the self-perception of African American women?

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan *Song of Solomon*, Day 14



### Outcomes for Today

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#### Reading Outcomes

##### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Writing Outcomes

##### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ELA in History/Social Studies

##### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

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**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What is the Origin of the Flying Slaves Folktales?

In 1803, members of the Igbo tribe who were kidnapped and brought to Georgia as slaves rose in a memorable rebellion. While on the slave ship, *The York*, which was to deliver them from Georgia to the plantations on the St. Simons Island, 75 members of the Igbo tribe took over the ship and drowned their captors. According to historical records, the Igbo tribe members committed mass suicide when they arrived to shore, by

marching to the water and choosing to drown in the ocean over being kept as slaves. However, because most of the bodies were never recovered, storytellers provided other accounts of the story. According to one version, the member of the Igbo tribe gained magical powers that lifted them to the air and brought them back to Africa. These tales of courage and hope were preserved and retold through oral traditions.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

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|                 |                       |                 |                    |               |
|-----------------|-----------------------|-----------------|--------------------|---------------|
| frayed<br>(320) | speculations<br>(323) | tallow<br>(323) | departure<br>(324) | dull<br>(325) |
|-----------------|-----------------------|-----------------|--------------------|---------------|

## READ

**Review** the timeline from the beginning every day.

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**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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### Read Chapter 14 (pp. 320–325)

| Setting      | Characters           | Pages   |
|--------------|----------------------|---------|
| Byrd's house | Milkman, Susan Byrd, | 320–325 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Susan Byrd tells Milkman about his great-grand father, the Flying African.
- Milkman learns how Heddy got to care for his grandfather, Jake.
- Susan Byrd tell Milkman how his grandmother decided to join his grandfather rather than go to a Quaker school.

## EXPLORE

**Analyze** the key paragraph.

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### Key Paragraph, p. 323

"When you say 'flew off' you mean he ran away, don't you? Escaped?"

"No, I mean flew. Oh, it's just foolishness, you know, but according to the story he wasn't running away. He was flying."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In this unit, you will write an analytical essay about the impact of key events in American history on the lives of individuals. Today you have read about the sequence of events that have led to the joint life of Jake Solomon and Singing Bird. Write one or two

paragraphs about the impact of government policies on marginalized groups and ethnic/racial minorities on life decisions of individuals.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 90-Minute Lesson Plan

### *Song of Solomon*, Day 15



#### Outcomes for Today

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##### Reading Outcomes

###### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

###### [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

##### Writing Outcomes

###### [CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

###### [CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

##### ELA in History/Social Studies

###### [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### Why are Names Important?

During the Civil Rights Movement era, many African Americans chose names that expressed their identity, aspirations, and desire to counteract past and present racial oppression. In 1843, a runaway slave, Isabella Baumfree, changed her name to Sojourner Truth to reflect her calling to travel and tell the truth about slavery. In 1952, Malcolm Little changed his last name, originally given by his ancestors' slave owner, to

X – indicating lack of knowledge of the original names of his ancestors. Names reflected the right of African Americans to reclaim recognition of their unique identity, personal choices, and ancestry.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                     |                    |                 |                |               |
|---------------------|--------------------|-----------------|----------------|---------------|
| iridescent<br>(327) | yearnings<br>(330) | defuse<br>(330) | abide<br>(332) | dull<br>(325) |
|---------------------|--------------------|-----------------|----------------|---------------|

## READ

**Review** the timeline from the beginning every day.

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read Chapter 15 (pp. 326–337)

| Setting                  | Characters              | Pages   |
|--------------------------|-------------------------|---------|
| Shalimar                 | Milkman, Sweet          | 326–329 |
| Pilate's house           | Milkman, Pilate         | 329–334 |
| Shalimar; Solomon's Leap | Milkman, Pilate, guitar | 334–337 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Milkman visits Pilate and tells her what he found out about her father.
- Pilate and Milkman bury Jake Solomon at Solomon's Leap.
- Guitar kills Pilate.

## EXPLORE

**Analyze** the key paragraph.

### Key Paragraph, p. 329

"Names that had meaning. No wonder Pilate put hers in her ear. When you know your name, you should hang on to it, for unless it is noted down and remembered, it will die when you do. Like the street he lived on, recorded as Main Avenue, but called No Doctor street by the Negroes in memory of his grandfather, who was the first colored man of consequence in that city."

## EXTEND

### Final Writing Product

Your final writing product is an analytical essay. Begin your essay with a statement about the effects of key events in American history on the lives of individuals. In the introduction paragraph, clarify your argument and introduce the reader to how you will

analyze this relationship. In the following paragraphs, provide an analysis of your argument. Use the paragraphs you have written over the last weeks to provide examples. Reorder, edit and add connecting sentences as needed. You may choose to replace paragraphs with new ones that better support your argument.

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- Each paragraph includes a topic sentence that directly supports the arguments in the introduction paragraph.
- The essay includes quotes from the book.
- The essay includes a rich vocabulary and complex sentence structures.
- The body paragraphs lead to the conclusion paragraph logically.

## Manage Your Time

Create a timeline to organize your writing schedule. Add dates in the right-side column. Add lines to the table, as needed.

| What                                  | When |
|---------------------------------------|------|
| Create a thesis statement.            |      |
| Collect and organize ideas and facts. |      |
| Complete an introduction paragraph.   |      |
| Complete the body paragraphs.         |      |
| Complete the conclusion paragraph.    |      |
| Read through and refine.              |      |
| Submit the first draft.               |      |
| Revise based on feedback.             |      |
| Submit a final draft.                 |      |

**Close** by extending today's lesson to life and the world.

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