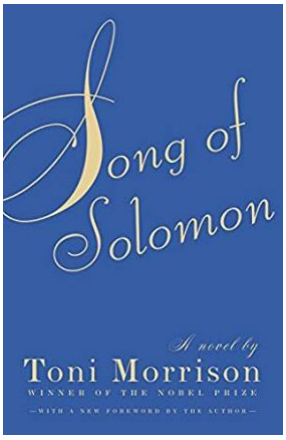
# Song of Solomon




| | |
|---|---|
| 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 |

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# Character-Based Literacy Program 90-Minute Lesson Plan
# *Song of Solomon*, Day 1

## Outcomes for Today

### 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 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


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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 (4) | privileges (5) | verification (13) | monumental (15) | propriety (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 leniancy towards his tenants and family.


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## **Map** Add to ongoing class activities like a KWL chart or map.

In this unit, you will learn about African American history from the Antebellum Period to the Civil Rights Movement. For the Map activity in this unit, you will need five large sheets of paper, preferably 11 x 17 inches. Write and illustrate on this paper in landscape format. Add your name and a title: "African American History Chart." Dedicate each sheet to one of the following historical topics:

- The Civil War and Reconstruction, 1861–1877
- Industrialization and Urbanization, 1880–1929
- The Great Depression, 1929–1939
- World War II, 1939–1945
- African-American Civil Rights Movement, 1954–1968

Keep the five posters in your folder and add to it throughout the unit.

Chapter 1 begins in 1931, the year Macon Dead III was born. Look up and write three facts about the 1930s and three facts about the lives of African American people at that time. Add these facts under the section "The Great Depression, 1929–1939." Add illustrations and color to complete your work.

Here are some suggested websites:

- Library of Congress: Great Depression and World War II, 1929-1945 (Race Relations in the 1930s and 1940s)
- Herbert Hoover Presidential Library and Museum: The Great Depression
- National Archives: The Great Depression and the New Deal

# EXPLORE

## **Activity** Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a plot chart poster for the book, *Song of Solomon*. Today, Day 1, write or type what you know about the exposition based on the first chapter of the book. Write 1–2 concise paragraphs or 5–8 bullet points. The details may be directly conveyed through a description of the setting and characters. It can be indirectly presented through dialogue and other literary devices in the story. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.


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## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. How has Ruth lived her life differently than other African Americans in her town?
2. Why does Macon Dead II refuse to stay in touch with his sister, Pilate?

## 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

### 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


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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 (31) | defensive (38) | deferential (46) | deftly (47) | reminisced (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.

**Map** Add to ongoing class activities like a KWL chart or map.

Chapter 2 includes information about the childhood of Macon Dead II and about his father. Look up and write three facts about the 1930s and three facts about the lives of


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African American people at that time. Add these facts under the section "The Civil War and Reconstruction, 1861–1877." Add illustrations and color to complete your work.

Here are some suggested resources:

- Library of Congress: The African American Odyssey: A Quest for Full Citizenship: Reconstruction and Its Aftermath
- National Archives: African American Records: Freedmen's Bureau
- Black Farmers in America: The Pursuit of Independent Farming and the Role of Cooperatives.

## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 2, write or type what you know about the exposition based on the second chapter of the book. Create 1–2 concise paragraphs or 5–8 bullet points. The details may be directly conveyed through a description of the setting and characters. It can be indirectly presented through dialogue and other literary devices in the story. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. Why did the newspapers announce the second-place winner rather than the first-place winner in the raffle commissioned by Sears, Roebuck and Co.?
2. What family responsibilities did Macon Dead II have when he was a child?

### 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.


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**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

### 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 oversees, the pilots


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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 19th century and the middle of the 20th 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 what 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 |


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| 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.

**Map** Add to ongoing class activities like a KWL chart or map.

Chapter 3 mentions the role of African American soldiers in World War II. Look up and write three facts about World War II and three facts about the lives of African American people at that time. Add these facts under the section "World War II, 1939–1945." Add illustrations and color to complete your work.

Here are some suggested resources:

- National Archives: Military Resources: Blacks in the Military
- Library of Congress: The Civil Rights Act of 1964: A Long Struggle for Freedom World War II and Post War (1940–1949)
- U.S. Department of Defense: African American History in the Defense Department: African Americans in Times of War
- United States House of Representatives: History, Art & Archives: The Second World War

## EXPLORE

**Activity** Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 3, write or type what you know about the *rising action* based on the third chapter of the book. Create 1–2 concise paragraphs or 5–8 bullet points. The details may be directly conveyed through a description of the events that build the suspense and tension in the plot. It can be indirectly presented through dialogue and other literary devices in the story. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may


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add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. Why did Milkman hit his father? How did his father respond?
2. What argument was evoked by the news about the murder of Till?

## 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

### 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.


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**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.[1] 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 (92) | garrulous (95) | dragnet (99) | begrudge (103) | earnestness (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.

[1] 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*.


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## Map Add to ongoing class activities like a KWL chart or map.

Chapter 4 alludes to the actions taken by the police in the 1950s to stop, search, and arrest African Americans, presumably to protect white people. Look up and write three facts about the 1950s and three facts about the lives of African American people at that time. Add these facts under the section "African-American Civil Rights Movement, 1954–1968." Add illustrations and color to complete your work.

Here are some suggested resources:

- National Institute of Justice: Race, Trust, and Police Legitimacy
- United States House of Representatives: History, Art & Archives: The Civil Rights Movement and the Second Reconstruction, 1945–1968
- Humanities, The Magazine of the National Endowment for the Humanities: Fighting Jim Crow

# EXPLORE

## Activity Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 4, write or type what you know about the *rising action* based on the fourth chapter of the book. Create 1–2 concise paragraphs or 5–8 bullet points. The details may be directly conveyed through a description of the events that build the suspense and tension in the plot. It can be indirectly presented through dialogue and other literary devices in the story. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. In Chapter 4, Milkman discovers that some of the things that tied him to his town have changed and are less meaningful or salient in his life. Identify at least two and describe how they have changed.
2. How have Guitar's behavior and attitudes changed?


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## Case Study for Discussion: The Courage of a 12-Year-Old

In 1960, a Supreme Court held that, under Federal law, integrated travel on interstate buses and trains is a legal right of all people regardless of their race. In 1961, Freedom Riders (7 Black, 6 white) boarded a bus in Washington DC and began a road trip to Louisiana through Virginia, North Carolina, South Carolina, Georgia, Alabama, and Mississippi. Most of the people on the bus were in their 40s and 50s, and two passengers were young students. When the bus reached Alabama, a mob of more than one-hundred men attacked the bus. They smashed the windows, slashed the tires, and set the bus on fire. Then, they held the bus doors in an attempt to prevent the passengers from getting out of the burning bus. With the help of a police officer, the passenger exited the bus just before it exploded. Upon existing the bus, the riders were beaten with baseball bats by the mob. A 12-year-old white girl brought water to the bleeding riders who were still choking on the smoke from the burning bus. She did so despite the warnings and taunts of the mob. She and her family were later ostracized by the town people and were forced to move elsewhere.

### Discussion Questions

1. How does the involvement of the white and black people on the bus in the Civil Rights Movement compare to the attitudes of Milkman and Guitar?
2. What would you do if you lived in that town at that time? Why?

**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

### 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


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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 (120) | forays (129) | Manifestation (129) | befuddled (132) | truculent (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 (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.


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## Map Add to ongoing class activities like a KWL chart or map.

Chapter 5 provides details on the life of Pilate during the 20 years that passed between the death of her father and the time she found her brother (1910–1930). Look up and write three facts about American History in the 1910s and 1920s and three facts about the lives of African American people at that time. Add these facts under the section "Industrialization and Urbanization, 1880–1929." Add illustrations and color to complete your work.

Here are some suggested resources:

- Library of Congress: The Civil Rights Act of 1964: A Long Struggle for Freedom The Segregation Era (1900–1939)
- United States Census Bureau: 1910 Fast Facts
- United States Census Bureau: 1920 Fast Facts

# EXPLORE

## Activity Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 5, write or type what you know about the *rising action* based on the fifth chapter of the book. Create 1–2 concise paragraphs or 5–8 bullet points. The details may be directly conveyed through a description of the events that build the suspense and tension in the plot. It can be indirectly presented through dialogue and other literary devices in the story. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. Why is Milkman hiding from Hagar?
2. Why does Ruth visit her father's grave?
3. Why did Pilate decide to find her brother and how did he welcome her when they met?

## 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."


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## 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

### 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


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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 (153) | shriveled (155) | unequivocally (156) | inconvenience (156) | depraved (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.

**Map** Add to ongoing class activities like a KWL chart or map.

Chapter 6 alludes to the split in the Civil Rights Movement in the 1960s. Look up and write three facts about American History in the 1960s and three facts about the lives of African American people at that time. Add these facts under the section "African-American Civil Rights Movement, 1954–1968." Add illustrations and color to complete your work.


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Here are some suggested resources:

- National Archives: JFK Assassination Records
- Our Documents: Official Program for the March on Washington
- American RadioWorks: Malcolm X (1926–1965)

## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 6, write or type what you know about the *rising action* based on the sixth chapter of the book. Create 1–2 concise paragraphs or 5–8 bullet points. The details may be directly conveyed through a description of the events that build the suspense and tension in the plot. It can be indirectly presented through dialogue and other literary devices in the story. If you are typing, a font size of 24 points is recommended for the title, and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. What does Guitar give up to be part of the Seven Days?
2. Why is Guitar part of the Seven Days?
3. Make a list of all the reasons Milkman gives for avoiding the killings of innocent people.

### 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 on 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

### 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 Americans to surrender the gold in their possession to the government


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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 (162) | pervaded (164) | beckoning (169) | fitful (169) | exertion (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.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 7, Macon tells the story of homeless twelve-year-old Pilate and sixteen-year-old Macon in the early 1910s. Look up and write three facts about American History in the 1910s and three facts about the lives of African American people at that time. Add these facts under the section "Industrialization and Urbanization, 1880–1929." Add illustrations and color to complete your work.

Here are some suggested resources:

- Library of Congress: Chronicling America: African American History
- U.S. History and Historical Documents
- National Archives: Resources for African American Research


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## EXPLORE

**Activity** Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 7, write or type what you know about the *complication* in the story based on the seventh chapter of the book. Create 1–2 concise paragraphs or 5–8 bullet points. The complication begins when key characters decide to take action to resolve a problem, but they are unsuccessful. Instead, their actions trigger further conflict. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

**Discussion** Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. Who helped Macon and Pilate after the murder of their father?
2. Why does Macon want to get the green sack that Pilate keeps in her house?

**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 growed 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 on 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

### 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


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facilities are disproportionately located in poor and minority neighborhoods.[2] 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 16th 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 (174) | escapade (177) | sauntered (169) | asceticism (179) | whimsical (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 |

[2] Robert D. Bullard. (2000). Dumping in Dixie: Race, Class, and Environmental Quality, Third Edition.


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## 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.

### Map Add to ongoing class activities like a KWL chart or map.

In Chapter 8, Milkman and Guitar break into Pilate's house on September 19, 1963 – four days after the 16th Street Baptist Church bombing in in Birmingham, Alabama. Look up and write three facts about American History in the 1960s and three facts about the lives of African American people at that time. Add these facts under the section "African-American Civil Rights Movement, 1954–1968."

Here are some suggested resources:

- **FBI:** Baptist Street Church Bombing
- **Library of Congress:** President Kennedy's Civil Rights Address
- **United States Census Bureau:** 1960 Fast Facts

## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a poster on 11" by 17" paper. The poster will show a plot chart for the book, *Song of Solomon*. Today, Day 8, write or type what you know about the *complication* in the story based on the eighth chapter of the book. Write 1–2 concise paragraphs or 5–8 bullet points. The complication begins when key characters decide to take action to resolve a problem, but they are unsuccessful. Instead, their actions trigger further conflict. Create 1–2 concise paragraphs or 5–8 bullet points. If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. What were Milkman's concerns about stealing the green sack?
2. In what ways was stealing the sack easier than anticipated?


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**Analyze** the key paragraph.

**Key Paragraph, p. 180**
"He screamed and shouted "Wooeeee!" 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 on 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

### 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


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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 (187) | intricate (187) | fastidiousness (191) | surreptitiously (192) | mediocrity (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.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 9, Milkman is stopped by the police although he did not make a traffic violation. He is searched and arrested for possession of White man's bones in his car. Being pulled over by the police for no legitimate reason was one of many reasons for the fight for equal rights in the 1960s. Look up and write three facts about American History in the 1960s and three facts about the lives of African American people at that


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time. Add these facts under the section “African-American Civil Rights Movement, 1954–1968.”

Here are some suggested resources:

- **United States Census Bureau:** 1960 Fast Facts
- **History & Headlines:** June 30, 1966: National Organization for Women Founded
- **United States Department of Labor:** An Overview: 1920–2012

## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 9, write or type what you know about the *story conflict(s)* based on the today’s reading selection. Create 1–2 paragraphs or 5–8 bullet points. Note the different types of conflict that may exist in a story:

- Internal conflict is an inner struggle of the protagonist. For example, a tension between two moral values or two goals, or the making a difficult decision.

- External conflict is a spiritual, moral, or physical battle with the antagonist, societal norms, or forces that stand between the protagonist and his/her goals.

If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. What did the green sack contain?
2. How did Pilate change her behavior when she talked with the police officers?
3. Why was Lena angry at Milkman?

### 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


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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

### 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


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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 3rd Battalion, 24th Infantry was posted in Houston, TX to guard the construction of a new training camp – Camp Logan. Some of the soldiers in the 24th 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 23rd, 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 (219) | consciousness (222) | consternation (237) | coiffure (242) | substance (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 |


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| | | |
|---|---|---|
| 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.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 10, Milkman visits the house of the people responsible for his grandfather's murder and family tragedy. These stories bring him back in time to the reconstruction era. Look up and write three facts about American History in the 1890s and 1900s and three facts about the lives of African American people at that time. Add these facts under the section "Industrialization and Urbanization, 1880–1929."

Here are some suggested resources:

- **Library of Congress:** Rise of Industrial America, 1876–1900
- **U.S. Department of Agriculture**: A Condensed History of American Agriculture, 1776-1999
- NPR: Black Farmers in America

## EXPLORE

**Activity** Explore the reading more deeply with a visual or oral language activity.

Continue working on the Plot Chart Poster. Today, Day 10, write or type what you know about the *climax* – the turning point in the plot – based on the today's reading selection. The climax may be indicated by something the protagonist discovers. It can be an action, a finding, or an insight. Several actions and thoughts may be part of the climax. Write 1–2 paragraphs or 5–8 bullet points.

If you are typing, a font size of 24 points is recommended for the title, and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.


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## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. As compensation for the death of her husband, what did Guitar's mother receive from the sawmill owner instead of life insurance?
2. How is Milkman's father, as portrayed in the stories told by people who knew him in his youth, different from the man Milkman knows?
3. Why did the murder of Macon Dead I spread hopelessness around town?
4. Based on Circe's story, whose bones did Pilate carry in the green sack?
5. Why was Circe angry when Milkman asked her why she loved white people?

## 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, neve 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

### 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


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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 (268) | abated (271) | contempt (276) | vengeance (276) | melancholy (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.


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## Map Add to ongoing class activities like a KWL chart or map.

In Chapter 11, Milkman witnesses poverty and unemployment in Shalimar, VA. He is attacked by young men who interpret his behavior as arrogant and disrespectful because of their socio-economic status. Identify three general facts about employment in the south in the 1960s and three facts about employment among the African American population in the south at this time.

Here are some suggested resources:

- **Encyclopedia Virginia:** Gender, Race, and Industrial Development
- **Pew Research Center:** Black Enemployment is Consistently Twice That of Whites
- **Eisenhower Foundation:** Report of the National Advisory Commission on Civil Disorders (Kerner Report): Summary of Report

# EXPLORE

## Activity Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a poster on 11" by 17" paper. The poster will show a plot chart for the book, *Song of Solomon*. Today, Day 11, write or type what you know about the *Falling Action* – the part of the plot in which questions are being answered, and the protagonist is approaching resolution and closure. Write 1–2 paragraphs or 5–8 bullet points.

If you are typing, a font size of 24 points is recommended for the title, and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. What did Milkman say and do that made the men in Solomon's store resent him? In your opinion, would the same behavior trigger a similar reaction in the neighborhood where his parents live?
2. What did Milkman believe he deserved and didn't deserve in life?

## 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."


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## 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

### 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


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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 (287) | indignant (291) | sauntering (299) | conviction (301) | imminent (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.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 12, Milkman explores his ancestry during the reconstruction era, focusing on his grandfather and grandmother (Jake Solomon and Singing Bird). Look up and write three facts about American History in during the Reconstruction era and three facts about the lives of African American people at that time. Add these facts under the section “The Civil War and Reconstruction, 1861–1877.”


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Here are some suggested resources:

- **Smithsonian, National Museum of the American Indian:** Indivisible
- **National Archives:** No Pensions for Ex-Slaves
- **NPR:** After Slavery, Searching for Loved Ones in Wanted Ads

## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a poster on 11" by 17" paper. The poster will show a plot chart for the book, *Song of Solomon*. Today, Day 12, write or type what you know about the *Falling Action* – the part of the plot in which questions are being answered, and the protagonist is approaching resolution and closure. Write 1–2 paragraphs or 5–8 bullet points.

If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. Why did Guitar believe that Milkman was trying to take all the gold for himself?
2. What clues in the children's song connected to Milkman's family history?

### Analyze the key paragraph.

**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

### 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 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 a lone for a substantial length of time, tend


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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 (305) | opulence (311) | prosperous (312) | oblivious (313) | reassurance (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.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 13, Hagar, seen by everyone as a very pretty woman, expresses doubts about her beauty. In the 1960s, civil rights movements advocated for racial pride, and criticized Eurocentric beauty practices of African American women, such as hair straightening. Look up and write three facts about American History in during the 1960s and three facts about the lives of African American people at that time. Add these facts under the section "African-American Civil Rights Movement, 1954–1968."

Here are some suggested resources:


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- **Smithsonian, National Museum of American History:** Make-Up
- **National Archives:** Women in Black Power

## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a poster on 11" by 17" paper. The poster will show a plot chart for the book, *Song of Solomon*. Today, Day 12, write or type what you know about the *Falling Action* – the part of the plot in which questions are being answered, and the protagonist is approaching resolution and closure. Write 1–2 paragraphs or 5–8 bullet points.

If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. How did Guitar, Pilate, and Reba try to comfort Hagar?
2. How did the walk in the rain ruin Hagar's efforts?

### 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

### 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 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


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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.

| | | | | |
|---|---|---|---|---|
| frayed (320) | speculations (323) | tallow (323) | departure (324) | dull (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 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.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 14, Milkman learns that his grandmother was American Indian, and like many other American Indian children at that time she was about to go to a boarding school. Look up and write three facts about American History in during the Reconstruction era and three facts about the lives of African American people at that time. Add these facts under the section "The Civil War and Reconstruction, 1861–1877."

Here are some suggested resources:

- **Smithsonian, National Museum of the American Indian:** The Boarding School Tragedy
- **National Park Service:** Indian Children Forced to Assimilate at White Boarding Schools
- **Library of Congress:** Assimilation Through Education


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## EXPLORE

### Activity Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a poster on 11” by 17” paper. The poster will show a plot chart for the book, *Song of Solomon*. Today, Day 14, write or type what you know about the *Falling Action* – the part of the plot in which questions are being answered, and the protagonist is approaching resolution and closure. Write 1–2 paragraphs or 5–8 bullet points.

If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Keep your work in a folder. You will assemble all parts of the poster at the end of the unit.

### Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. Why did Susan Byrd tell two different stories about Milkman’s grandmother in the two times he saw her?
2. Why did Milkman ask about the registration of Jake and his brothers at the Freedman’s Bureau?

### Analyze the key paragraph.

**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

### 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


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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 (327) | yearnings (330) | defuse (330) | abide (332) | dull (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 burry Jake Solomon at Solomon's Leap.
- Guitar kills Pilate.

**Map** Add to ongoing class activities like a KWL chart or map.

In Chapter 15, Milkman goes back to Virginia with Pilate to finish the task she has taken on herself when she took the bones from the cave. Their journey back to Virginia closed a circle that began in the reconstruction era. Look up and write three facts about American History in during the Reconstruction era and three facts about the lives of African American people at that time. Add these facts under the section "The Civil War and Reconstruction, 1861–1877."

Here are some suggested resources:

- **Constitutional Rights Foundation:** The Southern "Black Codes" of 1865-66
- **United States Senate:** Freedmen's Bureau Acts of 1865 and 1866
- **U.S. Capitol Visitor Center:** Bureau of Refugees, Freedmen and Abandoned Lands, Circular No. 9


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# EXPLORE

## Activity Explore the reading more deeply with a visual or oral language activity.

In this unit, you will create a poster on 11” by 17” paper. The poster will show a plot chart for the book, *Song of Solomon*. Today, Day 15, write or type what you know about the *Resolution* – the part of the plot in which the main questions are answered, or the problem is solved. Write 1–2 paragraphs or 5–8 bullet points.

If you are typing, a font size of 24 points is recommended for the title and a font size of 14 points is recommended for the body text. Create or draw a border around the text. You may add an illustration under the text. Review and edit the completed poster.

## Discussion Ask discussion questions.

**Answer the key questions. Use evidence from the text.**

1. In Chapter 9 (p. 208), Pilate said that she heard the ghost of her father say “Sing,” and “You just can’t fly off and leave it.” How did she interpret these words, and how did Milkman explain it in Chapter 15?
2. On page 334, Milkman solved the connection between Robert Smith, Guitar, and Pilate. Read the following quote: “The Seven Days, Milkman guessed, would be looking for a new recruit, as they had to when Robert Smith jumped off the roof of Mercy.” Re-read chapter 1 sections about Robert Smith and Pilate’s singing. How has your understanding of that event that happened on 2/18/1931 changed after reading the book?
3. What regret did Pilate express before she died?
4. What is the song of Solomon?
5. What did Milkman understand at the end of Chapter 15?

## 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 mains Avenue, but called No Doctor street by the Negros 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


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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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