| 12 LC | Module Overview |
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## "Without Ever Leaving the Ground She Could Fly": Exploring Complex Structure and Ideas in Literature

| Texts | **Central Module Text**: *Song of Solomon* by Toni Morrison |
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|       | **Supplementary Module Text**: "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris |
| **Number of Days in Module** | 31 |

## Introduction

In this module, students read and analyze Toni Morrison's novel *Song of Solomon*, as they continue to build the skills required to craft strong informative essays and participate effectively in group discussions. Students identify and trace the development of central ideas and motifs in Morrison's complex narrative of a young African-American man's journey towards independence and acceptance, engaging with the interrelated concepts of identity, community, love, mercy, freedom, flight, naming, storytelling, and the supernatural. Students make connections across the text as they consider how these central ideas and motifs build upon and support each other, as well as how Morrison's structural choices and figurative language contribute to the meaning and overall aesthetic impact of the text. The Grade 12 Literary Criticism Module is structured around a gradual release of responsibility to students for their learning, which fosters students' independent thinking and writing capacities. As the module progresses, scaffolds in key text analysis lessons are strategically removed. Additionally, students keep a notebook or a journal in which they are responsible for generating their own guided focus questions, as well as any other questions that emerge during their reading. Students revisit and add to their notes, questions, and responses in this journal over the course of the module and use their self-generated questions to write the Interim and Performance Assessments.

This module employs a one-unit structure to facilitate students' close analysis of the single central text. Once students have completed their analysis of *Song of Solomon*, students are offered the opportunity to build upon their understanding of the ideas in Morrison's novel by engaging with two pieces of

related literary criticism: Morrison's own reflections on her creative process in her foreword to the novel and A. Leslie Harris's critical essay "Myth as Structure in Toni Morrison's *Song of Solomon*," in which Harris argues that Morrison uses the mythic theme of the hero's quest to structure her narrative. Teachers who feel their students are not yet ready for this challenge may choose to move directly to the 12 LC Performance Assessment and skip the lessons on Harris's essay.

In the 12 LC First Interim Assessment, students practice their speaking and listening skills as they participate in a series of discussions that examine how structure, character development, and central ideas in Part 1 of *Song of Solomon* interact to contribute to overall meaning and aesthetic impact of the text. Student learning is assessed via a fishbowl discussion in response to the following prompt: Identify examples of structure, character development, and central ideas and discuss how they interact in Part 1 to contribute to the overall meaning and aesthetic impact of the text.

In the Second Interim Assessment for the 12 LC Module, students craft a formal essay in response to the following prompt: Write a 2–3 page analysis of *Song of Solomon*, focusing on a question about the novel that you have explored in your daily journal or a new question left unexplored. Your analysis should reflect an evidence-based interpretation of the novel.

Students are encouraged to reevaluate and adjust their analysis in response to the new thinking presented in the foreword and literary criticism. In the 12 LC Performance Assessment, students demonstrate this skill by revising their original responses to the 12 LC Second Interim Assessment prompt, using the literary criticism to develop or refine their analysis. Students who do not read the literary criticism may use the Performance Assessment as an opportunity to work on writing revisions and may incorporate ideas from Toni Morrison's Foreword to *Song of Solomon* where appropriate.

## Literacy Skills & Habits

- Read closely for textual details
- Use vocabulary strategies to define unknown words
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based conversations about text
- Collect and organize evidence from texts to support analysis in writing and discussions
- Practice informative writing techniques and skills
- Revise writing to incorporate new evidence
- Practice speaking and listening skills in a series of class discussions
- Generate and respond to questions in scholarly discourse

# English Language Arts Outcomes

## *Yearlong Target Standards*

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

| CCS Standards: Reading—Literature | |
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| 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. |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. |
| CCS Standards: Reading—Informational Text | |
| RI.11-12.1.a | 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. <br><br> a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| RI.11-12.10 | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |

| CCS Standards: Writing | |
|---|---|
| W.11-12.9.a, b | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| | a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). |
| | b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| CCS Standards: Speaking & Listening | |
|---|---|
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. |

| CCS Standards: Language | |
|---|---|
| L.11-12.4.a-d | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. |
| | a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| | b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). |
| | c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |

| | d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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## *Module-Specific Standards*

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

| CCS Standards: Reading Anchor Standards | |
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| CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **CCS Standards: Reading – Literature Text** | |
| 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. |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.11 | Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and |

| | philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. |
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| CCS Standards: Reading – Informational Text | |
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| RI.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. |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| CCS Standards: Writing | |
| W.11-12.2. a-f | 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.<br><br>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br><br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br><br>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br><br>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.<br><br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br><br>f. Provide a concluding statement or section that follows from and supports the |

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| | information or explanation presented (e.g., articulating implications or the significance of the topic). |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **W.11-12.9. a, b** | **Draw evidence from literary or informational texts to support analysis, reflection, and research.**<br><br>a. **Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**<br><br>b. **Apply grades *11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").** |
| **CCS Standards: Speaking & Listening** | |
| **SL.11-12.1. a, c, d** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.**<br><br>a. **Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**<br><br>c. **Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**<br><br>d. **Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.** |

| CCS Standards: Language | |
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| **L.11-12.1** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| **L.11-12.2** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| L.11-12.4. a, b | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.<br><br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br><br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). |
| L.11-12.5.a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |

**Note:** Bold text indicates the targeted standards assessed in this module.

| Ongoing Assessments | |
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| Standards Assessed | CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RI.11-12.1, RI.11-12.6 |
| Description of Assessment | Students participate in reading and discussion, write informally in response to text-based prompts, and participate in evidence-based discussions. |

| 12 LC First Interim Assessment | |
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| Standards Assessed | RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.9.a, SL.11-12.1.a, c, d |
| Description of Assessment | In the 12 LC First Interim Assessment, students participate in a series of discussions that examine the structure, character development, and central ideas in Part 1 of *Song of Solomon*. Student learning is assessed via this discussion in response to the following prompt: Identify examples of structure, character development, and central ideas and discuss how they interact in Part 1 to contribute to the overall |

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| | meaning and aesthetic impact of the text. |

| **12 LC Second Interim Assessment** | |
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| Standards Assessed | RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.2.a-f, W.11-12.9.a, L.11-12.1, L.11-12.2 |
| Description of Assessment | In the Second Interim Assessment for the 12 LC Module, students craft a formal essay in response to the following prompt: Write a 2–3 page analysis of *Song of Solomon*, focusing on a question about the novel that you have explored in your daily journal or a new question left unexplored. Your analysis should reflect an evidence-based interpretation of the novel. |

## Module Performance Assessment

| Prompt |
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| In this two-lesson Performance Assessment, students revise their responses to the 12 LC Second Interim Assessment prompt, refining their analysis based on their reading of "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris's and the novel's Foreword by Toni Morrison.<br><br>**Prompt:**<br>Over the course of this module, you have read and analyzed Toni Morrison's *Song of Solomon*, Toni Morrison's Foreword to *Song of Solomon*, and A. Leslie Harris's "Myth as Structure in Toni Morrison's *Song of Solomon*." For this assessment, draw upon your analysis of these texts in order to respond to the following prompt:<br><br>**Revise your original response to the 12 LC Second Interim Assessment prompt, using the literary criticism to further develop or refine your analysis.** |

| Lesson 1 |
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| Instruct students to take out their annotated copies of Toni Morrison's *Song of Solomon* and A. Leslie Harris's "Myth as Structure in Toni Morrison's *Song of Solomon*" as well as their responses to the 12 LC Second Interim Assessments.<br><br>Instruct students to form small groups to share their ideas for how they will revise their 12 LC Second Interim Assessment responses based on the literary criticism and Foreword to the novel. Instruct students to provide feedback to their peers on their ideas. Each student should have a chance to share 2–3 ideas and receive feedback.<br><br>For homework, distribute copies of the 12 LC Performance Assessment Rubric and Checklist. Instruct students to review the rubric and checklist for homework, so they are prepared to fulfill the criteria in their responses during the following lesson. Also, instruct students to identify additional evidence from each module text that supports analysis for the Performance Assessment prompt. |

| Lesson 2 |
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| Instruct students to revise their 12 LC Second Interim Assessment written responses. Remind students |

> to use evidence from the module texts to support their analysis.

## Module/Unit-at-a-Glance Calendar

| Lesson | Text | Learning Outcomes/Goals |
|---|---|---|
| 1 | *Song of Solomon* by Toni Morrison, Chapter 1, pages 3–9 | In this first lesson of the module, students begin their analysis of Toni Morrison's *Song of Solomon*. Students read the first six pages of *Song of Solomon*, in which Morrison tells the story of Mr. Smith's flight off of the rooftop of Mercy Hospital. Students then analyze this excerpt as they consider how Morrison introduces the setting of her novel through her description of this event. |
| 2 | *Song of Solomon* by Toni Morrison, Chapter 1, pages 9–15 | In this lesson, students analyze pages 9–15 of *Song of Solomon*, in which Morrison introduces the characters of Ruth Foster, her husband Macon Dead, and their children Milkman, Lena, and Corinthians. Students work in groups to analyze how Morrison introduces and develops the character of Ruth. |
| 3 | *Song of Solomon* by Toni Morrison, Chapter 1, pages 15–30 | In this lesson, students analyze pages 15–30 of *Song of Solomon*, in which Morrison explores Macon Dead's perspective on his family and himself. Students work in groups to analyze how Morrison develops a central idea of the text over the course of this excerpt. |
| 4 | *Song of Solomon* by Toni Morrison, Chapter 2, pages 31–43 | In this lesson, students analyze pages 31–43 of *Song of Solomon*, in which Milkman meets Pilate for the first time, and she shares the details of her father's death. Students analyze and discuss Pilate's character development through the story she tells Milkman and Guitar. |

| Lesson | Text | Learning Outcomes/Goals |
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| 5 | *Song of Solomon* by Toni Morrison, Chapter 2, pages 43–55 | In this lesson, students analyze pages 43–55 of *Song of Solomon*, in which Milkman first meets Pilate's granddaughter, Hagar, and in which Macon tells Milkman about his childhood in Pennsylvania. Students participate in an evidence-based discussion to analyze how Macon's description of his early years further develops his character. |
| 6 | *Song of Solomon* by Toni Morrison, Chapter 3, pages 56–74 | In this lesson, students analyze pages 56–74 of *Song of Solomon*, in which Milkman grows from a boy of 13 to a young man of 22 years old. In this excerpt, Milkman physically confronts his father and learns about his parents' troubled marriage. Students analyze the excerpt, paying particular attention to how Morrison develops the central idea of identity. |
| 7 | *Song of Solomon* by Toni Morrison, Chapter 3, pages 74–89 | In this lesson, students analyze pages 74–89 of *Song of Solomon*, in which Milkman struggles to make sense of his recent interactions with his family and recalls the incident that gave him his nickname. Students analyze the excerpt and pay particular attention to how the central ideas of identity and community develop. |
| 8 | *Song of Solomon* by Toni Morrison, Chapter 4, pages 90–112 | In this lesson, students analyze pages 90–112 of *Song of Solomon*, in which Milkman ends his relationship with Hagar and Pilate defends Reba from a violent lover. Additionally, the men of Southside discuss a recent murder in the area, Milkman shares a strange vision with Guitar, and Freddie explains the circumstances of his birth. Students pay particular attention to how Milkman's and Freddie's stories contribute to the overall meaning of the novel and consider the aesthetic impact of these stories. |

| Lesson | Text | Learning Outcomes/Goals |
|---|---|---|
| 9 | *Song of Solomon* by Toni Morrison, Chapter 5, pages 123–129 and 132–234 | In this lesson, students continue analyzing *Song of Solomon*, discussing three excerpts from the book: pages 123–126, 126–129, and 132–134. In these excerpts Milkman learns about the circumstances of his birth from his mother and Hagar attacks Milkman in Guitar's apartment. Students participate in a group discussion, considering the development of central ideas in these excerpts. |
| 10 | *Song of Solomon* by Toni Morrison, Chapter 5, pages 149–151 | In this lesson, students continue their analysis of *Song of Solomon*, focusing on pages 149–151. This excerpt describes Pilate's search for identity and her relationship to the community around her. Students analyze how two central ideas interact and build on one another in pages 149–151. |
| 11 | *Song of Solomon* by Toni Morrison, Chapters 6 and 7, pages 157–161, 162–164, and 168–172 | In this lesson, students continue analyzing *Song of Solomon* through a jigsaw discussion of how structural choices contribute to the development of central ideas in three key excerpts (pages 157–161, 162–164, and 168–172). Over the course of these excerpts, Guitar and Milkman discuss the Seven Days and Milkman hears the story of the gold from Macon. |
| 12 | *Song of Solomon* by Toni Morrison, Chapter 8, pages 173–186 | In this lesson, students continue their analysis of *Song of Solomon*, focusing on pages 173–186. In this excerpt, Milkman tells Guitar about the gold he believes Pilate is keeping in her house, and they take the gold. Students analyze Morrison's use of figurative language to develop central ideas. |
| 13 | *Song of Solomon* by Toni Morrison, Chapter 9, pages 205–209 | In this lesson, students read and analyze pages 205–209 of *Song of Solomon*, in which Milkman discusses his arrest and Pilate's sack of bones with his father. Students engage in group discussions focusing on how Morrison's choices develop the characters and events within the excerpt. |

| Lesson | Text | Learning Outcomes/Goals |
|---|---|---|
| 14 | *Song of Solomon* by Toni Morrison, Chapter 9, pages 211–216 | In this lesson, students read and analyze pages 211–216 of *Song of Solomon*, , in which Lena confronts Milkman about his treatment of the women in his family. Students engage in a group discussion focusing on how Milkman's character develops over the course of the excerpt. |
| 15 | *Song of Solomon* by Toni Morrison, Chapters 1–9 | In this lesson, the 12 LC First Interim Assessment, students participate in a series of discussions that examine the structure, character development, and central ideas in Part 1 of *Song of Solomon*. Students first participate in a jigsaw activity in which they work in groups to organize and discuss key aspects of the text. Students then participate in a fishbowl discussion that examines how these three components interact to contribute to the overall meaning and aesthetic impact of Part 1 of *Song of Solomon.* Student learning is assessed via this discussion in response to the following prompt: Identify examples of structure, character development, and central ideas and discuss how they interact in Part 1 to contribute to the overall meaning and aesthetic impact of the text. Student learning is assessed using the 12 LC Speaking and Listening Rubric and Checklist. |
| 16 | *Song of Solomon* by Toni Morrison, Chapter 10, pages 219–226 | In this lesson, students analyze the development and interaction of central ideas in pages 219–226 of *Song of Solomon*, in which Milkman approaches a run-down house in the woods of Pennsylvania and recounts an earlier conversation with Guitar. |
| 17 | *Song of Solomon* by Toni Morrison, Chapter 10, pages 238–258 | In this lesson, students analyze pages 238–258 of *Song of Solomon*, in which Milkman travels to Lincoln's Heaven, meets Circe, and visits Hunter's Cave for the first time. Students participate in a jigsaw discussion, focusing on how Milkman's journey in pages 238–258 develops his character. |

| Lesson | Text | Learning Outcomes/Goals |
|---|---|---|
| 18 | *Song of Solomon* by Toni Morrison, Chapter 11, pages 259–281 | In this lesson, students analyze pages 259–281 of *Song of Solomon*, in which Milkman survives Guitar's assault during a hunting trip. Students discuss what Milkman's actions demonstrate about his character development. |
| 19 | *Song of Solomon* by Toni Morrison, Chapter 11, pages 281–285 | In this lesson, students analyze pages 281–285 of *Song of Solomon*, in which Milkman participates in the hunting party's skinning of a bobcat and meets Sweet for the first time. Students complete a pre-discussion Quick Write before engaging in collaborative analysis of Morrison's structural choices and how they contribute to Milkman's character development. |
| 20 | *Song of Solomon* by Toni Morrison, Chapter 12, pages 286–304 | In this lesson, students analyze pages 286–304 of *Song of Solomon*, in which Milkman visits Susan Byrd and continues to build a connection to his family's history. Students participate in an evidence-based discussion of two sections of this excerpt, analyzing Milkman's character development and central ideas. |
| 21 | *Song of Solomon* by Toni Morrison, Chapter 13, pages 305–319 | In this lesson, students analyze pages 305–319 of *Song of Solomon*, in which Hagar dies as a result of her efforts to regain Milkman's love. In their analysis, students consider Morrison's choice to include Hagar's story at the end of the text. |
| 22 | *Song of Solomon* by Toni Morrison, Chapter 14, pages 320–325 | In this lesson, students read and analyze pages 320–325 of *Song of Solomon*, in which Milkman returns to Susan Byrd's house to find answers to his questions regarding the Sugarman song and his own family. Students analyze the relationship between Milkman's newfound knowledge and the epigraph of the novel. |
| 23 | *Song of Solomon* by Toni Morrison, Chapter 15, pages 326–334 | In this lesson, students analyze *Song of Solomon*, pages 326–334. In this excerpt, Milkman returns home, shares the discoveries from his journey with his family, and finds out Hagar is dead. Students analyze the excerpt in groups focusing on how motifs relate to central ideas. |

| Lesson | Text | Learning Outcomes/Goals |
|---|---|---|
| 24 | *Song of Solomon* by Toni Morrison, Chapter 15, pages 334–337 | In this lesson, students analyze the conclusion of *Song of Solomon*, pages 334–337. In this excerpt, Milkman and Pilate return to Solomon's Leap to bury the remains of Milkman's grandfather, and Guitar confronts Milkman. Students analyze the excerpt by focusing on the structural choices Morrison makes at the end of the novel. |
| 25 | *Song of Solomon* by Toni Morrison, Chapters 1–15 | In this lesson, the Second Interim Assessment for the 12 LC Module, students craft a formal essay in response to the following prompt: Write a 2–3 page analysis of *Song of Solomon*, focusing on a question about the novel that you have explored in your daily journal or a new question left unexplored. Your analysis should reflect an evidence-based interpretation of the novel. Student responses are assessed using the 12 LC Second Interim Assessment Text Analysis Rubric. |
| 26 | *Song of Solomon* by Toni Morrison, Foreword, pages xi–xiv | In this lesson, students read and analyze Toni Morrison's Foreword to *Song of Solomon*, pages xi–xiv, in which Morrison offers insights into her writing process, as well as interpretations of key aspects of her novel. Students work in pairs to analyze Morrison's purpose for writing the Foreword, and consider how the style and content of the Foreword contribute to its power and beauty. |
| 27 | "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris, pages 69–71 | In this lesson, students read pages 69–71 of "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris, in which Harris presents the concept of mythology as a central structural support for *Song of Solomon*. Students participate in a discussion of Milkman's journey in the context of other mythical figures before independently exploring how the literary criticism relates to prior analysis of existing unanswered questions. |

| Lesson | Text | Learning Outcomes/Goals |
|---|---|---|
| 28 | "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris, pages 71–73 | In this lesson, students read pages 71–73 of "Myth as Structure in Toni Morrison's *Song of Solomon*," in which Harris discusses the mythic structural elements of Part 1 of *Song of Solomon*. Students participate in a gallery walk to analyze how key ideas from the literary criticism apply to the novel. |
| 29 | "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris, pages 74–76 | In this lesson, students read pages 74–76 of "Myth as Structure in Toni Morrison's *Song of Solomon*," in which Harris analyzes Milkman's journey to Pennsylvania and Virginia through the lens of famous mythical heroes. Students participate in a discussion and revisit their analysis to see how their original interpretations change or are reinforced by Harris's literary criticism. |

## Preparation, Materials, and Resources

**Preparation**

- Read and annotate *Song of Solomon* by Toni Morrison and "Myth as Structure in Toni Morrison's *Song of Solomon*" by A. Leslie Harris.
- Review the Short Response Rubric and Checklist (optional).
- Review the 12 LC Speaking and Listening Rubric and Checklist.
- Review the 12 LC Second Interim Assessment Rubric and Checklist.
- Review the 12 LC Performance Assessment Rubric and Checklist.

**Materials and Resources**

- Copies of the texts
- Self-stick notes for students (optional)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector

- Copies of handouts and tools for each student: see materials list in individual lesson plans

- Copies of the Short Response Rubric and Checklist (optional)

- Copies of the 12 LC Speaking and Listening Rubric and Checklist

- Copies of the 12 LC Second Interim Assessment Rubric and Checklist

- Copies of the 12 LC Performance Assessment Rubric and Checklist

## Texts

| Unit 1 : |
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| Morrison, Toni. *Song of Solomon.* New York: Random House Inc., 1977. Print. |
| Harris, Leslie A. "Myth as Structure in Toni Morrison's *Song of Solomon*." A. Leslie Harris. *MELUS* 7.3 (1980): 69–76. |