

12 LC

Lesson 15

Introduction

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 students 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.

For homework, students read and annotate pages 219-238 of *Song of Solomon*. Also, students develop 2-3 discussion questions focused on how two or more central ideas develop and build on one another over the course of the excerpt, and prepare possible answers to their questions for discussion.

Standards

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Assessed Standard(s)	
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.11-12.5	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.
W.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> 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”).
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 <i>grades 11-12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. 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. 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. 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.
Addressed Standard(s)	

None.

Assessment

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Assessment(s)

Student learning is assessed via a fishbowl discussion in response to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- 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 will be assessed using the 12 LC Speaking and Listening Rubric and Checklist.

High Performance Response(s)

A High Performance Response should:

- Identify examples of structure that contribute to the meaning or aesthetic impact of the text (e.g., Throughout Part 1, Morrison repeats references to the house on Not Doctor Street, emphasizing Milkman’s inability to escape his childhood. Milkman yearns to “feel the heavy white door on Not Doctor Street close behind him” (p. 163), a sound that for Milkman would mean freedom from the stresses of his life. Milkman wants Pilate’s gold in order to get away from his life and have freedom, which he identifies as “far away from Not Doctor Street” (p. 179). At the end of Part 1, after a conversation with Lena about Milkman’s poor treatment of the women in his family, Milkman “close[s] the door” (p. 216). This repetition connects this conversation with Lena to Milkman’s earlier desire to escape from his family life.).
- Analyze how these structural choices contribute to the meaning or aesthetic impact of the text (e.g., Morrison’s choice to connect Milkman’s feeling of helplessness to his childhood home on Not Doctor Street enhances the beauty of the text by providing a physical representation of his desire to escape his current life. For Milkman, his childhood home is symbolic of a family life filled with “brilliant bitterness” (p. 126), one in which “[his father] kept each member of his family awkward with fear” (p. 10). Despite the fact that many in the community envy Milkman’s house and status, Milkman only thinks of the house and his family obligations “as though some burden had been given to him and that he didn’t deserve it” (p. 120). Milkman yearns to escape his home and family life, as “everything he did at home was met with quiet understanding from his mother and his sisters (or indifference and criticism from his father)” (p. 79). Morrison’s emphasis of the connection between Milkman’s family and his continued life in the house on Not Doctor Street increases the impact of Milkman’s final decision to “close the door” and begin his own journey (p. 216).).
- Identify examples of character development that contribute to the meaning or aesthetic impact of the text (e.g., Throughout Part 1, Morrison establishes Milkman as an individual who is unable to grow up and accept the responsibility of adulthood. Morrison develops this idea through important events in Milkman’s life. The origin of his nickname, his relationship with Guitar, his assault on his father, and his experience meeting Pilate and then stealing from her are all events that work together to provide a coherent picture of Milkman as a coddled child who grows into an arrogant and idle young man. Milkman is a child in an adult world, someone who has “stretched his carefree boyhood out for thirty-one years” (p. 98). Morrison uses Milkman’s childishness to create a division between Milkman and others. As long as Milkman is a childish man, he cannot be part of any community; Guitar tells Milkman that he “don’t live nowhere. Not Not Doctor Street or Southside” (p. 103).).
- Analyze how this character development contributes to the meaning or aesthetic impact of the text (e.g., Establishing Milkman as a childish individual is important to the meaning of the text. Milkman himself admits that “he spent his days looking for

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words using the strategies outlined in L.11-12.4.a-d.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.9.a, SL.11-12.1.a, c, d Text: <i>Song of Solomon</i> by Toni Morrison, Part 1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Jigsaw Discussion 12 LC First Interim Assessment: Fishbowl Discussion Closing 	<ol style="list-style-type: none"> 5% 0% 30% 60% 5%

Materials

- Student copies of the 12 LC Speaking and Listening Rubric and Checklist for each student (refer to 12 LC Lesson 5)

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Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.9.a, and SL.11-12.1.a, c, d. In this lesson, students participate in two group discussions in order to identify and analyze 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.

- Students look at the agenda.

Activity 2: Homework Accountability

0%

- Students will be held accountable for the questions and responses that they generated for homework during Activities 3 and 4: Jigsaw Discussion and 12 LC First Interim Assessment: Fishbowl Discussion.

Activity 3: Jigsaw Discussion

30%

Transition to the jigsaw discussion by creating groups of three. These are the “home” groups. Instruct student groups to decide among themselves which group member is responsible for which of the following aspects of Part 1 of *Song of Solomon*:

- Structure
- Character Development
- Central Ideas

Instruct students to leave their home groups to form small “expert” groups so that groups are now based on the aspect of the text for which each student is responsible (e.g., all students responsible for central ideas come together to form a group). To keep the “expert” groups small, students may form more than one “expert” group for each aspect of the text. Inform students that “expert” groups are those that read, analyze, and become class experts on their aspect of the text so that they can share their understanding with their “home” groups.

Explain to students that annotating and taking notes helps them in their roles as experts when they return to their home groups for further discussion. Inform students that as experts, they are expected to synthesize their expert group discussions in order to report back to their home groups, stimulating and propelling the discussion of their sections.

- Students work in groups to identify and analyze aspects of structure, character development, and central ideas in the text.

When expert groups complete their analysis of their aspect of the text, instruct students to return to their home group in which each member has explored an aspect of Part 1. Each student should present the analysis from the expert group to his or her home group members for discussion, focusing on the structure, character development, and central ideas.

Activity 4: 12 LC First Interim Assessment: Fishbowl Discussion

60%

Instruct students to form two equal groups in two circles: one inner circle and one outer circle. Explain how the fishbowl discussion works: the inner circle is the discussion group, while the outer circle listens and takes notes on the inner group’s discussion. Following the first round of discussion, the groups switch places, and the process repeats. Inform students that this fishbowl discussion comprises their lesson assessment.

Post or project the assessment 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.

- Display the prompt for students to see, or provide the prompt in hard copy.
- Consider reminding students of their previous work with SL.11-12.1.a, which requires that students come to class having read the material and asks them to explicitly draw on evidence from the text to support their discussion.
- Consider reminding students of their previous work with SL.11-12.1.c, which requires that students pose and respond to questions and qualify or justify their own points of agreement and disagreement with other students.
- Consider reminding students of their previous work with SL.11-12.1.d, which requires that students seek to understand and respond thoughtfully to diverse perspectives in order to deepen the investigation of their position and observations.

Remind students they will be self-assessing their discussions after the fishbowl discussion. Instruct students to use the relevant portions of the 12 LC Speaking and Listening Rubric and Checklist to guide their discussion.

- If necessary, consider reviewing the protocols and instructions for this activity. Explain that while in the outer circle, students should take notes when someone makes an especially clear point, supports his or her point with strong evidence, responds thoughtfully to someone else's point of view, or actively incorporates others into the discussion. Students should also make note of how the use of any of these skills could be improved. Students share these notes with the inner circle after the discussion.
 - Students in the inner circle begin the discussion, posing questions, responses, and using evidence to support their answers. Students in the outer circle take notes to share in the second half of the discussion.

Instruct students in the outer circle to share at least one question or response to a question from a student in the inner circle, and share something new they learned as a result of the discussion. Ask students to note the strong points of the discussion and where the discussion could have been stronger.

- Students in the outer circle share one question or response as well as one thing they learned as a result of the discussion. Students in the inner circle listen.

Repeat this activity, moving students from the outer circle to the inner circle.

- Student groups switch places and repeat the fishbowl discussion process.
- See the High Performance Responses at the beginning of this lesson.

Instruct students to self-assess their mastery of the speaking and listening norms and expectations (SL.11-12.1.a, c, d). Instruct students to write one or two sentences explaining the self-assessment.

Instruct students to use the 12 LC Speaking and Listening Rubric and Checklist to assess their own application of these skills in their fishbowl discussion.

- Students self-assess their speaking and listening skills (SL.11-12.1.a, c, d).

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate pages 219-238 of *Song of Solomon* (from “When Hansel and Gretel stood in the forest” to “he glanced at his heavy, oversized watch—at noon. It was nine o’clock then”). Also, instruct students to develop 2-3 discussion questions focused on how two or more central ideas develop and build on one another over the course of the excerpt (RL.11-12.2), and prepare possible answers to their questions for discussion.

- Students follow along.

Homework

Read and annotate pages 219-238 of *Song of Solomon* (from “When Hansel and Gretel stood in the forest” to “he glanced at his heavy, oversized watch—at noon. It was nine o’clock then”). Also, develop 2-3 discussion questions focused on how two or more central ideas develop and build on one another over the course of the excerpt, and prepare possible answers to your questions for discussion.

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