

## 12.1.1

## Lesson 4

## Introduction

In this lesson, students read and analyze a section from *The Autobiography of Malcolm X*, chapter 3, pages 42–46 (from “So I went gawking around the neighborhood” to “find a friend as hip as he obviously was”), in which Malcolm Little adjusts to the fast-paced life of Boston and observes first-hand the class and race distinctions that exist there. In addition, students engage in a small group discussion to develop an understanding of how central ideas develop and where they emerge. Student learning in this lesson is assessed via a Quick Write at the end of the lesson: Analyze how two central ideas in pages 42–46 interact and build on one another.

For homework, students read chapter 4 of *The Autobiography of Malcolm X*. Students also develop discussion questions focused on how central ideas develop, interact, or build on one another in the text.

## Standards

Assessed Standard(s)	
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
Addressed Standard(s)	
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>
L.11-12.4.b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different</p>

	meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).
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## Assessment

### Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Analyze how two central ideas in pages 42–46 interact and build on one another.

### High Performance Response(s)

A High Performance Response should:

- Identify two central ideas (e.g., racial identity, integration vs. separation, or systemic oppression).
- Explain how those ideas interact and build on one another (e.g., This section of text explores the central ideas of systemic oppression and racial identity by contrasting the African Americans who live on “the Hill” and the African Americans who live in “the ghetto” (p. 42). The idea of oppression is explored through the lens of racial identity by examining how well-off African Americans interact with poorer African Americans in the same neighborhood. Malcolm X states that at the time, he thought the African Americans who lived on the Hill were “high-class, educated, important Negroes, living well, working in big jobs and positions” (p. 42). He now believes that they were only “breaking their backs trying to imitate white people” (p. 42). The class distinctions between African Americans with “professional” jobs (p. 43) reinforce the systemic oppression toward the poorer African Americans. Instead of sharing a cultural identity, the African Americans of Roxbury are creating their own system of classist discrimination. The population of the Hill that is relatively well-off emulates the behavior of white people and looks “down their noses” (p. 42) at the other African Americans even though they live “no further away than you could throw a rock” (p. 42).).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- haughty (adj.) – disdainfully proud; snobbish
- misapprehension (n.) – a failure to understand fully
- euphemism (n.) – the mild, indirect, or vague expression substituted for one thought to be offensive, harsh, or blunt

- inconspicuously (adv.) – not easily noticed or seen; not prominent
- putting on airs (idiom) – acting in a way that shows you think you are better than other people

#### Vocabulary to teach (may include direct word work and/or questions)

- dignity (n.) – nobility or elevation of character; worthiness
- dignified (adj.) – characterized or marked by dignity of aspect or manner
- indignity (n.) – an injury to a person's dignity; slighting or contemptuous treatment

#### Additional vocabulary to support English Language Learners (to provide directly)

- strivers (n.) – those who try very hard to do or achieve something
- scramblers (n.) – persons or things that move or act quickly to do, find, or get something often before someone else does
- jammed (v.) – filled (a place) completely

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.2, W.11-12.9.b, L.11-12.4.b</li> <li>• Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 3, pages 42–46</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Central Ideas Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 15%</li> <li>3. 40%</li> <li>4. 15%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

## Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Copies of the Central Ideas Tracking Tool for each student (optional)

- Copies of the Annotation Markings Bookmark for each student (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students read and discuss chapter 3 of *The Autobiography of Malcolm X* focusing on the early emergence of central ideas in the text and how they interact and build on one another.

- Students look at the agenda.

❗ **Differentiation Consideration:** If students are using the 12.1 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standards RI.11-12.2, W.11-12.9.b, and L.11-12.4.b. Instruct students to focus on RI.11-12.2 and talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- The standard requires students to identify central ideas within a text.
- The standard requires students to analyze how the central ideas develop.
- The standard requires students to identify how central ideas are related.

Instruct students to focus on W.11-12.9.b and talk in pairs about how they think the standard applies to their writing. Lead a brief discussion about the substandard.

💬 The standard requires students to use evidence from literary nonfiction texts to support ideas in writing.

Instruct students to focus on L.11-12.4.b and talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

● Student responses should include:

- The standard requires students to identify patterns of word changes and use the patterns or word parts to determine word meaning.

## Activity 2: Homework Accountability

**15%**

Instruct students to take out their responses to the previous lesson's homework assignment. (Read chapter 3 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3). Prepare possible answers to your questions for discussion.)

Instruct students to talk in pairs about questions they developed for homework, specifically analyzing how Malcolm Little develops over the course of the events in the text (RI.11-12.3).

● Student questions may include:

### Why does Malcolm X call the conk an “emblem of his shame” (p. 57)?

- Since the conk is an attempt to make African-American hair more like a white person's hair, it represents for Malcolm X a shameful attempt to emulate another culture. It is his “first really big step toward self-degradation” (p. 56) because it symbolizes that African Americans are perceived to be inferior to white people and are better if they look more like white people.

- ① If similar examples emerge from student responses, consider drawing students' attention to the various examples of African-American self-expression that Malcolm X highlights. Consider leading a class discussion focusing on how these examples communicate information about Malcolm X and his views.

### How has Freddie “schooled” Malcolm Little (p. 51)?

- Freddie teaches Malcolm that “everything in the world is a hustle” (p. 51). Malcolm finds out that most of Freddie's income came from “selling liquor and reefers” (p. 51).

- ① If student discussion is rich, text-dependent, and building toward the assessment prompt, consider extending the discussions beyond the allotted time. Lead a brief whole-class discussion using any additional Reading and Discussion questions necessary to ensure students are prepared for the assessment. (Key questions are marked with an asterisk\*.)

### Activity 3: Reading and Discussion

40%

Instruct students to form pairs. Instruct student pairs to reread pages 42–44 (from “So I went gawking around the neighborhood” to “I actually looked older than most of them”). Instruct students to annotate for central ideas (using the code CI) throughout the reading and discussion. Remind students that annotating helps them to keep track of evidence they will use later in lesson assessments and the End-of-Unit Assessment, which focus on the development of central ideas.

- ① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- ① **Differentiation Consideration:** Students may use the Central Ideas Tracking Tool to record the central ideas they identify and discuss.
- ① **Differentiation Consideration:** If students need support with annotation, provide the following questions and explanations:

#### What are some purposes for marking the text?

💬 Student responses may include:

- Marking the text helps you to remember what you are reading by writing your thoughts about the text.
- Marking the text helps you to keep track of important ideas.
- Marking the text helps you to think about unfamiliar words.
- Marking the text helps you to question the text or make connections between ideas.

Consider explaining to students that annotation is a skill for reading closely. Also consider noting the relationship of annotation to standard RI.11-12.1: annotation helps students look closely at text evidence to determine a text’s explicit and implicit meanings.

#### How does annotation change the way you read?

💬 Student responses may include:

- It connects you to the text more deeply by helping you pay close attention to details.
- It makes it difficult for you to just skim because it slows down your reading.

Explain that readers use shorthand ways of marking text so as not to take time away from their reading. Display and explain the following codes:

- Box unfamiliar words.
- Star (\*) important or repeating ideas.

- Put a question mark (?) next to a section you are questioning or confused about, and write your question down.
- Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way, and provide a brief note explaining the connection.

Share with students that, besides using the codes, annotating the text with their thoughts is important. Explain that the codes are used throughout the year, beginning with their reading of *The Autobiography of Malcolm X*. Annotating using codes help students think more deeply about the details in the text and keep track of their thinking.

To help students remember annotation codes, post the codes in the classroom, make sure students have copied the codes in their notebooks or agendas, and provide copies of the Annotation Markings Bookmark.

- ▶ Students write the annotation codes in their notebooks or refer to the Annotation Markings Bookmark that includes their explanations.

Provide students with the following definitions: *haughty* means “disdainfully proud; snobbish,” *misapprehension* means “a failure to understand fully,” and *euphemism* means “the mild, indirect, or vague expression substituted for one thought to be offensive, harsh, or blunt.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
  - ▶ Students write the definitions of *haughty*, *misapprehension*, and *euphemism* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *strivers* means “those who try very hard to do or achieve something,” *scramblers* means “persons or things that move or act quickly to do, find, or get something often before someone else does,” and *jammed* means “filled (a place) completely.”
  - ▶ Students write the definitions of *strivers*, *scramblers*, and *jammed* on their copies of the text or in a vocabulary journal.
- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

**What central ideas does the author introduce in this chapter? How do the central ideas build on each other?**

Post or project each set of questions below for students to discuss in pairs before sharing out with the class.

**How does Malcolm X describe the Waumbeck and Humbolt Avenue Hill section of Roxbury?**

- Malcolm X compares it to Sugar Hill in Harlem. He describes it as “a snooty-black neighborhood” where the African-American inhabitants “looked down their noses” (p. 42) at the people who lived in the nearby ghetto.

**Why does Malcolm X state that the inhabitants of the Hill are “brainwashed even more thoroughly” (p. 42)?**

- Malcolm X states that the apparent “haughty and dignified” (p. 42) behavior of the African Americans in this neighborhood is no different from the “‘successful’ Negro bootblacks and janitors back in Lansing” (p. 42). The residents of the Hill think that they have achieved success, but they have only managed to imitate successful white people.

- ① **Differentiation Consideration:** If students struggle, consider posing the following questions to support their understanding.

**What different forms of the word *dignity* does Malcolm X use to describe the inhabitants of the Hill?**

- Student responses may include:
  - They look “haughty and dignified” (p. 42).
  - They pride themselves on being “‘cultivated’; ‘dignified’” (p. 42).
  - They are “dignity-posturing” (p. 43).
  - They “could stand the indignity of that kind of self-delusion” (p. 43).

**What does the word *dignity* mean in this context?**

- The word *dignity* means self-worth or high status.

**Using the definition of *dignity* and examining the word parts and patterns, what definitions can you infer for the words *dignified* and *indignity*?**

- Dignified* means “with dignity”: Malcolm X states that the African Americans on the Hill “walked ... looking haughty and dignified” (p. 42). *Indignity* means “without dignity.” Malcolm X is describing people under a “self-delusion” (p. 43), which implies that the inhabitants of the Hill are incorrect in their self-perception.

**Why does Malcolm X use both “dignified” and “indignity” to describe the inhabitants of the Hill?**



Malcolm X is suggesting that the dignity of the inhabitants of the Hill is false. They believe they are “better off” (p. 42) than others, but they are not.

- ① Consider drawing students’ attention to their work with L.11-12.4.b as they use context clues to determine the meaning of a word.

**What does Malcolm X mean when he states that “[f]oreign diplomats could have modeled their conduct” (p. 43) on the postmen and dining car waiters of the Hill?**

He is implying that the “successful” people who lived on the Hill were so comically refined in their actions that they seemed like international dignitaries. They acted as if they had a high-status job, when in reality they were in the service industry.

**How does the behavior of the residents of the Hill relate to the idea of integration?**

Although the African Americans who live in the Waumbeck and Humbolt Avenue Hill area have property and some social station, they are still separate from the white community. They are attempting to imitate the behavior of rich or important white people, such as those “in banking” (p. 43) or “in securities” (p. 43), when in fact they are “forty- and fifty-year-old errand boys” (p. 43).

**\*How is the behavior of the residents of the Hill divisive among the African-American community?**

The residents’ behavior creates a system in which some African Americans believe they are “better off than their black brethren down in the ghetto” (p. 42). Even the people who live on the Hill are divided, with the “snooty New-Englanders” looking down on the “Southern strivers and scramblers and West Indian Negroes” (p. 42).

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record the central ideas they identified and discussed.

Instruct student pairs to reread pages 44–46 (from “I didn’t want to disappoint or upset Ella” to “find a friend as hip as he obviously was”). Remind students to annotate for central idea (using the code CI) throughout the reading and discussion.

Provide students with the following definitions: *inconspicuously* means “not easily noticed or seen; not prominent,” and *putting on airs* means “acting in a way that shows you think you are better than other people.”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.

- ▶ Students write the definitions of *inconspicuously* and *putting on airs* on their copies of the text or in a vocabulary journal.

### Why does Malcolm X feel more comfortable down in the “ghetto”?

- 🗣 He feels more at home around people who are “being their natural selves” (p. 45). Even though he lives on the Hill, he does not think of himself as better than any other African Americans. This feeling is in direct contrast to the other African Americans who live on the Hill, who look down on anyone who lived in the “so-called ‘town’ section” (p. 42).

### What might this preference indicate about how Malcolm X views himself?

- 🗣 Malcolm X states that his “instincts were never—and still aren’t—to feel myself better than any other Negro” (p. 45), which implies that Malcolm X considers himself someone who is “not putting on airs” of superiority (p. 45). He thinks of himself as someone who behaves naturally and does not need to emulate white people or look down on other African Americans.

### \*How do Malcolm X’s views further refine the difference between the “ghetto” and the “Hill”?

- 🗣 Malcolm X has defined the Hill as a place where “successful” African Americans who were maids and butlers to white families “talked so affectedly” (p. 43) that people couldn’t understand them. This behavior contrasts with the African Americans who live in the “ghetto,” who are more relaxed and natural and are not “putting on airs” (p. 45).

### \*How does Malcolm X’s reaction to the inhabitants of the Hill contrast with his reaction to the inhabitants of the ghetto?

- 🗣 He is critical of the African Americans on the Hill, calling them “brainwashed” (p. 42) and suffering from “self-delusion” (p. 43). However, young Malcolm Little is drawn to the “cool-looking ‘cats’” (p. 45) of the ghetto. The attitude and style of the hip young people with their hair that is “like white men’s hair” (p. 45) enthralls him.

① **Differentiation Consideration:** If students struggle to identify the differences Malcolm X establishes between the two African-American sections of Boston, consider providing additional support through a teacher-led discussion of the words Malcolm X uses to describe each group.

Lead a brief whole-class discussion of student responses.

## Activity 4: Central Ideas Discussion

15%

Instruct students to form small groups and review their annotations and responses from the Reading and Discussion activity before responding to the following question:

**\*What is a central idea developed in pages 42–46? How do the events in these pages develop the central idea?**

💬 Student responses may include:

- Malcolm X’s descriptions of the inhabitants of the “Hill” and the “ghetto” and their day-to-day lives develop the central idea of systemic oppression. The class-based system of the Boston African-American community, where people who live on the Hill feel “better off than their black brethren down in the ghetto” (p. 42) shows that that even within the African-American community there is no equality. The use of the phrase “‘slave’” (p. 46) to refer to work indicates that the world Malcolm X lives in is not too far removed from the days of actual slavery.
- Malcolm X develops the central idea of racial identity through his observations of African Americans in Boston. Malcolm X’s observations of those on the Hill “breaking their backs trying to imitate white people” (p. 42) and those in the ghetto with “hair that was straight and shiny like white men’s hair” (p. 45) establish the pressure that society placed on African Americans to be more like white people.

- ① Consider providing students with the terms *systemic oppression* and *racial identity* to describe concisely the central ideas they identify.
- ① **Differentiation Consideration:** If students struggle to identify central ideas, consider instructing them to return to pages 42–46 and to use the annotation code CI to note where an important or recurring idea emerges.

💬 Student annotations may include:

- “looked down their noses at the Negroes of the black ghetto” (p. 42) (systemic oppression)
- “better off than their black brethren down in the ghetto” (p. 42) (systemic oppression)
- “the ones [African Americans] had been brainwashed even more thoroughly” (p. 42) (racial identity)
- “breaking their backs trying to imitate white people” (p. 42) (racial identity)
- “hair that was straight and shiny like white men’s hair” (p. 45) (racial identity)
- “A ‘slave’ meant work, a job” (p. 46) (systemic oppression)

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record the central ideas they identified and discussed.

## Activity 5: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:

**Analyze how two central ideas in pages 42–46 interact and build on one another.**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.

- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapter 4 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how central ideas develop, interact, or build on one another in the text (RI.11-12.2). Instruct students to prepare possible answers to their questions for discussion.

- ▶ Students follow along.

- ① For Accountable Independent Writing (AIW) homework, instruct students to continue planning their response to a Common Application prompt. Students can continue brainstorming or outlining their responses. Additionally, instruct students to read one more model essay and write an objective summary of the essay. If teachers have established online communities, students can read their peer’s summaries from 12.1.1 Lesson 3’s AIW homework to assist them in choosing a new model essay to read. Model essays can be found at <http://www.jhu.edu/> (search term: Essays That Worked).

## Homework

Read and annotate chapter 4 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how central ideas develop, interact, or build on one another in the text (RI.11-12.2). Prepare possible answers to your questions for discussion.

## Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

<b>Text:</b>	
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Page #	Central Ideas	Notes and Connections

## Model Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

<b>Text:</b>	<i>The Autobiography of Malcolm X</i> as told by Alex Haley
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Page #	Central Ideas	Notes and Connections
Pages 42–43	Systemic oppression	Malcolm X talks about the split between people who live on the Hill and people who live in the ghetto and how the inhabitants of the Hill think imitating “white people” will make them “better.” This division based on class and status is part of a system of oppression in America.
Page 45	Racial identity	Malcolm Little is “entranced” by the hip young men of the ghetto and their hair that is “straight and shiny like white men’s hair.” This idea of “white” hair being the cool and attractive style and African American hair being undesirable is connected to the idea of racial identity.

## Annotation Markings Bookmark

Annotation Markings Bookmark	Annotation Markings Bookmark	Annotation Markings Bookmark	Annotation Markings Bookmark
Box unfamiliar words.	Box unfamiliar words.	Box unfamiliar words.	Box unfamiliar words.
Star (*) important or repeating ideas.	Star (*) important or repeating ideas.	Star (*) important or repeating ideas.	Star (*) important or repeating ideas.
Put a question mark (?) next to a section you're questioning or confused about.	Put a question mark (?) next to a section you're questioning or confused about.	Put a question mark (?) next to a section you're questioning or confused about.	Put a question mark (?) next to a section you're questioning or confused about.
Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.	Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.	Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.	Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way.
<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.	<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.	<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.	<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.