12.1.1 Lesson 7

Introduction

In this lesson, students continue their analysis of *The Autobiography of Malcolm X* by reading an excerpt of chapter 5, pages 77–83 (from "Up and down along and between Lenox and Seventh and Eighth Avenues" to "and I left Lansing shocked and rocked"). In this section, Malcolm X discusses his impressions of Harlem and describes a visit back to Lansing, Michigan. Students reread a section of chapter 5 and engage in a group discussion, analyzing how the style and content of the passage advance Malcolm X's point of view. Student learning is assessed via a Quick Write at the end of the lesson: How do style and content in this excerpt advance Malcolm X's point of view?

For homework, students read chapter 6 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused how central ideas develop, interact, or build on one another in the text.

Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.2.a	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. 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.
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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

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	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]").
L.11-12.4.a	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.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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. • How do style and content in this excerpt advance Malcolm X's point of view?
High Performance Response(s)
A High Performance Response should: • Determine the point of view (e.g., When he first came to Harlem, Malcolm Little was "mesmerized" (p. 78) and proud to adapt to the style, but looking back on it, he has a negative view of how he dressed and behaved.). • Describe examples of style that develop the point of view (e.g., Malcolm X uses figurative language to describe his reaction to Harlem. He states that he was "mesmerized" (p. 78) by the "technicolor bazaar" (p. 77) of Harlem. These words show that he was excited and overwhelmed by everything he saw, a point of view he further advances by stating that he was "narcotized" (p. 78) by Harlem. Malcolm X suggests that his attraction to Harlem was like being drugged, which both demonstrates how strongly he felt at the time and advances his point of view that he now looks back on this attraction in a negative light.). • Describe examples of content that develop the point of view (e.g., Malcolm X uses content to develop his point of view by talking about the way he was dressed like "a clown, but [his] ignorance made [him] think [he] was 'sharp'" (p. 81). He states about his "orange-colored 'kick-up'" shoes that "shoe companies made these ridiculous styles for sale only in the black ghettoes

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where ignorant Negroes like me would pay the big-name price" (p. 81). This content develops Malcolm X's point of view that at the time he was "mesmerized" by Harlem and the lifestyle he was adopting, but he was still unaware of the meaning of some of his actions and decisions.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• bazaar (n.) – a marketplace or shopping quarter • depraved (adj.) – corrupt, wicked, or perverted • placate (v.) – to cause someone to feel less angry about something • parasitical (adj.) – describing a person or thing that takes something from someone or something else and does not do anything to earn it or deserve it • uncouth (adj.) – behaving in a rude way; not polite or socially acceptable
Vocabulary to teach (may include direct word work and/or questions)
• mesmerized (adj.) – hypnotized; having one's attention held entirely
Additional vocabulary to support English Language Learners (to provide directly)
• narcotized (adj.) – under the effects of a drug (such as cocaine, heroin, or marijuana) that affects the brain and that is usually dangerous and illegal • sterile (adj.) – very plain and not interesting or attractive • inevitable (adj.) – sure to happen; certain • accumulated (v.) – increased gradually in amount as time passes

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.11-12.6, W.11-12.2.a, W.11-12.9.b, L.11-12.4.a, L.11-12.5.a • Text: *The Autobiography of Malcolm X* as told to Alex Haley, Chapter 5, pages 77–83	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%

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3. Reading and Discussion	3. 55%
4. Quick Write	4. 15%
5. Closing	5. 5%

Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Student copies of the Style and Content Tool (refer to 12.1.1 Lesson 5) (optional)—students may need additional blank copies
- 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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.11-12.6. In this lesson, students continue their analysis of *The Autobiography of Malcolm X*, reading an excerpt from chapter 5 and focusing on how the style and content of the excerpt advance Malcolm X's point of view.

▸ 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.

▸ Students read and assess their understanding of standards W.11-12.2.a and L.11-12.5.a.

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Post or project standards W.11-12.2.a and L.11-12.5.a. Instruct students to focus on W.11-12.2.a and talk in pairs about how they think the standard applies to their writing. Lead a brief discussion about the standard. Ask students the following questions:

How does standard W.11-12.2.a compare to standard W.11-12.3.a? How do the standards differ?

- Student responses should include:
  - Standard W.11-12.2.a requires students to introduce a topic and organize ideas about that topic so they build on one another.
  - Similarly, standard W.11-12.3.a requires students to introduce elements (like the problem situation, narrator, or characters) and to organize those elements to create connections.
  - Standard W.11-12.2.a is about writing that explains or informs, whereas standard W.11-12.3.a is about narrative writing, or writing that tells a story.

ⓘ Students were introduced to W.11-12.3.a in 12.1.1 Lesson 6.

Ask student pairs to discuss their understanding of L.11-12.5.a. Lead a brief discussion about the standard.

- Student responses should include:
  - The standard asks students to understand figurative language, word relationships, and word meanings.
  - The standard asks students to determine the meaning of figures of speech in context and consider how they are used in the text.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate chapter 5 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how style and content contribute to the power or beauty of the text (RI.11-12.6). Prepare possible answers to your questions for discussion.)

Instruct students to talk in pairs about questions they developed for homework, specifically analyzing the author's point of view or purpose and how style and content contribute to the power, persuasiveness, or beauty of the chapter (RI.11-12.6).

- Student questions may include:

How do Malcolm X's descriptions of the people at "Small's Paradise" develop the author's purpose in this chapter?

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- Malcolm X states he was "hit first, I think, by their conservative clothes and manners" (p. 75). He describes the contrast between the customers at Small's and African Americans he has met in other places. Malcolm X states that "[w]ithin the first five minutes in Small's, I had left Boston and Roxbury forever" (p. 76). These examples serve the author's purpose of demonstrating how different Harlem was than any place Malcolm had ever been, and the effect Harlem had on Malcolm.

How does Malcolm X's description of the history of Harlem contribute to the power of the text?

- Malcolm X describes how the community was originally Dutch, but when the Germans moved there, the Dutch moved away. "Then came the Irish," he writes, and "[t]he Germans ran" (p. 84). This pattern continued until African Americans moved in: "In 1910, a Negro real estate man somehow got two or three Negro families into one Jewish Harlem apartment house. The Jews flew from that house, then from that block, and more Negroes came in to fill their apartments" (p. 85). Malcolm is "staggered" (p. 85) to learn of this history. His descriptions contribute to the power of the text by illustrating how much he learns while spending time at Small's listening "raptly to customers who felt like talking" and how "it all added to [his] education" (p. 86).

ⓘ If student discussion is rich, text-dependent, and building toward the assessment prompt, consider extending the discussions beyond the allotted time. Then 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*.)

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- Students may identify the following words: *bazaar*, *depraved*, *placate*, *parasitical*, *uncouth*.

ⓘ Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Reading and Discussion 55%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Instruct student groups to read pages 77–78 (from "Up and down along and between Lenox and Seventh and Eighth avenues" to "In one night, New York—Harlem—had just about narcotized me") and

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answer the following questions before sharing out with the class. Remind students to annotate for examples of style and content and point of view (POV).

ⓘ Consider reminding students that this focused annotation supports their engagement with W.11-12.9.b, which addresses the use of textual evidence in their writing.

ⓘ **Differentiation Consideration:** Students may use their Style and Content Tool to record rhetorical devices they identify and discuss.

ⓘ **Differentiation Consideration**: Consider providing students with the following definition: *narcotized* means "under the effects of a drug (such as cocaine, heroin, or marijuana) that affects the brain and that is usually dangerous and illegal."

- Students write the definition of *narcotized* on their copies of the text or in a vocabulary journal.

ⓘ **Differentiation Consideration**: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

What does Malcolm X think now about how he used to dress and behave during the time described in this passage?

Analyze the language Malcolm X uses to describe Harlem in the first two paragraphs.

- Malcolm X uses vivid language to depict Harlem as a vibrant and interesting place that is also dangerous.
- Student responses may include:
  - Malcolm X calls Harlem a "technicolor bazaar," suggesting that it is a vibrant, bustling market (p. 77). He describes the "Negro soldiers gawking" (p. 77) and men without women being "worked" (p. 78) by prostitutes and hustlers.
  - He states that Harlem was "off-limits" (p. 78) to white servicemen, because there had already been "muggings and robberies" (p. 78).

ⓘ **Differentiation Consideration:** If students struggle, consider asking the following questions.

How is Malcolm Little "mesmerized" by what he saw (page 78)? What is the meaning of *mesmerized* in this context?

- Malcolm X uses the word *mesmerized* to describe his stunned and fascinated reaction to the "technicolor bazaar" of Harlem, where he saw "prostitutes," "pimps," and "hustlers" (p. 78). Malcolm X describes himself as "gawking and young" when he sees these things. Therefore in this context, *mesmerized* means "overwhelmed" or surprised.

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ⓘ Consider drawing students' attention to their application of standard L.11-12.4.a through the process of using context to make meaning of a word.

***How does the author use style and content to advance Malcolm X's point of view about his experience in Harlem?**

- Student responses should include:
  - Malcolm X states that "this world was where I belonged" (p. 78), showing that at the time he felt that he fit in with the world he was describing.
  - Malcolm X explains that he was "going to become one of the most depraved parasitical hustlers among New York's eight million people" (p. 78). Both *depraved* and *parasitical* have negative meanings, and describe someone without morals and someone who feeds on others, suggesting that Malcolm X's current point of view or opinion about the decisions he made during this time is negative.
  - Malcolm X uses figurative language when he states that he was "narcotized" (p. 78) by Harlem. He implies that at the time being in Harlem was like being drugged, which both demonstrates how strong the attraction of Harlem was for him and advances his point of view of that now he sees the experience in a negative light.

ⓘ Consider drawing students' attention to their application of standard L.11-12.5.a through the process of using context to interpret the meaning of figurative language.

Lead a brief whole-class discussion of student responses.

Instruct students to read pages 78–81 (from "That sandwich man I'd replaced had little chance of getting his job back" to "I got a few hours of sleep before the 'Yankee Clipper' rolled again") and answer the following questions before sharing out with the class. Remind students to annotate for rhetorical devices (RD) and point of view (POV).

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *sterile* means "very plain and not interesting or attractive."

- Students write the definition of sterile on their copies of the text or in a vocabulary journal.

In paragraph 4, how does Malcolm X describe his experience at his job?

- Student responses may include:
  - Malcolm X states that the "sandwich man [he] replaced had little chance of getting his job back" because Malcolm was an excellent salesman, going "up and down the aisles" working

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hard to sell "sandwiches, coffee, candy, cake, and ice cream as fast as the railroad's commissary department could supply them" (p. 78).

- Malcolm X states that if he gave "white people a show … they'd buy anything you offered them" and explains how the other African Americans he worked with had figured out that "white people are so obsessed by their own importance that they will pay liberally, even dearly, for the impression of being catered to and entertained" (p. 78).

How does Malcolm X's use of the word "faked" to describe his coworkers' "Uncle Tomming" (p. 78) advance his point of view?

- Malcolm X states that his African American coworkers "faked their Uncle Tomming to get bigger tips" (p. 78), which means that his coworkers pretended to act subserviently to white people so the white people would be pleased. Malcolm X's use of the word "faked" shows that he is aware of and comfortable with deceiving white railroad customers who are "obsessed by their own importance" (p. 78).

ⓘ The phrase "Uncle Tomming" is a reference to the title character from *Uncle Tom's Cabin*, and is also used to describe someone who is subservient to authority. "Uncle Tom" often refers to a black person acting subserviently to a white person.

ⓘ **Differentiation Consideration:** Consider asking the following optional extension question to deepen students' understanding.

How does Malcolm X's description of "Uncle Tomming" for the white railroad customers (p. 78) relate to his use of the term *Uncle Tom* on pages 3 and 49?

- Student responses may include:
  - On page 3, Malcolm X describes how his father had started to save money for a store that he wanted to own when "some stupid local Uncle Tom Negroes began to funnel stories about his revolutionary beliefs to the local white people." Here, Malcolm X describes how the actions of "Uncle Tom Negroes" caused white residents to attack his family and force them to move.
  - On page 49, Malcolm X describes how his mentor at the shoeshine job, Freddie, tells him to "Uncle Tom a little—white cats especially like that" (p. 49). In this instance Malcolm X is describing behavior similar to what workers did on the railroad in order to get more tips, which is to behave in a subservient manner so that white people will keep coming back to get their shoes shined.
  - The examples of Malcolm X using the term "Uncle Tom" show that it applies to African Americans trying to win the favor of whites by either acting subserviently or betraying fellow African Americans by "funnel[ing] stories" to whites (p. 3).

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- When describing how he behaves at the shoeshine and how "the dining car waiters and Pullman porters" behave on the railroad job, Malcolm X uses "Uncle Tom" and "Uncle-Tomming" as verbs. In these instances, Malcolm X suggests that African Americans put on a show in order to get more customers or money. When he describes the betrayal of fellow African Americans in Michigan he uses "Uncle Tom" as an adjective, which implies that the particular people he describes truly want to win the favor of whites at the cost of other African Americans.

What words and phrases does Malcolm X use to describe the areas in Harlem he visited (p. 79)? How do these words and phrases compare to those he used to describe Harlem earlier in the chapter?

- Student responses may include:
  - Malcolm X recalls "rat trap apartment houses … crawling" with "illegal and immoral" behavior (p. 79). He uses figurative language to describe the disgusting state of the rat-infested apartments that are "crawling" with illegal activity.
  - Malcolm X describes Harlem with "[d]irt, garbage cans overflowing or kicked over; drunks, dope addicts, beggars. Sleazy bars, store front churches … barbershops advertising conk experts" (p. 79). The overall effect of these descriptions of the "slum blocks" (p. 79) is negative and contrasts with his initial description of being "mesmerized" (p. 78) by the "technicolor bazaar" (p. 77) of Harlem.

What does Malcolm X mean by "profanity had become my language" (p. 80)? How is this an example of content advancing his point of view?

- Malcolm X means that he had started talking like the people on the streets with whom he was spending time and was no longer so easily able to relate to customers and the people he worked with on the train. He states that he would "even curse customers" (p. 80). He doesn't mean that profanity was the only words he spoke, but that he spoke them so frequently he began to get in trouble in other parts of his life. Including this content helps to advance Malcolm X's negative point of view about this time in his life.

ⓘ Consider drawing students' attention to their work with L.11-12.5.a in interpreting the use of a figure of speech in the text.

***How does the story of the fight (pp. 80–81) advance Malcolm X's point of view?**

- Malcolm X describes how a "big, beefy" (p. 80) white soldier tried to start a fight with him, but Malcolm tricked the soldier into taking most of his clothes off and, therefore, getting laughed at. Malcolm X describes how he realized, "I couldn't have whipped that white man as badly with a club as I had with my mind" (p. 81). Malcolm X states that he "would never forget" the lesson

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that his mind can be more powerful than violence, which suggests that this lesson informs his current point of view.

Lead a brief whole-class discussion of student responses.

Instruct students to read pages 81–83 (from "Many of the New Haven Line's cooks and waiters" to "and I left Lansing shocked and rocked") and answer the following questions before sharing out with the class. Remind students to annotate for rhetorical devices (RD) and point of view (POV).

ⓘ **Differentiation Consideration**: Considering providing students with the following definitions: *inevitable* means "sure to happen; certain" and *accumulated* means "increased gradually in amount as time passes."

- Students write the definitions of *inevitable* and *accumulated* on their copies of the text or in a vocabulary journal.

***How do Malcolm X's descriptions of how he looked (p. 81) advance his point of view?**

- Malcolm X describes how he looked back in Harlem: "I was really a clown, but my ignorance made me think I was 'sharp'" (p. 81). He states that "shoe companies made these ridiculous styles for sale only in the black ghettoes where ignorant Negroes like me would pay the big-name price" (p. 81). With this content, Malcolm X advances his point of view that the decisions he made in those days were not as good as he thought.

***How do the interactions Malcolm Little has in Lansing advance his point of view in the excerpt?**

- Student responses may include:
  - He describes how his "zoot suit, the long, narrow, knob-toed shoes" were "just about too much for Mrs. Swerlin" (p. 82). He describes how "between the way I looked and my style of talk, I made her so nervous and uncomfortable that we were both glad when I left" (p. 82). This description demonstrates how drastically Malcolm has changed since he left Lansing and how he was aware of other people's reactions, even at the time.
  - Malcolm X describes how he left "Lansing shocked and rocked," meaning that the people in his hometown were surprised at the person he had become (p. 83). This content advances his point of view at the time of how he saw himself as "sharp" and "hip" (p. 81) in relation to people in his hometown.
  - Malcolm X describes how "[t]he only thing that brought [him] down to earth" (p. 82) was his visit to his mother in the state hospital. This content advances his point of view by showing

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that he was so caught up in his new persona that it took a visit to his mother, who is suffering in the hospital, to bring him back to reality.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write 15%

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

How do style and content in this excerpt advance Malcolm X's point of view?

Instruct students to look at their annotations and to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to focus on introducing their topic and organizing their ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ 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 5: Closing 5%

Display or distribute the homework assignment. For homework, instruct students to read and annotate chapter 6 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 your questions for discussion.

Also, instruct students to write a one-paragraph summary of the text through chapter 6, focusing on how Malcolm X's character has developed over the course of the text.

ⓘ Students may use their Character Development Tools from 12.1.1 Lesson 3 to trace Malcolm X's character development.

ⓘ If necessary, explain to students that an effective summary is brief, objective, and explains the most important text-based details.

- Students follow along.

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ⓘ For Accountable Independent Writing homework, instruct students to continue drafting their personal narratives. Students may continue the draft they have been working on or choose to respond to a new Common Application prompt that better allows them to achieve their statements of purpose. Remind students to focus on engaging and orienting the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

Students may post their drafts to the class's online writing community and be paired for peer review. Remind peer reviewers to consider how effectively their peer engages and orients the reader by setting out a problem, situation, or observation and its significance; establishes one or multiple point(s) of view; introduces a narrator and/or characters; and creates a smooth progression of experiences or events.

Consider maintaining the same peer review pairs through 12.1.1 Lesson 12 so that students can provide and receive consistent feedback from a peer familiar with their work in relation to W.11-12.3.a.

Homework

Read and annotate chapter 6 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.

Also, write a one-paragraph summary of the text through chapter 6, focusing on how Malcolm X's character has developed over the course of the text.

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Model Style and Content Tool

Name:		Class:		Date:	

Directions: Use this tool to track the stylistic or content choices you encounter in the text, as well as examples and explanations of these choices. Be sure to note the rhetorical effect of each choice on the text.

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.

Rhetoric: the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and often, persuade readers or listeners

Style: how the author expresses content, which frequently includes the use of figurative language or rhetorical devices

Content: what the author writes, including events, ideas, and details the author chooses to include

Point of View: an author's opinion, attitude, or judgment

Purpose: an author's reason for writing

Example of style (figurative language or rhetorical device) or content (events, ideas, details) (with page reference)	**Rhetorical effect (power, beauty, point of view, purpose)**
Looking back on when he first arrived in Harlem, Malcolm X explains that he was "going to become one of the most depraved parasitical hustlers among New York's eight million people" (p. 78).	Both depraved and parasitical have negative meanings, and describe someone without morals and someone who feeds on others, suggesting that Malcolm X's current point of view or opinion about the decisions he made during this time is negative.
Malcolm X uses figurative language when he states that he was "narcotized" (p. 78) by Harlem.	He is saying that at the time it was like he was being drugged, which both demonstrates how strong the feeling was for him and advances his point of view of looking back on the experience in a negative light.
Malcolm X states that "profanity had become my language" and he would "even curse customers" (p. 80). These phrases are an example of content advancing his point of view.	Malcolm X means that he had started talking like the people on the streets with whom he was spending time and was no longer so easily able to relate to customers and the people he worked with on the train. He doesn't mean that profanity

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	was the only words he spoke, but that he spoke them so frequently he began to get in trouble in other parts of his life. This content helps to develop Malcolm X's current negative point of view about this time in his life.
Malcolm X describes how a "big, beefy" (p. 80) white soldier tried to start a fight with him, but Malcolm X tricked the soldier into taking most of his clothes off and, therefore, getting laughed at. Malcolm X describes how he realized "I couldn't have whipped that white man as badly with a club as I had with my mind" (p. 81).	Malcolm X states that he "would never forget" (p. 81) the lesson that his mind can be more powerful than violence, which suggests that this lesson informs his current point of view.
Malcolm X writes about how he looked back in Harlem: "I was really a clown, but my ignorance made me think I was 'sharp'" (p. 81). He states that "shoe companies made these ridiculous styles for sale only in the black ghettoes where ignorant Negroes like me would pay the big-name price" (p. 81).	This content advances Malcolm X's point of view that the decisions he made in those days were not as good as he thought.
He describes how his "zoot suit, the long, narrow, knob-toed shoes" were "just about too much for Mrs. Swerlin" (p. 82). He describes how "between the way I looked and my style of talk, I made her so nervous and uncomfortable that we were both glad when I left" (p. 82).	This description demonstrates how drastically Malcolm X has changed since he left Lansing and how he was aware of other people's reactions, even at the time.
Malcolm X describes how he left "Lansing shocked and rocked" (p. 83), meaning that the people in his hometown were taken aback and confused about the person he had become.	This content advances his point of view at the time of how he saw himself as "sharp" and "hip" (p. 81) in relation to people in his hometown.
Malcolm X describes how "[t]he only thing that brought [him] down to earth" (p. 82) was his visit to his mother in the state hospital.	This content advances his point of view by showing that he was so caught up in his new persona that it took a visit to his mother, who is suffering in the hospital, to bring him back to reality.

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