

## 12.1.1

## Lesson 9

## Introduction

In this lesson, students read and analyze *The Autobiography of Malcolm X*, chapter 7, pages 114–120 (from “Especially after the nightclubs downtown closed, the taxis and black limousines would be driving uptown” to “my boss and his wife in a gambling house they opened”). In this section of the text, Malcolm Little is fully entrenched in the bustle of Harlem, but as he describes, racial tensions and unrest are beginning to unsettle the neighborhood. Malcolm Little is an accomplished “hustler” at this point, and takes his brother, Reginald, under his wing and teaches him how to get into the game. Students read and annotate this section of text for central ideas, tracing how events develop these central ideas. Student learning is assessed via a Quick Write at the end of the lesson: How does an event from chapter 7 further develop a central idea from earlier in the text?

For homework, students read chapters 8 and 9 in *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how style and content contribute to the power, persuasiveness, or beauty of the text.

## Standards

Assessed Standard(s)	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Addressed Standard(s)	
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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)”).
L.11-12.4.a	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

	<p>strategies.</p> <p>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.</p>
--	---

## Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> <li>How does an event from chapter 7 further develop a central idea from earlier in the text?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify one central idea (e.g., racial identity, systemic oppression, integration versus separation, or solidarity).</li> <li>Describe how an event or events from chapter 7 develop a central idea (e.g., The central idea of systemic oppression is developed by the description of the riot of 1935 and the later one during World War II. The riots illustrate the tensions between African Americans and white people in Harlem and show how systemic oppression, including the “white merchants of Harlem refusing to hire a Negro, even as their stores raked in Harlem’s money” (p. 116) and the closing of the Savoy Ballroom to keep races from mixing, can explode at the rumor of injustice—“white cops had shot a Negro soldier” (p. 116).).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>in stitches – in a state of uncontrollable laughter</li> <li>valise (n.) – a small piece of luggage that can be carried by hand, used to hold clothing, toilet articles, etc.; suitcase; traveling bag</li> <li>rackets (n.) – organized illegal activities</li> <li>Croesus-rich (adj.) – having wealth like the king of Lydia, 560–546 BCE, who was noted for his great wealth</li> <li>cotillions (n.) – large, formal parties for dancing</li> </ul>

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>lavished (v.) – expended or gave in great amounts or without limit</li> <li>graft (n.) – a payment made to a person profiting by dishonest or unfair means, especially by taking advantage of a position of trust</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>inferior (adj.) – of poor quality: low or lower in quality</li> <li>legitimate (adj.) – real, accepted, or official</li> <li>exclusive (adj.) – available to only a few people because of high cost</li> <li>veteran (adj.) – having a lot of experience in a particular activity, job, etc.</li> <li>integrity (n.) – the quality of being honest and fair</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.3, W.11-12.9.b, L.11-12.4.a</li> <li>Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 7, pages 114–120</li> </ul> <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>60%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Central Ideas Tracking Tool (refer to 12.1.1 Lesson 4) (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.
	<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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.3. In this lesson, students continue to read *The Autobiography of Malcolm X*, chapter 7, and analyze how a particular event further develops a central idea.

- Students look at the agenda.

### Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate chapter 7 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 the questions they developed for homework, specifically analyzing how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3).

- 💬 Student questions may include:

#### What do the “close calls” in this chapter suggest about Malcolm Little?

- 💬 Malcolm was living very dangerously. The first close call on page 112 suggests that Malcolm is proud of his ability pull a “trick” (p. 112) on white police officers and escape. The second “close call” on page 118, in which Malcolm and Sammy “barely escaped,” shows how Malcolm is less in control of the situation than he thinks he is, when Sammy's girlfriend gets mad at him for putting Sammy in danger. At the end of the chapter, the close brush with the

Italian mobsters shows that it was only luck that actually saved them, and he states, “God takes care of fools and babies” (p. 128), which implies that Malcolm X considers himself to have been a fool.

### How do the events in this section show that Malcolm Little was a “hustler”?

- The author writes that a hustler is “nervy and cunning enough to live by ... wits, exploiting any prey that presented itself” (p. 111). Malcolm uses the white police officers as part of his getaway, “hailing [them] to ask for directions” (p. 112). This example shows how cunning and opportunistic he is. When “[a] bullet grazed” Sammy, Malcolm only laments the loss of his close friendship with Sammy instead of changing his lifestyle, and decides to “lay low” (p. 118). Malcolm continues to seek out “hustles” as a steerer (p. 125), as a bootleg transporter (p. 127), and a bootleg supplier for “speakeasies still in Harlem” (p. 127), suggesting that he was attracted to the speed and danger of illegal activities.

- ① 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\*.)

## Activity 3: Reading and Discussion

**60%**

Instruct students to form pairs. 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.

Instruct student pairs to read pages 114–115 of *The Autobiography of Malcolm X* (from “Especially after the nightclubs downtown closed, the taxis and black limousines would be driving uptown” to “That’s where Redd Foxx was the dishwasher who kept the kitchen crew in stitches”) and answer the following questions before sharing out with the class. Instruct students to annotate their texts for the central idea, using the code CI. 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 If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Students may use the Central Ideas Tracking Tool to record central ideas they identify and discuss.

Provide students with the following definitions: *in stitches* means “in a state of uncontrollable laughter.”

- ① Students may be familiar with this phrase. Consider asking students to volunteer the definitions before providing it to the class.
  - ▶ Students write the definition of *in stitches* in their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *inferior* means “of comparatively low grade; poor in quality; substandard.”
  - ▶ Students write the definition of *inferior* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**How are Malcolm X’s ideas about race changing in this section?**

**What does the author’s description of “those white people” (p. 114) indicate about Malcolm X’s view of them?**

- The description suggests that the “drunk” white people (p. 114) who say, “‘You’re just as good as I am—I want you to know that’” (p. 115) were aware of and apologizing for benefiting from an unfair society. This backhanded compliment is insulting to African Americans, who likely did not consider that they were not “‘just as good’” (p. 115) before the white person brought it up.

**Why might the author place emphasis on the word “soul” (p. 114)?**

- Student responses may include:
  - The author may want the reader to understand that there is an element of African-American culture that does not exist in white culture. He states that the white people “could never get enough” (p. 114) of the music, food, and atmosphere in primarily African-American establishments.
  - The author may be using the word “soul” sarcastically, using a word that white people may have applied to African-American culture to separate them. The author writes that the “flush-faced men and glittery-eyed women would be pounding each other’s backs and laughing uproariously and applauding the music” (p. 114). This description suggests that the men and women are not part of the crowd, but are taking in the scene from a culture of power, unaware of how their actions made them appear.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 115–116 (from “After a while, my brother Reginald had to have a hustle” to “he looked and acted much older than his years”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *legitimate* means “real, accepted, or official” and *exclusive* means “available to only a few people because of high cost.”

- ▶ Students write the definitions of *exclusive* and *legitimate* on their copies of the text or in a vocabulary journal.

### What do the descriptions of Reginald reveal about Malcolm X?

- 💬 Reginald is Malcolm X’s younger brother, and Malcolm X sets up a “good, safe hustle” for Reginald so that Reginald could “learn[] his own way around” (p. 115) before he decided to “take risks for himself” (p. 115). These actions show that Malcolm X feels protective of his brother and doesn’t want Reginald to be in Harlem “without anywhere to call ‘home’” (p. 114). He also wants to keep some of his hustling life away from Reginald because he states that he likes that Reginald does not ask him any questions about his “jobs” (p. 114).

### How do these descriptions relate to the idea that Reginald’s girlfriend “lavished on Reginald everything she had” (p. 116)? What does *lavished* mean in this context?

- 💬 Reginald takes fewer risks than Malcolm does, accepting a safe hustle and choosing an older girlfriend who will take care of him. Reginald’s girlfriend gives him everything and takes care of him “as though he were a baby” (p. 116). *Lavished* means “gave a lot to or spent a lot on someone.”
- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of words through contexts.

### \*How do the events described in Reginald’s “good, safe hustle” (p. 115) develop a central idea?

- 💬 Malcolm X states that the hustle “utilized the psychology of the ghetto jungle,” which includes a scam built on the idea that Harlem was full of “many thieves around anxious to get rid of stolen ... merchandise” (p. 115). This scam he argues, caused “conditioning” (p. 115) in the clientele, who would assume that Reginald’s goods were stolen and would pay more than they were worth. This scam develops the idea of systemic oppression because there were so many thieves and criminals in Harlem that it made people brainwashed, expecting crime in the ghetto and left them prey to a scam like Malcolm’s.

Lead a brief whole-class discussion of student responses.

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

Instruct student pairs to read pages 116–117 (from “All through the war, the Harlem racial picture never was too bright” to “But Negroes can’t afford to be taking their money downtown to the white man”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *Croesus-rich* means “having wealth like the king of Lydia, 560–546 BCE, who was noted for his great wealth” and *cotillions* means “large, formal parties for dancing.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- ▶ Students write the definitions of *Croesus-rich* and *cotillions* on their copies of the text or in a vocabulary journal.

**\*What was the effect on Harlem of closing the Savoy ballroom?**

💬 Student responses may include:

- The closing of the Savoy ballroom without good explanation from Mayor LaGuardia increased tension between “Harlem” and “the white man” (p. 116). Tension was so high that a rumor that “white cops had shot a Negro soldier” (p. 116) in the Braddock Hotel caused a riot and widespread looting.
- Harlem, led by Adam Clayton Powell, put up a “big fight” (p. 116), equating the injustice to the fight against segregation in Consolidated Edison, the New York Telephone Company, and the US Navy. They lost that fight, which “didn’t help Harlem to love the white man any” (p. 116).

**\*What impact did the 1935 riot and the “new riot” (p. 117) ultimately have on Harlem?**

- 💬 The 1935 riot made white merchants move out. It made people—mainly white people—afraid to visit Harlem, causing businesses to leave. There remained “only a relative trickle of the money which had poured into Harlem in the 1920’s” (p. 117). The “new riot” was devastating to Harlem, especially the “night-life people,” and made the economic situation significantly worse: it “ended even that trickle” (p. 117).

**\*How do the closing of the Savoy ballroom, the 1935 riot, and the “new riot” (p. 117) develop a central idea?**

- 💬 Student responses may include:



- These events develop the idea of systemic oppression because the author suggests Mayor LaGuardia closed the Savoy ballroom “to stop Negroes from dancing with white women” (p. 116). This decision was oppressive to African Americans because they lost a privilege due to the actions of white people.
- The effect of the rumor about the closing of the Savoy ballroom was the riot, a rebellion against the action of “white cops” shooting a “Negro soldier” (p. 116), a scene that illustrated the abuse of white power over African Americans, and systemic oppression.
- These descriptions develop the idea of integration versus separation by showing how white people were afraid of the continuing violence in Harlem. Malcolm X explains that the riots caused white people to be “physically afraid to come to Harlem” and describes how the “hypocritical ‘integration’” taking place downtown destroyed the “Harlem night life” (p. 117).
- Malcolm X introduces the idea of unity or solidarity in this scene when he describes how Adam Clayton Powell made the closing of the Savoy Ballroom “a big fight” (p. 116). Just as Powell had organized the people to fight in solidarity against “Consolidated Edison and the New York Telephone Company until they had hired Negroes” and he had “helped to battle the U.S. Navy and the U.S. Army about their segregating of uniformed Negroes” (p. 116), so, too, Powell organized the people to fight in solidarity the closing of the Savoy Ballroom. Although the African Americans lost this one fight, Malcolm X emphasizes the importance and power of solidarity with these other examples.

Lead a brief whole-class discussion of student responses.

- ① Consider providing students with the terms *integration versus separation* and *solidarity* to describe concisely the central ideas they identify.
- ① **Differentiation Consideration:** Students may use the Central Ideas Tracking Tool to record central ideas they identified and discussed.

---

Instruct student pairs to read pages 117–119 (from “Sammy and I, on a robbery job, got a bad scare” to “and the politicians were actually inseparable partners”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *valise* means “a small piece of luggage that can be carried by hand, used to hold clothing, toilet articles, etc.; suitcase; traveling bag” and *rackets* means “organized illegal activities.”

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

- ▶ Students write the definitions of *valise* and *rackets* in their copies of the text or in a vocabulary journal.

### What events damage Malcolm Little and Sammy's relationship?

💬 Student responses may include:

- Sammy and Malcolm take on an “impossible” job and, as they made their getaway, Sammy was “grazed” by a bullet (p. 118). Sammy’s girlfriend gets upset with Malcolm because “she knew [Malcolm had] been in on [the dangerous job] with him” (p. 118).
- Sammy’s girlfriend attacks Malcolm, “screaming and clawing” (p. 118), and Malcolm retaliates by hitting her. Then, Sammy threatens Malcolm with a gun. Malcolm X states, “Things never are fully right again with anyone you have seen trying to kill you” (p. 118).

### \*Why does Malcolm Little decide to go into the numbers racket? What does this decision suggest about Malcolm Little?

💬 Student responses may include:

- The numbers racket “hadn’t slumped in business” like the other hustles in Harlem (p. 119). Malcolm’s decision shows that he is a survivor, even in difficult times, and adapts easily.
- Malcolm had to change from the jobs Sammy and he were pulling because “the police ... had surely circulated [their] general descriptions” and they had to “lay low” (p. 118). Malcolm still intended to be involved in rackets, or illegal activities, even though he was in danger with the police, which demonstrates that he takes risks.

### What does Malcolm Little learn about graft and “the Dutch Schultz days” (p.119)? What does *graft* mean in this context?

💬 Student responses should include:

- Malcolm learns that “crime existed only to the degree that the law cooperated with it” (p. 119) and that “the country’s entire social, political, and economic structure, the criminal, the law, and the politicians were actually inseparable partners” (p. 119). Therefore, law enforcement took *graft* and looked the other way when it suited them to do so, which meant that there was a bigger “hustle” going on at the political level of which Malcolm X had not been aware.
- The “graft paid to officials” were bribes that bought off everyone involved in law enforcement, including “rookie cops and shyster lawyers” who were corrupt enough to take

bribes, but also taken by “top levels of police and politics” who controlled the flow of crime using the power of their positions (p. 119).

- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of words through contexts.

**\*How does the author’s description of the graft system develop a central idea?**

- 💬 The way the author describes the graft system develops the central idea of systemic oppression because it shows how society permits criminality when it benefits those in power (namely white people).

Lead a brief whole-class discussion of student responses.

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

Instruct student pairs to read pages 119–120 (from “It was at this time that I changed from my old numbers man” to “for my boss and his wife in a gambling house they opened”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *veteran* means “having a lot of experience in a particular activity, job, etc.” and *integrity* means “the quality of being honest and fair.”
- ▶ Students write the definitions of *veteran* and *integrity* on their copies of the text or in a vocabulary journal.

**\*What do the descriptions of West Indian Archie suggest about American society?**

- 💬 Student responses may include:
- West Indian Archie had a “photographic memory” and was able to take bets without writing down the numbers, “even in the case of combination plays” (p. 120). He was able to elude the police because he did not carry any betting slips.
  - In “another kind of society” (p. 120) West Indian Archie may have achieved much more. Malcolm X states that he has “often reflected upon such black veteran numbers men” (p. 120) and seen the potential in them instead of seeing the role they played in his life as bookies.
  - The author ends this description by writing, “But they were black” (p. 120), suggesting that it is the fault of American society that Archie’s talents were not put to better use.

① If necessary, explain to students that *Sing Sing* is a maximum-security prison in the Hudson Valley.

**\*How do the descriptions of West Indian Archie further develop a central idea?**

- The descriptions of West Indian Archie’s “photographic memory” and “exceptional mathematical talents” relates to the idea of systemic oppression because it shows that these talents could have “been better used” in a society that allowed non-whites and ex-convicts to have better legitimate jobs (p. 120).

Lead a brief whole-class discussion of student responses.

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

### Activity 4: Quick Write

**15%**

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

**How does an event from chapter 7 further develop a central idea from earlier in the text?**

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 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapters 8–9 of *The Autobiography of Malcolm X*, and develop 2–3 discussion questions focused on how style and content contribute to the power, persuasiveness, or beauty of the text (RI.11–12.6). Instruct students to prepare possible answers to their questions for discussion.

- ▶ Students follow along.

- ① 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 fulfill 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; introducing a narrator and/or characters; and creating a smooth progression of experiences or events.

Students who have completed a draft may post the draft 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 chapters 8–9 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how style and content contribute to the power, persuasiveness, or beauty of the text (RI.11-12.6). Prepare possible answers to your questions for discussion.

## Model Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
--------------	--	---------------	--	--------------	--

**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 to Alex Haley
--------------	---

Page #	Central Ideas	Notes and Connections
Pages 114–115	Racial identity	The use of the word “ <i>soul</i> ” (p. 114) to describe something that African-American culture had and white culture did not. Because the music, food, and atmosphere are desirable to the white patrons, the word may suggest pride in the African-American culture. However, it may suggest a fascination with African-American culture that is not sincere or well-intentioned.
Pages 114–115	Systemic oppression	The “drunk” white people (p. 114) who say, “‘You’re just as good as I am—I want you to know that’” (p. 115), were aware of and apologizing for benefiting from an unfair society, as well as insulting African Americans who likely did not consider that they were not “‘just as good’” (p. 115) before the white person brought it up.
Page 115	Systemic oppression	Reginald’s hustle “utilized the psychology of the ghetto jungle” (p. 115). This scam develops the idea of systemic oppression because there were so many thieves and criminals in Harlem that it changed the way people acted and left them prey to such a scam.
Page 116	Systemic oppression	The closing of the Savoy ballroom and the rumor about the shooting develop the central idea of systemic oppression because the white people have control over African-Americans’ lives.
Page 116	Integration vs. separation	While segregation could keep African Americans from moving about, the white women were free to come and

		go. “[N]o one dragged the white women in there” (p. 116), so the Mayor’s solution, which was unfair to the Harlem residents, was to close the place where the white women went.
Page 116	Solidarity	Malcolm X introduces the idea of solidarity in this scene when he describes how Adam Clayton Powell made the closing of the Savoy Ballroom “a big fight” (p. 116). Just as Powell had organized the people to fight in solidarity against “Consolidated Edison and the New York Telephone Company until they had hired Negroes” and he had “helped to battle the U.S. Navy and the U.S. Army about their segregating of uniformed Negroes” (p. 116), so, too, Powell organized the people to fight in solidarity the closing of the Savoy Ballroom. Although the people lost this one fight, Malcolm X emphasizes the importance and power of solidarity with these other examples.
Page 119	Systemic oppression	The “graft paid to officials” (p. 119) were bribes that bought off law enforcement, who controlled the flow of crime using the power of their positions. This event develops the central idea of systemic oppression because it shows how society permits criminality when it benefits those in power.
Page 120	Systemic oppression	West Indian Archie’s photographic memory might have been put to better use in “another kind of society” (p. 120) that allowed African Americans and ex-convicts to have better legitimate jobs.