

12.1.1

Lesson 10

Introduction

In this lesson, students continue reading *The Autobiography of Malcolm X*, chapters 8–9, pages 148–153 (from “Early evenings when we were laying low” to “the religion of Islam and it completely transformed my life”). In this section of text, Malcolm X recounts his experiences taking dangerous risks and building a formidable reputation in Harlem. He describes how he is finally caught because of a stolen watch and is tried and sentenced to jail for conspiring with white women to rob houses.

Students reread an excerpt of chapter 9, determining the author’s purpose and point of view. Students track and analyze rhetorical devices used for specific effect. Student learning is assessed via a Quick Write at the end of the lesson: Analyze how style and content contribute to the power or beauty of the text in chapter 9.

For homework, students read and annotate chapter 10 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how the structure of the text makes points clear, convincing, and engaging.

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.11-12.9.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.11-12.3	Apply knowledge of language to understand how language functions in different

	contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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 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)
<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"> Analyze how style and content contribute to the power or beauty of the text in chapter 9.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify the author's use of style (e.g., varied syntax, figurative language, and juxtaposition). Identify the author's use of content (e.g., the event of Malcolm's arrest). Demonstrate how examples of style and content contribute to the power or beauty of the text (e.g., The figurative language and parallel structure in the description of Detective Turner set the tension in the scene: The author writes, "I was walking on my own coffin" (p. 149), which illustrates the danger inherent in the way Malcolm is living. The varied syntax in this excerpt controls the language and forces the reader to slow down and pay attention to the details of Malcolm's arrest. For example, "One hand was in his pocket. I knew he was a cop" (p. 151), creates a sense of tension in the scene, showing the danger in which Malcolm found himself. Finally, the juxtaposition in the statements of the bailiffs and court clerks, "'Nice white girls ... goddam niggers'" (p. 153) is shocking to the reader. This juxtaposition demonstrates how race and gender are the key determining factors in Malcolm's sentencing, which is supremely unfair and helps to inform Malcolm X's point of view about race.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> punctually (adv.) – at the expected or planned time stave off (v.) – to avert or hold off (something undesirable or harmful), especially temporarily congealed (adj.) – changed from a fluid to a solid state by or as if by cold titillate (v.) – to arouse, tease, interest, or excite pleasurably and often superficially
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> cagey (adj.) – careful to avoid being trapped or tricked sordid (adj.) – marked by baseness or grossness
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> testify (v.) – to talk and answer questions about something especially in a court of law while formally promising that what you are saying is true mutual (adj.) – shared between two or more people or groups implicated (v.) – showed that someone or something is closely connected to or involved in something (such as a crime)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.6, W.11-12.9.b, L.11-12.3, L.11-12.4.a, L.11-12.5.a Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapters 8–9, pages 148–153 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 15% 3. 55% 4. 15% 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 Character Development Tool (refer to 12.1.1 Lesson 3) (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.
	<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.11-12.6. In this lesson, students continue to read *The Autobiography of Malcolm X*, chapters 8–9, and determine the author’s point of view and purpose. Then students analyze how particularly effective examples of rhetoric contribute to the power or beauty of the text in chapter 9.

- 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 standard L.11-12.3. Instruct students to talk in pairs about what they think L.11-12.3 means. Lead a brief discussion about the standard.

- 💬 Student responses should include:

- Determine how words have different meanings in different contexts, including figurative meanings.
- Identify how an author chose to use specific language to explain ideas or create an effect.
- Identify how meaning and style impact the reader's understanding.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (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.)

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

💬 Student questions may include:

Describe the stylistic choices the author makes to begin chapter 8. What do these choices reveal about Malcolm X?

💬 Student responses may include:

- The author begins by setting a scene: Sammy is “lying on his bed in pajamas and a bathrobe” (p. 129), so the reader knows that he is relaxed and not ready for a fight.
- Sammy hides his drugs, but Malcolm opens the door, unafraid that West Indian Archie is angry.
- The author does not write that West Indian Archie stuck a gun in Malcolm's face, but instead writes, “A .32-20 is a funny kind of gun” (p. 129). This statement shows that Malcolm is close enough to the gun to focus on the details of it, but the author does not show Malcolm's immediate reaction to it.
- The author then makes the contradictory statements: “no one who wasn't ready to die messed with West Indian Archie” and “He truly scared me” (p. 129). This statement shows that Malcolm is not as “ready to die” (p. 129) as he thinks he is.

How does the author describe the confrontation with West Indian Archie (pp. 132–133)? How do the author's stylistic choices develop his ideas?

💬 Student responses may include:

- Malcolm X states that he was a “fool” but even “a bigger fool” (p. 132) for sitting with his back to the door. This repetition, and his mention that he “never will again” (p. 132)

sit with his back to the door imply that this showdown was an important and increases the tension and power of the scene.

- The author describes West Indian Archie as “floor-showing for the people” (p. 132), which indicates that he was making a fool of Malcolm.
- The author describes the people around the two men as “carved, drinks in mid-air” (p. 132), like unmoving sculptures, suggesting that this moment is significant for Malcolm and that nothing is as important in the room as what is happening between them. These descriptions show the tension in the room and make the scene more powerful.

- 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

55%

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 148–149 of *The Autobiography of Malcolm X* (from “Early evenings when we were laying low between jobs” to “I was walking on my own coffin”) and answer the following questions before sharing out with the class. Instruct students to annotate their texts for rhetorical devices and point of view, using the codes RD and POV. Remind students that annotating helps them to keep track of evidence they will use later in lesson assessments and the Mid-Unit Assessment, which focus on the impact of rhetorical devices on point of view.

- ① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Provide students with the following definition: *punctually* means “at the expected or planned time.”

- ① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.
- ▶ Students write the definition of *punctually* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *testify* means “to talk and answer questions about something especially in a court of law while formally promising that what you are saying is true,” and *mutual* means “shared between two or more people or groups.”

- ▶ Students write the definitions of *testify* and *mutual* on their copies of the text or in a vocabulary journal.
- 💬 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 in their reading throughout this lesson:

What words or phrases in this section are powerful or beautiful?

What do Turner and Malcolm Little do that is “cagey” (p. 149)? How do their actions clarify the meaning of *cagey*?

- 💬 Student responses should include:
 - Malcolm X states that Turner “wanted me to make a move, first” and he “didn’t want to say anything that, repeated, would make him sound bad” (p. 149).
 - Malcolm “didn’t want to say anything that could be interpreted as a threat to a cop” (p. 152), but they “both knew that [they] wanted to kill each other” (p. 149). Instead, Malcolm used the wire to send messages and did not threaten Turner directly.
 - *Cagey* means that they were trying to get something or do something without getting into trouble.
- 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.
- ① If necessary, provide the definition of *cagey* as “careful to avoid being trapped or tricked.”

***Why does Malcolm X state that he was “walking on [his] own coffin” (p. 149)? What is the impact of this statement on Malcolm X’s point of view?**

- 💬 Malcolm threatens a police officer by saying, ““Don’t you know that if you play with me, you certainly will go down in history because you’ve got to kill me?”” (p. 149). Threatening a police officer is dangerous and can get him killed, but he does it anyway, which suggests that at this time in his life, he is out of control. These descriptions contribute to the power of this scene and demonstrate that Malcolm believed he was invincible at the time, but now sees how dangerously he was living.
- ① Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of interpreting figurative language. If necessary, remind students that *figurative language* is “language that differs from the literal meaning of words and phrases.”

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 149–151 (from “It’s a law of the rackets that every criminal expects to get caught” to “I had trapped myself under the bed without a gun. I really was slipping”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *stave off* means “to avert or hold off (something undesirable or harmful), especially temporarily” and *congealed* means “changed from a fluid to a solid state by or as if by cold.”

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 *stave off* and *congealed* on their copies of the text or in a vocabulary journal.

***How does the author describe Sophia and her sister in the bar (pp. 150–151)? What is the impact of these descriptions on the mood of the scene?**

💬 Student responses may include:

- The author writes that the girls “held their breaths” (p. 150); they were so tense they were not breathing normally because they were afraid they would be recognized and that their white friend would figure out that they visited a lot. The descriptions increase the power of the text because they create a tense mood.
- The girls were “so well known in the Negro places in Roxbury” that they knew they could be approached by any “Negro who knew them” (p. 150). They were “stiff-eyeing the bartenders” (p. 150) to send a message using only their eyes so the man with them would not know they visited Roxbury often. These images increase the power of the text because the reader “caught the message” (p. 150) as well.
- When Malcolm came up to the table, the girls were “chalky-white” and Sophia’s husband’s friend was “beet-red” (p. 151). These images also increase the power of the description because they show that the girls were pale with fear of the man’s anger. The man was angry that Malcolm dared to call white girls “Baby” (p. 151) and approach them at a table.

① If necessary, provide students with the definition of *mood* as “the emotional state or feeling that a text conveys or evokes.”

① **Differentiation Consideration:** Consider asking the following question to scaffold student understanding of this event.

What “mistake” (p. 150) did Malcolm Little make?

He walked up to Sophia and her sister when her husband’s friend was with them.

What does the author mean when he writes that Sophia’s husband’s friend’s face looked “congealed” (p. 151)? What is the impact of this statement on Malcolm X’s point of view?

The man was extremely mad at Malcolm, and his face was twisted and ugly, as if it had melted into anger. This vivid description shows complex emotions and contributes to the power of the text. It also shows Malcolm X’s attitude about the way he was living: it shows that he had become the prey instead of the predator, and that he was “slipping” (p. 151).

***What is the effect of the phrase “he watched me as if I were a snake” (p. 151)?**

The white man “stood back” (p. 151), keeping his distance and watching Malcolm for any sudden moves. Malcolm X notes that Sophia’s husband’s friend “didn’t run” (p. 151), which suggests that Malcolm was aware the man did regard him as a threat. The effect of this description is to show Malcolm through this white man’s eyes: as threatening as a snake.

***What does Malcolm X mean when he states that he “was slipping” (p. 151)? What does the choice of the word “slipping” suggest?**

Malcolm X states he “was slipping” because he had “trapped [him]self under the bed without a gun” (p. 151). This slip is unlike him. He also is sick, a consequence of “all of the last five years catching up” (p. 151). He is slipping or sliding downwards mentally and physically.

① Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of interpreting imagery and figurative language. If necessary, remind students that *imagery* is “the use of figurative language or vivid descriptions to make pictures in the reader’s mind.”

Lead a brief whole-class discussion of student responses. Remind students to annotate for rhetorical and stylistic devices.

① **Differentiation Consideration:** Students may use their Style and Content Tools to record stylistic or content choices they identified and discussed.

Instruct student pairs to number the paragraphs on pages 151–153 (from “I had put a stolen watch into a jewelry shop” to “That’s why I believe that everything is written”). Then instruct students to read the excerpt, annotating and highlighting any paragraphs or sentences that appear unusually short, unusually long, or broken in odd ways.

Instruct student pairs to answer the following questions before sharing out with the class.

***How does the author's use of variations in syntax affect pacing in this excerpt? What do these variations in syntax suggest about Malcolm X's point of view?**

💬 Student responses may include:

- The first four paragraphs contain many clauses separated by commas: "It was about two days later, when I went to pick up the watch, that things fell apart" and "The loser of the watch, the person from whom it had been stolen from us, I later found, had described the repair" (p. 151). These pauses force the reader to connect several ideas together and slow the reader down, drawing the reader's attention to the details.
- Paragraphs 5, 6, 9, 10, and 13 are all just one line long. They are so short that they force the reader to pay attention to them. This syntax also forces the reader to consider each statement or detail on its own, and the sentences in these short paragraphs are sometimes fragmented: "One hand in his pocket. I knew he was a cop" (p. 151). These short sentences pace the scene very slowly, making it more dramatic.
- Paragraphs 9, 10, and 11 start with "I remember," "I raised," and "I saw" (p. 152), which creates a feeling of a decision happening in slow motion, again, causing the pace to slow down and forcing the reader to pay attention to the details.
- Paragraph 15 includes repetition: "The detectives ... They didn't ... They didn't" (p. 152). This repetition makes the reader consider what could have happened, and the author explains the reason why these things did not happen: because he "hadn't tried to kill the detective" (p. 152).
- These variations in sentence structure reveal that the author believes that this interaction is a turning point in his life, and that it is important for the reader to mark the events carefully. These variations also suggest that Malcolm X is aware of his transformation, and that because "Allah was with [him] even then" (p. 152), these are all events in a larger plan that involves a conversion to Islam and a public life.

- ① If necessary, remind students of the definition of *syntax* from 12.1.1 Lesson 5: "the way in which words are put together to form phrases, clauses, or sentences."
- ① If necessary, explain to students that "The loser of the watch, the person from whom it had been stolen from us, I later found, had described the repair" and "One hand in his pocket. I knew he was a cop" are examples of a rhetorical device or stylistic choice called *variations in syntax*. Define *variations in syntax* as "changes in sentence length, style, or complexity for stylistic effect."
- ① If necessary, explain to students that the repetition of "The detectives ... They didn't ... They didn't" is an example of a rhetorical device or stylistic choice called *parallel structure*. Define *parallel structure* as "instances of using the same pattern of words to show that two or more ideas are equally important."

Lead a brief whole-class discussion of student responses. Remind students to annotate for rhetorical and stylistic devices.

- ① **Differentiation Consideration:** Students may use their Style and Content Tools to record stylistic or content choices they identified and discussed.
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Instruct student pairs to read pages 152–153 (from “The cops found the apartment loaded with evidence” to “the religion of Islam and it completely transformed my life”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *titillate* means “to arouse, tease, interest, or excite pleurably and often superficially.”

- ① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.
- ▶ Students write the definition of *titillate* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *implicated* means “shown that someone or something is closely connected to or involved in something (such as a crime).”
- ▶ Students write the definitions of *implicated* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding:

How does the ellipsis before “...and my small arsenal of guns” (p. 152) affect pacing? What does the ellipsis suggest about the meaning?

- 💬 The ellipsis slows the reader down and separates the other petty criminal tools from the truly dangerous ones. It suggests that many of the discovered “tools of [our] trade” were not as incriminating as the “small arsenal of guns” (p. 152).

***What is the impact of the clerks’ and bailiffs’ comments: “Nice white girls ... goddam niggers” (p. 153)? How do these comments contribute to Malcolm X’s point of view?**

- 💬 Student responses may include:
- The comments demonstrate how the people in the court, the “court clerks and the bailiffs” (p. 153), had already judged the situation based on the race of the criminals.
 - The comments juxtapose or contrast the boys as corrupters and the girls as their primary victims. The questions the boys were asked were not about the crimes: “How, where, when,

had I met them? Did we sleep together?" (p. 153). The lawyer's statement reaffirms this sentiment: "You had no business with white girls!" (p. 153).

💬 Student responses should include:

- These comments demonstrate Malcolm X's point of view because they emphasize his understanding of systemic racism in society: the "[n]ice white girls" (p. 153) kept their humanness, but the boys were dehumanized and racial slurs were applied to them. Because Malcolm X has experienced this racism directly, he is more convinced about "the full truth about the white man" (p. 153), which is that white people purposefully oppressed African Americans.
- ① Remind students that the author uses the word "nigger" in the text. Students may use the author's language when reading or citing textual evidence, but they should avoid using the word "nigger" in discussion when they are not quoting from the text as the term is a racial slur. Refer to the Module Overview for more information about how to address the word "nigger" in the classroom.
- ① **Differentiation Consideration:** If students struggle to understand the power of the juxtaposition in the clerks' and bailiffs' comments, ask the following scaffolding questions:

What is the effect of the word "niggers" in this context?

💬 The word is a racial slur and its use is jarring to the reader. The use of this racial slur shows that even in a formal setting, such as a courthouse, the "court clerks and bailiffs" (p. 153) had no qualms about expressing racist opinions.

How does the word contribute to the power of this scene?

- 💬 The word creates a mood in the courtroom that indicates the trial will not be fair because of the prejudice already against Malcolm and Shorty. Malcolm X states that "[n]obody wanted to know anything at all about the robberies" (p. 153) and indicates that, through use of this strong language, he and Shorty were being punished for being with "[n]ice white girls" (p. 153).
- ① If necessary, explain to students that the clerks' and bailiffs' comments: "Nice white girls ... goddam niggers" is an example of a rhetorical device or stylistic choice called juxtaposition. Define juxtaposition as "an act or instance of placing close together or side by side, especially for comparison or contrast."

What reason does Malcolm X give for not having previously revealed his "sordid past"? What does *sordid* mean in this context?

- At the time the book was written, Malcolm X had not revealed his past because he did “not want to sound proud of how bad, how evil [he] was” (p. 153). *Sordid* means “bad,” “immoral,” or “evil.”

***What do the last two paragraphs on page 153 (“But people are always speculating—why am I as I am?” to “the religion of Islam and it completely transformed my life”) suggest about the author’s purpose?**

- Student responses may include:
 - The author writes that “the full story is the best way that I know to have it seen, and understood, that I had sunk to the very bottom of the American white man’s society” (p. 153). This experience, Malcolm X argues, prepared him for finding “Allah and the religion of Islam” which “completely transformed” (p. 153) his life. His purpose is to demonstrate to the reader the power of his conversion to Islam and the beneficial changes it brought to his life.
 - Malcolm X’s purpose is to explain “why [is] [he] as [he] [is]” (p. 153). He states that “[a]ll of our experiences fuse into our personality” (p. 153), so leaving out any part of the story would not be true to his full character. He needs to tell the bad and the good so he can show how he changed over time and why he is as he is.

What do these paragraphs suggest about Malcolm X’s point of view?

- Malcolm X explains that he is who he is because “[a]ll of our experiences fuse into our personality. Everything that ever happened to us is an ingredient” (p. 153). This explanation suggests that the choices he made are due to his experiences of injustice. The unfairness of his treatment in the courtroom and the unreasonable length of his sentence are other injustices he has to withstand. These injustices support his point of view that all of his experiences in society have made him who he is.

Lead a brief whole-class discussion of student responses. Remind students to annotate for rhetorical and stylistic devices, as well as the author’s purpose and point of view in the text.

- Differentiation Consideration:** Students may use their Style and Content Tools to record stylistic or content choices discussed as well as the author’s point of view and purpose in this portion of text.
- Differentiation Consideration:** Students may use their Character Development Tools to record character development they have identified and discussed.

Activity 4: Quick Write

15%

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

Analyze how style and content contribute to the power or beauty of the text in chapter 9.

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 chapter 10 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). 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 will better allow 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 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 these same peer review pairs through 12.1.1 Lesson 12 so students can have consistent support through their application of standard W.11-12.3.a.

- ① Students may also review their analysis of the style and content in *The Autobiography of Malcolm X* and consider why and how they might use similar techniques in their own narrative essays.

Homework

Read and annotate chapter 10 of *The Autobiography of Malcolm X* and develop two to three discussion questions focused on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). Prepare possible answers to your questions for discussion.

Model Style and Content Tool

Name:		Class:		Date:	
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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)
Malcolm X uses parallel structure to describe his interactions with Detective Turner: "We both were being cagey. We both knew that we wanted to kill each other" (p. 149).	This use of parallel structure puts Malcolm X and the detective on even footing, increasing the tension between the two men and contributing to the power of the text.
Malcolm X uses figurative language when he states, "I was walking on my own coffin" (p. 149).	This figurative language is powerful, indicating that Malcolm X was doing extremely dangerous things.
Malcolm X also uses figurative language in his interactions with Sophia's husband's friend: "His face was about two feet from mine. It looked congealed" (p. 151) and "he watched me as though I were a snake" (p. 151).	These vivid examples of figurative language increase the power of the text by using very unattractive comparisons to drive home Malcolm X's points. The descriptions develop his point of view because he sees that he has become the prey instead of the predator, and he needs to make a change.

<p>The author uses variations in syntax in describing Malcolm X's interactions with Detective Slack: "One hand was in his pocket. I knew he was a cop" (p. 151); "He said, quietly, 'Step into the back'" (p. 151); "I remember that his name was Detective Slack" (p. 152); "I raised my arm, and motioned to him, 'Here, take my gun'" (p. 152); and "I saw his face when he took it" (p. 152).</p>	<p>Varying syntax makes the text interesting and powerful. Short sentences also create a fast pace that creates tension and increases the power of the text. This example shows that this is a pivotal event in Malcolm X's life, and adds to the point of view that this event, as with the other events, contributes to his personality and helps explain why he is who he is.</p>
<p>Malcolm X uses juxtaposition in his descriptions of the bailiffs' comments: "'Nice white girls ... goddam niggers'" (p. 153).</p>	<p>This juxtaposition increases the power of the text by using strong language and stark comparisons to develop Malcolm X's point of view about racism in society. This example supports his idea that the way people have treated him in the past contributed to who he is today.</p>

Model Character Development Tool

Name:		Class:		Date:	
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Directions: Analyze the character development that you encounter in the text. Identify the events that are connected to this development. Cite textual evidence to support your work.

Character Development	Event	Evidence
Malcolm X is doing very dangerous things but becomes self-aware.	Malcolm X threatens a police officer.	<p>“Don’t you know that if you play with me, you certainly will go down in history because you’ve got to kill me?” (p. 149)</p> <p>“Turner looked at me. Then he backed down ... I guess he wasn’t ready to make history.” (p. 149)</p>
Malcolm X feels that he is losing control and makes bad decisions.	Malcolm X walks up to Sophia and her sister and their white male friend at a bar. Then he hides under his bed without a gun.	<p>“But where, always before, I had been able to [take drugs] and rarely show it very much, but now it was not that easy.” (p. 150)</p> <p>“I don’t know how I ever made such a mistake as I next did.” (p. 150)</p> <p>“What shook me the most was realizing that I had trapped myself under the bed without a gun. I was really slipping.” (p. 151)</p>
Malcolm X stops taking unnecessary risks.	Malcolm X decides to allow himself to be caught rather than to shoot a police officer.	<p>“There I was, wearing my gun ... Today I believe that Allah was with me even then. I didn’t try to shoot him. And that saved my life.” (p. 152)</p>
Malcolm X explains why he is so passionate about Islam and sure about his message.	Malcolm X reflects on how his experiences inform his personality.	<p>“To understand that of any person, his whole life, from birth, must be reviewed.” (p. 153)</p> <p>“All of our experiences fuse into our personality. Everything that ever happened to us is an</p>

		<p>ingredient.” (p. 153)</p> <p>“I had sunk to the very bottom of the American white man’s society when ... I found Allah and the religion of Islam and it completely transformed my life.” (p. 153)</p>
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