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| 12.1.1 | Lesson 14 |

# Introduction

In this lesson, the Mid-Unit Assessment, students use textual evidence from chapters 1–11 of *The Autobiography of Malcolm X* to craft a formal, multi-paragraph response to the following prompt: Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text.

Students review their annotated texts, lesson Quick Writes, discussion notes, homework notes, and optional tools to organize their ideas. Students then develop their essays with relevant and sufficient evidence. The Mid-Unit Assessment is assessed using the 12.1.1 Mid-Unit Text Analysis Rubric.

For homework, students read chapter 12 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.

# Standards

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| Assessed Standard(s) | |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 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. |
| W.11-12.2.a, b | 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.   1. 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. 2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| W.11-12.9.b | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. 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 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]”). |
| Addressed Standard(s) | |
| None. | |

# Assessment

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| Assessment(s) |
| Student learning in the first part of this unit is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.   * Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text. * Student responses are evaluated using the 12.1.1 Mid-Unit Text Analysis Rubric. |
| High Performance Response(s) |
| A High Performance Response should:   * Determine the author’s purpose (e.g., the author shares the details of Malcolm X’s life through this book so that readers understand how Malcolm X becomes the person he is (p. 153)). * Identify examples of structure, style, and content that contribute to the power or beauty of the text (for examples, see below). * Analyze how these examples of structure, style, and content contribute to the power or beauty of the text (for examples, see below).   A High Performance Response may include the following evidence in support of a multi-paragraph analysis. The text contains several examples of how structure, style, and content contribute to the power or beauty of the text, so High Performance Responses may vary widely:   * When explaining his purpose, the author shares Malcolm X’s belief that truly understanding someone requires that “his whole life, from birth, must be reviewed” (p. 153). The author’s structural choice to begin *The Autobiography of Malcolm X* when Malcolm X was still in his mother’s womb highlights this purpose, stressing that the importance of knowing even the context within which a person is born is essential for understanding why Malcolm X thinks and acts the way he does throughout his life. By beginning the text with the terrifying and violent event in which Klansmen aggressively harass Malcolm X’s parents, “shattering every window pane with their gun butts” (p. 1), the author demonstrates that Malcolm X is born in a time and place of intense, explicit racism and discrimination. The frightening and emotional content of this event engages the reader with Malcolm X’s life from the very beginning, thereby contributing to the power of the text. * When describing Malcolm X’s development into a hipster, the author’s stylistic choice to employ imagery creates a detailed, vivid picture of what Malcolm looks like and how he begins to fit into the “hipster style” (p. 61). The author describes Malcolm’s first zoot suit as “shark-skin gray, with a big, long coat, and pants ballooning out at the knees and then tapering down to cuffs so narrow that [he] had to take off [his] shoes to get them on and off,” and his new shoes as “dark orange colored, with paper-thin soles and knob style toes” (p. 61). This imagery functions like a photograph of Malcolm at this time in his life. This stylistic choice enhances the beauty of the text. * As Malcolm comes closer to being caught for his robberies, the author’s stylistic choice to use figurative language conveys Malcolm X’s thoughts on that time in his life. Malcolm X reflects that “[he] had gotten to the point where [he] was walking on [his] own coffin” and that “[i]t’s a law of the rackets that every criminal expects to get caught” (p. 149). The imagery of walking on a coffin and the figurative language of calling the likelihood of being caught a “law” emphasize Malcolm X’s acknowledgement that he was living a very dangerous lifestyle that was certain to end poorly for him. Making the stylistic choice to employ figurative language to convey this emphasis contributes to the power of the text. |

# Vocabulary

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

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document [http://www.engageny.org/sites/default/files/resource/attachments/9-12\_ela\_prefatory\_material.pdf.](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:**   * Standards: RI.11-12.5, RI.11-12.6, W.11-12.2.a-b, W.11-12.9.b * Text: *The Autobiography of Malcolm X* as told to Alex Haley, Chapters 1–11 |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. 12.1.1 Mid-Unit Assessment 4. Closing | 1. 5% 2. 10% 3. 80% 4. 5% |

# Materials

* Copies of the 12.1.1 Mid-Unit Assessment for each student
* Copies of the 12.1.1 Mid-Unit Text Analysis Rubric and Checklist for each student

# Learning Sequence

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| 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 5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.11-12.5, RI.11-12.6, W.11-12.2.a, b, and W.11-12.9.b. In this lesson, students complete the Mid-Unit Assessment in which they present evidence determining the author’s purpose and analyzing how the structure, style, and content contribute to the power or beauty of the text.

* Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their homework from the previous lesson. (Review your notes and annotations on chapters 1–11 of *The Autobiography of Malcolm X*, focusing specifically on the author’s purpose and how the structure, style, and content contribute to the power or beauty of the text, in preparation for the Mid-Unit Assessment.)

Instruct students to form pairs to briefly compare and share their notes and annotations in preparation for the Mid-Unit Assessment.

Activity 3: 12.1.1 Mid-Unit Assessment 80%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement and well-organized ideas supported by the most significant and relevant evidence.

Instruct students to write a multi-paragraph response to the following prompt:

Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text.

Distribute and review the 12.1.1 Mid-Unit Text Analysis Rubric and Checklist. Remind students to use the Text Analysis Rubric to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

Remind students to use their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to write their response.

* Display the prompt for students to see, or provide the prompt in hard copy.
* Students independently answer the prompt using evidence from the text.
* See the High Performance Response at the beginning of the lesson.
* Consider encouraging students who finish early to reread and revise their response.

Activity 4: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapter 12 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). Instruct students to prepare possible answers to their questions for discussion.

* Students follow along.
* 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 using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, 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 uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Consider establishing new peer review pairs, different from those established in 12.1.1 Lesson 7, so that students can benefit from a reviewer with fresh eyes. Consider maintaining the same peer review pairs through 12.1.1 Lesson 18 so that students can provide and receive consistent feedback from a peer familiar with their work in relation to W.11-12.3.b.

# Homework

Read and annotate chapter 12 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.

12.1.1 Mid-Unit Assessment

**Text-Based Response**

**Your Task:** Rely on your reading and analysis of chapters 1–11 of *The Autobiography of Malcolm X* to write a well-developed response to the following prompt:

*Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text.*

Your writing will be assessed using the 12.1.1 Mid-Unit Text Analysis Rubric.

**Guidelines**

**Be sure to:**

* Closely read the prompt
* Address all elements of the prompt in your response
* Paraphrase, quote, and reference relevant evidence to support your claim
* Organize your ideas in a cohesive and coherent manner
* Maintain a formal style of writing
* Follow the conventions of standard written English

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| **CCSS:** RI.11-12.5, RI.11-12.6, W.11-12.2.a, b, W.11-12.9.b  **Commentary on the Task:**  This task measures RI.11-12.5 because it demands that students:   * Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.   This task measures RI.11-12.6 because it demands that students:   * 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.   This task measures W.11-12.2.a, b because it demands that students:   * 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. * 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. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.   This task measures W.11-12.9.b because it demands that students:   * Draw evidence from literary or informational texts to support analysis, reflection, and research.   + 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 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]”). |

12.1.1 Mid-Unit Text Analysis Rubric / (Total points)

| **Criteria** | **4 – Responses at this Level:** | **3 – Responses at this Level:** | **2 – Responses at this Level:** | **1 – Responses at this Level:** |
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| **Content and Analysis**  **The extent to which the response analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**  **CCSS.ELA-Literacy.RI.11-12.5**  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | Skillfully analyze and thoroughly evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | Accurately analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | With partial accuracy, analyze and partially evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | Inaccurately analyze and minimally evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| **Content and Analysis**  **The extent to which the response determines an author’s point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.**  **CCSS.ELA-Literacy.RI.11-12.6**  Determine an author’s point of view orpurpose 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. | Precisely determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text. | Accurately determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text. | Partially determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; with partial accuracy, analyze how style and content contribute to the power, persuasiveness, or beauty of the text. | Inaccurately determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text. |
| **Command of Evidence and Reasoning**  **The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.**  **CCSS.ELA-Literacy.W.11-12.2**  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.  **CCSS.ELA-Literacy.W.11-12.2.b**  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | Thoroughly and skillfully develop the analysis with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) | Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) | Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) | Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b) |
| **Command of Evidence and Reasoning**  **The extent to which the response draws evidence from informational texts to support analysis, reflection, or research.**  **CCSS.ELA-Literacy.W.11-12.9.b**  Draw evidence from informational texts to support analysis, reflection, and research; apply *grades 11-12 Reading standards* to literary nonfiction. | Skillfully utilize textual evidence from informational texts to support analysis, reflection, or research. | Accurately utilize textual evidence from informational texts to support analysis, reflection, or research. | Somewhat effectively or with partial accuracy utilize textual evidence from informational texts to support analysis, reflection, or research. | Ineffectively or inaccurately utilize textual evidence from informational texts to support analysis, reflection, or research. |
| **Coherence, Organization, and Style**  **The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, includes formatting, graphics, and multimedia.**  **CCSS.ELA-Literacy.W.11-12.2**  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.  **CCSS.ELA-Literacy.W.11-12.2.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. | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.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; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a) | Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a) | Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a) |

* A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
* A response that is totally copied from the text with no original writing must be given a 0.
* A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.1.1 Mid-Unit Text Analysis Checklist

**Assessed Standards:**

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|  | **Does my response…** | **✔** |
| **Content and Analysis** | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging? **(RI.11-12.5)** | □ |
| Determine an author’s point of view orpurpose in a text? **(RI.11-12.6)** | □ |
| Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? **(RI.11-12.6)** | □ |
| **Command of Evidence and Reasoning** | Develop the response with the most significant and relevant textual evidence? **(W.11-12.2.b)** | □ |
| Utilize textual evidence to support analysis, reflection, or research? **(W.11-12.9.b)** | □ |
| **Coherence, Organization, and Style** | Introduce a topic? **(W.11-12.2.a)** | □ |
| Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? **(W.11-12.2.a)** | □ |
| When useful to aiding comprehension, include formatting, graphics, and multimedia? **(W.11-12.2.a)** | □ |