

12.1.1

Lesson 16

Introduction

In this lesson, students analyze two sections of text from chapter 13 of *The Autobiography of Malcolm X* (pages 215–217 from “I quit the Ford Motor Company’s Lincoln-Mercury Division” to “report to Mr. Muhammad a new temple address” and pages 237–239 from “Later that year, after Betty and I were married” to “child in the streets were discussing ‘those Muslims’”). In these passages, Malcolm X becomes a full-time minister for Elijah Muhammad, skillfully executing his first responsibility of establishing a temple in Boston. Later, as the minister of the temple in Harlem, Malcolm X organizes a demonstration after an incident of police brutality against a member of the Nation of Islam. Students explore these events and the ways in which they show how Malcolm X has developed through this point in the text. Student learning is assessed via a Quick Write at the end the lesson: Analyze how events in chapter 13 demonstrate Malcolm X’s development.

For homework, students read and annotate the first half of chapter 14, pages 240–251 of *The Autobiography of Malcolm X* (from “In the spring of nineteen fifty-nine” to “The child cries for and needs its own world!”). Students also develop discussion questions focused on how central ideas develop, interact, or build on one another in the text.

Standards

Assessed Standard(s)	
RI.11-12.3	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)	
L.11-12.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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)

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

- Analyze how events in chapter 13 demonstrate Malcolm X's development.

High Performance Response(s)

A High Performance Response should:

- Describe Malcolm X's development in chapter 13 (e.g., In chapter 13, the author recounts how Malcolm X transitions from being an Assistant Minister at the temple in Detroit to being a full-time minister charged with traveling across the country "to establish more temples among the twenty-two million black brothers" (p. 215). Finally, Malcolm X becomes the primary minister for the temple in Harlem, and in doing so, establishes himself as a powerful, respected leader in the growing Nation of Islam.).
- Identify significant events that demonstrate Malcolm X's development in chapter 13 (e.g., Malcolm X leaves his factory job to become a full-time minister for Elijah Muhammad (p. 215), Malcolm X travels to Boston and establishes a temple there (pp. 216–217), Malcolm X organizes the Fruit of Islam to pressure the police into getting Brother Hinton medical care (pp. 238–239).).
- Analyze how the significant events demonstrate Malcolm X's development in chapter 13 (e.g., Malcolm X's role during the incident with Brother Hinton demonstrates how powerful Malcolm X is now as a leader in the Nation of Islam. When Malcolm X hears about the attack on Brother Hinton, he takes a leadership role and organizes the Fruit of Islam "with some telephone calls, in less than half an hour" (p. 238) to engage in a peaceful demonstration at the police station. Throughout the demonstration, the Fruit of Islam obey Malcolm X's directions, which indicates that Malcolm X is now an influential leader whom others in his community respect. Malcolm X's interactions with the police during the incident with Brother Hinton also demonstrate Malcolm X's growing confidence and power as a community leader. Malcolm X is confident enough to address "the lieutenant in charge" (p. 238) and convince the police to allow him to see Brother Hinton. Malcolm X also successfully demands from the lieutenant that Brother Hinton "receive[] proper medical attention" (p. 238). The police even ask Malcolm X to control the crowd, showing that the police view him as important (pp. 238–239).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> immersed (v.) – involved deeply, absorbed subjugate (v.) – to conquer and gain the obedience of (a group of people, a country, etc.) nightsticks (n.) – heavy sticks that are carried by police officers and are used as weapons
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> dispersed (v.) – to separate and move apart in different directions without order or regularity; become scattered
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> analogy (n.) – a comparison of two things based on their being alike in some way arouse (v.) – to cause (someone) to become active, ready, or upset scuffle (n.) – to fight briefly and usually not very seriously appraised (v.) – gave an opinion about the condition, quality, or importance of (something or someone studied or examined)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.3, L.11-12.4.a Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 13, pages 215–217 and 237–239 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 60% 15% 5%

Materials

- 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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.3. In this lesson, students read and discuss two sections of text from chapter 13 of *The Autobiography of Malcolm X*. Students explore the events described in the chapter and the ways in which they show how Malcolm X has developed.

- 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 13 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3). Prepare possible answers to your questions for discussion.)

Instruct students to talk in pairs about questions they developed for homework, specifically analyzing how individuals, ideas, and events interacted and developed (RI.11-12.3).

- 💬 Student questions may include:

How does the author's description of Malcolm X's reunion with West Indian Archie develop Malcolm X's view of himself?

- By describing how West Indian Archie has become “a ghost of the person [Malcolm] remembered” and how Malcolm X “could see, that the end was closing in on Archie” (p. 221), the author shows how different Malcolm X's life is from Archie's. The contrast emphasizes how Malcolm X's life has taken an entirely different direction from Archie's, which develops Malcolm X's belief that his conversion to Islam saved his life.

What does Malcolm X's proposal to Betty suggest about his character?

- After thinking through the potential decision, Malcolm X calls Betty from a pay phone and asks her: “Look, do you want to get married?” (p. 235). The simplicity and directness of Malcolm X's proposal demonstrates that he is action-oriented and not interested in romantic ideals.

- 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 215–217 (from “I quit the Ford Motor Company's Lincoln-Mercury Division” to “report to Mr. Muhammad a new temple address”) and answer the following questions before sharing out with the class.

- If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout the lesson:

How does Malcolm X grow and change through the events in this chapter?

Provide students with the following definitions: *immersed* means “involved deeply, absorbed,” and *subjugate* means “to conquer and gain the obedience of (a group of people, a country, etc.).”

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

- ▶ Students write the definitions of *immersed* and *subjugate* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *analogy* means “a comparison of two things based on their being alike in some way,” and *arouse* means “to stir to action or strong response.”
 - ▶ Students write the definitions of *analogy* and *arouse* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Students who have been using the Character Development tool may benefit from reviewing their tools in pairs to trace Malcolm X’s development over the course of the text up to this point.

***Why does Malcolm X quit his job at the Ford Motor Company?**

- 💬 Malcolm X decides to quit the Ford Motor Company in order to become a full-time minister for Elijah Muhammad. Because there were still “twenty-two million black brothers who were brainwashed” and Malcolm X views himself as an “activist” (p. 215), he feels driven to dedicate his time and energy to spreading Elijah Muhammad’s teachings.

How does the author describe Malcolm X’s reaction to studying with Elijah Muhammad? How does this description develop Malcolm X’s view of Elijah Muhammad?

- 💬 Student responses may include:
 - When Malcolm X begins studying with Elijah Muhammad, he “went to bed every night ever more awed” (p. 215), explaining that he was now studying with more commitment under Elijah Muhammad than he had even in prison. This description continues to develop Malcolm X’s unquestioning obedience to Elijah Muhammad and his willingness to let Elijah Muhammad guide his beliefs completely.
 - As he continues to study with Elijah Muhammad, Malcolm X explains that his “adoration of Mr. Muhammad grew” and that Mr. Muhammad was “the first man whom [Malcolm] ever feared ... the fear such as one has of the power of the sun” (p. 216). These descriptions together develop Malcolm X’s deep admiration and profound respect for Elijah Muhammad as someone whom Malcolm X found powerful and awe-inspiring.

***What details from the text demonstrate Malcolm X’s abilities as a minister?**

- 💬 Student responses may include:
 - The author describes the “general pattern” (p. 216) Malcolm X used in his early days as a minister. By quoting examples of what he would typically say, the author demonstrates that

by now, Malcolm X has developed a specific speaking style and method. Malcolm X has become an experienced and practiced minister.

- Malcolm X explains that in his lectures to potential followers, his discussion of “[t]he dramatization of slavery never failed intensely to arouse” his audience (p. 217). The audience’s reaction to what Malcolm X states and how he states it shows that Malcolm X is able to captivate an audience.
- Malcolm X explains that at every new meeting, “the people who had been there before returned, bringing friends” (p. 217). Malcolm X’s success in convincing people to attend more meetings and invite their friends along shows that he has become an effective and engaging minister.
- Elijah Muhammad sends Malcolm X to Boston to spread his teachings, and Malcolm X is able to build up enough of a following in only “three months” to justify “open[ing] a little temple” (p. 217). Malcolm X’s successes in recruiting followers and establishing a temple in such a short period of time reveal that he has matured as a minister and is becoming an important leader in the Nation of Islam.

① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding.

Malcolm X claims that his “personal chemistry perhaps made [him] reach more quickly than most ministers in the Nation of Islam that stage of dedication” (p. 215). What events earlier in Malcolm X’s life demonstrate this “personal chemistry” (p. 215)? Use evidence from the text to support your answer.

💬 Student responses may include:

- Malcolm X’s “personal chemistry” (p. 215) that helped him progress quickly in the Nation of Islam was also evident during his job on the railroad. Malcolm X quickly became so good at his job that the “sandwich man [he’d] replaced had little chance of getting his job back,” because Malcolm X was able to sell snacks “as fast as the railroad’s commissary department could supply them” (p. 78).
- Just like Malcolm X’s ability to “reach more quickly than most ... that stage of dedication” (p. 215), Malcolm X was a quick learner and dedicated employee when he worked at Small’s. He would “arrive an hour early” and “[i]nside of a week” of beginning work, Malcolm X “had succeeded” (p. 84) at getting on the good side of both the cooks and the bartenders. Malcolm X’s “personal chemistry” (p. 215) also helped him build relationships with customers with whom he would “have long talks—absorbing everything” (p. 84).
- The “personal chemistry” (p. 215) that helped Malcolm X quickly become a dedicated, successful minister also helped Malcolm X when he sold marijuana. The very first night he

began selling, he was able to pay back the loan Sammy had given him and even offer Sammy extra money. Malcolm X used his connections and his “personal chemistry” (p. 215) that made him good at working with people to “have enough profit to be in business” (p. 102) the same night that he started the work.

- ① **Differentiation Consideration:** Students may use their Character Development Tools to find and record the character development they identified and discussed.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 237–239 (from “Later that year, after Betty and I were married” to “child in the streets were discussing ‘those Muslims’”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *nightsticks* means “heavy sticks that are carried by police officers and are used as weapons.”

- ① Students may be familiar with this word. Consider asking students to volunteer a definition before providing it to the group.
- ▶ Students write the definitions of *nightsticks* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *scuffle* means “a rough, confused struggle or fight,” and *appraised* means “gave an opinion about the condition, quality, or importance of (something or someone studied or examined).”
- ▶ Students write the definitions of *scuffle* and *appraised* on their copies of the text or in a vocabulary journal.

How has Malcolm X “exhausted” himself (p. 237)?

- 🗨 As a full-time minister for Elijah Muhammad, Malcolm X works constantly, always “trying to help the Nation to keep growing” (p. 237). Though Malcolm X is now the minister of the temple in Harlem, he continues to travel from city to city, including “[g]uest-teaching at the Temple in Boston” (p. 237). Malcolm X is “exhausted” because he has fully dedicated himself to spreading Elijah Muhammad’s teachings.

*What details from the incident with Brother Hinton clarify Malcolm X’s role at Temple Seven in Harlem?

- 🗨 Student responses may include:

- Immediately after the attack on Brother Hinton, Malcolm X is able to organize the Fruit of Islam “with some telephone calls, in less than half an hour” (p. 238) to engage in a peaceful demonstration at the police station. Throughout the demonstration, the Fruit of Islam obey Malcolm X’s directions, leaving when Malcolm X “gave the order” (p. 239). Malcolm X’s control of the situation indicates that Malcolm X is not just a minister at Temple Seven; he is also becoming a powerful leader in the Nation of Islam community.
- Malcolm X is the person who organizes the Fruit of Islam “with some telephone calls, in less than half an hour” (p. 238) and “g[i]ve[s] the order” (p. 239) to disperse when the demonstration is over. These actions demonstrate that Malcolm X has taken on a leadership role even in events that happen outside of the temple. Because he is the one who talks to “the lieutenant in charge” (p. 238), he acts as the voice not only of Temple Seven but also of “Harlem’s black people” who “were long since sick and tired of police brutality” (p. 239).

***How does the author describe Malcolm X’s interactions with the police? What do these interactions suggest about Malcolm X?**

- After gathering the Fruit of Islam in front of the police precinct, Malcolm X convinces the police to allow him to see Brother Hinton and successfully demands from the lieutenant that Brother Hinton “receive[] proper medical attention” (p. 238). After marching to the hospital, “a high police official came up to [Malcolm]” (p. 239) recognizing him as the leader and asking him to control the crowd. Malcolm X’s ability to get what he wants even from authority figures outside of the Nation indicates how influential he has become.

① **Differentiation Consideration:** If students struggle to understand the action in this section of text, consider asking the following scaffolding question:

What words and phrases clarify the meaning of *dispersed* in this context?

- After Malcolm X “gave the order,” the Fruit of Islam “slipped away,” leaving the front of the hospital and ending the demonstration. In the following sentence, the word “also” suggests that the “other Negroes[]” also left the demonstration, so *dispersed* means to separate or scatter without order (p. 239).
- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of using context as a clue to determine the meaning of a word.

***How does the Fruit of Islam’s demonstration affect the community in Harlem?**

- According to the author, African Americans in Harlem “never had seen any organization of black men take a firm stand” like the Fruit of Islam (p. 239). This demonstration, which Malcolm X was largely responsible for organizing, serves to raise awareness of the Nation of Islam in the rest of

the African American community. “[F]or the first time the black man, woman, and child in the streets were discussing ‘those Muslims’” (p. 239), which shows Malcolm X’s increasing influence even outside of the Nation.

- ① **Differentiation Consideration:** Consider extending students’ analysis of the community’s reaction to the demonstration with the following question:

Why might the Fruit of Islam’s demonstration cause the community in Harlem to “discuss ‘those Muslims’” (p. 239)?

- 💬 At that time “Harlem’s black people were long since sick and tired of police brutality” (p. 239). Although police brutality was a long-standing issue in Harlem, it seems that no other group or organization had taken a powerful or “firm stand” (p. 239) like the Fruit of Islam did. Because the Harlem community “never had seen any organization of black men” (p. 239) demonstrate in this way, they likely began “discuss[ing] ‘those Muslims’” (p. 239), because the Nation of Islam’s demonstration gave them a sense of power and pride that no other group provided.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Character Development Tools to record the character development identified and discussed.

Activity 4: Quick Write

15%

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

Analyze how events in chapter 13 demonstrate Malcolm X’s development.

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 the first half of chapter 14 of *The Autobiography of Malcolm X*, pages 240–251 (from “In the spring of nineteen fifty-nine” to “The child cries for and needs its own world!”) and develop 2–3 discussion questions focused on how central ideas develop, interact, or build on one another in the text (RI.11-12.2). Instruct students to prepare possible answers to their questions for discussion.

► Students follow along.

- ① For Accountable Independent Writing 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 narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Homework

Read and annotate the first half of chapter 14 of *The Autobiography of Malcolm X*, pages 240–251 (from “In the spring of nineteen fifty-nine” to “The child cries for and needs its own world!”) and develop 2–3 discussion questions focused on how central ideas develop, interact, or build on one another in the text (RI.11-12.2). Prepare possible answers to your questions for discussion.

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 further develops as a minister in the Nation of Islam.	<p>Malcolm X quits his factory job and becomes a full-time minister for Elijah Muhammad (p. 215).</p> <p>Malcolm X establishes a temple in Boston (p. 216–217).</p>	<p>“My decision came relatively quickly. I have always been an activist.” (p. 215)</p> <p>“Mr. Muhammad, when he felt me able, permitted me to go to Boston.” (p. 216)</p> <p>“Every meeting, the people who had been there before returned, bringing friends.” (p. 217)</p> <p>“Enough had stood up after about three months that we were able to open a little temple.” (p. 217)</p>
Malcolm X becomes a powerful, respected leader in the growing Nation of Islam.	<p>Elijah Muhammad appoints Malcolm X as the minister of Temple Seven in Harlem (p. 219).</p> <p>Malcolm X organizes and leads the demonstration at the police station after the attack on Brother Hinton (pp. 238–239).</p>	<p>“I went in, as the minister of Temple Seven, and demanded to see our brother.” (p. 238)</p> <p>“I told the lieutenant in charge” (p. 238)</p> <p>“I gave the order and the Muslims slipped away.” (p. 239)</p>