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| 12.1.1 | Lesson 17 |

# Introduction

In this lesson, students analyze a section from chapter 14 of *The Autobiography of Malcolm X*, pages 242–251 (from “In late 1959, the television program was aired” to “‘The child cries for and needs its own world!’”). In this passage, Malcolm X interacts with the press in the aftermath of a critical documentary about the Nation of Islam. Students read and annotate for the development of central ideas in this passage. Student learning is assessed via a Quick Write at the end of the lesson: Determine two central ideas in pages 242–251 and analyze how they interact and build on one another.

For homework, students write a list of ideas about how they would respond to the following college interview question: What activities do you find most rewarding? Also for homework, students respond briefly in writing to the following prompt: How does the author of *The Autobiography of Malcolm X* use a variety of techniques to sequence events to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)? Additionally, students reread their narrative responses from 12.1.1 Lesson 12 and consider whether they would like to expand them into longer compositions or whether they would like to try a different Common Application prompt in 12.1.1 Lesson 18.

# Standards

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| Assessed Standard(s) |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| Addressed Standard(s) |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| W.11-12.3.c | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.1. Use 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).
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| 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]”).
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# Assessment

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| 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.* Determine two central ideas in pages 242–251 and analyze how they interact and build on one another.
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| High Performance Response(s) |
| A High Performance Response should:* Identify two central ideas in this passage (e.g., integration vs. separation, systemic oppression, racial identity).
* Analyze how these central ideas interact and build on one another (e.g., Malcolm X claims that systemic oppression is present even in integration: “‘No *sane* black man really believes that the white man ever will give the black man anything more than token integration’” (p. 250). Also, Malcolm X differentiates himself and the Nation of Islam from other African American leaders in the fight for civil rights, and this racial identity contributes to the disagreement between integration vs. separation: “The devils and black Ph.D. puppets would be acting so friendly and ‘integrated’ with each other … it was such a big lie it made me sick in my stomach” (p. 249).).
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# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * ominous (adj.) – suggesting that something bad is going to happen in the future
* vainglorious(adj.) – filled with or given to excessive elation or pride over one’s own achievements
* heathens (n.) – irreligious, uncultured, or uncivilized people
* deteriorating(v.) – to make or become worse in character, quality, value, etc.
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| Vocabulary to teach (may include direct word work and/or questions) |
| * demagogue (n.) – a person, especially an orator or political leader, who gains power and popularity by arousing the emotions, passions, and prejudices of the people
* militantly (adv.) – vigorously active and aggressive, especially in support of a cause
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| Additional vocabulary to support English Language Learners (to provide directly) |
| * two-faced (adj.) – saying different things to different people in order to get their approval instead of speaking and behaving honestly
* loopholes (n.) – errors in the way a law, rule, or contract is written that makes it possible for some people to legally avoid obeying it
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# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:*** Standards: RI.11-12.2, RI.11-12.4, W.11-12.3.c, W.11-12.9.b
* Text: *The Autobiography of Malcolm X* as told to Alex Haley, Chapter 14, pages 242–251
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| **Learning Sequence:**1. Introduction of Lesson Agenda
2. Homework Accountability
3. Reading and Discussion
4. Quick Write
5. Closing
 | 1. 10%
2. 15%
3. 55%
4. 15%
5. 5%
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# Materials

* Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
* 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

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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 10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. Inform students that in this lesson, they read pages 242–251, analyzing for central ideas.

* 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 standards RI.11-12.4 and W.11-12.3.c. Instruct students to focus on standard RI.11-12.4 and talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

How can one determine the meaning of a word as it is used in a text?

* Student responses should include:
	+ By looking at surrounding words and seeing how the word is being used.
	+ By replacing the word with another word to see if the meaning stays the same.
	+ By looking up a word’s definition and its origins.
	+ By paying attention to the author’s definition of a term and how that definition evolves over the course of a text.
* If necessary, provide students with the following definitions: *figurative* means “not literal; meaning beyond the basic meaning of words” and *connotative* means “suggesting an idea or quality that a word inspires in addition to its meaning.”

Instruct students to focus on standard W.11-12.3.c and talk in pairs about how the standard applies to their own writing. Lead a brief discussion about the standard.

* Student responses should include:
	+ Students should sequence events so they build on one another and work together coherently.
	+ Students should organize events to build toward a specific effect.
	+ Students should use structural techniques to create a specific tone or sense of suspense.
* **Differentiation Consideration:** Depending on students’ familiarity with structural techniques, consider providing the following definitions:
* *foreshadowing* means “a device in which a writer gives a hint of what is to come later in the story”
* *reflection* means “consideration of a subject, idea, or past event”
* *summarizing* means “briefly expressing the main and supporting ideas of a text”
* *turning point* means “a point at which a decisive or important change takes place”
* *flashback* means “a transition in a narrative to an earlier scene or event”
* *circular narration* means “a narrative that ends in the same place it began; a narrative that has certain plot points repeated”
* *juxtaposition* means “an act or instance of placing close together or side by side, especially for comparison or contrast”
* Students were introduced to *juxtaposition* in 12.1.1 Lesson 10 as a rhetorical device or stylistic choice. Explain to students that juxtaposing events or ideas in a text may also be considered a structural choice.

Lead a brief whole-class discussion of student responses. Inform students that for homework they consider how the author sequences events for effect in *The Autobiography of Malcolm X*, and they will explore the standard more deeply in the next lesson.

Activity 2: Homework Accountability 15%

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

Instruct students to talk in pairs about the questions they developed for homework, specifically analyzing central ideas that were introduced in previous chapters and are further developed in this section of text, and how they relate to ideas in this chapter (RI.11-12.2).

* Student questions may include:

How does Malcolm X construct an identity based on race that is separate from some members of his own race, specifically those whom he calls “the biggest Negro ‘leaders’ … in 1960” (p. 244)?

* Malcolm X states that there were “‘house’ and ‘yard’ Negroes” (p. 243) during slavery, and that the same dynamic still exists between African Americans today—some of “the biggest Negro ‘leaders’ … attack us ‘field’ Negroes” (p. 244).

How does Malcolm X construct an identity distinct from “‘the white man’” (p. 246)?

* Malcolm X uses religious differences to construct a distinct identity. He writes that “‘Christianity is the white man’s religion’” (p. 246), and he states that he is not a Christian because the Bible has been used as an “‘ideological weapon’” against African Americans.
* If student discussion is rich, text-dependent, and building toward the assessment prompt, consider allowing student discussions to continue. Then lead a brief whole-class discussion using student questions and the key questions that follow to assure students are ready 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.

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

Instruct student pairs to read pages 242–248 (from “In late 1959, the television program was aired” to “other major monthly magazines’ coverage of us”) 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 keep track of evidence they use later in lesson assessments and the End-of-Unit Assessment, which focuses on the development of central ideas.

* Consider drawing students’ attention to their application of standard W.11-12.9.b through the process of drawing evidence from the text to support reflection and analysis.
* **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.
* **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

Find two central ideas in this passage and explain how they are related.

Provide students with the following definitions: *ominous* means “suggesting that something bad is going to happen in the future,” *vainglorious* means “filled with or given to excessive elation or pride over one’s own achievements,” and *heathens* means “irreligious, uncultured, or uncivilized people.”

* 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 *ominous*, *vainglorious,* and *heathens* on their copies of the text or in a vocabulary journal.

* **Differentiation Consideration**: Consider providing students with the following definitions: *two-faced* means “saying different things to different people in order to get their approval instead of speaking and behaving honestly” and *loopholes* means “errors in the way a law, rule, or contract is written that makes it possible for some people to legally avoid obeying it.”

Students write the definitions of *two-faced* and *loopholes* on their copies of the text or in a vocabulary journal.

How did the 1959 television program “The Hate that Hate Produced” depict Malcolm X and other members of the Nation of Islam (p. 242)?

* “The Hate that Hate Produced” depicted Malcolm X, Elijah Muhammad, and others, as “strong-looking, set-faced black men” (p. 242). Malcolm X states that the entire episode was intended to “increase the shock mood” (p. 242), or make people feel shocked.
* If necessary, provide students with the following explanation of the brief allusion to “The War of the Worlds” on page 242: “The War of the Worlds” was a 1938 fictional radio drama adapted from the H.G. Wells novel of the same name. Orson Welles was the director and narrator of the episode. *The War of the Worlds* is the story of aliens from Mars attacking Earth. Many people in the United States believed the story was true and panicked.

How was “the white man’s” reaction to “The Hate that Hate Produced” hypocritical (p. 243)?

* Malcolm X states that “the white man[]” was “just fine as long as the victimized, brutalized and exploited black people had been grinning,” but as soon as “things were different,” the “white ma[]” was “startled if … his victims don’t share his vainglorious self-opinion” (p. 243). These statements suggest that for white people to react to the television program and rally against hate is hypocritical because they themselves have been hateful toward African Americans for centuries.

\*What is the purpose of the author’s mention of “‘house’ and ‘yard’ Negroes,” as well as “‘field’ Negroes” (pp. 243 and 244)?

* Student responses may include:
	+ The author points to a difference of attitude toward white people within the African-American community. He writes, “Since slavery, the American white man has always kept some handpicked Negroes who fared much better than the black masses suffering and slaving out in the hot fields. The white man had these ‘house’ and ‘yard’ Negroes for his special servants” (p. 243). In other words, some African Americans have always had it better than others, insofar as “the white man” has historically treated some differently than others.
	+ The author draws a parallel between these “‘house’ Negroes,” and the “sophisticated” African Americans whom “the white man … dialed” (p. 243) after the television program aired, suggesting that this historical pattern still exists.
	+ The author writes that many “of the biggest Negro ‘leaders’ … began to attack us ‘field’ Negroes” after the television program (p. 244). This distinction suggests that the divide within the African-American community has existed since slavery and still existed at the time the book was written.
* The author uses the terms “‘house’ Negro” and “‘yard’ Negro” in the text. Students should use the author’s language when reading or citing textual evidence, but they should avoid using these terms in discussion when they are not quoting from the text because the terms are racial slurs.

According to Malcolm X, in what other way is the “‘white man’ … ‘two-faced’” (p. 245)?

* Malcolm X states that the “‘white man’” is “‘two-faced’” because not long before the book was written, African Americans would have been “‘put to death for advocating so-called ‘integration,’” but when “‘Mr. Muhammad speaks of ‘separation,’ the white man calls us ‘hate-teachers’ and ‘fascists’!’” (p. 245). In this way, “the white man” is hypocritical and two-faced.

\*According to Malcolm X, how has the “‘white man’” used Christianity to his advantage (p. 246)?

* Malcolm X argues that “‘the white man’” has conquered countries with guns and the Bible, by using the Bible “‘to call the people ‘heathens,’” then sending in armies, then “‘missionaries behind the guns to mop up’” (p. 246). In other words, Malcolm X is arguing that the Bible has been used to support a racist ideology.
* If necessary, provide students with the following definition: *ideology* means "the body of doctrine, myth, belief, etc. that guides an individual, social movement, institution, class, or large group.”

How does Malcolm X define the word *demagogue*? How does he use this definition to support his claim on page 246?

* Malcolm X states that, if one goes “‘back to the Greek … ‘Demagogue’ means, actually, ‘teacher of the people’” (p. 246). Since he is being accused of being a demagogue, he points out others throughout history who have been accused of the same: Socrates, Jesus Christ, Gandhi, and Martin Luther. Because these people are greatly respected historical figures that the general American population thinks on favorably, these are “‘demagogues’” that his opponents would likely respect.

\*What does Malcolm X think of the 1954 Supreme Court decision on school integration? Why?

* Malcolm X states that the 1954 Supreme Court decision on school integration was “‘one of the greatest magical feats ever performed in America’” (p. 247). He argues that it essentially tricked people into thinking there was integration, but that the “whites” were handed “‘loopholes’” to the rule so that they did not have to actually integrate their children.
* **Differentiation Consideration:** Consider explaining to students that the 1954 Supreme Court decision on school integration is also commonly referred to as “Brown versus Board of Education.” It was a landmark case in which the Supreme Court ruled that it was unconstitutional for states to segregate schools.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 248–251 (from “Before very long, radio and television people…” to “‘The child cries for and needs its own world!’”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *deteriorating* means “to make or become worse in character, quality, value, etc.”

* Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the group.

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

\*How does Malcolm X distinguish between the ideology of the Nation of Islam and the ideology of what he calls “Uncle Tom … black ‘leaders’” (pp. 247–250)?

* Student responses should include:
	+ Malcolm X states that the “‘modern, twentieth-century Uncle Thomas [is] … usually well-dressed and well-educated,’” and “‘his profession is being a Negro for the white man’” (p. 248). Malcolm X suggests that these people believe in integration and criticize the Nation of Islam for encouraging “‘*separation’*” (p. 250).
	+ To emphasize that the “‘black ‘leaders’” (p. 247) are educated and professional, Malcolm X changes “‘Uncle Tom’” to “‘Uncle Thomas,’” sarcastically ridiculing them.

\*What is Malcolm X’s argument against “‘integration’” (p. 250)? What central idea develops in this passage?

* Malcolm X argues that “‘[n]o *sane* black man really wants integration’” because “‘Western society is deteriorating’” and “‘the only way black people caught up in this society can be saved is … to *separate* from it’” (p. 250). Malcolm X states that integration allows “‘the white man’” to continue oppressing African Americans by only providing “‘token integration’” (p. 250). The idea of integration vs. separation develops in this passage as Malcolm X argues that the integration as marketed by “‘the white man’” is not true integration, but rather a ploy to keep African Americans oppressed. Therefore, African Americans should not actually want integration. The central idea of integration vs. separation is being developed.

For what reasons does Malcolm X “‘militantly’” (p. 250) reject segregation? How does the context of the word *militantly* help you determine its meaning?

* Student responses should include:
	+ Malcolm X “‘militantly’” (p. 250) opposes segregation because “‘ [t]o *segregate* means to control’” (p. 251). He argues that segregation is “‘forced upon inferiors by superiors’” (p. 251). In other words, segregation is the product of oppression.
	+ Malcolm X argues that the Nation of Islam “‘reject[s] *segregation* even more *militantly* than you say you do’” (p. 250). Since Malcolm X is speaking with African-American leaders who oppose segregation, he must mean that they strongly oppose it. In that way, *militantly* must mean strongly and with force.

\*What is the difference Malcolm X establishes between “segregation” and “separation” (pp. 250–251)?

* Malcolm X argues that the difference between segregation and separation is that segregation means “to control,” and it “is forced upon inferiors by superiors” (p. 251). Separation “‘is done voluntarily, by two equals—for the good of both!’” (p. 251). Malcolm X argues that segregation is bad, because it allows one race to remain in control, but separation allows for separate equality.

Lead a brief whole-class discussion of student responses.

* **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

Activity 4: Quick Write 15%

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

Determine two central ideas in pages 242–251 and analyze how they interact and build on one another.

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.
* 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 write a list of ideas about how they would respond to the following college interview question. Remind students to keep in mind their task, purpose, and audience as they consider their response. Instruct students to provide reasons for their opinions. Inform students that they will practice responding to this interview question in the following lesson.

What activities do you find most rewarding?

Also for homework, instruct students to respond briefly in writing to the following prompt:

How does the author of *The Autobiography of Malcolm X* use a variety of techniques to sequence events to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)?

Additionally, instruct students to reread their narrative responses from 12.1.1 Lesson 12 and consider whether they would like to expand them into longer compositions or whether they would like to try a different Common Application prompt in the following lesson.

* Students who have been completing their Accountable Independent Writing each night should gather their drafts to bring to class for their work in 12.1.1 Lesson 18.
* Students follow along.

# Homework

For homework, write a list of ideas about how you would respond to the following college interview question. Remember to keep in mind your task, purpose, and audience as you consider your response. Provide reasons for your opinions. You will practice responding to this interview question in the following lesson.

What activities do you find most rewarding?

Also for homework, respond briefly in writing to the following prompt:

How does the author of *The Autobiography of Malcolm X* use a variety of techniques to sequence events to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)?

Additionally, reread your narrative response from 12.1.1 Lesson 12 and consider whether you would like to expand it into a longer composition or if you would like to try a different Common Application prompt in 12.1.1 Lesson 18.

Model Central Ideas Tracking Tool

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| **Name:** |  | **Class:** |  | **Date:** |  |

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| **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. |

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| **Text:** | *The Autobiography of Malcolm X* as told by Alex Haley  |

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| **Page #** | **Central Idea** | **Notes and Connections** |
| Pages 243–244 | Racial identity | Malcolm X states, “Since slavery, the American white man has always kept some handpicked Negroes who fared much better than the black masses suffering and slaving out in the hot fields. The white man had these ‘house’ and ‘yard’ Negroes for his special servants” (p. 243). He argues that these two categories exist today. Since these categories are bound to race and serve to identify a racial divide and subgroups within a single race, this quote develops the central idea of racial identity.  |
| Page 250 | Integration vs. separation | Malcolm X claims, “‘No *sane* black man really believes that the white man ever will give the black man anything more than token integration’” (p. 250). This claim develops his argument for separation, and therefore develops the central idea of integration vs. separation, by arguing that the integration being offered by “‘the white man’” is not true integration, and is instead just being used to oppress the African-American community. |
| 251 | Systemic oppression | Malcolm X states that “‘the white man’” will “‘always control our lives, regulate our lives, and have the power to segregate’” until African Americans separate from “‘the white man’” (p. 251). This quote develops the idea of systemic oppression because the white society controls that of the African Americans. Malcolm X argues that until the African-American community completely breaks free from relations with “‘the white man,’” there will be no true freedom or equality. |