

## 12.1.1

## Lesson 19

## Introduction

In this lesson, students analyze a section from chapter 14 of *The Autobiography of Malcolm X*, pages 268–270 (from “In 1961, our Nation flourished” to “Nothing that Mr. Muhammad ever said to me was more prophetic”). In this passage, the author recounts a period during which the Nation of Islam was doing quite well in spite of Mr. Muhammad’s deteriorating health. Students focus on the author’s structural choices in this passage. Student learning is assessed via a Quick Write at the end of the lesson: Analyze the effectiveness of the structure of pages 268–270.

For homework, students conduct a brief search into the March on Washington in preparation for the following lesson’s reading and discussion. Students also read chapter 15 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.11-12.5	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.
Addressed Standard(s)	
W.11-12.2.c	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.  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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.

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Analyze the effectiveness of the structure of pages 268–270.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify one to two structural choices in pages 268–270 (e.g., the first five paragraphs of the passage summarize the success of the Nation of Islam in the year 1961; the final sentence of the passage, beginning with “Nothing that Mr. Muhammad” (p. 270) implies foreshadowing).</li> <li>Discuss whether the structure of the story on these pages effectively conveys information (e.g., the author writes, “our Nation flourished” (p. 268) and then provides an overview of how it flourished; the chapter ends with foreshadowing and therefore keeps the reader engaged in the text and its ideas).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>prophetic (adj.) – predictive; ominous</li> <li>aggravated (v.) – made worse or more severe</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>flourished (v.) – to be successful; prosper</li> <li>allot (v.) – to distribute or parcel out</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>climate (n.) – the usual weather conditions in a particular place or region</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.5, W.11-12.2.c, L.11-12.4.a</li> <li>Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 14, pages 268–270</li> </ul> <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>15%</li> <li>55%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
◀	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

**10%**

Begin by reviewing the lesson agenda and the assessed standard for this lesson: RI.11-12.5. In this lesson, students work in pairs to read and analyze pages 268–270 of *The Autobiography of Malcolm X* (from “In 1961, our Nation flourished” to “Nothing that Mr. Muhammad ever said to me was more prophetic”). Instruct students to pay particular attention to the structure of this section of text.

- ▶ Students look at the agenda.

① **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.

Post or project standards W.11-12.2.c and W.11-12.3.c. Instruct students to focus on W.11-12.2.c and talk in pairs about how the standard applies to their writing. Lead a brief discussion about the standard. Ask students the following question:

**How does standard W.11-12.2.c compare to standard W.11-12.3.c? How do the standards differ?**

💬 Student responses should include:

- Standard W.11-12.2.c requires students to use appropriate transitions and sentence structures to link ideas, concepts, and sections of the essay.
- Similarly, standard W.11-12.3.c requires students to use appropriate structures to sequence events so they build upon one another to create a cohesive story.
- Both standards are about connecting sections of the essay.
- Standard W.11-12.2.c is about using linking words and sentence structures, whereas standard W.11-12.3.c is about connecting and organizing whole sections of the text.

① Students were introduced to W.11-12.3.c in the previous lesson.

## Activity 2: Homework Accountability

**15%**

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read and annotate the remainder of chapter 14 in *The Autobiography of Malcolm X*, pages 251–270 (from “Anyone who has listened to me will have to agree” to “Nothing that Mr. Muhammad ever said to me was more prophetic”). Develop 2–3 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.)

Instruct students to talk in pairs about questions they developed for homework, specifically analyzing the structure of these pages (RI.11-12.5).

💬 Student questions may include:

**How does the author present the information about “Black agents ... sent to infiltrate” the Nation of Islam (p. 263)? What effect does this presentation have on the reader?**

- The author writes, “Black agents were sent to infiltrate us” and that “there’s no way to know” who was a spy and who was not (p. 263). This suggestion creates confusion for the reader about whom and whom not to trust.

**How does the first paragraph in this passage (“Anyone who has listened to me will” (p. 251)) connect to the last two paragraphs in this passage (“Nothing Mr. Muhammad ever said to me” (p. 270))?**

- The first and last paragraphs of this passage are related because they both deal with Malcolm X’s public persona and his taking credit for fame. He begins by stating, “I never tried to take any credit for myself” (p. 251) and ends with Mr. Muhammad telling him that “usually people get jealous of public figures” (p. 270). These paragraphs show that although Malcolm X was humble, he had a powerful public presence.
- 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.

- ① 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 268–269 (from “In 1961, our Nation flourished” to “Akbar also has broken with his father”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout the lesson:

**How is this part of the text structured (or organized)? What effect does the structure have on the ideas in the text?**

**To what effect does the author use the word “Nation” instead of “Nation of Islam” (p. 268)?**

- When the author writes, “our Nation flourished”(p. 268) he is referring to the Nation of Islam, but by simply writing “our Nation,” the effect is that it sounds as though the Nation of Islam is establishing a nation separate from the United States. The effect is also that this phrasing recalls the Nation of Islam’s push for separation.

**How did “[the] Nation flourish[.]” (p. 268)? What does the word *flourished* mean in this context?**

- The author describes how significantly the Nation of Islam is growing. For example, “There was a sharp climb ... in the number of Muslim-owned small businesses” (p. 268) and “Mr. Muhammad’s eight children now were all deeply involved in key capacities in the Nation of Islam” (p. 269). Based on this information, *flourished* means to grow and do well.

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 context.

**What ideas might prompt Malcolm X to argue for keeping “black money within the black communities” (p. 268)?**

- It is important to Malcolm X to “keep black money within black communities” (p. 268) because the Nation of Islam is pushing for separation from “the white man” and independence from white society. As Malcolm X claims earlier in chapter 14, “We want *separation*” (p. 250).

**\*What does the author communicate about the Nation of Islam in the first five paragraphs of this passage (from “In 1961, our Nation flourished” (p. 268) to “Akbar also has broken with his father” (p. 269))?**

- The first five paragraphs of this passage serve to summarize the key events in the flourishing success of the Nation of Islam during the year 1961 and provide a brief glimpse into the future of the organization. Through this summary, the author demonstrates not only how the Nation of Islam flourished but he also foretells of other members leaving the Nation.

Lead a brief whole-class discussion of student responses.

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Instruct student pairs to read pages 269–270 (from “I believe that it was too strenuous” to “Nothing that Mr. Muhammad ever said to me was more prophetic”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *prophetic* means “predictive; ominous” and *aggravated* means “made worse or more severe.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.
- ▶ Students write the definitions of *prophetic* and *aggravated* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *climate* means “the usual weather conditions in a particular place or region.”
- ▶ Students write the definition of *climate* on their copies of the text or in a vocabulary journal.

**Why were people “disappointed to have to hear” Malcolm X speak (p. 270)?**

- ☞ People were “disappointed to have to hear” Malcolm X “or other poor substitutes for Mr. Muhammad” because Mr. Muhammad is who they wanted to hear. Instead of hearing the real leader of the Nation of Islam, they had to listen to a substitute.

**\*What effect does Mr. Muhammad’s move to Phoenix have on the Nation of Islam (p. 270)?**

- ☞ Student responses may include:
  - Mr. Muhammad cannot “allot as much time as previously” to the daily upkeep of the Nation of Islam—“public speaking,” for instance, and “television requests” (p. 270). However, in spite of his drawing back, “the Nation was expanded both internally and externally” (p. 270).
  - Mr. Muhammad was becoming less of a public figure, but the growth of the organization was not impacted. Mr. Muhammad told Malcolm X “to make the decisions” for the organization (p. 270). Mr. Muhammad gives Malcolm X more power as a leader in the organization.

**Consider the sentence that begins “Mr. Muhammad simply could no longer allot as much time as previously” (p. 270). What word can replace *allot* and maintain the original sentence’s meaning?**

- ☞ The words “give” or “dedicate” could replace *allot* and the sentence would convey the same meaning. Therefore, *allot* must mean to give, divide, or dedicate.
- 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 context.

**Why does Mr. Muhammad want Malcolm X to “become well known” (p. 270)? What does this phrase suggest about Mr. Muhammad’s character?**

- ☞ Mr. Muhammad wants Malcolm X to “become well known” because, as he states, “if you are well known, it will make *me* better known” (p. 270). This phrase suggests that Mr. Muhammad

cares more about himself than about Malcolm X, and that he may be more concerned with personal fame than with the larger success of the Nation of Islam.

- ① **Differentiation Consideration:** If students struggle to make inferences, consider asking the following scaffolding question.

**Malcolm X accepts without question the following statement from Mr. Muhammad to him: “if you are well known, it will make *me* better known” (p. 70). What does Malcolm X’s acceptance of this statement imply about his relationship with Mr. Muhammad?**

- 💬 The fact that Malcolm X does not question Mr. Muhammad when he states, “if you are well known, it will make *me* better known” (p. 270), implies that he is still completely subordinate to and unquestioning of Mr. Muhammad, even when Mr. Muhammad says something selfish.

**\*What does the last sentence of this chapter suggest about the next chapter in Malcolm X’s life, beginning with “Nothing that Mr. Muhammad ever said” (p. 270)?**

- 💬 The last sentence of this passage suggests that Mr. Muhammad is correct—that people will become “jealous” (p. 270) of Malcolm X—and that the reader will find out how this jealousy unfolds in the following chapters.

Lead a brief whole-class discussion of student responses.

## Activity 4: Quick Write

15%

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

**Analyze the effectiveness of the structure of pages 268–270.**

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 focus on using appropriate and varied transitions and syntax to clarify the relationships among complex ideas and concepts. 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 conduct a brief search into the March on Washington. Instruct students to write down three details they learn about the March.

Additionally, instruct students to read and annotate pages 271–293 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 better allows them to fulfill their statements of purpose. Remind students to focus on using 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).

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 14, so that students can benefit from a reviewer with fresh eyes. Consider maintaining the same peer review pairs through 12.1.1 Lesson 24 so that students can provide and receive consistent feedback from a peer familiar with their work in relation to W.11-12.3.c.

## Homework

Conduct a brief search into the March on Washington, and write down three details you learn about the March.

Additionally, read and annotate pages 271–293 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). Prepare possible answers to your questions for discussion.