

## 12.1.1

## Lesson 21

## Introduction

In this lesson, students read and analyze a section from chapter 16 of *The Autobiography of Malcolm X*, pages 305–309 (from “I remembered that when an epidemic is about to hit” to “if not actually initiated—by only one man”), in which Malcolm X details his struggles within the Nation of Islam after the paternity scandals of Elijah Muhammad. Student learning is assessed via a Quick Write at the end of the lesson: Analyze how style and content contribute to the power or beauty in chapter 16.

For homework, students continue to read and annotate chapter 16 of *The Autobiography of Malcolm X*. Students also develop discussion questions focused on how the structure of the text makes points clear, convincing, and engaging.

## Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Addressed Standard(s)	
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
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>

L.11-12.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>
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## 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 how style and content contribute to the power or beauty in chapter 16.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify examples of stylistic choices (e.g., varied syntax, figurative language, etc.).</li> <li>Identify examples of content choices (e.g., the event of Malcolm X's visit with Elijah Muhammad in Arizona).</li> <li>Analyze how style contributes to the power or beauty of the text (e.g., Malcolm X uses the figurative language of the "epidemic" (p. 305) to engage the reader with Malcolm X's struggle with the Nation of Islam by making it seem dangerous and life threatening. Malcolm X states that he "never dreamed" (p. 306) that his officials would turn on him by making it appear that Malcolm X had "started" the rumors about Elijah Muhammad. In addition, Malcolm X states that "many times since then" he has looked back on the events surrounding his separation from the Nation of Islam (p. 307). He states that it "makes me feel weary to think of it all now" (p. 308). This language makes this section quite powerful as the reader sees the direct impact of these events on Malcolm X's future life as he struggles to define himself as separate from the Nation of Islam.).</li> <li>Analyze how content contributes to the power or beauty of the text (e.g., The way the author reveals information about Malcolm X's struggles with the Nation of Islam piece by piece, as if uncovering a mystery, contributes to the tension and suspense of the story by allowing the reader to feel like an active participant in uncovering the dangerous plot. The reader continues to piece together this plot as Malcolm X reveals his suspicion that he is "being set up" and engages in "death-talk" (p. 309). By revealing this suspicion and hinting at Malcolm X's death, the author keeps the reader engaged in figuring out what might happen to Malcolm X, which increases the power and tension of this section.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>antiquity (n.) – ancient times; former ages</li> <li>personages (n.) – people of distinction or importance</li> <li>amiability (adj.) – having or showing pleasant, good-natured personal qualities</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>epidemic (n.) – a rapid spread or increase in the occurrence of something</li> <li>inoculated (v.) – implanted (a disease agent) in a person, animal, or plant to produce a disease for study or to stimulate disease resistance</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>hypocritical (adj.) – pretending to believe what one does not believe</li> <li>sow (v.) – to cause (fear, doubt, etc.) to affect many people</li> <li>reap (v.) – to get (something, such as a reward) as a result of something that you have done</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.6, W.11-12.9.b, L.11-12.4.a, L.11-12.5.a</li> <li>Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 16, pages 305–309</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 60%</li> <li>4. 15%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the Style and Content Tool (refer to 12.1.1 Lesson 5) (optional)—students may need additional blank copies
- Student copies of the Character Development Tool (refer to 12.1.1 Lesson 3) (optional) —students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students read and discuss pages 305–309 of chapter 16 of *The Autobiography of Malcolm X* focusing on the author’s use of style and content.

- 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 pages 294–309 in *The Autobiography of Malcolm X* (from “In nineteen-sixty one, Mr. Muhammad’s condition” to “if not actually initiated—by only one man”). 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.)

Instruct students to talk in pairs about the questions they developed for homework, specifically analyzing how style and content contribute to the power and beauty of the text (RI.11-12.6).

🗣️ Student questions may include:

**How does the author establish Malcolm X's opinion of Elijah Muhammad in this chapter?**

🗣️ Student responses may include:

- Malcolm X states that “[T]he Nation of Islam was Mr. Muhammad” (p. 294), suggesting that Mr. Muhammad is so central to the organization that he is in fact the organization.
- Malcolm X calls Mr. Muhammad “the beacon” and states, “without his light, we would all be in darkness” (p. 295). A “beacon” is a powerful light that guides those in darkness, so with this image Malcolm X is suggesting that Mr. Muhammad is a powerful guide to those in need of direction.
- Malcolm X describes Elijah Muhammad as “the man who had trained me, who had treated me as if I were his own flesh and blood” (p. 305). The phrase “flesh and blood” indicates that Malcolm X feels like he is part of Mr. Muhammad’s family.
- Malcolm X describes Mr. Muhammad as “the man who had given me wings—to go places, to do things I otherwise never would have dreamed of” (p. 305). Because Malcolm X’s “wings” have taken him all around the country as a powerful minister in the Nation of Islam, this example shows that Malcolm X gives Mr. Muhammad the credit for the public figure he has become.

🗣️ Student responses should include:

- Through these examples of figurative language, the author vividly establishes Elijah Muhammad as a very important person in Malcolm X’s life and a person who Malcolm X views as vital to the Nation of Islam.

**What does Elijah Muhammad imply with the statement, “I’m David” (p. 305)?**

🗣️ He compares himself to the biblical figures that Malcolm X researched, implying that he was fated to have his affairs. He tells Malcolm X, “that’s what all of this is—prophecy” (p. 305) and explains, “I have to fulfill all of those things” (p. 305). This statement implies not only were his acts beyond his control, but that he is an important religious figure, comparable to Noah or David.

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

60%

Instruct students to form pairs. Post or project each set of questions below for students to 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 305–307 (from “I remembered that when an epidemic is about to hit” to “true color of great men of antiquity”) and answer the following questions before sharing out with the class.

Instruct students to continue to annotate for examples of stylistic or content choices. Remind students that annotating helps them to keep track of evidence they use later in lesson assessments that focus on the how style and content contribute to power and beauty in the text.

- ① 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.
- ① **Differentiation Consideration:** Students may use the Style and Content Tool to record stylistic or content choices they identify and discuss.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

**How does the author use certain words to make the text more powerful or beautiful? What effect does this language have on pages 305–307?**

Provide students with the following definition: *antiquity* means “ancient times; former ages.”

- ① Students may be familiar with this word. Consider asking students to volunteer definitions before providing it to the class.
- Students write the definition of *antiquity* on their copies of the text or in a vocabulary journal.

**What is the “epidemic” for which Malcolm X prepares (p. 305)? What words and phrases suggest the meaning of the word *epidemic* in this context?**

💬 Student responses should include:

- The “epidemic” refers to the spread of news about the “fulfillment of prophecy” (p. 306), meaning the numerous affairs that Elijah Muhammad had with his secretaries.
- Malcolm X mentions that people get “inoculated against exposure” to an epidemic and that they are treated with “the same germs” that cause it and “this prepares them to resist the oncoming virus” (p. 305). The context makes it seem like an *epidemic* is a large outbreak of a sickness or disease.

**What does Malcolm X do to “inoculate[]” the temple (p. 305)? What does the word *inoculated* mean in this context?**

💬 Student responses should include:

- He tells “six other East Coast Muslim officials” (p. 305) about the details of Elijah Muhammad’s actions to ensure they are not “caught by surprise” (p. 305) if they need to teach the “fulfillment of prophecy” (p. 306) and explain Elijah Muhammad’s actions.
- Malcolm X explains that it is something that is done to help prevent the spread of a disease or sickness. Malcolm X states that it uses “the same germs that are anticipated” (p. 305), so *inoculated* appears to be something done to prevent the sickness.

① Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a word.

**\*What does Malcolm X’s use of figurative language suggest about his feelings towards Elijah Muhammad’s actions?**

💬 Malcolm X is worried about the fallout of the actions of Elijah Muhammad and the danger that this fallout might pose to the Nation of Islam. Malcolm X frames the danger that fellow Muslims will discover Elijah Muhammad’s infidelities as an “epidemic” against which everyone must be “inoculated” to prevent the spread of “the oncoming virus” (p. 305).

**What does Malcolm X mean when he says that Chicago Muslim officials might “make it appear that I was throwing gasoline on the fire instead of water” (p. 306)?**

💬 Malcolm X implies that the Chicago officials might give the appearance that Malcolm X was spreading word about the infidelities in order to “shift their focus off the epidemic” (p. 306) and onto Malcolm X.

**How does the figurative language describing Elijah Muhammad’s actions affect the power of this section?**

💬 The metaphor of the “epidemic” engages the reader by setting up a grim scenario for the future in which many people are “infected” by the knowledge of Elijah Muhammad’s actions. The use of the “epidemic” (p. 305) metaphor contributes to the power of the section by making Malcolm X’s situation seem dangerous and frantic as he races to “inoculate[]” (p. 305) those close to him. Relating the spread of Elijah Muhammad’s actions to the spread of a deadly virus helps to engage the reader and connect them to a powerful sense of urgency.

① Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of using context to interpret the meaning and role of figurative language in the text.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Character Development Tools to record Malcolm X's development that they identify and discuss.
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Instruct students to read pages 307–309 (from “I’ve said that I expected headlines momentarily” to “true color of great men of antiquity”) and answer the following questions before sharing out with the class.

Remind students to continue to annotate for rhetorical devices (RD).

- ① If necessary to aid student comprehension explain to students that the statement “who got assassinated in Dallas, Texas, on November 22, 1963” (p. 307) is a reference to the assassination of President John F. Kennedy.

Provide students with the following definitions: *personages* means “people of distinction or importance” and *amiability* means “having or showing pleasant, good-natured personal qualities.”

- ① Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the group.

- ▶ Students write the definitions of *personages* and *amiability* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *hypocritical* means “pretending to believe what one does not believe,” *sow* means “to cause (fear, doubt, etc.) to affect many people,” and *reap* means “to get (something, such as a reward) as a result of something that you have done.”

- ▶ Students write the definitions of *hypocritical*, *sow*, and *reap* on their copies of the text or in a vocabulary journal.

**\*What is the topic of Malcolm X’s speech on page 307? How might this topic be controversial at this time?**

- Malcolm X explains the title was ““God’s Judgment of White America”” and the theme was ““as you sow, so shall you reap”” (p. 307). The subject is the judgment of white America for the “hate” it has caused. Because the president had just been assassinated and was the only topic of news, Malcolm X’s speech topic might suggest that the president deserved what he got.

- ① **Differentiation Consideration:** Consider explaining what is meant by the proverb “as you sow, so shall you reap.” Translate the phrase to “you harvest what you plant.” Ask students to consider what



this metaphor could mean in the context of Malcolm X's speech. If necessary, explain that the proverb means that everything that happens is a result of one's own actions.

**What tone does Malcolm X create with the statement, "Many times since then, I've looked at the speech notes I used that day" (p. 307)?**

- By implying that he has continued to think for many years about his speech, Malcolm's statement suggests something memorable is about to happen within an already tense national climate, which creates a sense of uncertainty or foreboding.

**How does the detail that the speech "had been prepared at least a week before the assassination" (p. 307) impact the reader's understanding of the speech and the public's response?**

- This detail establishes that the speech was not written in response to the assassination. Malcolm X's theme that the "hypocritical American white man" (p. 307) was getting what he deserved was not directly related to the president's death. The fact that Malcolm X clarifies this point suggests that the public might have thought the speech was written in response to the assassination.

**Why is Malcolm X "weary to think of it all now" (p. 308)?**

- When Malcolm X states that he is "weary to think of it all now," he is implying that he is tired of thinking about the events that led up to his silencing. The word "weary" also conveys impatience or dissatisfaction, which Malcolm X demonstrates in his claim that the public condemnation of him was unfair. He argues that other people all over the world said "that America's climate of hate had been responsible for the President's death" (p. 308). However, Malcolm X's words had negative consequences for him and the Nation of Islam because "when Malcolm X said the same thing, it was ominous" (p. 308).

**What about Malcolm X's speech could be considered "ominous" (p. 308)?**

- Malcolm X was giving a speech about "'God's Judgment of White America'" (p. 307) right after the assassination of the president. The speech implies that violence is the result of white America's actions and it coincides with the murder of a man whom the country "'loved'" (p. 308). As Malcolm X and the members of the Nation of Islam were considered by many to be dangerous, an aggressive speech from Malcolm X on the topic of "'God's Judgment of White America'" would have seemed ominous.

① **Differentiation Consideration:** If necessary, consider reminding students of their work with the word *ominous* in 12.1.1 Lesson 17.

**What is the outcome of Malcolm X's meeting with Elijah Muhammad (p. 308)? What is the reason for this outcome?**

- Malcolm X is silenced for "ninety days" (p. 308) as a result of telling the press he thought President Kennedy's murder was "a case of 'the chickens coming home to roost'" (p. 307). Elijah Muhammad explains that the silencing is so that "'Muslims everywhere can be disassociated from the blunder'" of Malcolm X's statement (p. 308). Elijah Muhammad suggests that Malcolm X is being punished so that the American public will not be upset with the Nation of Islam.

**What does Malcolm X mean by the statement "my 'silencing' was even more thorough than I had thought" (p. 309)?**

- Malcolm X means that his silencing goes beyond just his interactions with the press. He is "forbidden to talk with the press," but he is also "not even to teach" (p. 309) within his own mosque.

**What makes Malcolm X "suspicious" about his treatment (p. 309)? Why does Malcolm X think he is being "set up" (p. 309)?**

- Malcolm X is suspicious because of the deliberate misinformation being spread about him. The Nation released a statement that implied that Malcolm X is not submitting to the judgment of Elijah Muhammad, even though he said that he will "submit, one hundred per cent" (p. 308). The Nation of Islam states that he will be reinstated "*if he submits*" (p. 309), which the author italicizes to emphasize his suspicions and to show that Malcolm X believes that he is being set up and painted in a negative light.

① **Differentiation Consideration:** If necessary to aid student comprehension consider asking students the following questions:

**What does Malcolm X mean by the statement "I hadn't hustled in the streets for years for nothing" (p. 309)?**

- Malcolm X is suggesting that something underhanded is happening. Because Malcolm X learned how to con and fool others as a criminal and hustler he is able to see when others are trying to trick him. He knows that he is being set up for something.

① **Differentiation Consideration:** Students may use their Character Development Tools to record Malcolm X's development that they identify and discuss.

**How does Malcolm X's choice not to name the "one man" (p. 309) contribute to the power of the section?**

- Referring to Elijah Muhammad only as “one man” heightens the power of the section by building a sense of mystery within the text. Right after Malcolm X reveals that his assistant is encouraging Mosque Seven brothers to “kill him yourself” (p. 309), he explains that he “instantly” knows who the “one man” (p. 309) is but withholds his name. The reader must then fill in the blanks and come to the conclusion of Elijah Muhammad’s identity much like Malcolm X did. Involving the reader makes the section more powerful by relating the reader’s reaction to Malcolm X’s.

- ① **Differentiation Consideration:** If students struggle to answer this question, pose the following question to support their understanding.

**Who is the “one man” who could have started any “death talk” (p. 309)?**

- Malcolm X implies that Elijah Muhammad is the “one man” (p. 309). He states that “any official in the Nation of Islam” (p. 309) would have known that only “one man” could have approved “death-talk” about Malcolm X (p. 309). Elijah Muhammad knows that Malcolm X “completely submitted” (p. 309), so he must be the person who is spreading the misinformation.

**\*How does the author increase the tension of Malcolm X’s situation on pages 308 and 309?**

- Student responses may include:
  - The author uses varied syntax to make the section seem tense and exciting. Short sentences like “*Malcolm X Silenced!* It was headlines” (p. 309) help to communicate the tension that Malcolm X is feeling.
  - The author uses phrases like “made me suspicious” and “[b]ut, deliberately” (p. 309) in reference to the actions of the Nation of Islam after Malcolm X’s silencing. This language increases the tension because it is nonspecific and creates mystery and concern for who is trying to hurt or even kill Malcolm X.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use the Style and Content Tool to record stylistic or content choices they identify and discuss.

## Activity 4: Quick Write

15%

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

**Analyze how style and content contribute to the power or beauty in chapter 16.**

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 pages 309–324 in *The Autobiography of Malcolm X* (from “My head felt like it was bleeding inside” to “Ella said, ‘How much do you need?’”). Instruct students to 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. Remind students to focus on 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 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

Read and annotate pages 309–324 in *The Autobiography of Malcolm X* (from “My head felt like it was bleeding inside” to “Ella said, ‘How much do you need?’”). 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.

## Model Style and Content Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this tool to track the stylistic or content choices you encounter in the text, as well as examples and explanations of these choices. Be sure to note the rhetorical effect of each choice on the text.

**RI.11-12.6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Rhetoric:** the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and often, persuade readers or listeners

**Style:** how the author expresses content, which frequently includes the use of figurative language or rhetorical devices

**Content:** what the author writes, including events, ideas, and details the author chooses to include

**Point of View:** an author's opinion, attitude, or judgment

**Purpose:** an author's reason for writing

Example of style (figurative language or rhetorical device) or content (events, ideas, details) (with page reference)	Rhetorical Effect (power, beauty, point of view, purpose)
Malcolm X uses figurative language to describe the gifts that Elijah Muhammad has given him. He states that Mr. Muhammad had "given him wings" (p. 305).	This figurative language implies that Malcolm X feels a significant amount of gratitude towards Elijah Muhammad. Mr. Muhammad's "wings" allow Malcolm X to assist Mr. Muhammad.
Malcolm X uses metaphor to frame the knowledge of Elijah Muhammad's behavior as an "epidemic" in which he needs to have everyone "inoculated" to prevent the spread of "the oncoming virus" (p. 305).	The use of the "epidemic" as a metaphor communicates the idea that knowledge of Elijah Muhammad's actions would contaminate and sicken people who were exposed to it.
Malcolm X uses figurative language to describe the Chicago ministers of the Nation of Islam accusing him, making "it appear that [Malcolm X] was throwing gasoline on the fire instead of water" (p. 306).	This image uses the dangerous idea of pouring gasoline on a flame to illustrate how the Chicago officials might make it look like he was making things worse rather than better. They might give the appearance that Malcolm X was spreading word about the infidelities of Elijah Muhammad in

	order to “shift their focus off the epidemic” (p. 306) and onto Malcolm X.
The author uses varied syntax such as “I was numb” (p. 308) and “ <i>“Malcolm X Silenced!”</i> It was headlines” (p. 309) to describe the events of Malcolm X’s “silencing.”	The author uses short sentences and transitional words to make the section seem tense and exciting. The abrupt appearance of shorter sentences in this section “ <i>“Malcolm X Silenced!”</i> It was headlines” (p. 309) help to communicate the tension that Malcolm X is feeling in the face of his trouble with the Nation of Islam.

## Model Character Development Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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 shows a deep dedication to the Nation of Islam.	Malcolm X works tirelessly to support Elijah Muhammad and the Nation of Islam.	<p>“Only by being two people could I have worked harder in the service of the Nation of Islam.” (p. 295)</p> <p>“I had helped bring about the progress and national impact such that none could call us liars when we called Mr. Muhammad the most powerful black man in America.” (p. 295)</p>
Malcolm X puts Elijah Muhammad before him in all things.	Malcolm X always credits Mr. Muhammad in interviews and TV reports.	<p>“I rarely spoke to a white writer, or a black writer either, whom I didn’t urge to visit Mr. Muhammad in person” (p. 297)</p> <p>“Anything creditable that I do is due to Mr. Elijah Muhammad.” (p. 298)</p>
Malcolm X grows to be sensitive about his critics within the Nation of Islam.	Malcolm X is often in the press and has staged very successful events and rallies. Malcolm X’s public presence creates jealousy within the Nation of Islam.	<p>“It made other Muslim officials jealous because my picture was often in the daily press.” (p. 299)</p> <p>“Slighting remarks were being made about ‘Malcolm’s ministers’.” (p. 299)</p>
Malcolm X is tormented by the idea that Elijah Muhammad could have done something morally questionable.	Malcolm X initially refuses to believe that Elijah Muhammad could have committed adultery.	<p>“For me to even consider believing anything as insane-sounding as any slightest implications of any immoral behavior of Mr. Muhammad—why, the very idea made me shake with fear.” (p. 301)</p>