

## 12.1.1

## Lesson 22

## Introduction

In this lesson, students read and analyze a section from chapter 16 of *The Autobiography of Malcolm X*, pages 309–315 (from “My head felt like it was bleeding” to “‘it just didn’t work,’ Patterson told the press”) in which Malcolm X recounts his experiences with Cassius Clay and the uncertainty he felt as a result of his conflict with the Nation of Islam. Student learning is assessed via a Quick Write at the end of the lesson: Analyze the effectiveness of the structure in chapter 16. How does the structure make the author’s points clear, convincing, and engaging?

For homework, students continue to read and annotate chapter 17 of *The Autobiography of Malcolm X*. Students also develop discussion questions focused on how individuals, ideas, or events interact and develop over the course of the text.

## 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)	
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. <ul style="list-style-type: none"> <li>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.</li> </ul>

## 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 the effectiveness of the structure in chapter 16. How does the structure make the author's points clear, convincing, and engaging?

### High Performance Response(s)

A High Performance Response should:

- Identify key aspects of the structure in chapter 16 (e.g., turning point, reflection, etc.).
- Analyze how this structure makes the author's points clear, convincing, and engaging (e.g., In this section the author demonstrates how the boxing match between Cassius Clay and Sonny Liston was a pivotal event in Malcolm X's life. Malcolm X is trying to recover his sense of self after the revelations of Elijah Muhammad's behavior, facts that he said "began to break [his] faith" (p. 312). Malcolm X reflects on the trip to Miami for Cassius Clay's fight as a time away that allows him to "muster the nerve, and the strength, to start facing facts" (p. 313) about his struggles with the Nation of Islam. In a time in which Malcolm X is unsure of his place in the world he sees his time with Cassius Clay as "Allah's intent for me to help Cassius prove Islam's superiority" (p. 313). Because Muslim Cassius Clay beats his Christian opponent, Sonny Liston, the fight represents a renewal of Malcolm X's faith: in the midst of his struggle with the Nation of Islam he is able to see a young African-American Muslim triumph. Malcolm X is so inspired by the fight, he vows to "build an organization that could help cure the black man in North America of the sickness which has kept him under the white man's heel" (p. 319). Malcolm X's reflections throughout this scene not only demonstrate that this time is a turning point in Malcolm X's life, but they also engage the reader to empathize with Malcolm X by revealing his inner thoughts and struggles.).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- contagious (adj.) – capable of being transmitted by bodily contact with an infected person
- vaunted (adj.) – praised boastfully or excessively
- commiserate (v.) – to feel or express sorrow or sympathy for; empathize with; pity
- furor (n.) – a general outburst of enthusiasm, excitement, controversy, or the like

### Vocabulary to teach (may include direct word work and/or questions)

- erected (v.) – raised or directed upward

### Additional vocabulary to support English Language Learners (to provide directly)

- preliminaries (n.) – games that are played before the main part of a competition
- tuxedo (n.) – a formal suit for a man

- divorce (n.) – a complete separation between two things

## 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, L.11-12.4.a</li> <li>Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 16, pages 309–315</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 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.11-12.5. In this lesson, students read and discuss the second half of chapter 16 of *The Autobiography of Malcolm X* from pages 309–315 (from “My head felt like it was bleeding” to “‘it just didn’t work,’ Patterson told the press.” Instruct students to pay close attention to the way in which the author structures this section of text.

- ▶ 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 309–324 in *The Autobiography of Malcolm X* (from “My head felt like it was bleeding inside” to “‘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.)

Instruct students to talk in pairs about the questions they developed for homework, specifically analyzing how the structure makes points clear, convincing, or engaging.

- 💬 Student questions may include:

### How does the example of the “Harlem Hustler” make Malcolm X’s point more convincing?

- 💬 Malcolm X states that “as a ‘leader’” (p. 317) he can speak to all ranges of people, from the highly educated to the “ghetto hustler” (p. 317). Malcolm X believes that he is uniquely qualified because of his experience in all ranges of African-American life.

### How does the structure of the second half of this chapter refine Malcolm X’s goals?

- 💬 The section develops Malcolm X’s ability as a leader and community member. Malcolm X starts to identify himself as an independent activist for African-American rights rather than as an arm of the Nation of Islam. He states, “every morning, every legislator should receive a communication about what the black man in America expects and wants and needs” (pp. 321–322), which indicates his personal political interest beyond his dedication to Islam.

- 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. Instruct students to continue to annotate as they read and discuss the text.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Students who have been using the Character Development Tool may benefit from reviewing the tool to trace Malcolm X's development over the course of the text up to this point.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

**What is the author's point in this section? How does the order in which events are presented help make that point?**

Provide students with the following definitions: *contagious* means "capable of being transmitted by bodily contact with an infected person," *vaunted* means "praised boastfully or excessively," and *commiserate* means "to feel or express sorrow or sympathy for; empathize with; pity."

- ① 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 *contagious*, *vaunted*, and *commiserate* on their copies of the text or in a vocabulary journal.

Instruct student pairs to read pages 309–313 (from "My head felt like it was bleeding" to "newspaper didn't consider his fight worth covering") and answer the following questions before sharing out with the class.

#### What is Malcolm X's state of mind in Miami?

- ☞ He is in a state of "emotional shock" (p. 311). He still interacts with the people in Miami, but it is clear that he is upset. He reflects that he "felt as though something in *nature* had failed" (p. 311) and he was "only mouthing words that really meant nothing to him" (p. 311).

#### Why can Malcolm X "conceive death" but not "betrayal" (p. 312)?

- ☞ Malcolm X states that he has been willing to die for Elijah Muhammad "every second" (p. 312) of the twelve years he has been with the Nation of Islam. Malcolm X's faith in Elijah Muhammad is so strong he states that he is willing to "have gone to the electric chair" (p. 312) in Elijah Muhammad's place if it had been necessary. Because Malcolm X thinks so highly of Elijah

Muhammad and is willing to die for him if necessary, he has trouble accepting the “strategy and plotting” (p. 311) to remove him from the Nation of Islam that now faces him.

**What is the “major blow” (p. 312)? How does this “blow” affect Malcolm X?**

- ☞ The “major blow” is the realization that Elijah Muhammad was a weak man as he had tried “to cover up what he had done” (p. 312). This realization starts to shake the faith of Malcolm X, who had thought so highly of Elijah Muhammad. Malcolm X states, “I became able finally to muster the nerve, and the strength, to start facing the facts, to think for myself” (p. 313).

**What point does the author make about Malcolm X’s state of mind at this time in his life?**

- ☞ The author shows Malcolm X at a low point in his life. He states, “I walked, I talked, I functioned” (p. 311) but his “mind was filled with a parade of a thousand and one different scenes” (p. 311) of his life in the Nation of Islam. Even on this vacation, when he is supposed to be resting, his mind is overwhelmed by his troubled relationship with the Nation of Islam.

**Why is Malcolm X grateful to Cassius Clay for inviting him to Miami “at just this time” (p. 309)?**

- ☞ After being silenced by Elijah Muhammad, Malcolm X is “under great strain” (p. 309) and needs to rest. Being invited to Miami by Cassius Clay is a relief for Malcolm X. He admits that he does not “know what [he] might have done” (p. 311) if he had stayed in New York during that period, which emphasizes Malcolm X’s gratefulness to Cassius Clay.

**What does Malcolm X think of Cassius Clay?**

- ☞ Malcolm X likes Cassius Clay, describing him as a “friendly, clean-cut, down to earth youngster” (p. 310) who is “alert ... even in little details” and “receptive to advice” (p.310).

**\*How does the relationship between Malcolm X and Cassius Clay compare to the relationship between Malcolm X and Elijah Muhammad?**

- ☞ They are both father-son types of relationships. Malcolm X states that he has “been ready to lay down [his] life” (p. 312) for Elijah Muhammad, he remembers “scenes with Mr. Muhammad’s family” (p. 311), which emphasizes how much Malcolm X looks up to and admires Elijah Muhammad. The language that Malcolm X uses to describe Cassius Clay is very paternal: he calls him a “down-to-earth youngster” (p. 310) and later calls him “the boyish king” (p. 314). This description along with the advice that Malcolm X gives Cassius Clay about the “foxes” (p. 310) makes their relationship similar to a father and son.

**\*How does the structure of this first section engage the reader in Malcolm X’s situation?**

- The section begins with Malcolm X stating that he feels like his “brain was damaged” (p. 309) by his ongoing problems with the Nation of Islam. Malcolm X and his family travel to stay with Cassius Clay, a trip that Malcolm X calls a “vacation” (p. 311). However Malcolm is still preoccupied with his own thoughts regarding Elijah Muhammad’s betrayal and, even in his casual conversations during this vacation, he admits that he was “only mouthing words that meant nothing to me” (p. 311). By revealing Malcolm X’s state of mind during this trip and illustrating the contrast between Malcolm X’s inner thoughts and outward actions, the author engages the reader to empathize with Malcolm X’s internal struggles.

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 student pairs to read pages 313–315 (from “I flew back to Miami feeling that” to “‘it just didn’t work,’ Patterson told the press”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *furor* means “a general outburst of enthusiasm, excitement, controversy, or the like.”

- ① Students may be familiar with this word. Consider asking students to volunteer a definition before providing it to the group.
- ▶ Students write the definition of *furor* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *preliminaries* means “games that are played before the main part of a competition,” *tuxedo* means “a formal suit for a man,” and *divorce* means “a complete separation between two things.”
- ▶ Students write the definitions of *preliminaries*, *tuxedo*, and *divorce* on their copies of the text or in a vocabulary journal.

### How does Malcolm X explain how Cassius Clay beat Liston?

- Malcolm X explains that Cassius Clay was trying to “con and ‘psyche’” Liston in order to have him come to the ring “poorly trained” (p. 310). During the fight Cassius Clay tires Liston out by evading “Liston’s powerful punches” (p. 314). Malcolm X explains that the “secret” was that “Clay had out-thought Liston” (p. 314).

### What does Malcolm X mean by, “this fight is the *truth*” (p. 313)?

- Malcolm X describes the fight between Cassius Clay and Liston as “the Cross and the Crescent fighting in the prize ring” (p. 313). Malcolm X means that the fight represents the differing ideologies of African Americans in America. Malcolm X states that, “Cassius Clay, being a Muslim didn’t need to be told how white Christianity had dealt with the American black man” (p. 313). This implies that, for Malcolm X, the fight represents a larger battle between Christianity and Islam—a fight that Cassius Clay, being oppressed in America as an African-American Muslim, would have been intimately familiar with. For Malcolm X the victory of Cassius Clay would represent proof of “Islam’s superiority before the world” (p. 313).

① If necessary, remind students of their work with the term *ideology* in 12.1.1 Lesson 17.

**\*How does Cassius Clay’s fight relate to Malcolm X’s personal struggles in life and with the Nation of Islam?**

- The fight represents a number of important ideas for Malcolm X. It symbolizes the victory of Islam over Christianity, which “proves Islam’s superiority” (p. 313). Cassius Clay wins the fight by ingenuity and intelligence. He does “everything possible to con and ‘psyche’ Liston” (p. 310) and succeeds. The fight mirrors Malcolm X’s own struggle to think for himself after what he calls “twelve years of never thinking for as much as five minutes about myself” (p. 313).

① **Differentiation Consideration:** If necessary to aid student comprehension ask students the following question:

**How do Cassius Clay’s tactics in his fight with Liston reflect incidents from Malcolm X’s own life?**

Student responses may include:

- Malcolm X avoids the draft by outsmarting the army personnel and psychiatrist. Like Cassius Clay he puts on a performance, “costumed like an actor” (p. 108) and acting in wild and outlandish ways in order to avoid being sent to war.
- The psychological tricks are similar to how Malcolm X outsmarted the soldier who wanted to fight him while he was working on the train. Malcolm X was able to avoid the fight by telling his opponent that he had “too many clothes on” (p. 80) and forcing him to undress in front of all the other passengers.

**How do Patterson’s efforts to integrate relate to Cassius Clay’s opinion on integration?**

- Malcolm X states that Patterson, who was a “brainwashed black Christian” (p. 315) wanted to fight Cassius Clay for “the white man” (p. 315), but Patterson’s attempts at integration into a white neighborhood had failed. None of the neighbors were friendly; one even “erected a fence to hide the Negroes from sight” (p. 315). This behavior contrasts with Cassius Clay, who states he gets his “strength from being around [his] own black people” (p. 314).



- ① **Differentiation Consideration:** If students struggle, consider posing the following question to support their understanding.

**What happens to Patterson when he tries to “integrate” (p. 315)?**

💬 Student responses may include:

- No one is friendly to him.
- They call his children racial slurs.
- A neighbor trains his dog to deface Patterson’s property.
- A neighbor erects a fence.
- He has to sell his house at a loss.

**Why does the neighbor “erect[] a fence” (p. 315)? What does *erect* mean in this context?**

💬 The neighbors *erect* a fence to “hide the Negroes from sight” (p. 315). They put up a fence so they would not have to see Patterson and his family. In this context *erect* means “to raise or put up.”

- 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.

**\*How does the author use the story of Cassius Clay to engage the reader? How does this section inform the reader about Malcolm X’s life at this time?**

💬 Student responses may include:

- This chapter is represented as a “crucial time” (p. 311) in Malcolm X’s life when he needed to rest and recover after his trouble with the Nation of Islam. The narrative of Malcolm X’s mental struggle to “muster the nerve” (p. 313) to think for himself, and the window into his thoughts at this time, engage the reader in Malcolm X’s struggle with both himself and Nation of Islam.
- During this time the fight between Cassius Clay and Liston takes on a symbolic importance for Malcolm X because it represents “the Cross and the Crescent fighting in the prize ring” (p. 313). For Malcolm X, Cassius Clay’s win is a reaffirmation of “Allah’s blessings” (p. 314) during a troubled time. The way that Malcolm X feels about this fight demonstrates that his convictions in both his faith and politics are intact even after his split with the Nation of Islam.

Lead a brief whole-class discussion of student responses.

- ① If necessary, provide students with the term *turning point* to discuss this pivotal moment in Malcolm X’s life.

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

### Activity 4: Quick Write

**15%**

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

**Analyze the effectiveness of the structure in chapter 16. How does the structure make the author's points clear, convincing, and engaging?**

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 chapter 17 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). Instruct students to prepare possible answers to their questions for discussion. Students' questions should focus on at least two events in the chapter and how these events interact with ideas.

- ▶ 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 will better allow 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 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 chapter 17 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. Your questions should focus on at least two events in the chapter and how these events interact with ideas.

## 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 begins to doubt the Nation of Islam and Elijah Muhammad.	In response to his speech, Malcolm X is silenced and the impression that he is rebellious is spread about the Nation of Islam.	<p>"This made me suspicious—for the first time." (p. 309)</p> <p>"I hadn't hustled in the streets for years for nothing. I knew when I was being set up." (p. 309)</p>
Malcolm X falls into a state of emotional shock.	Malcolm X realizes the "obvious strategy and plotting" (p. 311) of the Nation of Islam against him and it shakes his faith.	<p>"I felt as though something in <i>nature</i> had failed, like the sun or the stars." (p. 311)</p> <p>"Already the Nation of Islam and I were physically divorced." (p. 311)</p>
Malcolm X realizes his value as an international leader.	In the face of the death order against him, Malcolm X thinks about what he has to offer the world.	"I had, as one asset, I knew, an international image. No amount of money could have bought that. I knew that if I said something newsworthy, people would read or hear it" (p. 316)
Malcolm X decides to build his own organization to support the struggle of African Americans.	After his disillusionment with the Nation of Islam Malcolm X begins to build his own organization.	"I made the announcement: 'I am going to organize and head a new Mosque in New York City known as the Muslim Mosque, Inc. This will give us a religious base, and the spiritual force necessary to rid our people of the vices that destroy the moral fiber of our community.'" (p. 323)