

12.1.1

Lesson 23

Introduction

In this lesson, students continue their analysis of *The Autobiography of Malcolm X*, focusing on how events, individuals, and ideas interact and develop over the course of the text. In class, students read chapter 17, pages 345–348 (from “I have reflected since that the letter” to “‘El-Hajj Malik El-Shabazz (Malcolm X)’”), in which Malcolm X describes his thinking behind writing his famous letter detailing his changing views on the racial dilemma in America. This passage also includes the “Letter From Mecca,” quoted in full. Student learning is assessed via a Quick Write at the end of the lesson: How do specific events in chapter 17 develop ideas in the letter?

For homework, students write a list of ideas about how they would respond to the following college interview question: What is your favorite book? Also for homework, students respond briefly in writing to the following prompt: How does the author of *The Autobiography of Malcolm X* use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? Additionally, students reread their personal narratives from 12.1.1 Lesson 18 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 24.

Standards

Assessed Standard	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Addressed Standard(s)	
W.11-12.3.d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]).
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.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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"> How do specific events in chapter 17 develop ideas in the letter?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify at least two specific events in chapter 17 (e.g., Malcolm X's arrival in Cairo, Malcolm X's experience on the Hajj). Identify ideas introduced earlier in Malcolm X's letter (e.g., racial identity, solidarity/brotherhood, etc.). Analyze how these events further develop ideas in the letter (e.g., Malcolm X describes his arrival at the Cairo airport, which was filled with people of "all complexions" with an atmosphere of "warmth and friendliness" (p. 328). He describes how "the feeling hit [him] that there really wasn't any color problem here. The effect was as though [he] had just stepped out of a prison" (p. 328). This description develops the idea of racial identity and how it is formed in other cultures. Malcolm X sees that there "wasn't any color problem" in some cultures, and particularly among Muslims. In the letter, Malcolm X describes how people of different races were "'truly all the same (brothers)'" and in particular how the belief in "'one God'" had removed from white people

“the ‘white’ from their *minds*, the ‘white’ from their *behavior*, and the ‘white’ from their *attitude*” (p. 347). Malcolm X’s journey on the Hajj develops his idea of racial identity, since he now sees that there are white people who are willing to treat African Americans with a “spirit of unity and brotherhood” (p. 346).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> subconsciously (adv.) – without one’s awareness protocol (n.) – a system of rules that explain the correct conduct and procedures to be followed in formal situations spellbound (adj.) – giving all of your attention and interest to something or someone
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> precedent (n.) – a similar action or event that can be used as an example or rule to be followed in the future plaguing (v.) – causing constant or repeated trouble, illness, etc.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> insight (n.) – an understanding of the true nature of something dilemma (n.) – a situation in which you have to make a difficult choice pilgrimage (n.) – a journey to a holy place

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.3, W.11-12.3.d, W.11-12.9.b, L.11-12.4.a, L.11-12.5.a Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 17, pages 345–348 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Quick Write 	<ol style="list-style-type: none"> 10% 15% 55% 15%

5. Closing

5. 5%

Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1. Lesson 1) (optional)
- 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 Central Ideas Tracking Tool (refer to 12.1.1 Lesson 5) (optional) —students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.3. In this lesson, students continue to read and analyze *The Autobiography of Malcolm X*, focusing on an excerpt of chapter 17 to determine how events interact with and develop ideas in the text. In addition, students are introduced to W.11-12.3.d.

- 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 standard W.11-12.3.d. Instruct students to talk in pairs about how they think the standard applies to their writing. Lead a brief discussion about the standard.

How does substandard W.11-12.3.d ask students to develop a narrative?

- By using specific language to create a clear image of the setting, characters, and action of the story.

Inform students that for homework they will consider how the author uses precise details and sensory language in *The Autobiography of Malcolm X*. They will also 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 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.)

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

- The Quick Write for this lesson asks students to draw on events from parts of the chapter not included in the focus excerpt. Therefore, extra sample questions are included in this section of the lesson to provide examples for student discussion.

- Student questions may include:

How does Malcolm X's reaction to the comments made by "white-complexioned" people (p. 325) develop an idea in the text?

- Malcolm X describes how the "white-complexioned" people would approach him after he spoke and explain to him that "they felt that [he] was sincere in considering [himself] a Muslim—and they felt if [he] was exposed to what they always called 'true Islam' [he] would 'understand, and embrace it'" (p. 325). The people who approach Malcolm X tell him that he was not practicing the "true Islam." Malcolm X explains how these interactions made him consider learning more about Islam: "If one was sincere in professing a religion, why should he balk at broadening his knowledge of that religion" (p. 325). These interactions begin to develop the ideas Malcolm X has about racial identity, whites, and the true nature of Islam. Malcolm X mentions specifically that the people telling him about "true Islam" were "white-complexioned," which foreshadows what Malcolm X will learn about how Muslims of different races interact on the Hajj.

How does Malcolm X's experience in the Cairo airport develop an idea in the text?

- Malcolm X describes how the Cairo airport was filled with people of “all complexions” and had an atmosphere of “warmth and friendliness” (p. 328). He explains how “the feeling hit [him] that there really wasn’t any color problem here. The effect was as though [he] had just stepped out of a prison” (p. 328). Malcolm X’s description of this event develops the idea of racial identity, as he sees that people in other cultures do not have the same sense of racial identity as people in America. Malcolm X’s experience of racial identity in America has been one of conflict and violence, starting even before he was born when Klansmen attacked his family’s home. The atmosphere of “warmth and friendliness” among different races in Cairo makes him feel as if he had been in a “prison” living in America all these years.

How do Malcolm X’s descriptions of the plane ride from Cairo to Jedda develop an idea in the text?

- Malcolm X describes how the plane was “packed” with people who were “white, black, brown, red, and yellow” and that all those on the plane were “honoring the same God Allah, all in turn giving equal honor to each other” (p. 330). This description further develops the idea of racial identity as Malcolm X sees that there was no “color problem” among Muslims, meaning that people of all races were able to “honor” each other as well as the same God.

Why does Malcolm X state he “first began to reappraise the ‘white man’” (p. 340)?

- Malcolm X describes how Dr. Azzam, who in America “would have been called a white man” (p. 338), treated Malcolm X with remarkable hospitality. Malcolm X explains, “Always in my life, if it was any white person, I could see a selfish motive” (p. 340). But he decides that Dr. Azzam had “nothing in the world to gain” (p. 340) by helping him. Malcolm X states, “That morning was when I first began to reappraise the ‘white man’” (p. 340), because Dr. Azzam’s generosity forces Malcolm X to reconsider his ideas about whether white people were capable of treating African Americans well without a “selfish motive” attached.

How does Malcolm X’s reaction to the fact that “men with white complexions were more genuinely brotherly than anyone else had ever been” (p. 340) develop an idea in the text?

- Malcolm X’s reaction develops the idea of racial identity, since he describes how white Americans treat African Americans badly because of certain “attitudes and actions” (p. 340) specific to white culture in America, which do not exist in the Muslim world. Malcolm X is discovering that the white man is capable of being genuinely brotherly, which is making him reconsider whether racial identity is as unchanging as he thought it was.

What does Malcolm X tell the other pilgrims “impressed [him] the most” about the Hajj (p. 345)? How does this revelation develop an idea in the text?

💬 Student responses should include:

- Malcolm X states, “‘The *brotherhood*! The people of all races, colors, from all over the world coming together as *one*! It has proved to me the power of the One God’” (p. 345). This revelation develops the ideas of racial identity and solidarity or “‘*brotherhood*’” by showing how Malcolm X begins to understand that racial identity is determined by the culture one lives in, and how brotherhood or solidarity is possible through the “‘power of the One God’” (p. 345). Malcolm X contrasts how Muslims treat racial identity with how white Americans do. His listeners are shocked to hear him describe the treatment of African Americans as “inhuman” and “psychological castration” (p. 345). This shock is because the same views of racial identity do not exist in the “Muslim world.” In the Muslim world, “brotherhood” exists amongst all races.

- 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 for ideas and events they read and discuss the text. Remind students that annotating helps them keep track of evidence they use later in lesson assessments and the End-of-Unit Assessment.

- 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 who have been using the Character Development and Central Ideas Tracking tools may benefit from reviewing their tools in pairs to trace the development of Malcolm X’s character and ideas over the course of the text up to this point.
- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

How did Malcolm X’s experience in Mecca change his views about race?

Instruct student pairs to read pages 345–346 (from “I have reflected since that the letter” to “Here is what I wrote ... from my heart”).

Provide students with the following definition: *subconsciously* means “without one’s awareness.”

① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

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

① **Differentiation Consideration:** Consider providing the students with the following definitions: *insight* means “an understanding of the true nature of something,” *dilemma* means “a situation in which you have to make a difficult choice,” and *pilgrimage* means “a journey to a holy place.”

- ▶ Students write the definitions of *insight*, *dilemma*, and *pilgrimage* on their copies of the text or in a vocabulary journal.

How does the “Muslim world” (p. 345) affect Malcolm X’s thinking?

- 💬 Malcolm X describes how the “*color-blindness*” of the “Muslim world” “had each day been making a greater impact, and an increasing persuasion against [his] previous way of thinking” (p. 345). By spending time in other societies, Malcolm X starts to see that some white people treat African Americans with respect and are “color-blind” (p. 345).

For what reason does Malcolm X predict that “many would be astounded” (p. 346) by his letter?

- 💬 Malcolm X states that “many would be astounded” (p. 346) because millions had developed a “hate” image of Malcolm X.

*How does Malcolm X describe his own reaction to the letter? How does Malcolm X’s reaction to his letter further develop his character?

- 💬 Student responses should include:
 - Malcolm X admits that he was “astounded” at the change in his beliefs, but there was “precedent” in his life for the letter.
 - He explains that his “whole life had been a chronology of—*changes*” (p. 346), suggesting that Malcolm X recognizes that he has developed and changed his views throughout his life, so although this new change is surprising, it is not unusual for him to change.

① **Differentiation Consideration:** Consider posing the following scaffolding question:

How does Malcolm X’s description of his life help you to define the meaning of the word *precedent* in this context?

Malcolm X states there was “precedent” in his life for his change of views and describes how his whole life has been a “chronology of—changes” (p. 346). These quotes suggest that *precedent* means “an event that can be used as an example or rule to be followed in the future.”

- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of using context to make meaning of a word.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 346–348 (from “Never have I witnessed such sincere hospitality” to “El-Hajj Malik El-Shabazz (Malcolm X)”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *protocol* means “a system of rules that explain the correct conduct and procedures to be followed in formal situations” and *spellbound* means “giving all of your attention and interest to something or someone.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.
- ▶ Students write the definitions of *protocol* and *spellbound* on their copies of the text or in a vocabulary journal.

***How does Malcolm X introduce and develop a new idea in the first paragraph of his letter?**

Malcolm X introduces the idea of “true brotherhood” (p. 346) in this paragraph by describing how the people of all races on the Hajj interacted with one another. He writes that he has never witnessed “such sincere hospitality and the overwhelming spirit of true brotherhood as is practiced by people of all colors and races” (p. 346) in Mecca. He reiterates this idea by stating he has been “speechless and spellbound by the graciousness ... displayed all around [him] by people of all colors” (p. 346). Malcolm X also italicizes the words “of all colors” which emphasizes that his letter is going to describe how people of all races got along in Mecca.

In the third and fourth paragraphs of the letter, how does Malcolm X suggest that America might overcome its “race problem” (page 347)?

Malcolm X argues that “America needs to understand Islam, because this is the one religion that erases from its society the race problem” (p. 347). He describes how he felt “brotherhood” (p. 346) among people of all races that his “experiences in America had led [him] to believe never could exist between the white and the non-white” (p. 347). He explains that although

some of the people he was around were “white,” the “‘white’ attitude was removed from their minds by the religion of Islam” (p. 347).

What events cause Malcolm X to “re-arrange” his beliefs (page 347)?

- Malcolm X describes how, on the pilgrimage, what he has “‘seen, and experienced, has forced [him] to *re-arrange* much of [his] thought-patterns previously held” (p. 347). He describes how “‘[d]uring the past eleven days [there] in the Muslim world” he has eaten, slept, and prayed beside fellow Muslims “‘whose skin was the whitest of white” (p. 347). The pilgrimage made Malcolm X think differently about the relationship between people of different races.

What is the effect of putting “white” in quotation marks in this passage? How does the use of quotation marks help Malcolm X develop his ideas?

- Malcolm X puts “white” in quotes to show that he is describing “‘behavior” and “‘attitudes” (p. 347) of white Americans, which he previously thought were common to all white people. His experiences with white Muslims, however, convince him that it is not skin color which makes white Americans treat African Americans poorly, but rather their “‘behavior” and “‘attitudes” (p. 347). Therefore, when Malcolm X puts “white” in quotes, he is describing his concept of white as he developed it by living in America and interacting with racist white people.

How does Malcolm X describe what is “plaguing America” (page 347)? What is the impact of Malcolm X’s use of figurative language on the meaning of the text?

- Student responses may include:
 - Malcolm X uses a simile to describe racism as “‘plaguing America like an incurable cancer,” and argues the “‘so-called ‘Christian’ white-American heart should be more receptive to a proven solution to such a destructive problem” (p. 347).
 - By using a simile to compare racism to “‘incurable cancer” (p. 347), Malcolm X emphasizes how destructive and difficult to solve the problem is. The solution he offers is Islam, which he describes as “‘the *spiritual* path of *truth*—the *only* way left to America to ward off the disaster that racism inevitably must lead to” (p. 348).
- 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 of figurative language.
- ① **Differentiation Consideration:** Consider posing the following scaffolding question:

How does Malcolm X’s use of figurative language help you to determine the meaning of *plaguing* in the text?

Because Malcolm X talks about racism as a “cancer” “plaguing” (p. 347) America it is clear that *plaguing* means harming many people, like a disease would.

- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of using context to make meaning of a word.

***What “insights” (p. 348) has Malcolm X gained from his time in the Holy Land?**

Malcolm X explains that his time in the Holy Land “enables [him] to have greater spiritual insights into what is happening in American between black and white” (p. 348). Malcolm X explains that he now believes that “the whites of the younger generation ... will see the handwriting on the wall and many of them will turn to the *spiritual* path of *truth*” (p. 348). This statement shows that Malcolm X is hopeful that relations between the races can be improved if whites come to understand the ideas of Islam and become committed to living in brotherhood with African Americans.

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:

How do specific events in chapter 17 develop ideas in the letter?

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%

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 opinion. Inform students that they will practice responding to this interview question in the following lesson.

What is your favorite book?

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 precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters?

Additionally, instruct students to reread their personal narratives from 12.1.1 Lesson 18, and consider whether they would like to expand them into longer compositions, or if they would like to try a different Common Application prompt in 12.1.1 Lesson 24.

► Students follow along.

① Students who have been completing their Accountable Independent Writing each night should gather their drafts to bring to class for their work in the following lesson.

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. Also, provide reasons for your opinion. You will practice responding to this interview question in the following lesson.

What is your favorite book?

Also, respond briefly in writing to the following prompt:

How does the author of *The Autobiography of Malcolm X* use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters?

Additionally, reread your personal narrative from 12.1.1 Lesson 18 and consider whether you would like to expand it into a longer composition or try a different prompt in 12.1.1 Lesson 24.

Model Character Development Tool

Name:		Class:		Date:	
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Directions: Analyze the character development that you encounter in the text. Identify the events that are connected to this development. Cite textual evidence to support your analysis.

Character Development	Event	Evidence
Malcolm X begins to change his views about whites.	Malcolm X is treated generously by Dr. Azzam even though he would be called a “white man” (p. 338) in America and has nothing to gain by helping Malcolm X.	Malcolm X describes how, in America, Dr. Azzam “would have been called a white man” (p. 338). Malcolm X explains, “Always in my life, if it was any white person, I could see a selfish motive” (p. 340). But he decides that Dr. Azzam had “nothing in the world to gain” (p. 340) by helping him. Malcolm X states, “that morning was when I first began to reappraise the ‘white man’” (p. 340).
Malcolm X rearranges his beliefs about the relationship between races.	Malcolm X’s trip to Mecca allowed him a chance to interact with people of all races existing in “true brotherhood” (p. 347).	Malcolm X describes how, on the pilgrimage, what he has “seen, and experienced, has forced [him] to re-arrange much of [his] thought-patterns previously held” (p. 347). He describes how “[d]uring the past eleven days [there] in the Muslim world” he has eaten, slept, and prayed beside fellow Muslims “whose skin was the whitest of white” (p. 347). He explains about these whites and members of other races that “we were truly all the same (brothers)” (p. 347).

Malcolm X is “astounded” (p. 346) by his change in beliefs, and reflects on the history of dramatic changes in his life.	Malcolm X sets out to write his “Letter from Mecca” after his experiences in the Muslim world, where he experienced “brotherhood” (p. 346) with people of all races.	Malcolm X states, “Even I was myself astounded” but that his “whole life had been a chronology of—changes” (p. 346).
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Model Central Ideas Tracking Tool

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.

Text:	<i>The Autobiography of Malcolm X</i> as told to Alex Haley
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Page #	Central Idea	Notes and Connections
Page 328	Racial identity	Malcolm X describes how the Cairo airport was filled with people of “all complexions” and had an atmosphere of “warmth and friendliness” (p. 328). He describes how “the feeling hit [him] that there really wasn’t any color problem here. The effect was as though [he] had just stepped out of a prison” (p. 328). Malcolm X’s description of this event develops the idea of racial identity, because he sees how people in other cultures do not have the same sense of racial identity as people in America do.
Page 345	Solidarity/brotherhood	When asked what impressed him most on his travels, Malcolm X responds: “‘The brotherhood! The people of all races, colors, from all over the world coming together as one! It has proved to me the power of the One God’” (p. 345). This statement develops the ideas of racial identity and solidarity or “brotherhood.” Malcolm X contrasts how Muslims treat racial identity with how white Americans do. His listeners are shocked to hear him describe the treatment of African Americans as “inhuman” and “psychological castration” (p. 345). The same views of racial identity do not exist in the culture of his listeners. They have “brotherhood” amongst Muslims of all races.
Page 346	Solidarity/brotherhood	Malcolm X introduces the idea of “true brotherhood” (p. 346) in the paragraph beginning “never have I witnessed” by describing how people of all races on the Hajj interacted with one another. He writes that he has never witnessed “such sincere hospitality and the

		overwhelming spirit of true brotherhood as is practiced by people of all colors and races” (p. 346) in Mecca. True brotherhood seems to embody the central ideas of solidarity and brotherhood.
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