

12.1.1

Lesson 25

Introduction

In this lesson, students analyze pages 367–370 from chapter 18 of *The Autobiography of Malcolm X* (from “The Pan American jet which took me home” to “I don’t mind shaking hands with human beings. Are you one?”). In this passage, Malcolm X returns from his trip abroad and explains his evolving views to reporters. Students explore how Malcolm X’s explanations of his views develop central ideas in the text. Student learning is assessed via a Quick Write at the end of the lesson: Determine two central ideas present in pages 367–370 and analyze how they interact and build on one another.

For homework, students read and annotate chapter 19 of *The Autobiography of Malcolm X* and develop discussion questions focused on how style and content contribute to the power or beauty of the text.

Standards

Assessed Standard	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Addressed Standard(s)	
W.11-12.2.d	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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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, b	<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> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).
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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.

- Determine two central ideas present in pages 367–370 and analyze how they interact and build on one another.

High Performance Response(s)

A High Performance Response should:

- Determine two central ideas present in pages 367–370 (e.g., racial identity, systemic oppression).
- Analyze how these ideas interact and build on one another (e.g., In this passage, Malcolm X develops the central idea of racial identity by stating that he now believes “*some American whites do want to help cure the rampant racism*” (p. 369) in America. This statement demonstrates a change from what he previously thought about whites being unable to help African Americans in their struggle to overcome racism. But Malcolm X also explains that, collectively, whites view themselves as ““superior”” (p. 369) to African Americans and this sense of superiority is a part of how they understand their racial identity. This realization about how racial identity functions in America interacts with the idea of systemic oppression, since it suggests that racism is a collective problem that exists among most whites and therefore affects all African Americans negatively.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- scapegoat (n.) – a person or group made to bear the blame for others or to suffer in their place
- sociological (adj.) – dealing with social questions or problems, especially focusing on cultural and environmental factors rather than on psychological or personal characteristics

- censured (v.) – strongly expressed disapproval
- orthodox (adj.) – conforming to established doctrine especially in religion
- symbol (n.) – an action, object, event, or person that expresses or represents a particular idea or quality

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

- causative (adj.) – making something happen or exist; causing something

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

- subjective (adj.) – based on feelings or opinions rather than facts
- indictments (n.) – expressions or statements of strong disapproval
- authentic (adj.) – real or genuine; not copied or false

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.2, W.11-12.2.d, W.11-12.9.b, L.11-12.4.a, b • Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 18, pages 367–370 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 60% 4. 15% 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 Central Ideas Tracking Tool (refer to 12.1.1 Lesson 4) (optional)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

Learning Sequence

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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students continue to read and analyze *The Autobiography of Malcolm X*, focusing on an excerpt from chapter 18 in which Malcolm X returns from his trip abroad and explains his evolving views to reporters.

- Students look at the agenda.

❗ **Differentiation Consideration:** If students are using the 12.1 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standards W.11-12.2.d and W.11-12.3.d. Instruct students to talk in pairs about how they think the standards apply to their writing. Lead a brief discussion about the standards. Ask students the following questions:

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

💬 Student responses should include:

- Standard W.11-12.2.d requires students to use accurate language, vocabulary related to text analysis, and figurative language to convey complex ideas in their writing.
- Similarly, standard W.11-12.3.d requires students to use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
- Both standards require students to use accurate and vivid language.
- Standard W.11-12.2.d also includes domain-specific vocabulary, whereas standard W.11-12.3.d suggests sensory language.

❗ Students were introduced to W.11-12.3.d in 12.1.1 Lesson 24.

- ① **Differentiation Consideration:** If necessary, discuss with students examples of domain specific vocabulary that they may use in discussions and lesson assessments such as *excerpt*, *structural techniques*, *narrative techniques*, *summarize*, *foreshadowing*, etc.

Activity 2: Homework Accountability

15%

Instruct students to take out their homework responses to the previous lesson's homework assignment. (Read chapter 18 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how central ideas develop, interact, or build on one another in the text (RI.11-12.2). Prepare possible answers to your questions for discussion.)

Instruct students to discuss in pairs the questions they developed for homework, specifically analyzing how central ideas interact and build on one another (RI.11-12.2).

🗣 Student questions may include:

In the two paragraphs beginning “It was there in the holy land, and later in Africa” (pp. 352–353), how does Malcolm X develop a central idea in the text?

🗣 Student responses may include:

- While traveling abroad, Malcolm X learned that many of the leaders of African nations “would be glad to throw their weight behind the Negro cause” (p. 353), but they felt that the African American was “so confused and divided that he doesn’t himself know what his cause is” (p. 353). These quotes develop the central idea of racial identity by expressing Malcolm X’s view that African Americans need to develop a clearer sense of racial identity and purpose in order to achieve their goals.
- Malcolm X also develops the idea of systemic oppression by stating that “the first thing the American power structure doesn’t want any Negroes to start is thinking *internationally*” (p. 353). This quote demonstrates Malcolm X’s view that the white American power structure is trying to oppress African Americans and keep them from joining together with people from other nations.
- Malcolm X’s references to African leaders who “would be glad to throw their weight behind the Negro cause” (p. 353) and African Americans needing to start “thinking *internationally*” (p. 353) develops the idea of solidarity. The idea of “the independent nations of Africa and the American black people” (p. 353) uniting and working together to lift each other out of oppression is an expression of solidarity.

How does Malcolm X’s conversation at dinner at Professor Essien-Udom’s house develop a central idea in the text (p. 356)?

- A “young doctor” asks Malcolm X about a recent killing in Harlem of a white woman “for which, according to the press, many were blaming” Malcolm X (p. 356). Malcolm X tells the other guests that this is the first he has heard the story, but he “was not surprised when violence happened in any of America’s ghettos where black men had been living packed like animals and treated like lepers” (p. 356). This scene develops the central idea of systemic oppression, since it talks about how African Americans are treated collectively by the white social system, being forced to live “packed like animals” (p. 356).

On pages 360–361, how does Malcolm X explain his decision to use the term “Afro-American?” How does his use of the term develop a central idea in the text?

- Student responses may include:
 - Malcolm X explains how he used the word “Negro” in a press conference in Ghana and was told that “[t]he word is not favored here” and that “the term Afro-American has greater meaning, and dignity” (p. 361). Malcolm X decides to no longer use the word “Negro” while he is in Africa.
 - He explains the connection between African Americans and African nations by explaining that the “22 million Afro-Americans in the United States could become for Africa a great positive force” (p. 361), while the African countries could also help to end discrimination in the United States.
 - Student responses should include:
 - This event develops the central ideas of racial identity and solidarity by demonstrating Malcolm X’s growing conviction that African Americans and “non-white officials” (p. 353) across the world should identify with each other, unite, and work towards the same goal.
- 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 the following questions for students to discuss. Instruct students to annotate the text for central ideas (CI) as they read and discuss. 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 may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.
- 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:

What does Malcolm X suggest white people can do to combat racism?

Instruct student pairs to read pages 367–368 (from “The Pan American jet which took me home” to “your comment that Negroes should form rifle clubs”) and answer the following questions before sharing out with the class.

What does the author suggest by putting certain words in quotes in this passage?

- 💬 Malcolm X is quoting the “white press” when he puts the words “villain,” “revolt,” and “violence” in quotation marks. Malcolm X states that the “the white man’s press had cast [him] as a symbol” of the “revolt” and “violence” of the “black man” (p. 367). The use of quotation marks suggests a sense of irony about the words, because Malcolm X would not use these words to describe himself or the situation. By placing the words in quotation marks he is able to suggest that he does not believe they are true without saying so directly.

***How does the author’s use of the quoted words in these two paragraphs develop a central idea?**

- 💬 Student responses may include:
 - By putting these three words (“villain,” “revolt,” and “violence”) in quotes and showing how the white press uses them to portray African Americans in a negative light, the author develops the central idea of racial identity. The author’s use of the press’s words in quotation marks demonstrates how the white press turns Malcolm X into a “symbol” (p. 367) of the character traits that they attribute to African Americans in general, including the suggestions that African Americans are “violent” and in a state of “revolt” (p. 367).
 - The use of quotation marks around these words (“villain,” “revolt,” and “violence”) also develops the central idea of systemic oppression. The author provides examples of how the white press creates a negative image of African Americans, which keeps African Americans from gaining power or rights.

- ① **Differentiation Consideration:** If students struggle with these questions, consider posing the questions below.
- ① Provide students with the following definition: *symbol* is “an action, object, event or person that expresses or represents a particular idea or quality.”

What does Malcolm X mean when he states the “white man’s press had cast [him] as a symbol—if not a causative agent—of the ‘revolt’ and of the ‘violence’ of the American black man” (p. 367)?

💬 Malcolm X means that the press writes about him as if he personally represents or embodies the “‘revolt’” and “‘violence’” of African Americans because they “cast” or placed him in this role.

Use word parts as well as context to determine the meaning of *causative* in this context.

- 💬 The word “causative” includes the word “cause.” If he were a symbol, he would only represent the “‘violence’” and “‘revolt,’” in their current states, but to be described as “causative” means that Malcolm X is causing the “‘violence’” and “‘revolt’” (p. 367).
- ① Consider drawing students’ attention to their work with L.11-12.4.a and b as they use context clues and word parts to determine the meaning of a word.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 368–369 (from “I answered the questions. I knew I was back in America again” to “‘which is on the path to *destroying* this country!’”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *scapegoat* means “a person or group made to bear the blame for others or to suffer in their place,” *sociological* means “dealing with social questions or problems, especially focusing on cultural and environmental factors rather than on psychological or personal characteristics,” *censured* means “strongly expressed disapproval,” and *orthodox* means “conforming to established doctrine especially in religion.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing it to the class.
 - ▶ Students write the definitions of *scapegoat*, *sociological*, *censured*, and *orthodox* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing the following definitions: *subjective* means “based on feelings or opinions rather than facts,” *indictments* means “expressions or statements of strong disapproval,” and *authentic* means “real or genuine; not copied or false.”

- ▶ Students write the definitions of *subjective*, *indictment*, and *authentic* on their copies of the text or in a vocabulary journal.

What contrasts does Malcolm X establish when he describes how he “knew [he] was back in America again” (p. 368)? How do these contrasts develop central ideas in the text?

☞ Student responses may include:

- Malcolm X contrasts how whites and African Americans are portrayed with regard to the issues of murder and gun ownership. Malcolm X notes that, “New York white youth were killing victims; that was a ‘sociological’ problem. But when black youth killed somebody, the power structure was looking to hang somebody” (p. 368). The difference in these reactions shows how white American society blames African Americans individually when they commit violence whereas violence committed by whites is blamed on society.
- Malcolm X points out that when a black person has been lynched or murdered it is said, “[t]hings will get better” (p. 368). He points out that the Constitution gave whites the right to have rifles in their homes, “but when black people even spoke of having rifles in their homes, that was ‘ominous’ (p. 368). These contrasts further develop the racial divisions that let Malcolm X know he “was back in America again” (p. 386).

☞ By contrasting the reactions to crimes committed by African Americans and whites, Malcolm X shows that the racial identity of each group determines how they are portrayed. The systemic oppression by the white social structure means that African Americans are portrayed negatively.

How does Malcolm X’s “speech” further develop the central ideas in his “Letter from Mecca” (p. 368)?

☞ Student responses may include:

- Malcolm X uses the speech to further develop the idea of racial identity that he discusses in his “Letter from Mecca.” Malcolm X’s letter was a way for him to introduce his new way of thinking, and this speech is a chance for him to further develop this transformation. He clarifies, for instance, that “[i]n the past, yes, [he has] made sweeping indictments of *all* white people” but that he is now convinced that “*some* American whites do want to help cure the rampant racism” (p. 369) in the country. Malcolm X speaks directly to the “white press” when he explains this transformation, which demonstrates how he was using this “speech” to explain the ideas in his letter. He states, when asked about the letter, that he “was all set with a speech regarding that” (p. 368).
- Malcolm X develops the central idea of racial identity with his speech about the “Letter from Mecca.” He explains that Africans were happy to hear how African Americans were “‘awakening from our long sleep—after so-called ‘Christian’ white America had taught us to be *ashamed* of our African brothers and homeland’” (p.368). In this way, African Americans’

racial identity is expanding and changing, according to Malcolm X, because they are overcoming the negative views of their own racial identity, which “white America” has taught them.

- Malcolm X develops the central idea of solidarity in this speech. He states that he knows “once and for all that the Black Africans look upon America’s 22 million blacks as long-lost brothers!” (p. 368). African Americans joining with people from “the independent nations of Africa” (p. 353) and around the world to fight for justice develops the central idea of solidarity.

***How does Malcolm X’s explanation of what he learned from the Hajj develop and refine central ideas in the text?**

- 🗣️ Malcolm X explains that the pilgrimage “broadened [his] scope” (p. 369). He explains how after watching people of all colors “[l]iving as one” he now believes that “some white people *are* truly sincere” and “capable of being brotherly toward a black man” (p. 369). Malcolm X develops the central idea of racial identity by showing that each race’s identity does not have to be formed in opposition to the other. Malcolm X now realizes that “*some* American whites do want to help cure the rampant racism” (p. 369) in America.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

Instruct student pairs to read pages 369–370 (from “It was in the Holy World that my attitude was changed” to “I don’t mind shaking hands with human beings do you?”) and answer the following questions before sharing out with the class.

How does Malcolm X explain the “problem” with race in America in this passage?

- 🗣️ Malcolm X notes that in America “we meet such a small minority of individual so-called ‘good,’ or ‘brotherly’ white people” (p. 369) in comparison with the “*collective* 150 million white people whom the *collective* 22 million black people have to deal with!” (p. 369). Malcolm X shows that the number of racist whites far outweighs the number of nonracist whites. Malcolm X goes on to explain that “the seeds of racism are so deeply rooted in the white people collectively ... that these things are in the national white subconsciousness” (p.369). Malcolm X therefore sees racism as a collective and “deeply rooted” problem.

***How does Malcolm X’s analysis of racism develop a central idea?**

Student responses may include:

- Malcolm X's analysis of racism develops the central idea of racial identity because Malcolm X states that white people believe themselves "superior" to African Americans, which is a part of how they understand their racial identity.
- Malcolm X's analysis of racism develops the central idea of systemic oppression, because he explains that racism is a "collective" problem that exists in most whites and oppresses all African Americans.

***How does the story Malcolm X tells about the white man in the car clarify his views about cooperation between African Americans and whites? What might Malcolm X mean by the phrase "human being" (p. 370) given his explanations about his views?**

Student responses should include:

- Malcolm X's story about a white man asking if Malcolm X minded "shaking hands with a white man" (p. 370) demonstrates how he is willing to show signs of respect to his white counterparts if they are willing to respect him.
- Malcolm X tells the man he doesn't mind "'shaking hands with human beings'" (p. 370) and asks if the man is one. By asking if the man is a "human being," Malcolm X is asking if he is a person who is willing to treat people of other races with respect and dignity, since this is how Malcolm X would define a "human being" given the views he expresses in this passage.

Lead a brief whole-class discussion of student responses.

① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

Activity 4: Quick Write

15%

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

Determine two central ideas present in pages 367–370 and analyze how they interact and build on one another.

Instruct students to look at their annotations and notes to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to focus on using precise language and domain-specific vocabulary. Also, 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 or distribute the homework assignment. For homework, instruct students to read and annotate chapter 19 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how style and content contribute to the power or beauty of the text (RI.11-12.6). 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 will better allow them to fulfill their statements of purpose. Remind students to focus on using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

Consider establishing new peer review pairs, different from those established in 12.1.1 Lesson 19, so that students can benefit from a reviewer with fresh eyes. Consider maintaining the same peer review pairs through 12.1.1 Lesson 28 so that students can provide and receive consistent feedback from a peer familiar with their work in relation to W.11-12.3.d.

Homework

Read and annotate chapter 19 of *The Autobiography of Malcolm X* and 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.

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 367	Racial identity	By putting words in quotes (“villain,” “revolt,” and “violence”) and showing how the white press uses them to portray African Americans in a negative light, the author develops the central idea of racial identity. The author’s use of the quotes demonstrates how the white press turns Malcolm X into a “symbol” of the character traits that they attribute to African Americans, including the suggestions that African Americans are “violent” and in a state of “revolt” (p. 367).
Page 367	Systemic oppression	The use of quotes around these words (“villain,” “revolt,” and “violence”) also develops the central idea of systemic oppression. The author provides an example of how the white press creates a negative image of African Americans, which keeps them from gaining power or rights.
Page 368	Racial identity	Malcolm X develops the central idea of racial identity with his speech about the “Letter from Mecca.” He explains that Africans were happy to hear how African Americans were “‘awakening from our long sleep—after so-called ‘Christian’ white America had taught us to be <i>ashamed</i> of our African brothers and homeland” (p. 368). In this way, African Americans’ racial identity is expanding and changing, according to Malcolm X, because they are overcoming the negative views of their own racial identity that “white America” has taught them.

Page 368	Solidarity	Malcolm X also develops the central idea of solidarity in this speech. He states that he knows “‘once and for all that the Black Africans look upon America’s 22 million blacks as long-lost brothers!’” (p. 368). The idea that African Americans are joining with “Black Africans” to fight for justice develops the central idea of solidarity.
Page 369	Racial Identity	Malcolm X develops the central idea of racial identity by showing that each race’s identity does not have to be formed in opposition to the other. Malcolm X now realizes that “‘some American whites do want to help cure the rampant racism’” (p. 369) in America.
Page 369	Systemic Oppression	Malcolm X develops the idea of systemic oppression by showing that although “‘some white people <i>are</i> truly sincere’” and “‘capable of being brotherly toward a black man,’” but they are “‘such a small minority of individual so-called ‘good,’ or ‘brotherly’ white people’” (p. 369). He emphatically describes how systemic the oppression of African Americans by whites is: “‘Here in the United States, notwithstanding those few ‘good’ white people, it is the <i>collective</i> 150 million white people whom the <i>collective</i> 22 million black people have to deal with!’” (p. 369).