

12.1.1

Lesson 26

Introduction

In this lesson, students analyze the closing section of text from chapter 19 of *The Autobiography of Malcolm X*, pages 385–389 (from “Anything I do today, I regard as urgent” to “Only the mistakes have been mine”). In this passage, Malcolm X reflects on his life as well as what he hopes the book will accomplish in terms of educating others about the realities of African-American life during his time. Malcolm X speculates about his death and how he will be portrayed negatively after he passes away, but takes solace in the fact that he has worked in the “American black man’s” best interests. 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 of the text in chapter 19.

For homework, students review their notes, annotations, and optional tools on the text of *The Autobiography of Malcolm X*, focusing specifically on key events that interact to develop central ideas, in preparation for the End-of-Unit Assessment.

Standards

Assessed Standard	
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.11-12.2.f	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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3.e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced,

	observed, or resolved over the course of the narrative.
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>

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"> Analyze how style and content contribute to the power or beauty of the text in chapter 19.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify instances of style (e.g., figurative language and parallel structure). Identify instances of content (e.g., Malcolm X’s discussions with television hosts). Analyze how these instances of style contribute to the power or beauty of the text in chapter 19 (e.g., Malcolm X uses figurative language and parallel structure to describe the path that his life has taken and to connect this path to the struggle of the “black man” in society as a whole. After describing how difficult his life has been, Malcolm X states, “[I]t is only after the deepest darkness that the greatest joy can come; it is only after slavery and prison that the sweetest appreciation of freedom can come” (p. 387). Malcolm X is placing his life and the struggle of African Americans into a larger metaphor, which contributes to the beauty of the text.). Analyze how these instances of content contribute to the power or beauty of the text in chapter 19 (e.g., Malcolm X reflects on how the white television hosts he appeared with “let [him] see that they respected [his] mind—in a way [he] know[s] they never realized” (p. 388). Malcolm X

explains how these men “would invite [his] opinion on subjects off the race issue” (p. 388). He explains how “most whites never feel that Negroes can contribute anything to other areas of thought, and ideas” (p. 388) besides the race issue. This example demonstrates Malcolm X’s unique experience in life and also adds to the power of the text by showing how most African Americans are not shown the same respect by most white people.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- temperament (n.) – the usual attitude, mood, or behavior of a person
- propagating (v.) – spreading from person to person
- disinherited (v.) – prevented from having the legal right to receive your money or property after you die

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

- malignant (adj.) – very serious and dangerous; tending or likely to grow and spread in a rapid and uncontrolled way that can cause death

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

- anguish (n.) – extreme suffering, grief, or pain

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.6, W.11-12.2.f, W.11-12.3.e, W.11-12.9.b, L.11-12.4.a • Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 19, pages 385–389 	
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. 10% 2. 15% 3. 55% 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 Style and Content 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.11-12.6. In this lesson, students finish reading *The Autobiography of Malcolm X*, analyzing the final excerpt in order to determine the author's purpose as well as how style and content contribute to the power or beauty of the text.

- 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.f and W.11-12.3.e. Instruct students to focus on standard W.11-12.2.f and talk in pairs about how they think the standard applies to their writing. Lead a brief discussion about the standard.

- 💬 Student responses should include:

- The standard asks students to provide a conclusion that relates to the rest of the essay.

- The standard asks students to write a conclusion that explains the importance or possible outcomes of the information presented in the essay.

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

🗨 Student responses should include:

- The standard asks us to provide a conclusion that relates to the rest of the essay.
- The standard asks us to write a conclusion that flows from and considers the rest of the essay and discusses an observation, experience, or resolution in the narrative.

Ask the whole class:

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

🗨 Student responses may include:

- Both standards require students to provide a conclusion that follows from the essay.
- Standard W.11-12.2.f requires students to write a conclusion for an informative or explanatory essay, whereas W.11-12.3.e requires students to write a conclusion for a narrative essay.

Lead a brief whole-class discussion.

Inform students that they will focus on W.11-12.2.f in this lesson assessment and as part of their End-of-Unit-Assessment in 12.1.1 Lesson 27. Students will focus on W.11-12.3.e for homework in 12.1.1 Lesson 27 and in 12.1.1 Lesson 28.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read 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.)

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

🗨 Student questions may include:

How does Malcolm X's use of figurative language on page 372 add to the power or beauty of the text?

- Malcolm X explains that as he was recalling memories from his life while in Mecca: “I had played back for myself the twelve years I had spent with Elijah Muhammad as if it were a motion picture” (p. 372). This metaphor contributes to the beauty of the text by making it clear in the reader’s mind how vivid Malcolm X’s memories are for him.

How does Malcolm X explain why he has ““had enough of someone else’s propaganda”” (p. 373)? How does this description contribute to the power of the text?

- Malcolm X states, ““I’m for truth, no matter who tells it. I’m for justice, no matter who it is for or against. I’m a human being first and foremost, and as such I’m for whoever and whatever benefits humanity *as a whole*”” (p. 373). Malcolm X uses repetition to emphasize how he is ““for”” anyone who is being truthful or just, without prejudging who is saying the words. This repetition contributes to the power of the text by showing Malcolm X’s commitment to these ideals of justice, truth, and benefit to humanity.
- ① **Differentiation Consideration:** Consider instructing students to read the last paragraph of the previous chapter (p. 371) and discuss the question above in relation to this paragraph. Then consider asking the following question:

How does the description on page 373 develop the idea of what it means to be a human being mentioned on page 370?

- Just as Malcolm X demonstrates a wider perspective beyond black and white to the white passenger in the car, he argues for this wider perspective on page 373. He is no longer just for African Americans or Muslims, he is ““for truth, no matter who tells it”” and he is ““for justice, no matter who it is for or against”” (p. 373). Malcolm X summarizes this more open position: ““I’m a human being first and foremost, and as such I’m for whoever and whatever benefits humanity *as a whole*”” (p. 373).
- 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*.)
- ① **Differentiation Consideration:** Students may use their Style and Content Tools to record stylistic or content choices they identify and discuss.

Activity 3: Reading and Discussion

55%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text for rhetorical devices using the code RD as they read

and discuss. Remind students that annotating helps them keep track of evidence they may use in the lesson 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:** Consider posting or projecting the following guiding question to support students throughout the lesson:

How does Malcolm X explain his purpose for writing this book?

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Instruct student pairs to reread pages 385–387 (from “Anything I do today, I regard as urgent” to “I know that my shortcomings are many”) and answer the following questions before sharing out with the class.

Provide students with the definitions: *temperament* means “the usual attitude, mood, or behavior of a person,” *propagating* means “spreading from person to person,” and *disinherited* means “prevented from having the legal right to receive your money or property after you die.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer the definitions before providing them to the group.
 - ▶ Students write the definitions of *temperament*, *propagating*, and *disinherited* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing student with the following definition: *anguish* means “extreme suffering, grief, or pain.”
 - ▶ Students write the definition of *anguish* on their copies of the text or in a vocabulary journal.

Why does Malcolm X consider everything he does as “urgent” (p. 385)?

- 💬 Malcolm X states, “No man is given but so much time to accomplish whatever is his life’s work” (p. 385). He means that the time in his life is limited and there is still more that he wants to accomplish.
- ① **Differentiation Consideration:** Consider asking students to compare Malcolm X’s statement that “No man is given but so much time” (p. 385) with other instances in the text when he references feeling close to death. Consider asking the following:

How does Malcolm X’s statement that “No man is given but so much time” (p. 385) compare with how he references death on page 149 in his encounter with detective Turner?

- Malcolm X describes a confrontation with detective Turner on page 149 in which he says to him, “Don’t you know that if you play with me, you certainly will go down in history because you’ve got to kill me?” (p. 149) He is deliberately putting himself in a dangerous situation. He states, “I was walking on my own coffin” (p. 149). This statement implies that he is taking a chance that he would be killed and he knew it, almost as if he does not value his life. On page 385, however, Malcolm X is worried that he will not have enough time alive to accomplish everything he wants to, which shows that he now values his life highly.

How does the style in the first two paragraphs of this excerpt contribute to the power of the text?

- Student responses may include:
- Malcolm X discusses both himself and people in general when he talks about his feeling of urgency: “Anything I do today, I regard as urgent. No man is given but so much time to accomplish whatever is his life’s work” (p. 385). In this statement, Malcolm X communicates not only his personal urgency to complete his life goals, but a universal urgency for all people to use the time they have to accomplish their life’s work. This statement adds power to the text because it draws readers in by inviting them to join with Malcolm X in pursuing their life goals.
 - Malcolm X speaks directly to the reader to convey the sense of urgency he has about his life: “You have seen how throughout my life, I have often known unexpected drastic changes” (p. 385). Malcolm X includes the reader directly in the conversation and prompts him or her to reflect back on the text and the “drastic changes” Malcolm X has gone through.
 - After speaking generally in the first paragraph, Malcolm X states directly in the second paragraph his belief that he could die at any moment: “I am only facing the facts when I know that any moment of any day, or any night, could bring me death” (p. 385). This direct statement of his morbid thoughts also adds power to the text, by creating a sense of foreboding about Malcolm X’s death.

***How does Malcolm X use repetition to establish his purpose for the book in the first four paragraphs on page 386?**

- Student responses should include:
- Malcolm X repeats the phrase “I think that an objective reader,” and describes what he hopes an “objective reader” (p. 386) will learn from reading the book.
 - Malcolm X uses the repetition of “objective reader” to establish what he hopes his book will accomplish for someone who comes to the book without bias. Malcolm X hopes his book will be a “testimony of some social value” (p. 386) that explains the events in his life (for example, why it was “just about inevitable” that he would end up in prison and why he

responded to the phrase “[t]he white man is the devil” (p. 386) when he first heard it). Malcolm X also hopes that the reader can gain a better “understanding than he has previously had of the black ghettos” (p. 386).

What does Malcolm X describe as “almost impossible” (p. 387)? How does his use of style to refine this description contribute to the power or beauty of the excerpt?

💬 Student responses should include:

- Malcolm X argues that it would be “almost impossible” to find someone who “has lived further down in the mud of human society than I have” (p. 387).
- Malcolm X uses figurative language and parallel structure to describe the path that his life has taken and to connect this path to the struggle of the “black man” in society as a whole. He states, “[I]t is only after the deepest darkness that the greatest joy can come; it is only after slavery and prison that the sweetest appreciation of freedom can come” (p. 387). Malcolm X places his life and the struggle of African Americans into a larger metaphor, which contributes to the beauty of the text.

① Consider reminding students of their work with *parallel structure* in 12.1.1 Lesson 10.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 387–389 (from “My greatest lack has been, I believe” to “Only the mistakes have been mine”) and answer the following questions before sharing out with the class.

How does Malcolm X use figurative language to describe the way his lack of education makes him feel? What is the impact of this figurative language on the meaning of the text?

- 💬 Malcolm X uses a metaphor to explain that listening to people speak in a language he doesn’t understand makes him feel “like some little boy” (p. 387). The impact of the metaphor is to show how strongly Malcolm X’s lack of education affects him and makes him feel “ignorant” (p. 387).

How does Malcolm X’s reflection on how he was treated by the television hosts on page 388 contribute to the power of the text?

- 💬 Malcolm X describes how the hosts “let [him] see that they respected [his] mind—in a way [he] know[s] they never realized” (p. 388). Malcolm X describes how these men “would invite [his] opinion on subjects off the race issue” (p. 388). He explains how “most whites never feel that Negroes can contribute anything to other areas of thought, and ideas” other than the race issue

(p. 388). These statements demonstrate Malcolm X's unique experience in life and also add to the power of the text. By drawing attention to how unusual it was for a white person to respect an African American's mind, Malcolm X demonstrates how prejudice affects African Americans.

How does Malcolm X use the prediction of his death to contribute to the power of the text?

- Malcolm X predicts how the "white man, in his press, is going to identify me with 'hate'" (p. 389). This prediction contributes to the power of the text because it shows why it was important for Malcolm X to write the book in the first place. It was important for Malcolm X to tell his story because he fears the white press will portray him inaccurately after he dies and, therefore, this book can serve as a record of the truth.

***How does the author's use of the words "responsible" and "irresponsible" develop an idea in the text and contribute to the power of the text?**

- By putting the words "responsible" and "irresponsible" in quotation marks, the author is showing that these are labels that "the white man" has given to "the black 'leader'" (p. 389). The author explains how the words are used by the white press to portray one type of "leader" as "'responsible,'" because he is "invariably the black 'leader' who never gets any results" while calling Malcolm X "'irresponsible'" because he argues for action (p. 389). The use of the words "responsible" and "irresponsible" in quotation marks develops the idea of systemic oppression because it shows how white people try to prevent African-American leaders from acting by labeling them with positive and negative terms. The use of the words "responsible" and "irresponsible" add power to the text by using the white press's own words against them.

How does Malcolm X describe racism in the last paragraph? What effect does he hope he has had on racism?

- Malcolm X describes racism as a "cancer that is malignant in the body of America" (p. 389), explaining that if he has "exposed any meaningful truth that will help to destroy" it, then "the credit is due to Allah" (p. 389).

How does this description help you to define the word *malignant* in this context?

- Malcolm X uses *malignant* to describe how racism acts as a cancer throughout America. *Malignant* is therefore describing the way cancer grows and spreads quickly.

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

***What stylistic choices in the last paragraph contribute to the power and purpose of the text?**

Student responses may include:

- Malcolm X uses quotation marks to indicate that other people describe him as a “demagogue,” which is a role he explains he has “cherished” (p. 389). Malcolm X describes how “societies often have killed the people who have helped to change those societies,” which explains why he has “cherished” his role as a “demagogue” (p. 389). Malcolm X uses quotation marks to take a negative word that others have used to describe him and make it something positive. This stylistic choice contributes to power and purpose of the text by contrasting how others view Malcolm X and how he views himself.
- Malcolm X uses figurative language by describing the “light” of truth and his hope that it “will help to destroy the racist cancer” in America (p. 389). This metaphor develops the purpose of the text by summarizing his hope that his life has had a positive influence in transforming America. The figurative language also contributes to the power of the text by comparing racism to cancer and developing a strong image of its negative influence in America.

① Consider reminding students of their work with the word *demagogue* in 12.1.1 Lesson 17. If necessary, remind students that *demagogue* means “a person, especially an orator or political leader, who gains power and popularity by arousing the emotions, passions, and prejudices of the people.”

① **Differentiation Consideration:** Students may use their Style and Content Tools to record examples of stylistic or content choices they identify and discuss.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

15%

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

Analyze how style and content contribute to the power or beauty of the text in chapter 19.

Instruct students to look at their annotations and notes to find evidence. Remind students to provide a concluding statement or section that follows from and supports the information or explanation presented. 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 review their notes, annotations, and optional tools on the text of *The Autobiography of Malcolm X*, focusing specifically on key events that interact to develop central ideas, in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

Homework

Review your notes, annotations, and optional tools on the text of *The Autobiography of Malcolm X*, focusing specifically on key events that interact to develop central ideas, in preparation for the End-of-Unit Assessment.

Model Style and Content Tool

Name:		Class:		Date:	
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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)
Repetition: "I'm for truth, no matter who tells it. I'm for justice, no matter who it is for or against. I'm a human being first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole." (p. 373)	Malcolm X uses repetition to emphasize how he is "for" anyone who is being truthful or just, without prejudging who is saying the words. This repetition contributes to the power of the text by showing Malcolm X's commitment to these ideals of justice, truth, and benefit to humanity.
Parallel Structure: "But it is only after the deepest darkness that the greatest joy can come; it is only after slavery and prison that the sweetest appreciation of freedom can come." (p. 387)	Malcolm X uses figurative language and parallel structure to describe the path that his life has taken and to connect this path to the struggle of the "black man" in society as a whole. He states, "[I]t is only after the deepest darkness that the greatest joy can come; it is only after slavery and prison that the sweetest appreciation of freedom can come" (p. 387). Malcolm X is placing his life and the struggle of African Americans into a larger metaphor, which contributes to the beauty of the

	text.
Figurative Language: Malcolm X describes his hope that if he can “die having brought any light, having exposed any meaningful truth that will help to destroy the racist cancer” in America, then “all of the credit is due to Allah” (p. 389).	Malcolm X uses figurative language, describing the light of truth and racism as a cancer. This metaphor contributes to the power of the text by demonstrating his hope that his life has had a positive influence on the negative aspects of America that he has identified throughout the text.