

## 12.1.1

## Unit Overview

**“I’m for truth, no matter who tells it.”**

|                                  |   |
|----------------------------------|---|
| <b>Text</b>                      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley |
| <b>Number of Lessons in Unit</b> | 28  |

**Introduction**

In the first unit of Module 12.1, students are introduced to the skills, practices, and routines of close reading and evidence-based writing and discussion, and engage regularly in the critical analysis of narrative texts and practice of narrative writing techniques. Throughout the module, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.

In this unit, students read *The Autobiography of Malcolm X* as told to Alex Haley, an autobiographical account of the life and struggle of Malcolm X. Students analyze the text to determine how the author develops central ideas over the course of the text through the use of style, content, and narrative techniques. Additionally, students begin to examine the structure of *The Autobiography of Malcolm X* in preparation for writing their own personal narratives in the form of college essays. Students also analyze how narrative techniques can be used to contribute to the power, persuasiveness, or beauty of the text.

In addition, students are asked to begin the process of drafting a narrative essay in this unit. Students examine various narrative techniques in order to provide a deeper understanding of how to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

There are two formal assessments in this unit. In the Mid-Unit Assessment, students produce a written response to a prompt that asks them to determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text. For the End-of-Unit Assessment, students produce a written response to a prompt that asks them to analyze how three key events in *The Autobiography of Malcolm X* interact to develop one or more central ideas in the text.

## Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Analyze the impact of style and content on the text
- Engage in productive evidence-based discussions about text
- Independently develop questions for further textual analysis
- Collect and organize evidence from texts to support analysis in writing
- Independently read and annotate text in preparation for evidence-based discussion
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words
- Write informative texts to convey complex ideas
- Write narratives to develop real experiences or events
- Independently practice the writing process outside of class
- Practice speaking and listening skills in preparation for a college interview

## Standards for This Unit

| College and Career Readiness Anchor Standards for Reading |   |
|---|---|
| None.   |   |
| CCS Standards: Reading — Literature                       |   |
| None.   |   |
| CCS Standards: Reading — Informational Text               |   |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                                      |
| RI.11-12.2  | <b>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.</b> |
| RI.11-12.3  | <b>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.</b>  |
| RI.11-12.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and  |

|                                   |  |
|-----------------------------------|--|
|                                   | refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).   |
| <b>RI.11-12.5</b>                 | <b>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.</b>  |
| <b>RI.11-12.6</b>                 | <b>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.</b>   |
| <b>CCS Standards: Writing</b>     |  |
| <b>W.11-12.2.a-f</b>              | <p><b>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.</b></p> <ul style="list-style-type: none"> <li><b>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</b></li> <li><b>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</b></li> <li><b>e. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></li> <li><b>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).</b></li> </ul> |
| <b>W.11-12.3.a, b, c, d, e, f</b> | <p><b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <ul style="list-style-type: none"> <li><b>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</b></li> <li><b>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</b></li> </ul>  |

|  |   |
|--|---|
|  | <p>c. Use 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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>   |
| W.11-12.4                                      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| W.11-12.5                                      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| 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>  |
| <b>CCS Standards: Speaking &amp; Listening</b> |   |
| SL.11-12.1.a-c                                 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and</p> |

|                                |  |
|--------------------------------|--|
|                                | creative perspectives.   |
| SL.11-12.4                     | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  |
| SL.11-12.6                     | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)   |
| <b>CCS Standards: Language</b> |  |
| <b>L.11-12.1</b>               | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| <b>L.11-12.2.b</b>             | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b><br><b>b. Spell correctly.</b>  |
| L.11-12.3                      | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| L.11-12.4.a-c                  | 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. <ol style="list-style-type: none"> <li>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> <li>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>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> </ol> |
| L.11-12.5.a                    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their</li> </ol>  |

|  |                   |
|--|-------------------|
|  | role in the text. |
|--|-------------------|

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

| Ongoing Assessment        |  |
|---------------------------|--|
| Standards Assessed        | RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.6, W.11-12.2.a, b W.11-12.3.a-e, W.11-12.9.b  |
| Description of Assessment | Students participate in reading and discussion, write informally in response to text-based prompts, present information in an organized and logical manner, and participate effectively in evidence-based collaborative discussion.<br><br>Students engage in focused writing to develop personal narratives that utilize effective technique, well-chosen details, and well-structured event sequences. |

| Mid-Unit Assessment       |  |
|---------------------------|--|
| Standards Assessed        | RI.11-12.5, RI.11-12.6, W.11-12.2.a, b, W.11-12.9.b  |
| Description of Assessment | Students write a formal, multi-paragraph response to the following prompt:<br><b>Determine the author's purpose and analyze how the structure, style, and content contribute to the power or beauty of the text.</b> |

| End-of-Unit Assessment    |   |
|---------------------------|---|
| Standards Assessed        | RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b  |
| Description of Assessment | Students write a formal, multi-paragraph response to the following prompt:<br><b>Analyze how three key events in <i>The Autobiography of Malcolm X</i> interact to develop one or more central ideas in the text.</b> |

## Unit-at-a-Glance Calendar

| Lesson | Text  | Learning Outcomes/Goals   |
|--------|---|---|
| 1      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 1–4    | In this first lesson of the unit, students read and analyze pages 1–4 of <i>The Autobiography of Malcolm X</i> , focusing on how the author make his points clear, convincing, and engaging in the beginning of the text.   |
| 2      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 1    | In this lesson, students begin to develop a narrative essay for a college application by identifying a specific audience and purpose. Students discuss the task, purpose, and audience of <i>The Autobiography of Malcolm X</i> , and then draft a statement of purpose for their own narrative essays. The lesson also introduces Accountable Independent Writing, an important component of the curriculum. |
| 3      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 35–40  | In this lesson, students read and analyze pages 35–40 of the text, focusing on how Malcolm Little develops over the chapter. Additionally, students engage in a discussion around the concept of character development and its role in constructing narrative.  |
| 4      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 42–46  | In this lesson, students work in pairs to read and analyze pages 42–46 of the text. Then in small groups, students examine the development of central ideas and where they emerge in the text. Students also begin annotating the text to keep track of evidence they will use in the lesson and unit assessments.  |
| 5      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 59–62  | In this lesson, students read and analyze pages 59–62 of the text, considering how style and content contribute to the power or beauty of the text. Students are also introduced to the Performance Assessment task, a practice college interview at the end of the module.   |
| 6      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapters 1–4 | In this lesson, students draft an introduction to their personal narratives. Students also examine the opening structure of <i>The Autobiography of Malcolm X</i> , paying close attention to the ways in which this introductory paragraph orients the reader to the text.   |

| Lesson | Text   | Learning Outcomes/Goals  |
|--------|--|--|
| 7      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 77–83   | In this lesson, students work in small groups to read and analyze pages 77–83 of the text, focusing on how the style and content of the passage develop Malcolm X’s point of view.   |
| 8      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 93–110  | In this lesson, students read and analyze pages 93–110 of the text, examining how central ideas interact and build on one another in this section.   |
| 9      | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 114–120 | In this lesson, students form pairs to read and analyze pages 114–120 of the text, discussing how events within the text contribute to the development of central ideas.   |
| 10     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 148–153 | In this lesson, students read and analyze pages 148–153 of the text, focusing on identifying the author’s purpose and intent. Students also track and analyze stylistic and content choices used for rhetorical effect.  |
| 11     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 165–171 | In this lesson, students work in pairs to read and analyze pages 165–171 of the text, examining the structural choices the author makes in this section and how these choices make the author’s points clear, convincing, or engaging.   |
| 12     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapters 1–10 | In this lesson, students use examples from <i>The Autobiography of Malcolm X</i> to explore different narrative techniques and then apply those techniques to their own narrative writing in a paragraph response to one of the Common Application prompts. Students have the choice of expanding on their narratives from 12.1.1 Lesson 6 or choosing to respond to a new prompt. |
| 13     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 172–188 | In this lesson, students participate in a jigsaw discussion to analyze four sections of text from pages 172–188. Students discuss these sections and the ways in which they show how Malcolm Little has developed.   |
| 14     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 1–194   | Students complete the Mid-Unit Assessment by writing a multi-paragraph response to the following prompt:<br>Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text.  |



| Lesson | Text  | Learning Outcomes/Goals  |
|--------|---|--|
| 15     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 202–206          | In this lesson, students read and analyze pages 202–206 of the text, identifying the author’s style and content choices and examining how these choices enhance the power or beauty of this section. |
| 16     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 215–217, 237–239 | In this lesson, students read and analyze pages 215–217 and 237–239 of the text, considering how events in this section contribute to Malcolm X’s development.                                       |
| 17     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 242–251          | In this lesson, students form pairs to read and analyze pages 242–251 of the text, discussing how central ideas in this section interact and build on one another.                                   |
| 18     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapters 1–14          | In this lesson, students draft a paragraph response to one of the Common Application prompts by focusing on sequencing events to create a coherent whole.  |
| 19     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 268–270          | In this lesson, students read and analyze pages 268–270 of the text, examining the effectiveness of the author’s structural choices in this section.   |
| 20     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 284–287          | In this lesson, students work in pairs to read and analyze pages 284–287 of the text, discussing how the author makes his points clear, convincing, and engaging in this section.                    |
| 21     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 305–309          | In this lesson, students read and analyze pages 305–309 of the text, considering on how style and content contribute to the power, persuasiveness, or beauty of the section.                         |
| 22     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 309–315          | In this lesson, students form pairs to read and analyze pages 309–315 of the text, focusing on how the author uses structure to make his points clear, convincing, and engaging in this section.     |
| 23     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 345–348          | In this lesson, students read and analyze pages 345–348 of the text, examining how events, individuals, and ideas interact and develop over the course of the text.                                  |

| Lesson | Text   | Learning Outcomes/Goals   |
|--------|--|---|
| 24     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapters 1–17 | In this lesson, students draft or revise a response to a Common Application essay prompt, integrating precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences or setting presented in their essay.  |
| 25     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 367–370 | In this lesson, students read and analyze pages 367–370 of the text, focusing on how Malcolm X’s explanations of his views develop central ideas in the text and how those ideas interact and build on one another.   |
| 26     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley, pages 385–389 | In this lesson, students form pairs to read and analyze pages 385–389 of the text, considering how style and content contribute to the power, persuasiveness, or beauty of the section.   |
| 27     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley                | For the End-of-Unit Assessment, students write a multi-paragraph response to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: Analyze how three key events in <i>The Autobiography of Malcolm X</i> interact to develop one or more central ideas in the text. |
| 28     | <i>The Autobiography of Malcolm X</i> as told to Alex Haley                | In this lesson, students draft or revise a paragraph response to a Common Application essay prompt focusing on creating a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of their essays.  |

## Preparation, Materials, and Resources

### Preparation

- Read and annotate *The Autobiography of Malcolm X* as told to Alex Haley.
- Review the Short Response Rubric and Checklist.
- Review the 12.1 Narrative Writing Rubric and Checklist.
- Review the 12.1.1 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists.
- Review all unit standards and post in classroom.

## Materials and Resources

- Chart paper
- Copies of the text *The Autobiography of Malcolm X* as told to Alex Haley
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Self-stick notes for students (optional)
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 12.1 Common Core Learning Standards Tool (optional)
- Copies of the Short Response Rubric and Checklist
- Copies of the 12.1 Narrative Writing Rubric and Checklist
- Copies of the Style and Content Tool (optional)
- Copies of the Character Development Tool (optional)
- Copies of the Central Ideas Tracking Tool (optional)
- Copies of the 12.1.1 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists