

# 12.1.1 Lesson 13

## Introduction

In this lesson, students participate in a jigsaw discussion to analyze four sections of text from chapter 11 of *The Autobiography of Malcolm X* (pages 172–174 from “I did write to Elijah Muhammad” to “the black man’s condition in this wilderness of North America”; pages 174–177 from “It was because of my letters that I happened” to “in the streets I had slept less than that”; pages 177–180 from “The teachings of Mr. Muhammad stressed how history had been ‘whitened’” to “naked exploitation and power from Cape Horn to Cairo”; and pages 185–188 from “It’s a crime, the lie that has been told” to “‘Aesop’ was only the Greek name for an Ethiopian”). In these passages, Malcolm Little fully embraces the teachings of Elijah Muhammad, educates himself in “black history” (p. 178), and works to spread Elijah Muhammad’s teachings in prison. Students explore these events and the ways in which they show how Malcolm X has developed. Student learning is assessed via a Quick Write at the end the lesson: Analyze how events in chapter 11 demonstrate Malcolm X’s development.

For homework, students review their notes and annotations on chapters 1–11 of *The Autobiography of Malcolm X*, focusing specifically on the author’s purpose and how the structure, style, and content contribute to the power or beauty of the text, in preparation for the Mid-Unit Assessment.

## Standards

Assessed Standard(s)	
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.11-12.2.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. 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.
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and

	<p>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>
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 creative perspectives.</p>
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> <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> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>

## Assessment

### Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Analyze how events in chapter 11 demonstrate Malcolm X’s development.

**High Performance Response(s)**

A High Performance Response should:

- Describe Malcolm X’s development at this point in the text (e.g., At the end of chapter 10, Malcolm learns about Elijah Muhammad’s beliefs, and in chapter 11, Malcolm fully embraces the teachings of Elijah Muhammad. Malcolm gives up his former identity as a hustler and criminal and dedicates himself to practicing Elijah Muhammad’s teachings, “introducing the truth to the black man” (p. 185), and “telling the white man about himself” (p. 188).).
- Identify significant events in chapter 11 that demonstrate Malcolm X’s development (e.g., beginning to pray, writing letters, “acquir[ing] some kind of a homemade education” (p. 174), joining the prison debating activity, and “recruit[ing] for Mr. Muhammad” (p. 185)).
- Analyze how the significant events in chapter 11 demonstrate Malcolm X’s development (e.g., The description of Malcolm beginning to pray highlights how different Malcolm is from earlier in his life, feeling “as though someone else [he] knew of had lived by hustling and crime” (p. 173). Although Malcolm faces an intensely difficult challenge when he begins to pray, he does not give up trying “[a]gain, again” to “force [himself] back down into the praying-to-Allah position” (p. 173). Malcolm X feels that praying is the “hardest test [he] ever faced” (p. 173), so when he is finally able to pray, he demonstrates his commitment to and whole-hearted embrace of Elijah Muhammad’s teachings.).

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

- hermit (n.) – a person who lives in a simple way apart from others especially for religious reasons
- Faustian (adj.) – made or done for present gain without regard for future cost or consequences
- machinations (n.) – crafty schemes

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

- emulate (v.) – to try to equal or excel; imitate with effort to equal or surpass
- piratical (adj.) – of or relating to a person who robs or commits illegal violence at sea or on the shores of the sea
- opportunist (n.) – someone who tries to get an advantage or something valuable from a situation without thinking about what is fair or right

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

- riffling (v.) – looking through something quickly and not very closely

- fugitive (n.) – a person who is running away to avoid being captured
- pillaging (v.) – taking things from (a place, such as a city or town) by force especially during a war; looting or plundering (a place)
- dyed-in-the-wool (adj.) – having very strong beliefs, opinions, etc., that you are not willing to change

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>• Standards: RI.11-12.3, W.11-12.2.b, W.11-12.9.b, SL.11-12.1.a, b, c, L.11-12.4.a-b</li> <li>• Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 11, pages 172–180 and 185–188</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%
3. Jigsaw Discussion	3. 55%
4. Quick Write	4. 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 Short Response Rubric and Checklist (refer to 12.1.1 Lesson 1)

## Learning Sequence

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

### Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.3. In this lesson, students read and discuss four sections of text from chapter 11 of *The Autobiography of Malcolm X*. In a jigsaw discussion, students explore the significant events in each section and consider the ways in which they show how Malcolm X has developed.

- ▶ 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.b and SL.11-12.1.a, b, c. Instruct students to focus on W.11-12.2.b and talk in pairs about how they think the standard applies to their writing. Lead a brief discussion about the standard. Ask students to discuss the following questions:

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

- ☞ Student responses should include:
  - Standard W.11-12.2.b requires students to use important information and details to develop a topic.
  - Similarly, standard W.11-12.3.b requires students to develop a narrative through techniques such as dialogue, reflection, description, pacing, or multiple plot lines.
  - Both standards are about developing the body of an essay.
  - Standard W.11-12.2.b is about developing an informative/explanatory essay, whereas standard W.11-12.3.b is about developing a narrative essay.

① Students were introduced to W.11-12.3.b in 12.1.1 Lesson 12.

Instruct students to focus on SL.11-12.1.a, b, c and talk in pairs about what they think the standard and substandards mean. Lead a brief discussion about the standard.

🗨 Student responses should include:

- Students engage in different types of discussions with a variety of partners, working off their partners' ideas and clearly communicating their own.
- Students come to class prepared for discussions.
- Students demonstrate their preparedness by using text and any applicable research to generate thoughtful, productive discussions.
- Students are polite and fair during discussions.
- Students set goals and keep to timelines during discussions, as necessary.
- Students move discussions forward by asking and responding to thoughtful questions, clarifying and challenging their points and others'.
- Students ensure that everyone's points are heard and promote hearing multiple perspectives.

## Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate chapter 11 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on RI.11-12.3. Prepare possible answers to your questions for discussion.)

Instruct students to talk in pairs about the discussion questions they developed for homework, specifically analyzing how individuals, ideas, and events interact and are developed (RI.11-12.3).

🗨 Student questions may include:

**How does the author support the claim “that among all Negroes the black convict is the most perfectly preconditioned to hear the words, ‘the white man is the devil’” (p. 186)?**

- 🗨 More than other African Americans, African-American prisoners are ready to accept the idea of the white man as a devil, because they are “caged behind bars, probably for years, put there by the white man” (pp. 186–187). All of African-American prisoners' experiences with white society have been degrading and harmful, so when they begin to think that they could have had a better life if it had not been for the white man, those words are “a perfect echo of that black convict's lifelong experience” (p. 187).

**How does Malcolm X act on this claim?**

- Malcolm X realizes that African-American prisoners are willing to accept the idea of the white man as a devil, so he takes advantage of that willingness to “catch every chance [he] could to recruit for Mr. Muhammad” (p. 185). Malcolm initiates conversations with other prisoners and joins the debating program to share and circulate Elijah Muhammad’s teachings.

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: Jigsaw Discussion

**55%**

Transition students to the jigsaw discussion by creating groups of four; these are the “home” groups. Instruct student groups to decide among themselves which group member is responsible for which of the following sections of text from chapter 11:

- Pages 172–174 from “I did write to Elijah Muhammad” to “the black man’s condition in this wilderness of North America”
- Pages 174–177 from “It was because of my letters that I happened” to “in the streets I had slept less than that”
- Pages 177–180 from “The teachings of Mr. Muhammad stressed how history had been ‘whitened’” to “naked exploitation and power from Cape Horn to Cairo”
- Pages 185–188 from “It’s a crime, the lie that has been told” to “‘Aesop’ was only the Greek name for an Ethiopian”

① **Differentiation Consideration:** Students who have been using the Character Development Tool may benefit from reviewing their tools in pairs to trace Malcolm X’s development over the course of the text up to this point.

Direct students to leave their home groups to form “expert” groups so that groups are now based on the section of text for which each student is responsible (e.g., all students responsible for pages 172–174 come together to form a group). Inform students that “expert” groups are those that read, analyze, and become class experts on their section of text so that they can share their understanding with their “home” groups.

Explain to students that they should answer all questions, but inform them that those marked with an asterisk (\*) are key questions for consideration during their expert and home group discussions. Instruct students to annotate and take notes, or add to their Character Development Tools if they are using them during discussions. Remind students that annotating and taking notes helps them keep track of evidence they will be using in assessments.

Explain to students that annotating and taking notes helps them in their roles as experts when they return to their home groups for further discussion. Inform students that as experts, they are expected to synthesize their expert group discussions in order to report back to their home groups, stimulating and propelling the discussion of their sections.

- ① Consider reminding students that this is an opportunity to apply standard SL.11-12.1.a, b, c by participating effectively in a collaborative discussion, using textual evidence, promoting respectful discussion, and engaging with others' ideas.
- ① This focused annotation supports students' engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Provide students with the following definitions: *hermit* means "a person who lives in a simple way apart from others especially for religious reasons," *Faustian* means "made or done for present gain without regard for future cost or consequences," and *machinations* means "crafty schemes."

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
  - ▶ Students write the definitions of *hermit*, *Faustian*, and *machinations* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *riffling* means "looking through something quickly and not very closely," *fugitive* means "a person who is fleeing, from prosecution, intolerable circumstances, etc.; a runaway," *pillaging* means "looting or plundering, especially in war," and *dyed-in-the-wool* means "through and through; complete."
  - ▶ Students write the definitions of *riffling*, *fugitive*, *pillaging*, and *dyed-in-the-wool* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout the lesson:

**What events show that Malcolm X has become a different person?**

Circulate and support student discussions as needed.

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Post or project the following questions for students reading pages 172–174 (from "I did write to Elijah Muhammad" to "the black man's condition in this wilderness of North America") to answer in their expert group.

**How does Malcolm Little's written exchange with Elijah Muhammad develop Malcolm Little's point of view?**

- Malcolm struggles to write his first letter to Elijah Muhammad, feeling the need to rewrite the letter “[a]t least twenty-five times” (p. 172). Despite feeling embarrassed and inadequate, Malcolm still sends the letter, suggesting the importance Malcolm places on communicating with Elijah Muhammad. When he receives a letter in return from Elijah Muhammad, Malcolm is thrilled to be “welcomed ... into the ‘true knowledge’” (p. 172), which shows Malcolm’s eagerness to engage with Elijah Muhammad’s teachings.

**What difference does the author develop between the way Malcolm X views “believing the teachings of Mr. Muhammad” (p. 172) and praying?**

- Malcolm sees a difference between simply understanding Elijah Muhammad’s teachings by acknowledging or thinking about their truth and actually practicing the teachings by engaging in “that *act*” of prayer (p. 173). To Malcolm, praying is far more difficult than listening to or even believing the teachings, because it requires a significant level of dedication (pp. 172–173).

**How does Malcolm X describe the difficulty of beginning to pray?**

- For Malcolm X, praying is “[t]he hardest test [he] ever faced in [his] life” (p. 172), indicating that it was an intense and important challenge in which he could either prove something about himself or fail. Malcolm X also emphasizes the difficulty he faces by explaining that the seemingly simple physical act required for praying “took [him] a week” (p. 173), because it continuously made him feel “waves of shame and embarrassment” (p. 173). As he tries to pray, Malcolm sees himself as “the personification of evil” (p. 173) and does not know what to say in prayer when he is finally able to stay on his knees.

**\*What does Malcolm Little’s experience of praying suggest about his character?**

- By highlighting the amount of time it takes for Malcolm to begin praying and the feelings he experiences, the author emphasizes the intense challenge Malcolm faces when beginning to pray. Malcolm’s persistence in engaging in prayer, trying “[a]gain, again” (p. 173), suggests that Malcolm is determined to embrace and practice Elijah Muhammad’s teachings and change himself no matter how difficult this change may be.

**How does the author develop the claim that “[e]verything [he’s] ever felt strongly about, [he’s] done something about” (p. 173)?**

- Student responses may include:
  - While Malcolm is in prison, he writes to “people [he] had known in the hustling world” (p. 173) to share his knowledge about Allah and Elijah Muhammad’s teachings. Though Malcolm hears that people think he is “going crazy in stir” (p. 174) and he never receives a response, he continues to write letters to his old friends in Harlem and Roxbury.

- Malcolm writes letters to important politicians explaining “how the white man’s society was responsible for the black man’s condition” (p. 174), though he never receives a reply from any of them.
- Malcolm’s persistence in writing letters that are either “never answered” (p. 174) or never even seen emphasizes Malcolm’s strong belief in Elijah Muhammad’s teachings and his deep commitment to spreading them.

### \*How has Malcolm Little’s view of himself changed?

- Once Malcolm embraces the teachings of Elijah Muhammad, he judges himself harshly. Although Malcolm knows how to “[p]ick[] a lock to rob someone’s house” (p. 173), this skill is no longer useful now that he is in prison. He feels “shame[]” (p. 172) about his lack of basic writing skills. Malcolm struggles to pray, viewing himself as “the personification of evil” (p. 173) and feeling ashamed and guilty about his past as a hustler and criminal. Malcolm X shares that after his years at the Norfolk Prison Colony, he thinks about himself as an entirely different person “as though someone else [he] knew of had lived by hustling and crime” (p. 173).

① **Differentiation Consideration:** Students may use their Character Development Tools to record the character development they identified and discussed.

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Post or project the following questions for students reading pages 174–177 (from “It was because of my letters that I happened” to “in the streets I had slept less than that”) to answer in their expert group.

### What motivates Malcolm Little “to acquire some kind of a homemade education” (p. 174)?

- Student responses may include:
  - Malcolm is “increasingly frustrated” by his inability to communicate clearly in his letters, especially since he was “the most articulate hustler out there” (p. 174). Malcolm’s primary reason for educating himself is his desire to improve his writing skills so that he can effectively communicate with Elijah Muhammad and tell other people about Elijah Muhammad’s teachings.
  - Bimbi, an inmate from Charlestown Prison, inspires Malcolm because Bimbi “had always taken charge of any conversation he was in” (p. 174), and Malcolm also desires to have the knowledge base to engage people.

### Why did Malcolm Little try to emulate Bimbi? What might *emulate* mean in this context?

- Malcolm wants to “emulate him” (p. 174) because Bimbi was intelligent enough to initiate and lead conversations. *Emulate* means trying to imitate someone.

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

**\*What does Malcolm Little's choice to educate himself suggest about his development?**

- ☞ Malcolm X believes that "unless [he] had received the motivation that [he] did" (p. 175) from Elijah Muhammad, he not only would not have taught himself, he also would have stopped reading what little he already could. This belief suggests that Malcolm's dedication to learning and spreading Elijah Muhammad's teachings inspired him to pursue his "homemade education" (p. 174).

**\*What does the description of Malcolm Little's "homemade education" process suggest about his character (p. 174)?**

- ☞ The detailed description of Malcolm's slow, organized exercise of copying everything out of the dictionary, even "down to the punctuation marks" (p. 175), demonstrates Malcolm's dedication to improving himself through his "homemade education" (p. 174). Instead of finding pleasure in his zoot suits or ability to hustle, Malcolm now finds pride in how much he is able to teach himself and learn.

**What is the impact of Malcolm X's "homemade education" (p. 176) on his point of view?**

- ☞ Because Malcolm X refers to his time in prison as a time when he "never had been so truly free in [his] life" (p. 176), Malcolm X clearly views his self-education as a powerful way to open a "new world" (p. 176) for him to explore. Even though Malcolm is in prison and could spend his time engaged in other activities, he chooses to study: "if [he] was not reading in the library, [he] was reading on [his] bunk" (p. 176). Malcolm X views his "homemade education" (p. 176) process as a way to empower himself and feel unrestricted in his potential.
- ① Consider explaining to students that Malcolm X's statement from prison, "up to then, I never had been so truly free in my life," is an example of a rhetorical device or stylistic choice called *paradox*. Define *paradox* as "a statement that seems self-contradictory or absurd but in reality expresses a possible truth."

**When the author describes Malcolm Little's reading habits in prison, what does the reference to his "years in the streets" (p. 177) suggest about his development since that time?**

- ☞ Student responses may include:
- The description of Malcolm reading in prison after the lights-out call and late into the night indicates how important reading is to him. By reminding readers of his "years in the streets"

- (p. 177) and how little he slept then, the author establishes a contrast between the sleepless hustler that Malcolm was previously and the sleepless reader that he is now.
- By referencing Malcolm’s “years in the streets” (p. 177), the author demonstrates continuity in Malcolm’s personality. In prison, Malcolm “would sit on the floor where [he] could continue reading in that glow” (p. 177) even after the lights-out call, working hard to improve his education. This commitment is similar to his hard work “in the streets” when he “had slept less than” (p. 177) when he was reading late into the night in prison.

① **Differentiation Consideration:** Students may use their Character Development Tools to record the character development they identified and discussed.

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Post or project the following questions for students reading pages 177–180 (from “The teachings of Mr. Muhammad stressed how history had been ‘whitened’” to “naked exploitation and power from Cape Horn to Cairo”) to answer in their expert group.

**What interests Malcolm Little in studying “black history” (p. 178)?**

- When he learns from Elijah Muhammad that “history had been ‘whitened’” (p. 177), Malcolm is greatly affected, because he remembers how insulting his seventh-grade teacher was toward African-American history. To Malcolm, Elijah Muhammad’s argument seems accurate, and so he wants to discover as much as he can “on details about black history” (p. 178).

**According to Malcolm X, how has “the collective white man ... been actually nothing but a piratical opportunist” (p. 180)? Based on this context and word parts, what do the words *piratical* and *opportunist* mean?**

- Student responses may include:
  - Malcolm learns that “since the sixteenth century, the so-called ‘Christian trader’ white man began to ply the seas in his lust for Asian and African empires, and plunder, and power” (p. 180). Because “the collective white man” sailed from Europe to other continents taking what they wanted from other peoples, and the word *pirate* is in the word *piratical*, *piratical* likely means acting like a pirate, like someone who steals and harms others for his own gain (p. 180).
  - Malcolm learns that “the white man had brought upon the world’s black, brown, red, and yellow peoples every variety of the sufferings and exploitation” (p. 180). Because “the collective white man” has taken advantage of the rest of the world, using other people for their own gain and hurting these people along the way, an *opportunist* is likely someone who exploits others for his own benefit without thinking of fairness.

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

**\*How do the words and phrases Malcolm X uses to describe what he has learned about “the collective white man” contribute to the tone of this excerpt?**

🗨 Student responses may include:

- The phrase “piratical opportunist” (p. 180) indicates that Malcolm X views the white man as a criminal, guided not by principles or what is right.
- The phrase “Faustian machinations” (p. 180) indicates that Malcolm X sees the white man as someone who acts for present gain, attempting to manipulate a situation for some evil purpose.

🗨 Student responses should include:

- Because these words all suggest a negative view of “the collective white man” (p. 180), these words and phrases together create an accusatory, critical, and angry tone.

**How does the tone of the excerpt develop Malcolm X’s point of view?**

🗨 This tone draws attention to the major shift in Malcolm X’s views toward “the collective white man” (p. 180). Now that he has studied Elijah Muhammad’s teachings and read history books in prison, Malcolm X wholly adopts the perspective that the white man is the devil.

**\*How do the details of what Malcolm X learned from reading in prison contribute to the author’s purpose?**

🗨 By sharing what Malcolm X learns in “book after book” (p. 180) about all of the terrible, inexcusable things “the collective white man” (p. 180) has done to the rest of the world, the author furthers the purpose of explaining Malcolm X’s life so that the reader understands why Malcolm X’s views change, and the perspective Malcolm X has when he argues that the white man is the devil.

① Consider reminding students of their discussion of the author’s purpose in 12.1.1 Lesson 10.

① **Differentiation Consideration:** Students may use their Character Development Tools to record the character development they identified and discussed.

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Post or project the following questions for students reading pages 185–188 (from “It’s a crime, the lie that has been told” to “‘Aesop’ was only the Greek name for an Ethiopian”) to answer in their expert group.

**What words does the author use to describe the view that African Americans “had no history” (p. 185)? How does this word choice develop Malcolm X’s point of view?**

- Malcolm X believes that the view that African Americans “had no history” is a “crime” and a “lie” that white society has told for centuries and continues to tell (p. 185). Malcolm X also describes those affected by this “crime” as “innocent” (p. 185). By using the words “crime,” “lie,” and “innocent,” Malcolm X emphasizes white society’s moral wrongdoing and implies that there is an injustice that must be corrected. Because they are committing a “crime” by telling a “lie,” Malcolm X believes that white society should be held responsible for the harm done to the “[l]ittle innocent black children” (p. 185).

**\*What do the details of Malcolm Little’s recruitment process suggest about his character?**

- Even though he is passionate about sharing Elijah Muhammad’s teaching, Malcolm uses a slow, organized procedure: First, he “would read to these brothers” (p. 186), next he “would keep close watch on how each one reacted,” and finally “[w]hen one was ripe ... [he’d] drop it on him, what Mr. Muhammad taught” (p. 186). By slowly introducing Elijah Muhammad’s teachings and taking his time with each potential recruit, Malcolm shows himself as someone who understands how to effectively approach and persuade people.

**\*What prompts Malcolm Little to join the debating program?**

- After educating himself in black history and studying Elijah Muhammad’s teachings about the white man as a devil, Malcolm feels an intense need to “start telling the white man about himself to his face” (p. 187). Malcolm also sees the debating program as a way to share his knowledge with other African-American inmates (p. 187).

**What do the content details from the debates suggest about Malcolm X’s character?**

- Sharing some of the details of Malcolm’s arguments during his participation in the debating program suggests that Malcolm is able to take the knowledge he has gained in his self-education and apply it in debates. The details of the debates suggest that Malcolm knows what topics will engage and possibly persuade his audience and how to outwit his opponents, such as when Malcolm argues that “Ethiopians’ black flesh had been spattered against trees by bombs the Pope in Rome had blessed” (p. 188).

**\*How does Malcolm X’s experience with the debating program demonstrate his development?**

- Joining the debating program is Malcolm’s first experience in public speaking, and he immediately finds it to be fulfilling. The experience gives him the opportunity not only to practice his speaking skills, but also to spread Elijah Muhammad’s teachings. By always trying to “work into [his] speech the devilishness of the white man” (p. 188) in the public setting of the

prison debates, Malcolm shows his deep commitment to Elijah Muhammad’s teachings. During his experience in the debating program, Malcolm makes the critical decision “to devote the rest of [his] life to telling the white man about himself—or die” (p. 188).

- ① **Differentiation Consideration:** Students may use their Character Development Tools to record the character development they identified and discussed.

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When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored a different section of chapter 11. Each student should present the analysis from the expert group to his or her home group members for discussion, focusing on the key questions marked with an asterisk. If time remains, encourage students to discuss the remaining questions. Circulate to ensure student comprehension.

Once home groups complete their sharing and discussion, pose the following question for a whole-class discussion.

#### **How does Malcolm Little develop from the end of chapter 10 to the end of chapter 11?**

- 🗨 At the end of chapter 10, Malcolm’s family members introduce him to the teachings of Elijah Muhammad, and Malcolm is so in awe of what he learns that he does not think of Mr. Muhammad as a “religious faker” (p. 171) until later. Instead, Malcolm fully accepts and embraces Elijah Muhammad’s teachings, and in chapter 11, Malcolm is “welcomed ... into the ‘true knowledge’” (p. 172). By the end of chapter 11, Malcolm becomes such a devout follower of Elijah Muhammad that he engages in his “first experiences in opening the eyes of [his] brainwashed black brethren” (p. 185) and he decides “to devote the rest of [his] life to telling the white man about himself—or die” (p. 188).

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Character Development Tools to record the character development they identified and discussed.

### **Activity 4: Quick Write**

**15%**

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

#### **Analyze how events in chapter 11 demonstrate Malcolm X’s development.**

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 focus on developing their

topic thoroughly by selecting the most significant details, quotations, or other information. 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 and annotations on chapters 1–11 of *The Autobiography of Malcolm X*, focusing specifically on the author’s purpose and how the structure, style, and content contribute to the power or beauty of the text in preparation for the Mid-Unit Assessment.

- ▶ Students follow along.

## Homework

Review your notes and annotations on chapters 1–11 of *The Autobiography of Malcolm X*, focusing specifically on the author’s purpose and how the structure, style, and content contribute to the power or beauty of the text in preparation for the Mid-Unit Assessment.

## Model Character Development Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Analyze the character development that you encounter in the text. Identify the events that are connected to this development. Cite textual evidence to support your work.

Character Development	Event	Evidence
Malcolm fully embraces Elijah Muhammad’s teachings.	Malcolm corresponds with Elijah Muhammad.  Malcolm begins to pray to Allah.	“Mr. Muhammad sent me a typed reply. It had an all but electrical effect upon me ... After he welcomed me into the ‘true knowledge,’ he gave me something to think about.” (p. 172)  “My comprehending, my believing the teachings of Mr. Muhammad had only required my mind’s saying to me, ‘That’s right!’ or ‘I never thought of that.’ But bending my knees to pray—that <i>act</i> —well, that took me a week.” (p. 172–173)
Malcolm becomes an educated person and values learning.	Elijah Muhammad inspires Malcolm to begin educating himself.  Malcolm constantly reads while in prison.  Malcolm educates himself in language and “black history” (p. 178).	“I happened to stumble upon starting to acquire some kind of a homemade education.” (p. 174)  “I became increasingly frustrated at not being able to express what I wanted to convey in letters that I wrote, especially those to Mr. Elijah Muhammad.” (p. 174)  “I would have quit even [book-reading] motions, unless I had received the motivation that I did.” (p. 175)  “if I was not reading in the library, I was reading on my bunk.” (p. 176)  “I would sit on the floor where I could continue reading in that

		<p>glow” (p. 177) even after the lights-out call.</p>
<p>Malcolm is so devoted to Elijah Muhammad’s teachings that he wants to spread them to others.</p>	<p>Malcolm writes letters about Elijah Muhammad’s teachings to politicians and old friends.</p> <p>Malcolm begins to recruit other African-American inmates to Elijah Muhammad’s teachings.</p> <p>Malcolm joins the prison debating program.</p>	<p>“I soon began writing to people I had known in the hustling world ... about Allah and Islam and Mr. Elijah Muhammad.” (p. 173)</p> <p>“I began to catch every chance I could to recruit for Mr. Muhammad.” (p. 185)</p> <p>“And if there was any way in the world, I’d work into my speech the devilishness of the white man.” (p. 188)</p> <p>“It was right there in prison that I made up my mind to devote the rest of my life to telling the white man about himself—or die.” (p. 188)</p>