

Full name: _____

12.4.1 Lesson 15

Date: _____

Per: _____

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.
W.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).

Learning Objectives: SWBAT

- identify key words and phrases of the text by annotating
- analyze the cumulative impact of diction on central ideas by answering text-dependent questions
- synthesize their understanding by completing a WITsi activity.

Aim: Why does the style and content contribute to the power or beauty in Chapter 12 of *The Autobiography of Malcolm X*?

Vocabulary to provide directly (will not include extended instruction)

- **extemporaneous (adj.)** – done, spoken, performed, etc. without special advance preparation
- **gall (n.)** – bitterness of spirit
- **rebuffed (v.)** – rejected or criticized sharply
- **lull (n.)** – a brief time when action or activity stops – usually + *in*
- **forebears (n.)** – members of your family in the past
- **reel (v.)** – to be very shocked, confused, and upset
- **Plymouth Rock (n.)** – a rock at Plymouth, Massachusetts, on which the Pilgrims who sailed on the *Mayflower* are said to have stepped ashore when they landed in America in 1620

Do now: Write three original sentences using any three words from the vocabulary list above.

1. _____
2. _____
3. _____

MEA #1: Listen to a Masterful reading of the text as you read along. Underline any key words as we read.

MEA #2: Using the text answer the following questions with a partner/partners: Write your answers in your notebooks.

Reread from pages 202–204 (from “We had hoped to hear his wisdom during dinner” to “And I worshipped him”) and answer the following questions before sharing out with the class.

1. What does it mean that Malcolm X “found [his] tongue” (p. 202)? How does this description develop the reader’s understanding of Malcolm X’s point of view?

2. *How does receiving the “X” affect Malcolm X? What words and phrases emphasize this effect?
3. *How does the author describe the people Malcolm X tries to recruit in Detroit? What makes this description powerful or beautiful?
4. What is the rhetorical impact of the image of “each month, a few more automobiles lengthened our caravans” (p. 203)?
5. *How does the author emphasize Malcolm X’s opinion of Elijah Muhammad?

Reread from pages 204–206 (from “In early 1953, I left the furniture store” to “what the white man had done to our poor people here in America”) and answer the following questions before sharing out with the class.

6. *What comparison does the author make between when Malcolm X speaks “[t]oday” (p. 205) and when he first lectured at Temple One? How does this comparison contribute to the power of the excerpt?
7. What does Malcolm X feel toward his “poor blind black brothers” when they “rebuff[]” Mr. Muhammad’s teachings (p. 205)? What words and phrases clarify the meaning of *rebuffed* in this context?
8. *How does the inclusion of the quotations from Malcolm X’s lectures develop the author’s purpose in this excerpt?
9. *How does the content of the quoted lectures contribute to the power of this excerpt?
10. What does it mean to “become so choked up” (p. 206)? How does this description develop the reader’s understanding of Malcolm X’s point of view?

Exit Ticket: Subordinate Conjunctions:

Directions: Use the following sentence starters and the text to complete the following sentences:

Through the use of juxtaposition, _____.

By including quotations about the horrors of slavery, _____.

Since rape is such an emotionally intense topic that is difficult for many people to hear discussed, _____

_____.

HW: Continue working on your AIR project. Remember the details and handouts are available online at <http://msjarrett.weebly.com/english-7-per-1--5.html>

Double-entry Journal

DIRECTIONS:

The **left side** of your table must contain at least eight quotations from the reading with page numbers noted. Should you wish to refer to a particularly large selection, you may paraphrase it.

The **right side** of your table must comment on each of these eight points. Your right side can respond to questions such as:

- What strikes you about this?
- What was your first thought when you read this? And then? And then?
- What does this passage/idea make you think of or remember?
- Do you want to challenge or qualify this author's claim? In what ways do you agree with it? Disagree?
- What else have you read/heard/experienced that connects with this author's ideas?
- Does something confuse you or lead to further questions? What are your questions?
- How do you feel about this?

Using the template below, type out your responses (or print and hand write) and have completed assignment prepared to turn in periodically. This assignment is meant to help you analyze the text – similar to textual annotation AND prepare you so that you are able to talk about your selected passages in class; keep track of which passages you wrote about.

When I grade these, I will be looking for detail. The best way to guarantee earning full credit for this assignment is to comment fully on your passages. Your double-entry journal page (you can use loose leaf paper if you like) should look like this:

Full name:

Date:

Period:

Author and Reading Covered:		
Page #	Quotations:	Commentary/Analysis:

RUBRIC FOR JOURNAL/RESPONSE LOG

This rubric is based on a response of anywhere from 50-100 words for each entry. The entries must reflect a good understanding of reading skills and strategies such as prediction, character analysis, understanding of plot etc.

4	Demonstrates a complete understanding and interpretation of text evidenced by a wide variety of reading skills and strategies in the responses.	Writes a substantial number of responses, completing or going beyond the required amount	Responses are thorough and thoughtful.	Exhibits a level of comprehension that extends beyond the literal to the personal, critical, evaluative responses.
3	Demonstrates adequate understanding and interpretation of text evidenced by some variety of skills and strategies in the responses.	Writes an adequate number of responses, completing only the required amount.	Responses are fairly thorough and are thoughtful.	Exhibits a level of comprehension that extends beyond the literal to the personal with some critical responses.
2	Demonstrates some understanding and interpretation of text evidenced by little variety of reading skills and strategies in the responses.	Writes a limited number of responses.	Some responses are incomplete or irrelevant.	Exhibits a level of comprehension that is mostly literal or personal, with few critical responses.
1	Demonstrates very limited understanding and interpretation of text evidenced by no variety of reading strategies in the responses.	Writes very few responses.	Many responses are disjointed incomplete or irrelevant.	Exhibits a level of comprehension that is mostly literal with some personal responses, and no critical responses.

Grading Scale:

SCORE	GRADE	SCORE	GRADE
16	100	9	70
15	95	8	60
14	90	7	50
13	85	6	40
12	82	5	35
11	78	4	30
10	75	3	25