

Full name: _____

12.1.1 Lesson 16

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: SWLT

- 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: Which event in chapter 13 demonstrates Malcolm X’s development most effectively?

Vocabulary to provide directly (will not include extended instruction)
immersed (v.) – involved deeply, absorbed subjugate (v.) – to conquer and gain the obedience of (a group of people, a country, etc.) nightsticks (n.) – heavy sticks that are carried by police officers and are used as weapons dispersed (v.) – to separate and move apart in different directions without order or regularity; become scattered analogy (n.) – a comparison of two things based on their being alike in some way arouse (v.) – to cause (someone) to become active, ready, or upset scuffle (n.) – to fight briefly and usually not very seriously appraised (v.) – gave an opinion about the condition, quality, or importance of (something or someone studied or examined)

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 215–217 (from “I quit the Ford Motor Company’s Lincoln-Mercury Division” to “report to Mr. Muhammad a new temple address”) and answer the following questions before sharing out with the class.

1. How does the author describe Malcolm X’s reaction to studying with Elijah Muhammad? How does this

description develop Malcolm X's view of Elijah Muhammad?

2. *What details from the text demonstrate Malcolm X's abilities as a minister?

Reread from read pages 237–239 (from “Later that year, after Betty and I were married” to “child in the streets were discussing ‘those Muslims’”) and answer the following questions before sharing out with the class.

3. How has Malcolm X “exhausted” himself (p. 237)?
4. *What details from the incident with Brother Hinton clarify Malcolm X's role at Temple Seven in Harlem?
5. *How does the author describe Malcolm X's interactions with the police? What do these interactions suggest about Malcolm X?

Exit Ticket: Sentence expansion

Sentence Kernel: He organizes a demonstration.

Who?.....

Where?.....

When?.....

How?.....

Sentence Expansion: _____

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>

