

Full name: _____

12.1.1 Lesson 21

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 Outcomes: SWL

- tier II vocabulary words
- which event Malcolm X used to develop his central ideas

Learning Outcomes: SWL

- 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 does Malcolm X use most effectively to further develop a central idea from earlier in the text?

Vocabulary
<ul style="list-style-type: none">• antiquity (n.) – ancient times; former ages• personages (n.) – people of distinction or importance• amiability (adj.) – having or showing pleasant, good-natured personal qualities• epidemic (n.) – a rapid spread or increase in the occurrence of something• inoculated (v.) – implanted (a disease agent) in a person, animal, or plant to produce a disease for study or to stimulate disease resistance• hypocritical (adj.) – pretending to believe what one does not believe• sow (v.) – to cause (fear, doubt, etc.) to affect many people• reap (v.) – to get (something, such as a reward) as a result of something that you have done

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. Take note of any important quotes or key words in your double-entry journal.

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

Read pages 305–307 (from “I remembered that when an epidemic is about to hit” to “true color of great men of antiquity”) and answer the following questions before sharing out with the class.

1. What is the “epidemic” for which Malcolm X prepares (p. 305)? What words and phrases suggest the meaning of the word *epidemic* in this context?
2. *What does Malcolm X’s use of figurative language suggest about his feelings towards Elijah Muhammad’s actions?
3. What does Malcolm X mean when he says that Chicago Muslim officials might “make it appear that I was throwing gasoline on the fire instead of water” (p. 306)?
4. How does the figurative language describing Elijah Muhammad’s actions affect the power of this section?

Reread pages 307–309 (from “I’ve said that I expected headlines momentarily” to “true color of great men of antiquity”) and answer the following questions before sharing out with the class.

5. *What is the topic of Malcolm X’s speech on page 307? How might this topic be controversial at this time?
6. What tone does Malcolm X create with the statement, “Many times since then, I’ve looked at the speech notes I used that day” (p. 307)?
7. How does the detail that the speech “had been prepared at least a week before the assassination” (p. 307) impact the reader’s understanding of the speech and the public’s response?
8. Why is Malcolm X “weary to think of it all now” (p. 308)?
9. What about Malcolm X’s speech could be considered “ominous” (p. 308)?
10. What is the outcome of Malcolm X’s meeting with Elijah Muhammad (p. 308)? What is the reason for this outcome?
11. What does Malcolm X mean by the statement “my ‘silencing’ was even more thorough than I had thought” (p. 309)?
12. What makes Malcolm X “suspicious” about his treatment (p. 309)? Why does Malcolm X think he is being “set up” (p. 309)?
13. What does Malcolm X mean by the statement “I hadn’t hustled in the streets for years for nothing” (p.

309)?

14. How does Malcolm X's choice not to name the "one man" (p. 309) contribute to the power of the section?
15. Who is the "one man" who could have started any "death talk" (p. 309)?
16. *How does the author increase the tension of Malcolm X's situation on pages 308 and 309?

Exit Ticket: because, so

The style and content of the writing contribute to the power of Chapter 16 because _____

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Answer Key:

Reread from

What is the “epidemic” for which Malcolm X prepares (p. 305)? What words and phrases suggest the meaning of the word *epidemic* in this context?

(Student responses should include:

- o The “epidemic” refers to the spread of news about the “fulfillment of prophecy” (p. 306), meaning the numerous affairs that Elijah Muhammad had with his secretaries.
- o Malcolm X mentions that people get “inoculated against exposure” to an epidemic and that they are treated with “the same germs” that cause it and “this prepares them to resist the oncoming virus” (p. 305). The context makes it seem like an *epidemic* is a large outbreak of a sickness or disease.

What does Malcolm X do to “inoculate[]” the temple (p. 305)? What does the word *inoculated* mean in this context?

(Student responses should include:

- o He tells “six other East Coast Muslim officials” (p. 305) about the details of Elijah Muhammad’s actions to ensure they are not “caught by surprise” (p. 305) if they need to teach the “fulfillment of prophecy” (p. 306) and explain Elijah Muhammad’s actions.
- o Malcolm X explains that it is something that is done to help prevent the spread of a disease or sickness. Malcolm X states that it uses “the same germs that are anticipated” (p. 305), so *inoculated* appears to be something done to prevent the sickness.

i Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a word.

*What does Malcolm X’s use of figurative language suggest about his feelings towards Elijah Muhammad’s actions?

(Malcolm X is worried about the fallout of the actions of Elijah Muhammad and the danger that this fallout might pose to the Nation of Islam. Malcolm X frames the danger that fellow Muslims will discover Elijah Muhammad’s infidelities as an “epidemic” against which everyone must be “inoculated” to prevent the spread of “the oncoming virus” (p. 305).

What does Malcolm X mean when he says that Chicago Muslim officials might “make it appear that I was throwing gasoline on the fire instead of water” (p. 306)?

(Malcolm X implies that the Chicago officials might give the appearance that Malcolm X was spreading word about the infidelities in order to “shift their focus off the epidemic” (p. 306) and onto Malcolm X.

How does the figurative language describing Elijah Muhammad’s actions affect the power of this section?

(The metaphor of the “epidemic” engages the reader by setting up a grim scenario for the future in which many people are “infected” by the knowledge of Elijah Muhammad’s actions. The use of the “epidemic” (p. 305) metaphor contributes to the power of the section by making Malcolm X’s situation seem dangerous and frantic as he races to “inoculate[]” (p. 305) those close to him. Relating the spread of Elijah Muhammad’s actions to the spread of a deadly virus helps to engage the reader and connect them to a powerful sense of urgency.

i Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of using context to interpret the meaning and role of figurative language in the text.

Lead a brief whole-class discussion of student responses.

Read pages 307–309 (from “I’ve said that I expected headlines momentarily” to “true color of great men of antiquity”) and answer the following questions before sharing out with the class.

*What is the topic of Malcolm X’s speech on page 307? How might this topic be controversial at this time?

(Malcolm X explains the title was ““God’s Judgment of White America”” and the theme was ““as you sow, so shall you reap”” (p. 307). The subject is the judgment of white America for the “hate” it has caused. Because the president had just been assassinated and was the only topic of news, Malcolm X’s speech topic might suggest that

the president deserved what he got.

i Differentiation Consideration: Consider explaining what is meant by the proverb “as you sow, so shall you reap.” Translate the phrase to “you harvest what you plant.” Ask students to consider what this metaphor could mean in the context of Malcolm X’s speech. If necessary, explain that the proverb means that everything that happens is a result of one’s own actions.

What tone does Malcolm X create with the statement, “Many times since then, I’ve looked at the speech notes I used that day” (p. 307)?

(By implying that he has continued to think for many years about his speech, Malcom’s statement suggests something memorable is about to happen within an already tense national climate, which creates a sense of uncertainty or foreboding.

How does the detail that the speech “had been prepared at least a week before the assassination” (p. 307) impact the reader’s understanding of the speech and the public’s response?

(This detail establishes that the speech was not written in response to the assassination. Malcolm X’s theme that the “hypocritical American white man” (p. 307) was getting what he deserved was not directly related to the president’s death. The fact that Malcolm X clarifies this point suggests that the public might have thought the speech was written in response to the assassination.

Why is Malcolm X “weary to think of it all now” (p. 308)?

(When Malcolm X states that he is “weary to think of it all now,” he is implying that he is tired of thinking about the events that led up to his silencing. The word “weary” also conveys impatience or dissatisfaction, which Malcolm X demonstrates in his claim that the public condemnation of him was unfair. He argues that other people all over the world said “that America’s climate of hate had been responsible for the President’s death” (p. 308). However, Malcolm X’s words had negative consequences for him and the Nation of Islam because “when Malcolm X said the same thing, it was ominous” (p. 308).

What about Malcolm X’s speech could be considered “ominous” (p. 308)?

(Malcolm X was giving a speech about ““God’s Judgment of White America”” (p. 307) right after the assassination of the president. The speech implies that violence is the result of white America’s actions and it coincides with the murder of a man whom the country ““loved”” (p. 308). As Malcolm X and the members of the Nation of Islam were considered by many to be dangerous, an aggressive speech from Malcolm X on the topic of ““God’s Judgment of White America”” would have seemed ominous.

i Differentiation Consideration: If necessary, consider reminding students of their work with the word *ominous* in 12.1.1 Lesson 17.

What is the outcome of Malcolm X’s meeting with Elijah Muhammad (p. 308)? What is the reason for this outcome?

(Malcolm X is silenced for “ninety days” (p. 308) as a result of telling the press he thought President Kennedy’s murder was “a case of ‘the chickens coming home to roost’” (p. 307). Elijah Muhammad explains that the silencing is so that ““Muslims everywhere can be disassociated from the blunder”” of Malcolm X’s statement (p. 308). Elijah Muhammad suggests that Malcolm X is being punished so that the American public will not be upset with the Nation of Islam.

What does Malcolm X mean by the statement “my ‘silencing’ was even more thorough than I had thought” (p. 309)?

(Malcolm X means that his silencing goes beyond just his interactions with the press. He is “forbidden to talk with the press,” but he is also “not even to teach” (p. 309) within his own mosque.

What makes Malcolm X “suspicious” about his treatment (p. 309)? Why does Malcolm X think he is being “set up” (p. 309)?

(Malcolm X is suspicious because of the deliberate misinformation being spread about him. The Nation released a statement that implied that Malcolm X is not submitting to the judgment of Elijah Muhammad, even though he said that he will ““submit, one hundred per cent”” (p. 308). The Nation of Islam states that he will be reinstated ““if he submits”” (p. 309), which the author italicizes to emphasize his suspicions and to show that Malcolm X believes

that he is being set up and painted in a negative light.

i Differentiation Consideration: If necessary to aid student comprehension consider asking students the following questions:

What does Malcolm X mean by the statement “I hadn’t hustled in the streets for years for nothing” (p. 309)?

(Malcolm X is suggesting that something underhanded is happening. Because Malcolm X learned how to con and fool others as a criminal and hustler he is able to see when others are trying to trick him. He knows that he is being set up for something.

i Differentiation Consideration: Students may use their Character Development Tools to record Malcolm X’s development that they identify and discuss.

How does Malcolm X’s choice not to name the “one man” (p. 309) contribute to the power of the section?

(Referring to Elijah Muhammad only as “one man” heightens the power of the section by building a sense of mystery within the text. Right after Malcolm X reveals that his assistant is encouraging Mosque Seven brothers to “kill him yourself” (p. 309), he explains that he “instantly” knows who the “one man” (p. 309) is but withholds his name. The reader must then fill in the blanks and come to the conclusion of Elijah Muhammad’s identity much like Malcolm X did. Involving the reader makes the section more powerful by relating the reader’s reaction to Malcolm X’s.

i Differentiation Consideration: If students struggle to answer this question, pose the following question to support their understanding.

Who is the “one man” who could have started any “death talk” (p. 309)?

(Malcolm X implies that Elijah Muhammad is the “one man” (p. 309). He states that “any official in the Nation of Islam” (p. 309) would have known that only “one man” could have approved “death-talk” about Malcolm X (p. 309). Elijah Muhammad knows that Malcolm X “completely submitted” (p. 309), so he must be the person who is spreading the misinformation.

*How does the author increase the tension of Malcolm X’s situation on pages 308 and 309?

(Student responses may include:

- o The author uses varied syntax to make the section seem tense and exciting. Short sentences like “*Malcolm X Silenced!* It was headlines” (p. 309) help to communicate the tension that Malcolm X is feeling.
- o The author uses phrases like “made me suspicious” and “[b]ut, deliberately” (p. 309) in reference to the actions of the Nation of Islam after Malcolm X’s silencing. This language increases the tension because it is nonspecific and creates mystery and concern for who is trying to hurt or even kill Malcolm X.

Lead a brief whole-class discussion of student responses.

i Differentiation Consideration: Students may use the Style and Content Tool to record stylistic or content choices they identify and discuss.

Exit Ticket: because, so

The style and content of the writing contribute to the power of Chapter 16 because it engages the reader with Malcolm X’s struggle with the Nation of Islam by making it seem dangerous and life threatening.

The style and content of the writing contribute to the power of Chapter 16 so I want to read more to find out what might happen to Malcolm X.

G.S.: Malcolm X builds upon the central ideas of racial identity and systemic oppression.

Racial identity

Systemic oppression

S.S. Malcolm X and the Temple 7 followers are challenged by the police when they're concerned about their injured Brother.

G.S. : Throughout Chapter 14, Malcolm X faces many struggles with authority.