

Full name: _____

12.1.1 Lesson 22

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

Vocabulary
<ul style="list-style-type: none">· contagious (adj.) – capable of being transmitted by bodily contact with an infected person· vaunted (adj.) – praised boastfully or excessively· commiserate (v.) – to feel or express sorrow or sympathy for; empathize with; pity· furor (n.) – a general outburst of enthusiasm, excitement, controversy, or the like· erected (v.) – raised or directed upward· preliminaries (n.) – games that are played before the main part of a competition· tuxedo (n.) – a formal suit for a man divorce (n.) – a complete separation between two things

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. Fill-in your double-entry journal.

For this section, focus on how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3).

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

Read pages 309–313 (from “My head felt like it was bleeding” to “newspaper didn’t consider his fight worth covering”) and answer the following questions before sharing out with the class.

1. What is Malcolm X’s state of mind in Miami?
2. Why can Malcolm X “conceive death” but not “betrayal” (p. 312)?

3. What is the “major blow” (p. 312)? How does this “blow” affect Malcolm X?
4. What point does the author make about Malcolm X’s state of mind at this time in his life?
5. Why is Malcolm X grateful to Cassius Clay for inviting him to Miami “at just this time” (p. 309)?
6. What does Malcolm X think of Cassius Clay?
7. *How does the relationship between Malcolm X and Cassius Clay compare to the relationship between Malcolm X and Elijah Muhammad?
8. *How does the structure of this first section engage the reader in Malcolm X’s situation?

Read pages 313–315 (from “I flew back to Miami feeling that” to “it just didn’t work,’ Patterson told the press”) and answer the following questions before sharing out with the class.

9. How does Malcolm X explain how Cassius Clay beat Liston?
10. What does Malcolm X mean by, “this fight is the *truth*” (p. 313)?
11. *How does Cassius Clay’s fight relate to Malcolm X’s personal struggles in life and with the Nation of Islam?
12. How do Cassius Clay’s tactics in his fight with Liston reflect incidents from Malcolm X’s own life?
13. How do Patterson’s efforts to integrate relate to Cassius Clay’s opinion on integration?
14. What happens to Patterson when he tries to “integrate” (p. 315)?
15. Why does the neighbor “erect[] a fence” (p. 315)? What does *erect* mean in this context?
16. *How does the author use the story of Cassius Clay to engage the reader? How does this section inform the reader about Malcolm X’s life at this time?

Exit Ticket: Which details belong to the T.S. (Topic Sentence) below. Put a line through the details that don’t belong.

T.S. The effective use of reflection in Chapter 16 makes the author’s points clear, convincing, and engaging.

- the trip to Miami for Cassius Clay’s fight as a time away that allow him to “muster the nerve, and the strength, to start facing facts” (p. 313)
- The “major blow” is the realization that Elijah Muhammad was a weak man as he had tried “to cover up what he had done” (p. 312).
- “build an organization that could help cure the black man in North America of the sickness which has kept him under the white man’s heel” (p. 319).
- he sees his time with Cassius Clay as “Allah’s intent for me to help Cassius prove Islam’s superiority” (p. 313).
- Malcolm X states that Patterson, who was a “brainwashed black Christian” (p. 315) wanted to fight Cassius Clay for “the white man” (p. 315),

C.S. Not only do Malcolm X’s reflections throughout this scene demonstrate that this is a turning point in his life, but they

also enable the reader to empathize with Malcolm X by revealing his inner thoughts and struggles.

