

Full name: _____

12.1.1 Lesson

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

- key words and phrases of the text by using them in an original sentence
- the cumulative impact of diction on central ideas by answering text-dependent questions
- to synthesize their understanding by completing a WITsi activity.

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: 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">• feigned (v.) – made believe; pretended• pivotal (adj.) – of vital or critical importance• profound (adj.) – of deep meaning; of great and broadly inclusive significance• menial (adj.) – lowly and sometimes degrading• gawked (v.) – stared stupidly; gaped• treading (v.) – stepping or walking on, about, in, or along• carpentry (n.) – the skill or work of making or fixing wooden objects or wooden parts of buildings• arrangements (n.) – something that is done to prepare or plan for something in the future• masses (n.) – a large number of people

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.

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

Read pages 35–37 (from “The summer of 1940, in Lansing, I caught the Greyhound bus” to “But I found I couldn’t”).

1. How does the description of Malcolm X on page 35 demonstrate his character at the beginning of his journey to Boston?
2. What specific words and phrases does the author use to describe Malcolm X and his actions on page 35?
3. How might Malcolm X look out the window at “white man’s America rolling past” (pp. 35–36)?
4. What, then, does *gawked* mean in this context?
5. Why could Malcolm X not have “feigned indifference” to the society of Boston (p. 36)?
6. Why does Malcolm X state that he “found [he] couldn’t” describe Boston (p. 37)?
7. *In pages 35–37, how does Malcolm X begin to draw distinctions between the African-American and white societies?
8. Lead a brief whole-class discussion of student responses.

Form pairs and read pages 37–40 (from “My restlessness with Mason—and for the first time in my life” to “I’d probably still be a brainwashed black Christian”).

9. *What changes come over Malcolm X when he returns from Boston?
10. *What does Malcolm X identify as the root of this change?
11. What does Malcolm X mean by saying that Mr. Ostrowski’s advice was “in his nature as an American white man” (p. 37)?
12. Why did Mr. Ostrowski’s advice “just [keep] treading around in [Malcolm X’s] mind” (p. 38)? What does *treading* mean in this context?
13. Why does Malcolm X characterize the interaction with Mr. Ostrowski as “the first major turning point of [his] life” (p. 39)?

14. *How does Malcolm X further change after his conversation with Mr. Ostrowski?
15. Why does Malcolm X state that going to live with Ella was the most “pivotal and profound” move in his life (p. 39)?
16. How does Malcolm X characterize what his life would have been like if Mr. Ostrowski had encouraged him to be a lawyer?
17. Why might Malcolm X look negatively on this lifestyle?
18. What does this point of view indicate about how Malcolm X views himself?

Activity 4: Analyzing Character Development

One of the key elements of narrative writing is the development of characters over the course of the text. Character development consists of the information that the author provides about the characters in the text. Character development includes the physical aspects of the character, their actions, their environment, and their words or thoughts.

It can be helpful to think of character development as tied to events that occur in a narrative story or essay; by examining the events of a text and the way in which the character acts and reacts, the reader can learn more about the character. Over the course of this chapter, Malcolm X undergoes a number of changes.

Consider the following questions to show the relationship of Malcolm X’s actions and reactions to events in his life when you are completing the Exit Ticket.

What events happen to Malcolm X over the course of the chapter? *(Examine these events and answer the following question to determine how each event might demonstrate Malcolm X’s character development.)*

What changes occur in Malcolm X’s character over the course of the chapter? *(These events and changes give us an important window into Malcolm X’s character. Consider how to use character development in your own writing to give the reader a larger understanding of who you are.)*

Exit Ticket: Respond briefly in writing to the following prompt:

Quick Write: How does Malcolm X develop over the course of chapter 2?

Use this lesson’s vocabulary wherever possible in your written responses. Establish and maintain a formal style and objective tone while writing. Remember to use the Short Response Rubric and Checklist to guide your written responses.

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>