

Full name: _____

12.4.1 Lesson 5a

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.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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 Quick Outline.

Aim: Why does Malcolm X style and content contribute to the power or beauty of the text in Chapter 4?

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none">· red-letter day (n.) – a memorably important or happy occasion· sauntered (v.) – walked in a casual manner, strolled· inhibited (adj.) – overly restrained· adornments (n.) – things added to make a person or thing more attractive· initiative (n.) – the power or opportunity to do something before others do· harbored (v.) – had (something, such as a thought or feeling) in your mind for a long time· prestige (n.) – the respect and admiration that someone or something gets for being successful or important

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.

Read pages 59–62 (from “Shorty would take me to groovy, frantic scenes” to “After that, I never missed a Roseland lindy-hop as long as I stayed in Boston”).

1. What is the author’s purpose in this excerpt?

2. Why is Malcolm X humiliated that he cannot dance?
3. * How does the author’s use of slang advance his purpose and contribute to the power of this excerpt?
4. How does the style and content of Malcolm X’s description of learning to dance contribute to the power or beauty of the text?
5. How do these descriptions of learning to dance impact the development of Malcolm X’s character?
6. What is Ella’s reaction to Malcolm X quitting his job? How does Ella’s reaction develop her character?
7. *How does Malcolm X’s description of his purchase of his second zoot suit advance his purpose in this excerpt?
8. How does Malcolm X’s mention of his “first barbershop konk” (p. 61) develop his character?
9. *Who is Malcolm X’s “replacement” (p. 61)? How does Malcolm X use imagery to describe their interaction?
10. How does the author vary sentence length and syntax to contribute to the power or beauty of the text in the paragraph beginning “I’d been lindyng previously only in cramped little apartment”?
11. How does the content of this paragraph contribute to the power of the text?

Exit Ticket: Quick Write: Analyze how style and content contribute to the power or beauty of the text in Chapter 4.

Directions: Look at your annotations to find evidence. Use this lesson’s vocabulary wherever possible in your written responses. Remember to use the Short Response Rubric and Checklist to guide your written responses.

Be sure to:

- Include valid inferences or claims from the text.
- Fully and directly responds to the prompt.
- Include evidence of reflection and analysis of the text.
- Include relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.
- Use complete sentences where errors do not impact readability.
