

Grade 8: **Unit 3**

The Autobiography of Malcolm X: Whole Class Book Seminars

Seminar 1: Whole Class Book

What Does Success Look Like?

Scholars understand the overarching trajectory of Malcolm X's life, as told by Attallah Shabazz and M.S. Handler. They begin to analyze Malcolm X's radical views on race in America.

Seminar 1:

The Autobiography of Malcolm X: Foreword and Introduction (pages ix–xxx)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Tell scholars that today, they will dive into *The Autobiography of Malcolm X*. Build excitement for the unit by telling scholars that they will learn about the life and philosophy of Malcolm X, said to be “America’s only Negro who ‘could stop a race riot — or start one’” (page 318).

Read and Discuss 1 — 20 minutes

Read:

- **Read Aloud (10 minutes):** Foreword, pages ix–xxiv

Discuss:

- Scholars discuss the following question in pairs: How does Attallah portray her father in the Foreword? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why is the Malcolm X stamp significant?

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Introduction, pages xxv–xxx

Discuss:

- Scholars discuss the following question in pairs: Which constituencies did Malcolm X appeal to most? Why? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What did M.S. Handler learn about “the Negro mentality” from his conversation with Malcolm X? (page xxvii).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on the Introduction, how did Malcolm X’s philosophy change over the course of his life? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 1–2 (pages 1–40).

Seminar 2: Whole Class Book

What Does Success Look Like?

Scholars analyze the impact of racism and poverty on Malcolm X’s childhood and adolescence. They understand the difficult circumstances endured by Malcolm and his family in Michigan.

Seminar 2:

The Autobiography of Malcolm X: Chapters 1–2 (pages 1–40)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What made Malcolm X’s childhood a “Nightmare”? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 1, pages 1–4

Discuss:

- Scholars discuss the following question in pairs: Why does Malcolm X begin his autobiography with the story about the KKK? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why was Earl Little persecuted for his association with Marcus Garvey’s U.N.I.A.?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: Why does Malcolm X write, “If ever a state social agency destroyed a family, it destroyed ours”? (page 22). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Based on Chapter 1, what lessons did Malcolm X learn early in life?
 - Why was Malcolm’s conversation with his eighth grade teacher a major turning point in his life? (Chapter 2)
- Extension: What does Malcolm X mean when he says, “I...became accepted by them—as a mascot”? (page 27)

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on Chapters 1–2, what impact did racism have on Malcolm X’s early life? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 3–4 (pages 41–72).

Seminar 3: Whole Class Book

What Does Success Look Like?

Scholars analyze the “conk” as a symbol for Negro shame and self-degradation. They understand the transformation Malcolm X undergoes upon moving to Boston.

Seminar 3:

The Autobiography of Malcolm X: Chapters 3–4 (pages 41–72)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Who is Shorty and what did he teach Malcolm X? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 3, pages 56–58 (“My first view in the mirror” to end of Chapter 58)

Discuss:

- Scholars discuss the following question in pairs: Why does Malcolm X call his conk “my first really big step toward self-degradation”? (page 56). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: According to Malcolm X, what does the conk represent?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: What is Malcolm X’s point of view on the “Hill Negroes” in Boston? (page 42). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why does Malcolm X believe that the “Hill Negroes” suffered from self-delusion? (page 43)
 - According to Malcolm X, how were the Negroes in the ghetto different from those on the Hill?
- Extension: Why does Malcolm X share the story about Laura?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How did moving to Boston change Malcolm X? What did he learn there? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 5–6 (pages 73–110).

Seminar 4: Whole Class Book

What Does Success Look Like?

Scholars analyze why Malcolm X felt a strong sense of belonging in Harlem. They understand how Malcolm X characterizes the world of hustling in Harlem as glamorous and exciting.

Seminar 4:

The Autobiography of Malcolm X: Chapters 5–6 (pages 73–110)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What is Malcolm X’s point of view on Harlem in Chapters 5–6? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 5, pages 75–80 (“After a few of the Washington runs...” to “The waiters and cooks had begun to call me ‘Sandwich Red’”)

Discuss:

- Scholars discuss the following question in pairs: What does Malcolm X mean when he writes, “In one night, New York — Harlem — had just about narcotized me”? (page 78). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did the atmosphere at Small’s particularly appeal to Malcolm X?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following questions in pairs: Why did Malcolm X become “a hustler”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - How does Malcolm X characterize his relationship with Sophia?
 - What is Malcolm X’s argument about the attraction between black men and white women (and vice versa)?
 - What is Malcolm X’s argument about “‘upper-class’ Negroes”? (page 109)
- Extension: How did Malcolm X avoid joining the army?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why did Malcolm X believe Harlem was “the world where [he] belonged”? (page 78) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 7–9 (pages 111–144, stop at page break).

Seminar 5: Whole Class Book

What Does Success Look Like?

Scholars analyze the lifestyle of “a true hustler,” as described by Malcolm X (page 111). They understand why Malcolm X considered himself “mentally dead” during his days as a hustler, despite the reputation and money he gained (page 128).

Seminar 5:

The Autobiography of Malcolm X: Chapters 7–9 (pages 111–144)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How is Malcolm X “trapped” in Chapter 8? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 7, pages 111–116

Discuss:

- Scholars discuss the following question in pairs: How does Malcolm X characterize the lifestyle of “a true hustler”? (page 111). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How did Reginald’s scheme “[utilize] the psychology of the ghetto jungle”? (page 115).

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: Based on Chapters 7–9, what did Malcolm X value most at this phase of his life? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - What personal attributes enabled Malcolm X to become a successful hustler?
 - According to Malcolm X, what made Harlem appeal to certain white people?
- Extension: Why does Malcolm X highlight his reliance on drugs at this point in his life?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why did Malcolm X consider himself “mentally dead” during his time as a hustler? (page 128). Justify your argument with at least two concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 9–11 (pages 144–177, stop at page break).

Seminar 6: Whole Class Book

What Does Success Look Like?

Scholars analyze Malcolm X’s transformation from “Satan” to a devout follower of the Nation of Islam. They understand the anti-white tenets of Elijah Muhammad’s religious philosophy.

Seminar 6:

The Autobiography of Malcolm X: Chapters 9–11 (pages 144–177)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What transformation does Malcolm X undergo in prison? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 9, pages 150–153

Discuss:

- Scholars discuss the following question in pairs: What ‘crime’ does Malcolm X say he was really sentenced for? Why? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did Malcolm X tell the story of his “sordid past” in this book? (page 153).

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: What is “the true knowledge of the black man” that Malcolm X learns in prison? (page 165). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why does the teaching of Elijah Muhammad resonate with Malcolm X?
 - On pages 162–163, why does Malcolm X recall all of the white people he has known?
 - Why does Malcolm X turn to reading?
- Extension: Why does Bimbi fascinate Malcolm X?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Elijah Muhammad's teaching defend the statement, “The white man is the devil”? (page 162) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 11–12 (pages 177–214).

Seminar 7: Whole Class Book

What Does Success Look Like?

Scholars explain Malcolm X’s adoration of Elijah Muhammad. They analyze why Malcolm X submitted with such devotion to Elijah Muhammad's philosophy and methods.

Seminar 7:

The Autobiography of Malcolm X: Chapters 11–12 (pages 177–214)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why did Malcolm X consider himself Elijah Muhammad’s “most faithful servant”? (page 214). Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 11, pages 182–189

Discuss:

- Scholars discuss the following question in pairs: Why does Malcolm X claim, “I don’t think anybody ever got more out of going to prison than I did”? (page 183). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did Malcolm X read so voraciously in prison?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: Why did Malcolm X believe Elijah Muhammad so deeply? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - What is the significance of the name change from “Malcolm Little” to “Malcolm X”? (page 203)
 - What are the central beliefs of the Nation of Islam?
- Extension: How did Malcolm X “fish” for new converts? (page 205)

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What is Malcolm X’s point of view on Elijah Muhammad in Chapters 11–12? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 13–14 (pages 215–248, stop at page break).

Seminar 8: Whole Class Book

What Does Success Look Like?

Scholars explain why Malcolm X believed prominent Negro leaders ultimately served the white man's agenda. They analyze how the media impacted the public's perception of the Nation of Islam as a violent, black supremacist movement.

Seminar 8:

The Autobiography of Malcolm X: Chapters 13–14 (pages 215–248)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How does Malcolm X describe his courtship with Betty? Then, build excitement for today's close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 13, pages 221–226

Discuss:

- Scholars discuss the following question in pairs: How did Malcolm X expand Temple Seven? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What was Malcolm X's argument against Christianity?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following questions in pairs: How did "The Hate That Hate Produced" depict the Nation of Islam? How did the public react to this depiction? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- Scholars discuss the following questions as a whole class:
 - Who are the “‘house’ and ‘yard’ Negroes”? (page 243) How does Malcolm X characterize their relationship to the white man?
 - Why does Malcolm X critique the “biggest Negro ‘leaders’”? (page 244)
- Extension: Why does Malcolm X call the 1954 Supreme Court decision on school integration “one of the greatest magical feats ever performed in America”? (page 247)

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why does Malcolm X call the prominent Negro leader an “Uncle Thomas”? (page 248) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 14–15 (pages 248–284, stop at page break).

Seminar 9: Whole Class Book

What Does Success Look Like?

Scholars explain Malcolm X’s claim that integration is detrimental to the true prosperity of African Americans. They analyze his argument for the separation of black and white people in America.

Seminar 9:

The Autobiography of Malcolm X: Chapters 14–15 (pages 248–284)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What is Malcolm X’s point of view on the Montgomery bus boycott? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 14, pages 248–252

Discuss:

- Scholars discuss the following question in pairs: What was Malcolm X’s point of view on integration? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How did Malcolm X defend his philosophy of separation? (page 250)

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: According to Malcolm X, what is “the greatest miracle Christianity has achieved in America”? (page 251). Why is it miraculous? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - In Chapter 14, how does Malcolm X characterize the atmosphere of the Nation of Islam meetings?
 - Why was the white man “barred from attendance” at meetings of the Nation of Islam? (page 253)
- Extension: What does Malcolm X consider Elijah Muhammad’s “greatest greatness”? (page 256) Why?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- According to Malcolm X, why would integration “destroy the black race”? (page 282). Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 15–16 (pages 284–324).

Seminar 10: Whole Class Book

What Does Success Look Like?

Scholars analyze Malcolm X’s argument about the historic March on Washington. They also understand the rift between Elijah Muhammad and Malcolm X.

Seminar 10:

The Autobiography of Malcolm X: Chapters 15–16 (pages 284–324)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following questions: What hypocritical actions did Elijah Muhammad commit? How did Malcolm X react? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 15, pages 284–287

Discuss:

- Scholars discuss the following question in pairs: Why does Malcolm X refer to the March on Washington as a “Farce on Washington”? (page 284). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: According to Malcolm X, what did the march reveal about how America faces its problems?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following questions in pairs: Why does Malcolm X compare the news about Elijah Muhammad to an “epidemic”? (page 305). How does Malcolm X plan to inoculate people against this epidemic? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why is the comment, “the chickens coming home to roost” considered “ominous”? (pages 307–308)
 - What was the impact of Malcolm X’s statement on John F. Kennedy’s assassination?
 - How did Elijah Muhammad turn against Malcolm X?
- Extension: What is the significance of Cassius Clay’s fight against Sonny Liston?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How did Malcolm X react to Elijah Muhammad’s betrayal? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 17–18 (pages 325–354, stop at page break).

Seminar 11: Whole Class Book

What Does Success Look Like?

Scholars analyze how Malcolm X's experience in Mecca broadens his thinking and changes his point of view on color and on the religion of Islam. They understand how Chapters 17–18 present a significant shift in Malcolm X's philosophy of racial separation.

Seminar 11:

The Autobiography of Malcolm X: Chapters 17–18 (pages 325–354)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why was Malcolm X's trip to Mecca significant? Then, build excitement for today's close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 17, pages 339–345 (“There had never before been in my emotions...” to page break on page 345)

Discuss:

- Scholars discuss the following question in pairs: How did Malcolm X's trip to Mecca broaden his thinking about race? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How did Malcolm X “reappraise the ‘white man’”? (page 340).

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: After traveling to Mecca, what is Malcolm X's point of view on color? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - How does Malcolm X characterize the pilgrimage to the Holy City of Mecca?
 - Why does Malcolm X predict that people in America would be “astounded” by his letter? (page 346)
- Extension: Based on Malcolm X's letter in Chapter 17, why is Islam the solution to America's race problem?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How did Malcolm X’s experience in Mecca change his way of thinking? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Chapters 18–19 (pages 354–389).

Seminar 12: Whole Class Book

What Does Success Look Like?

Scholars explain why Malcolm X’s point of view on race evolved from the “white devil” ideology preached by Elijah Muhammad to a more inclusive stance. They analyze why Malcolm X predicts an infamous legacy for himself.

Seminar 12:

The Autobiography of Malcolm X: Chapters 18–19 (pages 354–389)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following questions: How does Malcolm X expect to die? Why? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Chapter 18, pages 367–370

Discuss:

- Scholars discuss the following question in pairs: At the press conference, why does Malcolm X dissuade black people from begging for civil rights? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Malcolm X’s speech at the press conference further develop the message of his letter from Mecca?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following questions in pairs: How have Malcolm X’s beliefs about race changed since he first converted to Islam? How have they stayed the same? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why did Malcolm X stress the “need for unity between Africans and Afro-Americans”? (page 364)
 - According to Malcolm X, why is it detrimental for white people to join black organizations?
 - Based on Chapter 19, what is Malcolm X’s perspective on violence?
- Extension: What kind of legacy does Malcolm X expect to have? What kind of legacy does he hope for?

Exit Ticket — 8 minutes**Write an essay of no more than 200 words:**

- Why does Malcolm X believe he “will be labeled as, at best, an ‘irresponsible’ black man” after his death? (page 389) Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Epilogue (pages 390–426, stop at page break).

Seminar 13: Whole Class Book

What Does Success Look Like?

Scholars analyze the relationship between Malcolm X and Alex Haley. They understand Haley’s process for writing this book and evaluate the degree to which Haley’s voice is present in the final version of Malcolm X’s life story.

Seminar 13:***The Autobiography of Malcolm X: Epilogue (pages 390–426)*****Do Now — 10 minutes**

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What did Malcolm X initially think about Alex Haley? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Epilogue, pages 393–401

Discuss:

- Scholars discuss the following question in pairs: Why did Malcolm X decide to share his autobiography with the world? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Alex Haley characterize his process for writing this book?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: How did Alex Haley get Malcolm X to open up? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why did Malcolm X decide not to reedit the descriptions of his Black Muslim days following his split with Elijah Muhammad?
 - Why did Alex Haley urge Malcolm X not to reedit this section?
- Extension: How does the Epilogue shed new light on Malcolm X’s personality?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on the Epilogue, do you consider this book to be a biography or an autobiography? Why? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The Autobiography of Malcolm X*, Epilogue and “On Malcolm X” (pages 426–466).

Seminar 14: Whole Class Book

What Does Success Look Like?

Scholars analyze the public’s reaction to Malcolm X’s assassination. They understand the impact and legacy of Malcolm X’s life, as described by Alex Haley and Ossie Davis.

Seminar 14:

The Autobiography of Malcolm X: Epilogue and “On Malcolm X” (pages 426–466)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How does Alex Haley describe the assassination of Malcolm X? Then, build excitement for today’s close reading and discussion.

Close Read — 15 minutes

Read:

- **Read Aloud (10 minutes):** Epilogue, pages 450–454

Discuss:

- Scholars discuss the following question in pairs: How did various constituencies react to Malcolm X’s assassination? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How did the white media portray the atmosphere in Harlem following the assassination? To what degree was their portrayal accurate?

Discuss — 15 minutes

Discuss:

- Scholars discuss the following question in pairs: Who did Malcolm X expect to be responsible for his death? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - How did Elijah Muhammad and followers of his Nation of Islam respond to the assassination of Malcolm X?
- Extension: What message about Malcolm X did Ossie Davis convey in his speech at the funeral?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What does Ossie Davis mean when he writes, “Malcolm X, even when he was wrong, was always that rarest thing in the world among us Negroes: a true man”? (page 466) Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You've reached the end of Literature Unit 3: *The Autobiography of Malcolm X!*

As a result of teaching this unit, you as the teacher have:

- Helped your scholars fall in love with this fascinating nonfiction text.
- Built your scholars' ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Notice interesting language and structures used by an author and explain how these choices support the big idea.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had learning about Malcolm X.

Reflect on your successes and stretches, as well as those of your scholars. Have your scholars grown as readers over the last month? Do you have any readers who are not reading at Level Z? If so, create a plan to target those scholars during the independent reading portions of each lesson. Additionally, you must enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck below Level Z. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!