**Host Teacher:** James Mott **Student Teacher:** Emily Heyden **Unit**: Malcolm X and Martin Luther King Jr. **Lesson Number**:2 **Topic**: Malcolm X and his views **Date**: 2/6/13 **Grade level**: 11R **Room Number**:218 **Period**: 2

**Context**

Students have read Martin Luther King’s essay “Stride Toward Freedom” as well as having read some biographical information on Dr. King.

**Objectives**

*Long- term Learning Objectives*:

Students will be able to define the vocabulary terms that are used in context of the two works.

Students will be able to describe the similarities and differences between the philosophies of Martin Luther King Jr. and Malcolm X.

Students will be able to correctly respond to several multiple choice questions that gauge reading comprehension of the two texts

Students will be able to answer three short answer questions asking them to define the similarities and differences in the two works.

*Short-term Learning Objectives*:

Students will be able to define comparing and contrasting ideas in the two works.

Students will be able to define the selected vocabulary within the text.

Students will be able to respond to several questions pertaining to the philosophies of both Malcolm X and Martin Luther King Jr

**Rationale**

1. Administrators- Students will need to learn reading comprehension for various areas of study as well as perform on tests.
2. Students- Taking a closer look at the history of American History, students can begin to develop a greater understanding of why society is the way it is today.

**Background Knowledge and Skills**

Students have read the Dr. King piece and they are able to pull out the three part plan King outlines.

**Standards**

NYS ELA Common Core Reading Standard 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

NYS ELA Common Core Reading Standard 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

NYS ELA Common Core Reading Standard 6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Summary**

Students will begin the class by reviewing the three points that Dr. King outlines in this work. We will then read the biographical information about Malcolm X before reading his interview transcript called “Necessary to Protect Ourselves”. Once the reading is done, students will begin a graphic organizer that outlines the similarities and differences of both men, in their biographical information as well as civil rights philosophies.

**Procedure**

**Anticipatory set**

When students enter the classroom they will be asked to watch three clips that show both Martin Luther King and Malcolm X giving speeches in front of crowds as well as both men in interviews filmed for television. Before we read the second passage, they will point out what they saw that they already knew about Dr. King and how Malcolm X was similar in the clips we watched.

**Instruction**

We will then read the biographical information about Malcolm X.

**Guided Practice**

We will then begin working on the transcribed interview. I will read the historical context and then they will begin reading out loud the interview

**Independent Practice**

Students will then be asked to create a graphic organizer that charts the similarities and differences of both men- their personal lives as well as their public actions

**Closure**

Students will then be asked to report out what they have created. They will be responsible for having a complete chart for the writing assignment tomorrow.

**Materials and Resources needed**

Text book, Smart Board, notebooks

**Assessment of Student Learning**

Students will be assessed by the information that they put into the charts.