

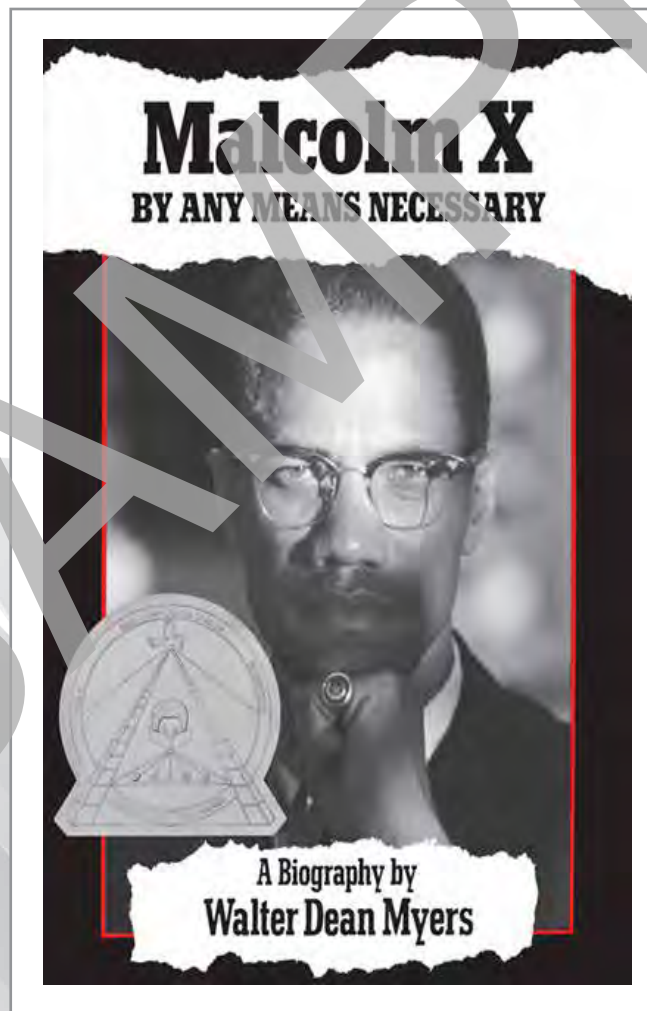


STUDENT PACKET

GRADES 9-12

Malcolm X: By Any Means Necessary

Walter Dean Myers



READ, WRITE, THINK, DISCUSS AND CONNECT

Malcolm X: By Any Means Necessary

Walter Dean Myers

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-776-2

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Name _____

precinct (1)	martial arts (5)	racism (8)	valor (8)
exploited (11)	philosophy (12)	clemency (16)	Caucasian (18)
invincible (24)	plantations (29)	self-determination (32)	reform school (33)
fugitive (39)	caliber (40)	elites (45)	caustic (46)
affluent (51)	rackets (51)		

Directions: Match each vocabulary word with the word or phrase closest in meaning.

- | | |
|----------------------------|-------------------------|
| ___ 1. precinct | a. autonomy |
| ___ 2. martial arts | b. quality |
| ___ 3. racism | c. unbeatable |
| ___ 4. valor | d. district |
| ___ 5. exploited | e. agricultural estates |
| ___ 6. philosophy | f. fraudulent schemes |
| ___ 7. clemency | g. white race |
| ___ 8. Caucasian | h. leaders |
| ___ 9. invincible | i. acts of self-defense |
| ___ 10. plantations | j. penal institution |
| ___ 11. self-determination | k. leniency |
| ___ 12. reform school | l. corrosive |
| ___ 13. fugitive | m. rich |
| ___ 14. caliber | n. oppressed |
| ___ 15. elites | o. escapee |
| ___ 16. caustic | p. bravery |
| ___ 17. affluent | q. prejudice |
| ___ 18. rackets | r. viewpoint |

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

Introduction–Chapter 1, pp. 1–22

1. Whom do the police bring to the police station? What is his physical condition? What does this indicate?
2. Describe the Black Muslims and explain why they came to the police station.
3. What did Malcolm X demand of the police officers? What effect did he and the Black Muslims have on Harlem?
4. Identify Malcolm Little's father and mother. When was he born?
5. Give at least three examples of racism in America following World War I. Why had African Americans expected better treatment?
6. Who was Marcus Garvey? What did he believe to be the answer for African Americans? What effect did he have on Earl Little?
7. What happened to the Littles' home in Lansing, Michigan?
8. What did the 13th Amendment to the United States Constitution do for enslaved Africans?
9. What caused Earl Little's death? What did his wife believe about his death?

Chapter 2, pp. 23–41

1. How did Malcolm react to his father's death?
2. What did the Little family do to survive? What effect did this and her grief have on Mrs. Little?
3. What did Malcolm do that made things worse for his mother?
4. How did whites attempt to force blacks to remain second-class citizens?
5. What traumatic experiences had Malcolm witnessed by the time he was 13?
6. Explain what Malcolm experienced in a predominantly white school.
7. How did the teacher respond when Malcolm said he wanted to become a lawyer? How did this affect Malcolm?
8. Who was Ella? What did she ask Malcolm to do?
9. Who was Shorty? How did he influence Malcolm?

Name _____

Character Chart

Directions: In the boxes across from each of the feelings, describe an incident or time in the book when Malcolm, at different stages of his life, experienced that feeling. You may use “not applicable” if you cannot find an example.

	Malcolm the Child	Malcolm the Teenager	Malcolm X	El Hajj Malik el Shabazz
Frustration				
Anger				
Fear				
Humiliation				
Relief				
Triumph				

Name _____

Malcolm X: By Any Means Necessary
Activity #11 • Comprehension
Use During and After Reading

Where?	Did what?	When?
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
The struggle to achieve equal rights for African Americans		
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
Who?	How?	Why?

SAMPLE