

The following is from pages 60-61 of Trevor Noah's book *Born a Crime*. Read the text and analyze how Noah crafts his argument about the importance of education. Support your analysis of his rhetoric with specific references to the text. Use the marginal questions to guide your analysis, but also make note of choices you identify on your own (rhetorical devices are highlighted in **bold**).

Before apartheid, any black South African who received a formal education was likely taught by European missionaries, foreign enthusiasts eager to Christianize and Westernize the natives. In the mission schools, black people learned English, European literature, medicine, the law. It's no coincidence that nearly every major black leader of the anti-apartheid movement, from Nelson Mandela to Steve Biko, was educated by the missionaries—a knowledgeable man is a free man, or at least a man who longs for freedom.	Who are Nelson Mandela and Steve Biko? What is the purpose of including these allusions?
The only way to make apartheid work, therefore, was to cripple the black mind. Under apartheid, the government built what became known as Bantu schools. Bantu schools taught no science, no history, no civics. They taught metrics and agriculture: how to count potatoes, how to pave roads, chop wood, till the soil. "It does not serve the Bantu to learn history and science because he is primitive," the government said. "This will only mislead him, showing him pastures in which he is not allowed to graze." To their credit, they were simply being honest. Why educate a slave? Why teach someone Latin when his only purpose is to dig holes in the ground?	Underline Noah's use of parallelism. What effect does the use of parallel structure in the two sentences in a row have on what he is discussing?
Mission schools were told to conform to the new curriculum or shut down. Most of them shut down, and black children were forced into crowded classrooms in dilapidated schools, often with teachers who were barely literate themselves. Our parents and grandparents were taught with little singsong lessons, the way you'd teach a preschooler shapes and colors. My grandfather used to sing the songs and laugh about how silly they were. <i>Two times two is four. Three times two is six. La la la la la</i>. We're talking about fully grown teenagers being taught this way, for generations.	How would you characterize Noah's diction in paragraph 3? What tone does his diction create?
What happened with education in South Africa, with the mission schools and the Bantu schools, offers a neat comparison of the two groups of whites who oppressed us, the British and the Afrikaners. The difference between British racism and Afrikaner racism was that at least the British gave the natives something to aspire to. If they could learn to speak correct English and dress in proper clothes, if	Explain the use of juxtaposition in describing the British and the Afrikaners.

they could Anglicize and civilize themselves, one day they might be welcome in society. The Afrikaners never gave us that option. British racism said, "If the monkey can walk like a man and talk like a man, then perhaps he is a man." Afrikaner racism said, "Why give a book to a monkey?"	What tone best describes the passage as a whole (circle one or identify your own): critical, reminiscent, admiring, detached, other: What choices create this tone? Highlight or circle them in yellow.
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Follow-up Questions:

1. Noah uses a mix of anecdotal detail and big picture concepts. What are some examples of each? What is the effect of this contrast?
2. Based solely on this excerpt, what is Noah's argument about education?
3. Do you agree with his position? What experiences or examples do you have to support this position?