



Lesson Guidance 9	
Grade	11
Unit	3
Selected Text(s)	<i>Born a Crime</i> Chapter 5 pages 61-74 ☰ Ch. 5 The Second Girl Notes
Duration	Approx. 1-2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will read chapter 5 to understand the different types of school in South Africa during apartheid. Students will analyze and explain how the author's mother engaged in acts of resistance using textual evidence.

CCSS Alignment

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.11-12.2

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.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

End of lesson task

Formative assessment

It is important to consider that there are many ways that people resist racist policy. In Chapter 5, Trevor Noah argues that his mother resisted racist policy by choosing to educate Noah in a manner that allowed him to garner the tools to circumvent living in a racial hierarchy set by apartheid policy. To explore this, annotate Ch. 5 by filling out ☰ Ch. 5 The Second Girl Notes with examples of how Noah's mother resisted. On the chart students should write down: What is the example of resistance in the text? What page number is it



	on? Why is this an example of resistance?
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge <ul style="list-style-type: none">• The system of apartheid in South Africa• The events of chapters 1-4 of <i>Born a Crime</i> Key terms (<i>domain specific terms to analyze the text</i>) <ul style="list-style-type: none">• N/A Vocabulary Words (<i>words found in the text</i>) <ul style="list-style-type: none">• Bantu Education Act: created a separate inferior education system for black students. The purpose of this act was to make sure that black South Africans would only ever be able to work as unskilled and semi-skilled laborers, even if they were intelligent enough to become skilled.• Missionaries: a person sent on a religious mission, especially one sent to promote Christianity in a foreign country• ostensible: stated or appearing to be true, but not necessarily so• subsistence farming: form of farming in which nearly all of the crops or livestock raised are used to maintain the farmer and the farmer's family, leaving little, if any, surplus for sale or trade• furtive: attempting to avoid notice or attention, typically because of guilt or a belief that discovery would lead to trouble; secretive• internalized: to accept or absorb an idea, opinion, belief, etc. so that it becomes part of your character• remnant: a small remaining quantity of something

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Trevor's mother says: "*Learn from your past and be better because of your past ... but don't cry about your past. Life is full of pain. Let the pain sharpen you, but don't hold on to it. Don't be bitter.*" What do you think of this advice?

[ELD Preparing the Learner, Interacting with Texts, Extending Understanding](#)

Content Knowledge:

Explain that in Chapter 5 of *Born a Crime*, Trevor Noah compares and contrasts two types of schools in South Africa: missionary schools and Bantu schools. These schools derived from educational policies set up by British missionaries and the Afrikaner-led apartheid government of South Africa and were created in response to the Bantu Education Act. The **Bantu Education Act** created a separate inferior education system for Black students. The purpose of this act was to make sure that Black South Africans would only ever be able to work as unskilled and semi-skilled laborers but not skilled laborers.

Shared Reading:



Read Chapter 5 pages 61-74 as a whole group, in small groups or independently. Pause to track understanding and teach the definition of the vocabulary words **as they appear in the text**.

[ELD Preparing the Learner, Interacting with Texts, Extending Understanding](#)

Independent Reading & Analysis:

Have students look back at pages 61-62 of *Born a Crime*. Using a Venn Diagram, ask students to compare and contrast missionary and Bantu schools using evidence from these pages. Students may wish to examine the following:

- What was the purpose of missionary schools and Bantu schools?
- What specifically was taught in missionary schools and Bantu schools?
- What impact did both types of schools have on the experiences of Black children?

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Formative Assessment:

It is important to consider that there are many ways that people resist racist policy. In Chapter 5, Trevor Noah argues that his mother resisted racist policy by choosing to educate Noah in a manner that allowed him to garner the tools to circumvent living in a racial hierarchy set by apartheid policy. To explore this, annotate Chapter 5 by filling out **Ch. 5 The Second Girl Notes** with examples of how Noah's mother resisted. On the chart students should write down: What is the example of resistance in the text? What page number is it on? Why is this an example of resistance?


- **Examples could include:**
 - "learn from your past and be better because of your past" (p. 66)
 - actions that his mother took (e.g. running away to Soweto) (p. 66)
 - choosing to call her son Trevor, a name with no meaning, because she wanted him "beholden to no fate" (p. 67)
 - teaching him English, giving him books (p. 67-8)
 - speaking to him like an adult (p. 68)
 - moving to a new neighborhood in a colored area (p. 69)
 - buying a car and traveling to "places black people never went" (p. 73)
 - quotes from the text regarding Noah's reflections on his mother's goals in how she raised him:
 - "If my mother had one goal it was to free my mind"; "my mom did what school didn't. She taught me how to think" (p. 68)

Optional Extension Activity:

1. Write a paragraph explaining how the Bantu Education Act prevented Black children from reaching their potential. How did Bantu schools subdue African aspirations and keep them subjugated? How can oppression limit an oppressed individual's ability to dream? Provide examples and explain your reasoning.
2. **Creative Writing:**
 - **Procedure:** Based on what you've learned thus far from studying apartheid in South Africa,




write a short story or narrative poem about life in that country. ¹

- Distribute  **Creating a Story** handout. As you go over the suggested story/poem possibilities, emphasize that these are merely suggestions. Students can be encouraged to invent their own topics to write about.
- Encourage students to write a one-page short story with a clear beginning, middle and end using narrative techniques or to write a narrative poem
 - **Note: Students will have an additional opportunity in a future lesson to work on creative writing, and our culminating assignment for this unit will be informational writing with a research focus. For this reason, it would not be advised to go too in-depth into the editing and revision process for students' writing but rather to allow students to write and express creatively, synthesize information they have learned thus far about South African apartheid and continue their narrative writing skills from Unit 1. Students can write a poem, rap or a song in place of the short story as well.**

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence N/A

Additional Supports

ELD Practices  ELD ELA Tasks an...	ELD Preparing the Learner. Interacting with Texts. Extending Understanding
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

¹ Extension activity developed by Zinn Education <https://www.zinnedproject.org/materials/strangers-in-their-own-country>