

Lesson Guidance 21	
Grade	11
Unit	3
Selected Text(s)	<i>Born a Crime</i> research <ul style="list-style-type: none"> • Facts on South Africa During Apartheid • The Country with the World's Worst Income Inequality Is... • Facts on South Africa During Apartheid Wo...
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 become familiar with facts which present an overview of South African reality. Students will make interpretations based on these facts.

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.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.9

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

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



End of lesson task
Formative assessment

The article argues that the “legacy of the apartheid regime still casts a long shadow over the opportunities available for millions of South Africans.” Students will review the laws of apartheid and write a paragraph addressing the extent they agree with this statement. Students may want to go over the laws of apartheid by using the summaries of each detailed on this [website](#) as evidence.

Knowledge Check
What do students need to know in order to access the text?

Background knowledge

- The system of apartheid in South Africa
- The events of chapters 1-7 of *Born a Crime*
- Racial categories during South African apartheid

Key terms (*domain specific terms to analyze the text*)

- N/A

Vocabulary Words (*words found in the text*)

- **apartheid:** a policy or system of institutionalized segregation or discrimination on grounds of race
- **industrialized:** used to describe a country, economy, area, etc. that has many businesses and factories involved in producing goods
- **per capita spending:** amount spent by each person (e.g. within the population of country)
- **infant mortality rate:** number of infants deaths for every 1000 births
- **income inequality:** gap between what lowest paid workers earn each day in comparison to salaries of highest paid workers (npr.org)
- **wealth inequality:** range of a person's assets (npr.org)
- **extreme poverty:** people earning less than \$1.90 a day (npr.org)
- **opportunity inequality:** how some people within a society have more access to opportunities that may increase their income or wealth than others

Core Instruction

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

This lesson is adapted from [The Zinn Education Project](#).


Opening Activity:

Explain to students that apartheid ended in South Africa in 1994.

1. Distribute student handout: **Facts on South Africa During Apartheid** (*from Zinn Education Project*). Explain that the goal of the handout is to show the level of inequality between different racial groups living in South Africa under apartheid. The handout includes statistics regarding unemployment levels, per capita spending on education, and infant mortality rates for white, black, colored and Asian peoples living under apartheid in 1985. Go over the handout, clarifying data students might have questions about.
2. Have students write a claim regarding the level of inequality experienced by different groups of South




Africans under apartheid. Students should write their answers on this

 Facts on South Africa During Apartheid Worksheet . Ask students to find three pieces of evidence that support their claim using the data on the handout.

Content Knowledge:

1. Explain to students that apartheid officially ended in South Africa in 1994. While the majority of events depicted in *Born a Crime* occur in the years immediately after this, it is clear that the issues of inequality created by apartheid persisted. For example, in Chapter 11, Noah talks about going to a Model C school, a type of government school similar to a charter school. He is able to attend school with students of all races, which was prohibited under apartheid. However, he writes of how wealthier white kids and a few wealthy black, colored and Indian people attended expensive private schools that enabled them to attend university, and that most black people still attended subpar government schools left over from the Bantu system. He also writes of how students continued to segregate themselves within the school by race. As he writes:
 - a. “To the extent that the groupings were racial, it was because of the ways race overlapped with class and geography out in the real world (p. 138)”
2. Ask students to consider that it has been almost thirty years since apartheid ended and almost twenty years since the events Trevor Noah describes growing up in post-apartheid South Africa occurred. Ask students to analyze to what extent conditions of inequality have changed in South Africa since the time of apartheid? Since the time period of the events Trevor Noah recounts in *Born a Crime*? To what extent is Noah’s quote still relevant today?

Shared Reading:

1. Distribute the article: [“The Country with the World’s Worst Income Inequality Is”](#). Ask students to read the article, defining terms as they read.
2. Using the  Facts on South Africa During Apartheid Worksheet , ask students to write a claim regarding the level of inequality in current day South Africa. To support their claim, write three pieces of evidence (facts) taken from the information on the handout.
3. Students may notice that the top six countries on the list are all African. The instructor may want to draw upon student’s prior knowledge of World History to consider how issues such as slavery and colonialism may have impacted this.

Define and review vocabulary words as needed **as they appear in the text**.

Formative Assessment:

The article argues that the “legacy of the apartheid regime still casts a long shadow over the opportunities available for millions of South Africans.” Ask students to review the laws of apartheid and write a paragraph addressing the extent they agree with this statement. Students may want to go over the laws of apartheid by using the summaries of each detailed on this [website](#) as evidence.

Full World Bank Report used in the above article: [Overcoming Poverty and Inequality in South Africa : An Assessment of Drivers, Constraints and Opportunities \(English\)](#)

Optional Extension Activity:

Students may want to research ways that people in South Africa continued to work toward an equitable society in post-apartheid South Africa:

Changing South Africa's Abysmal Legacy in Black Education

- This video explores an initiative that attempts to address Black educational inequality through entrepreneurship. [Changing South Africa's 'abysmal legacy' in black education | PBS NewsHour](#)

Meet the Young Activists Shaking Up Society

- This short video examines how young South Africans are addressing issues such as educational inequality via the political process. One section of the video briefly addresses what young activists are doing to improve conditions in Alex, the township where Noah spent a lot of his adolescent years. <https://www.bbc.com/news/av/stories-48071333>

Stories of South African Women Doing Extraordinary Things

- This article profiles two LGBTQ+ women-identified activists: [Stories of South Africa's Powerful Women Doing Extraordinary Things | Human Rights Watch](#)


Transitional Justice in South Africa

- This article details the Truth and Reconciliation Commission, which was created by the government of South Africa to help the country heal from the wounds of apartheid by documenting the stories of those who suffered under its rule. [Transitional Justice in South Africa | Facing History and Ourselves](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Purposes of Writing II. Informational Writing

Additional Supports

ELD Practices <div>  ELD ELA Tasks an... </div>	Practices to promote Tier 1 access
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

References:

- Lesson adapted from Zinn Education Project at <https://www.zinnedproject.org/materials/strangers-in-their-own-country>