

| Lesson Guidance 1 | |
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| Grade | 11 |
| Unit | 3 |
| Selected Text(s) | Introduction to Born a Crime |
| Duration | Approx 1 day |

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

| Learning Goal(s) <i>What should students understand about today's selected text?</i> | |
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| Students will see the similarities and differences between South Africa's apartheid system and the United States' systems of racism and racial segregation. | |
| CCSS Alignment | <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| End of lesson task <i>Formative assessment</i> | What similarities and/or differences do you notice between South African apartheid and the United States' systems of racism and racial segregation? |
| Knowledge Check <i>What do students need to know in order to access the text?</i> | <p>Background Knowledge:</p> <ul style="list-style-type: none"> • South African History • The Khoisan • Bantu Speaking People • European Colonization • Apartheid <p>Key terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> • N/A <p>Vocabulary Words (<i>words found in the text</i>)</p> <ul style="list-style-type: none"> • N/A |

| Core Instruction <i>Text-centered questions and ways students will engage with the text</i> |
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Opening Activity:

“Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.” - Chimamanda Ngozi Adichie, “The Danger of a Single Story”
Adichie offers one explanation of the power of stories. *Why do you think storytelling matters? What power do stories have?*

Content Knowledge:

Throughout *Born a Crime*, we will have discussions using the following essential questions: *How do we uphold unjust systems? How do we resist unjust systems? How can we effectively tell stories that engage our audiences? How does our race, culture, and upbringing shape who we are and who we become?*

In order to provide students with the necessary context to access *Born a Crime*, introduce the essential questions and Trevor Noah. Also, provide historical context on South African civilizations, colonialism, and apartheid.

Introduction to the Unit:

Introduction to [Born a Crime](#)

Formative Assessment:

What similarities and/or differences do you notice between South African apartheid and the United States' systems of racism and racial segregation?


Fluency, Comprehension and Writing Supports

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

Additional Supports

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