Lesson Guidance 22	
Grade	11
Unit	3
Selected Text(s)	*Born a Crime* Chapter 13 pages 151-159 & Chapter 14 pages 161-179
Duration	Approx 1 day

Plan with guidance from the **ELA Instructional Expectations Guide**

Learning Goal(s)
What should students understand about today's selected text?

Students will be able to write a scene using thoughtshots and dialogue. Students will be able to analyze *Born a Crime* in order to determine the author's purpose. Students will be able to analyze *Born a Crime* in order to reflect on South Africa's decision to institute 11 official languages.

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.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty 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.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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.

	CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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*	Reread page 161. In this passage Trevor talks about South Africa's eleven official languages and how having so many official languages can have both its benefits as well as its drawbacks. In a constructed response format, answer the following questions: ● What do you think are some of the positive impacts of having so many official languages? ● What do you think are the drawbacks of having so many official languages? ● When instituting a democracy, do you think it was a good thing that South Africa decided to have so many official languages? Why or why not?
Knowledge Check *What do students need to know in order to access the text?*	**Background knowledge:** ● The events of chapters 13 & 14 of *Born a Crime* **Key terms** *(domain specific terms to analyze the text)* ● **memoir:** any narrative non-fiction written from the perspective of the author about an important part of their life. ● **thoughtshots:** written description that captures what the author or a character is thinking or feeling. ● **dialogue:** conversation between two or more people. **Vocabulary Words** *(words found in the text)* ● N/A

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

Opening Activity:

Towards the end of Chapter 13, Trevor gets called to the principal's office to discuss Teddy's shoplifting. He walks in and is greeted by his principal, Teddy's homeroom teacher, and two police officers. They ask him many questions in order to try to figure out who the other child was who was shoplifting with Teddy. In his conversation he appears shocked and oblivious. We know through his thoughtshots that he is actually feeling invisible and angry that they are unable to see that it is clearly him in the video due to their own racial prejudice. Without being privy to Trevor's thoughts in this scene, we would not gain the same insight into some of the damaging effects of racism that he points out in this scene. The juxtaposition of Trevor's internal thoughts with the dialogue in this scene shows how powerful it is when we blend these tools.

- Brainstorm a list of moments in your life where your thoughts did not match what you were saying out loud.
- Pick one.
- Write this scene using thoughtshots and dialogue.

Have students share their stories with a partner or in small groups.

Content Knowledge:

In the beginning of this lesson, students will continue to hone their understanding of narrative techniques. They will then move into discussing the reading. In chapter 13, Trevor shares the story of a time he and his friend Teddy shoplifted and were chased by a mall cop. Trevor gets away and Teddy is caught. Trevor is called to the principal's office to identify the second party in the mall's security camera. Even though the video clearly captures Trevor, no one else recognizes him because his skin color was washed out in the footage. Thus, Trevor deals with feeling invisible and reflects on race as a social construct.   In chapter 14, Trevor takes a girl, Babiki, to the matric dance and realizes they do not speak the same language. Students will reflect on race as a social construct and determine what lessons they think Trevor took away from his experience with Babiki.

Text-Based Discussion:

Students will analyze and reflect on what they learned from reading chapters 13 & 14. Feel free to vary student groups by size (partners/small groups/whole group) and change the people students work with to increase the amount of perspectives they get to hear throughout the period.

Student Discourse:

1) At the end of Chapter 13 after it becomes apparent that despite all logic no one suspects him of being Teddy's counterpart in theft, he grows more and more upset. He says:

   At a certain point, I felt so invisible I almost wanted to take credit. I wanted to jump up and point at the TV and say, "Are you people blind?! That's me! Can you not see that that's me?!" But of course I didn't. And I couldn't. These people had been so f***ed by their own construct of race that they could not see that the white person they were looking for was sitting in front of them. (159)

   a) Why do you think Trevor is feeling so upset?
   b) How does this moment make Trevor feel invisible?
   c) What consequences might this feeling of invisibility (like Trevor is experiencing) have on someone long term?

2) In Chapter 14, we witness Trevor date a girl, Babiki, whom he spends time with leading up to the matric dance. When they arrive at the dance, she refuses to go in with him. He realizes that she doesn't speak English. The only language she speaks is Pedi, a language he and his friends do not know. Thus they never go into the dance.
   a) Why do you think Babiki chose to go with Trevor to the dance even though he had never spoken to her in English? Why do you think she refuses to go in when they arrive?
   b) If you were Babiki would you have agreed to go to the dance with Trevor? Why or why not?
   c) What are some lessons Trevor may have learned from this experience?

Student Designed Questions:

The following questions were designed by a 10th grade student in the School District of Philadelphia. Feel free to add them to your discussion or to have students create their own discussion questions on this chapter to discuss with a partner or small group.

1. Throughout the entirety of chapter 14, Trevor constantly refers to Babiki as beautiful, as if that is all there is to her. Is it okay to just like people for their looks? Is it harmful? If so, how? Where do we see this today?
2. In our general society, would you say "beautiful" people are given different treatment? If yes, does this treatment always benefit them? Why or why not?

Interacting with the Text: ELD Tasks + Scaffolds

Formative Assessment:

Reread page 161. In this passage Trevor talks about South Africa's eleven official languages and how having so many official languages can have both its benefits as well as its drawbacks. In a constructed response format, answer the following questions:
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- What do you think are the drawbacks of having so many official languages?
- When instituting a democracy, do you think it was a good thing that South Africa decided to have so many official languages? Why or why not?

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence "The teachers, the pupils, the principal, everyone at school knew: Teddy and Trevor, thick as thieves." (p.153)
Writing	Pattan Writing Scope and Sequence Purposes of Writing III. Opinion/Argumentative Writing

Additional Supports	
ELD Practices 📄 **ELD ELA Tasks an…**	**Preparing the Learner, Interacting with Text, 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