


Lesson Guidance 4	
Grade	11th
Unit	3
Selected Text(s)	<i>Born a Crime</i> Chapter 2 pages 19-31  Character Analysis Chart
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 evaluate the effectiveness of the structure of the text and of Trevor Noah's point of view.
 Students will complete a character analysis chart for Trevor Noah's mom.

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.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.11-12.9

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*

Fill out the  Character Analysis Chart for Trevor Noah's mom. **Note:** In a subsequent lesson, we will fill out the character analysis chart for Trevor Noah. So far throughout *Born a Crime*, what are some ways we see Patricia resisting unjust systems? How effective are her acts of resistance? What makes you think so?

Knowledge Check *What do students need to*

Background knowledge

- The system of apartheid in South Africa



know in order to access the text?

- The Prohibition of Mixed Marriage Act (1949)
- The Immorality Act (1950)
- The events of chapter 1 of *Born a Crime*

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

- **character analysis:** a way to use clues from the story to learn more about the characters

Vocabulary Words (*words found in the text*)

- **Apartheid:** a policy or system of institutionalized segregation or discrimination on grounds of race
- **Afrikaner:** a South African of European descent whose native language is Afrikaans
- **Homeland/Bantustan:** a territory that the National Party administration of South Africa set aside for black inhabitants of South Africa and South West Africa, as part of its policy of apartheid
- **quell:** put an end to (a rebellion or other disorder), typically by the use of force
- **ramification:** a consequence of an action or event, especially when complex or unwelcome
- **integration:** the intermixing of a racial, religious, or ethnic group
- **Institutionalize:** process of developing or transforming rules and procedures that influence a set of human interactions
- **compendium:** a collection of things, especially one systematically gathered
- **pass laws:** required black South Africans over the age of 16 to carry a pass book, known as a dompas, everywhere and at all times
- **expatriate (ex-pat):** a person who lives and works outside their native country

Core Instruction

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

Opening Activity:

Explain that under the laws of apartheid mixed relationships and marriages would potentially be against the law. The Prohibition of Mixed Marriage Act (1949) prohibited marriage between whites and people of other races. The Immorality Act (1950) outlawed sex between whites and people of other races.

What do you think led the government to creating laws against mixed relationships and mixed marriages? How were these laws essential in upholding the system of apartheid?

Content Knowledge:

The title of Trevor Noah's book and of Chapter Two is called "Born a Crime" because Noah's existence as the child of a Black mother and white father violated the laws of apartheid. Have students consider what it might be like/feel like to be "born a crime". If necessary, review with students the historical concepts from the previous lesson.

Preteach the definition of the vocabulary words as needed using [an explicit vocabulary routine](#).

Preparing the Learner: ELD Tasks + Scaffolds

Shared Reading:

Read Chapter 2 pages 19-31 aloud to the students. Pause to track understanding and teach the definition of the vocabulary words **as they appear in the text**. Teachers will model appropriate reading behaviors and strategies by asking questions along the way.


Independent Reading and Analysis:

Ask students to return to the text and answer the following questions:

1. Trevor Noah spends pages 19-20 giving context about South African apartheid and what inspired this system. How do you feel about the structure of this text? Do you feel Trevor Noah effectively demonstrates the inspiration and effects of apartheid? Why or why not?
2. On page 25, Trevor Noah says “integration by its nature was a political act.” What do you think he means by this? Do you agree or disagree? What are other examples of “political acts”?
3. What line or lines do you feel are most effective in demonstrating the power and effects of apartheid? Why?

Interacting with the Text: ELD tasks + Scaffolds

Formative Assessment:

Fill out the  Character Analysis Chart for Trevor Noah’s mom. **Note:** In a subsequent lesson, we will fill out the character analysis chart for Trevor Noah. So far throughout *Born a Crime*, what are some ways we see Patricia resisting unjust systems? How effective are her acts of resistance? What makes you think so?

Extending Understanding: ELD tasks + Scaffolds

Optional Extension Activity:

Have students read [History of South Africa's Bantustans](#) to understand the historical context of the Bantustans/Homelands.

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence Quality of Writing I. Focus II. Content



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Additional Supports	
ELD Practices ELD ELA Tasks an...	ELD 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