

Lesson Guidance 25	
<b>Grade</b>	11
<b>Unit</b>	3
<b>Selected Text(s)</b>	<i>Born a Crime</i> Chapter 17 pages 225-243
<b>Duration</b>	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 demonstrate their ability to analyze *Born a Crime* in order to determine the author's intended purpose.

### 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.11-12.4

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.11-12.4

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*

While in jail, Trevor befriends a man who speaks Tsonga. The man was arrested for stealing PlayStation games. This was his only means of income after apartheid ended, since he did not have any skills. In reflecting on the man's situation, Trevor thinks, "The more time I spent in jail, the more I realized that the law isn't rational at all. It's a lottery. What color is your skin? How much money do you have? Who's your lawyer? Who's the judge?... The difference was that he didn't have any friends or family to help him out" (238). Here are just some of the inequities Noah points out about the criminal justice system in this chapter. Write a paragraph identifying two ways in which the criminal justice system is unjust. Make sure you explain how your examples highlight the injustices you identified.

**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 chapter 17 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.
- **snapshots:** when a writer zooms in closer and closer in a moment, showing more specific action, smells, sounds, colors, and other physical elements.
- **dialogue:** conversation between two or more people.

**Vocabulary Words** (*words found in the text*)

- **Apartheid:** a policy or system of institutionalized segregation or discrimination on grounds of race.
- **white supremacy:** the belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups
- **criminal justice system:** the system of law enforcement that is directly involved in apprehending, prosecuting, defending, sentencing, and punishing those who are suspected or convicted of criminal offenses.

**Core Instruction**

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

**Opening Activity:**

Have students write a story on the following topic: injuries.

- **Brainstorm** a list of injuries you have had - no matter how small (please don't write anything down that is painful to think about).
- **Prompt:** Pick one of your injuries. Write a story describing how that injury occurred using thoughtshots, snapshots, and dialogue. Feel free to also use your comedy writing techniques if applicable.



## ELD Preparing the Learner, Interacting with Text, Extending Understanding

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

### **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 this chapter Trevor gets pulled over while driving Abel's car. Because the car does not have plates on it, they assume he has stolen the vehicle and take him to jail. Trevor, not wanting to get in trouble with his mom or Abel, refuses to provide evidence that he hasn't stolen the vehicle and thus he has to spend time in jail while awaiting his bail hearing. He calls a friend and asks him to pay for a lawyer. The friend does so and in the end he is released after his pretrial hearing where he pays his bail. When his mom asks him where he has been, he lies. She then reveals that she was the one who paid for the lawyer and his bail. Students will discuss their observations about the criminal justice system in South Africa and the ways in which it is unjust.

Review the definitions of the vocabulary words as needed.

### **Text-Based Discussion:**

Students will analyze and reflect on what they learned from reading chapter 17. 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) In this chapter Trevor gets pulled over while driving Abel's car. Because the car does not have plates on it, they assume he has stolen the vehicle and take him to jail. Trevor, not wanting to get in trouble with his mom or Abel, refuses to provide evidence that he hasn't stolen the vehicle and thus he has to spend time in jail while awaiting his bail hearing. He calls a friend and asks him to pay for a lawyer. The friend does so and in the end he is released after his pretrial hearing where he pays his bail. When his mom asks him where he has been, he lies. She then reveals that she was the one who paid for the lawyer and his bail and says:

"I know you see me as some crazy old b\*\*\*\* nagging at you...but you forget that the reason I ride you so hard and give you so much s\*\*\* is because I love you. Everything I have ever done I've done from a place of love. If I don't punish you, the world will punish you even worse. The world doesn't love you. If the police get you, the police don't love you. When I beat you, I'm trying to save you. When they beat you, they're trying to kill you." (Noah 243)

- a. In what ways could Trevor's mom's approach to discipline help save his life?
- b. What does her feeling the need to save him from the police reveal about the realities of raising a Black child in South Africa? What inequities/injustices does this scene highlight about the criminal justice system in South Africa? Use textual evidence to support your position.
- c. What stood out to you throughout this scene? Why did it stand out to you?

## Interacting with the Text: ELD Tasks + Scaffolds

### **Formative Assessment:**



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**Extending Understanding: ELD Tasks + Scaffolds**

Fluency, Comprehension and Writing Supports	
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence  "Because there were some black parents who'd actually do that, not pay their kid's bail, not hire their kid a lawyer - the ultimate tough love." (p.228)
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Purposes of Writing III. Opinion/Argumentative Writing

Additional Supports	
<a href="#">ELD Practices</a>  ☰ ELD ELA Tasks an...	<a href="#">ELD Preparing the Learner, Interacting with Text, Extending Understanding</a>
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access