

Lesson Guidance 10	
Grade	11
Unit	3
Selected Text(s)	<i>Born a Crime</i> Chapter 5 connections Bantu Education Soweto Student Uprising
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 understand the history of racist education policy in South Africa and examine different ways South Africans resisted. Students will cite strong and thorough textual evidence to delineate and challenge an author's claims.

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.11-12.2

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.

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.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.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,

	<p>avoiding plagiarism and overreliance on any one source and following a standard format for citation.</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>
<p>End of lesson task <i>Formative assessment</i></p>	<p>To what extent could it be argued the methods used by Trevor Noah's mother are an effective way to resist racist policy and its impact on generational poverty? Consider the meaning of the quotes Noah uses. Contrast her methods with that of the students in the Soweto Student Uprising.</p>
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none"> • The system of apartheid in South Africa • The events of chapters 1-5 of <i>Born a Crime</i> • Bantu Education Act • Bantu schools <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"> • Apartheid: a policy or system of institutionalized segregation or discrimination on grounds of race • <u>Generational poverty</u>: a term applied to families who have experienced poverty for at least two generations. It can affect every aspect of a person's life: physical, social, emotional and mental.

Core Instruction

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

Opening Activity:

In [a previous lesson](#), students examined the extent that Trevor Noah's understanding of racial hierarchy and racial inequality were shaped by racist policies at his school that segregated students based on their performance on a standardized test. This lesson contextualizes the history of racist educational policies in South Africa.

Project this quote from page 62 of *Born a Crime*: "British racism says: 'If a monkey can walk like a man and talk like a man, then perhaps he is a man.' Afrikaner racism says: 'Why give a book to a monkey?'"

- Ask students to try to interpret the meaning of the quote in their own words.

Content Knowledge:

Review that in Chapter 5 of *Born a Crime*, Trevor Noah compares and contrasts two types of schools in South Africa: missionary schools and Bantu schools. These schools derived from educational policies set up by British missionaries and the Afrikaner-led apartheid government of South Africa and were created in response to the Bantu Education Act. The **Bantu Education Act** created a separate inferior education system for black students. The purpose of this act was to make sure that black South Africans would only



ever be able to work as unskilled and semi-skilled laborers, even if they were intelligent enough to become skilled.

Independent Reading & Analysis:

1. Ask students to read the information about the 1953 Bantu Education Act from [Bantu Education Act](#).
 - What was the purpose of the Bantu Education Act? (*answer: to correct idea the idea that Blacks could assimilate into European society; to create segregated schools and society*)
 - What impact did the Bantu Education Act have on Black people in South Africa? (*answer: denigrate Black history, deny access to opportunities, promote stereotypes, lead to loss of funding in schools and unequal resources*)?

It is important to understand the ways that Black South Africans, especially students, resisted the Bantu Education Act. One famous example of resistance was the Soweto Student Uprising in 1976, when students boycotted their education in Bantu schools in protest of a government policy that would have elevated the teaching of Afrikaans language and culture in schools.

2. Ask students to read the information about the [Soweto Student Uprising](#).
 - What are some of the causes of the Soweto Student Uprising? (*answer: effects of using Afrikaans on student performance, impact of Black Consciousness Movement, forced removal of teachers*)
 - What impact did the Soweto Student Uprising have overall on the anti-apartheid struggle (*answer: reinvigorated the movement, drew international attention*)?
 - If time permits, teachers can assign the following articles to different groups to read, summarize and share to the class:
 - [Soweto Uprising and Riots](#)
 - [The June 16 Soweto Youth Uprising | South African History Online](#)
 - [Earlier Protest against Bantu Education Act](#)

Interacting with the Text: ELD Tasks + Scaffolds

Formative Assessment:

In Chapter 5, Noah argues that his mother was able to circumvent the oppressive forces of racial inequality, arguing that she “found her way through sheer force of will (Noah 73). However, he also talks about something called the “black tax”, the issue of generational poverty, and how his mom escapes it simply by leaving. He writes: “Because the generations who came before you have been pillaged, rather than being free to use your skills and education to move forward you lose everything just trying to bring everyone behind you back to zero” (Noah 66). In a later passage he argues: “People love to say: “Give a man a fish and he’ll eat for a day. Teach a man to fish, and he’ll eat for a lifetime”. What they don’t say is: “And it would be nice if you gave him a fishing rod” (Noah 190).

- To what extent could it be argued the methods used by Trevor Noah’s mother are an effective way to resist racist policy and its impact on generational poverty? Consider the meaning of the quotes Noah uses. Contrast her methods with that of the students in the Soweto Student Uprising.
 - **NOTE:** For context on generational poverty in South Africa, students may want to read this article: [South Africa Wealth Gap Unchanged Since Apartheid, Says World Inequality Lab](#)

Extending Understanding: ELD Tasks + Scaffolds

Optional Extension Activity:


Explain to students that in 1954, the Supreme Court of the United States ruled that segregation in public schools violated the 14th Amendment of the U.S. Constitution. In a unanimous decision, the court ruled that segregated schools were fundamentally unequal and had negative effects on Black students.

Have students watch the video [Why Are Schools Still So Segregated?](#) Ask students to pull points that stand out in the quote. What impact does school segregation have on the lives of students? To what extent could it be argued that Kendi's analysis of racist policy and racial inequality continues to apply to schools in America today?

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports

ELD Practices  ELD ELA Tasks an...	ELD Preparing the Learner, Interacting with Texts, Extending Understandings
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:

- <https://egmission.org/2015/09/what-is-generational-poverty/#:~:text=Generational%20poverty%20is%20a%20term,fault%3A%20They%20feel%20great%20shame.>