

Trevor Noah

Goals/Standards

- To evaluate elements of storytelling within a text
- To revisit characteristics of a story
- To connect current text with previously read texts
- To identify elements of coming of age
- To evaluate authenticity of text
- Standards:
 - 9-10 RL: 1-3,6-7, 10
 - 9-10 RI: 1-3, 6-7
 - 9-10 SL: 1-4
 - 9-10 L: 1, 3-6

Objectives

- Students will be able to read and understand new text introduced to them.
- Students will be able to obtain information from a text to present to peers.
- Students will be able to make meaningful connections to previous texts read.
- Students will be able to identify elements of coming of age within a variety of texts.
- Students will build classroom community through discussion.

Rationale

- Global and authentic perspective on coming of age.
- Effective material for students to examine voice and presentation
- Effective to use as a whole or in pieces
- To build classroom community
- To identify common themes throughout all read texts

Assessment

- General attentiveness in class
- Participation in group activities/discussions
- Completion of activity
- Connections made between material provided and previous assignments

Materials

- Excerpts from Trevor Noah's book - (Run, Born a Crime, Chameleon, Loopholes, Robert, The Mulberry Tree)
- Question sheets for guided analysis and discussion
- Projector and screen/SMART board

To Do List

- Find and copy excerpts from Trevor Noah text
- Create guided analysis questions

Tasks

- Welcome students to class. Cover any needed housekeeping elements before beginning with the class period.
- Instruct students on posted warm-up. Have them respond to the posted question - "How do you think the concept of 'coming of age' differs in different countries? Time periods? Societies? How do you think they are similar?"
- Allow students to openly reflect/discuss this question. Discuss and then lead into the concept for the day.
- Provide printouts of six different sections from the text *It's Trevor Noah: Born a Crime*. Each table grouping will receive a different excerpt from the text.
- Provide students time to read and annotate through their provided sections. Instruct students to identify elements where Trevor is encountering the concept of "coming of age". Also, identify elements that stick out to them whether those items are something funny, something they connect with, or something they do not comprehend due to different experiences, etc.
- Open up discussions to small groups. Students will discuss what they identified and noted in their various texts. What did they notice? What connects with the concept of "coming of age"?
- Open up to large group comments - are there questions/concerns that need to be clarified.
- Redirect and assign an already studied text to each table group. Have students identify key factors of the text they are assigned such as distinguishable elements for characters. How their life was like while growing up. How can we identify those characteristics as a coming of age story?
- Student groups will then connect said texts to the excerpt from Trevor Noah's text. Each section from the text connects with one of the texts already assigned. They will need to identify similarities and differences between the two texts.
- Open up to full group discussion. What do we notice about Trevor's experience growing up? How does his experience connect with our previous texts? How does this text provide us a new and different perspective? Can we take this as an authentic text? How so?
- Continue on with questions/concerns related to the texts.
- Present the class with a few "would you rather" questions. Have students respond to the questions and then discuss them in their groups of four. Once groups have had time to discuss, we may open the discussion up to the entire class.
- After students have had a time to get some of their chattiness out, hand out their vocabulary for the week. Like normal, students will be responsible for learning and studying the vocabulary themselves. They may possibly have time to go over the words in class, but it is not guaranteed.
- Hand out worksheet about friendship. Show students a few clips from television shows or from films. The main theme of friendship should be apparent within the first few minutes. Have them respond to the different elements within the texts that show them that the characters are friends.
- After the clips, pass out a short reading on friendship/redemption. Have

students spend the first few minutes reading the text silently to themselves.
They must respond to the text while reading (text marking and such).

- Once students have read the material, they will discuss the elements that make up friendship and what elements are within the text that can help them support their statements.
- The discussion should run to the end of the hour.
- Dismiss students to their next class.