

NEST+M Upper Grades Summer Reading 2020 - GRADES 11 & 12

Our 6-12 summer reading text for this year is *Born a Crime* by Trevor Noah.

From Random House Publishing:

“Trevor Noah’s unlikely path from apartheid South Africa to the desk of The Daily Show began with a criminal act: his birth. Trevor was born to a white Swiss father and a black Xhosa mother at a time when such a union was punishable by five years in prison. Living proof of his parents’ indiscretion, Trevor was kept mostly indoors for the earliest years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, steal him away. Finally liberated by the end of South Africa’s tyrannical white rule, Trevor and his mother set forth on a grand adventure, living openly and freely and embracing the opportunities won by a centuries-long struggle.”

Your Task

- **PART ONE:** Read *Born a Crime* by Trevor Noah
 - Write **three** journal entries while reading Noah’s memoir using any of the prompts provided on the following page. Write one entry for each part of the memoir:
 - Entry 1: Part I
 - Entry 2: Part II
 - Entry 3: Part III
- **PART TWO:** Choose one of the “Reading Options for Part 2” to connect to Noah’s memoir. You can find the “Reading Options for Part 2” on the following pages.
 - Entry 4: Write **one** journal entry responding to the texts in the option you chose.
 - Prompt #5 is specifically for Part Two, but you do not need to choose that prompt; you can choose any of the five prompts provided on the following page.

Journal Entry Prompts for all Entries:

(Choose from any of these prompts. You do not need to use the same prompt each time.)

1. As you were reading, what connections did you make to: the world around you, to yourself, or to another text (another book, poems, movies, music)?
 2. How did you notice the author using literary devices (conflict, characterization, imagery, setting etc) to impact the meaning of the text?
 3. What connections can you make between the author, the situation, and the main ideas they're expressing? Why does *this* author & *this* situation create *this* idea?
 4. What rhetorical choices (style, tone, patterns of development) impact meaning?
 5. *Specifically for Part Two Entry:* Compare/Contrast thematic or stylistic elements between Noah's memoir and the texts you read for Part Two.
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Formatting your Summer Reading Homework

- Format: Typed (if possible), 12-point font, Times New Roman, double-spaced.
It is 100% OK if you want to submit hand-written work instead of typed.
Please just make sure it's 100% legible!
- Header: Include a header in the top-left corner of each submission:
 - Your Name
 - Your Grade
 - Teacher (If known)
 - Due Date (9/9/20)

****Please Note:**

This assignment represents your first impression in English class. Please turn in thorough, thoughtful, original work that represents your best effort. Any content that is paraphrased or directly copied from an external source or another student's work without an appropriate citation (ex// web address, book title/ author, etc.) will not be given credit. This page from the Yale Center for Teaching and Learning nicely outlines what plagiarism is and how to avoid it: <https://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism/what-plagiarism>

READING OPTIONS for PART 2

OPTION #1 - Read some poetry!

June Jordan - Poem About My Rights

<https://www.poetryfoundation.org/poems/48762/poem-about-my-rights>

Donte Collins - They Need Some of Us to Die

https://poets.org/poem/they-need-some-us-die?mc_cid=d3529eccae&mc_eid=401ca250ae

Assetou Xango - Give Your Daughters Difficult Names

<https://poets.org/poem/give-your-daughters-difficult-names>

Audre Lorde - A Litany for Survival

<https://www.poetryfoundation.org/poems/147275/a-litany-for-survival>

Danez Smith - Tonight, In Oakland

<https://www.poetryfoundation.org/poems/58027/tonight-in-oakland>

Langston Hughes - I look at the world

<https://www.poetryfoundation.org/poetrymagazine/poems/52005/i-look-at-the-world>

Gwendolyn Brooks - Riot

<https://www.poetryfoundation.org/poems/58377/riot-56d23cb395a01>

OPTION #2 - Read another fantastic memoir about growing up in South Africa

Miriam and Mark Mathabane - *Miriam's Song: A Memoir*

https://www.goodreads.com/book/show/174585.Miriam_s_Song

OPTION #3 - Learn about a Youth Protest Movement that Helped End Apartheid.

The June 16 Soweto Youth Uprising

Historical Context:

<https://www.sahistory.org.za/article/youth-and-national-liberation-struggle>

Event Description:

<https://www.sahistory.org.za/article/june-16-soweto-youth-uprising>

Timeline:

<https://www.sahistory.org.za/article/june-16-soweto-youth-uprising-timeline-1976-1986>

Visuals:

<http://100photos.time.com/photos/sam-nzima-soweto-uprising>

<http://www.capetalk.co.za/articles/3249/youth-day-understanding-the-history-behind-it>

<https://www.theguardian.com/world/2016/jun/16/my-activism-started-then-the-soweto-uprising-remembered>

OPTION #4 - Learn about the Role of Music and Radio in Ending Apartheid:

Biko, Steve. "Some African Cultural Concepts" (1971)

<http://chimurengachronic.co.za/some-african-cultural-concepts-by-steve-biko/>

Drewett, Michael. "Music in the Struggle to End Apartheid: South Africa" (2003)

https://www.researchgate.net/profile/Michael_Drewett/publication/295357032_Music_in_the_struggle_to_end_apartheid_South_Africa/links/5c656fe0299bf1d14cc63042/Music-in-the-struggle-to-end-apartheid-South-Africa.pdf

Jolaosho, Tayo. "Anti-Apartheid Freedom Songs Then and Now" (2014)

<https://folkways.si.edu/magazine-spring-2014-anti-apartheid-freedom-songs-then-and-now/south-africa/music/article/smithsonian>

Smith, Chris A. "Radio Freedom: A History of South African Underground Radio." (2013)

<http://theappendix.net/posts/2013/12/radio-freedom-underground-radio-in-south-africa>

Thompson, Andrew. "Rhythmical Resistance: Musicians from the Apartheid Era." (2019)

<https://theculturetrip.com/africa/south-africa/articles/rhythmical-resistance-musicians-from-the-apartheid-era/>

Vershbow, Michela E. "The Sounds of Resistance: The Role of Music in South Africa's Anti-Apartheid Movement." (2010)

<http://www.inquiriesjournal.com/articles/265/the-sounds-of-resistance-the-role-of-music-in-south-africas-anti-apartheid-movement>