

II.B.2.26

Literatur – Novels

Born a Crime: Stories from a South African Childhood – Romanarbeit zum Leben unter und nach dem Apartheidregime (S II)

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Photo: Picture Alliance/Associated Press

Heute ist Trevor Noah als Moderator der US-Politiksatire-Show „The Daily Show“ weltbekannt. Doch das Leben des Comedians war nicht immer so glamourös. Es begann mit einer Straftat – seiner Geburt. Trevor Noah wurde in Südafrika zu einer Zeit geboren, als die Beziehung seiner Eltern – einer schwarzen Mutter und eines weißen Schwärger Vaters – mit bis zu fünf Jahren Gefängnis bestraft wurde. Trevor Noah setzt sich in seinem autobiografischen Roman auf humorvolle und anschauliche Weise mit seiner Kindheit unter dem Apartheidsregime und mit seiner Jugend in einem sich neu findenden Südafrika auseinander. Die Lernenden erhalten durch seine Schilderungen Zugang zu Themen wie „racism“, „identity“ und „multicultural society“.

KOMPETENZPROFIL

Klassenstufe: 11–13 (G8/G9)

Dauer: 17 Unterrichtsstunden

Kompetenzen: 1. Leseverstehen: eine Ganzschrift verstehen; 2. Interkulturelle Kompetenz und Multiperspektivität: Wege zur Überwindung von Vorurteilen in der Gesellschaft analysieren

Thematische Bereiche: Autobiografischer Roman, Südafrika, Apartheid

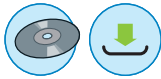
Material: Arbeitsblätter, Hintergrundtexte, Grafiken, PowerPoint-Präsentationen für den digitalen Unterricht

Auf einen Blick

1. Stunde

Thema: The system of apartheid

M 1 **An introduction to the system of apartheid / Pre-, while- und post-war**
Aufgaben zu einem Kurzvideo zum Thema „Apartheid“



ZM 1 **An introduction to the system of apartheid / Unterstützende Power-**
Point-Präsentation zur 1. Stunde

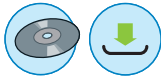
Homework: Read chapters 1 (“Run”) and 2 (“Born a Crime”). Highlight the passages that provide information about Trevor’s childhood under apartheid and shortly after.

Benötigt: ggf. Whiteboard oder Laptop/Beamer zur Verwendung der *Powerpoint*-Präsentation
 Abspielmöglichkeit für das *YouTube*-Video

2. Stunde

Thema: Trevor Noah’s personal experiences – childhood under apartheid

ZM 2/Quiz 1 **Reading quiz about chapters 1+2**



M 2 **Trevor Noah’s childhood under apartheid / Vorbereitende Wortschatzauf-**
gabe, *while-reading* zu den *chapters 1* und *2* und Erstellen einer Mindmap
zu Trevors Kindheit (*chapter 2*)

ZM 3 **Trevor’s childhood experiences / Unterstützende *PowerPoint*-Präsentation zur**
2. Stunde



Homework: Read chapters 3 (“Trevor, Pray”) and 4 (“Chameleon”). Highlight the passages that tell you about the setting/the different areas of Johannesburg/the locations where Trevor lived.

Benötigt: ggf. Whiteboard oder Laptop/Beamer zur Verwendung der *PowerPoint*-Präsentation

3./4. Stunde

Thema: The setting

ZM 4/Quiz 2 **Reading quiz about chapters 3+4**



M 3 **The setting / Zuordnen von Ortsbeschreibungen und Erstellen einer Präsen-**
tation zum Setting

ZM 5 **The setting – neighbourhoods of Johannesburg / Unterstützende *Power-***
Point-Präsentation zur 2. Stunde



Homework: Read chapter 5 (“The Second Girl”).

Benötigt: ggf. Whiteboard oder Laptop/Beamer für die eigene *PowerPoint*-Präsentation
und die Ergebnisse der Lernenden
 Internetzugang für Recherche zu Johannesburg

5. Stunde

Thema: Languages in South Africa

ZM 6/Quiz 3 **Reading quiz about chapter 5**

M 4 **Languages in South Africa** / Beschreiben und Auswerten einer Statistik, Bearbeiten einer *while-viewing activity* zu einem *TED talk* und Aufnehmen einer kurzen Rede zur Rolle der Sprache(n) in Südafrika mit Bezug auf den Roman

Homework: Read chapters 6–8 (“Loopholes” – “Robert”).

Benötigt: Abspielmöglichkeit für das *YouTube*-Video

6./7. Stunde

Thema: Writing a characterisation

ZM 7/Quiz 4 **Reading quiz about chapters 6–8**

M 5 **Writing a characterisation** / Durchführen eines *conversation speed dating* zum Charakter Trevor Noahs und schrittweises Schreiben einer Charakterisierung auf Grundlage einer vorentlastenden Vorabelübung und einer strukturierten Sammlung von Eigenschaften

Homework: Read chapters 9–11 (“The Mulberry Tree” – “Outsider”).

8./9. Stunde

Thema: The role of assimilation and integration

ZM 8/Quiz 5 **Reading quiz about chapters 9–11**

M 6 **The role of assimilation and integration** / Erstellen einer Mindmap, Vorbereiten einer Diskussion zum Thema “multicultural society”, Sichern von Hör-Seh-Verstehen zu einem Interview mit dem südafrikanischen Präsidenten und Verfassen einer E-Mail aus Trevor Noahs Sicht

ZM 9 **The role of assimilation and integration** / Unterstützende *PowerPoint*-Präsentation zur 9. Stunde

Homework: Read chapters 12 bis 17 (“A Young Man’s Long, Awkward [...] the crush” – “Colorblind”)

Benötigt: ggf. Whiteboard oder Laptop/Beamer für die eigene *PowerPoint*-Präsentation
 Abspielmöglichkeit für das *YouTube*-Video

10. Stunde

Thema: The role of perspectives – *Colorblind*

ZM 10/Quiz 6 **Reading quiz about chapters 12+13**

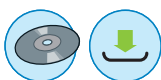
M 7 **The role of perspectives** / Durchführen vorbereitender Übungen zum Perspektivwechsel und Umschreiben des *chapter 13* aus anderer Perspektive

Homework: Read chapters 14 and 15 (“A Young Man’s [...] The Dance” – “Go Hitler!”)

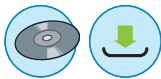
Benötigt: Kopie/digitale Fassung einer Bildergeschichte zu Rotkäppchen

11. Stunde**Thema:** Relationships**ZM 11/Quiz 7** **Reading quiz about chapters 14+15****M 8**

A Young Man's Long, Awkward, Occasionally Tragic, And Frequently Humiliating Education in Affairs of the Heart / Erstellen von *journal frames* und kreatives Schreiben zu Trevor Noahs Erfahrungen mit romantischen Beziehungen

Homework: Read chapter 16 ("The Cheese Boys").**12./13. Stunde****Thema:** The township of Alexandra**ZM 12/Quiz 8** **Reading quiz about chapter 16****M 9**

Alexandra – a travel guide / Durchführen von *while-viewing activities* zu einem *video travel guide* und Verfassen eines Skripts für einen eigenen Video-Reiseführer in Gruppenarbeit

Homework: Read chapters 17 ("The World doesn't love me") and 18 ("My Mother's Life").**Benötigt:** Abspielmöglichkeit für das *YouTube*-Video**14. Stunde****Thema:** Crimes and justice in South Africa / Personal assessment and evaluation**ZM 13/Quiz 9** **Reading quiz about chapters 17+18****M 10**

Domestic violence, crimes, jail and the South African justice system / Verstehen und Bewerten eines *TV news report* zur aktuellen Situation in der *township Alexandra* und Erstellen eines eigenen *news report*

M 11 ***An interview with Trevor Noah*** / Abschließende Reflexion der Romaninhalte durch das Verfassen eines fiktiven *interview-based newspaper article*

Homework: Do the tasks on M 11.**Benötigt:** Abspielmöglichkeit für das *YouTube*-Video**LEK****Thema:** *Born a Crime* and an interview with Trevor Noah**Benötigt:** Abspielmöglichkeit für das *YouTube*-Video

An introduction to the system of apartheid

M 1

Tasks

1. **Pre-viewing activity:** Look at the pictures below and use them to state your first impression about the system of apartheid.

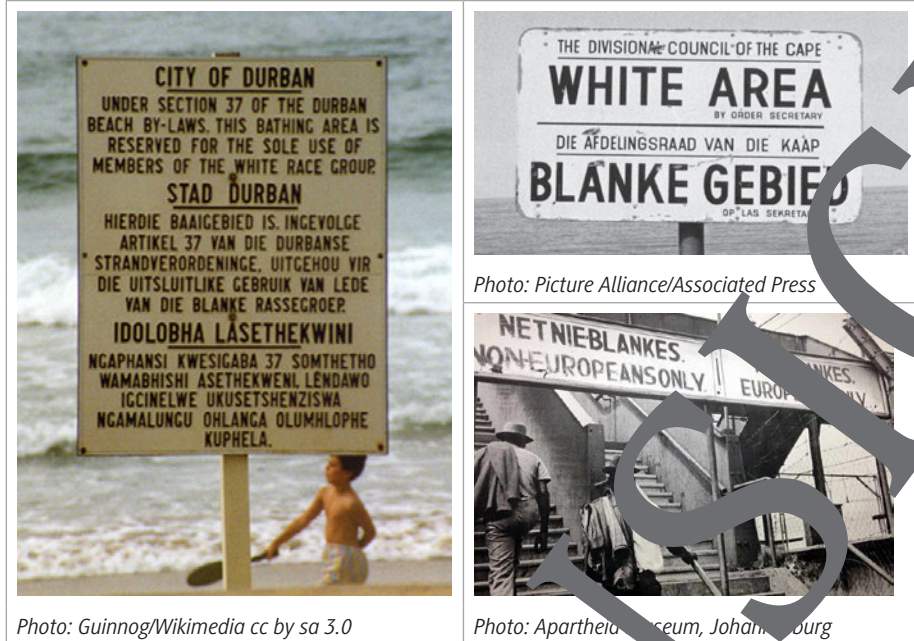


Photo: Guinnog/Wikimedia cc by sa 3.0

Photo: Apartheid Museum, Johannesburg

2. **While-viewing activity:** Watch the short video *The rise and fall of South Africa's 'apartness' laws* (2x) and answer the questions below. <https://raabe.click/en/Apartheid-laws> [last access: 25/01/2021]



- 1) When did apartheid officially end and what event marks its end?
- 2) What does apartheid mean (as a word and as a practice)?
- 3) Who introduced the system of apartheid and when?
- 4) Give examples of areas of life that were affected by the "race laws".
- 5) What was the purpose/intention connected with the "race laws"?
- 6) Which were the four ethnic categories?
- 7) What was the so-called "pencil test"?
- 8) What kinds of measures were taken by the South African government to prevent/suppress protest against the system of apartheid?
- 9) Who was Nelson Mandela?
- 10) Which circumstances supported the gradual end of the apartheid regime?

3. **Post-viewing activity:** Use the information from the video clip to write a short speech (300 words) in which you criticize apartheid. You may use online sources as well.

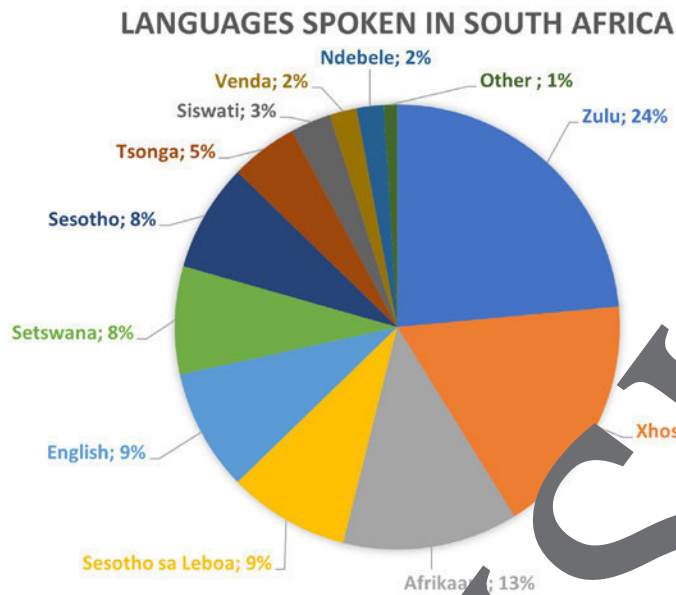


Languages in South Africa

M 4

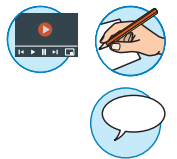
Tasks

1. Have a look at the pie chart and explain how it connects back to Trevor's use of languages.



Data source: news24.com

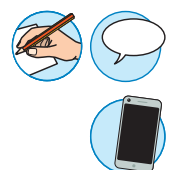
2. After the fall of apartheid, South Africa introduced the "11 official language policy". Watch the "TEDx Talk" and answer the questions. <https://raabe.click/en/LanguagePolicy> [last access: 15/03/2021]



- a) Why is South Africa often called "the rainbow nation" and which national symbol reflects this notion?
- b) How many different languages are spoken in South Africa?
- c) What happened to indigenous African languages as well as their native speakers under the rule of apartheid?
- d) Which two languages were the official languages under apartheid although they were only spoken by a minority of the people?
- e) With regard to language, what was revolutionary about the South African constitution drafted in 1996 by Nelson Mandela?
- f) The speaker believes that the South African government has done everything to implement their language policy for the benefit of the entire nation: true or false?
- g) According to the speaker, in which area of life, does the insufficient implementation of language policy show most clearly? Which example does he give?
- h) Which solutions to the problem are suggested?
- i) Why does the graph displayed during the speech show that the South African government has not lived up to their promise of upholding all eleven languages equally?
- j) What might be the social consequence of an unsuccessful language policy?

Prepare and record a short 1-minute speech on the following topic:

"The official language in South Africa – How does Trevor Noah use language in order to navigate South African society?"

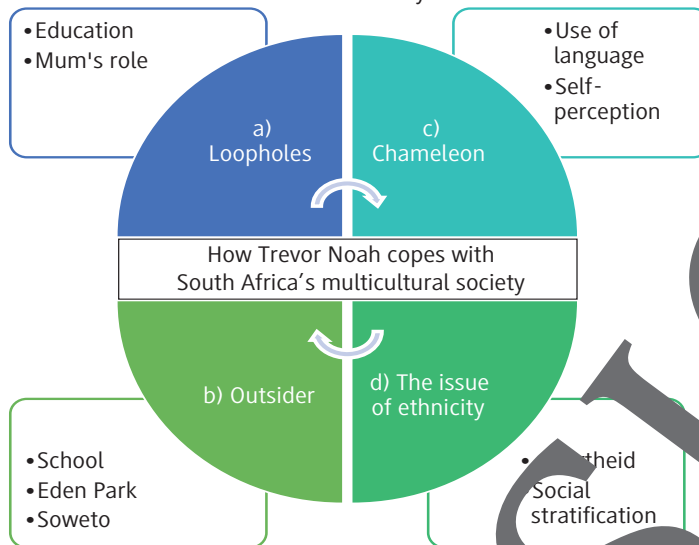


The role of assimilation and integration

M 6

Tasks

- Use the prompts below to create a more elaborate mind map in which you show how Trevor Noah copes with South Africa's multicultural society.



- Prepare for a discussion: Collect ideas on how to make a multicultural society work. Consider how the following three parties need to act/behave/interact/perceive. You can use South Africa as an example.
The parties are: a. the individual; b. society as a whole; c. the government.
 - Hold the discussion.
- Watch the video clip which features a *TIME MAGAZINE* interview with the South African president Cyril Ramaphosa and answer the questions below.
<https://raabe.click/en/CyrilRamaphosa-Interview> [last access: 25/03/2021]

 - What does Ramaphosa say about inequality in South Africa?
 - What does he identify as Nelson Mandela's legacy and why is Mandela's legacy important?
 - What was the "original sin" committed against the people of South Africa and how does the government try to cope with it?
- Write an e-mail from Trevor Noah to Cyril Ramaphosa. Based on Trevor's own experiences with inequality, injustice and cultural barriers within South African society, he writes an e-mail to the president in which he gives an account of his and his family's own experiences and makes suggestions for a better future in a new South Africa.

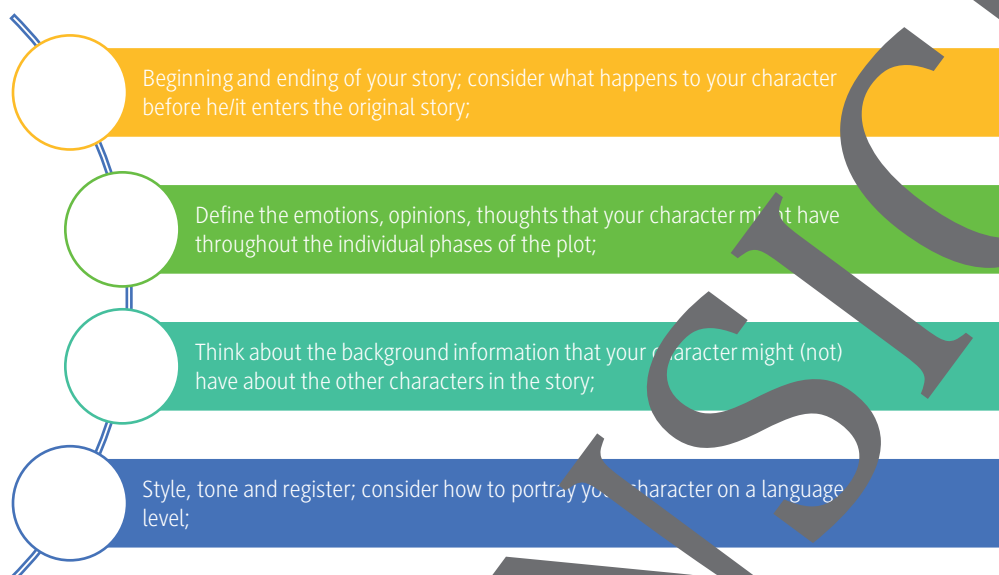


The role of perspectives

M 7

Tasks

1. Look at the comic of the well-known fairy tale *Little Red Riding Hood*. Briefly tell the story of the girl starting with "Once upon a time there was a little girl. Everybody called her Little Red Riding Hood ...".
2. Now, change the narrative perspective and write the story from either the wolf's or the hunter's perspective. Before you start, briefly define the parameters of your perspective.



3. Present your story to the class.
4. Explain how the choice of perspective is important for a story.
5. Coming back to Trevor Noah's autobiography, read the chapter *Colorblind* and rewrite the chapter from the head of mall security's point of view.
 - a) Define from which perspective it is written and discuss with your neighbour what impact this might have on the story.
 - b) Highlight the bits of information provided in the chapter which you will need if you rewrite the passage from the new point of view.
 - c) Rewrite the chapter (200–300 words).
IMPORTANT: You do not need to include every detail of the original text!

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