

2025 Senior IB Lang and Lit 3 Summer Reading

Read the memoir *Born a Crime* by Trevor Noah. Complete the tasks below **while you read** to help you analyze the memoir. We will study this memoir as a part of our IB Lang & Lit 3 curriculum, so it is imperative for you to complete the reading and analysis so that you are prepared for class work and discussion.

How you complete this written task is up to you (hand written, typed, double-entry journal, etc.) as long as all the below elements are included. Please number and label each section.

Ensure that you have NOT used any form of AI in any way to complete this assignment. This should be entirely your thoughts, opinions, and analysis.

You should be prepared to turn this assignment in and to start discussion on the book by the FIRST FRIDAY OF THE SCHOOL YEAR: Friday, August 15th.

While you are reading through this memoir and completing the assignments, keep the **guiding question** below in your mind. We will be focusing on this question in August:

How does Trevor Noah use the conventions of memoir to communicate a message to his readers?

1. Background Research:

- Choose ONE of the topics listed below and complete some basic background research. This doesn't have to be long; record your most important findings.
 - Trevor Noah
 - Soweto Township
 - Apartheid laws regarding marriage, family, and education
 - History of Apartheid: Definition, key dates, and milestones
 - Categories of race during Apartheid
 - South Africa demographics – ethnic groups, languages, population

2. Memoir Conventions:

- Download the list of Memoir Conventions found [HERE](#) (on my school website).
- Complete the traffic light highlighting (directions on the convention list) to study these terms until you feel confident using them in your writing.

3. Textual Analysis:

- Create a graphic organizer like the one below to analyze Trevor Noah's writing.
- Include SIX textual references; your references can come from any part of the book.

Textual Reference	Memoir Convention(s)	What is the effect on the reader?

4. Fields of Inquiry:

- Identify TWO fields of inquiry that you think apply to this text.
- Explain how the text applies to each field of inquiry.

5. Creative Writing:

- Choose ONE of the choice board assignments to complete based on any part of the book. Indicate your choice.

Study Questions Write a brief 4-5 sentence responses to the study questions. The questions are in the Canvas Modules.	2 Q's and a C Write a question (and answer), find a quotation (with a short discussion) and write a comment about the chapters.	Personal Reflection Write a short 200-word reflection after reading the chapters. What do you find interesting? How did it teach you something about Apartheid or about yourself?
Creative Response Write a 200-300-word creative response to the chapters. Try a response from another character, a letter, a diary entry, or any other creative output that helps you reach deeper understanding.	Artifact Find an artifact (an article, a short video clip, an image) that connects to the chapter (you can describe it and include a link) that connects to the chapter. Discuss how the artifact connects to the memoir.	Mind Map Make a detailed mind map of the chapter with your notes and ideas about the various details in the chapters. Include short phrases from Noah's writing.

Fields of Inquiry:

Culture, Identity, and Community

Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

Beliefs, Values, and Education

Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

Politics, Power, and Justice

Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.

Art, Creativity, and Imagination

Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

Science, Technology, and The Environment

Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.