Space is the Place: The Third Space in American and Transnational Literature

Author(s): Wyatt Matthews
School: Norwalk Early College Academy/ Norwalk High School

Subject Area(s): English
Grade Level(s): 12
Time Allotment: 2 months

Lesson Description: Include- why is this important for students to know?
Exposure to (accessible) critical theory will equip students with tools for analysis of texts throughout their lifetime.

Learning Context: How does this lesson/unit fit within the context of the the larger unit or other units?
English 12 is implicitly American and British Lit. The selections will supplement the curriculum, bringing the themes from with classics that we will be reading (Beowulf, Chaucer, Shakespeare) into conversation with contemporary fiction that reflects the most recent iterations of globalization.

Compelling Question(s): What question(s) will guide student inquiry during the lesson/unit?

EQ: In what ways do these characters (found in the work of contemporary immigrant artists) construct identities and/or reveal the cultural values and power-dynamics encountered within a transnational existence?

Sub-themes: inhabiting spaces, gaining entry, and mapping the territory

On Inhabiting Spaces:
In what ways do we forge and/or inhabit a third space?
*In what ways do we forge and/or inhabit an internal third space?—ala Invisible Man
*In what ways do we forge and/or inhabit an external third space?—ala Exit West
What forms do these spaces take? What role(s) do they serve in our lives?

On Gaining Entry:
What masks, languages, and/or modalities do we call upon to move between worlds?
Who grants access? Where do we see resistance?

Push-Pull Factors/ Mapping the Territory:
Who or what propels us forward? Who or what holds us back?
What worlds lie within a single setting, (e.g. many Norwalks)? How do we navigate?
Which aspects of the cultural milieu are validated? By whom? Why?
Which are devalued? By whom? Why?

Skill-based target: What **themes** can be identified (and tracked) within each protagonist’s journey?

Primer for all of the above: What distinguishes social class? Culture? Identity?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

TBA: team-guided

Lesson Objectives/Learning Intentions:

Lesson Vocabulary:

<table>
<thead>
<tr>
<th>Vocabulary: Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third space</td>
</tr>
<tr>
<td>Transnational</td>
</tr>
<tr>
<td>Intersectionality</td>
</tr>
<tr>
<td>Hybridity</td>
</tr>
</tbody>
</table>

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

<table>
<thead>
<tr>
<th>Supporting Theme 1</th>
<th>Supporting Theme 2</th>
<th>Supporting Theme 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhabiting Spaces</td>
<td>Gaining Entry</td>
<td>Mapping the Territory</td>
</tr>
<tr>
<td>(see guiding questions above)</td>
<td>(see guiding questions above)</td>
<td>(see guiding questions above)</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Formative Assessment</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td>TBA--grade team determines</td>
<td>TBA--grade team determines</td>
<td>TBA--grade team determines</td>
</tr>
<tr>
<td>Materials/Resources</td>
<td>Materials/Resources</td>
<td>Materials/Resources</td>
</tr>
<tr>
<td>La Fronteа/ Borderlands</td>
<td>Exit West</td>
<td>“Cartography of the Void”</td>
</tr>
<tr>
<td><em>Invisible Man</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summative Assessment/Performance Task:

**Major Summative:**
Critical Lens Essay
**Minor:**
Comparing Texts: Utilizing Double Entry Journals
Literary Analysis: Mapping Theme
Rhetorical Analysis

**Lesson Activities:**
- Anticipation guides
- Gallery walks based on relevant visual art
- Double-entry journals
- Daily writing warm ups: based on news and guiding questions
- Guided reading
- Homework writing prompts
- Cartwheel discussion

**Resources for English 12 Unit 4 (Spring 2018):**

**Lenses:**
The Face: Cartography of the Void by Chris Abani (small book/ essay)
Excerpt from Borderlands: The New Mestiza by Gloria Anzaldua

**Primary Texts:**
Exit West by Moshim Hamid (novel)
Excerpts from Invisible Man by Ralph Ellison

Further resources for an expansion upon this curriculum: full, semester-long English 12 elective (2018/2019)

**Primary:**
The elections above, plus...

Americanah by Chimamanda Ngozi Adichie
Foreign Gods, Inc. Okey Ndibe

**Secondary:**
*Excerpt from The Underground Railroad by Colson Whitehead--compare/contrast migration stories--with Exit West
*The Reluctant Fundamentalist (film adaptation of Moshim Hamid’s novel)--compare/contrast false promises--with Foreign Gods Inc.

“The Carrier Bag Theory of Fiction” by Ursula Leguin
Pumzi (short film)
Afrofuturist short story selection(s) from Nnedi Okorafor “Kabu, Kabu” and Sofia Samatar (TBA)
“Speech Sounds” by Octavia Butler