

Thématiques : Expression et construction de soi & voyages, territoires, frontières

Séquence proposée par Mme Séverine Goarnisson, au Lycée Saint Dominique à Saint Herblain

Axes : Construction de soi / Ancrage et héritage

Séquence : Finding one's place

Problématique.s : Is the Buddha of Suburbia more than a coming-of-age story? (How to create your own identity beyond the borders of race, age, sex and class?)

Date : Jan. 2021

Niveau CECRL : B2+/C1

Niveau : Terminale

Nombre de séances : 10

3 Tâches finales au choix du professeur:

- **EOI** : Interview with the author Hanif Kureishi (or with a British from Asian origins).
- **EOC** : Record the trailer of the film
- **EE** : Write a short story taking place in 2020 / Write a literary criticism of the novel.

Objectif culturel	Objectifs pragmatiques	Objectifs linguistiques
<ul style="list-style-type: none">- Britain in the 1970s and 80s : Thatcherism, London, punk culture, music, immigration and diversity.- British postcolonial authors : Zadie Smith, Salman Rushdie, Arundhati Roy	<ul style="list-style-type: none">- Raconter un événement- Faire interagir des personnages- S'exprimer à l'oral en continu- Rédiger un courrier- Ecrire un texte selon un modèle défini- Traduction : l'équivalence	<p>Grammatical :</p> <ul style="list-style-type: none">- la voix passive, le conditionnel en 'if', les marqueurs d'opposition <p>Lexical :</p> <ul style="list-style-type: none">- l'immigration, l'adolescence, les barrières sociales, les rêves, les aspirations. <p>Phonologie :</p> <ul style="list-style-type: none">- les accents britanniques
<p>Tâches intermédiaires :</p>	<ul style="list-style-type: none">- EE: rédiger une lettre à l'auteur. Préparer des questions en vue d'un entretien avec l'auteur. Rédiger les premières lignes du roman à la manière du narrateur. Réécrire l'incipit sous forme de dialogue.- EOI : Interagir à l'oral et exprimer son opinion dans un mini-débat.- EOC: présenter un Pecha Kucha. Créer la bande-annonce du prochain chapitre.	

Chaque phase dure 4 heures:

- 1h presentation et comprehension du passage
- 2h travail sur le thème
- 1h tâche itnermédiaire

1 - Who is Hanif Kureishi?

- Write a short biography of Hanif Kureishi. Define the author's literary genre/style in a few lines. List the novels and other works.
- Design the 1970s-80s timeline with key dates : political, social, cultural events.

Source ShineBright p 257-258 => amorce frise chronologique / thématique

- What are the themes Kureishi is interested in? => Distribution des thèmes des Pecha Kucha par groupe (chaque groupe travaille sur son Pecha Kucha pendant toute la sequence): **70s-80s Britain, London, music, racism, authors, British Humour**

Sources : <https://www.bl.uk/people/hanif-kureishi>
<https://www.faber.co.uk/author/hanif-kureishi/>
<https://www.bl.uk/20th-century-literature/videos/interview-with-hanif-kureishi>

2 - Identity quest beyond race : How to live in a country that makes you feel you don't belong?

- **Anticipation** : What do you expect from the title? What can the first chapter be about?
How would you feel if you were from a mixed culture? Who could question your origins and your place in the country?
How do you feel about being from a mixed culture? Does anyone question your origins and your place in this country?

- Etude de l'extrait 1 : **Chapter 1, page 3 : Incipit**

Narrative point of view. Ordinary racism.

Source : interview de Kureishi dans *The Guardian*

<https://www.theguardian.com/books/2020/apr/25/there-were-no-books-about-people-like-me-so-i-wrote-one-myself-hanif-kureishi-on-the-buddha-of-suburbia>

Source : interview de Kureishi à propos de Enoch Powell

<https://www.bl.uk/20th-century-literature/articles/knock-knock-its-enoch-hanif-kureishi-remembers-the-effect-of-enoch-powell>

- Autres passages du livre sur le racisme ordinaire subi par Karim : extraits courts pris des chap. 3, 5, 9, 11, 15.
- **Characters and settings** : présentation du mind map qui sera complété par les élèves au fur et à mesure de l'analyse de l'œuvre : Karim et les personnages du roman = *A wide-ranging view of English society*.
- Atelier traduction sur l'équivalence : l.1 - l.15 "My name is [...] I was seventeen." (partir d'une traduction existante ; il n'y a pas de traduction parfaite)
- Pecha Kucha (#1): Racism (in general)

Tâche intermédiaire

1. **Introduce yourself with the 1st person narrative as Karim does.**
2. **Imagine a dialogue between Karim and a brand new friend questioning him.**

3 - Is diversity still an issue in Britain today?

- Etude de la chanson "Englistan" de Riz MC Ahmed (Is he a spokesperson for today's British diversity?)
- Homework : interviews sur la diversité. Les élèves écoutent un document au choix, Mutualisation en début d'heure (médiation).

Sources : <https://genius.com/Riz-ahmed-englistan-lyrics>

Interview on Stephen Colbert's late show <https://www.youtube.com/watch?v=ArfpvKafpag>

Interview with Trevor Noah on diversity : <https://www.youtube.com/watch?v=z1k3Guk1QpQ> Speech at the House of Commons in 2017 : how Britain has failed with postcolonial immigration and second generation immigrants. : <https://www.youtube.com/watch?v=36bcxDVNrls> : "shaping culture and telling stories" "people are looking for a message that they belong" "they are valued" "they want to be represented" "we have failed"

- Opinion article in the Huffington Post 'British Culture Wouldn't Exist Without Multiculturalism - It's Time To Take This Tired Debate Off The Table'

https://www.huffingtonpost.co.uk/entry/multiculturalism-immigration_uk_5b9fbdeee46046313fbd728f

- Who is Sadiq Khan? Is he the right representative of diversity?
- Pecha Kucha (#2): Postcolonial literature (Zadie Smith, Salman Rushdie, Arundhati Roy: un groupe présente les 3 auteurs ou chaque groupe présente un auteur)

Tâche intermédiaire

Join a debate (interaction improvisée; l'art du débat a été abordé en sequence 1) : does multiculturalism have a positive or negative impact on British culture today?

4 - Identity quest beyond family and traditions : Fitting in or fighting?

- **Anticipation** : How would you feel if you had to marry someone you've not chosen?
- **Etude de l'extrait 2: Chapter 4, page 59-61 : Anwar's hunger strike for Jamila's arranged marriage**
+ **short extract p.82 : Jamila's decision to marry Changez**

- Anwar et Jamila : compléter le mind map puis explorer les stéréotypes indiens et le poids de la tradition
- Compare with the main protagonist of the film 'Bend it like Beckham' by CHADHA G. released in 2002.

Trailer : <https://www.youtube.com/watch?v=3IwGeYMeqvM>

- Are there any other family relationship issues in the novel?
 - Dilemma between loyalty to the family (Karim is loyal to his mother while living with his Dad and Eva) and freedom to live a life you've chosen (Karim leaves Shadwell's company to join Pyke's cast).
- Pecha Kucha (#3): Feminism in the 1970s

Tâche intermédiaire

Bande annonce du prochain chapitre (à la manière du trailer de la BBC) : imagine what happens next.

5 - Identity quest beyond geographical and social borders : from the suburbs to London

- Anticipation : How would you feel if you could go and live in London or New York City?
- **Etude de l'extrait 3 : Chapter 8, p. 120-121 : Karim is moving to London**
+ **Chapter 9, p. 126-127 : Promising London**
+ **Chapter 11, p. 177-178 : losing one's accent to climb the social ladder**
- Map of London : Repérer les quartiers de Londres fréquentés et fantasmés par Karim. What does London mean to Karim?
- **Pecha Kucha (#4): London**
- **Judging by the accent.** Travail de groupe : CE / CO. Understanding British accents. Chaque groupe choisit un document. **Mise en commun.**

CE article du The New York Times : what accents tell about British class system:

<https://www.nytimes.com/1982/08/22/world/to-the-british-ear-accents-are-all-revealing.html>

Article de Cosmopolitan :The Beckhams changed their accent to sound less working-class : <https://www.cosmopolitan.com/uk/more/a19881/should-you-ever-change-your-accent/>

Article de The Guardian : <https://www.theguardian.com/education/2020/oct/24/uk-top-universities-urged-act-classism-accent-prejudice>

Video Sky news morning story : Is it ok to hate the Posh?

<https://news.sky.com/story/morning-stories-why-is-it-ok-to-hate-the-posh-10347047>

- **Jeu interactif (ludique)**-> écrire un court dialogue et le jouer en choisissant 1 accent et faire deviner à la classe de quel accent il s'agit.

Visionnement en amont de deux courtes vidéos sur le sujet :

<https://www.youtube.com/watch?v=FyyT2jmVPAk&t=68s>

https://www.youtube.com/watch?v=u_BDG9JtGw8

Tâche intermédiaire

Faire un reportage (vidéo/audio, photo reportage) sur la banlieue (nantaise) à la manière d'une description de South London par Karim.

6 - Identity quest beyond social conventions : sex, drugs and rock n'roll.

- **Anticipation** : How would you feel if you had to push the limits to live the life of your dream?

- **Etude de l'extrait 4** : **Extract 4, Chapter 17, p. 246-247 : Charlie living his American Dream**

+ **Chapter 17, p. 249 : Artificial paradise**

+ **Chapter 17, p.252 : "pushing ourselves to the limits"**

- "This was the dream come true" : Which dream does Karim refer to? Compare Charlie's expectations to Karim's?

Charlie's idea of finding one's self : "It's only by pushing ourselves to the limits that we learn about ourselves". What are Karim's limits?

- trouver article ou artiste qui parle des excès de NYC en 1970-1980 :

<https://www.nytimes.com/2015/09/10/t-magazine/1970s-new-york-history.html>

- Pecha Kucha (#5): 1970s music, fashion and punk culture

7 - Finding one's place : From childhood to adulthood.

- **Anticipation** : How would you feel if you returned home after being away for a long period of time?

- **Etude de l'extrait 5** : **Chapter 18, p.281-284 : "Nothing will ever be the same again"**

+ **Chapter 18, p. 263-266 : Haroon explains the meaning of life to Karim**

+ **Chapter 18, p. 273 : People change / Karim's friends and family have moved on**

- Compléter le tableau des personnages et remettre dans l'ordre le Plot Diagram. Récap sur le 'voyage' entrepris par Karim.

- Comparer les dernières lignes du roman avec l'extrait Greetings from Bury Park by Sarfraz Manzoor, 2007 (ShineBright p191).

=> Comment on the narrators' evolution from innocence to experience.

Tâche finale à choisir:

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