

12.4

Module Overview

“I continually find myself in the ruins / of new beginnings”: Analyzing the Interaction of Central Ideas and Character Development

| | |
|------------------------------------|--|
| Texts | <p>Unit 1: <i>A Streetcar Named Desire</i> by Tennessee Williams, “A Daily Joy to Be Alive” by Jimmy Santiago Baca</p> <p>Unit 2: “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol, <i>The Namesake</i> by Jhumpa Lahiri</p> |
| Number of Lessons in Module | 41 (including Module Performance Assessment) |

Introduction

In this module, students read, discuss, and analyze four literary texts, focusing on the development of interrelated central ideas within and across the texts. This module builds upon the key protocols and routines for reading, writing, and discussion that were established in Module 12.1 and developed throughout Modules 12.2 and 12.3. In order to prepare students for complex, independent text analysis after high school, this module provides fewer scaffolds for text analysis than do prior modules. This module also provides students opportunities to craft narrative, informational, and argument writing pieces that build on writing skills introduced in earlier modules.

The texts in this module develop complex characters who struggle to define and shape their own identities. The characters’ struggles for identity revolve around various internal and external forces including: class, gender, politics, intersecting cultures, and family expectations.

In Unit 12.4.1, students read Tennessee Williams’s play *A Streetcar Named Desire*, exploring how various textual elements such as character development and setting intersect and contribute to the development of the central ideas of power dynamics, nostalgia, and identity. Additionally, students view excerpts from Elia Kazan’s 1950 film, *A Streetcar Named Desire*, analyzing how the film interprets the play. Later in the unit, students read the poem “A Daily Joy to Be Alive” by Jimmy Santiago Baca and consider how the central ideas in the poem relate to *A Streetcar Named Desire*.

In Unit 12.4.2, students read and analyze Nikolai Gogol’s short story “The Overcoat” from *The Collected Tales of Nikolai Gogol* and Jhumpa Lahiri’s novel *The Namesake*, considering how both texts explore characters’ struggles with identity. Additionally, students analyze how structural choices can shape meaning in a text and create aesthetic impact for the reader.

Note: Accountable Independent Reading (AIR) is suspended in 12.4. Students may begin reading *The Namesake* at the beginning of Module 12.4 in preparation for Unit 12.4.2.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing and discussions
- Use vocabulary strategies to define unknown words
- Independently read a text in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text
- Make claims about texts using specific textual evidence
- Independently read and annotate text in preparation for evidence-based discussion
- Analyze multiple interpretations of a source text
- Generate and respond to questions in scholarly discourse
- Practice narrative, argument, and informative writing techniques and skills

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

| CCS Standards: Reading—Literature | |
|-----------------------------------|--|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including |

| | |
|--|--|
| | figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCS Standards: Reading—Informational Text | |
| RI.11-12.1.a | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| CCS Standards: Writing | |
| W.11-12.9.a, b | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”). |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| CCS Standards: Speaking & Listening | |
|-------------------------------------|---|
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| CCS Standards: Language | |
| L.11-12.4.a-d | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

| College and Career Readiness Anchor Standards for Reading | |
|---|---|
| CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| CCS Standards: Reading—Literature | |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| RL.11-12.3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is |

| | |
|--|--|
| | particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| RL.11-12.11 | Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. |
| CCS Standards: Reading—Informational Text | |
| None. | |
| CCS Standards: Writing | |
| W.11-12.1.d, e* | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| W.11-12.2.a-f | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> |

| | |
|---------------|---|
| | <ul style="list-style-type: none"> c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| W.11-12.3.a-e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.11-12.9.a | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). |

| CCS Standards: Speaking & Listening | |
|-------------------------------------|--|
| SL.11-12.1.a, c, d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> |
| CCS Standards: Language | |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

| College and Career Readiness Anchor Standards for Reading |
|---|
| None. |
| CCS Standards: Reading – Literature |
| None. |
| CCS Standards: Reading – Informational Text |
| None. |
| CCS Standards: Writing |
| None. |

| CCS Standards: Speaking & Listening | |
|-------------------------------------|--|
| None. | |
| CCS Standards: Language | |
| L.11-12.4.a, b | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> |
| L.11-12.5.a | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> |
| L.11-12.6 | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

Module Performance Assessment

Prompt

In this four-lesson Performance Assessment, students select one of two writing assessments through which they synthesize their analysis of the idea of identity in the 12.4 module texts. Each writing assessment is a two-part analysis that provides students with an opportunity to write formally in two different genres. After drafting their initial responses, students share their writing in a small group peer review discussion. During the final lesson of this Module Performance Assessment, students revise their responses based on feedback from the peer review discussion. Students are assessed on the final drafts of their written responses.

Prompts:

Throughout your analysis of the 12.4 module texts, you have explored how individual identity is shaped by internal and external forces. Additionally, throughout the module, you have responded to various text-analysis prompts using narrative, argument, or informative writing and through evidence-based discussion. Based on your work with evidence-based writing and discussion, choose one writing assessment option below to complete for the Performance Assessment. After completing both parts of the writing assessment, you will engage in a peer review discussion to revise your writing for final publication.

Performance Assessment (Choose from one of the two writing assessment options below.)

Option #1: Narrative + Informative Writing: This is a two-part writing assessment.

- Part A. Choose a key scene or critical moment from one of the module texts. Rewrite the key scene or critical moment so that the character(s) make a different choice than the one made in the actual text. Choose whichever genre (play or story) best fits the scene. The scene should have a narrative arc and the content should remain consistent with the original text.
- Part B. After drafting the narrative, write a commentary on how the narrative choices you made shape or re-shape the character's identity and explain how your choices impact the original text.

Option #2: Argument + Narrative Writing: This is a two-part writing assessment.

- Part A. Select 1–2 of the module texts and make an evidence-based claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.
- Part B. Write a 1–2 page personal narrative about the influence of place or culture on your identity.

Ground your narrative in a quote from one of the module texts or an experience of one of the characters.

Lesson 1

Instruct students to review their notes on the writing assessment option they selected for homework in 12.4.2 Lesson 23. Instruct students to begin drafting a response to Part A of their selected writing assessment.

Explain to students that Part A of each writing assessment does not have a minimum length, but should be detailed enough to adequately respond to the prompt. Remind students to use their notes from the previous lesson's homework as reference during their drafting process.

For homework, instruct students to complete the drafts of their responses to Part A and come to the next class prepared to draft their responses to Part B.

Lesson 2

Instruct students to begin drafting their responses to Part B of their selected writing assessment. Remind students to refer to specific examples in their drafts of Part A as they develop their responses. For homework, instruct students to complete the drafts of Part B of their chosen writing assessment and come to the next lesson prepared to share their drafts of Parts A and B.

Lesson 3

Instruct students to form groups of 3–4, based on the writing assessment they selected. Instruct student groups to conduct a peer review of each others' drafts in preparation for finalizing their responses in the following lesson.

Instruct students to share Part A of their selected writing assessments with one other group member. Instruct students to engage in a student-directed peer review discussion of the drafts. The peer reviewer should provide the writer with at least two pieces of critical feedback on their draft to aid in revisions.

Instruct students to share Part B of their selected writing assessment with a different group member and follow the peer review steps previously explained.

Lesson 4

Instruct students to review the 12.4 Performance Assessment Rubric and Checklist distributed in

12.4.2 Lesson 23.

Instruct students to revise and finalize both parts of their responses, as necessary, based on the peer review from the previous lesson and according to the 12.4 Performance Assessment Rubric and Checklist.

Texts

Unit 1: “I’m going to *do* something. Get hold of myself and make myself a new life!”

Williams, Tennessee. *A Streetcar Named Desire*. New York: New Directions Publishing Corporation, 2004

Baca, Jimmy Santiago. “A Daily Joy to Be Alive.” New Directions, 2009

Unit 2: “The reader should realize himself that it could not have happened otherwise...”

Gogol, Nikolai. “The Overcoat” from *The Collected Tales of Nikolai Gogol*. New York: Vintage Books, 1998

Lahiri, Jhumpa. *The Namesake*. New York: Houghton Mifflin Harcourt Publishing Company, 2003

Module-at-a-Glance Calendar

| Text | Lessons in the Unit | Literacy Skills and Habits | Assessed and Addressed CCSS | Assessments |
|--|---------------------|---|---|--|
| Unit 1: “I’m going to <i>do</i> something. Get hold of myself and make myself a new life!” | | | | |
| <i>A Streetcar Named Desire</i> by Tennessee Williams and “A Daily Joy to Be Alive” by Jimmy Santiago Baca | 14 | <ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension and analysis. Engage in productive, evidence-based discussions about texts. Collect and organize evidence from texts to support analysis in writing and discussions. | CCRA.R.9 RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.7 W.11-12.1.d, e* W.11-12.2.a-f* W.11-12.3.a, b, d W.11-12.4 W.11-12.9.a | End-of-Unit: Students craft a formal, multi-paragraph response to one of two prompts of their choice. Each of the two options requires students to consider both the play <i>A Streetcar Named Desire</i> and the poem “A Daily Joy to Be Alive” as they craft their responses. The first option is an |

| Text | Lessons in the Unit | Literacy Skills and Habits | Assessed and Addressed CCSS | Assessments |
|---|---------------------|--|--|--|
| | | <ul style="list-style-type: none"> Use vocabulary strategies to define unknown words. Independently read a text in preparation for supported analysis. Paraphrase and quote relevant evidence from a text. Make claims about texts using specific textual evidence. Independently read and annotate text in preparation for evidence-based discussion. Analyze multiple interpretations of a source text. Generate and respond to questions in scholarly discourse. Practice narrative, argument, and informative writing techniques and skills. | SL.11-12.1.a, c, d L.11-12.1 L.11-12.2 L.11-12.4.a L.11-12.5.a | informative prompt: What does it mean to be “in the ruins / of new beginnings” (lines 20–21) for the speaker in “A Daily Joy to Be Alive” and a character from <i>A Streetcar Named Desire</i> ? The second option is an argument prompt: To what extent are individuals free to shape their own identities? Use evidence from <i>A Streetcar Named Desire</i> and “A Daily Joy to Be Alive” to support your argument. |
| Unit 2: “The reader should realize himself that it could not have happened otherwise...” | | | | |
| “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> | 23 | <ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension | CCRA.R.9 RL.11-12.2 RL.11-12.3 RL.11-12.4 | Mid-Unit: Students use textual evidence from Nikolai Gogol’s “The Overcoat” |

| Text | Lessons in the Unit | Literacy Skills and Habits | Assessed and Addressed CCSS | Assessments |
|---|---------------------|--|---|---|
| by Nikolai Gogol and <i>The Namesake</i> by Jhumpa Lahiri | | <p>and analysis.</p> <ul style="list-style-type: none"> Engage in productive, evidence-based discussions about texts. Collect and organize evidence from texts to support analysis in writing and discussions. Use vocabulary strategies to define unknown words. Independently read a text in preparation for supported analysis. Paraphrase and quote relevant evidence from a text. Make claims about texts using specific textual evidence. Independently read and annotate text in preparation for evidence-based discussion. Generate and respond to questions in scholarly discourse. Practice narrative, argument, and informative writing techniques and skills. | <p>RL.11-12.5 W.11-12.2.a-f W.11-12.3.a-d W.11-12.4 W.11-12.9.a SL.11-12.1.a, c, d L.11-12.1 L.11-12.2 L.11-12.4.a, b</p> | <p>to craft a formal, multi-paragraph response to the following prompt: How does Gogol's use of the overcoat relate to two interacting central ideas?</p> <p>End-of-Unit: Students engage in a formal, evidence-based discussion in response to the following prompt: Compare Nikolai Gogol's and Jhumpa Lahiri's approaches to identity in "The Overcoat" and <i>The Namesake</i>.</p> |

Note: Bold text indicates targeted standards that will be assessed in the module.