

12.4.2 Unit Overview

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

Texts	<p>“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol</p> <p><i>The Namesake</i> by Jhumpa Lahiri</p>
Number of Lessons in Unit	23

Introduction

In the second unit of Module 12.4, students demonstrate independent learning in reading closely, annotating text, and engaging in evidence-based discussion and writing. Additionally, students continue to refine their informative, argument, and narrative writing skills in preparation for the 12.4 Module Performance Assessment.

Over the course of this unit, 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*. Students explore the structure of the texts and analyze how each author develops characters and central ideas, with particular emphasis on the central idea of identity, which is common to both texts.

There are two formal assessments in this unit: the Mid-Unit Assessment and the End-of-Unit Assessment. For the Mid-Unit Assessment, students craft a written response to a prompt, analyzing how Gogol’s use of the overcoat relates to two interacting central ideas. For the End-of-Unit Assessment, 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 *The Namesake*.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis

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- 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

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Standards for This Unit

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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.
CCS Standards: Reading — Informational	
None.	
CCS Standards: Writing	

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> <ul style="list-style-type: none"> 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. 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. 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).
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W.11-12.3.a-d	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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 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.
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</i>, <i>conception</i>, <i>conceivable</i>).</p>

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

Unit Assessments

Ongoing Assessment

Standards Assessed	RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, W.11-12.9.a, SL.11-12.1.a, c, d
Description of Assessment	Students participate in reading and discussion, write informally in response to text-based prompts, and participate in evidence-based discussions.

Mid-Unit Assessment

Standards Assessed	RL.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2
Description of Assessment	Students use textual evidence from Nikolai Gogol's "The Overcoat" 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?

End-of-Unit Assessment

Standards Assessed	CCRA.R.9, SL.11-12.1.a, c, d
Description of Assessment	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> .

Unit-at-a-Glance Calendar

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Lesson	Text	Learning Outcomes/Goals
1	“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol, pages 394-399	In this first lesson of the unit, students begin their analysis of the short story “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol. Students read and analyze pages 394-399 of “The Overcoat”, in which Gogol introduces the setting and the character Akaky Akakievich. Student analysis focuses on the development of Akaky Akakievich’s character, paying particular attention to Akaky Akakievich’s physical description, explanations of his work, and the way in which he relates to the world around him.
2	“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol, pages 399-410	In this lesson, students analyze pages 399-410 of “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> , in which Akaky Akakievich learns that his old overcoat cannot be repaired and he must commission the tailor, Petrovich, to sew a new one. Student analysis focuses on Akaky Akakievich’s interactions with his co-workers, with Petrovich the tailor, and with his new overcoat. Students consider how Gogol continues to develop Akaky Akakievich’s character through specific details.
3	“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol, pages 410-420	In this lesson, students analyze pages 410-420 of “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> , in which Akaky Akakievich is robbed of his overcoat, becomes ill, and dies. Students analyze the development of central ideas in this excerpt.

Lesson	Text	Learning Outcomes/Goals
4	“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol, pages 420-424	In this lesson, students analyze the conclusion of “The Overcoat,” from <i>The Collected Tales of Nikolai Gogol</i> , pages 420-424, in which a “dead man” (p. 420) rumored to be Akaky Akakievich tears overcoats from people. In an independently written response at the beginning of the lesson, students consider the ways in which Gogol’s “fantastic ending” (p. 420) contributes to the interaction of central ideas. This response informs students’ participation in the whole-class discussion that follows, during which they make connections to their previous analysis of two central ideas.
5	“The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol	In this lesson, the 12.4.2 Mid-Unit Assessment, students use textual evidence from Nikolai Gogol’s “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> 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?
6	<i>The Namesake</i> by Jhumpa Lahiri, pages 1-21	In this lesson, students begin their analysis of <i>The Namesake</i> , a novel by Jhumpa Lahiri, through which they will explore central ideas of identity, nostalgia, and home. Students read and analyze pages 1-21, in which Lahiri introduces the characters of Ashima and Ashoke as they await the birth of their first child. Students analyze Lahiri’s structural choices and use their previous lesson’s homework responses to discuss the excerpt, focusing on passages that best exemplify the development of each character.
7	<i>The Namesake</i> by Jhumpa Lahiri, pages 22-47	In this lesson, students read and analyze pages 22-47 of <i>The Namesake</i> , in which Ashima and Ashoke name their child Gogol, and Ashima begins to develop her identity as a mother. Students work in small groups to answer guiding discussion questions focused on how the central ideas of identity and home develop within the excerpt.

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Lesson	Text	Learning Outcomes/Goals
8	<i>The Namesake</i> by Jhumpa Lahiri, pages 48-71	In this lesson, students read and analyze pages 48-71 of <i>The Namesake</i> , in which the Gangulis move to the suburbs and Gogol's pet name becomes official when he attends elementary school. Students analyze how two or more elements of the story contribute to the development of a central idea. Students discuss their observations and analysis in small groups after independently completing a 12.4.2 Lesson 8 Evidence Collection Tool
9	<i>The Namesake</i> by Jhumpa Lahiri, pages 72-88	In this lesson, students read and analyze pages 72-88 of <i>The Namesake</i> , in which the Gangulis celebrate Gogol's fourteenth birthday and spend eight months in Calcutta during Ashoke's sabbatical. Students explore the development of Gogol's relationships with his parents and sister.
10	<i>The Namesake</i> by Jhumpa Lahiri, pages 88-96	In this lesson, students read and analyze pages 88-96 of <i>The Namesake</i> , in which Gogol returns to high school and attends a college party where he introduces himself as Nikhil for the first time. Students participate in a jigsaw discussion of how the settings of high school and the college party further develop Gogol's relationship with his name.
11	<i>The Namesake</i> by Jhumpa Lahiri, pages 97-108	In this lesson, students analyze pages 97-108 of <i>The Namesake</i> , in which Gogol legally changes his name to Nikhil and goes away to college at Yale. Students explore through five guiding questions how Lahiri develops the central ideas of identity and home in this excerpt.
12	<i>The Namesake</i> by Jhumpa Lahiri, pages 108-124	In this lesson, students analyze <i>The Namesake</i> , pages 108-124, in which Gogol falls in love for the first time and Ashoke tells Gogol about the train wreck and his namesake. Students participate in a jigsaw discussion, focusing on the development and interaction of two central ideas through Gogol's interactions with Ruth, his father, and his peers.

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Lesson	Text	Learning Outcomes/Goals
13	<i>The Namesake</i> by Jhumpa Lahiri, pages 1-124	<p>In this lesson, students analyze their reading of <i>The Namesake</i> thus far by engaging in a fishbowl discussion about Gogol's struggles with identity. Before engaging in discussion, students consider the discussion prompt individually while reviewing their notes, annotations, and previous Quick Writes in order to independently draft written responses. Students then engage in a fishbowl discussion about the text in response to the following prompt: Analyze Gogol's relationship with his pet name in relation to the following epigraph and quote from <i>The Namesake</i>:</p> <p>Epigraph: "The reader should realize himself that it could not have happened otherwise, and that to give him any other name was quite out of the question." — Nikolai Gogol "The Overcoat"</p> <p>Quote: "'We all came out of Gogol's overcoat.'" (p. 78)</p>
14	<i>The Namesake</i> by Jhumpa Lahiri, pages 125-158	In this lesson, students analyze pages 125-158 of <i>The Namesake</i> , in which Gogol meets Maxine and spends time with her family in New York and New Hampshire. Students work in small groups to answer five guiding discussion questions about the excerpt.
15	<i>The Namesake</i> by Jhumpa Lahiri, pages 159-187	In this lesson, students analyze pages 159-187 of <i>The Namesake</i> , in which the Gangulis deal with Ashoke's death. Student analysis focuses on the structure of this excerpt and the aesthetic impact of specific structural choices such as flashbacks and shifts in the narrator's perspective.
16	<i>The Namesake</i> by Jhumpa Lahiri, pages 188-201	In this lesson, students analyze and discuss pages 188-201 of <i>The Namesake</i> , in which Gogol ends his relationship with Maxine and becomes interested in Moushumi. In a written response at the beginning of the lesson, students analyze why Gogol is attracted to Moushumi. This response informs students' participation in a whole-class discussion that follows.

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Lesson	Text	Learning Outcomes/Goals
17	<i>The Namesake</i> by Jhumpa Lahiri, pages 201-218	In this lesson, students analyze pages 201-218 of <i>The Namesake</i> , in which Gogol and Moushumi develop a serious relationship, and Moushumi describes significant events from her past. Students participate in a jigsaw discussion of how two interrelated central ideas are further developed in this excerpt.
18	<i>The Namesake</i> by Jhumpa Lahiri, pages 219-245	In this lesson, students read and analyze pages 219-245 of <i>The Namesake</i> , in which Gogol and Moushumi marry and travel to France. Students independently identify and annotate four instances in the excerpt that demonstrate the interaction of central ideas. Students then use their notes and annotations to guide small group discussions about how two central ideas interact and build on one another in Lahiri's description of the marriage of Moushumi and Gogol.
19	<i>The Namesake</i> by Jhumpa Lahiri, pages 246-267	In this lesson, students analyze pages 246-267 of <i>The Namesake</i> , in which Moushumi begins her affair with Dimitri. Students work in small groups to answer four guiding discussion questions about Lahiri's structural choices and how those choices further develop Moushumi's character.
20	<i>The Namesake</i> by Jhumpa Lahiri, pages 268-291	In this lesson, students analyze pages 268-291 of <i>The Namesake</i> , in which Gogol learns of Moushumi's affair, and Ashima hosts her last Christmas party before leaving for India. Students consider how Lahiri's structural choices contribute to the aesthetic impact of the novel's ending, and apply their analysis independently in a written response at the beginning of the lesson. This response informs students' participation in a whole-class discussion that follows.

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Lesson	Text	Learning Outcomes/Goals
21	<i>The Namesake</i> by Jhumpa Lahiri	In this lesson, students analyze their reading of the entirety of <i>The Namesake</i> by engaging in a fishbowl discussion about identity. Before engaging in discussion, students consider the discussion prompt individually, while reviewing their notes, annotations, and previous Quick Writes in order to independently draft written responses. Students then engage in a fishbowl discussion about the text in response to the following prompt: How does Gogol explore his identity throughout <i>The Namesake</i> ?
22	<i>The Namesake</i> by Jhumpa Lahiri and “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol	In this lesson, students analyze “The Overcoat” and <i>The Namesake</i> in preparation for the 12.4.2 End-of-Unit Assessment in the following lesson. Students work in pairs to discuss the text and develop two claims supported by evidence in response to the 12.4.2 End-of-Unit Assessment prompt: Compare Nikolai Gogol’s and Jhumpa Lahiri’s approaches to identity in “The Overcoat” and <i>The Namesake</i> .
23	<i>The Namesake</i> by Jhumpa Lahiri and “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol	In this final lesson of the unit, the 12.4.2 End-of-Unit Assessment, students engage in an evidence-based discussion in which they analyze how Nikolai Gogol and Jhumpa Lahiri treat the concept of identity similarly and differently in their respective texts. Students consider the development of individual characters and central ideas in each text, and make evidence-based claims during their small group discussions. Students are assessed via their participation in the 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> . Student responses are assessed using the 12.4.2 End-of-Unit Text Analysis Rubric.

Preparation, Materials, and Resources

Preparation

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- Read and annotate “The Overcoat” from *The Collected Tales of Nikolai Gogol* by Nikolai Gogol and *The Namesake* by Jhumpa Lahiri.
- Review the Short Response Rubric and Checklist (optional).
- Review the 12.4 Narrative Writing Rubric and Checklist.
- Review the 12.4 Speaking and Listening Rubric and Checklist.
- Review the 12.4.2 Mid-Unit and End-of-Unit Rubrics and Checklists.
- Review all unit standards and post in classroom.

Materials and Resources

- Copies of “The Overcoat” from *The Collected Tales of Nikolai Gogol* by Nikolai Gogol and *The Namesake* by Jhumpa Lahiri
- Writing utensils including pencils, pens, markers, and highlighters
- Chart paper
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, LCD projector, computers for individual students (for writing activities)
- Self-stick notes for students
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist (optional)
- Copies of the 12.4 Narrative Writing Rubric and Checklist
- Copies of the 12.4 Speaking and Listening Rubric and Checklist
- Copies of the 12.4.2 Mid-Unit Text Analysis Rubric and Checklist
- Copies of the 12.4.2 End-of-Unit Rubric and Checklist

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