

12.4.2 Lesson 12

Introduction

In this lesson, students analyze *The Namesake*, pages 108-124 (from “In the autumn of his sophomore year” to “You remind me of everything that followed”), 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. Student learning is assessed via a Quick Write at the end of the lesson: How do two central ideas interact and build on one another in this excerpt?

For homework, students review their notes, annotations, and previous Quick Writes from *The Namesake* in preparation for the following lesson’s discussion about Gogol’s relationship with his pet name.

File: 12.4.2 Lesson 12 Date: 6/30/15 Classroom Use: Starting 9/2015

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Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W. 11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p>
SL. 11-12.1.a, c	<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>

Assessment

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Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do two central ideas interact and build on one another in this excerpt?

High Performance Response(s)

A High Performance Response should:

- Identify two central ideas (e.g., home, identity).
- Analyze how these two central ideas interact and build on one another in this excerpt (e.g., The central ideas of identity and home interact and build on each other through Gogol's relationship with Ruth. As Gogol dates Ruth, he grows more comfortable within his new identity as Nikhil while also retaining some parts of his identity as Gogol. When Gogol first gets to know Ruth, he realizes that "he has never spoken of his experiences in India to any American friend" (p. 112). He feels comfortable opening up to her, sharing aspects of his life, such as "his experiences in India" (p. 112) and his interest in architecture. However, even though they become intimate, Ruth knows Gogol as Nikhil and he "cannot imagine being with her in the house where he is still Gogol" (p. 115). Gogol feels "betrayed" by the "house where he and his parents once lived" (p. 116) because he cannot be with Ruth and his parents in a home where his two identities might conflict.).

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)

- ashram (n.) - a place where a person or a group of people go to live separately from the rest of society and practice the Hindu religion
- goads (v.) - urges or forces (someone) to do something
- marginality (n.) - marked by contact with dissimilar cultures and acquiring some but not all the traits or values common to any one of them
- teleologically (adv.) - in a way that relates to design or purpose especially in nature
- emblematic (adj.) - representing something such as an idea, state, or emotion that cannot be seen by itself
- errata (n.) - a list of errors and their corrections inserted, usually on a separate page or slip of paper, in a book or other publication
- discomfited (v.) - made uneasy, confused, or embarrassed
- embodied (v.) - gave a concrete form to; expressed, personified, or exemplified in concrete form

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- internship (n.) - a position for students or recent graduates who work for a period of time at a job in order to get experience
- inconceivable (adj.) - impossible to imagine or believe
- habitual (adj.) - done regularly or repeatedly

Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, W.11-12.9.a, SL.11-12.1.a, c Text: <i>The Namesake</i> by Jhumpa Lahiri, pages 108-124 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Jigsaw Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 55% 4. 15% 5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 12.4.1 Lesson 1) (optional)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

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Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.2. In this lesson, students analyze how interactions between Gogol and his peers and between Gogol and his father continue to develop related central ideas in the text.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Read and annotate pages 108-124 of *The Namesake*.) Instruct students to form pairs and share their annotations.

- Student annotations will vary.

Lead a brief whole-class discussion of student responses.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Additionally, respond briefly in writing to the following prompt: What attracts Gogol to Ruth?) Instruct student pairs to discuss their responses.

- Student responses may include:
 - Gogol finds himself attracted to Ruth because she is his first “American friend” (p. 112) with whom he can share his Indian culture and personal interests. On the train, Ruth “expresses interest” (p. 111) in aspects of his life he has not shared with anyone. For example, they visit “a store ... that sells nothing but architecture books” (p. 116), which is his interest alone. As he falls more in love with her, he reveals other aspects of his life to her: his gift to her at Christmas is a “mixed tape of his favorite Beatles songs” (p. 116) and he takes her to visit his childhood home.
 - Gogol feels attracted to Ruth because she is interesting and different and not “because of a past they happen to share” (p. 119). She is “the child of hippies, educated at home until the seventh grade” (p. 110) and he “cannot imagine coming from such parents, such a background” (p. 211). He considers his own background “bland by comparison” (p. 111). She appears open to his cultural experiences too, and he finds it easy to picture her in India, “her face and arms tan ... walking along Chowringhee as other Western tourists do” (p. 111).

Lead a brief whole-class discussion of student responses.

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Activity 3: Jigsaw Discussion

55%

Inform students that they are going to participate in a jigsaw discussion about how two central ideas develop throughout pages 108-124 of *The Namesake*.

Instruct students to form pairs. Instruct student pairs to review pages 108-124 (from “In the autumn of his sophomore year” to “You remind me of everything that followed”). Instruct students to continue to annotate the text as they review and discuss (W.11-12.9.a).

Provide students with the definitions of *ashram*, *goads*, *marginality*, *teleologically*, *emblematic*, *errata*, *discomfited*, and *embodied*.

- Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
 - Students write the definitions of *ashram*, *goads*, *marginality*, *teleologically*, *emblematic*, *errata*, *discomfited*, and *embodied* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the definitions of *internship*, *inconceivable*, and *habitual*.
 - Students write the definitions of *internship*, *inconceivable*, and *habitual* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

How do Gogol’s relationships with his peers and his family relate to two central ideas in the text?

Post or project the following focus questions:

Focus Question 1: How does Gogol's relationship with Ruth further develop a central idea in the text?

Focus Question 2: How do Gogol's interactions with the ABCDs and his father further develop a central idea in the text?

Assign half of the student pairs to respond to Focus Question 1, and the other half to respond to Focus Question 2. Instruct student pairs to review the excerpt and respond to their focus question, drawing on evidence from the excerpt in their responses.

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- Students work in pairs to answer their assigned focus question.
- See below for possible student responses.

Once student pairs have answered their focus question, instruct each pair to split up and form a new pair with a student who answered a different focus question. Instruct students to share and discuss their responses in their new pairs.

- Student pairs engage in a discussion about Focus Questions 1 and 2.
- The new pairs should be composed of one student who answered Focus Question 1 and a second student who answered Focus Question 2.
- Consider reminding students of their previous work with SL.11-12.1.a, as this discussion requires that students come to class having read the material and asks them to explicitly draw on evidence from the text to support their discussion.
- Consider reminding students of their previous work with SL.11-12.1.c, as this discussion requires that students pose and respond to questions and qualify or justify their own points of agreement and disagreement with other students.

Focus Question 1: How does Gogol's relationship with Ruth further develop a central idea in the text?

- Student responses may include:
 - Gogol and Ruth's relationship further develops the central idea of identity. Ruth makes Gogol feel comfortable in his identity as Nikhil, as well as in his identity as Gogol. Throughout his relationship with Ruth, Gogol shares his Bengali culture and his interest in architecture. When Ruth "expresses interest," Gogol describes "his visits to Calcutta" (p. 111) in an architectural manner. He "draws a floor plan of his maternal grandparents' flat" (p. 111) with many architectural details that interest him. Ruth accepts the aspects of Gogol's life that "he has never spoken of ... to any American friend" (p. 112). He talks freely about his visits to India, and "[h]er appreciation for these details flatters him" (p. 112).
 - Gogol's parents' disapproval of his relationship with Ruth further develops the central idea of identity. Gogol wishes that his parents could accept that his cultural expectations are different from theirs; their expectation of Gogol as a "Bengali m[a]n" (p. 117) does not match with Gogol's own identity as an American-born Bengali. According to Gogol, his parents have "no experience of being young and in love," and he "pities" them (p. 117). However, they are aware of American marriage, "point[ing] out examples of Bengali men they know who've married Americans, marriages that have ended in divorce" (p. 117).

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- When Gogol shows Ruth the house and revisits the time when he was Gogol, “he feels ... betrayed” (p. 116), which develops the central idea of identity. Ruth does not know Gogol; she only knows Nikhil. Gogol feels “betrayed” by the “house where he and his parents once lived” (p. 116) because he cannot be with Ruth and his parents in a home where his two identities might conflict.
- When Gogol returns to his childhood home with Ruth, he feels “betrayed” (p. 116), developing the central idea of home. As Gogol stands outside the “house where he and his parents once lived,” Gogol feels “strangely helpless” (p. 116). Gogol wishes to be “alone” (p. 116) with Ruth but cannot do so because he cannot take her to his family’s home on Pemberton Road. Because he is now Nikhil, Gogol cannot take anyone home who would not know his former identity as Gogol, as he “cannot imagine being with her in the house where he is still Gogol” (p. 115).
- Gogol’s “long[ing]” for Ruth when she is in England reflects his parents’ longing for their home, “for the people they love in India” (p. 117), further developing the central idea of home. When Ruth is away, he is “lost that spring without her” (p. 117). He “listens to the music she loves” and “spends what little money he has ... on transatlantic phone calls to Ruth twice a week” (p. 117). He imagines her “leaning over a sink somewhere, brushing her teeth and washing her face” (p. 117), just as earlier in the text Ashima imagined the mundane activities of her home in India when she was homesick.
- **Differentiation Consideration:** If students would benefit from a more structured analysis, consider providing the following scaffolding questions to support their reading and discussion:

How does Gogol and Ruth’s initial discussion on the train develop a central idea?

How does Gogol’s reluctance to bring Ruth to his parents’ house refine a central idea?

Why does Gogol feel “betrayed” when he visits “the American professor’s house” (page 116)?

How does Ruth’s being far away relate to Gogol’s parents’ longing for India?

Focus Question 2: How do Gogol’s interactions with the ABCDs and his father further develop a central idea in the text?

- Student responses may include:
 - The ABCD panel discussion develops the central idea of home because Gogol realizes that he does not feel a sense of belonging in the ABCD community. Because

“*deshi*” means “countryman,” Gogol is unable to identify with ABCDs because he does not feel like India, or “*desh*” (p. 118), is his home. Even at school, where he may find a community of Bengali peers, he “avoids” other ABCDs (p. 119), and chooses not to “befriend[] people ... because of a past they happen to share” (p. 118), thus showing his avoidance of embracing a community that “remind[s] him too much of the way his parents choose to live” (p. 119).

- The ABCD panel discussion develops the central idea of identity by highlighting Gogol’s struggles with identity. Gogol understands that, although the term *ABCD* supposedly refers to “American-born confused *deshi*”(p. 118), his identity does not fit neatly into that category. Although Gogol “never thinks of India as *desh*. He thinks of it as Americans do, as India,” some parts of his identity reflect his Indian heritage, because he “liv[es] with a pet name and a good name[] in a place where such distinctions do not exist” (p. 118). The panel discussion causes Gogol to consider “awkward truths,” such as the fact that “although he can understand his mother tongue, and speak it fluently, he cannot read or write it with even modest proficiency” (p. 118), demonstrating that his identity is too complex to describe in simple terms.
- The story of the train crash helps Gogol understand what his name means to his father, that the name represents a new identity relating to rebirth and family. Gogol’s name has been a source of conflict for him, and once Ashoke tells the story, Gogol feels “awkward, oddly ashamed, at fault,” thinking that his identity was “bound up with a catastrophe he has unwittingly embodied for years” (p. 124). However, Ashoke’s explanation to Gogol, “You remind me of everything that followed” (p. 124), suggests that Ashoke no longer associates the name solely with the train crash. Instead, Gogol’s life has given the name a more pleasant association that relates to family and rebirth.
- **Differentiation Consideration:** If students would benefit from a more structured analysis, consider providing the following scaffolding questions to support their reading and discussion:

How does the ABCD panel discussion develop a central idea?

How does the story of the train crash develop the relationship between Gogol and his father?

How does Gogol’s reaction to the story of the train crash develop a central idea?

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How do two central ideas interact and build on one another in this excerpt?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.
- Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their notes, annotations, and previous Quick Writes from *The Namesake* in preparation for the next lesson's discussion about the following prompt:

Analyze Gogol's relationship with his pet name in relation to the following epigraph and quote from *The Namesake*:

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"

Quote: "'We all came out of Gogol's overcoat.'" (p. 78)

- Explain to students that the quote "We all came out of Gogol's overcoat" is often attributed to Fyodor Dostoyevsky, a 19th-century Russian novelist who was influenced by Gogol.
- Students follow along.

Homework

Review your notes, annotations, and previous Quick Writes from *The Namesake* in preparation for the next lesson's discussion about the following prompt:

Analyze Gogol's relationship with his pet name in relation to the following epigraph and quote from *The Namesake*:

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"

Quote: "'We all came out of Gogol's overcoat.'" (p. 78)

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