

12.4.2 Lesson 5

Introduction

In this lesson, the 12.4.2 Mid-Unit Assessment, students use textual evidence from Nikolai Gogol's "The Overcoat" from *The Collected Tales of Nikolai Gogol* 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?

Students review their annotated texts, Quick Writes, discussion notes, and homework to organize their ideas. Students then develop their responses to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. The 12.4.2 Mid-Unit Assessment is assessed using the 12.4.2 Mid-Unit Text Analysis Rubric.

For homework, students read pages 1-21 of *The Namesake* by Jhumpa Lahiri and annotate for character development. Additionally, students identify a passage that best exemplifies the development of each character in the excerpt, and prepare to discuss how the passage best exemplifies the character.

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.

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).
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 Standard(s)	
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> <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”).

Assessment

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Assessment(s)

Student learning in the first part of this unit is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Gogol's use of the overcoat relate to two interacting central ideas?
- Student responses will be assessed using the 12.4.2 Mid-Unit Text Analysis Rubric.

High Performance Response(s)

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A High Performance Response should:

- Determine two or more interrelated central ideas in the text (e.g., identity and power dynamics).
- Analyze how the overcoat relates to two interacting central ideas (e.g., Gogol's use of the overcoat demonstrates how the power and identity of a man can shift based on material possessions, such as the clothing he wears.)

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- Before the new overcoat, Akaky Akakievich is an “eternal titular councillor” (p. 396), a rank in the Russian government that is comfortable, but lacking in power, as viewed by other “important” positions (p. 415). Although Akaky Akakievich excels at executing the duties of his job, he has no desire to change his job or position, as Akaky Akakievich remains “zealously” committed to “copying forever” (p. 397). He is “treated ... with cold despotism” by his superiors and “pester[ed]” by his colleagues (p. 396), thus demonstrating their opinion that Akaky Akakievich is lesser than them. Despite the abuse, Akaky Akakievich is “able to content himself with his lot” (p. 399) because he inhabits his own world of “his own neat lines” (p. 398), where he is content with his life and power or rank do not matter to him.
- As Akaky Akakievich saves money to pay for a new overcoat, he finds himself “nourished spiritually, bearing in his thoughts the eternal idea of the future overcoat” (p. 406). His identity subtly changes and grows stronger, becoming “somehow livelier, even firmer of character” (p. 407). The new overcoat empowers Akaky Akakievich because his co-workers accept him and respect him for the first time. Although this acceptance provides him a little happiness, he also acts “awkwardly” and does “not know what to do” (p. 411) at a party with his co-workers. As he walks from the party in a “merry state of mind,” he suddenly runs “for some unknown reason, after some lady who passed by like lightning” (p. 412). This kind of behavior represents a change for Akaky Akakievich who never before entertained a “diversion” (p. 399) from his work. His behavior after the party indicates a more empowered identity that is so unfamiliar to Akaky Akakievich he “marvel[s] to himself at this sprightliness of unknown origin” (p. 412).
- When the new overcoat is stolen, Akaky Akakievich is caught between his old and new identities. Without his new overcoat, Akaky Akakievich is once again powerless, despite his attempt to retain the empowered identity he experienced with his new overcoat. He cannot convince the police officer to pursue the criminals who stole the overcoat, and he proves ineffective in reporting the stolen coat to the “superintendent” (p. 413) and the *important person*. Once Akaky Akakievich dies, the narrator describes Akaky Akakievich as being “dear to no one” (p. 419) and a person who “went to his grave for no particular reason, but for whom, all the same ... there had flashed a bright visitor in the form of a ...” (p. 419).

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words using the strategies outlined in L.11-12.4.a-d.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2, W.11-12.4, W.11-12.9.a Text: “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 12.4.2 Mid-Unit Assessment 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 80% 4. 5%

Materials

- Copies of the 12.4.2 Mid-Unit Assessment for each student
- Copies of the 12.4.2 Mid-Unit Text Analysis Rubric and Checklist for each student

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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%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.11-12.2, W.11-12.2.a-f, L.11-12.1, and L.11-12.2. In this lesson, students complete the 12.4.2 Mid-Unit Assessment in which they examine “The Overcoat” by Nikolai Gogol and analyze how the overcoat relates to two interacting central ideas in the text.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask students to take out their materials for the 12.4.2 Mid-Unit Assessment, including all notes, annotations, and Quick Writes.

- Students take out their materials for the 12.4.2 Mid-Unit Assessment.
- Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 12.4.2 Mid-Unit Assessment

80%

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Distribute the 12.4.2 Mid-Unit Assessment to each student. Explain to students that because it is a formal writing task, the 12.4.2 Mid-Unit Assessment should include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement or section. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language and domain-specific vocabulary. Remind students to use this unit's vocabulary, as well as proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and objective tone (W.11-12.4).

Instruct students to write a multi-paragraph response to the following prompt:

How does Gogol's use of the overcoat relate to two interacting central ideas?

Remind students to use their annotated texts, Quick Writes, discussion notes, and homework notes to write their response. Distribute and review the 12.4.2 Mid-Unit Text Analysis Rubric. Remind students to use the 12.4.2 Mid-Unit Text Analysis Rubric to guide their written responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

- Students examine the 12.4.2 Mid-Unit Text Analysis Rubric.
- Display the prompt for students to see, or provide the prompt in hard copy.

Instruct students to use the remaining class period to write their 12.4.2 Mid-Unit Assessment.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of the lesson.
- Consider encouraging students who finish early to reread and revise their responses using the 12.4.2 Mid-Unit Text Analysis Rubric.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read pages 1-21 of *The Namesake* by Jhumpa Lahiri (from “On a sticky August evening two weeks before” to “who had saved his life, when Patty enters the waiting room”) and annotate for character development (W.11-12.9.a). Additionally, instruct students to identify a passage that best exemplifies the development of each character in the excerpt, and prepare to discuss how the passage best exemplifies the character.

- Students follow along.

Homework

Read pages 1-21 of *The Namesake* by Jhumpa Lahiri (from “On a sticky August evening two weeks before” to “who had saved his life, when Patty enters the waiting room”) and annotate for character development. In addition, identify a passage that best exemplifies the development of each character in the excerpt, and prepare to discuss how the passage best exemplifies the character.

12.4.2 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of “The Overcoat” to write a well-developed response to the following prompt:

How does Gogol’s use of the overcoat relate to two interacting central ideas?

Your writing will be assessed using the 12.4.2 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

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CCSS: RL.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2

Commentary on the task:

This task measures RL.11-12.2 because it demands that students:

- 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.

This task measures W.11-12.2.a-f because it demands that students:

- 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.
 - 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.
 - 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.
 - 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.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
 - 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).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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12.4.2 Mid-Unit Text Analysis Rubric

____ / ____ (Total points)

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.</p> <p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>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.</p>	<p>Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.</p>	<p>Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.</p>	<p>Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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> <p>CCSS.ELA-Literacy.W.11-12.2</p> <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>CCSS.ELA-Literacy.W.11-12.2.b</p> <p>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</p>	<p>Thoroughly and skillfully develop the topic with 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. (W.11-12.2.b)</p>	<p>Develop the topic with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.W.11-12.2</p> <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>CCSS.ELA-Literacy.W.11-12.2.a</p> <p>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>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; skillfully include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Skillfully 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. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>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, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Effectively 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. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; somewhat effectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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12.4.2 Mid-Unit Text Analysis Checklist


Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Identify two or more central ideas from the text and analyze their development? (RL.11-12.2)	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? (RL.11-12.2)	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? (RL.11-12.2)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the topic with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)	<input type="checkbox"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (W.11-12.2.a)	<input type="checkbox"/>
	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? (W.11-12.2.c)	<input type="checkbox"/>
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.2.e)	<input type="checkbox"/>

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	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)	
Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	