

## 12.4.2 Lesson 22

### Introduction

In this lesson, students analyze “The Overcoat” and *The Namesake* 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 *The Namesake*. Student analysis focuses on making connections between the two texts by analyzing how the concept of identity is treated in “The Overcoat” and *The Namesake*. Students are assessed via the completion of the 12.4.2 Lesson 22 Exit Slip in which they identify two claims they developed in pairs.

For homework, students review and expand their notes, annotations, and Quick Writes in preparation for the 12.4.2 End-of-Unit Assessment in the following lesson. Additionally, students review the 12.4.2 End-of-Unit Rubric and Checklist to prepare for the End-of-Unit Assessment.

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## Standards

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Assessed Standard(s)	
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.
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.11-12.5	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.
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>
Addressed Standard(s)	
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-structure event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>

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.
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## Assessment

### Assessment(s)

Student learning is assessed via an Exit Slip at the end of the lesson. Students identify two claims they developed with their partners in response to the following End-of-Unit Assessment prompt:

- Compare Nikolai Gogol's and Jhumpa Lahiri's approaches to identity in "The Overcoat" and *The Namesake*.

### High Performance Response(s)

A High Performance Response should:

- Identify two claims developed in response to the End-of-Unit Assessment prompt.
- See [Model 12.4.2 Lesson 22 Exit Slip at the end of this lesson](#).

## Vocabulary

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

- None.\*

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

- None.\*

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

- 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. Teacher 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
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.9.a, W.11-12.3.a-d, SL.11-12.1</li> <li>Texts: “The Overcoat” by Nikolai Gogol from <i>The Collected Tales of Nikolai Gogol</i> and <i>The Namesake</i> by Jhumpa Lahiri</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Cross-Text Analysis</li> <li>4. 12.4.2 Lesson 22 Exit Slip and Assessment</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 65%</li> <li>4. 10%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the 12.4 Narrative Writing Rubric and Checklist (refer to 12.4.1 Lesson 4)
- Copies of the 12.4.2 Lesson 22 Exit Slip for each student
- Copies of the 12.4.2 End-of-Unit 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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: CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, and W.11-12.9.a. In this lesson, students work in pairs to analyze how Nikolai Gogol and Jhumpa Lahiri approach the concept of identity in their respective texts. Students then develop two claims in preparation for the 12.4.2 End-of-Unit Assessment. Students complete an Exit Slip to close the lesson.

- Students look at the agenda.

### Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Write a text-based narrative writing piece in response to the following prompt: Choose a character from *The Namesake* and rewrite a key scene in the novel from his or her first-person perspective. Use the skills outlined in W.11-12.3.a-d when writing your scene.) Instruct students to form pairs and share their narrative writing pieces, specifically discussing how their narrative writing aligns to W.11-12.3.a-d.

- Student responses will vary depending on their narrative writing pieces. Students should use the language of W.11-12.3.a-d from the 12.4 Narrative Writing Rubric and Checklist in discussion.

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### Activity 3: Cross-Text Analysis

65%

Instruct students to remain in pairs from the previous activity. Post or project the 12.4.2 End-of-Unit Assessment prompt:

**Compare Nikolai Gogol’s and Jhumpa Lahiri’s approaches to identity in “The Overcoat” and *The Namesake*.**

- Display the prompt for students to see, or provide the prompt in hard copy.

Explain to students that the activities in this lesson prepare them for the 12.4.2 End-of-Unit Assessment by engaging them in cross-text analysis of “The Overcoat” and *The Namesake*. Explain to students that they will engage in an assessment discussion in the following lesson (12.4.2 Lesson 23), comparing how Jhumpa Lahiri and Nikolai Gogol approach identity in their respective texts. Instruct student pairs to consider the connections between Nikolai Gogol’s “The Overcoat” and Jhumpa Lahiri’s *The Namesake*. Instruct students to use the following guiding questions to facilitate their cross-text analysis:

**How does Lahiri approach identity throughout *The Namesake*?**

- Student responses may include:
  - Lahiri approaches identity as a search for belonging, as Gogol attempts to find a resolution to his struggles with identity throughout the novel.
  - In *The Namesake*, Lahiri portrays identity as shifting or changing, as Gogol negotiates his Bengali-American identity throughout the text by changing his name, engaging in different relationships, and living separately from his parents.
  - *The Namesake* demonstrates how conflicts of identity can be harmful to individuals, as Gogol experiences pain and discomfort as he tries to find a resolution for his struggles with identity.

**How does Nikolai Gogol approach identity throughout “The Overcoat”?**

- Student responses may include:
  - Nikolai Gogol treats identity as closely linked to Petersburg’s power structure; most of the power in Petersburg determines “rank” (p. 394) and title, and thus identity.
  - Gogol treats identity as shifting based on context, as Akaky Akakievich’s identity changes in relation to the overcoat.

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- “The Overcoat” provides a resolution to Akaky Akakievich’s struggles with identity through his death and transformation into a fear-provoking “dead man” (p. 420).

Analyze the connections between the authors’ approaches to identity.

- Student responses may include:
  - Both Lahiri and Gogol portray identity as not fixed, but rather, shifting and changing depending on context. In *The Namesake*, Gogol’s identity shifts in response to his internal struggles with identity. In “The Overcoat,” Akaky Akakievich’s identity changes in relation to his overcoat.
  - Both *The Namesake* and “The Overcoat” provide resolutions to their respective characters’ struggles with identity. In “The Overcoat,” Akaky Akakievich finds resolution to his struggles with identity through his death and transformation into a fear-provoking “dead man” (p. 420). In *The Namesake*, the resolution for Gogol is the acceptance of his conflicted identity, as Gogol realizes that it “had not been possible to reinvent himself fully, to break from that mismatched name” (p. 287).

Instruct student pairs to develop two claims supported by evidence in response to the 12.4.2 End-of-Unit Assessment prompt in preparation for the discussion in the following lesson (12.4.2 Lesson 23).

- Student pairs develop two claims and gather evidence in preparation for the 12.4.2 End-of-Unit Assessment discussion in the following lesson.
- See the 12.4.2 Lesson 22 Exit Slip for example student responses.
- See 12.4.2 Lesson 23 High Performance Response for more examples of claims supported by evidence.
- Remind students to record notes during the discussion to prepare for this lesson’s Exit Slip assessment and the following lesson’s assessed discussion (12.4.2 Lesson 23).
- Consider drawing students’ attention to their application of SL.11-12.1 through the process of participating effectively in a range of collaborative discussion.

Lead a brief whole-class discussion of student responses.

## Activity 4: 12.4.2 Lesson 22 Exit Slip and Assessment

10%

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Distribute the 12.4.2 Lesson 22 Exit Slip. Instruct students to complete the Exit Slip independently.

- See the Model 12.4.2 Lesson 22 Exit Slip at the end of this lesson.

Collect student Exit Slips.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and expand their notes, annotations, and Quick Writes in preparation for the 12.4.2 End-of-Unit Assessment in the following lesson.

Distribute the 12.4.2 End-of-Unit Rubric and Checklist. Instruct students to review the 12.4.2 End-of-Unit Rubric and Checklist to prepare for the End-of-Unit Assessment.

- Students follow along.

## Homework

Review and expand your notes, annotations, and Quick Writes in preparation for the 12.4.2 End-of-Unit Assessment in the following lesson. Also, review the 12.4.2 End-of-Unit Rubric and Checklist to prepare for the End-of-Unit Assessment.

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## 12.4.2 Lesson 22 Exit Slip

<b>Name</b> :		<b>Class</b> :		<b>Date</b> :	
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**Directions:** Identify two claims in response to the 12.4.2 End-of-Unit Assessment prompt.

**Text:** “The Overcoat” by Nikolai Gogol and *The Namesake* by Jhumpa Lahiri

**Prompt:** Compare Nikolai Gogol’s and Jhumpa Lahiri’s approaches to identity in “The Overcoat” and *The Namesake*.

**Identify two claims you developed with your partner.**

Claim 1:

Claim 2:

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## Model 12.4.2 Lesson 22 Exit Slip

<b>Name</b> :		<b>Class</b> :		<b>Date</b> :	
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**Directions:** Identify two claims in response to the 12.4.2 End-of-Unit Assessment prompt.

**Text:** “The Overcoat” by Nikolai Gogol and *The Namesake* by Jhumpa Lahiri

**Prompt:** Compare Nikolai Gogol’s and Jhumpa Lahiri’s approaches to identity in “The Overcoat” and *The Namesake*.

**Identify two claims you developed with your partner.**

Claim 1: Both texts demonstrate that conflicts of identity can be harmful to individuals.

Claim 2: Both *The Namesake* and “The Overcoat” demonstrate that identity is not fixed, but rather, shifts and changes depending on context.

## 12.4.2 End-of-Unit Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Content and Analysis</b> The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  <b>CCSS.ELA-Literacy.CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Skillfully analyze how two or more texts address similar themes or topics.	Accurately analyze how two or more texts address similar themes or topics.	With partial accuracy, analyze how two or more texts address similar themes or topics.	Inaccurately analyze how two or more texts address similar themes or topics.

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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><b>Content and Analysis</b></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><b>CCSS.ELA-Literacy.RL.11-12.2</b></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><b>Content and Analysis</b></p> <p><b>The extent to which the response analyzes the impact of the author's choices regarding how to develop and relate elements of a story.</b></p> <p><b>CCSS.ELA-Literacy.RL.11-12.3</b></p> <p>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).</p>	<p>Skillfully analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p>	<p>Accurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p>	<p>With partial accuracy, analyze the impact of the author's choices regarding how to develop and relate elements of a story.</p>	<p>Inaccurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.</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><b>Content and Analysis</b></p> <p>The extent to which the response analyzes how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>CCSS.ELA-Literacy.RL.11-12.5</b></p> <p>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.</p>	<p>Skillfully analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.</p>	<p>Accurately analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.</p>	<p>With partial accuracy, analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.</p>	<p>Inaccurately analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.</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><b>Command of Evidence and Reasoning</b></p> <p><b>The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and/or other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>CCSS.ELA-Literacy.SL.11-12.1</b></p> <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><b>CCSS.ELA-Literacy.SL.11-12.1.a</b></p> <p>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><b>The extent to which the speaker propels conversations by</b></p>	<p>Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and/or other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Skillfully propel conversations by consistently posing and responding to questions that probe reasoning and evidence; actively ensure a hearing for a full range of positions on a topic or issue; consistently clarify, verify, or challenge ideas and conclusions; and actively promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and/or other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>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. (SL.11-12.1.c)</p>	<p>Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and/or other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Somewhat effectively propel conversations by inconsistently posing and responding to questions that probe reasoning and evidence; occasionally ensure a hearing for a full range of positions on a topic or issue; inconsistently clarify, verify, or challenge ideas and conclusions; and occasionally promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts and/or other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Ineffectively propel conversations by rarely posing or responding to questions that probe reasoning and evidence; rarely ensure a hearing for a full range of positions on a topic or issue; rarely clarify, verify, or challenge ideas and conclusions; and prevent divergent and creative perspectives. (SL.11-12.1.c)</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><b>Collaboration and Presentation</b></p> <p>The extent to which the speaker works with peers to promote civil, democratic discussions and decision-making, setting clear goals and deadlines and establishing individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.11-12.1</p> <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>The extent to which the speaker responds to diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.d</p>	<p>Skillfully respond to diverse perspectives; skillfully synthesize comments, claims, and evidence made on all sides of an issue; frequently resolve contradictions when possible; and precisely determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Effectively respond to diverse perspectives; accurately synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and accurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Somewhat effectively respond to diverse perspectives; with partial accuracy, synthesize comments, claims, and evidence made on all sides of an issue; occasionally resolve contradictions when possible; and determine with partial accuracy what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Ineffectively respond to diverse perspectives; inaccurately synthesize comments, claims, and evidence made on all sides of an issue; rarely resolve contradictions when possible; and inaccurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>

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- 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 End-of-Unit Checklist

Assessed Standards: \_\_\_\_\_

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	Does my writing...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? (CCRA.R.9)	<input type="checkbox"/>
	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"/>
	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama? (RL.11-12.3)	<input type="checkbox"/>
	Analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact? (RL.11-12.5)	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Explicitly draw on evidence from texts and/or other research on the topic or issue? (SL.11-12.1.a)	<input type="checkbox"/>
	Pose and respond to questions that probe reasoning and evidence? (SL.11-12.1.c)	<input type="checkbox"/>
	Ensure a hearing for a full range of positions on a topic or issue? (SL.11-12.1.c)	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? (SL.11-12.1.c)	<input type="checkbox"/>
	Promote divergent and creative perspectives? (SL.11-12.1.c)	<input type="checkbox"/>
<b>Collaboration and Presentation</b>	Respond to diverse perspectives? (SL.11-12.1.d)	<input type="checkbox"/>
	Synthesize comments, claims, and evidence made on all sides of an issue? (SL.11-12.1.d)	<input type="checkbox"/>
	Resolve contradictions when possible? (SL.11-12.1.d)	<input type="checkbox"/>
	Determine what additional information or research is required to deepen the investigation or complete the task? (SL.11-12.1.d)	<input type="checkbox"/>

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