

12.4.2

Lesson 23

Introduction

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. Additionally, students pose and respond to questions, probe the reasoning and evidence presented by their peers, and clarify, verify, or challenge their own ideas and conclusions. 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 *The Namesake*. Student responses are assessed using the 12.4.2 End-of-Unit Rubric.

For homework, students review the prompt options for the 12.4 Module Performance Assessment and select the one for which they will write a response. Additionally, students take notes on their selected writing assessment to prepare for the 12.4 Module Performance 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.
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> <ul style="list-style-type: none"> 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. 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. 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.
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>
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Assessment

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Assessment(s)

In this End-of-Unit Assessment, student learning is assessed via their participation in a small group 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*.
- Student learning will be assessed using the 12.4.2 End-of-Unit Rubric.

High Performance Response(s)

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A High Performance Response should:

- Develop a claim about how Nikolai Gogol and Jhumpa Lahiri approach identity in “The Overcoat” and *The Namesake* (e.g., Both “The Overcoat” and *The Namesake* demonstrate that identity is not fixed, but rather, shifts and changes depending on context.).
- Support this claim with evidence (see examples below).

A High Performance Response may include the following evidence:

- Both *The Namesake* and “The Overcoat” demonstrate that identity is not fixed, but rather, shifts and changes depending on context. In *The Namesake*, Gogol’s identity shifts in response to his internal struggles with his identity. For example, in college, Gogol takes advantage of a new setting to change his name to Nikhil because “everything else is suddenly so new, going by a new name doesn’t feel so terribly strange to Gogol” (Lahiri, p. 104). Gogol’s identity also shifts in his relationships with various women. Gogol allows himself to be “effortlessly incorporated into” Maxine’s “world” (Lahiri, pp. 136 and 150), avoiding his own family and upbringing and experiencing freedom from “expectation” (Lahiri, p. 142). In his marriage to Moushumi, Gogol’s identity shifts back to his Bengali roots, as he and Moushumi fulfill a “collective, deep-seated desire—because they’re both Bengali” (Lahiri, p. 224). In “The Overcoat,” Akaky Akakievich’s identity changes in relation to his overcoat. Before Akaky Akakievich obtains his new overcoat, “[o]utside [his] copying nothing seem[s] to exist for him” (Gogol, p. 397). While he waits for his new overcoat, however, Akaky Akakievich begins to change; he finds himself “nourished spiritually” (Gogol, p. 406). When his coat is completed, Akaky Akakievich attends “a party” with co-workers (Gogol, p. 409) wearing his new overcoat, demonstrating a shift in his identity from someone who never before entertained a “diversion” (Gogol, p. 399) from his “copying” work (Gogol, p. 397), to someone who interacts socially with co-workers.
- Lahiri presents identity as a desperate search for belonging, while Gogol presents identity as an unwanted burden imposed by society. For example, in *The Namesake*, Gogol forges a relationship with Maxine, a woman whose family and upbringing are opposite to his own. By “fall[ing] in love with Maxine, the house, and Gerald and Lydia’s manner of living” (Lahiri, p. 137), Gogol tries to free himself from “responsibility, in willing exile from his own life” (Lahiri, p. 142), demonstrating his need to escape the Bengali part of his identity. Subsequently, Gogol finds himself attracted to Moushumi, a woman whose family and upbringing are nearly identical to his own. With Moushumi, Gogol feels a “familiarity” (Lahiri, p. 199) he did not feel with Maxine. Gogol seeks Moushumi because she understands his upbringing, as Moushumi can recall details of his past that Gogol finds “endearing” (Lahiri, p. 195). In both relationships, Gogol avoids certain aspects of his identity to find a sense of belonging. On the other hand, in “The Overcoat,” Akaky Akakievich experiences the

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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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: CCRA.R.9, RL. 11-12.2, RL.11-12.3, RL.11-12.5, SL. 11-12.1.a, c, d, W.11-12.9.a Texts: “The Overcoat” from <i>The Collected Tales of Nikolai Gogol</i> by Nikolai Gogol, and <i>The Namesake</i> by Jhumpa Lahiri 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 12.4.2 End-Of-Unit Assessment: Evidence-Based Discussion 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 80% 4. 5%

Materials

- Copies of the 12.4.2 End-of-Unit Assessment for each student
- Student copies of the 12.4.2 End-of-Unit Rubric and Checklist (refer to 12.4.2 Lesson 22)
- Copies of the 12.4 Performance Assessment 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: CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, and SL.11-12.1.a, c d. In this lesson, students complete the 12.4.2 End-of-Unit Assessment by participating in an evidence-based discussion of “The Overcoat” by Nikolai Gogol and *The Namesake* by Jhumpa Lahiri 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*.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

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

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

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Activity 3: 12.4.2 End-of-Unit Assessment: Evidence-Based Discussion 80%

Distribute copies of the 12.4.2 End-of-Unit Assessment. Instruct students to form small groups. Instruct student groups to present and discuss their claims and 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*.

Remind students to ensure that each member of the group has the opportunity to present his or her claim. Remind students that they will be assessed on their participation in the discussion, including how effectively they pose and respond to questions that challenge, clarify, or verify their claims, and the extent to which they synthesize comments, claims, and evidence made on all sides of the issue after the discussion. Remind students to use the 12.4.2 End-of-Unit Rubric and Checklist to guide their discussion. Remind students to also use evidence from the text to support their claims (W.11-12.9.a).

- 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.
- Consider reminding students of their previous work with SL.11-12.1.d, as this discussion requires that students seek to understand and respond thoughtfully to diverse perspectives in order to deepen the investigation of their position and observations.
 - Students participate in small group evidence-based discussions in response to the 12.4.2 End-of-Unit Assessment prompt.
 - See the High Performance Response at the beginning of this lesson.

Assess student participation in the evidence-based discussion using the 12.4.2 End-of-Unit Rubric.

Instruct students to use the 12.4.2 End-of-Unit Rubric and Checklist to self-assess their own application of CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, and SL.11-12.1.a, c, d in the small group discussion. Also, instruct students to provide a 1-2 sentence explanation of their self-assessment.

- Students self-assess their speaking and listening skills and text analysis skills using the 12.4.2 End-of-Unit Rubric and Checklist.

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- **Differentiation Consideration:** Consider instructing students to briefly synthesize their claim and evidence in writing at the end of this lesson as another form of assessment.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review the following prompt options for the 12.4 Module Performance Assessment and select the one for which they will write a response. Additionally, instruct students to take notes on their selected writing assessment to prepare for the Module Performance Assessment.

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

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

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

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

- Select 1-2 of the module texts and make an evidence-based claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.
- Write a 1-2 page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the module texts or an experience of one of the characters.

Distribute the 12.4 Performance Assessment Rubric and Checklist and instruct students to review the rubric and checklist as they select their writing assessment options.

- Students follow along.

Homework

Review the following prompt options for the 12.4 Module Performance Assessment and select the one for which you will write a response. Additionally, take notes on your selected writing assessment to prepare for the Module Performance Assessment.

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Performance Assessment (Choose from one of the two writing assessment options below.)**Option #1: Narrative + Informative Writing: This is a two-part writing assessment.**

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

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

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

12.4.2 End-of-Unit Assessment

Evidence-Based Discussion

Your Task: Based on your analysis (CCRA.R.9) and discussions (SL.11-12.1.a, c, d) throughout this unit, participate in an evidence-based discussion by making claims supported with evidence in response to the following prompt:

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

The discussion will be assessed using the 12.4.2 End-of-Unit Rubric.

Discussion Guidelines

Be sure to:

- Come to the discussion prepared.
- Participate thoughtfully and respectfully in the evidence-based discussion.
- Clearly establish your claim in response to the End-of-Unit Assessment prompt.
- Explicitly draw on your preparation by referring to evidence from the text.
- Propel conversations by posing and responding to questions that both clarify and challenge your claim and those of your peers.
- Consider how divergent claims can challenge or clarify your own ideas and conclusions.
- Respond thoughtfully to diverse perspectives presented during discussion.

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CCSS: CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, SL.11-12.1.a, c, d

Commentary on the Task:

This task measures CCRA.R.9 because it demands that students:

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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 RL.11-12.3 because it demands that students:

- 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).

This task measures RL.11-12.5 because it demands that students:

- 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.

This task measures SL.11-12.1.a, c, d because it demands that students:

- Come to the discussion prepared, having read and analyzed the text.
- Clearly and persuasively communicate their claim and analysis.
- Propel the discussion by posing and responding to questions that probe reasoning and evidence.
- Clarify, verify, or challenge their ideas and conclusions through discussion.
- Respond thoughtfully to diverse perspectives.