

Lesson Guidance 11	
Grade	11
Unit	1
Selected Text(s)	The Namesake, Ch. 5 Part 1 (excerpts)
Duration	Approx 1 day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students should understand how specific interactions in Gogol's young adult life shape the ideas of identity, home, and belonging in the book.

CCSS Alignment	<p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.2</u> 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><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
End of lesson task <i>Formative assessment</i>	<p>How do the two central ideas of home and identity interact and build on one another in this chapter? Write a 1-2 paragraph response using at least three specific pieces of evidence from the text.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> Wyeth's Helga paintings <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> characterization: the techniques an author uses to build



- understanding of a character
- **symbolism**: the use of symbols in the work; **symbol** an object, person, or idea in a text has an additional meaning beyond its literal one.
- **theme**: the message conveyed by a text that applies to multiple other texts. [It cannot be described in a single word and it implies a conflict or an argument about the core idea and usually both.
- **motif**: a distinctive repeating feature or idea

Vocabulary Words (*words found in the text*)

- **commune**: group of people who live together and share responsibilities and possessions
- **emblematic**: symbolic

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

In the beginning of chapter five, Gogol is in a waiting room skimming an article about Andrew Wyeth's Helga paintings. With a partner, briefly research Wyeth's Helga paintings to investigate the following:

- 3 facts about the Andrew Wyeth and the Helga paintings
- 2 examples of Helga paintings
- 1 reason why you think Lahiri might have chosen to name this specific series of paintings for Gogol to read about

(1986 NY Times article about the Helga paintings [linked here](#))

[Preparing the Learner: ELD tasks + scaffolds](#)

Content Knowledge:

In chapter five, Gogol legally changes his name to Nikhil. In doing so he attempts to assert control over his identity and independence. He arrives at a courthouse and easily navigates the bureaucracy that impeded his parents earlier. He finds a sense of home at Yale. The physical distance between Gogol and Pemberton Road increasingly mirrors his emotional distance from home.

Gogol, as Nikhil, begins a relationship with Ruth after meeting on a train. For nearly a year, Gogol keeps their relationship a secret and when his parents do find out about her, they disapprove. Sonia does meet Ruth when she visits New Haven. It is through his long-distance relationship with Ruth that Gogol begins to feel a similar longing and separation that his parents have felt.

At the urging of his mother, Gogol attends a panel discussion which features a distant cousin, Amit. The panel discusses "ABCDs," or American-born confused Desi's, and the identity issues that arise in this community. It is the first time that Gogol is in a room with peers of the same background, and he is uncomfortable with this discussion of identity.

Shared Reading:

In this scene, Gogol brings up the idea of changing his name to his parents after reading an article about people who had changed their names. This section begins on page 106 with “That night at the dinner table...” and ends on page 109 with “... and the air threatens rain” after he legally changes his name to Nikhil.

- How does Gogol’s experience in navigating the process of changing his name differ from what his parents had experienced?
- In explaining to his parents and explaining to the judge his reasons for wanting a name change, he offers two different and less than truthful responses. What do his different responses reveal about how he shows up in different spaces (home with parents vs. American courthouse)?
 - How does this scene advance themes we’ve been discussing in previous chapters?

Teach the vocabulary words as they appear in the text.

Small Group Reading and Analysis

In small groups, ask students to focus on one or more of the following parts of the chapter: Gogol’s newfound independence at Yale, his relationship with Ruth, and/or Amit’s panel discussion. In each, students should consider:

- What in this section makes you think Gogol is still grappling with his identity even after he’s changed his name?
- Do Gogol’s ideas of home and identity seem to change over the course of this chapter? If so, how or why?

[Interacting with the text: ELD tasks + scaffolds](#)

Formative Assessment:

Ask students to respond to the following prompt: How do the central idea of identity and motif of home interact and build on one another in this chapter? Write a 1-2 paragraph response using at least three specific pieces of evidence from the text.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “[T]he only person who didn’t take Gogol seriously, the only person chronically aware of and afflicted by the embarrassment of his name, the only person who constantly questioned it and wished it were otherwise, was Gogol.” (p.107)
Writing	Pattan Writing Scope and Sequence Quality of Writing: II: Content: C: Select content to achieve purpose D: Write using domain specific vocabulary

Additional Supports



ELD Practices <div>☰ ELD ELA Tasks an...</div>	Practices to promote Tier 1 access
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access