

Lesson Guidance 18	
<b>Grade</b>	11
<b>Unit</b>	1
<b>Selected Text(s)</b>	The Namesake, Chapter 7 Part 2 (Pages 192-200)
<b>Duration</b>	Approx 1 day

*Plan with guidance from the **ELA Instructional Expectations Guide***

<b>Learning Goal(s)</b> <i>What should students understand about today's selected text?</i>  Students should understand the purpose and power of Bengali death rituals.	
<b>CCSS Alignment</b>	<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>
<b>End of lesson task</b> <i>Formative assessment</i>	<p>The Bengali rituals following the death of Ashoke take center stage during this chapter. Select what you consider to be one of the most powerful Bengali traditions practiced by Gogol. Describe the ritual itself in depth, citing textual evidence. Explain how these rituals bring Gogol closer to his cultural roots, family, and understanding of his own identity. Ask students to consider their own culture, background and identity. Is there a particular custom they have experienced in their own life that had a transformative effect on their perception of themselves and their family? This could be a class discussion or written reflection piece.</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Bengali customs, specifically mourning the loss of a loved one</li> <li>• Western culture and customs</li> </ul> <p><b>Key Terms</b> <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> <li>• <b>characterization:</b> the techniques an author uses to build</li> </ul>

understanding of a character

- **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.]

### **Vocabulary Words** *(words found in the text)*

- **vermilion:** a brilliant red color.
- **stricken:** seriously affected by an undesirable condition or unpleasant feeling
- **Dal:** (in Indian cooking) split pulses, in particular lentils; a dish made with lentils or other split pulses.
- **forgoing:** omit or decline to take (something pleasant or valuable); go without.
- **intermittently:** at irregular intervals; not continuously or steadily.
- **azure:** bright blue in color like a cloudless sky.

## **Core Instruction**

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

### **Opening Activity:**

**Project this quote on the board for students:** “And then the young woman tells her that the patient, Ashoke Ganguli, her husband, has expired. Expired. A word used for library cards, for magazine subscriptions.”

- What kind of connotation does the word “expired” have?
- How does this connect to the cold, emotionless experience Ashima experiences in the beginning of the novel when she gives birth to Gogol in the hospital?
- How is the American view of birth and death different from that of Bengali culture?

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

### **Content Knowledge:**

This chapter should be more of a close read in which students analyze Gogol’s actions and feelings as he observes his father Ashoke’s death. The significance here is not necessarily in the traditions themselves, but rather the transformative effect they have for Gogol, Ashima and Sonia. Gogol is adamant about observing these rituals out of a sense of obligation to his parents; he also seeks to understand more about his father in order to figure out who he is as a person as well. It is through this period that Gogol realizes the Western world he has been inhabiting is only a piece of him and his identity. His Bengali roots are strong, and he begins to long to have a deeper connection to his family. Maxine tries her best to be there for Gogol, but he doesn’t feel the connection to her that he once did. It is here that Gogol really begins to find out who he is.

Preteach vocabulary words as necessary using an [explicit vocabulary routine](#).

### **Independent Reading and Analysis:**

Provide students the opportunity to look closely at Chapter 7 and select the ritual they find to be the most powerful. It may be helpful to have a collaborative brainstorm of ideas to share with students to help them get started. After students have selected the ritual they find to be the most powerful, it would be a good time to share these as a class to help spark their creativity to begin writing.

## Formative Assessment:

The Bengali rituals following the death of Ashoke take center stage during this chapter. Select what you consider to be one of the most powerful Bengali traditions practiced by Gogol. Describe the ritual itself in depth, citing textual evidence. Explain how these rituals bring Gogol closer to his cultural roots, family, and understanding of his own identity. Ask students to consider their own culture, background and identity. Is there a particular custom they have experienced in their own life that had a transformative effect on their perception of themselves and their family? This could be a class discussion or written reflection piece.

### Extending Understanding: ELD Tasks + Scaffolds

## Extension Activity:

Students should read Chapter 8 outside of class time, continuing to take notes on Gogol's character development, his grieving process, etc.

## Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence  "No longer a family of four, they became a household of ten, sometimes twenty, friends coming bt to sit with them quietly in the living room, their heads bent drinking cups of tea, a cluster of people attempting to make up for their father's loss." (p.193)
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Purposes of Writing II. Informational Writing C. Informational Writing Elements

## Additional Supports

<a href="#">ELD Practices</a>   ELD ELA Tasks an...	<a href="#">Practices to promote Tier 1 access</a>
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access

