

Lesson 01	Lesson 02	Lesson 03 Attached Digital Literacy Lesson	Lesson 04	Lesson 05
<p>Aim: To build a strong background for reading <i>The Namesake</i> by examining quotes from the author, essential questions and arranged marriages</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - read quotes from Lahiri and apply them to their expectations for the text - relate the text to their own lives through essential questions - compare traditional Indian marriage values to their own ideas as a class <p>Do Now:</p> <ul style="list-style-type: none"> - Unit Overview <p>Activities:</p> <ul style="list-style-type: none"> - Quotes for Lahiri. Pass out quotation handout and read aloud together. Purpose is to familiarize students' with Lahiri's intentions and ideas about her work. - Essential Questions. Introduce and discuss EQs. - Begin reading chapter one together. <p>Homework:</p> <ul style="list-style-type: none"> - Read chapters 1 and 2 - Journal response; How can you relate one of the quotes from Lahiri or the essential questions to your own life? Write at least a one-paragraph response. 	<p>Aim: To continue discussing arranged marriages and the first 2 chapters of the novel</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - compare traditional Indian marriage values to their own ideas as a class - understand the origins, motivations and realities of the arranged marriage system - compare and contrast Ashima and Ashoke's lives in Calcutta and Boston <p>Do Now:</p> <ul style="list-style-type: none"> - What are your marriage values? <p>Activities:</p> <ul style="list-style-type: none"> - Arranged Marriages. Compare and contrast marriage values in different cultures. What are desirable traits in husbands and wives? - Introduce the self/other and margin/center dynamics - Read arranged marriage handout together - Watch the first 11 minutes of the movie - How is life in Boston different for the Gangulis? - Collect homework journals <p>Homework: Read chapter 3</p>	<p>Aim: To understand the traditions and meanings of Indian naming in relation to <i>The Namesake</i></p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - SWBAT distinguish the difference between good names and pet names - SWBAT describe the cultural significance of naming in Indian traditions - SWBAT explore the meanings of Indian names in the novel online and relate these meanings to the characters <p>Do Now:</p> <ul style="list-style-type: none"> - Hand out <i>Namesake</i> vocabulary list <p>Activities:</p> <ul style="list-style-type: none"> - The Name Game. Discuss the role of naming in the text. What's the problem with naming the baby? - Investigate the role of names in students lives and cultures through the Internet. - What is the relationship between names, their meanings, and characters' personalities? <p>Homework:</p> <ul style="list-style-type: none"> - Read chapter 4-5 	<p>Aim: To enrich the experience of reading <i>The Namesake</i> watch selections from the film</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - watch important selections from <i>The Namesake</i> film <p>Activities:</p> <ul style="list-style-type: none"> - <i>The Namesake</i> movie. Start the movie at scene selection 6; Watch 21 minutes of the film (time code 20-41:30) - Reacting to the film. What in the movie enriched the text? What did you see in the movie that you did not see in the text? - Read aloud chapter 6 together <p>Homework:</p> <ul style="list-style-type: none"> - Finish reading chapter 6 	<p>Aim: To discuss and write about cultural conflicts in groups</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - describe four different cultural conflicts in the chapter through group work <p>Do Now:</p> <ul style="list-style-type: none"> - Explain group activity <p>Activities:</p> <ul style="list-style-type: none"> - Students will work in small groups to describe the specific cultural conflicts that Gogol faces. <ul style="list-style-type: none"> 1 - Gogol's Birthday, p. 72-78 2 - Trip to India, p. 81-88 3 - English class, p. 88-93 4 - Party, p. 93-96 - How does American and Indian culture conflict for Gogol in these experiences? How is this resolved? Is it? - Groups will report their ideas on the board and explain to other groups - Closure: How does Gogol feel about his cultural and familial background? <p>Homework:</p> <p>Journal entry. Reread pages 118-119. What do you think marginality means (keep in mind the idea of the center v. margin)? What is an ABCD and how does Gogol feel about this group? Why? Write at least a paragraph response, on a separate sheet of paper and ready to hand in.</p>

Lesson 06	Lesson 07	Lesson 08 Attached Lesson Plan	Lesson 09 Attached DI Lesson Plan	Lesson 10
<p>Aim: To discuss the internal conflict of Gogol and his life as Nikhil and an ABCD</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - describe the idea of the American dream and how it relates to the Ganguli family through class discussion - compare and contrast Gogol and Nikhil in their journals and in class discussion - analyze Gogol as an ABCD and the idea of marginality <p>Do Now:</p> <ul style="list-style-type: none"> - Compare and contrast Gogol and Nikhil. Create a T chart in notebooks and on the board. <p>Activities:</p> <ul style="list-style-type: none"> - The American Dream. What is the American dream? Do they find it? - ABCD / Marginality. What is marginality? (p118-119). How is Gogol an ABCD? <p>Homework</p> <ul style="list-style-type: none"> - Read chapter 7. Choose one paragraph, passage, or quotation that you liked from chapter 6 or 7 and respond to it in your journal. Try to focus on Maxine and Gogol, if possible. Another option could be to relate the passage to something in your own life, culture, or the world. What does it remind you of? 	<p>Aim: To watch <i>The Namesake</i> film and discuss the introduction of Maxine</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - describe how the movie differs from the novel in class discussion - discuss how the movie enriches their understanding of the novel - share their first impressions of Maxine <p>Do Now:</p> <ul style="list-style-type: none"> - Freewrite your impressions and ideas about the novel so far. <p>Activities:</p> <ul style="list-style-type: none"> - Evaluate the unit so far. What did you like? Didn't like? What suggestions do you have for future instruction? - Watch the events of chapter 6 in <i>The Namesake</i> film - What changes did the movie make from the novel? Why? - What are your impressions of Maxine? Homework will be shared tomorrow. 	<p>Aim: To discuss important quotations from the novel and Gogol's relationship with Maxine</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - describe Maxine's character and her influence on Gogol - share important quotations from the novel - discuss their own interpretations of selected passages <p>Do Now:</p> <ul style="list-style-type: none"> - Take out homework responses. <p>Activities:</p> <ul style="list-style-type: none"> - Think-Pair-Share with homework responses. Discuss quotations. Why are they important? - Maxine & Gogol. Share quotes with class about their relationship. Ask about first impressions, family life, and cultural issues. - Closure: chapter 7 ends with Gogol's freedom, but is he really free? <p>Homework:</p> <ul style="list-style-type: none"> - Read chapter 8 - SAT style vocabulary quiz on Friday 	<p>Aim: To discuss chapters 7-8</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - write an open ended discussion question based on the chapters in pairs - choose a level of Bloom's taxonomy to focus their question on - discuss the chapter in small groups - lead a small group discussion based on the student created questions <p>Do Now;</p> <ul style="list-style-type: none"> - Pass out discussion note cards. Divide students into pairs. <p>Activities:</p> <ul style="list-style-type: none"> - Each pair will write one open ended discussion question. Write about something that you liked, disliked, interested or confused you. - Refer students to Bloom's Taxonomy. Students will label their questions with the level of analysis desired. Push students towards higher level questions. - Every pair will be numbered - Note cards will be collected and randomly redistributed. - Pairs will have a few minutes to discuss their new questions - Numbers will then be called at random and the pairs will read their question and their ideas. - Open question to the class to discuss. <p>Homework: Read chapter 9</p>	<p>Aim: To watch the chapter 7 (Ashoke's death) in <i>The Namesake</i> film and to discuss the events of the following chapter</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - describe how his father's death changes Gogol and affects his identity crisis - examine why Gogol is attracted Bridget and Moushumi <p>Do Now:</p> <ul style="list-style-type: none"> - Vocabulary Quiz <p>Activities:</p> <ul style="list-style-type: none"> - Ashoke's death. Watch the film section. What do Gogol's actions reveal about his identity and conflict? - Chapter 8 <ul style="list-style-type: none"> - How does his relationship end? - What does Gogol see in Bridget? - Describe their relationship - Journal write: What attracts Gogol to Moushumi? Share responses. Use quotations to support your answers. <p>Homework</p> <ul style="list-style-type: none"> - Complete the chapter 9 worksheet

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<p>Aim: To write about and discuss the marriage of Gogol and Moushumi</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - complete an undirected freewrite and share their ideas - describe the marriage in writing and discussion - reach a consensus on the longevity of the marriage and make predictions about its future <p>Do Now:</p> <ul style="list-style-type: none"> - Freewrite. Students will complete an undirected freewrite. <p>Activities:</p> <ul style="list-style-type: none"> - Chapter 9 worksheet. Discuss questions 2 and 4, and any student questions. Collect homework. - The Pros and Cons of Marriage. Analyze their marriage with a pro/con T chart. Is this marriage as ideal as it should be? Why or why not? - Students will list reasons why the marriage is positive or negative. Write about it. - Scribe reports ideas on the board. - Closure: Vote-Do you think he marriage will last? <p>Homework:</p> <ul style="list-style-type: none"> - Read chapter 10 	<p>Aim: To watch and discuss chapter 9 in film</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - complete an SAT style vocabulary quiz with selected <i>Namesake</i> words - watch the film version of chapter 9 and discuss reactions - discuss the final unit projects <p>Do Now:</p> <ul style="list-style-type: none"> - Discuss final projects. Pass out worksheet. Give students time to read and discuss. Assign due date. - Invite students to discuss and think about alternative projects or questions. <p>Activities:</p> <ul style="list-style-type: none"> - Show chapter 9 in film; about 20 minutes - Reflect on movie. How was it? What was changed? Why do you think this decision was made? 	<p>Aim: To discuss chapter 10 through selected quotations</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - read, write about, and discuss selected quotations from the text - analyze Gogol and Moushumi through quotations from the text - compare the causes of attraction for Gogol and Moushumi <p>Do Now:</p> <ul style="list-style-type: none"> - Pass out quotation worksheet <p>Activities:</p> <ul style="list-style-type: none"> - Quotation writing. Student will read quotes and respond in their journals. - Think-Pair-Share on journal writing - Discussion. Quotations will be discussed in order. Call on students to share their ideas. <p>Homework:</p> <ul style="list-style-type: none"> - Read chapter 10 	<p>Aim: To write about and discuss the mood of chapter 11</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - write about and discuss the mood of this chapter - describe the state of Gogol’s marriage <p>Do Now:</p> <ul style="list-style-type: none"> - Journal write. What is the mood of this chapter? How does it make you feel? <p>Activities:</p> <ul style="list-style-type: none"> - With a partner, decide on a consensus for the chapter’s mood. - Write your word on a sheet of paper and surround the word with quotes or ideas to support it. Post your work on the board. - Each group will present their ideas to the class. - Closure: Reread the pigeon metaphor on p. 272-3 out loud and discuss. <p>Homework:</p> <ul style="list-style-type: none"> - Work on your final projects. Finish the novel for Monday. 	<p>Aim: To watch and discuss chapter 12 of the novel</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - compare Moushumi’s affair in the movie and novel in class discussion - examine Gogol’s reaction to his divorce and Moushumi’s affair <p>Do Now:</p> <ul style="list-style-type: none"> - Finish the film. <p>Activities:</p> <ul style="list-style-type: none"> - Discuss the film in contrast to the novel. How is the affair changed? Why? Show the deleted scene with Pierre. - The Affair. How does Gogol find out? How does he feel about his marriage? - Closure: Questions on the novel’s conclusion or final projects? <p>Homework:</p> <ul style="list-style-type: none"> - Work on final projects

<p style="text-align: center;">Lesson 16</p> <p>Aim: To discuss the novel’s themes and conclusion</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - write and talk about the conclusion of <i>The Namesake</i> - evaluate the strength and success of the conclusion - make predictions about Gogol’s future and identity <p>Do Now:</p> <ul style="list-style-type: none"> - Take out your <i>Namesake</i> texts <p>Activities:</p> <ul style="list-style-type: none"> - Read out loud and discuss selected scenes from the novel’s conclusion <ul style="list-style-type: none"> p. 275 – What does Ashima’s move say about her identity? p. 278 – What is home for Ashima? p. 289 – How does the end of the novel reflect his identity crisis? - Ask students for other concluding passages or questions - Discuss the unit’s essential questions in light of these developments. - Closure: Predictions: How do you think Gogol will continue to think of his identity in the future? Indian? American? A hybrid? ABCD? What name will he use? <p>Homework:</p> <ul style="list-style-type: none"> - Final projects 	<p style="text-align: center;">Lesson 17</p> <p>Aim: To present final projects to the class</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> - Present their final projects briefly to the class - Discuss and ask questions about one another’s work <p>Do Now:</p> <ul style="list-style-type: none"> - Take out your final projects. <p>Activities:</p> <ul style="list-style-type: none"> - Students will begin their presentations. Depending on time restrictions and the presentation style, questions or comments can be discussed after each presentation or at the end of class. Artistic presentations and Indian food presentations will need to discuss timing with me before the due date. - This lesson will likely take 2-3 class periods depending on presentation length and class size 			
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Adam Schoenbart
May 11, 2009
English Methods
Professor Cella

Jhumpa Lahiri's *The Namesake* Unit Plan

Context

This unit was designed to cover approximately four weeks in an 11th grade English classroom. It was originally planned for a diverse honors classroom in Ithaca, New York, but can be effectively adapted to many student populations. The classroom is diverse in terms of race, culture, and ethnicity. 17 lesson plan outlines are included with assorted handouts, activities, and final assessment choices and rubrics.

Texts

Primary text: *The Namesake* by Jhumpa Lahiri

Overview

This unit uses Lahiri's *The Namesake* as a primary text to enable students to discuss concepts of self and identity. Throughout the four weeks, students will read, write, listen and talk about these issues in relation to their own lives and the text. The main formative assessments throughout the unit are journal writing and class activities. Summative assessment occurs at the end of unit with a choice of projects to be completed and presented.

Essential Questions

Is it possible to reconcile or assimilate two cultures without conflict?
How does a name define a person?
How is identity formed and maintained?
How do traditions, the past and history inform or change the present?

Enduring Understandings

- People, places, things, and ideas that are different and new seem foreign and strange. Through learning about these issues, we can find similarities and connections in themes and ideas that tie all people together. Reading about the other is a lens to reexamine ourselves.
- Identity formation is not a simply task. Identities are formed and nurtured; they mature and change. Growing up requires a one to think critically about who he or she is becoming.
- Many factors influence identity, including personal beliefs, family, friends, culture, traditions, and more. Identity formation is a long and delicate negotiation.
- Adventure and interesting stories take place when the center moves away from the self and closer to the margin, allowing characters and readers to reevaluate their ideas, conceptions, perspectives and beliefs.

New York State Standards Addressed

- STANDARD 1: Students will read, write, listen, and speak for information and understanding.
- STANDARD 2: Students will read, write, listen, and speak for literary response and expression.
- STANDARD 3: Students will read, write, listen, and speak for critical analysis and evaluation.
- STANDARD 4: Students will read, write, listen, and speak for social interaction.

NCTE / IRA Standards Addressed

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Assessment

Assessment occurs in various ways throughout the unit, mainly by journal writing and class discussions and activities. Formal and summative assessment takes place at the end of the unit in a final paper or project. Students will have a variety of assessment options to choose from. Each assessment comes with a corresponding rubric. All projects will be presented. See attached handouts. Samples of student work from when I taught this unit are attached.

Attached lesson Plans

- Lesson 03: Technology and Media Literacy. The Name Game lesson plan uses technology to investigate the role of naming in the lives of the students and the characters in the text.
- Lesson 08. Students discuss the relationship of Maxine and Gogol through quotations they have selected and written about for homework.
- Lesson 09: Differentiated Instruction. Students will create discussion questions using Bloom's Taxonomy.

***The Namesake* Lesson Plan 03**

Instructor: Adam Schoenbart

Course/Subject: English 11 H

Unit: *The Namesake* by Jhumpa Lahiri

Lesson Topic/Title: The Importance of Naming

Instructional Goals/Objectives

General Goal(s)/Purpose(s): To understand the traditions and meanings of Indian naming in relation to *The Namesake*

Curriculum Standard(s) (NYS and/or National):

- Standard 1: Students will read, write, speak and listen for information and understanding by reading, writing about, and discussing the significance and meaning of names
- Standard 2: Students will read, write, speak and listen for literary response and expression by relating the characters' names to their personalities
- Standard 3: Students will read, write, speak and listen for critical analysis and evaluation by evaluating the relationship between the characters' names, meanings and personalities
- Standard 4: Students will read, write, speak and listen for social interaction through class discussion

Learning Objective(s):

- SWBAT distinguish the difference between good names and pet names
- SWBAT describe the cultural significance of naming in Indian traditions
- SWBAT explore the meanings of Indian names in the novel online and relate these meanings to the characters

Assessment/Evaluation

Students will be assessed through class work and discussion. Most readings will be accompanied by a worksheet or journal response that checks for comprehension or relates the material to students' lives. Summative assessment will occur in a final unit project.

Prerequisite activities/skills/knowledge

Students will have read Indian American literature in previous classes and learned about India's history and culture in Global Studies. They have already discussed the author and read chapters 1-3 of the novel and completed accompanying activities.

Lesson Procedures

Agenda:

1. The Name Game
2. Homework: Read chapters 4 & 5

Hook/Anticipatory Set/Activation of Prior Learning:

1. Set up
 - a. Hand out Vocabulary list
 - i. Quiz next Friday
 - ii. Words are taken from the novel

Introduction to the Lesson:

1. Naming Gogol (about 15 minutes)
 - a. What was the problem with naming the baby? What did Ashima and Ashoke have planned?
 - i. “Names can wait. In India parents take their time. It wasn’t unusual for years to pass before the right name, the best possible name, was determined” (25)
 - ii. “Within Bengali families, individual names are sacred, inviolable. They are not meant to be inherited or shared” (28)
 1. Cemetery scene –
 - a. All the other kids find people with the same names – Gogol knows he can’t do that – he becomes attached to these names and keeps his etching, despite his mother’s horror
 - b. What is the difference between a good name and a pet name?
 - i. Every Bengali has them
 - c. How does Gogol feel when he gets a new good name?
 - i. “He is afraid to be Nikhil, someone he doesn’t know. Who doesn’t know him” (57)
 - d. Lahiri’s inspirations
 - i. “The original spark of the book was the fact that a friend of my cousin in India had the pet name Gogol. I had wanted to write about the pet name–good name distinction for a long time, and I knew I needed the space of a novel to explore the idea. It's almost too perfect a metaphor for the experience of growing up as the child of immigrants, having a divided identity, divided loyalties, etc.”

New Learning (Lesson procedures, activities, strategies):

2. The Name Game (about 20 minutes)
 - a. What is the significance of names? In your life or family? Culturally?
 - b. Turn on Epson projector
 - i. Visit www.behindthename.com - Indian naming website
 - ii. Search for 3-4 student’s names
 1. How are your names important?
 2. How do they influence your personality or character?
 3. Does the meaning of your names have any correlation with your personality?
 - iii. All names have significance on many levels

1. “The reader should realize himself that it could not have happened otherwise, and that to give him any other name was quite out of the question.” - Nikolai Gogol, “The Overcoat”
- iv. Look up character names from the novel
 1. As we look up the meaning of characters’ names, write them down in your journals or notebooks
 2. Think about how this meaning relates to the character or their personality
- v. <http://www.iloveindia.com/babynames/index.html>
 1. Nikhil, Ashok, Ashima
- vi. http://www.indianchild.com/baby_name_indian_girl_s.htm
 1. Sonali
- vii. Didi, the older sister – a term he alone can use
- c. How do these meanings relate to the characters?
 - i. Nikhil
 - ii. Ashoke without sadness
 - iii. Ashima
 - iv. Sonali she who is golden
 - v. Moushumi a damp, southwesterly breeze

Lesson Closure:

3. Homework
 - a. Remind students about HW

Materials/Resources

- Epson projector
- Vocabulary List

Lesson Adaptations

- Without the advantage of technology, this information can be prepared for students in advance and presented on the board. The student directed inquiry is more effective, but the same goals can be reached without the direct use of technology in the classroom.

***The Namesake* Lesson Plan 08**

Instructor: Adam Schoenbart

Course/Subject: English 11 H

Unit: *The Namesake* by Jhumpa Lahiri

Lesson Topic/Title: Maxine & Gogol

Instructional Goals/Objectives

General Goal(s)/Purpose(s): To discuss important quotations from the novel and Gogol's relationship with Maxine

Curriculum Standard(s) (NYS and/or National):

- Standard 1: Students will read, write, speak and listen for information and understanding through small group and class discussion
- Standard 2: Students will read, write, speak and listen for literary response and expression by evaluating, discussing and responding to in writing selected quotes from the chapter
- Standard 3: Students will read, write, speak and listen for critical analysis and evaluation by evaluation the relationship between Gogol and Maxine
- Standard 4: Students will read, write, speak and listen for social interaction through small group and class discussion

Learning Objective(s):

- SWBAT describe Maxine's character and her influence on Gogol
- SWBAT share important quotations from the novel
- SWBAT discuss their own interpretations of selected passages

Assessment/Evaluation

Students will be assessed through class work and discussion. Most readings will be accompanied by a worksheet or journal response that checks for comprehension or relates the material to students' lives. Summative assessment will occur in a final unit project.

Prerequisite activities/skills/knowledge

Students will have read Indian American literature in previous classes and learned about India's history and culture in Global Studies. They have already discussed the author and read chapters 1-7 of the novel and completed accompanying activities and journal entries.

Lesson Procedures

Agenda:

3. Think-Pair-Share
4. Maxine & Gogol

5. Homework: Read chapter 8
 - a. Vocabulary quiz Friday

Hook/Anticipatory Set/Activation of Prior Learning:

Introduction to the Lesson:

1. Do Now
 - a. Take out your homework

New Learning (Lesson procedures, activities, strategies):

2. Think-Pair-Share (about 10-15 minutes)
 - a. Students will share their ideas with a partner
 - i. Discuss selected quotations, why they are important, and response
 - b. Circulate the classroom during discussion
3. Maxine & Gogol (about 25 minutes)
 - a. Ask for a volunteer to share their quote with the class
 - b. Begin with quotes about Maxine's introduction
 - c. Remind students that everyone should have completed a journal entry, so everyone should have something to share
 - d. Allow students to run the conversation and contribute most of the ideas
 - e. Ask that comments be restricted to Maxine for the first ten minutes of the conversation
 - f. Afterwards, ask for any quotations or responses dealing with chapter 6
 - g. Possible quotations and discussion ideas:

- **Meeting her - What are your first impressions of Maxine?**

Writing style "Maxine has a way of focusing her attention on him completely, her pale, watchful eyes holding his gaze, making him feel, for those brief minutes, the absolute center of her world" (129)

- **Family life**

"Why on earth would they mind," Maxine says about her parents (130)

Beautiful, elegant home

Food – Lydia doesn't watch Gogol's plate; few courses; wine

Talk at dinner

"It is a different brand of hospitality from what he is used to"

"Quickly, simultaneously, he falls in love with Maxine, the house, and Gerald and Lydia's manner of living, for to know her and love her is to know and love all of these things" (137)

"The Ratlifs own the moon that floats over the lake, and the sun and the could. It is a place that has been good to them, as much a part of them as a member of the family" (155)

- **Cultural issues**

“he is conscious of the fact that his immersion in Maxine’s family is a betrayal of his own” (141)

“The restrictions amuse her; she sees them as a single afternoon’s challenge, an anomaly never to be repeated. She does not associate him with his parents’ habits; she still cannot believe that she is to be the first girlfriend he’s ever brought home” (146).

- **Exile from his own life**

“Now that it is just the two of them it seems to him, more than ever, that they are living together. And yet for some reason it is dependence, not adulthood, he feels. He feels free of expectation, of responsibility, in willing exile from his own life” (142)

“And then he remembers that his parents can’t possibly reach him: he has not given them the number, and the Ratliffs are unlisted. That here at Maxine’s side, in this cloistered wilderness, he is free” (158).

Lesson Closure:

4. Closure (about 5 minutes)
 - a. Chapter ends with Gogol’s freedom, but is he really free?
 - i. Why or why not? How do we know?
 - b. Collect journal entries
 - c. Remind students about homework – read chapter 8

Materials/Resources

- Homework journal entries

***The Namesake* Lesson Plan 09**

Differentiated Instruction

Instructor: Adam Schoenbart

Course/Subject: English 11 H

Unit: *The Namesake* by Jhumpa Lahiri

Lesson Topic/Title: Chapters 7-8

Instructional Goals/Objectives

General Goal(s)/Purpose(s): To discuss chapters 7-8 of the text

Curriculum Standard(s) (NYS and/or National):

- Standard 1: Students will read, write, speak and listen for information and understanding through small group question writing and class discussion
- Standard 2: Students will read, write, speak and listen for literary response and expression through small group and class discussion
- Standard 3: Students will read, write, speak and listen for critical analysis and evaluation by developing and discussing open ended questions using Bloom's taxonomy
- Standard 4: Students will read, write, speak and listen for social interaction through small group and class discussion

Learning Objective(s):

- SWBAT write an open ended discussion question based on the chapters in pairs
- SWBAT choose a level of Bloom's taxonomy to focus their question on
- SWBAT discuss the chapter's events in small groups
- SWBAT lead a small group discussion based on the student created questions

Assessment/Evaluation

Students will be assessed through class work and discussion. Most readings will be accompanied by a worksheet or journal response that checks for comprehension or relates the material to students' lives. Summative assessment will occur in a final unit project.

Prerequisite activities/skills/knowledge

Students will have read Indian American literature in previous classes and learned about India's history and culture in Global Studies. They have already discussed the author and read chapters 1-8 of the novel and completed accompanying handouts and journal entries.

Lesson Procedures

Agenda:

6. Note Card Discussions
7. Bloom's Taxonomy
8. Homework: Read chapter 9

Hook/Anticipatory Set/Activation of Prior Learning:

1. Do Now
 - a. Pass out note cards
 - b. Divide students into pairs

Introduction to the Lesson:

2. Procedure (about 5 minutes)
 - a. Students will be broken up into pairs
 - b. Each pair will write one open ended discussion question based on chapters 7-8 of the novel on a note card
 - c. Questions should discuss something that interested you or confused you; that you liked or disliked
 - d. Make sure that your question is open ended and can be discussed – the answer should not be just a simple yes or no
 - e. Each note card will be numbered 1-12
 - f. Every question should address a specific level of questioning on Bloom's taxonomy. Push yourselves to move beyond Knowledge and towards higher level questions. The purpose of these questions is to generate discussion.

New Learning (Lesson procedures, activities, strategies):

3. Bloom's Taxonomy (about 5 students)
 - a. Review Bloom's Taxonomy with students
 - i. Knowledge
 - ii. Comprehension
 - iii. Application
 - iv. Analysis
 - v. Synthesis
 - vi. Evaluation
 - b. Students should label their question with the level of analysis they are aiming for. Strive for higher-level discussions. I hope that this activity is interesting for all of you.
 - c. Ask students for possible question types for various levels of questioning.
 - i. Possible ideas:
 - ii. Knowledge – remember, memorize, recall information
 - iii. Comprehension – interpret, organize, translate
 - iv. Application – problem solving, applying information, use of facts
 - v. Analysis – identify motives, classify, outline, compare/contrast
 - vi. Synthesis – combine ideas in new ways, find solutions
 - vii. Evaluation – make value decisions and judgments; do you agree?
4. Student led group discussion (about 30 minutes)
 - a. Creating discussion questions (about 5 minutes)
 - b. Discussing note cards (rest of the class period minutes)
 - i. Note cards will be collected and randomly redistributed amongst the pairs
 - ii. Each pair will have 3-5 minutes to discuss their new question

- iii. Numbers will be called out randomly, 1-12
- iv. As each card's number is called, the pair of students are responsible to reading the question and providing a possible answer
- v. The question will then be open to the class for discussion
 1. Pairs will direct the conversation for their question and call on volunteers
- vi. Pairs should also be prepared to answer follow up questions based on their question
- vii. Questions will be discussed for 2-5 minutes each, based on class involvement; let the students lead the discussion
- viii. Every question may or may not be answered

Lesson Closure:

2. Closure
 - a. Homework: read chapter 9

Materials/Resources

- Note cards

Lesson Adaptations

- Lesson could be continued to another class period to discuss every question
- Important issues not covered during this lesson from chapter 7-8 will be covered in the next lesson

The Namesake by Jhumpa Lahiri
Quotes from the author

"The book isn't so much about names per se. It's more about what we inherit from our parents—certain ideas, certain values, certain genes—the whole complex set of things that everyone gets from their parents and the way that, no matter how much we create our own lives and choose what we want out of life, it's very difficult to escape our origins."

"The question of identity is always a difficult one, but especially for those who are culturally displaced, as immigrants are . . . who grow up in two worlds simultaneously."

"America is a real presence in the book; the characters must struggle and come to terms with what it means to live here, to be brought up here, to belong and not belong here."

"The way my parents explain it to me is that they have spent their immigrant lives feeling as if they are on a river with a foot in two different boats. Each boat wants to pull them in a separate direction, and my parents are always torn between the two. They are always hovering, literally straddling two worlds, and I have always thought of that idea, that metaphor, for how they feel, how they live."

Arranged Marriages in India

- In Indian culture, marriage is a matter of karmic destiny. There are many happy unions in the pantheon of Hindu gods—Shiva and Parvati, Krishna and Radha.
- In an arranged marriage, you are not expected to be in love at the wedding, but to learn to love each other over time.
- Historically, the practice began as a way of uniting and maintaining upper caste families.
- Marriage is not just coming together of two individuals but an alliance between two families.
- The rituals and customs of the arranged marriage process vary depending on the caste, religion, community and other factors
- In India, some marriages formed out of love do occur, but it is not the norm

How are the marriages arranged?

- Parents choose partners for their children by looking for certain traits or qualities
 - Matching horoscopes
 - Caste
 - Education
 - Family reputation
 - Job stability
 - Language and location
 - Religion
 - Wealth
 - Potential as a wife/mother or husband/father
- Today, most potential couples have the opportunity to say no or to talk to their prospective partner, but traditionally the bride and groom would not even see each other until the day of the wedding

The Namesake Vocabulary

The following list of vocabulary comes directly from *The Namesake*. On _____, you will have a vocabulary quiz with a word bank consisting of all you SAT vocabulary, in addition to these terms.

1. **Diminishing** (78): made smaller or less or to cause to appear so
2. **Hypochondriac** (91): a person suffering from an excessive preoccupation with one's health, usually focusing on some particular symptom
3. **Melancholic** (91): disposed to or affected with melancholy; gloomy; depressed
4. **Sanatorium** (91): a hospital for the treatment of chronic diseases, such as tuberculosis or various nervous or mental disorders.
5. **Disillusioned** (91): free from illusion or false belief; undeceived.
6. **Renounced** (91): gave up or put aside voluntarily; to disown or repudiate
7. **Emaciated** (93): abnormally lean or thin by a gradual wasting away of flesh.
8. **Surreptitious** (95): secret or unauthorized; clandestine; made by stealth
9. **Convolutd** (101): twisted or complicated
10. **Frivolous** (104): self-indulgent or carefree; without serious purpose or importance
11. **Ashram** (111): a secluded building, often the residence of a guru, used for religious retreat or instruction in Hinduism.
12. **Palladian** (114): in the architectural style of Andrea Palladio
13. **Flamboyant** (131): strikingly bold or brilliant; showy or elaborate
14. **Vociferous** (133): crying out noisily or clamorous.
15. **Dredges** (208): cleans, deepens, or widens with a dredge.
16. **Luxurious** (228): characterized by luxury; expensive; ornate
17. **Capitulation** (230): the act of surrendering or giving up

Name: _____

Date: _____

The Namesake Chapter 9 Worksheet

1. How involved are Gogol and Moushumi in their own wedding planning? List at least three specific examples.

2. Lahiri writes, “Suddenly, sitting next to Moushumi, he realizes what it means, and he is astonished by his parents courage, the obedience that must have been involved in doing such a thing” (222). What does this quotation (and his relationship and wedding) tell us about Gogol’s changing cultural identity? _____

3. How do Gogol and Moushumi’s parties compare to their parents? To parties at Maxine’s?

4. What does the conversation about baby naming reveal to Gogol? What does it reveal about Gogol? About Moushumi and him? _____

5. What is one topic that you would like to write about for an essay on this novel? Describe an essay questions or topic in detail, and I will be sure to consider all your responses when creating your *The Namesake* essay prompts.

Name: _____

Date: _____

The Namesake Vocabulary Quiz

- _____ 1. The man had just returned from the _____ and still looked absolutely _____.
- Ashram; capricious
 - Sanatorium; emaciated
 - Palladian building; reticent
 - Hospital; gregarious
- _____ 2. A woman in the store had to _____ her recalcitrant and _____ children when they would not stop screaming.
- Enervate; vigilant
 - Deride; surreptitious
 - Renounce; munificent
 - Mollify; vociferous
- _____ 3. The _____ professor would not stop talking about his advanced art class. He was a fan of _____ works.
- Erudite; Palladian
 - Hypochondriac; esoteric
 - Melancholic; ephemeral
 - Ashram; flamboyant
- _____ 4. The manager decided to _____ his stores and _____ his desultory plan to expand the franchise.
- Ameliorate; expedite
 - Consolidate; renounced
 - Coalesce; castigate
 - Sell; desecrated
- _____ 5. There will be no _____ in this fight; we are not _____ from battle.
- Alacrity; erratic
 - Capitulation; disillusioned
 - Refute; meticulous
 - Tolerance; meager
- _____ 6. Teenagers _____ a place of religious worship by littering all over the local _____.
- Convoluting; Palladian
 - Inundated; school
 - Desecrated; Ashram
 - Embellished; Ashram

7. She was so rich; her house was _____ and flamboyant, with its _____ furniture and showy decorations.
- a. Flamboyant; esoteric
 - b. Altruistic; capricious
 - c. Luxurious; ostentatious
 - d. Frivolous; luxurious
8. “You are acting awfully _____ lately,” my mother said. “What happened to your _____ demeanor?”
- a. Melancholic; gregarious
 - b. Altruistic; munificent
 - c. Apathetic; recalcitrant
 - d. Enigmatic; petulant
9. My spending money had been steadily _____ until my dad decided to become more _____ with my allowance.
- a. Viable; munificent
 - b. Convoluted; flamboyant
 - c. Capitulating; luxurious
 - d. Diminishing; munificent
10. You always think you have some _____ illness. You are such a _____!
- a. Surreptitious; partisan
 - b. Melancholic; Palladian
 - c. Vociferous; Ashram
 - d. Enigmatic; hypochondriac

Name: _____

Date: _____

The Namesake Vocabulary Quiz ANSWER KEY

- _____ 1. The man had just returned from the _____ and still looked absolutely _____.
- Ashram; capricious
 - Sanatorium; emaciated**
 - Palladian building; reticent
 - Hospital; gregarious
- _____ 2. A woman in the store had to _____ her recalcitrant and _____ children when they would not stop screaming.
- Enervate; vigilant
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 - Capitulation; disillusioned**
 - Refute; meticulous
 - Tolerance; meager
- _____ 6. Teenagers _____ a place of religious worship by littering all over the local _____.
- Convoluting; Palladian
 - Inundated; school
 - Desecrated; Ashram**
 - Embellished; Ashram

7. She was so rich; her house was _____ and flamboyant, with its _____ furniture and showy decorations.
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 - c. **Luxurious; ostentatious**
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 - c. Apathetic; recalcitrant
 - d. Enigmatic; petulant
9. My spending money had been steadily _____ until my dad decided to become more _____ with my allowance.
- a. Viable; munificent
 - b. Convoluted; flamboyant
 - c. Capitulating; luxurious
 - d. **Diminishing; munificent**
10. You always think you have some _____ illness. You are such a _____!
- a. Surreptitious; partisan
 - b. Melancholic; Palladian
 - c. Vociferous; Ashram
 - d. **Enigmatic; hypochondriac**

Name: _____

Date: _____

The Namesake Final Projects/Essays

Choose one of the following questions to answer in a well-organized and developed paper. Your work should have a title (a creative title that informs the reader about the subject of your writing) and be **2-3 pages** long and double-spaced. These topics describe possible ideas for papers, but feel free to expand on the prompts. Be sure to see me to discuss any alternative ideas. All projects should be typed and carefully edited and proofread. Use specific examples and quotations when appropriate in each option. Please note which question number you are answering in your essay heading.

Essays are due on _____ at the beginning of the class period.

Essay Topics

1. Gogol and Moushumi seem perfect for each other. Both characters are somewhat successful Indian-American hybrids with a common cultural and familial connection and similar life experiences. In the end, however, this marriage does not work out. Analyze the relationship between Gogol and Moushumi. Why did this near perfect match end poorly? What was missing from their relationship?
2. Throughout the novel, Gogol has had a few different girlfriends/lovers. What was Gogol looking for in each of these women? What attracted Gogol to them? Analyze 1, 2 or 3 of Gogol's relationships (analyzing only one relationship requires a more focused and in depth analysis). One idea would be to track the evolution of Gogol's ideals and attraction. Why was each woman right for Gogol at the time, and why didn't these relationships last?
3. Why is the novel called *The Namesake*? Analyze the role of names in the text or across cultures. We already did a brief analysis of these ideas, so make sure to make deeper connections in your writing. What is the value of names? Why are names so important?
 - a. Investigate the role of names across cultures
 - b. Complete a deep analysis of the names from the novel
 - c. Research Indian naming traditions in more detail
4. In changing his name to Nikhil, Gogol epitomizes the self/other dynamics and the role of the hybrid. He has taken his Indian good name and used it to assimilate the cultural traditions of the margin (the margin being America to his Indian center).
 - a. Analyze Gogol's hybrid identity in the novel
 - b. Discuss the self/other or margin/center dynamics in the text
 - c. Track the evolution of Gogol to Nikhil through the novel's conclusion. How does Gogol differ from Nikhil? How does each identity grow and change? How are these identities maintained at the novel's conclusion?
5. Write about the influence of architecture and art on Gogol's life? What inspires his career choices? Make sure to do some research on the Taj Mahal and analyze its influence on Gogol. Why would it have such a profound impact on him?
6. Food has great cultural importance in Indian families and traditions. How does food play a role in the novel?
 - a. Analyze food in the text
 - b. Research about Indian foods and their cultural importance
 - c. Prepare an Indian dish

7. Gogol says, “in these moments [with Moushumi], these glimpses, he believes he has known no greater intimacy” (211). Investigate intimacy in *The Namesake*. Throughout the novel, intimacy can be found in both physical and nonphysical ways. Must intimacy be sexual? How is intimacy expressed differently across cultures? How might naming be considered an intimate experience?
8. A common event throughout *The Namesake* is parties. Parties occur for many reasons and with many different groups of people. Analyze the social, cultural, and familial roles of parties in the novel. How are the parties Gogol attends different at various points throughout his life? How does this relate to his character and identity?

Creative Writing

All creative writing can be completed in poetry, a short story, or a series of vignettes. Short stories should be 250-300 words, poems should be at least 50-60 lines, and a series of vignettes should contain 2-3 vignettes.

9. Write an epilogue to the story. Where will Gogol be in 5, 10, or 20 years? Which name will he use? Where will he live? Will he be married? Write a short chapter or a series of vignettes to continue or conclude Gogol’s story.
10. Write a poem, short story, or series of vignettes that connects to the novel’s themes and characters. Feel free to write about nearly anything, but make sure to have strong connections.
11. Explore the novel or a scene through another character’s point of view. How do Ashima, Ashoke, Sonia, Maxine or Moushumi feel about events going in their lives? Write a poem, short story, or series of vignettes.
12. Write about a symbol or motif found throughout the novel. Possible examples include trains, books, tradition, money, and more.

Art

13. I really enjoyed hearing about all of your *Cold Mountain* projects and welcome any similar topics involving art. Make sure to run any ideas by me and to include a short piece of writing (poem or vignette) to complement any work of art.

Essay Checklist

Your essay is not complete until you can confidently answer yes to the following questions:

1. Does my essay have a clear and specific focus, stated in my introduction?
2. Does my essay relate strongly to the text?
3. Have I used quotations and specific examples to support my ideas?
4. Have I cited the page numbers of all quotations?
5. Have I written in an academic and formal style?
6. Did I write my name, essay number, and a title on my paper?
7. Do I meet all other requirements?
8. Have I carefully edited and proofread my work?

Name: _____

Period: _____

***The Namesake* Essay Rubric**

Meaning:	1	2	3	4	5	/25
Does your essay... Show your knowledge of the subjects? Use supporting details?						
Development:	1	2	3	4	5	/25
Does your essay... Have relevant ideas, details and examples? Develop ideas fully?						
Organization:	1	2	3	4	5	/15
Does your essay... Establish a clear focus? Have a logical argument?						
Writing:	1	2	3	4	5	/15
Is your essay well written? Does your essay... Have appropriate language? Have a variety of vocabulary and sentences?						
Conventions/Mechanics:	1	2	3	4	5	/15
Does your essay... Have correct spelling, grammar, punctuation, capitalization, etc.						
Essay Requirements:	1	2	3	4	5	/5
Does your essay... Fulfill all requirements (title, page length, etc.)?						

Final Grade**/100**

Name: _____

Date: _____

The Namesake
Making Indian Food

INSTRUCTIONS FOR PROJECT #6A

- Prepare an Indian meal and bring it in to class (see me to figure out a time to do this)
- Prepare enough food so that the entire class can try some
- Write a one page reflection, in which you
 - Describe what you have prepared and how you chose it
 - Describe the ingredients, with a strong focus on any unfamiliar Indian ingredients
 - Explain the food preparation process; what did making this dish involve?
 - Explain the significance of the food to the Indian culture and/or *The Namesake*
- Present your food and reflection to the class

Name: _____

Date: _____

The Namesake
Indian Food Rubric

Preparation 1 2 3 4 5

/20

Did you put the appropriate amount of time and effort into your project?
Did you prepare enough food so that the entire class can try some?

Presentation 1 2 3 4 5

/25

Did your presentation have appropriate content?
Did you speak clearly?
Did you have eye contact?
Did you seem prepared?

Reflection 1 2 3 4 5

/25

Did your reflection:
Describe what you have prepared and how you chose it?
Describe the ingredients, with a strong focus on any unfamiliar Indian ingredients?
Explain the food preparation process; what did making this dish involve?
Explain the significance of the food to the Indian culture and/or *The Namesake*?

Writing 1 2 3 4 5

/15

Is your reflection well written?
Does your essay...
Have appropriate language?
Have a variety of vocabulary and sentences?

Conventions/Mechanics 1 2 3 4 5

/15

Does your essay...
Have correct spelling, grammar,
punctuation, capitalization, etc.

Final Grade

/100

Name: _____

Period: _____

The Namesake Creative Writing Rubric

Meaning:	1	2	3	4	5	/20
Does your writing... Show your knowledge of the subjects? Use supporting details?						
Development:	1	2	3	4	5	/20
Does your writing ... Have relevant ideas, details and examples? Develop ideas fully?						
Writing:	1	2	3	4	5	/20
Is your work well written? Does your creative writing fit in with the established universe of <i>The Mango Season</i> ?						
Creativity:	1	2	3	4	5	/20
How creative is your writing? Have you attempted to follow the author's and characters' respective voices and personalities?						
Conventions/Mechanics:	1	2	3	4	5	/15
Does your writing ... Have correct spelling, grammar, punctuation, capitalization, etc.						
Essay Requirements:	1	2	3	4	5	/5
Does your writing... Fulfill all requirements (title, page length, etc.)?						

Final Grade**/100**