

M1.U2.L4
 • Standards:
 L.9-10.3, RL.9-10.1, RL.9-10.2, RL.9-10.4
 • Text:
 "The Palace Thief" by Ethan Canin (pp. 168-171)

Guiding Question:
 How do the conflicting motivations of the narrator shape his actions in the passage?

↑
 person vs self
 internal conflict

Guiding Question

Lesson Agenda

Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading
4. Pages 168–171 Reading and Discussion
5. Multiple Motivations Tool
6. Quick Write
7. Closing

Lesson Four Agenda

Learning Standards

RL.9-10.3
 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.

RL.9-10.1
 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Standards

Learning Standards

RL.9-10.2
 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4
 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Learning Standards

Activity 2: Homework Accountability

Swap papers with the person sitting across from you. Highlight textual evidence and vocabulary used in the response.

Describe the impact that Sedgewick's cheating has on himself and on Hundert.

Use thorough textual evidence and any applicable vocabulary in your response.

Act 2 Homework Accountability 2

Activity 3: Masterful Reading

Guiding Question:
 How do the conflicting motivations of the narrator shape his actions in the passage?

- Listen to a masterful reading of the passage from "I had come to the job straight from my degree at Carleton College" to "I could see the sheets of my 'Outline' pressed against the inside of his garment" (pp. 168–171).
- Annotate while you listen and then silently for a few minutes after.

Act 3 Masterful Reading

Activity 4: Pages 168-171 Reading and Discussion (in your groups)
Read and annotate the text from "I had come to the job straight from my degree at Carleton College" to "I could see the sheets of my 'Outline' pressed against the inside of his garment" (pp. 168-171). Answer each question in your Reading Section.

1. What details in the text help you understand the meaning of deliberation (p. 168)?
2. What does it mean to be coddled (p. 168), and how does the narrator's attitude toward coddling reveal his philosophy toward his teaching?
3. What internal conflicts does Hundert encounter as a result of this episode?

denotation
- dictionary definition

connotation
- associations that made with a word over time or through context

prejudice

Act 4: Pages 168-171 Reading and Discussion