

M1.U2.L6

• Standards:

RL.9-10.3, RL.9-10.1, RL.9-10.4, L.9-10.5

• Text:

"The Palace Thief" by Ethan Canin (pp. 175-182)

Lesson Agenda

Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading
4. Group Text Analysis
5. Quick Write
6. Closing

Guiding Question:

How does the character of Hundert further develop in this passage?

Guiding Question

Lesson Five 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.

Learning Standards

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

RL.9-10.4

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

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Standards

Learning Standards

Activity 4: Group Text Analysis (divided groups)

- Complete the Group Text Analysis Tool (either A, B, or C as assigned to your group)
- Be prepared to share responses with the class

Group A Text-Analysis Tool

Passage	Questions	Response
From "It came to no surprise that when I named" to "It was my proudest moment at St. Benedict's." (pp. 175-176)	<p>What might Hundert's attitude toward reestablishing contact with Segrawick reveal about his character?</p> <p>What does Hundert's "proudest moment" (p. 176) reveal about him?</p>	
"Because of the advances in our society, history had become more than a relic." (p. 177)	<p>What part of speech is relic?</p> <p>What opinion is being expressed about relics in this section?</p> <p>How does this opinion help guide you towards an idea of the definition of the word relic?</p> <p>How does Hundert's reaction in the next line help contribute to your understanding of the word relic?</p>	

Group B Text-Analysis Tool

Passage	Questions	Response
From "After dinner" returned to the assistant headmaster's house to "that month he had asked me to retire" (pp. 178-180)	Describe Hundert's success and ambition as outlined in this section of text. Note when/how Hundert uses first person and possessive pronouns ("we", "I", "our").	
	Who does Hundert refer to as his "allies" (p. 179) and how do these references further develop your understanding of him?	
"I had not even wanted the pills" when the invisible damogage Bell had forced it up on me." (p. 181)	Based on context clues, what do we know about these highlighted words and how they function together? How does the substitution of "easily angered" for invisible and "passionate political leader" for damogage affect your understanding of the meaning of the sentence?	

Group B Text-Analysis Tool

Group C Text-Analysis Tool

Passage	Questions	Response
From "After dinner" returned to the assistant headmaster's house to "that month he had asked me to retire" (pp. 178-180)	Describe Hundert's mood during his confrontation with Elzberg and, later, as he disposes of the gun. How do these descriptions complicate or refine your understanding of Hundert?	
"The die is cast" comes from a Latin phrase meaning that a decision has been made and cannot be changed.	Why does Hundert think he "had" chosen the moment [he] threw the pistol in the water" (p. 182)?	
"By four o'clock that afternoon Charles Elzberg, a fellow antiquarian while job had since ceased secure, had been named headmaster." (p. 182)	Why did Hundert first become friends with Charles Elzberg at St. Benedict's? How does this help you understand the meaning of the word "antiquarian" (Hint: How is "retrow" used in the sentence?) (Hint: What other words begin with "antiqu"?)	

Group C Text-Analysis Tool

Activity 5: Quick Write

Respond to the following prompt by using textual evidence:

How does the character of Hundert further develop in this passage?

*Remember to use the **Short Response Rubric** and **Checklist** to guide your response

Act 5: Quick Write