

**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?

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

**Homework Accountability: AIR Discussion**

Conduct a 5 minute discussion\* about your **AIR** text.



Using standard **RL.9-10.2** to support your analysis and interpretation of your reading thus far, **identify a central idea** of The Kite Runner and **analyze how it is shaped and developed** by the words and/or actions of the narrator.

Record your response in your reading section.

\*This discussion will be graded!

Act 2 Homework Accountability

**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 5: Multiple Motivations Tool (in your groups)**

Reread and revise your annotations, from **"'Ignore it,' he whispered back"** to **"I could see the sheets of my 'Outline' pressed against the inside of his garment"** (pp. 168–171).

Annotate for the narrator's decisions and actions, as well as for the reason behind these decisions and actions.

Act 5: Multiple Motivations Tool

**Activity 5: Multiple Motivations Tool (in your groups)**

Complete the **Analyzing Multiple Motivations Tool** by using your annotation notes and record each new decision, act, and motivation of the narrator.

Whole class share out to follow

Act 5: Multiple Motivations Tool

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

**Analyzing Multiple Motivations Tool**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Focus Question: How do the narrator's actions further develop and refine a central idea in the text?

<b>Motivator/Influence:</b> Hundert: Treats sorry for Sedgewick because of his father. <b>Details from this passage:</b> "What kind of desperation would lead a boy to cheat on a public stage?" (169) <b>Related details from earlier in the text:</b> The meeting between Hundert and the Senator may have established a context for the muddled thoughts Hundert has during the "Mr. Julius Caesar" competition.	<b>Motivator/Influence:</b> Details from this passage:  Related details from earlier in the text:
Hundert's actions:	
<b>Motivator/Influence:</b> Details from this passage:  Related details from earlier in the text:	<b>Motivator/Influence:</b> Details from this passage:  Related details from earlier in the text:

From Analyzing Details Tool, by Odell Education, www.odelleducation.com. Copyright (2012) by Odell Education. Adapted with permission under a Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>

Analyzing Multiple Motivations Tool

**Activity 6: Quick Write**

Respond to the following prompt by using textual evidence:

**How do the conflicting motivations of the narrator shape his actions in the passage?**

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

Unit 2, Lesson 4

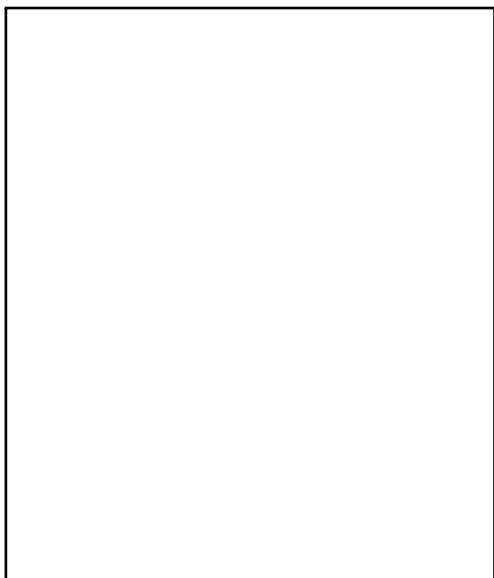
Act 6: Quick Write

**Activity 7: Closing and Homework**

For homework:

Respond in writing to the following prompt:  
**How do the narrator's actions further develop and refine a central idea in the text?**

Act 7 Closing/Homework



Oct 20-6:38 AM