

**M1.U2.L1**

- Standards: [RL.9-10.3](#), RL.9-10.1, [W.9-10.9](#)
- Text: "The Palace Thief" by Ethan Canin (pp. 155-160)

**Guiding Question:**  
How does the character of Hundert, the narrator, develop in this passage?

Beginning - 160.

Guiding Question

**Lesson Agenda**

**Learning Sequence:**

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading and Annotation Review
4. Detail Analysis
5. "Prove It!" Evidence-Based Discussion
6. Quick Write
7. Closing

Lesson One Agenda

**Learning Standards**

**RL.9-10.3 NEW**

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.

characterization  
-direct  
-indirect

Learning Standards

**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.

**W.9-10.9 NEW**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Standards

**\*Activity 4: Detail Analysis (in your groups)**

- Review the Guiding Question: **How does the character of Hundert, the narrator, develop in this passage?**
- Complete the **Detail Expansion Tool**. The purpose of the Detail Expansion Tool is to determine why and how specific details from the text are important in describing the characters' development and plot development.

\*For the purpose of this lesson, some groups will receive Tool A and some will receive Tool B.

Act 4: Detail Analysis

Detail Expansion Tool A

Name:	Class:	Date:
Page(s)	Detail from Text	What is <u>say</u> about the narrator/story thus far
156	"I hoped would inspire my boys, and at the same time to the fleeting nature of human accomplishment"	The narrator hopes to inspire his students but also to encourage them to be humble in their successes.
157	The narrator uses the Shuzruk-Nahhunte quote and the Shelley poem to highlight how history—even the most impressive of feats—can easily be forgotten.	The narrator uses the Shuzruk-Nahhunte quote and the Shelley poem to highlight how history—even the most impressive of feats—can easily be forgotten.
157	"such efforts would be lost on him. I could see that he was not only a dullard but a roustabout" or "Sedgewick did not wear this look."	Sedgewick is confident enough to challenge authority from the beginning.
158	Sedgewick is confident enough to challenge authority from the beginning.	Sedgewick is confident enough to challenge authority from the beginning.
159	"From that first day, Sedgewick Bell was a boor and a bully, a dampener to the illumination of the eager minds of my boys."	Sedgewick has the kind of personality that is not only annoying to teachers but dangerous to an institution.
159	Sedgewick has the kind of personality that is not only annoying to teachers but dangerous to an institution.	Sedgewick has the kind of personality that is not only annoying to teachers but dangerous to an institution.

Detail Expansion Tool A