

**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)

**Guiding Question:**

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

Guiding Question

**Lesson Agenda**

**Learning Sequence:**

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

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

**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 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 or a particular formal or informal tone).

**L.9-10.5**  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Standards

**Homework Accountability: AIR Discussion**

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

Using standard **RL.9-10.3** and **RL.9-10.4** to support your analysis and interpretation of your reading thus far, **explain how Amir is a dynamic character.**

Record your response in your reading section.

\*This discussion will be graded!

Act 2 Homework Accountability

*Activity 2: Homework Accountability (whole class)*

Using your homework from last night, answer this question:

**What are the instances, situations, or moments that impact the narrator?**

Hurdert  
febleness  
(feeble)  
waned (v.)

Sedgewick  
wilyness  
(wily)  
labyrinthine  
- precociousness -  
depravity  
audacity  
Peralitrance  
- infamy -

Act 2 Homework Accountability 2

*Activity 3: Masterful Reading*

- Listen to a masterful reading of the passage from “It came as a surprise, then, when I learned in the Richmond Gazette” through “by the end of that month he asked me to retire” (pp. 175–182).
- While you annotate, use the margins to record initial reactions you have about the passage.

Impact of Sedgewick on Hurdert

- **relic** (n.) a surviving memorial of something past
- **irascible** (adj.) easily provoked to anger; very irritable
- **demagogue** (n.) a person, especially an orator or political leader, who gains power and popularity by arousing the emotions, passions, and prejudices of people
- **antiquarian** (n.) a person who values the study of ancient times or former ages

Act 3 Masterful Reading

*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

Act 4 Group Text Analysis

| Group A Text-Analysis Tool   |  |                        |
|--|--|------------------------|
| Name:  | Class:   | Date:                  |
| <p><b>Passage</b></p> <p>From: "It came as no surprise, then, when I asked to "It was my proudest moment at St. Benedict." (p. 179-180)</p> <p>"because of the references in our society, history had become even more than a relic." (p. 177)</p> | <p><b>Questions</b></p> <p>What might Hunderdt's attitude toward establishing contact with Sedgewick reveal about his character?</p> <p>What does Hunderdt's "proudest moment" (p. 180) reveal about him?</p> <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 Hunderdt's reaction to the next line help contribute to your understanding of the word relic?</p> | <p><b>Response</b></p> |

| Group B Text-Analysis Tool   |  |          |
|--|--|----------|
| Passage  | Questions  | Response |
| <p>From: "Although the resident cast among the faculty" to "not one of them seemed unable to eat." (pp. 178-180)</p> | <p>Describe Hunderdt's syntax and establish as outlined in this section of text. Note who/how Hunderdt uses first person and possessive pronouns ("we", "I", "our").</p> <p>Who does Hunderdt refer to as his "oldies" (p. 179) and how do these references further develop your understanding of him?</p> |          |
| <p>"I had not even wanted the picture when the curvilinear demagogue Bell had hoisted it up on me." (p. 181)</p>     | <p>Based on context clues, what do we know about these highlighted words and how they function together?</p> <p>How does the connotation of "easily angered" for "curvilinear" and "passionate political leader" for "demagogue" affect your understanding of the meaning of the sentence?</p>             |          |

Group A Text-Analysis Tool

Group B Text-Analysis Tool

| Group C Text-Analysis Tool  |   |          |
|---|---|----------|
| Passage   | Questions   | Response |
| <p>From: "After dinner I returned to the accident headquarters" to "mouth he had sated me to rest." (pp. 180-182)</p> <p>"The die is cast" comes from a Latin phrase meaning that a decision has been made and cannot be changed.</p> | <p>Describe Hunderdt's mood during his conversations with Elicy and, later, as he disposes of the gun. How do these descriptions contribute to or refine your understanding of Hunderdt?</p> <p>Why does Hunderdt think he "was doomed the moment [he] threw the pistol in the water" (p. 182)?</p> |          |
| <p>"By four o'clock that afternoon Charles Elicy, a fellow antiquarian whose job had since he had named and been named "headmaster." (p. 182)</p>   | <p>Why did Hunderdt first become friends with Charles Elicy as St. Benedict's?</p> <p>How does this help elucidate the meaning of the word antiquarian?</p> <p>[Hint: how is "ribow" used in the sentence?]</p> <p>[Hint: what other words begin with "ribow"?</p>                                  |          |

Group C Text-Analysis Tool