

*Activity 5: Quick Write*

Respond to the following prompt by using textual evidence:

**How does the character of the narrator further develop through his interaction with the Senator?**

10/14/14

Unit 2, Lesson 2

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

Act 5: Quick Write

**M1.U2.L3**  
• Standards:

RL.9-10.2, RL.9-10.3, RL.9-10.1, RL.9-10.4

• Text:  
"The Palace Thief" by Ethan Canin (pp. 164–168)

**Guiding Question:**  
How do the narrator's actions in this passage reveal an emerging central idea of this text?

→ power

Guiding Question

Lesson Agenda

**Learning Sequence:**

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading
4. Pages 164–168 Reading and Discussion
5. Quick Write
6. Closing

Lesson Three Agenda

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.9-10.3**  
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; how it sets a formal or informal tone).

Learning Standards

*Activity 2: Homework Accountability*

**STEP ONE:** Pair up with someone who completed the same characters for the Analyzing Details Tool. Amend the Tool as you see fit.

Act 2 Homework Accountability 2

*Activity 2: Homework Accountability*

**STEP TWO:** As a whole class, discuss the following:

- What do these interactions reveal about the narrator's character?
- What are some examples of central ideas that have developed in the text based on the text analysis so far?
- How do Hundert and Senator Bell's roles help reveal an emerging central idea in the text?

Verisimilitude

Oct 15-6:33 AM

| Analyzing Details Tool:  |        | Narrator/Sedgewick                             |
|--|--------|--|
| Name:  | Class: | Date:  |
| Character Detail: Select specific words or phrases that are the most important in understanding motivations of the characters.   |        | Analysis: How/why are these details important? |
| Hundert's motivations:   |        |  |
| Sedgewick's motivations:   |        |  |
| Connect Details/Explain the connections between Hundert and Sedgewick:   |        |  |
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Analyzing Details Tool Narrator/Sedgewick

| Analyzing Details Tool:  |        | Narrator/Senator                               |
|--|--------|--|
| Name:  | Class: | Date:  |
| Character Detail: Select specific words or phrases that are the most important in understanding motivations of the characters.   |        | Analysis: How/why are these details important? |
| Hundert's motivations:   |        |  |
| The Senator's motivations:   |        |  |
| Connect Details/Explain the connections between Hundert and the Senator:   |        |  |
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Analyzing Details Tool Narrator/Senator

*Activity 3: Masterful Reading*

- Listen to a masterful reading of a passage from "The Palace Thief" from "Back at St. Benedict's, furthermore, I saw that my words" to "and it was at that moment I realized he was cheating" (pp. 164–168).
- Annotate while you listen and then silently for a few minutes after.

Act 3 Masterful Reading

*Activity 4: Pages 164–168 Reading and Discussion (in your groups)*

Read and annotate the text from "Back at St. Benedict's, furthermore, I saw that my words" to "and it was at that moment I realized he was cheating" (pp. 165–168). Answer each question in your **Reading Section**.

1. How does the narrator describe the importance of the contest? What is the impact of the description?
2. What does the lead up to the contest reveal about the narrator and his thoughts about Sedgewick?
3. What possible explanations does the narrator provide for making his "first mistake" (p. 165)?
4. What is "the cardinal rule" in the context of this paragraph (p. 165)?
5. What complex emotions does the narrator experience because of Sedgewick's apparent success in the contest? What function do these feelings serve?
6. How has the contest and Hundert's control of the situation become more complicated since initially breaking a "cardinal rule of teaching" (p. 165)?

Act 4: Pages 160-165 Reading and Discussion

*Activity 5: Quick Write*

Respond to the following prompt by using textual evidence:

**How do the narrator's actions in this passage reveal an emerging central idea of this text?**

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

Unit 2, Lesson 3     10/16/14

Act 5: Quick Write

*Activity 6: Closing and Homework*

For homework:

Reread the section of the text of today's lesson and respond in a well-developed paragraph to the following reflective writing prompt:

**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 6 Clsoing/Homework

## Attachments

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