

**M1.U2.L2**  
 • Standards:  
 RL.9-10.3, RL.9-10.1, RL.9-10.4  
 • Texts:  
 "The Palace Thief" by Ethan Canin (pp. 160–164)

**Guiding Question:**  
 How does the character of Hunder further develop through his interaction with the Senator?

Guiding Question

**Lesson Agenda**

**Learning Sequence:**

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading
4. Pages 160–164 Reading and Discussion
5. Quick Write
6. Closing

Lesson Two 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; how it sets a formal or informal tone).

Learning Standards

**Activity 2: Homework Accountability (in groups)**

The Kite Runner word map share.

Share your word map to the group. Listeners record the words chosen by speaker and one example of each word from the novel on your AIR sheet in your binders.

Act 2 Homework Accountability 2

**Activity 3: Masterful Reading**

- Instruct students to listen to a masterful reading of "The Palace Thief," from "In those days I lived in small quarters" to "My heart warmed somewhat toward young Sedgewick" (pp. 160–164).
- Annotate while you listen and then silently for a few minutes after.

Act 3 Masterful Reading

Activity 4: Pages 160–164 Reading and Discussion  
(in your groups)

Read and annotate the text from “In those days I lived in small quarters” to “he passed for the first time yet, with a C plus” (pp. 160–161). Answer each question in your Reading Section.

1. How does Sedgewick behave when he enters the narrator’s living quarters/office?
2. Does *affront* have a positive or negative connotation in the context of this text? What word do you think could be substituted for *affront*?
3. How does the narrator respond to Sedgewick’s behavior?
4. What effect does Hundert’s response have on Sedgewick’s behavior?
5. How does this scene further develop the relationship that the author has already established between the narrator and Sedgewick?

Act 4: Pages 160-165 Reading and Discussion