

10.1.2

Lesson 7

Introduction

In this lesson, students complete the Mid-Unit Assessment, which builds on discussion and analysis from the previous six lessons to evaluate the students' understanding of the narrator's development as a complex character over the course of "The Palace Thief" thus far. To support their analysis of characters, students refer to text-analysis materials compiled to this point, including Quick Writes, homework, discussion notes, annotations, and tools.

Using the Text Analysis Rubric, students discuss acceptable responses to their Mid-Unit Assessment before they write their multi-paragraph responses addressing the following prompt: How has Hundert developed over the course of this text? Cite evidence to support your response.

For homework, students continue to read their AIR using a new focus standard to guide their reading.

Standards

Assessed Standard(s)	
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.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Assessed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Students craft a multi-paragraph response to the Mid-Unit Assessment prompt.</p> <ul style="list-style-type: none"> How has Hundert developed over the course of this text? Cite evidence to support your response. <p>① Student responses are evaluated using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Provide evidence that details the kind of influence Hundert hopes to have as a teacher and how this influence is tested by both Sedgewick and Senator Bell. Demonstrate an understanding of how Hundert's moral code is called into question, as well as how he responds when it is challenged. Identify specific examples of Hundert being developmentally flawed or unable to learn from his mistakes. Appropriately incorporate two to six vocabulary words that have been discussed and analyzed over the course of the unit thus far.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text <ul style="list-style-type: none"> Standards: RL.9-10.3, W.9-10.2, W.9-10.9 Text: “The Palace Thief,” by Ethan Canin (pp. 155–182) 	
Learning Sequence <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Mid-Unit Assessment Discussion Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 5% 10% 75% 5%

Materials

- Student copies of the Text Analysis Rubric and Checklist (refer to 10.1.1 Lesson 7)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction to Lesson Agenda

5%

Begin by introducing the agenda and assessed standards in this lesson: RL.9-10.3, W.9-10.2, and W.9-10.9. In this lesson, students spend the beginning of class working collaboratively to develop and discuss

their ideas about Hundert's character development in this unit. In the remainder of the lesson, students craft a multi-paragraph written response to the Mid-Unit Assessment prompt.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

5%

Instruct students to talk in pairs about how they organized, expanded, and revised their materials in preparation for the Mid-Unit Assessment.

- ▶ Student pairs discuss how they prepared for the Mid-Unit Assessment.

Activity 3: Mid-Unit Assessment Discussion

10%

Instruct students to talk in small groups about what content and details they should include in their multi-paragraph written response.

- ▶ Students discuss the content of the assessments they will be composing.

💬 Student responses may include the following:

- Evidence of Hundert's intentions as a teacher, and how his intentions are tested by Sedgewick and the Senator.
- Details surrounding Hundert's moral code and "first mistake," as well as the series of events, motivations, and actions that occur as a result of the "first mistake."
- Examples of Hundert changing his mind about Sedgewick and the "Mr. Julius Caesar" competition, evidence that he has had a difficult time making or trusting his decisions.

① Consider reminding students that they will need to incorporate two to six vocabulary words that have been discussed and analyzed over the course of the unit into their written responses.

Activity 4: Mid-Unit Assessment

75%

Display the Mid-Unit Assessment prompt:

How has Hundert developed over the course of this text?

Ask students if they have any remaining questions.

- ▶ Students examine the Mid-Unit Assessment prompt and ask remaining questions.

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include well-chosen, relevant, and sufficient textual evidence.

Distribute and review the Text Analysis Rubric and Checklist. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the Text Analysis Rubric.

Remind students that as they write they should refer to the notes, tools, and annotated text from the previous lessons.

- ▶ Students listen.

Transition students to independent writing time. Give students the remaining class period to write.

- ① Consider displaying or distributing a list of this unit's vocabulary thus far for students to reference while crafting their Mid-Unit response. Look for students to use two to six of the following vocabulary words in their written responses: *puerile, boorish, indolence, scruples, affront, cardinal, coddle, precocious, audacity, recalcitrance, crudities, feline, wane, rancorous, relic, guileless*. These are suggested vocabulary words, but students may use any combination of focus vocabulary words from the previous lessons.

- ▶ Students independently answer the prompt using evidence from the text.

☞ See the High Performance Response at the beginning of this lesson.

- ① Circulate around the room and offer non-content support as needed. When circulating the room to provide support, remind students that this is an assessment of independent textual analysis so the teacher cannot provide direction on specific content from the text.

Collect responses before the end of the lesson.

- ▶ Students submit the Mid-Unit Assessment.

Activity 5: Closing

5%

Display and distribute the homework assignment. Introduce Reading Standard 3 as a focus standard to guide students' AIR and model what applying this focus standard looks like.

For example, RL.9-10.3 asks students to "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." Students who have read "The Palace Thief" might suggest that Hundert develops in relation to Sedgewick and the Senator, developing multiple central ideas. Hundert's

interactions with Sedgewick and the Senator introduce and develop the central ideas of power and control. Hundert initially tries to exert power and control over the poorly behaved Sedgewick, but the Senator applies the most power and control over Hundert. Ultimately, both Bell men influence and control Hundert's decisions even long after Sedgewick has graduated.

For homework, instruct students to continue reading their AIR text using the new focus standard (RI/RL.9-10.3) for guidance. Ask students to prepare for a brief 3–5 minute discussion that will require them to apply the language of this standard to their reading.

- ▶ Students follow along.

Homework

Continue reading your AIR text, using the language of the new focus standard (RI/RL.9-10.3) to guide your reading and prepare for a 3–5 minute discussion of your text based on that standard.