

10.1.2

Lesson 13

Introduction

In this lesson, students complete the End-of-Unit Assessment. The End-of-Unit Assessment will evaluate cumulative student understanding of Ethan Canin’s story “The Palace Thief” through an exploration of central ideas supported by textual details. Students explore word choice and complexity of characters in a multi-paragraph essay.

Students collaborate in pairs to review the previous lesson’s homework. Students may refer to this homework, as well as annotations, notes, and other unit tools to complete their written responses. For homework, students continue to read their AIR through the lens of focus standard (RI/RL.9-10.4).

Standards

| Assessed Standard(s) | |
|-----------------------|--|
| 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. |
| Addressed Standard(s) | |
| 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.9-10.2 | 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. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. |

Assessment

| Assessment(s) |
|--|
| <p>The learning in this lesson is captured through the End-of-Unit Assessment. Students respond to the following prompt in a multi-paragraph essay:</p> <ul style="list-style-type: none"> What central idea does Canin develop in “The Palace Thief”? In your analysis, consider how the narrator and his interaction with other characters develop this idea. Use three to six vocabulary words from this unit in 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"> Identify a central idea of the text and analyze how it has evolved over the course of the text, providing specific details that have helped develop the idea. Consider the cumulative impact that Hundert’s motivations and actions have had on the development of a central idea. Include examples of how characters respond and interact in the past and decades later, and draw parallels between the two time periods. Analyze how different characters prey upon Hundert’s weaknesses for their own personal or political gain. Appropriately incorporate three to six vocabulary words that have been discussed and analyzed over the course of the unit thus far. Use standards specific language (central idea, complex character, conflicting motivations) and include cumulative evidence from the entire short story. |

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.9-10.2, RL.9-10.3, RL.9-10.1, W.9-10.2, L.9-10.1 Text: “The Palace Thief,” by Ethan Canin | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment Closing | <ol style="list-style-type: none"> 5% 15% 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 of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.2 and RL.9-10.3. In this lesson, students complete their End-of-Unit Assessment. In pairs, students identify central ideas through a homework review.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs and discuss the homework assignment: Choose a relationship between two characters from “The Palace Thief” and identify how that relationship changes or stays the same over the course of the text. Use evidence from the text in your response.

- ▶ Students work in pairs to share their responses to the homework assignment and select one key idea to share with the class.
- 💬 Student responses may include the following:
 - Hundert’s relationship with Sedgewick seems to be the longest lasting and most impactful.
 - Hundert is disappointed when Sedgewick joins and disrupts his class, describing him as “a boor and a bully” (p. 159), but tries to take him under his wing for the “Mr. Julius Caesar” competition. Even though Hundert’s “heart warmed somewhat toward young Sedgewick” (p. 164), Sedgewick cheats in the competition and the relationship between him and Hundert up until graduation is strained. Later, Hundert has the opportunity to host a rematch of the competition (solicited by Sedgewick). Hundert thinks Sedgewick has turned himself around, only to discover that he cheats once again—“I realized that the flesh-colored device in his ear was not a hearing aid” (p. 193)—and he uses the entire scene as a way to launch his political career.
 - Hundert remains obsessed with Sedgewick and is manipulated by Sedgewick one more time in a union hall full of miners when Sedgewick lies about their history and introduces as his teacher from “Richmond Central High School” (p. 202).
 - The relationship stays the same. Hundert tries to convince himself that Sedgewick has evolved past corruption and cheating, and in the process he keeps getting caught up in Sedgewick’s corruption and cheating.

Activity 3: End-of-Unit Assessment

75%

Instruct students to write a multi-paragraph response to the following prompt:

Determine a central idea in “The Palace Thief.” How does this idea emerge and develop over the course of the text? Use three to six vocabulary words from this unit in your response.

① Display the prompt for students to see, or provide the prompt in hard copy.

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

Distribute and review the Text Analysis Rubric. 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 as they write to 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.

- ▶ Students independently write their End-of-Unit Assessment.

🗨 See the High Performance Response at the beginning of the 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 End-of-Unit Assessment.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue with their AIR through the lens of their focus standard (RI/RL.9-10.4). Students should be prepared for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Continue to read your AIR text through the lens of focus standard (RI/RL.9-10.4) and prepare for a 3–5 minute discussion of your text based on that standard.