

## 10.1.2

## Unit Overview

**“For one does not alter history without conviction.”**

<b>Texts</b>	<b>Unit 2: “The Palace Thief” by Ethan Canin</b>
<b>Number of Lessons in Unit</b>	<b>13</b>

## Introduction

In this unit, students revisit and further develop many of the foundational skills, practices, and routines that they explored in 10.1.1: close reading, annotating text, vocabulary acquisition, and evidence-based discussion and writing. Students continue to consider how authors develop central ideas, this time through fiction rather than poetry, as they read and analyze Ethan Canin’s “The Palace Thief.” Students’ skills and analysis culminate in a written response that formally evaluates the relationship between complex characters and central ideas.

Students’ work with this text focuses on how the interactions among, and development of, complex characters work to develop some of the central ideas in this text, such as the nature of character, the influence of history, and the manifestations of power. Students explore the battle of education and morals against politics, power, and wealth. They also negotiate rich and colorful language to better understand the narrator as he interacts with those around him.

For the Mid-Unit Assessment, students compose a written response, with appropriate supporting evidence, as they consider the narrator’s development over the course of the text (RL.9-10.3, W.9-10.2, W.9-10.9). Students are formally assessed here on their analysis of the text and their ability to marshal evidence in support of that analysis.

At the end of the unit, students craft a multi-paragraph response analyzing the development of a central idea in “The Palace Thief,” including how the narrator’s interactions with other characters helps contribute to this central idea (RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.2, L.9-10.1).

**Note:** This unit continues Accountable Independent Reading (AIR). See Prefatory Material for Grades 9–12 English Language Arts for more information about AIR.

## Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about the text
- Collect and organize evidence from the text to support analysis in writing
- Make claims about the text using specific textual evidence
- Incorporate newly learned vocabulary in written and verbal responses
- Express and analyze evolving impressions of the text as it advances

## Standards for This Unit

CCS Standards: Reading – Literature	
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.9-10.2	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.
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).
CCS Standards: Writing	
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.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and</i>

	<i>issues, building on others' ideas and expressing their own clearly and persuasively.</i>
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>CCS Standards: Language</b>	
<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>L.9-10.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

**Note:** Bold text indicates the targeted standards assessed in this unit.

## Unit Assessments

<b>Ongoing Assessment</b>	
<b>Standards Assessed</b>	RL.9-10.2, RL.9-10.3, RL.9-10.4, W.9-10.2, W.9-10.9, L.9-10.5
<b>Description of Assessment</b>	Varies by lesson but may include discussion of questions and development of written responses to prompts that ask students to analyze the evolution of characters and central ideas in the text.

<b>End-of-Unit Assessment</b>	
<b>Standards Assessed</b>	RL.9-10.2, RL.9-10.3
<b>Description of Assessment</b>	Students use the skills and habits they have been building throughout the unit to craft a multi-paragraph response to the End-of-Unit Assessment prompt: What central idea is developed in "The Palace Thief"? Students should consider how the narrator and his interaction with other characters help develop the central idea. Students should cite evidence and incorporate vocabulary words from the text to support their responses.

## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“I tell this story not for my own honor” to “and therefore I called him into my office” (pp. 155–160).	Students are introduced to two of the narrator’s relationships in “The Palace Thief” involving his school and a problematic student. Because this is the first lesson of the unit, students revisit annotation techniques discussed in 10.1.1.
2	“In those days I lived in small quarters” to “My heart warmed somewhat toward young Sedgewick” (pp. 160–164).	Students further explore the character of the narrator as he meets with a student’s father, a powerful politician. Students cite textual evidence as they analyze character development in the text through discussion and written responses.
3	“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).	Students engage in evidence-based discussion and collaborate to investigate the weight of the decisions that the narrator makes during the Mr. Julius Caesar competition. Students investigate how these decisions contribute to the development of a central idea.
4	“I had come to the job straight from my degree at Carleton College” to “I could see the sheets of my ‘Outline’ pressed against the inside of his garment” (pp. 168–171).	Students explore the conflict that the narrator feels as he struggles to understand the competition, as well as how to move forward in its aftermath. Students also work in groups to analyze character motivations, using evidence from the text to support their discussion.
5	“‘Well young man,’ I said, knocking on the door frame” to “and	Students focus on the figurative language and word choice in this excerpt as they discuss questions. Students analyze the impact of word choice on the meaning and tone of the text, as well as what



Lesson	Text	Learning Outcomes/Goals
	trundled off to sit among his friends” (pp. 171–175).	these choices reveal about the narrator.
6	“It came as a surprise, then, when I learned in the Richmond Gazette” to “and by the end of that month he had asked me to retire” (pp. 175–182).	Students discuss the narrator’s moral code and analyze how challenges and word choice contribute to a better understanding of the narrator and help advance the plot. Students also organize their materials as they prepare for the Mid-Unit Assessment.
7	Mid-Unit Assessment (“The Palace Thief,” pp. 168–182)	Students demonstrate their understanding of the text thus far as they analyze how the narrator has developed over the course of the text, citing supporting evidence in their response.
8	“And so I was preparing to end my days” to “Should I have spoken up to the Senator” (pp. 182–187).	Students analyze the impact of the narrator’s reflection, regret, and self-doubt on the decisions he makes for his future, as well as how these thoughts and feelings help shape a central idea of the text.
9	“In early July, however,” to “the first rounds of questions were called from memory” (pp. 187–191).	Students engage in an evidence-based discussion to analyze the narrator’s reflections and interactions with former students. Students explore the role that the narrator has had in his students’ lives, as well as how the impact he has hoped to have helps further develop a central idea of the text.
10	“The crowd did not fail to notice” to “to congratulate the victor” (pp. 191–195).	Students explore the impact that the narrator’s retirement has on the evolution of his character. Students participate in an evidence-based discussion and cite specific textual details to support character analysis. They also explore the narrator’s character development through his actions and assumptions.

Lesson	Text	Learning Outcomes/Goals
11	“How can I describe the scene” to ““You have not changed either,’ he said” (pp. 195–198).	Students analyze how the narrator’s expectations about the “Mr. Julius Caesar” reunion competition clash with the reality of the events. Students also analyze details in the text that shape a central idea.
12	“Well had I? As the craft lifted” to “of my boys, was now an old man” (pp. 198–205).	Students analyze how the narrator’s interaction with a former student helps develop a better understanding of his interaction with Sedgewick Bell. Students also discuss Bell’s Populist campaign and the narrator’s involvement.
13	End-of-Unit Assessment (full text of “The Palace Thief”).	Using work from 10.1.2 Lesson 12 and materials from previous lessons, students compose a multi-paragraph essay to demonstrate their understanding of the text’s central ideas through the End-of-Unit Assessment.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate “The Palace Thief” by Ethan Canin.
- Review the Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

### Materials/Resources

- Copies of the text “The Palace Thief”
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 10.1 Common Core Learning Standards Tool
- Copies of the Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist

## 10.1.2

## Lesson 1

## Introduction

This unit consists of 13 lessons that focus on character development and how this development contributes to the central idea of the text. The introduction to the major characters allows students to analyze their interaction and development from the beginning of the story. In this lesson, students begin their exploration of Ethan Canin's short story "The Palace Thief," from "I tell this story not for my own honor" to "and therefore I called him to my office" (pp. 155–160), in which students are first introduced to the history-loving narrator Hundert and his problematic student, Sedgewick Bell.

A masterful reading of the text excerpt allows students to revisit and further develop the annotation skills that they were introduced in 10.1.1. Next, students analyze the complex nature of Hundert's character, including the passion he feels about his profession and his field, and the impact he hopes to make on his students. Students also investigate the first impressions of Sedgewick Bell from Hundert's point of view, where the author establishes the foundation of the relationship between teacher and student. Using the Details Expansion Tool to aid in an evidence-based discussion, students examine how word choice and details help contribute to their understanding of Hundert as a complex character. Students are assessed through a Quick Write, in which they are asked to analyze how the character of Hundert develops in this passage. For homework, students continue to read their Accountable Independent Reading (AIR) text through the lens of their focus standard.

## 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.
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.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Assessment

### Assessment(s)

The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.

- How does the character of Hundert, the narrator, develop in this passage?

① Throughout this unit, Quick Writes are evaluated using the Short Response Rubric.

### High Performance Response(s)

A High Performance Response should:

- Identify Hundert as both a teacher and lover of history, as well as the opinions he has about his school and his role in his students' lives.
- Describe the impact Sedgewick Bell has as a new student in Hundert's classroom.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- scrutiny (n.) – a close and searching look
- posting (v.) – placing in a post office or mailbox for transmission
- demagogue (n.) – a person, especially an orator or political leader, who gains power and popularity by arousing the emotions, passions, and prejudices of people
- patricians (n.) – people of noble or high rank; aristocrats
- prerogative (n.) – an exclusive right or privilege, etc., exercised by virtue of rank, office, or the like
- dullard (n.) – a stupid, insensitive person
- roustabout (n.) – an unskilled laborer who lives by odd jobs
- magistrates (n.) – minor judicial officers, having jurisdiction to try minor criminal cases
- cultivated (adj.) – educated; refined
- temper (v.) – to soften or tone down
- disdain (n.) – a feeling of contempt for anything regarded as unworthy
- puerile (adj.) – childishly foolish; immature or trivial

### Vocabulary to teach (may include direct word work and/or questions)

- None.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.1, W.9-10.9</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 155–160)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading and Annotation Review</li> <li>Detail Analysis</li> <li>“Prove It!” Evidence-Based Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>15%</li> <li>40%</li> <li>15%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Copies of the Detail Expansion Tool A and B for each student
- Student copies of the Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.9-10.3. Inform students that in this unit they continue to focus on finding and using evidence from text, this time, to read and analyze a short story, “The Palace Thief,” by Ethan Canin. Remind students that this lesson builds upon many of the annotation and analysis skills they began to develop in Unit 1.

- ▶ Students look at agenda.

### Activity 2: Homework Accountability

**10%**

Instruct students to talk in pairs about how they can apply their focus standard to their AIR text. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard (RL 9-10.1 or RI 9-10.1) to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson’s homework.

### Activity 3: Masterful Reading and Annotation Review

**15%**

Have students listen to a masterful reading of a passage from “The Palace Thief,” from “I tell this story not for my own honor” to “therefore I called him in my office” (pp. 155–160).

Provide definitions for the following words as they appear during the masterful reading: *scrutiny*, *posting*, *demagogue*, *patricians*, *prerogative*, *dullard*, *roustabout*, *magistrates*, *cultivated*, *temper*, *disdain*, and *puerile*.

- ▶ Students follow along, reading silently.
- ① Although this masterful reading is of a short excerpt, consider dividing it into sections to allow students to comprehend smaller sections of text. A suggestion is to pause the masterful reading after “this is what my classroom always showed my boys” (p. 157) and at the conclusion of the excerpt, to give students time to write down initial reactions and questions.
- ① Provide students with a handout of the vocabulary words defined in the masterful reading, or post in the classroom as necessary.

Once students have listened to the masterful reading, review the annotation protocols established in 10.1.1.

- ① It may be helpful to review how the standard W.9-10.9 explicitly relates to annotation, as well as the annotation codes that were introduced in 10.1.1:
  - ? Put a question mark next to any sections of text that you are questioning. Be sure to write down the question that you have.

- ! Put an exclamation point next to details or areas of the text that surprise you.
- \* Put a star next to details that you think might be important to remember.
- → Use arrows to make connections between details and sections of the text.
- Box or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.

Ask students to independently annotate the text, writing down initial reactions and questions they have. Then, lead a brief share out of student annotations.

🗨 Student annotations and codes may include the following:

- ? What kind of conflict does Hundert have with his school and his former student? The first three paragraphs hint at conflict (pp. 155–156).
- \* Near “Of course I was sorry for this ... our students would eventually play in the affairs of our country” (p. 156) noting the importance of the students and the role of Hundert and St. Benedict’s.
- \* Near “I always noted this tablet to the boys ... what my classroom always showed my boys” (p. 157) noting Hundert’s philosophy about ambition.
- \* Near “As young Sedgewick Bell stood in the doorway of that classroom ... ‘Your mother must be wearing your pants today’” (pp. 157–158) noting the first impression Hundert has and that Sedgewick makes.
- \* Near “Furthermore, as soon as he arrived ... organized events began to occur less frequently” (p. 159) noting the impact Sedgewick has on the class.

#### Activity 4: Detail Analysis

40%

Introduce the Quick Write assessment prompt (How does the character of Hundert, the narrator, develop in this passage?) Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

Divide students into two groups, A and B. Distribute and display the Detail Expansion Tool. Explain to students the purpose of the Detail Expansion Tool is to determine why and how specific details from the text are important in describing the characters’ development and plot development. As a class, discuss

the first detail, and share the kinds of details students may look for as they work through the text from “My classroom was in fact a tribute” to “and therefore I called him to my office” (pp. 156–160).

- ▶ Students use to the Detail Expansion Tool as they refer to the sample specific textual detail that is important in describing character and plot development.

Instruct students to complete the Detail Expansion Tool A or B depending on their group. Some parts of the table are missing, and students need to fill in the missing information. Students should add their own details and expand on them, and they should seek the guidance of 2–3 classmates within their same A or B group. There is also room at the end of the form to add other details the students think are important or contribute to the development of the story or characters thus far.

- ▶ Students read and complete the Detail Expansion Tool A or B.

🗨️ See the Model Detail Expansion Tool.

Instruct students with Tool A to pair up with a student who has Tool B to compare their responses for feedback. After feedback, instruct students to move back to their original A or B group and share details and analysis with their classmates.

① Provide students with the blank copies of the opposite group’s Detail Expansion Tool, so they can take notes on the tool during their pair sharing.

- ▶ Students work in pairs to compare responses before moving back to their primary groups to engage in a whole class share out.

### Activity 5: “Prove It!” Evidence-Based Discussion

**15%**

Introduce students to a quick discussion activity: “Prove It!” In this activity, students work in teams to make claims about the text and challenge the opposing team to support the claims. This activity transitions from the previous activity as it allows students to search for more claims and supporting details that they may have missed with the Detail Expansion Tool. It also gives students an opportunity to make broader statements and start to notice any emerging patterns in the text and to support these findings with varying details.

Instruct students to remain in their A and B groups from the previous activity. Students reread from “I tell this story not for my own honor” to “play in the affairs of our country” (pp. 155–156) and discuss one of the following prompts:

- Team A: What relationship is being established between Hundert and St. Benedict’s?
- Team B: What is the narrator’s opinion of Sedgewick Bell?
- ▶ Students move into two teams and reread the text to prepare for discussion.



Instruct students to refer to their annotations, as well as their completed Detail Expansion Tool, as they consider their response to their discussion question.

Remind students to be prepared to support their observations with specific details from the text, as they need to reference the evidence when they challenge another team to “Prove It!”

Instruct students that following group discussion, Team A is asked to make a statement about Hundert and St. Benedict’s. They then challenge Team B to “Prove It!” Team B looks for evidence that supports Team A’s statement and share out. Team B then makes a statement about Hundert’s first impression of Sedgewick and challenges Team A to “Prove It!” Team A looks for evidence that supports Team B’s statement and share out.

① Encourage teams to solicit more evidence from each other in order to better support their analysis; this is why it is important for teams to keep track of specific evidence when they discuss in their groups. If necessary, they can point out a detail that the other team missed.

- ▶ Students from one team make statements, while students from the other team find details to support the statement.

#### Team A

💬 Student responses may include the following:

- Hundert loves St. Benedict’s: “I loved that school” (p. 155), “That school was my life” (p. 155).
- There is some kind of conflicted history between Hundert and St. Benedict’s: “St. Benedict’s School needs no apologies” (p. 155), “I should have known what would happen between St. Benedict’s and me” (p. 155).
- Hundert had a clear purpose at St. Benedict’s: “left upon them ... the delicate imprint of their culture” (p. 155), “I gave service there to the minds of three generations of boys” (p. 155).
- St. Benedict’s is prestigious, making Hundert’s responsibility even greater: “I taught the sons of nineteen senators” (p. 155), “I was well aware of the import of what I taught at St. Benedict’s” (p. 156), “... continually aware of the role our students would eventually play in the affairs of our country” (p. 156).

① Students might want to discuss the school’s prestige on its own; encourage them to relate this detail of the school to Hundert.

#### Team B

💬 Student responses may include the following:

- He is a rich, privileged kid: “He, of course, was the son of Senator Sedgewick Hiram Bell” (p. 156), “... demagogue who kept horses at his residence” (p. 156).
- Sedgewick is not as interesting as his father: “The younger Sedgewick was a dull boy” (p. 156).
- He has some kind of unique history or impact on Hundert: “I should have known better” (p. 156), “I should have recalled what kind of boy he had been at St. Benedict’s” (p. 156).
- He has a need to reconnect with Hundert well after his time at St. Benedict’s School: “I accepted the invitation sent to me ... at the end of last year” (p. 156).

### Activity 6: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

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

- ▶ Students listen and read the Quick Write prompt.

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

Remind students to refer to the Short Response Rubric and Checklist to guide their written response.

Remind students to cite strong and thorough textual evidence, referring to their annotations, as well as their completed Detail Expansion Tool.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson

### Activity 7: Closing

**5%**

Display and distribute homework assignment. For homework, instruct students to continue with their AIR through the lens of their focus standard, RL.9-10.1 or RI.9-10.1.

- ▶ Students follow along.

## Homework

Continue with AIR through the lens of your focus standard, RL.9-10.1 or RI.9-10.1.

## Detail Expansion Tool A

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Page(s)	Detail from Text	What it says about the narrator/story thus far
156	"I hoped would inspire my boys, and at the same time to the fleeting nature of human accomplishment"	The narrator hopes to inspire his students but also to encourage them to be humble in their successes.
157		The narrator uses the Shitruk-Nahhunte quote and the Shelley poem to highlight how history—even the most impressive of feats—can easily be forgotten.
157 158	"such efforts would be lost on him. I could see that he was not only a dullard but a roustabout" or "Sedgewick did not wear this look."	
158		Sedgewick is confident enough to challenge authority from the beginning.
159	"From that first day, Sedgewick Bell was a boor and a bully, a damper to the illumination of the eager minds of my boys"	
159		Sedgewick has the kind of personality that is not only annoying to teachers but dangerous to an institution.

Page(s)	Detail from Text	What is says about the narrator/story thus far
159	"Sedgewick Bell then began to add the dangerous element of natural leadership ... to his otherwise puerile antics."	
159		Sedgewick is not worthy of Hundert's class or his students.
160	"Perhaps Sedgewick Bell's life would have turned out more nobly if I had understood his motivations right away and treated him differently at the start."	

## Detail Expansion Tool B

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Page(s)	Detail from Text	What is says about the narrator/story thus far
156	"I hoped would inspire my boys, and at the same time to the fleeting nature of human accomplishment"	The narrator hopes to inspire his students but also to encourage them to be humble in their successes.
157	"It is critical for any man of import to understand his own insignificance before the sands of time"	
157 158		The narrator realizes that Sedgewick Bell is not the kind of student he's used to.
158	"If it's such a serious class, then why're they all wearing dresses?"	
159		The narrator sees Sedgwick as a major impediment to connecting with his students.
159	"a purveyor of the mean-spirited humor that is like kerosene in a school such as ours"	

Page(s)	Detail from Text	What is says about the narrator/story thus far
159		Sedgwick transfers his energy away from learning and instead focuses it on rallying his classmates.
159	“He ... could not even tell me who it was that Mark Antony and Octavian had routed at Philippi...although an average wood-beetle in the floor of my classroom could have done so with ease.”	
160		While familiar territory, the narrator doesn’t know a successful method for dealing with Sedgewick Bell’s behavior.

## Model Detail Expansion Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Page(s)	Detail from Text	What is says about the narrator/story thus far
156	"I hoped would inspire my boys, and at the same time to the fleeting nature of human accomplishment"	The narrator hopes to inspire his students but also to encourage them to be humble in their successes.
157	"It is critical for any man of import to understand his own insignificance before the sands of time"	The narrator uses the Shutruk-Nahhunte quote and the Shelley poem to highlight how history—even the most impressive of feats—can easily be forgotten.
157 158	"such efforts would be lost on him. I could see that he was not only a dullard but a roustabout" or "Sedgewick did not wear this look."	The narrator realizes that Sedgewick Bell is not the kind of student he's used to.
158	"If it's such a serious class, then why're they all wearing dresses?"	Sedgewick is confident enough to challenge authority from the beginning.
159	"From that first day, Sedgewick Bell was a boor and a bully, a damper to the illumination of the eager minds of my boys"	The narrator sees Sedgwick as a major impediment to connecting with his students.
159	"a purveyor of the mean-spirited humor that is like kerosene in a school such as ours"	Sedgewick has the kind of personality that is not only annoying to teachers but dangerous to an institution.
159	"Sedgewick Bell then began to add the dangerous element of natural leadership...to his otherwise puerile antics"	Sedgwick transfers his energy away from learning and instead focuses it on rallying his classmates.

Page(s)	Detail from Text	What is says about the narrator/story thus far
159	"He...could not even tell me who it was that Mark Antony and Octavian had routed at Philippi ... although an average wood-beetle in the floor of my classroom could have done so with ease."	Sedgewick is not worthy of Hundert's class or his students.
160	"In retrospect, however, perhaps my strategy was a mistake, for to convince a boy of his own stupidity is to shoot a poisonous arrow indeed."	While familiar territory, the narrator doesn't know a successful method for dealing with Sedgewick Bell's behavior.
160	"Perhaps Sedgewick Bell's life would have turned out more nobly if I had understood his motivations right away and treated him differently at the start."	Hundert feels some responsibility for the way Sedgewick may ultimately turn out.



## 10.1.2

## Lesson 2

## Introduction

In this lesson, students read and discuss the next section of “The Palace Thief,” from “In those days I lived in small quarters” to “My heart warmed somewhat toward young Sedgewick” (pp. 160–164). Students engage in evidence-based discussion of this excerpt, in which Hundert confronts Sedgewick Bell about his behavior and subsequently meets with his father, Senator Bell.

Students listen to a masterful reading and engage in two evidence-based discussions, with this excerpt of text divided into smaller sections for deeper analysis of character development and how that development advances the plot. To assess student understanding of developing complex characters in the text, students complete a Quick Write assessment that analyzes Hundert’s development based on his interaction with Senator Bell. For homework, students complete an Analyzing Details Tool, highlighting either the conversation between Hundert and Sedgewick or Hundert and the Senator to analyze the motivation guiding each character’s actions.

## 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.
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.
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).

## Assessment

### Assessment(s)

The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.

- How does the character of Hundert further develop through his interaction with the Senator?

### High Performance Response(s)

A High Performance Response should:

- Compare and contrast Hundert's expectations with the reality of meeting with Senator Bell.
- Identify how the meeting with Senator Bell informs Hundert's new attitude toward Sedgewick.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- bucolic (adj.) – of, pertaining to, or suggesting an idyllic rural life
- equine (adj.) – of, pertaining to, or resembling a horse
- loath (adj.) – unwilling, reluctant
- scruples (n.) – moral or ethical considerations or standards that act as a restraining force or inhibit certain actions
- sidearm (n.) – a weapon, here a gun, worn at one's side or at one's belt

### Vocabulary to teach (may include direct word work and/or questions)

- affront (v.) – to offend by an open manifestation of disrespect or insolence
- novice (n.) – a person who is new to the circumstances, group, etc., in which he or she is placed; beginner

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.3, RL.9-10.1, RL.9-10.4</li> <li>• Text: "The Palace Thief," by Ethan Canin (pp. 160–164).</li> </ul>	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 15%
4. Pages 160–164 Reading and Discussion	4. 55%
5. Quick Write	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
- Copies of the Analyzing Details Tool: Narrator and Sedgewick for each student
- Copies of the Analyzing Details Tool: Narrator and Senator for each student

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	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.9-10.3. In this lesson, students listen to a masterful reading and engage in two evidence-based discussions with this excerpt of text divided into smaller sections for deeper analysis of character development and how that development advances the plot. To assess student understanding of developing complex characters in the text, students complete a Quick Write assessment that analyzes Hundert's development based on his interaction with Senator Bell.

- Students look at the agenda.

**Activity 2: Homework Accountability****10%**

Instruct students to talk in pairs about how they can apply their focus standard to their AIR text. Lead a brief share out on the previous AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard (RL.9-10.1 or RI.9-10.1) to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

**Activity 3: Masterful Reading****15%**

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).

Provide definitions for the following words as they appear during the masterful reading: *bucolic*, *equine*, *loath*, *scruples*, and *sidearm*.

- ▶ Students follow along, reading silently.
- ① Consider pausing the masterful reading after “The office was as grand as a duke’s” (p. 162) and at the conclusion of the excerpt, to give students time to write down initial reactions and questions.

**Activity 4: Pages 160–164 Reading and Discussion****55%**

Introduce the Quick Write assessment prompt (How does the character of Hundert further develop through his interaction with the Senator?) Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.
- ① Display the Quick Write assessment prompt for students to see.

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Instruct students to independently read and annotate for initial thoughts and reactions to 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). Instruct students to pay particular attention to Hundert's character development through his interactions with Sedgewick.

- ▶ Students read and annotate the text independently, using the text codes reviewed earlier in the unit.

- ? Put a question mark next to any sections of text that you are questioning. Be sure to write down the question that you have.
- ! Put an exclamation point next to details or areas of the text that surprise you.
- \* Put a star next to details that you think might be important to remember.
- → Use arrows to make connections between details and sections of the text.
- Box or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.

💬 Student annotations may include the following key ideas:

- The physical description of Hundert's living arrangement: "desk to the shelves to the bed folded into the wall" (p. 160). While Hundert may teach politicians in training, he does not live like one.
- Hundert is intrigued by how fearless and inappropriate Bell is, stating: "I had never encountered a boy like him before" (p. 160).
- Sedgewick starts to improve after the conversation with Hundert, even "read[ing] his lines quite passably" (p. 161).

Lead a brief recap of student annotations to ensure understanding and accountability.

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Have students form small groups. Instruct students to remain in these groups throughout the lesson. Pose the following questions for students to discuss in their groups before sharing out with the class.

① Remind students to write down notes from the evidence-based discussion to facilitate later work in the lesson.

### How does Sedgewick behave when he enters the narrator's living quarters/office?

💬 Students should identify some or all of the following textual details:

- Right away, Sedgewick is uninhibited and confident, as he begins looking around the office and asks a very personal question: "You're not married, are you, sir?" (p. 160)
- Sedgewick intends to insult the narrator by suggesting that he enjoys "puttin' us in togas" (p. 160).

Does *affront* have a positive or negative connotation in the context of this text? What word do you think could be substituted for *affront*?

① If necessary, provide the meaning of the word *connotation*: “something suggested or implied by a word or thing.”

- Based on the discussion of Sedgewick’s behavior, students should be able to identify that *affront* has a negative connotation and substitute “insult” for *affront*.

How does the narrator respond to Sedgewick’s behavior?

- The narrator is surprised that Sedgewick chooses to “affront his schoolmaster” (p. 160), because most boys enter his office “sheepishly” (p. 160). More specifically, he responds by lying to Sedgewick about having an “appointment to see [his] father” (p. 161) and making him explain what he wants him to tell the Senator.

What effect does Hundert’s response have on Sedgewick’s behavior?

- Sedgewick is taken aback by this news—his “gaze faltered” (p. 161). He explains that he will try harder, and according to the last paragraph of the section, he does.

How does this scene further develop the relationship that the author has already established between the narrator and Sedgewick?

- This scene continues to develop the narrator’s motivation to assert authority over Sedgewick, and Sedgewick’s mostly unsuccessful ability to undermine that authority. Hundert tries to shift the conversation, telling Sedgewick, “we are concerned about your performance here, and I have made an appointment to see your father” (p. 161). A new development is the narrator’s reliance on the boy’s father as a tool for disciplining him and the apparent success of this tool. Hundert tries to find different ways of disciplining Sedgewick, and his attempt at convincing “a boy of his own stupidity” (p. 160) leaves him with a guilty conscience.

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Instruct students to read from “Nonetheless, I had told him that I was going to speak with his father” to “The office was as grand as a duke’s” (pp. 161–162). Instruct students to annotate the text using the text codes previously discussed.

- Students read and annotate their text to prepare for discussion.

- Student annotations may include the following:

- \* The paragraph that begins “Nonetheless, I had told him that I was going to speak with his father” (p. 161), noting how Hundert has decided to appeal to the Senator.

\* The text from “I was frightened but determined” to “The office was as grand as a duke’s” (p. 162), noting the nervous excitement Hundert has about meeting the Senator.

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Display the following questions. Instruct students to use their annotations to discuss the questions in their previously established groups. Remind students to independently record their responses. Encourage students to reference the aforementioned vocabulary words in their discussion.

**What details in the text reveal how the narrator feels about going to meet the Senator?**

💬 Student responses may include:

- Hundert’s “hands trembled” (p. 161) as he called the Senator; he feels afraid to meet him.
- Hundert was “frightened but determined” (p. 162) to have the discussion.
- Hundert knows this is the right thing to do, because he told Sedgewick he “was going to speak with his father” (p. 161) and because he has a chance to speak to the Senator as not just “a Senator but also a father” (p. 162).
- Hundert is excited about the opportunity to see the Senator’s office firsthand: “I admit that the prospect of seeing the man in his own office intrigued me” (p. 161).

**How do Hundert’s feelings about meeting the Senator compare to previously established details?**

💬 Some of these details in this section do not align with what has already been revealed. Although Hundert studies powerful men of history, he is “loath to call upon such a well-known man” (p. 161), suggesting that it is the Senator’s stature and power that concerns Hundert.

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Instruct students to read and annotate the text from “I had not waited long in the anteroom” to “My heart warmed somewhat toward young Sedgewick” (pp. 162–164). Then pose the following questions for students to discuss in their groups. Remind students that although they are responding to questions collaboratively, they are responsible for independently writing down their observations.

▶ Students read and annotate text as they prepare to answer the discussion questions.

💬 Student annotations may include the following:

\* The text on page 162 from “I had not waited long” to “‘You’re a history buff,’ he said, ‘right?’” noting the first impression that Hundert has of Senator Bell as a likeable host.

? The text that describes the exchange with the pistol—even if Hundert is a “history buff” (p. 162), why would the Senator give him a gun as a gift?

\* The paragraph that begins “This was a question for which I was well prepared” (p. 163) as it outlines the confidence and familiarity Hundert displays in answering the Senator’s question.

! The text from “‘I’m sorry, young man,’ he said slowly, ‘but you will not mold him. I will mold him. You will merely teach him’” (pp. 163–164) is surprising because the Senator says something really insulting to Hundert.

\* The final paragraph of this section, starting from “That was the end of my interview” (p. 164), noting how the conversation with the Senator changes how Hundert thinks of Sedgewick.

### What is Hundert’s initial opinion of the Senator?

- The narrator is surprised that the Senator is “likeable,” since the Senator greets the narrator warmly and offers him a seat and a cigar right away. He is surprised because he was expecting the Senator to be scary or unlikeable, like his son.

### What might it mean for Hundert to refer to himself as a “novice...in the world of politics” (p. 162)?

- Student responses should include the following:
  - An understanding that Hundert is reflecting on how unfamiliar he is with politics, citing how “intrigued” (p. 161) and “frightened but determined” (p. 162) he is about visiting the Senator’s office.
  - Recognition that the gifts that the Senator bestows on Hundert contribute to Hundert’s judgment of the Senator as “likeable” (p. 162).

① **Differentiation Consideration:** If students struggle, consider offering a definition of *novice*, and encouraging students to generate synonyms for *novice*, such as “beginner” or “amateur.”

### What do the Senator’s responses to Hundert reveal about his opinion of the narrator?

- The Senator thinks the narrator is over-reaching in the kind of influence he has on Sedgewick. After Hundert expresses shared concern about Sedgewick, the Senator does not respond and instead he asks: “What’s the good of what you’re teaching them boys” (p. 163)? He questions Hundert instead of trying to gather more information about his son. After Hundert offers his lengthy rationale for how and what he teaches, the Senator insults him by referring to him as a “horse who can talk” (p. 163). The Senator goes on to explain that Hundert’s job is not to mold



his son's character, but "merely" (p. 164) to teach him, which is the opposite of how Hundert sees himself.

**How does the narrator's reaction to this conversation refine your understanding of Hundert's character?**

- 💬 Hundert is "bewildered" (p. 164) by the Senator's insult; he adds that the Senator "cut him" (p. 164). This is similar to what the author has already established, since Hundert has previously explained the great pride he takes in teaching students not just history, but also character and a worldview. The new response is that he feels sympathy toward Sedgewick from having been treated in that insulting manner. He says that his "heart warmed somewhat toward young Sedgewick" (p. 164) which is a feeling that has not been expressed before in the text.

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**Activity 5: Quick Write**

**10%**

Instruct students to respond briefly in writing to the following prompt:

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

- ▶ Students listen and read the Quick Write prompt.

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

Remind students to refer to the Short Response Rubric and Checklist to guide their written response and to cite strong and thorough textual evidence.

① Consider having students use the words *affront* and *novice* in their responses.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 💬 See the High Performance Response at the beginning of this lesson.

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**Activity 6: Closing**

**5%**

Display and distribute the homework assignment. Also, distribute the Analyzing Details Tool. For homework, instruct students to reread the section of text they analyzed in this lesson and complete an Analyzing Details Tool for one of two relationships, either Hundert and Sedgewick or Hundert and the Senator.

Instruct students to use their notes from class discussion to complete the three sections of the Analyzing Details Tool. The first section asks them to consider specific details from the text that help develop a

character's motivation. The next section asks students to analyze why these details are important. The final section asks students to connect the details to outline the connections between characters.

Remind students that “motivation,” as referred to in the Analyzing Details Tool, refers to the reasons a character has for making a decision.

- ▶ Students examine the Analyzing Details Tool.
- ① It is important for the flow of the next lesson to evenly divide this task up, so roughly half of the class is focusing on Hundert and Sedgewick and the other on Hundert and the Senator.
- ▶ Students follow along.
- ① The model tool is in 10.1.2 Lesson 3.

## Homework

Reread the section of “The Palace Thief” from today’s lesson (pp. 160–164) and use your notes, annotations, and the Analyzing Details Tool to explore one of the two relationships, either Hundert and Sedgewick or Hundert and the Senator.

## Analyzing Details Tool:

## Narrator/Sedgewick

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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?
<b>Hundert's motivations:</b>	
<b>Sedgewick's motivations:</b>	
<b>Connect Details/Explain the connections between Hundert and Sedgewick:</b>	

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## Analyzing Details Tool:

## Narrator/Senator

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

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## 10.1.2

## Lesson 3

## Introduction

In this lesson, students read and discuss the next section of “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). Students explore how Hundert’s actions surrounding the “Mr. Julius Caesar” competition help contribute to the development of a central idea.

Students discuss their homework and listen to a masterful reading. This reading familiarizes students with the lesson’s text excerpt and allows them to build off of their homework analysis as a foundation for the discussion of an emerging central idea. Students engage in evidence-based discussions, during which they collaborate to investigate the weight of the decisions that Hundert makes before and during the competition, as well as how these choices further develop a central idea. Students complete a brief written response to assess their analysis of the relationship between Hundert’s actions and a central idea. For homework, students reread the section of the text and respond to the following reflective writing prompt: Describe the impact that Sedgewick’s cheating has on himself and on Hundert.

## 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.
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).

## Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>How do the narrator's actions in this passage reveal an emerging central idea of this text?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Describe the improvement that Sedgewick appears to be making in class—and later, in the contest—as well as the impact his academic performance has on Hundert.</li> <li>Identify the moment when Hundert breaks his own “cardinal rule” of teaching, as well as the consequences of this decision, and connect these details to the development of a central idea of the text (for example, compromising one's morals can lead to a loss of control).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>nascent (adj.) – beginning to exist or develop</li> <li>formidable (adj.) – causing fear, apprehension, or dread</li> <li>umbra (n.) – shade; shadow</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>cardinal (adj.) – of prime importance</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.2, RL.9-10.3, RL.9-10.1, RL.9-10.4</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 164–168)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Pages 164–168 Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>20%</li> <li>10%</li> <li>45%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Copies of the Analyzing Details Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 sharing the assessed standards for this lesson: RL.9-10.2 and RL.9-10.3. In this lesson, students continue to read “The Palace Thief,” pp. 164–168 (from “Back at St. Benedict’s, furthermore, I saw that my words” to “and it was at that moment I realized he was cheating”) and analyze decisions that Hundert makes before and during the competition, as well as how these choices further develop a central idea.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

20%

Instruct students to take out their homework from the previous lesson. Ask students to form pairs to discuss their Analyzing Detail Tools for either the conversation with Sedgewick or the Senator. Direct students to discuss the different details they selected and share connections. Instruct students to amend their tools, if necessary, based on discussion.

- ▶ Students pair up with a classmate who focused on the same conversation (either between the narrator and Sedgewick or the narrator and the Senator) to share details, discuss analysis, and establish connections. Students amend their tools as necessary based on peer feedback and discussion.
- 🗨 See the Model Analyzing Details Tools at the end of the lesson for sample student responses.

Bring students back to attention and facilitate a discussion around the following question:

**What do these interactions reveal about the narrator’s character?**

- 🗨 Student responses may include the following:
  - The narrator attempts to give the impression of authority—successfully in the case of Sedgewick (as he threatens to talk to the Senator), and unsuccessfully in the case of the Senator, who insults Hundert and his profession, telling him to “merely” teach Sedgewick (p. 164).
  - In both conversations, Sedgewick and the Senator try to take the focus away from the issue the narrator wants to discuss, Sedgewick’s behavior, but only the Senator succeeds by insulting and dismissing Hundert. He informs the teacher that his job is not to “mold” the boy’s character but “merely teach him” (p. 164).



- There is a larger conflict and threat to the narrator's worldview; the Senator is unimpressed with his discussion of content and disagrees with his belief that he is responsible for "molding" the character of his students (p. 164).
- Hundert seems unable to do anything to respond to this threat to his worldview.
- Following his conversation with the Senator, the narrator sympathizes with Sedgewick, formerly only a source of conflict for him. He reflects that his "heart warmed somewhat toward young Sedgewick" (p. 164).

**What are some examples of central ideas that have developed in the text based on the text analysis so far?**

💬 Student responses may suggest the ideas of control and power within the text. This should focus them for the next discussion question.

① Remind students that they were taught the concept of central idea in the previous unit. Consider reminding students of the emerging central ideas that revolve around the relationship between status and influence.

**How do Hundert and Senator Bell's roles help reveal an emerging central idea in the text?**

💬 Student responses may include:

- Hundert and the Senator have different views of education and upbringing, and at the end of the day, the Senator trumps Hundert in power. Hundert wants to believe that he has more control or influence over Sedgewick, but it does not really happen until he threatens Sedgewick with contacting his father (p. 161).
- There is an element of control in both conversations, and in both instances, Hundert is without it. Hundert is only able to alter Sedgewick's behavior by threatening to talk to the Senator (p. 164). In the Senator's office, Hundert is belittled and swiftly pushed out of the office before he has time to think (p. 164).

### Activity 3: Masterful Reading

10%

Have students 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).

Provide definitions for the following words as they appear during the masterful reading: *nascent*, *formidable*, and *umbra*. Instruct students to read along in their texts.

- ▶ Students follow along, reading silently.

- ① Consider displaying the vocabulary words and the definitions for students to see throughout the lesson.

Ask students to independently annotate their text with their initial reactions and questions.

🗨 Student annotations may include:

- \* The paragraph that begins “Such, of course, are the honeyed morsels” (p. 164), noting the interest Hundert takes in Sedgewick Bell, as well as the reasons for this renewed interest.
- \* The paragraph that begins “By the end of the narrowing quizzes, however, a surprising configuration had emerged” (p. 165) highlights a major compromise that Hundert makes in order to orchestrate more success or confidence for Sedgewick.
- \* The paragraph that begins “Sedgewick Bell’s eyes showed no recognition” (p. 166), noting Sedgewick’s apparent struggle, as well as Hundert’s reaction.
- \* The section of text from “I was delighted. Not only was he proving” to “the next Annual Fund drive, was smiling broadly” (p. 167) highlights some of the personal reasons, or motivations Hundert has in rooting for Sedgewick’s success.
- ! The final sentence of the text, from “Sedgewick Bell cast his eyes downward” (p. 168); he is finally humbled a bit.

#### Activity 4: Pages 164–168 Reading and Discussion

**45%**

Introduce the Quick Write assessment prompt (How do the narrator’s actions in this passage reveal an emerging central idea of this text?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students examine the Quick Write assessment prompt and listen.

- ① Display the Quick Write assessment prompt for students to see.

Instruct students to form their pre-established heterogeneous small groups from previous lessons. Ask students to read their text from “Back at St. Benedict’s, furthermore, I saw that my words” to “one cannot overstate the importance of a public joust” (pp. 164–165). Instruct groups to discuss the following questions.

- ▶ Students discuss the questions in their small groups.

- ① Circulate while students are discussing to ensure students are using evidence from the text to support their analysis.

After each small group discussion, bring students together as a whole class and lead a discussion of their analysis.

**How does the narrator describe the importance of the contest? What is the impact of the description?**

- By describing it as a “mythic ritual” or a revered “public joust,” Hundert compares the contemporary competition to a historical contest, but highlights that it is still popular among students today (p. 165).

**What does the lead up to the contest reveal about the narrator and his thoughts about Sedgewick?**

- Student responses may include:
    - It reveals that Hundert’s attitude toward Sedgewick has changed. The narrator states directly that he “might have taken a special interest that term in Sedgewick Bell” (p. 164), giving him easier questions than his classmates after the conversation with the Senator.
    - Hundert feels some validation because Sedgewick’s academic performance improves after the conversations—the narrator explains that he “saw that [his] words had evidently had some effect on the boy” (p. 164).
- 

Instruct student groups to read from “That year I had three obvious contenders” to “and it was at that moment I realized he was cheating” (pp. 165–168). Then, ask groups to discuss the following questions.

**What possible explanations does the narrator provide for making his “first mistake” (p. 165)?**

- The narrator’s “first mistake” is that he cheats on Sedgewick’s behalf, giving him “an A on a quiz on which he had earned only a B” (p. 165). This allows Sedgewick to be a contestant in the “Mr. Julius Caesar” competition.
- ① This is an important understanding at this point in the text, as it establishes the basis for the central ideas of the inescapability of history and of character. Consider extending the discussion on this “mistake” if time permits.

**What is “the cardinal rule” in the context of this paragraph (p. 165)?**

- Because of the importance the narrator attaches to the breaking of the rule, “the cardinal rule” refers to the most important rule.

**What complex emotions does the narrator experience because of Sedgewick’s apparent success in the contest? What function do these feelings serve?**

- Student responses may include:

- His feelings reveal that the contest is now not just about the academic lives of the boys but about the ethical life of the narrator as well, since Hundert is also "delighted" that Sedgewick is proving his "gamble worthwhile" (p. 167).
- The narrator is conflicted about his decision and knows that he is violating his own understanding of right and wrong when he continues to favor Sedgewick by giving him easier questions. The "gamble" points to Hundert's decision to cheat, to give Sedgewick a better grade (p. 167).

**How has the contest and Hundert's control of the situation become more complicated since initially breaking a "cardinal rule of teaching" (p. 165)?**

💬 Student responses may include:

- Now Hundert knows that his gamble may not have been "worthwhile" after all.
- Instead of Hundert breaking one rule, born at least partially out of good intentions, he has created an opportunity for Sedgewick to break a rule as well.
- Initially Hundert was the only guilty party. Now he is accountable for anything that happens afterward in the competition.
- Hundert has to think about how he will handle himself, the contest, and Sedgewick.

### Activity 5: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:

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

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

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

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

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

① **Differentiation Consideration:** Elicit some of the vocabulary words from the first three lessons that might be appropriate for students to use in their Quick Writes, and encourage students to incorporate 1–3 words in their work. Examples of vocabulary words for consideration are: *boorishness, indolence, puerile, scruples, affront, novice, and cardinal*.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread the section of the text of today's lesson and respond to the following reflective writing prompt:

**Describe the impact that Sedgewick's cheating has on himself and on Hundert.**

Remind students to use thorough textual evidence in their responses.

► Students follow along.

① Encourage students to integrate newly learned vocabulary words into their reflective writing homework.

## 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.

## Model Analyzing Details Tool

## Hundert/Sedgewick

Date:		Class:		Date:	
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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? What do they reveal about an emerging central idea?
<p><b>Hundert's motivations:</b> "I was well aware of the import of what I taught at St. Benedict's." (p. 156)</p> <p>"My classroom was in fact a tribute to the lofty ideals of man ... which I hoped would temper their ambition with humility." (pp. 156–157)</p> <p>"this is a serious class, and I expect that you will take it seriously" (p. 158)</p> <p>"Whenever one of those antics occurred, ... to answer a question." (p. 159)</p> <p>"What would you like me to tell the Senator?" (p. 161)</p> <p>"My heart warmed somewhat toward young Sedgewick." (p. 165)</p>	<p>Hundert thinks he is (and should be) an important influence in his students' lives. History is important to Hundert, and he thinks it should be important to everyone (it should inspire them and make them humble).</p> <p>He hopes that by simply telling Sedgewick that the class is serious, Sedgewick will listen. He thinks Sedgewick will appreciate his class and his teaching.</p> <p>He wants to discover how to improve Sedgewick's behavior. He feels guilty about making Sedgewick feel stupid, so he threatens to get in touch with his father without recognizing any danger in this approach.</p> <p>The father is worse than the son, and this is when Hundert decides to take Sedgewick under his wing. It's unclear if Sedgewick is willing or unwilling, or if it's Hundert's influence or the Senator's that has an effect.</p>

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? What do they reveal about an emerging central idea?
<p><b>Sedgewick’s motivations:</b> “Your mother must be wearing your pants today.” (p. 158)</p> <p>“If it’s such a serious class, ... he responded again to laughter” (p. 158)</p> <p>“as soon as he arrived he began a stream of capers using spitballs, wads of gum, and thumbtacks” (p. 159)</p> <p>“but Sedgewick Bell then began to add the dangerous element of natural leadership” (p. 159)</p> <p>“That’s why you like putting us in togas, right?” (p. 160)</p>	<p>Establish himself to his classmates as fearless; to make an impression, and not a serious or academic impression.</p> <p>He wants to be the center of attention.</p> <p>Sedgewick realizes he doesn’t have to be smart or well-behaved to earn the respect of others.</p>
<p><b>Connect Details/Explain the connections between Hundert and Sedgewick:</b></p> <p>Hundert spends his life and his career trying to help students understand the power and importance of history in order to be successful. Sedgewick is not interested in history or academics and is immediately popular. He learns at a young age that he doesn’t need to be smart or well-behaved to earn the respect from others. He also likes the attention he receives, because he keeps engaging in attention-seeking behavior.</p>	

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## Model Analyzing Details Tool

## Hundert/The Senator

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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? What do they reveal about an emerging central idea?
<p><b>Hundert's motivations:</b> "I admit that the prospect of seeing the man in his own office intrigued me." (p. 161)</p> <p>"I was frightened but determined" (p. 162)</p> <p>"The office was as grand as a duke's." (p. 162)</p> <p>"I reminded myself that Sedgewick Hiram Bell was a senator but also a father" (p. 162)</p> <p>"It's my job, sir, to mold your son's character." (p. 163)</p>	<p>He feels nervous and intimidated about meeting the Senator but is tempted by the opportunity to make his case to such an important figure.</p> <p>He thinks that even though the Senator lives a privileged life, they have something in common; Hundert thinks the Senator will care about his son's performance and will want him to improve.</p> <p>He tries to communicate how important his role is in Sedgewick's life.</p>



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? What do they reveal about an emerging central idea?
<p><b>The Senator's motivations:</b> "What's the good of what you're teaching them boys?" (p. 163)</p> <p>"He put me in a leather seat, offered me a cigar, which I refused, and then with real or contrived wonder—perhaps he did something like this with all of his visitors—he proceeded to show me an antique sidearm" (p. 162)</p> <p>"Now, that's a horse who can talk" (p. 163)</p> <p>"I'm sorry, young man...but you will not mold him. I will mold him. You will merely teach him." (pp. 163–164)</p>	<p>The Senator, rather than showing concern for his son, instead questions Hundert's entire profession and passion. He dismisses Hundert's concerns and makes the meeting seem more like an opportunity for Hundert to defend the integrity of his position.</p> <p>He is not impressed by Hundert's passionate speech in response to the question. He doesn't listen to what Hundert says, and he has no problem communicating that. He easily insults the man who teaches his son and dismisses his role and his importance. He displays his power over Hundert by using the word "merely" (p. 164).</p> <p>Although he is a Senator and a father, he is more powerful than Hundert, so Hundert's words and passion don't matter (and aren't nearly as important to get ahead as Hundert would like to believe).</p>
<p><b>Connect Details/Explain the connections between Hundert and the Senator:</b></p> <p>They both think they are important for different reasons. Hundert is excited about the opportunity to explain his cause, his mission, and his passion to the Senator. He hopes the Senator will be as interested in Sedgewick's academic performance as he is. He is let down and is also insulted. Not only does the Senator not seem to care about Sedgewick's performance in school, he also questions Hundert's relevance as a teacher. The Senator is proof that you can be successful without being passionate or concerned about academic performance and ancient history.</p>	

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## 10.1.2

## Lesson 4

## Introduction

In this lesson, students read and discuss the next section of “The Palace Thief,” from “I had come to the job straight from my degree at Carleton College” to “I could see the sheets of my ‘Outline’ pressed against the inside of his garment” (pp. 168–171). Students analyze the conflict Hundert feels as he struggles to understand the “Mr. Julius Caesar” competition and how to best move forward in its aftermath.

Students engage in a full-class discussion of their previous lesson homework before they explore, in groups, the clash of Hundert’s beliefs and actions. Students work in pairs to complete a tool that explores his character development. Students support their analysis with evidence from this excerpt as well as with related details from earlier in the text. Students complete a brief written response to assess their analysis of how Hundert’s ideals contribute to the development of the plot in this section of the text.

For homework, students respond in writing to the following prompt: How do the narrator’s actions continue to develop and refine a central idea in the text? Additionally, students continue their AIR, this time 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.
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.
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.

Addressed Standard(s)	
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).

## Assessment

Assessment(s)
<p>The learning in this lesson is captured through Quick Write at the end of the lesson. Students use their completed Multiple Motivations Tool to respond to the following prompt:</p> <ul style="list-style-type: none"> <li>How do the conflicting motivations of the narrator shape his actions in the passage?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Explain how Hundert struggles to decide what to do during the competition.</li> <li>Identify at least one example of a time Hundert decides to allow the cheating to continue, or asks an impromptu question that keeps Sedgewick from winning.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>myopia (n.) – narrow-mindedness; intolerance</li> <li>beget (v.) – to cause; produce as an effect</li> <li>tyrant (n.) – a sovereign or other ruler who uses power oppressively or unjustly</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>coddled (adj.) – treated tenderly; nursed or tended indulgently</li> <li>deliberation (n.) – careful consideration before decision</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.1, RL.9-10.2, RL.9-10.4</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 168–171)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Pages 168–171 Reading and Discussion</li> <li>Multiple Motivations Tool</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>15%</li> <li>40%</li> <li>10%</li> <li>10%</li> </ol>

## Materials

- Copies of the Analyzing Multiple Motivations Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 reviewing the agenda and the assessed standard for this lesson: RL.9-10.3. In this lesson, students revisit their homework from the previous lesson and analyze an excerpt from “The Palace

Thief.” The evidence-based discussion will engage students in considering additional textual details that contribute to the development of complex characters.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

**10%**

Ask students to volunteer their responses to the reflective homework assignment from the previous lesson: Describe the impact that Sedgewick’s cheating has on himself and on Hundert.

Lead a brief share out to ensure that the responses are supported by the text and demonstrate understanding of the complexity of the central idea of cheating.

- ▶ Students share their homework assignment in a whole-class discussion.
- 🗨 Student responses may include:
  - Sedgewick’s cheating contradicts Hundert’s belief that “discipline produces accurate thought.” (p. 167)
  - Hundert does not know how the contest scenario is going to play out next. Before Sedgewick’s cheating, Hundert was the only person who had done anything wrong. Hundert’s decision to “leapfrog” Sedgewick was his “first mistake.”

## Activity 3: Masterful Reading

**10%**

Have students listen to a masterful reading of the passage from “I had come to the job straight from my degree at Carleton College” to “I could see the sheets of my ‘Outline’ pressed against the inside of his garment” (pp. 168–171).

Provide definitions for the following words as they appear during the masterful reading: *myopia*, *beget*, and *tyrant*.

- ▶ Students follow along, reading silently.

Ask students to write down initial reactions and questions they have about the text.

- 🗨 Student responses may include the following:
  - Hundert feels a connection to Sedgewick because of the way Senator Bell has treated them both.
  - Hundert changes his mind a few times about whether or not Sedgewick should be exposed.

- It is revealed that Hundert may want to be a headmaster someday as well.
- What would have happened if Hundert did expose Sedgewick as a cheater?
- Hundert seems to be swayed by the presence of parents, both the Senator and Deepak's mother.
- Why would Hundert think he "failed the boy"? The contest had the appropriate outcome.

### Activity 4: Pages 168–171 Reading and Discussion

**15%**

Introduce the Quick Write assessment prompt (How do the conflicting motivations of the narrator shape his actions in the passage?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

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Direct students to form small groups for discussion. Instruct students to reread the passage from "I had come to the job straight from my degree at Carleton College" to "I could see the sheets of my 'Outline' pressed against the inside of his garment" (pp. 168–171) and annotate the text for details that reveal how Hundert makes his decisions during this section of the text.

- ▶ Students form groups to read and annotate the text.

① Consider explaining the allusion to Shakespeare's *Richard III*. "How the battle is lost for want of a horse" (p. 168) refers to Richard's famous cry, "A horse, a horse, my kingdom for a horse!" when he is unhorsed and eventually killed in battle.

💬 Student annotations may include:

- ! "Yet at that moment I felt an inexplicable pity for the boy." (p. 168)
- → "Was it simply the humiliation we both suffered at the hands of his father?" (p. 168)
- \* "after a period of internal deliberation...I decided that in the long run it was best for Sedgewick Bell to be caught." (p. 168)
- ! "I would have stood up for our principles had Mr. Woodbridge not at that point said, 'Ignore it, Hundert, or look for another job.'" (p. 169)
- \* "compromise begets only more compromise" (p. 169)

- → “I again found an untenable compassion muddying my thoughts.” (p. 169)
- ! “What kind of desperation would lead a boy to cheat on a public stage?” (p. 169)
- ! “The crowd thundered, and I had the sudden, indefensible urge to steer the contest in young Sedgewick Bell’s direction.” (p. 170)
- \* “it was the presence of his mother, I suppose, that finally brought me to my senses.” (p. 170)
- \* “Of course, it was only Deepak who knew that this answer was not in the ‘Outline’” (p. 170)

Display the following questions and ask students to discuss them in their groups before sharing out with the class. Students should independently note down their observations.

**What details in the text help you understand the meaning of *deliberation* (p. 168)?**

- 💬 The phrase “internal deliberation” (p. 168) appears after the narrator realizes that Sedgewick has been cheating. Therefore, when the narrator deliberates he is considering what to do about the cheating. The narrator “decide[s]” that Sedgewick has to be caught. *Deliberate* means “to carefully consider before deciding.”

**What does it mean to be *coddled* (p. 168), and how does the narrator’s attitude toward *coddling* reveal his philosophy toward his teaching?**

- 💬 Student responses may include:
  - *Coddled* seems to be a negative word in this context since the narrator explains that *coddling* “holds [the students] back” (p. 168).
  - The narrator equates *coddling* with being kept “at the bosoms of their mothers” (p. 168), an indication that “being babied” might be a substitution for *coddled*.
  - The narrator believes that the opposite of *coddling* should happen. The narrator believes in being stricter with students, even suggesting that the best teachers are “tyrants” (p. 168).

① If students struggle with the word *tyrants* (p. 168), refer back to the provided vocabulary for a brief definition.

**What internal conflicts does Hundert encounter as a result of this episode?**

- 💬 Student responses may include:
  - While the narrator is initially shocked at the headmaster’s suggestion that he overlook the cheating, Hundert thinks of his own ambition, that he has “recently entertained [his] first

thoughts about one day becoming a headmaster” (p. 169) and is quick to justify the decision not to expose Sedgewick. While he establishes the criteria for a successful teacher, he cannot live up to his own expectations in terms of how he’s allowed to deal with Sedgewick’s cheating.

- Hundert seems to know the difference between right and wrong, but he finds himself in “a period of internal deliberation” (p. 168) for much of the competition. He cannot take back the fact that he put Sedgewick in the contest unfairly; even as he steers the contest towards the rightful victor, he sees the disappointment of the Senator and Mr. Woodbridge.

## Activity 5: Multiple Motivations Tool

**40%**

Instruct students to read and annotate the remainder of the text section for this lesson in their groups, from “‘Ignore it,’ he whispered back” to “I could see the sheets of my ‘Outline’ pressed against the inside of his garment” (pp. 168–171). Provide the following prompt to focus student annotation:

**Annotate for the narrator’s decisions and actions, as well as for the reason behind these decisions and actions.**

- ① Before students read, it may be worthwhile to elicit the word “motivation” from students and use it when moving forward, as a way of integrating more of the language of the standard into discussions and activities. *Motivation* refers to “the reason someone makes a decision or performs an action.”

💬 Student annotations may include:

- \* Hundert knows that he should reveal Sedgewick’s cheating, and he wants to say something, until someone more powerful than him—Mr. Woodbridge—tells him to “Ignore it...or look for another job” (p. 169).
- \* Hundert reveals that he may want to be headmaster in the future, so he “simply nodded when Sedgewick Bell produced the correct answer” (p. 169).
- \* Hundert admits that “compromise begets only more compromise” (p. 169), but he only knows this from a historical perspective and at the time cannot think of how it applies to his situation.
- ! Hundert cannot seem to connect the dots between history and his reality, and this lapse in judgment leads to “an untenable compassion” for Sedgewick, “muddying [his] thoughts” (p. 169).
- \* Hundert realizes that after a trick is revealed, “the only wonder is in its obviousness” (p. 169), and Sedgewick’s cheating seems really obvious to him.



- ? Hundert looks at Sedgewick’s parents as if they’re his own, “out from Kansas City” (p. 169) and sets Sedgewick up for the next question. Does this comparison to his own parents indicate that Hundert wants to impress them as much as he would his own parents?
- ? Hundert is more eager to let Sedgewick win, too, after he hears the Senator shout out “That’s my boy” (p. 169) and the resulting “thunder” (p. 170) of the crowd. Does Hundert think some of the roar is for him?
- \* He is “brought ... to [his] senses” (p. 170) when he hears Deepak’s mom and realizes he needs to come up with a clever way to bring the contest back to Deepak.

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Distribute the Multiple Motivations Tool; explain to students that they will use their annotation notes and record each new decision, act, and motivation. Explain that they need to refer back to the text as they complete the tool.

Lead a brief explanation of how to complete the tool. Ask students to point to an act, a decision, and motivation that they recall.

💬 Student responses may include:

- Hundert has a lingering feeling of sympathy for Sedgewick after meeting Senator Bell.
- During the competition, Hundert is reminded of this feeling, asking, “What kind of desperation would lead a boy to cheat on a public stage?” (p. 169)
- This relates to earlier details in the text by indicating that the meeting between Hundert and Senator Bell may have been a turning point in the text, as it still seems to be influencing Hundert’s decisions now.

Display the tool and illustrate how to record this information on the tool and pause for questions.

**Motivator/Influence:** Hundert feels sorry for Sedgewick because of his father.

**Details from this passage:** “What kind of desperation would lead a boy to cheat on a public stage?” (169)

**Related details from earlier in the text:** The meeting between Hundert and the Senator may have established a context for the muddled thoughts Hundert has during the “Mr. Julius Caesar” competition.

- Students complete the Multiple Motivations Tool.

① Circulate around the room to ensure students are identifying specific instances of actions, decisions and motivations.

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As a whole class, review the Multiple Motivations Tool.

- See the Model Analyzing Multiple Motivations Tool for possible student responses.

### Activity 6: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

**How do the conflicting motivations of the narrator shape his actions in the passage?**

Instruct students to look at their text, notes and Multiple Motivations Tool to answer the question. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

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

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

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

### Activity 7: Closing

**10%**

Display and distribute homework assignment. For homework, instruct students to continue their AIR using the language of the new focus standard to guide their reading.

Introduce standards RI.9-10.2 and RL.9-10.2 as new focus standards to guide students' AIR, and model what applying these focus standards looks like.

For example, RL.9-10.2 asks students to “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.” Students who read “The Palace Thief” might identify the idea of power and control. Hundert initially tries to exert control over Sedgewick in his more powerful position as a teacher. The Senator exerts control over Hundert in his more powerful position as a senator and a powerful influence on the school.

Remind students to come prepared for a 3–5 minute discussion at the beginning of the next lesson based on the new focus standard.

Also for homework, instruct students to respond in writing to the following prompt:

**How do the narrator's actions further develop and refine a central idea in the text?**

- Students follow along.

## Homework

For homework, respond in writing to the following prompt:

**How do the narrator's actions further develop and refine a central idea in the text?**

Additionally, continue your AIR and be prepared for a 3–5 minute discussion at the beginning of the next lesson based on the new focus standard (RL.9-10.2 or RI.9-10.2).

## Analyzing Multiple Motivations Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Focus Question: **How do the narrator's actions further develop and refine a central idea in the text?**

<b>Motivator/Influence:</b> <b>Details from this passage:</b>  <b>Related details from earlier in the text:</b>	<b>Motivator/Influence:</b> <b>Details from this passage:</b>  <b>Related details from earlier in the text:</b>
<b>Motivator/Influence:</b> <b>Details from this passage:</b>  <b>Related details from earlier in the text:</b>	<b>Motivator/Influence:</b> <b>Details from this passage:</b>  <b>Related details from earlier in the text:</b>

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## Model Analyzing Multiple Motivations Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Focus Question: **How do the narrator's actions further develop and refine a central idea in the text?**

**Motivator/Influence:** Hundert feels sorry for Sedgewick because of his father.

**Details from this passage:** "What kind of desperation would lead a boy to cheat on a public stage?" (p. 169)

**Related details from earlier in the text:** The meeting between Hundert and the Senator may have been a turning point in the text.

**Motivator/Influence:** Hundert chooses not to expose the cheating because he respects Mr. Woodbridge (or wants his job).

**Details from this passage:** "recently entertained my first thoughts about one day becoming a headmaster myself" (p. 169).

**Related details from earlier in the text:** Hundert is not only a lover and teacher of history, but he also has career ambition at St. Benedict's.

### Hundert's actions:

Don't expose the cheating but steer the contest toward Deepak.

**Motivator/Influence:** Hundert wants the attention that a victory for Sedgewick could bring.

**Details from this passage:** "The crowd thundered, and I had the sudden, indefensible urge to steer the contest in young Sedgewick Bell's direction." (p. 170)

**Related details from earlier in the text:** Hundert thinks of Sedgewick as a model for his style of teaching. (p. 167)

**Motivator/Influence:** Hundert is strongly influenced by a parent to lead the competition back to its rightful victor.

**Details from this passage:** "his mother...finally brought me to my senses." (p. 170)

**Related details from earlier in the text:** Hundert approached the Senator as a father when discussing Sedgewick the first time.

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## 10.1.2

## Lesson 5

## Introduction

In this lesson, students read and analyze the next section of “The Palace Thief,” from “‘Well, young man,’ I said, knocking on the door frame” to “and trundled off to sit among his friends” (pp. 171–175). In this passage, Hundert confronts Sedgewick Bell about cheating in the “Mr. Julius Caesar” competition and develops a deeper understanding of Sedgewick’s character.

Students focus largely on figurative language and word choice in this lesson as they analyze the impact of word choice on the meaning and tone of the text in the days leading up to Sedgewick’s graduation. Students complete a brief written response to assess their analysis of how the author’s descriptive word choice further develops the characters of Sedgewick and Hundert. For homework, students select one example where the narrator’s “code of morals” is challenged and explain its context and impact on the narrator. Students also continue reading their AIR text through the lens of their new focus standards (RL/RI.9-10.2).

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

## Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>How does the narrator's descriptive word choice further develop the characters of Sedgewick and Hundert?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify the moment in the text when Hundert demonstrates self-awareness of his primary character flaw, as well as his reflections that follow.</li> <li>Exhibit a confident usage and analysis of new words and phrases from the text that are used to describe Sedgewick Bell following Hundert's final conversation with the Senator.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>labyrinthine (adj.) – complicated; tortuous</li> <li>wiliness (n.) – craftiness, slyness</li> <li>precociousness (n.) – unusually advanced or mature in development, especially mental development</li> <li>audacity (n.) – boldness or daring, especially with confident or arrogant disregard for personal safety, conventional thought, or other restrictions</li> <li>omission (n.) – the act of leaving something out</li> <li>circumvent (v.) – to go around or bypass</li> <li>abominations (n.) – things that are greatly disliked</li> <li>amiably (adv.) – pleasantly</li> <li>tendrils (n.) – a threadlike, leafless organ of climbing plants, often growing in spiral form, which attaches itself to or twines round some other body, as to support the plant</li> <li>recalcitrance (n.) – disobedience</li> <li>infamy (n.) – extremely bad reputation</li> <li>timbre (n.) – the characteristic quality of sound produced by a particular instrument or voice; tone color</li> </ul>

- crudities (n.) – offenses
- depravity (n.) – the state of being morally bad or evil; corruption
- feebleness (n.) – the state of being physically, intellectually, or morally weak
- trundled (v.) – moved heavily, noisily

#### Vocabulary to teach (may include direct word work and/or questions)

- feline (adj.) – sly, stealthy, or treacherous
- waned (v.) – decreased in strength, intensity
- stride (n.) – a walk characterized by long steps, especially in a hasty or vigorous way
- strut (n.) – a walk suggesting pompousness or pride

## Lesson Agenda/Overview

Student-Facing Agenda	
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.3, RL.9-10.4, L.9-10.5, RL.9-10.1</li> <li>• Text: “The Palace Thief,” by Ethan Canin (pp. 171–175).</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Evidence-Based Discussion	4. 55%
5. Quick Write	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)



## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

10%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.3, RL.9-10.4, and L.9-10.5. In this lesson, students focus on the impact of language on the meaning and tone of the text in the days leading to Sedgewick's graduation. Students will respond to questions and participate in class discussion to develop a better understanding of the complex characters within the text.

- ▶ Students look at the agenda.

Inform students that they will begin working with two new standards in this lesson: RL.9-10.4 and L.9-10.5. Ask students to individually read these standards on the 10.1 Common Core Learning Standards Tool and assess their familiarity with and mastery of these standards.

- ▶ Students read standards RL.9-10.4 and L.9-10.5.

Instruct students to talk in pairs about what they think each standard means. Lead a brief discussion about these standards.

💬 Student responses may include the following:

- Determine the meaning of new words in the text from context (e.g., how words affect the meaning of a text, and what impact words have on the tone of a text).
- Understand word relationships.
- Understand and use figurative language.
- Determine nuances in word meanings.

❗ If necessary, consider reviewing key words like *tone*, *nuances*, *figurative language*, and *context* with students.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about their responses to the homework writing prompt: How do the narrator's actions further develop and refine a central idea in the text?

- ▶ Students discuss their responses in pairs.
- Student responses may include:
  - A central idea that emerges from the text and is supported by Hundert's actions is judgment can become clouded by ambition.
  - Hundert identifies himself as being "in a position of moral leadership" (p. 169), yet his desire to impress others, coupled with his inability to be confrontational, cloud his judgment and lead to "the sudden, indefensible urge to steer the contest in young Sedgewick Bell's direction" (p. 170).
  - He wants desperately to please Senator Bell, who shouts, "That's my boy!" (p. 169), but is quickly brought back to reality by "the presence of [Deepak's] mother" (p. 170).
  - At this point he does not necessarily make decisions based upon his own moral code; the guilt he would feel if Sedgewick won seems greater than the glory he would gain if Deepak lost.

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Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their new focus standards (RL/RI.9-10.2) to their AIR text.

- ▶ Students (or student pairs) discuss and then share how they applied their new focus standards (RL/RI.9-10.2) to their AIR text from the previous lesson's homework.

## Activity 3: Masterful Reading

10%

Have students listen to a masterful reading from "'Well, young man,' I said, knocking on the door frame" to "and trundled off to sit among his friends" (pp. 171–175). At each listed vocabulary word, stop and provide a definition of the word for students to note.

Provide definitions for the following words as they appear during the masterful reading: *labyrinthine*, *wiliness*, *precociousness*, *audacity*, *omission*, *circumvent*, *abominations*, *amiably*, *tendrils*, *recalcitrance*, *infamy*, *timbre*, *crudities*, *depravity*, *feebleness*, and *trundled*.

① Consider displaying the key vocabulary and definitions for students to see throughout the lesson.

Instruct students to read along in their texts.

- ▶ Students follow along, reading silently.

## Activity 4: Evidence-Based Discussion

**55%**

Introduce the Quick Write assessment prompt (How does the author’s descriptive word choice further develop the characters of Sedgewick and Hundert?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

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Direct students to form small, heterogeneous groups and to read and annotate the text from “‘Well, young man,’ I said, knocking on the door frame” to “and trundled off to sit among his friends” (pp. 171–175). Instruct students to focus on the figurative or particularly descriptive language that contributes to Hundert’s character development and conflicting motivations.

- ▶ Student groups read and annotate.

① Consider a brief review of figurative language from the learning in Unit 1. Circulate around the room to ensure students are referring to the text in their conversations.

① Consider posting or distributing the annotation codes.

- ▶ Students annotations may include the following:

- \* The situation challenges his abilities to enforce his “code of morals” (p. 172).
- \* Hundert identifies how “chilling” it is to him that Sedgewick seems to know exactly what kind of “corruption” (p. 172) he’s committed.
- \* The narrator speaks of his waning conviction and “one criminal turning in another” (p. 172).
- \* Hundert is in a “predicament” (p. 172) where he feels like “an exhausted swimmer trying to climb a slippery wall out of the sea” (p. 172).
- → Hundert uses the word “audacity” (p. 173) in describing the Senator’s phone call. He also uses “audacity” (p. 172) to describe Sedgewick’s allegation that Hundert fears the Senator.
- ! Hundert uses colorful language to describe Sedgewick, who he once felt obligated to help succeed, calling his quizzes “abominations” (p. 174) and his essays “pathetic digestions” (p. 174).
- \* Sedgewick is “a symbol, evidence of the first tendrils of moral rot” (p. 174) that seem to be taking over St. Benedict’s. The older generation of teachers think of Sedgewick with “mythic infamy” (p. 174).

- → All of Sedgewick's qualities that are nuisances to the teachers make him popular among students: "precocious evil," "bellowing timber," "crudities" (p. 174).
  - \* Hundert tries to say he "held out hope for Sedgewick Bell" (p. 175) and then immediately describes his "fits of depravity" and "intellectual feebleness" (175).
  - \* Hundert gazes disapprovingly at Sedgewick on graduation day. Sedgewick, unphased, "trundled off to sit among his friends" (p. 175).
- 

Ask student groups to discuss and record their answers to the following questions.

① Consider displaying the questions for student groups to discuss.

**What language does Hundert use to describe Sedgewick after the confrontation around Sedgewick's cheating? What do these words tell you about Sedgewick?**

💬 Student responses should include the following:

- Sedgewick is described as "precocious," and possessing "labyrinthine wiliness" (p. 171) (maze-like craftiness). Sedgewick is crafty and shrewd and acts, in many ways, older than he is.

**How does the description of Sedgewick's "feline smile" on page 171 contribute to Hundert's analysis of Sedgewick's character?**

💬 Sedgewick's actions were well thought-out, and he is almost proud of his cheating, as he smiles to acknowledge Hundert's subtle allegation. Hundert realizes that Sedgewick has no plans to try to get expelled, like most students (p. 171). This description sets Hundert up for the following conversation, where Hundert accuses Sedgewick of being intimidated by the Senator (pp. 171–172).

① **Differentiation Consideration:** If necessary, ask the following question to scaffold student understanding of the word *feline*.

**In the passage thus far, has Sedgewick been described positively or negatively? Do you think the word *feline* (p. 171) then, has a positive or negative connotation?**

💬 Thus far Sedgewick has been described negatively, so *feline* has a negative connotation.

Encourage students to try to substitute words for *feline*.

**Describe Hundert's code of morals versus Sedgewick's.**

- Hundert knows right from wrong but is too weak to act according to this knowledge. Sedgewick also knows the difference, but uses his power and “boorishness” to manipulate conflicted souls like Hundert.

① **Differentiation Consideration:** If students struggle, consider leading a brief discussion of the following scaffolding questions:

**What are “morals”? What then is a “code of morals” (p. 172)?**

- Student responses may include the following:
  - Knowing the difference between good and bad, honesty and dishonesty
  - A kind of list of personal rules to live by in order to feel like a moral person

**What sorts of words does the author use to describe the external and internal challenges to Hundert’s “code of morals” (p. 172)?**

- Student responses may include the following:
  - Mr. Woodbridge, as headmaster of the school, is a symbol of Hundert’s value system, his “code of morals” (p. 172), yet he encourages him to throw the competition. He instructs him to “ignore” (p. 168) the cheating. Hundert is quick to dismiss Mr. Woodbridge’s corruption, comparing him to a soldier’s “captain” (p. 172).
  - Sedgewick now knows that Hundert, like himself, has acted dishonestly, referring to his “dark, accusatory gaze” (p. 172).
  - Hundert believes the right thing to do would be to turn in Sedgewick for his dishonesty, but he knows it is more complicated than this—referring to the situation as “one criminal turning in another” (p. 172).

**How can Sedgewick’s cheating help you understand the definition of *waned* (p. 172)? How does the use of this word inform your understanding of Hundert?**

- Student responses should include the following:
  - Because Hundert does not report Sedgewick’s behavior, the text suggests his conviction to do so goes away, helping to define *wane* to mean “shrink, die out, or decrease.”
  - The word is significant because it shows Hundert’s internal weakness; he wishes to enforce his moral code, but his own lapses in it prevent him from doing so.

**What does the reflection “no sooner had I resolved to confront the Senator than it became perfectly clear to me that I lacked the character to do so” (p. 173) reveal about Hundert’s character?**

- Student responses should include the following:

- This represents the moment in time when Hundert realizes his own essential character flaw—he is too weak to confront those more powerful than him, even if they call into question or compromise his own moral code.
- Both Sedgewick and his father are willing to confront Hundert. They must view him as weak, and their willingness to exploit this element of his character contributes to the perceived strength of theirs.

**In the wake of Hundert’s conversation with the Senator, what do his actions reveal about his character versus the character of Sedgewick and the Senator?**

💬 Student responses may include the following:

- Sedgewick used to be described as a student who couldn’t seem to get a break under his “tyrant” father (p. 164). He was taken under Hundert’s wing and seemed to show real promise. Now, the language used to describe his character and his performance is insulting and offensive.
- Sedgewick is described as a “dismal” student, landing at the bottom of a class that the narrator claims is not as good as previous classes (p. 174).
- Sedgewick’s academic efforts are described as “abominations” and “pathetic digestions” (p. 174).
- Sedgewick becomes the symbol for a declining school; he represents the “first tendrils of moral rot” (p. 174) that seem to be plaguing St. Benedict’s.
- Sedgewick and Senator Bell might be characterized as bullies, but Hundert is a coward who hides behind his words when he can’t influence Sedgewick the way he wants.

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Display the words *stride*, *strut*, and *trundle* and instruct students to re-read the sentences where these words appear: “His stride had become a strut” (p. 174) and “trundled off to sit among his friends” (p. 175). Instruct students to work in their groups to define the words, and to discuss what aspect of Sedgewick’s character the narrator conveys through them.

💬 Student responses may include:

- The understanding that both *stride* and *strut* connote confidence, a reading supported by the other details in this paragraph. But *strut* is perhaps the stronger word; the narrator is attempting to show the change in Sedgewick’s behavior and social standing.
- *Trundle* is a different sort of word, almost suggesting clumsiness. The narrator seems to be pointing out Sedgewick’s unwillingness to take graduation seriously, a reading reinforced by his “flat” expression on stage (p. 175).

Lead a brief, full-class sharing of the definitions and the aspects they demonstrate. Post or provide the definitions of these words.

### Activity 5: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

**How does the author’s descriptive word choice further develop the characters of Sedgewick and Hundert?**

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

Instruct students to use two to four unit vocabulary words and evidence from the text in their responses.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

### Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to select one example where the narrator’s “code of morals” (p. 172) is challenged and to explain its context and its impact on the narrator. Ask students to include one to three unit vocabulary words as they complete their homework.

Instruct students to continue their AIR through the lens of their focus standards (RI/RL.9-10.2). Students should come to class prepared for a 3–5 minute discussion of their text, based on that standard.

- ▶ Students follow along.

## Homework

Select one example where the narrator’s “code of morals” (p. 172) is challenged, and explain its context and its impact on the narrator. Include one to three unit vocabulary words in your response. Continue your AIR using the language of the focus standards (RI/RL.9-10.2) to guide your reading. Come to class prepared for a 3–5 minute discussion at the beginning of the next lesson based on the focus standards.

## 10.1.2

## Lesson 6

## Introduction

In this lesson, students read and analyze the next section of “The Palace Thief,” from “It came as a surprise, then, when I learned in the Richmond Gazette” to “and by the end of that month he had asked me to retire” (pp. 175–182), in which Hundert describes the events following Sedgewick’s graduation, including the rise and fall of both St. Benedict’s School and his career.

Students engage in a discussion that analyzes the challenges to Hundert’s moral code, and analyze how these challenges contribute to his character development by considering the language Hundert uses to describe them. Students form groups and participate in an activity where they review and analyze the text in more concise sections to deepen their understanding of character development and vocabulary. Students are assessed through a Quick Write prompting them to further explore Hundert’s character development.

For homework, students organize, expand, and revise their materials, annotations, and evidence in preparation for the Mid-Unit Assessment.

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



## Assessment

Assessment(s)
<p>The learning in this lesson is assessed through a Quick Write activity at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>How does the character of Hundert further develop in this passage?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Include a summary and analysis of Hundert's time at St. Benedict's since Sedgewick Bell's graduation, including his actions at St. Benedict's and his relationship with Charles Ellerby.</li> <li>Identify the different ways that Sedgewick and Senator Bell torment Hundert and how this affects his actions and decisions decades later.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>vantage (n.) – a position, condition, or place affording some advantage or a commanding view</li> <li>throes (n.) – violent spasms or pangs</li> <li>peristaltic (adj.) – of or pertaining to the progressive wave of contraction and relaxation of a tubular muscular system</li> <li>rancorous (adj.) – bitter and resentful</li> <li>feinted (v.) – attacked on place or point merely as a distraction from the real place or point of attack</li> <li>chancel (n.) – the space or altar of a church, usually enclosed, for clergy and other officials</li> <li>unbidden (adj.) – not ordered or commanded; spontaneous</li> <li>Byzantine (adj.) – characterized by intrigue; scheming or deviousness</li> <li>coveted (v.) – eagerly wished for</li> <li>internecine (adj.) – of or pertaining to conflict or struggle within a group</li> <li>guileless (adj.) – innocent and without deception</li> <li>gadfly (n.) – a person who persistently annoys or provokes others with criticism, schemes, ideas, demands, requests, etc.</li> <li>filigreed (v.) – adorned with delicate ornamental work</li> </ul>

- foist (v.) – to force upon or impose fraudulently or unjustifiably
- torpor (n.) – a state of suspended physical powers and activities
- abandon (n.) – enthusiasm

#### Vocabulary to teach (may include direct word work and/or questions)

- 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

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.3, RL.9-10.1, RL.9-10.4, L.9-10.5</li> <li>• Text: “The Palace Thief,” by Ethan Canin (pp. 175–182)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Masterful Reading</li> <li>4. Group Text Analysis</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 20%</li> <li>4. 50%</li> <li>5. 10%</li> <li>6. 5%</li> </ol>

## Materials

- Copies of the Group Text-Analysis Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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%

Review the agenda and share the assessed standard for this lesson: RL.9-10.3. In this lesson, students analyze the challenges to Hundert’s moral code and explore how these challenges contribute to his character development by considering the language Hundert uses to describe them. Students engage in a guided discussion activity.

- Students follow along.

### Activity 2: Homework Accountability

10%

For homework, students selected one example where the narrator’s “code of morals” is challenged. Instruct students, as a whole class, to participate in a discussion to the following prompt:

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

- 💬 Student responses may include the following:
  - In class, Hundert gives Sedgewick easy questions. In the competition, Hundert is concerned that people think he is giving Sedgewick easier questions. Hundert decides to give Sedgewick a more difficult question, and then realizes he is cheating.
  - The narrator admits that he “broke one of his cardinal rules” (p. 165) when he changed Sedgewick’s grade. He still moves forward with allowing Sedgewick to enter the competition. He even wants Sedgewick to win the competition.
  - When he realizes Sedgewick is cheating, he follows the direction of the headmaster and does not expose him.
  - When he sees Sedgewick after the competition, he tells him that “it’s a complicated matter” (p. 171). He does not reveal the real reason for keeping quiet.

- Hundert refers to his own deed and “an act of omission” (p. 172), illustrating his perception of shaking his “code of morals.”
- He intends to call the Senator but he waits and the Senator calls him first.
- In his conversation with the Senator, he does not confront him and instead says that “It’s a complex situation” (p. 173).

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Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard (RL/RI.9-10.2) to their AIR text.

- ▶ Students (or student pairs) discuss and then share how they applied their focus standard (RL/RI.9-10.2) to their AIR text from the previous lesson’s homework.

### Activity 3: Masterful Reading

**20%**

Introduce the Quick Write assessment prompt (How does the character of Hundert further develop in this passage?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

Have students listen to a masterful reading of a passage from “The Palace Thief,” 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). Provide definitions for the following words as they appear during the masterful reading: *vantage*, *throes*, *peristaltic*, *rancorous*, *fainted*, *chancel*, *unbidden*, *Byzantine*, *coveted*, *internecine*, *guileless*, *gadfly*, *filigreed*, *foist*, *torpor*, and *abandon*.

① Consider displaying the vocabulary definitions for students to see throughout the lesson. The definitions are in the vocabulary box at the beginning of the lesson.

- ▶ Students follow along, reading silently.

Ask students to independently write down initial reactions and questions they have about the text.

💬 Student reactions and questions may include:

- Hundert isn’t surprised that Sedgewick is in a high position.
- Why would Hundert reach out to Sedgewick again? They did not end on good terms.
- Hundert, too, has had some changes in his position at St. Benedict’s.
- St. Benedict’s seems to have had some ups and downs over the years.

- ① Consider pausing the masterful reading after “It was my proudest moment at St. Benedict’s” (p. 178) and at the conclusion of the excerpt, to give students time to write down initial reactions and questions.

### Activity 4: Group Text Analysis

**50%**

Direct students to form three heterogeneous groups. Distribute a copy of the Group Text-Analysis Tool to each student. Explain that all students will be responsible for answering all the questions on the tool. However, each group of students will present to the class their responses to one set of content questions and one set of vocabulary questions.

Explain to students that they will have about five minutes to discuss each set of questions.

- ① If students need additional time or support, consider asking each group to only discuss the questions designated for their group. Then as each group presents, students from the other groups can take notes on the questions they did not discuss.
- ▶ Students listen and form groups.

Instruct students to begin the Group Text-Analysis activity.

- ▶ Students work in groups to answer all the questions on the Group Text-Analysis Tool.
- ① During this activity, circulate to offer support to each student group.
- ▶ See the Model Group Text-Analysis Tool for possible student responses.

Lead a full-class discussion in which each group shares their responses to one set of content and vocabulary questions.

### Activity 5: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

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

Instruct students to look at their text and notes to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.
- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

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

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

- ① **Differentiation Consideration:** Elicit some of the vocabulary words from this and the previous two lessons (4, 5, and 6) that might be appropriate for students to use in their Quick Writes, and encourage students to incorporate 1–3 words in their response. Examples of vocabulary words for consideration are: *beget*, *wiliness*, *precocious*, *audacity*, *recalcitrance*, *crudities*, *feline*, *wane*, *rancorous*, *relic*, and *guileless*.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to organize, expand, and revise their materials, annotations, and evidence in preparation for the Mid-Unit Assessment, which addresses the following prompt: How has Hundert developed over the course of the this text? Students will need to cite evidence to support their responses.

- ▶ Students follow along.

## Homework

Organize, expand, and revise materials, annotations, and evidence in preparation for the Mid-Unit Assessment.

## Group A Text-Analysis Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Passage	Questions	Response
<b>From:</b> “It came as no surprise, then, when I learned” to “It was my proudest moment at St. Benedict’s.” (pp. 175–178)	<p><b>What might Hundert’s attitude toward reestablishing contact with Sedgewick reveal about his character?</b></p> <p><b>What does Hundert’s “proudest moment” (p. 178) reveal about him?</b></p>	
“because of the advances in our society, history had become little more than a <i>relic</i> .” (p. 177)	<p><b>What part of speech is <i>relic</i>?</b></p> <p><b>What opinion is being expressed about <i>relics</i> in this section?</b></p> <p><b>How does this opinion help guide you towards an idea of the definition of the word <i>relic</i>?</b></p> <p><b>How does Hundert’s reaction in the next line help contribute to your understanding of the word <i>relic</i>?</b></p>	

## Group B Text-Analysis Tool

Passage	Questions	Response
<p><b>From:</b> “Although the resultant split among the faculty” to “Not one of them seemed unable to eat.” (pp. 178–180)</p>	<p><b>Describe Hundert’s success and ambition as outlined in this section of text. Note when/how Hundert uses first person and possessive pronouns (“we”, “I”, “our”).</b></p> <p><b>Who does Hundert refer to as his “all[ies]” (p. 179) and how do these references further develop your understanding of him?</b></p>	
<p>“I had not even wanted [the pistol] when the <i>irascible</i> demagogue Bell had foisted it up on me.” (p. 181)</p>	<p><b>Based on context clues, what do we know about these highlighted words and how they function together?</b></p> <p><b>How does the substitution of “easily angered” for <i>irascible</i> and “passionate political leader” for <i>demagogue</i> affect your understanding of the meaning of the sentence?</b></p>	



## Group C Text-Analysis Tool

Passage	Questions	Response
<p><b>From:</b> “After dinner I returned to the assistant headmaster’s house” to “that month he had asked me to retire.” (pp. 180–182)</p> <p>① “The die is cast” comes from a Latin phrase meaning that a decision has been made and cannot be changed.</p>	<p><b>Describe Hundert’s mood during his confrontation with Ellerby and, later, as he disposes of the gun. How do these descriptions complicate or refine your understanding of Hundert?</b></p> <p><b>Why does Hundert think he “was doomed the moment [he] threw the pistol in the water” (p. 182)?</b></p>	
<p>“By four o’clock that afternoon Charles Ellerby, a fellow <i>antiquarian</i> whose job I had once helped secure, had been named headmaster.” (p. 182)</p>	<p><b>Why did Hundert first become friends with Charles Ellerby at St. Benedict’s?</b></p> <p><b>How does this help decode the meaning of the word <i>antiquarian</i>?</b></p> <p>(Hint: How is “fellow” used in the sentence?)</p> <p>(Hint: What other words begin with “antiqu”?)</p>	

## Model Group A Text-Analysis Tool

Passage	Question	Model Student Response
<b>From:</b> “It came as no surprise, then, when I learned” to “It was my proudest moment at St. Benedict’s.” (pp. 175–178)	What might Hundert’s attitude toward reestablishing contact with Sedgewick reveal about his character?	<p>Enough time has gone by and he does not hold a grudge.</p> <p>He may be more eager to remember the good times rather than the bad times in his past.</p> <p>He believes that people can change and evolve into better people, and he welcomes the opportunity to test his theory.</p>
	What does Hundert’s “proudest moment” (p. 178) reveal about him?	<p>He lacks the confidence or charisma that come naturally to leaders, so he fights battles on behalf of others.</p>
“because of the advances in our society, history had become little more than a <i>relic</i> .” (p. 177)	What part of speech is <i>relic</i> ?	<p>A noun.</p>
	What opinion is being expressed about <i>relics</i> in this section?	<p>A <i>relic</i> is not significant.</p> <p>A <i>relic</i> is not important today because of technology (advances); a <i>relic</i> is the opposite of an advancement.</p>
	How does this opinion help guide you towards an idea of the definition of the word <i>relic</i> ?	<p>It must refer to something old to contrast the importance of advancements.</p> <p>A relic is not important, and history is only slightly more important.</p>
	How does Hundert’s reaction in the next line help contribute to your understanding of the word <i>relic</i> ?	<p>Hundert is obsessed with history, so for him to refer to “dim-witted times” means that the statement about <i>relics</i> is not something he agrees with.</p> <p>If he is passionate about this idea, it must conflict with his own beliefs about history.</p>

## Model Group B Text-Analysis Tool

Passage	Questions	Response
<b>From:</b> “Although the resultant split among the faculty” to “Not one of them seemed unable to eat.” (pp. 178–180)	Describe Hundert’s success and ambition as outlined in this section of text. Note when/how Hundert uses first person and possessive pronouns (“we”, “I”, “our”).	<p>Ellerby and Hundert work together to achieve what is made to sound primarily like Hundert’s vision:</p> <p>“we were able to do what I had always dreamed of doing” (p. 178)</p> <p>“We redoubled our commitment to classical education.” (p. 178)</p> <p>“Our fortunes lifted and dipped with the gentle rhythm to which I had long ago grown accustomed.” (p. 178)</p> <p>Although he is largely responsible for the school’s upswing, he is not prepared when Mr. Woodbridge dies, even though he wants this spot.</p> <p>He blames only himself for his lack of planning to take the reins as headmaster:</p> <p>“I myself coveted the job” (p. 178)</p> <p>“I had not yet begun the preparations” (p. 179)</p> <p>“I was, of course, no longer a young man.” (p. 179)</p> <p>“I lost my advantage” (p. 179)</p>
	Who does Hundert refer to as his “all[ies]” (p. 179) and how do these references further develop your understanding of him?	<p>The first time, he refers to Charles Ellerby as a man he has always assumed was an ally.</p> <p>The second time, he says he will go “to the dining commons in the company of allies” (p. 179), referring to the students dining in the cafeteria.</p> <p>The only allies (he thinks) he has are his students.</p> <p>He has trouble maintaining strong adult relationships. (Ellerby is the only friend Hundert has ever referenced, and Ellerby only used Hundert to pursue his own ambition.)</p>

Passage	Questions	Response
<p>"I had not even wanted [the pistol] when the <i>irascible demagogue</i> Bell had foisted 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 substitution of "easily angered" for <i>irascible</i> and "passionate political leader" for <i>demagogue</i> affect your understanding of the meaning of the sentence?</p>	<p><i>Irascible</i> is an adjective and <i>demagogue</i> is a noun.</p> <p>The words potentially have a negative connotation because they a) describe Senator Bell, b) describe a firearm that we know Hundert ultimately tosses out and is the source of conflict with Ellerby, and c) relate to the word <i>foist</i>, which we know from our vocabulary sheet means "force upon or impose."</p> <p>The words reflect a judgment of Senator Bell, not the pistol.</p> <p>Given his current situation, Hundert is not happy that he has the gun and he lashes out against the Senator for contributing somehow to the situation.</p> <p>Hundert didn't want the gun in the first place, yet he accepted it anyway because he likely felt he had no choice.</p>

## Model Group C Text-Analysis Tool

Passage	Questions	Response
<p><b>From:</b> “After dinner I returned to the assistant headmaster’s house” to “that month he had asked me to retire.” (pp. 180-182)</p> <p>① “The die is cast” comes from a Latin phrase meaning that a decision has been made and cannot be changed.</p>	<p>Describe Hundert’s mood during his confrontation with Ellerby and, later, as he disposes of the gun. How do these descriptions complicate or refine your understanding of Hundert?</p> <p>Why does Hundert think he “was doomed the moment [he] threw the pistol in the water” (p. 182)?</p>	<p>He thinks that the gun was the only thing standing in his way of getting the headmaster position.</p> <p>The gun is the last physical reminder of the manipulation of the Senator and he has a newfound confidence with it gone.</p> <p>He thinks that with the gun gone there’s nothing else that Ellerby could legitimately attack.</p> <p>When he tossed the gun, he lost confidence, or conviction; it was like admitting that he had done something wrong or shameful.</p> <p>Tossing the gun had felt good, but it made him feel like Sedgewick Bell was mocking him.</p>
<p>“By four o’clock that afternoon Charles Ellerby, a fellow <i>antiquarian</i> whose job I had once helped secure, had been named headmaster.” (p. 182)</p>	<p>Why did Hundert first become friends with Charles Ellerby at St. Benedict’s?</p> <p>How does this help decode the meaning of the word “<i>antiquarian</i>”?</p> <p>(Hint: How is “fellow” used in the sentence?)</p> <p>(Hint: What other words begin with “antiqu”?)</p>	<p>Hundert and Ellerby first formed a friendship because they were both lovers of history.</p> <p>They loved it enough to fight for it as part of the curriculum to get St. Benedict’s back on track.</p> <p>The word “fellow” means that the two have something in common. Only one of them was promoted to headmaster, and the only real thing they have in common is their love of history, so antiquarian means another person who studies and appreciates history.</p> <p>The words <i>antiques</i> and <i>antiquity</i>, both begin with “antiqu” and are related to things that are old.</p>

## 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"> <li>How has Hundert developed over the course of this text? Cite evidence to support your response.</li> </ul> <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"> <li>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.</li> <li>Demonstrate an understanding of how Hundert's moral code is called into question, as well as how he responds when it is challenged.</li> <li>Identify specific examples of Hundert being developmentally flawed or unable to learn from his mistakes.</li> <li>Appropriately incorporate two to six vocabulary words that have been discussed and analyzed over the course of the unit thus far.</li> </ul>

## Vocabulary

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

\*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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

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

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.

## 10.1.2

## Lesson 8

## Introduction

In this lesson, students read and discuss the next section of “The Palace Thief,” from “And so I was preparing to end my days” to “Should I have spoken up to the Senator?” (pp. 182–187) in which Hundert agrees to facilitate a rematch of the “Mr. Julius Caesar” competition and participates in his last school graduation.

Students collaborate and discuss Hundert’s present, as well as the nagging memory of his past, analyzing the impact that Hundert’s retrospective self-doubt has on shaping central ideas in the text. Discussion and analysis revolve around two ideas in the text: the final days at St. Benedict and Hundert’s reflections on the past and his nervousness about the future. This analysis culminates in a Quick Write in which students are asked to provide specific textual details to support their analysis of Hundert’s reflections.

For homework, students continue to read their AIR through the lens of their newest focus standard (RI/RL.9-10.3).

## 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.
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.
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.

## Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>How do Hundert's reflections develop a central idea of the text?</li> </ul>
High Performance Response(s)
<p>High Performance Responses should:</p> <ul style="list-style-type: none"> <li>Focus on significant events that occur in Hundert's life that give him the opportunity to rewrite the past, as well as analyze why he does or does not change his actions.</li> <li>Use details of Hundert's development to make a broader statement about him as a flawed character and how this contributes to the development of a central idea of the text.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>maturation (n.) – the act or process of becoming fully developed in body or mind, as a person</li> <li>guileless (adj.) – sincere; honest; straightforward; frank</li> <li>slight (n.) – insult or rejection</li> <li>meretriciousness (n.) – quality of being falsely praiseful or superficial</li> <li>tenure (n.) – the period or term of holding something</li> </ul>
Vocabulary to teach (may include direct word work and/ or questions)
<ul style="list-style-type: none"> <li>rancor (n.) – bitter, rankling resentment or ill will; hatred; malice</li> </ul> <p>① This is an extremely rich text for vocabulary, and there are opportunities for vocabulary instruction in this section of the text. Teachers should feel free to include additional vocabulary instruction as student need requires or time permits.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.2, RL.9-10.1, RL.9-10.3</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 182–187)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Text Analysis and Full-Class Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>55%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 reviewing the agenda and sharing the assessed standard for this lesson: RL.9-10.2. In this lesson, students will explore the changes in Hundert through his retirement by discussing a series of questions that support close reading of several sections of text. Students analyze the impact that

Hundert's reflections about the past, the present, and the future have on developing central ideas in the text.

- ▶ Students follow along.

## Activity 2: Homework Accountability

**10%**

Instruct students to talk in pairs about how they can apply their focus standard (RI/RL.9-10.3) to their AIR text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss how they applied their focus standard to their AIR text from the previous lesson's homework.

## Activity 3: Masterful Reading

**10%**

Introduce the Quick Write assessment prompt (How do Hundert's reflections develop a central idea of the text?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

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Have students listen to a masterful reading of a passage from "The Palace Thief," from "And so I was preparing to end my days" to "Should I have spoken up to the Senator?" (pp. 182–187). Provide definitions for the following words as they appear during the masterful reading: *maturation*, *meretriciousness*, *slight*, and *tenure*.

Instruct students to read along in their texts.

- ▶ Students follow along, reading silently.

① Consider displaying the vocabulary and definitions for students to access throughout the lesson. The vocabulary to provide is in the vocabulary box at the beginning of the lesson.

## Activity 4: Text Analysis and Full-Class Discussion

**55%**

Instruct students to read in groups from "And so I was preparing to end my days" to "That evening I began to prepare my test" (pp. 182–183), and annotate according to the established annotation codes.

- ▶ Students read and annotate the text.

🗨 Student annotations may include the following:

- ! Sedgewick tells Hundert that he had “often dreamed of holding a rematch of ‘Mr. Julius Caesar’” (p. 182). This is interesting, because his current job is in steel, not in the humanities.
- \* Hundert claims to not be surprised by Sedgewick, “for it is precisely this sort of childhood slight that will drive a great figure” (p. 183).
- ? Sedgewick would be giving the school and Hundert money. Is it a good idea to get money from a former student who did not leave the best impression?
- ? Hundert gives the impression that the competition is worth having from a financial perspective (both personally and for the school). Is this the real reason he considers holding the rematch?

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Instruct students, in their groups, to respond to the following questions:

**How can Hundert’s response to Sedgewick’s letter help you to determine the meaning of *rancor* (p. 182) in this context?**

- 🗨 Students should point to Hundert’s “pleasure” that the letter “contained no trace of rancor” (p. 182) to indicate that “rancor” in this context means something bad, like bitterness or hatred, that would cause Hundert to feel displeasure.

**To what does Hundert attribute Sedgewick’s lack of *rancor*? What might this suggest about how Hundert understands Sedgewick’s growth from disobedient student to successful businessman?**

- 🗨 Hundert believes that Sedgewick has outgrown his childish behavior—his kind letter is a result of his “maturation.” This indicates that Hundert believes Sedgewick has grown and changed for the better since he was a student at St. Bendedict’s (p. 182).

① If necessary, remind students of the definition of *maturation* as “the act or process of becoming fully developed in body or mind, as a person.”

**How does the presence of the word “artfully” in Hundert’s description of Sedgewick’s greeting as “artfully guileless” (p. 182) change your understanding of Hundert’s initial reactions to the letter? What might this suggest about how Sedgewick has grown?**

- 🗨 The word “artfully” changes the meaning of Hundert’s description of Sedgewick’s greeting as “guileless” (p. 182). This description now indicates that Sedgewick is strategically or purposefully attempting to appear honest, sincere, or frank. Students should infer from this hint that



Sedgewick's new kind and respectful behavior is calculated and that perhaps Sedgewick has not changed as much as it first appears he has.

① If necessary, remind students of the definition of *guileless* as “sincere, honest, straightforward, or frank.”

**What does Hundert mean when he notes that “it is precisely this sort of childhood slight that will drive a great figure” (p. 183)? What does Hundert think he knows about Sedgewick's character?**

💬 Student responses may include the following:

- Hundert is not surprised that Sedgewick wants to compete again, because rejection/loss/regret, even in high school, can stay with people their entire lives.
- He overcame his “Mr. Julius Caesar” competition to become successful, but there's one void he wants to fill to “reclaim his intellectual honor” (p. 183).

**Hundert remarks that he “[is] flattered” after discovering that Sedgewick “desired the chance to reclaim his intellectual honor” (p. 183). What does this indicate about Hundert's character? Where have we seen this idea before?**

💬 Student responses may include the following:

- Hundert is touched to be such an important part of Sedgewick's memories of St. Benedict's; the “Mr. Julius Caesar” competition must have had a major impact on Sedgewick's life.
- This is familiar from Hundert's actions in the first “Mr. Julius Caesar” competition, when he feels a sense of responsibility towards Sedgewick, as well as the sense of pride in his attachment to any of Sedgewick's success in front of faculty and family (p. 167).

Lead a brief full-class discussion of student responses.

① Consider reviewing definitions of *rancor*, *guileless*, and *slight*.

---

Instruct students to read from “As assistant headmaster I had not taught my beloved Roman history” to “However, by evening my spirits had taken a beating” (pp. 183–186) and annotate the text. Tell the students that the names he mentions at the bottom of page 183 are notable real-life men.

① Consider reviewing the definition of *meritriciousness*.

▶ Students read and annotate the text.

💬 Student annotations may include the following:

- \* Hundert's reflections on aging and retirement are kind of sad but expected for someone who seems to have lived his life for St. Benedict's.

- \* Hundert “tried not to think about” (p. 184) the future, but the only thing we know that is happening is a rematch of a contest held in the past.
- \* He describes the “eerie quiet of summer” (p. 185) as something familiar, but it also sounds like he knows that is what his retirement might be like, free from students and the buzz of a busy school.

Instruct students, in their groups, to refer to their annotations as they discuss the following questions:

**In what way does Hundert’s “spirit take a beating” (p. 186) in this section?**

🗨 Student responses may include the following:

- He has tried “not to think about [his] future” (p. 184), but in a short amount of time his life is going to undergo a major change, at sixty-eight years old.
- Hundert notes that he takes pleasure in preparing for the competition, a thankful distraction that would have made “those first few days and nights...unbearable” (p. 186) had he been without it.
- He skips the headmaster’s reception but regrets it; he feels the boys were “passing...into the world without [him]” (p. 185); he relates to the comparison to an escaped slave. He is feeling old.

Lead a brief full-class discussion of student responses.

---

Instruct students, in their groups, to read from “Fortunately, there was the event to prepare for” to “Should I have spoken up to the Senator” (pp. 186–187) and annotate the text.

▶ Students read and annotate.

🗨 Student annotations may include the following:

- \* Hundert realizes his life is going to be forever different now that he is retired; “the start of that summer should have been no different from the start of any other” (p. 186).
- \* Hundert is struggling to recognize who he is, questioning, “Is that you?” and “What now” (p. 186)? These questions are new to him. The change of scenery is unfamiliar and makes him feel uncomfortable.
- ! The only thing Hundert seems to have to look forward to is the reunion competition, or more specifically, seeing Sedgewick. He even thinks of the dread and fear he feels at the prospect of Sedgewick forgetting about the event (p. 186).
- \* Hundert also entertains the idea that Sedgewick might be mocking him, and it causes him to question decisions he made in the past.

Instruct students, in their groups, to refer to their annotations as they discuss the following question:

**What feelings does the anticipation for the contest conjure in Hundert?**

💬 Student responses may include the following:

- He feels a little lost in his identity: “Is that you?” (p. 186) and uncomfortable with his new situation: “What now?” (p. 186).
- The wait resurfaces conflicts about Sedgewick for Hundert. He fears Sedgewick may have “forgotten about the event” (p. 186) or even proposed the idea “just to mock [him]” (p. 187).
- Away from his school and with time on his hands, Hundert starts to question decisions he made more than 30 years ago, specifically decisions surrounding the “Mr. Julius Caesar” competition: “Should I never even have leapfrogged another boy to get him there? Should I have spoken up to the Senator?” (p. 187). He is nervous about the future and cannot stop thinking about the past.

Lead a brief, full-class discussion of student responses.

### Activity 5: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:

**How do Hundert’s reflections develop a central idea of the text?**

Direct students to look at their text and notes to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

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

Transition students to the independent Quick Write.

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

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

### Activity 6: Closing

**5%**

Display and distribute the homework assignment. Instruct students that for homework they will continue to read their AIR through the lens of their focus standard (RI/RL.9-10.3) and prepare for a 3–5 minute discussion of their text based on the standards.

- ▶ Students follow along.

## Homework

Continue AIR through the lens of the focus standard (RI/RL.9-10.3) and prepare for a 3–5 minute discussion of your AIR text based on that standard.

## 10.1.2

## Lesson 9

## Introduction

In this lesson, students read and analyze an excerpt of “The Palace Thief,” from “In early July, however, Sedgewick Bell’s secretary” to “the first rounds of questions were called from memory” (pp. 187–191). This passage depicts the events leading up to the second “Mr. Julius Caesar” competition.

Through a series of guided questions, students analyze how the interactions between Hundert and his former students continue to develop the central idea that Hundert is more comfortable thinking about the past than the future. Students focus their analysis on Hundert’s reflections on his role in his students’ lives, as well as his honest exchange with Martin Blythe. Analysis of these details transitions students to their Quick Write for this lesson, in which they are asked to describe how Hundert’s reunion with his former students contributes to the development of a central idea in the text.

For homework, students respond in writing to the following prompt: In light of the events following Hundert’s retirement, how have your impressions of him grown or changed?

## 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 a 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.
RL.9-10.2	Determine a theme or central idea of the 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.

## Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>How does Hundert's reunion with his former students contribute to the development of a central idea in the text?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify and develop a central idea around Hundert's willingness to hang onto the past, contrasted by his stubbornness to learn from those experiences in making present or future decisions.</li> <li>Reference Hundert's confession to Martin Blythe as an opportunity to begin anew and reconcile some of the wrong decisions that plague his past.</li> <li>Identify the impression that Hundert has of the adult versions of his former students and how this impression might inform his line of reasoning about Sedgewick Bell.</li> <li>Discuss the momentum that Hundert has going into the "Mr. Julius Caesar" reunion competition after spending quality time with his former students.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>disgorging (v.) – to surrender or yield something</li> <li>poignant (adj.) – affecting or moving the emotions</li> <li>imbued (v.) – impregnated or inspired, as with feelings, opinions, etc.</li> <li>largesse (n.) – generous bestowal of gifts</li> <li>serpentine (adj.) – having a winding course, as a road</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>reprieve (n.) – any respite or temporary relief</li> <li>jocular (adj.) – intended for, or suited to, joking</li> <li>voluble (adj.) – characterized by a ready or continuous flow of words</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.1, RL.9-10.2</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 187–191)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Pages 187–191 Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>55%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 reviewing the agenda and assessed standard for this lesson: RL.9-10.3. Through a series of guided questions, students analyze how the interactions between Hundert and his former students develop a central idea of the text.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their AIR text (RI/RL.9-10.3). Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

### Activity 3: Masterful Reading

10%

Introduce the Quick Write assessment prompt (How does Hundert's reunion with his former students contribute to the development of a central idea in the text?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

---

Ask students to listen to a masterful reading of the passage from "The Palace Thief," from "In early July, however, Sedgewick Bell's Secretary" to "the first rounds of questions were recalled from memory" (pp. 187–191). Provide definitions for the following words as they appear during the masterful reading: *disgorging*, *poignant*, *imbued*, *jocular*, *voluble*, and *largesse*.

- ▶ Students follow along, reading silently.

① Consider displaying the vocabulary and definitions for students to access throughout the lesson. The vocabulary to provide is in the vocabulary box at the beginning of the lesson.

### Activity 4: Pages 187–191 Reading and Discussion

55%

Instruct students to form their pre-established groups from earlier in the unit and to reread and annotate the excerpt from "The Palace Thief," from "In early July, however, Sedgewick Bell's secretary" to "the first rounds of questions were recalled from memory" (pp. 187-191).

- 💬 Student annotation might include the following:



- → Hundert seems to be star-struck about taking the helicopter to the reunion competition. This is reminiscent of how he felt the first time he went to meet the Senator.
  - \* Hundert's judgment also seems mixed. In the span of two paragraphs he wonders what "life might have been like if [he] had felt this just once in [his] youth" (p. 188) and then passes judgment on the "privileged romp on a private island" (p. 189).
  - \* Hundert gets very emotional about seeing his former students and describes all of them as being grown up versions of their former selves. Who his students have become is no surprise to him.
  - → Hundert describes Sedgewick's walk among the men as one "like a prophet" (p. 190). This could be seen as an evolved version of how he strutted amongst his classmates in school.
  - → Twice Hundert has the opportunity to talk more in depth with his students about their lives (Deepak and Martin), yet he does not.
  - → Hundert wonders for a moment if the students spent time with him as a way to do better in the competition.
- 

Pose the following questions to students to discuss in their groups.

- ① Students should also refer to the definitions of their new vocabulary words, either annotated in their own text or provided as a handout or displayed.

**What feeling does Hundert express in the first line of this section and why?**

- 💬 Hundert expresses relief in the first line because he "finally" (p. 187) hears back from Sedgewick. He spent the last lines of the previous excerpt questioning what he had gotten himself into, and Sedgewick's phone call puts his mind at ease.

**How does this inform your understanding of the meaning of the word *reprieve*?**

- 💬 Reprieve, then, must refer to some kind of relief.

**What kind of impact do the helicopter ride and accommodations have on Hundert?**

- 💬 Student responses should include the following observations:
  - He seems a bit overwhelmed, noting that, "I felt a headiness that I had never known before" (p. 187).
  - He likens his journey to that of Caesar (p. 187).
  - It causes a moment of reflection, where Hundert compares himself to Sedgewick and wonders to himself "what [his] life would have been like if [he] had felt this just once in his

youth” (p. 187). While he can judge Sedgewick for his life of privilege, for a moment he covets it as well.

- He is judgmental, noting how difficult it is to get great men together for something meaningful, but “for a privileged romp on a private island, it had merely been a matter of making the arrangements” (p. 188). He seems to have this judgment about everyone else, but not about himself.

### What does Hundert notice about the boys, now they are grown?

- In each of them, he notices signs of physical deterioration but also signs of “the eager expressiveness” (p. 188) they had shown 41 years ago.

Direct students’ attention to the paragraph that starts with “The most poignant part of all, however” (pp. 188–189). Instruct students to circle the word “still” each time Hundert uses it when describing his former students. Then pose the following question:

### How does the repetition of the word “still” contribute to the development of a central idea of the text?

- Student responses should include the following:
  - He uses “still” three times, as well as “same” and “used to” when describing each of his three most memorable students (aside from Sedgewick). This indicates that, although they have grown, in many ways, they have not changed at all. In this way, Canin reinforces the central idea that people seldom really change their character.

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Instruct students, in their groups, to reread the section from “But of course it was Sedgewick Bell who commanded” to “and the first rounds of questions were called from memory” (pp. 189–191).

- ▶ Students reread the text in small groups and discuss the questions, while referring to their annotation.

### What words and phrases in Hundert’s description of Bell can help you to determine the meaning of *jocular* (p. 189) in this context?

- ▶ Students should point to Hundert’s initial statement that Bell’s walk was not “serious” to infer that when Hundert describes Bell’s walk as “jocular” (p. 189) he means that his walk is the opposite of serious, i.e. joking.

### How can your understanding of *jocular* help you to make meaning of Hundert’s description of Bell’s laugh as *voluble* (p. 189)? What is the cumulative effect of these descriptions?

- ▶ Students should draw upon their understanding that Bell appears to be jovial and joking to infer that “voluble” in this context means that Bell is laughing a lot or continuously. The cumulative effect of these descriptions is to paint an appealing portrait of Bell: He appears light-hearted, fun to be around, and good with people.

**How does Hundert’s reaction to his exchange with Blythe refine your understanding of Hundert’s character?**

- 💬 Student observations may include the following details:
  - It is puzzling that Hundert does not have more of a response, either internally through narration or externally to Blythe, as this is tied to the cardinal rule that Hundert broke. We learn that the chain of events that followed his decision to include Sedgewick and not Blythe have tormented Hundert for decades.
  - When Hundert claims to save Blythe “from some torment” (p. 191) right after describing Blythe’s very real torment during the war, it seems like a stretch in terms of the amount of importance given to both events (being passed over for a contest vs. losing a leg in battle).
  - Hundert feels like he has relieved Martin Blythe with his admission, but he himself does not necessarily seem relieved, even though he has been tormented by whether or not he should have leapfrogged Sedgewick. His repent is only partial, enough for Martin Blythe to be satisfied with the truth, but Hundert does not reveal why.

## Activity 5: Quick Write

**15%**

Instruct students to briefly respond in writing to the following prompt:

**Determine a central idea from Hundert’s reunion with his former students. How does this idea emerge and develop over the course of the text?**

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

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

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

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

① Instruct students to use vocabulary words from this lesson in their Quick Write.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following prompt:

**In light of the events in Hundert's retirement, how have your impressions of him grown or changed? Use evidence from the text to support your response.**

- ▶ Students follow along.

## Homework

Respond briefly to the following prompt:

**In light of the events in Hundert's retirement, how have your impressions of him grown or changed? Use evidence from the text to support your response.**

## 10.1.2

## Lesson 10

## Introduction

In this lesson, students further examine the next section of “The Palace Thief,” from “The crowd did not fail to notice” to “to congratulate the victor” (pp. 191–195), in which the “Mr. Julius Caesar” reunion competition takes place.

Students share their analyses of the impact of retirement on Hundert’s character in a full-class feedback discussion. They also work in pairs to compare the original and reunion “Mr. Julius Caesar” competitions to help establish how different characters’ motivations and actions have developed over the course of the text thus far. By participating in small group discussions, students further analyze the details of the past and present competitions. Students conclude the lesson with a Quick Write assessment, in which they refer to textual details to develop their understanding of Hundert’s conflicting motivations. For homework, students use an Actions and Assumptions Tool to create a list of actions and assumptions that are revealed over the course of the excerpt analyzed in class. These lists are reviewed and discussed at the beginning of the next lesson.

## 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.
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.
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.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write. Students answer the following prompt based on the reading (citing evidence and analyzing key words and phrases) completed in the lesson:</p> <ul style="list-style-type: none"> <li>How do details in the passage develop your understanding of Hundert's conflicting motivations? Use evidence from the text, including details from the first "Mr. Julius Caesar" competition, to support your answer.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Highlight the similarities and differences between the original and the reunion "Mr. Julius Caesar" competitions, including both the actions of the characters, as well as Hundert's reflections.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>dereliction (n.) – deliberate or conscious neglect; negligence; delinquency</li> <li>vacillation (n.) – the act of wavering in mind or opinion, or being indecisive</li> <li>demeanor (n.) – conduct; behavior</li> <li>throes (n.) – a sharp attack of emotion</li> <li>feat (n.) – a noteworthy or extraordinary act or achievement</li> <li>indolence (n.) – the quality or state of being lazy</li> <li>mercenary (adj.) – working or acting merely for money or other reward</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.1, RL.9-10.2, SL.9-10.4</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 191–195).</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Text Annotation</li> <li>Fishbowl Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>15%</li> <li>20%</li> <li>30%</li> <li>10%</li> <li>10%</li> </ol>

## Materials

- Copies of the Actions and Assumptions Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 reviewing the agenda and sharing the assessed standard for this lesson: RL.9-10.3. In this lesson, students discuss their exploration of Hundert's retirement and how it contributes to his character development. They also collaborate and compare the two "Mr. Julius Caesar" competitions to determine how different characters' motivations and actions have developed over the course of the text thus far.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Ask two or three students to volunteer their responses to the question: **In light of the events following Hundert's retirement, how have your impressions of him grown or changed?**

- ▶ Students share out their responses.

🗣 Student responses may include the following:

- Although Hundert has always held a position of authority over his boys as their teacher, he gets excited and "[feels] a headiness that [he] had never known before" (p. 187) on the helicopter ride, and it actually makes him reflect on how his life has turned out, as he wonders "what [his] life would have been like if [he] had felt this just once in [his] youth" (p. 187). He is vulnerable and reflective. This is a side of Hundert we have not seen before.
- He maintains his self-importance, though, musing that for a cause that actually means anything people will not attend, but "for a privileged romp on a private island" (p. 188) it was easier. He is judgmental but not self-aware because he himself was dazzled by the helicopter on the previous page.
- Hundert still takes a lot of pride in his former students and seems to get some satisfaction from their characters still seeming familiar, their faces still filled with "the eager expressiveness of the fist-form boys of forty-one years ago" (p. 188). Hundert describes them in terms of how they are "still" like their former selves, further establishing how connected to the past he feels (p. 188).
- Sedgewick seems to be the same Sedgewick as ever, popular and engaging, and Hundert seems to forget where the two of them left off, as he describes him "walk[ing] among the men like a prophet" (p. 189), as well as "in his element" (p. 189) as a man who has people compete for his attention.



- When Hundert answers Martin Blythe’s question about being passed over in the first “Mr. Julius Caesar” competition many years before, another side of Hundert emerges. He doesn’t wrestle with the right or wrong answer in the moment. He tells Blythe, “you should have been [in the competition]” (p. 190). There is no confrontation or question of values. There are simply two men in a boat. Hundert believes that he has “saved [Blythe] from some torment” (p. 191), but the admission probably saves Hundert from some, too.

### Activity 3: Masterful Reading

**15%**

Introduce the Quick Write assessment prompt (How do details in the passage develop your understanding of Hundert’s conflicting motivations?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

---

Have students listen to a masterful reading of a passage from “The Palace Thief,” from “The crowd did not fail to notice” to “to congratulate the victor” (pp. 191–195). Provide definitions for the following vocabulary as they appear in the masterful reading: *dereliction*, *vacillation*, *demeanor*, *throes*, *feat*, *indolence*, and *mercenary*.

Instruct students to read along in their texts.

- ▶ Students follow along, reading silently.

Ask students to independently write down initial reactions and questions.

💬 Student responses may include the following:

- Hundert has a bit of a flashback as the competition starts, and Sedgewick’s hesitation makes him nervous even though Sedgewick had bragged about studying.
- Sedgewick speaks with the “the air of a scholar” (p. 192). Maybe he can change.
- The contest seems like a repeat of the initial competition; Deepak has an advantage and Sedgewick once again wins Hundert’s heart (p. 192).
- Does Hundert’s description of being “in the throes of an affection for him that had long been under wraps” (p. 192) seem a little dramatic?

- Hundert thinks this is the competition that will rewrite history, not just the history of the previous competition, but also his overall judgment of Sedgewick, as he wonders “if [he] had indeed exaggerated the indolence of his boyhood” (p. 193).
- The line “man’s character is his fate” (p. 194) gives the impression that Hundert should have known that Sedgewick’s newly-found appreciation for history was too good to be true. Even Hundert thinks, “was it not exactly what I should have expected?” (p. 194).
- Hundert realizes his duty as a teacher and also feels like he is part of the reason for the second round of cheating.
- Hundert finds another reason not to reveal Sedgewick’s cheating. This does not seem out of line for Hundert’s character so far in the text.

### Activity 4: Annotation

**20%**

Instruct students to read the entire excerpt again and also the original “Mr. Julius Caesar” competition and annotate the text for the similarities and differences between the two competitions.

🗨 Students should identify the following similarities:

- “Fred Masoudi had dropped out” (p. 191)
- “the contest proceeded neck and neck between Sedgewick Bell and Deepak Mehta.” (p. 192)
- “Deepak...had studied this material” (p. 192)
- “the straightforward determination of Sedgewick Bell had begun to win my heart” (p. 192)
- “I seemed to be in the throes of an affection for him” (p. 192)
- “I wondered if I had indeed exaggerated the indolence of his boyhood” (p. 192)
- “Suddenly I saw him on that stage once again as a frightened boy” (p. 193)
- “I feared that it was I who had betrayed him” (p. 193)
- “I realized that the flesh-colored device in his ear was not a hearing aid” (p. 193)
- “I knew that it was my duty to speak up.” (p. 193)
- “I myself had been his partner” (p. 193)
- “The boy had somehow got hold of me again.” (p. 193)
- There is an excuse for not reacting (different excuse, but an excuse nonetheless).

- “an idea came to me” (p. 194)
- “Who was Shutruk-Nahhunte?” (p. 194)
- “I saw Sedgewick Bell begin to grow uncomfortable” (p. 194)
- “my heart bled for him” (p. 194)

🗣️ Students should identify the following differences:

- “He had told me... of the months he had spent preparing” (p. 191)
- “The boys had not worn togas” (p. 191)
- “he...spoke his answers with the air of a scholar” (p. 191)
- Sedgewick Bell now seemed to have “become[s] an intelligent man” (p. 192)
- No headmaster to reveal cheating suspicions to
- No emotional connection to participants’ parents (they are all adults)
- “Boisterous men” kept Hundert from revealing Bell’s cheating (p. 193)
- They are not in school—they are “guests now of a significant man” (p. 194)
- “Who was Shutruk-Nahhunte?” (p. 194)

## Activity 5: Fishbowl Discussion

30%

The fishbowl discussion is designed to mimic real-life interactions, where people move in and out of conversations as contributors or as recipients of information. The activity promotes active listening for students and allows them to join and contribute as they feel comfortable. The purpose of the fishbowl discussion is to facilitate student discussion around the two “Mr. Julius Caesar” competitions in a structured manner. Arrange the students into two mixed groups: an inner Group (A) and an outer Group (B).

Explain that as Group A discusses questions posed by the teacher, Group B observes and listens to Group A’s discussion.

When a member of Group B wants to join Group A’s discussion, students should tap a Group A classmate and they trade places. Explain that all students should be in Groups A and B at some point during the discussion.

- ▶ Students listen.

- ① Arrange the desks in two concentric circles. Members of the inner circle discuss questions posed by the teacher. Members of the outer circle listen, observe, and decide when they would like to swap places in order to contribute to the discussion taking place.
- ① Teachers may wish to set up parameters for this task (e.g., time limits, number of student swaps, number of student swaps per discussion question) so that the flow of student discussion is not disrupted in a way that curbs the quality of the conversation.
- ① Depending on class size, there may be more than one fishbowl at a time. In this situation, the teacher may want to solicit note takers to keep track of the ideas being expressed. Note takers can share after the fishbowl discussion.

Instruct students in Group A to respond to the following questions below:

- ▶ Students in Group A participate in discussion about the following questions, while Group B students observe, listen, and wait for an opportunity to swap positions with members of Group A.

Facilitate discussion of student responses.

**The reunion competition is held thirty-seven years after Sedgewick Bell's graduation. What is similar or different about the two competitions?**

☞ Student responses may include the following:

- The similarities of cheating: “it was at that moment I realized he was cheating” (p. 168) and “I realized that the flesh-colored device in his ear was not a hearing aid but a transmitter through which he was receiving the answers to my questions” (p. 193).
- The similarities of competition: “and on the first round Fred Masoudi fell out, not knowing the names of Augustus’s children” (p. 166) and “It was not long before Fred Masoudi had dropped out, of course, but then, as it had before, the contest proceeded neck and neck between Sedgewick Bell and Deepak Mehta” (p. 192).
- In the initial competition, as well as the reunion competition, Hundert feels a sense of pride about Sedgewick’s performance, as well as the example it sets for others. In the first competition, he thinks that Sedgewick Bell is “going to surprise us all” and “[prove his gamble] worthwhile” (p. 167), and in the reunion competition Hundert “wonders if [he] had indeed exaggerated the indolence of his boyhood” (p. 192) and is concerned about him “as a frightened boy” (p. 193).

- A major difference is that Sedgewick asked for the competition, telling Hundert that he had “often dreamed of holding a rematch of ‘Mr. Julius Caesar,’” (p. 182). He was not put up to it by his father (deceased) or Hundert (who only reached out for money).

**Sedgewick Bell arranged the competition, and then he cheated again. What does this suggest about his character?**

☞ Student responses may include the following:

- Sedgewick says that he “dreamed of holding a rematch” (p. 182), and answers questions in the reunion competition “with the air of a scholar” (p. 192) and “the composed demeanor of a scholar” (p. 192). He obviously has no problem pretending to be something he is not.
- He is a master manipulator of Hundert. Not only has he offered him “a good sum of money” (p. 182) personally and for the school, but he must have orchestrated the whole thing knowing that Hundert will not expose his cheating.

**When Sedgewick Bell initially struggles with a difficult question, Hundert thinks, “it was I who had betrayed him” (p. 193). What does this reveal about Hundert and why is it important?**

☞ Student responses may include the following:

- There is a clear emotional parallel between this reunion competition and the initial competition. In the current competition, Hundert sees Sedgewick as his former self, a “frightened boy” (p. 193).
- It reveals Hundert’s own understanding about the mistake he made in letting Sedgewick originally cheat and taking no action as a result.

**Do you think it is more or less difficult for Hundert to allow the cheating this time around? Why?**

☞ Student responses may include the following:

- Less difficult: He is alone in his fight, on unfamiliar territory, with no allies.
- More difficult: He has already been deceived once before and should have learned a lesson already.

**Which thoughts and motivations inform Hundert’s decision in how he moves forward once he realizes that Sedgewick is cheating?**

☞ Student responses may include the following:

- Hundert questions his own ignorance: “was it not exactly what I should have expected?” (p. 193) and he also wonders what Sedgewick thinks of him: “Did he know at that point what I was thinking?” (p. 193).
- Hundert describes his “duty as a teacher” (p. 194) to speak up, not only about Sedgewick’s cheating in this competition, but about their shared “moral dereliction” (p. 194) in the initial “Mr. Julius Caesar” competition.
- Hundert admits that the only reason he does not speak up is because of the insignificance of his voice and allegations amongst “a significant man on his splendid estate” (p. 194).
- He wonders if Deepak knows about Sedgewick’s cheating, and after some back and forth, proceeds the same way he did in the initial competition: he does not expose Sedgewick, but he steers the contest so that Deepak has to recall “Harry Stimson’s tablet above the door of [the] classroom” (p. 195).

### Activity 6: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

**How do details in the passage develop your understanding of Hundert’s conflicting motivations? Use evidence from the text (including details from the first “Mr. Julius Caesar” competition) to support your answer.**

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

Remind students to use the Short Response Rubric and Checklist to guide their written response.

▶ Students respond independently to the Quick Write prompt.

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

① Remind students to answer the prompt based on the reading completed in the lesson by citing strong and thorough textual evidence. Encourage students to refer to their annotations and to reflect on the close reading questions and answers.

### Activity 7: Closing

**10%**

Display and distribute the Actions and Assumptions Tool and direct students to the model tool. Discuss the first action detail and elicit assumptions indicated by the action detail. For homework, instruct

students to use the Actions and Assumptions Tool to record the actions and assumptions revealed over the course of the excerpt analyzed in class. Use the Actions and Assumptions Tool to record findings.

- ▶ Students follow along.

## Homework

Create a list of actions and assumptions revealed over the course of the excerpt analyzed in class. Use the Actions and Assumptions Tool to record findings.

## Actions and Assumptions Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Find an important action detail in the text to include in the first column. In the second column, write what Hundert assumes the detail means. In the third column, write whether Hundert’s assumption is accurate or inaccurate, and in the final column include a detail that supports your answer in column three. Refer to the first example, below.

Action Detail	Assumption	Accurate or Inaccurate?	Revealing Detail
“He told me that afternoon of the months he had spent preparing” (p. 191)	Hundert assumes that Sedgewick has studied hard for the reunion competition.	Inaccurate	“I realized that the flesh-colored device in his ear ... he was receiving answers to my questions.” (p. 193)



Action Detail	Assumption	Accurate or Inaccurate?	Revealing Detail

## Model Actions and Assumptions Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Find an important action detail in the text to include in the first column. In the second column, write what Hundert assumes the detail means. In the third column, write whether Hundert’s assumption is accurate or inaccurate and in the final column include a detail that supports your answer in column three. Refer to the first example, below.

Action Detail	Assumption	Accurate or Inaccurate	Revealing Detail
“He told me that afternoon of the months he had spent preparing” (p. 191)	Hundert assumes that Sedgewick has studied hard for the reunion competition.	Inaccurate	“I realized that the flesh-colored device in his ear ... he was receiving answers to my questions.” (p. 193)
“I felt a rush of unease as Sedgewick ... several moments before answering.” (p. 191)	Hundert thinks the competition might be too difficult for Sedgewick.	Inaccurate	“he looked straight out ... with the air of a scholar.” (p. 191)
“His answers were spoken with the composed demeanor of a scholar.” (p. 192)	Hundert thinks Sedgewick may have been late to develop at St. Benedict’s.	Inaccurate	“I was aware that this was not the situation I had known at St. Benedict’s school.” (p. 194)
“I feared it was I who had betrayed him.” (p. 193)	Hundert feels like he has contributed to Sedgewick’s impending failure.	Inaccurate	“The boy had somehow got hold of me again.” (p. 193)

Action Detail	Assumption	Accurate or Inaccurate	Revealing Detail
"The boy had somehow got hold of me again" (p. 193)	Hundert will not reveal Sedgewick's cheating.	Accurate	"it was merely the sound of a throng of boisterous men that finally prevented me from making my stand." (p. 193) and "We were guests now ... and to expose him would be a serious act indeed." (p. 194)

## 10.1.2

## Lesson 11

## Introduction

In this lesson, students continue to discuss and analyze the next section of “The Palace Thief,” from “How can I describe the scene that” to “‘You have not changed either,’ he said” (pp. 195–198). In this passage, Hundert details the aftermath of the “Mr. Julius Caesar” reunion competition and his discovery that Sedgewick has once again cheated.

Students analyze the character development of Hundert through his actions and assumptions in the previous lesson’s text excerpt. After the masterful reading, students have an opportunity to annotate the text and highlight Hundert’s expectations versus the reality of the reunion competition. These annotations prepare students for a discussion in which they analyze how Hundert’s misguided expectations or ideas further develop and refine the central ideas of the text, including the idea that just because people grow older does not mean they change or learn from their experiences. The lesson concludes with a Quick Write assessment, in which students write a brief response that considers how the competition and its aftermath further develop a central idea. For homework, students continue to read their AIR, this time through the lens of a new focus standard (RL/RI.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.
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.
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).
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> ,

	building on others' ideas and expressing their own clearly and persuasively.
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## Assessment

### Assessment(s)

The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.

- How does the competition and its aftermath further develop a central idea in the text?

### High Performance Response(s)

A High Performance Response should:

- Highlight the similarities between the reflections Hundert has in the aftermath of the reunion competition and the reflections Hundert has had throughout the text thus far.
- Identify the contrasting nature of Hundert's and Sedgewick's characters in this section of text, and apply this contrast to the development of a central idea (e.g., just because people grow older does not mean they change or learn from their experiences).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- deft (adj.) – quick and neat in movement; nimble; dexterous
- supplication (n.) – an act or instance of supplicating; humble prayer, entreaty, or petition
- potent (adj.) – powerful; mighty
- potentate (n.) – a person who possesses great power or authority, esp. a ruler or monarch
- abated (v.) – reduced in amount, degree, intensity, etc.; lessened; diminished
- chastened (v.) – corrected by punishment or suffering; caused to be more humble or restrained
- veracity (n.) – conformity to truth or fact; accuracy
- assiduously (adv.) – diligently, constantly

### Vocabulary to teach (may include direct word work and/or questions)

- spurned (v.) – rejected with disdain; scorned
- sovereign (n.) – a monarch; a king, queen, or other supreme ruler
- vindication (n.) – the state of being cleared, as from an accusation or suspicion

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.2, RL.9-10.1, RL.9-10.4, SL.9-10.1</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 195–198).</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Pages 195–198 Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>20%</li> <li>15%</li> <li>45%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Actions and Assumptions Tool (refer to 10.1.2 Lesson 10)
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 standard for this lesson: RL.9-10.2. Students engage in close reading and discussion activities as they continue to study Hundert's reflections and actions following the reunion competition and how they contribute to the development of a central idea.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

20%

Inform students that they will be working in rotating pairs for this activity.

Instruct students to form pairs. Ask students to share two observations from their homework assignment (Actions and Assumptions Tool) with their partner.

- ▶ Students share two observations with their partner.

Instruct students to find a different partner, share two additional observations, and repeat the process. Ask students to try to talk with at least three other members of the class. If a partner shares an observation that the student has already made, ask students to star that observation on their homework paper.

- ▶ Students work in various pairs to share the observations from their homework.

- ① Students should try to remember one relevant text-based idea from each partner that they think should be shared with the class.

Ask students which details their peers shared that are most important and relevant in understanding Hundert.

- 💬 Student responses should include the text-based actions and assumptions listed in the Model Actions and Assumptions Tool (refer to 10.1.2 Lesson 10).

### Activity 3: Masterful Reading

15%

Introduce the Quick Write assessment prompt (How does the competition and its aftermath further develop a central idea in the text?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

- ① Display the Quick Write assessment prompt for students to see.

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Have students listen to a masterful reading of the passage from “The Palace Thief,” from “How can I describe the scene that” to “‘You have not changed either,’ he said” (pp. 195–198). Provide definitions for the following words as they appear during the masterful reading: *deft*, *supplication*, *potent*, *potentate*, *abated*, *chastened*, *veracity*, and *assiduously*.

- ▶ Students follow along, reading silently.

① Consider displaying the vocabulary and definitions for students to access throughout the lesson.

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Ask students to reread the text independently and write down an answer to the focus question below.

**What was the purpose of the reunion competition?**

- 💬 Student responses should indicate an understanding that the reunion competition was a stage for Bell to launch his campaign and ask for donations.



**Activity 4: Pages 195–198 Reading and Discussion****45%**

Instruct students to form small groups to read and discuss the following questions and to be prepared to share answers at the end of the discussion. Ask students to annotate the text as they discuss the following questions.

- ▶ Students read, annotate, and discuss the questions in groups.

Instruct students to read the paragraph of “Why was I surprised” to “The crowd stood cheering” (p. 196).

**How does Hundert’s opinion of Sedgewick, in light of the second cheating incident, contribute to a central idea of the text?**

- 💬 Hundert’s opinion further develops the idea that people rarely change (including Hundert). He faults himself “for not realizing his ambition before” (p. 196), considering Sedgewick’s background, personality, and popularity, as well as his “[ignorance] of history” (p. 196).
- 

Instruct student groups to read from “As soon as the clapping abated” to “I heard the din late into the night” (pp. 196–197) and answer the following question.

**How does Hundert feel about the outcome of the competition? Why? How do Hundert’s reactions develop a central idea of the text?**

- 💬 Student responses should identify some or all of the following details:
    - Hundert is tormented because only he knows the truth about Sedgewick. He describes the celebration as “an unbearable counterpart to the truth I knew” (p. 197) about Sedgewick.
    - Perhaps doing “the right thing” isn’t always as easy as it sounds.
    - Hundert expresses some understanding that everyone’s character (including his) has been relatively fixed when he berates himself for not realizing “the culmination I should long ago have seen” (p. 196).
- 

Instruct students to read the paragraph of “Yet, sure enough, my conviction soon began to wane” to “I spent the afternoon alone in a cove across the island” (p. 197) and answer the following question.

**How do Hundert’s thoughts about Sedgewick contribute to his interaction with other former students?**

- Hundert is so caught up in not being accusatory about Sedgewick that it prevents him from enjoying his time with the other St. Benedict's alumni.
- 

Instruct students to read the paragraph of text that starts “Needless to say, I resolved to avoid Sedgewick Bell for the remainder of my stay” (p. 197) and answer the following question.

**How do Hundert's actions help develop your understanding of the meaning of *spurned sovereign* (p. 197)?**

- Hundert feels rejected; the “castle tower” makes it sound like someone who was part of royalty, so “spurned sovereign” is a member of royalty who feels rejected.
- 

Instruct students to read from “I did not speak to Sedgewick Bell that entire day” to “‘And I see that *you* have not changed either,’ he said” (pp. 197–198) and answer the following question.

**How does this final interaction contribute to your understanding of the word *vindication* (p. 198)?**

- Student responses should recognize that Hundert's *vindication* felt “sweet.” He was able to retroactively confront Sedgewick about the reunion competition, and it felt like a relief to him to be able to do something honest. *Vindication* must be a word akin to relieved, like a weight has been lifted.

Ask student volunteers to share discussion details from their group.

## Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

**How does the competition and its aftermath further develop a central idea in the text?**

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

Instruct students to look at their text and notes to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses and to integrate one to three words of the new vocabulary into their Quick Write.

- ▶ Students listen and read the Quick Write prompt.

- ① Students may choose to use one of the following new vocabulary words: *deft*, *potentate*, *virtue*, *sovereign*, *veracity*, *assiduously*, or any of their focus vocabulary from previous lessons.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to continue reading their AIR text using a new focus standard for guidance. Introduce RL/RI.9-10.4 as the new focus standard to guide students' AIR, and model what applying a focus standard looks like.

For example, Reading Standard RL.9-10.4 for literary texts asks students to “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).” Students who have read “The Palace Thief” might note that images like “spurned sovereign,” “castle tower,” “procession,” and “false potentate” (p. 197) impact the meaning of the text by suggesting that Hundert is the fallen king who has been betrayed by Sedgewick, a false king. These images recall the ideas of power and control that have been developed throughout the story.

Instruct students to prepare for a brief 3–5 minute discussion that will ask them to apply the language of the standards to their reading.

- ▶ Students follow along.

## Homework

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

## Model Actions and Assumptions Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Action Detail	Assumption	Accurate or Inaccurate	Revealing Detail
"He told me that afternoon of the months he had spent preparing" (p. 191)	Hundert assumes that Sedgewick has studied hard for the reunion competition.	Inaccurate	"I realized that the flesh-colored device ... was receiving answers to my questions." (p. 193)
"I felt a rush of unease ... he hesitated several moments before answering." (p. 191)	Hundert thinks the competition might be too difficult for Sedgewick.	Inaccurate	"he looked straight out into the audience ... with the air of a scholar" (p. 191)
"His answers were spoken with the composed demeanor of a scholar." (p. 192)	Hundert thinks Sedgewick may have been late to develop at St. Benedict's.	Inaccurate	"I was aware that this was not the situation I had known at St. Benedict's school." (p. 194)
"I feared it was I who had betrayed him." (p. 193)	Hundert feels like he has contributed to Sedgewick's impending failure.	Inaccurate	"The boy had somehow got hold of me again." (p. 193)

Action Detail	Assumption	Accurate or Inaccurate	Revealing Detail
"The boy had somehow got hold of me again." (p. 193)	Hundert won't reveal Sedgewick's cheating.	Accurate	"it was merely the sound ... me from making my stand" (p. 193) and "We were guests now ... to expose him would be a serious act indeed." (p. 194)
"Deepak Mehta merely looked at me, his eyes dark and resigned. Perhaps he too had just realized" (p. 194)	Hundert wonders if others know that Sedgewick cheated.	Unknown	(Not yet revealed on reviewed text thus far. On p. 204)
"'Who was Shutruck-Nahhunte?'" (p. 194)	Hundert thinks Sedgewick won't be able to answer this correctly and Deepak will win.	Accurate	"Deepak Mehta smiled, spoke the answer" (p. 195)

**10.1.2****Lesson 12****Introduction**

In this lesson, students read and discuss the final excerpt of the “The Palace Thief” by Ethan Canin, from “Well had I?” to “was now an old man” (pp. 198–205). In this section of text, Hundert attends one of Sedgewick Bell’s political rallies, where Sedgewick addresses a group of miners and introduces Hundert as a major influence in his life.

Students analyze the last excerpt of the short story, reading independently and identifying the role that character interaction has in the development of plot. Students also compose their final Quick Write of the unit as they explore how the interaction between Deepak and Hundert develops their understanding of the relationship between Hundert and Bell. For homework, students complete an Evidence Collection Tool to help them analyze the final interactions between characters as they prepare for their End-of-Unit Assessment that will be conducted in the following lesson.

**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.
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.

**Assessment**

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"><li>How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Bell?</li></ul>

**High Performance Response(s)**

A High Performance Response should:

- Include details from the rally from both Hundert and Sedgewick's point of view and compare this interaction to previous interactions and outcomes.
- Refer to the inner monologue Hundert has during his visit with Deepak to analyze how it informs his interaction with Sedgewick in this excerpt, as well as his interactions and motivations over the course of the text.

**Vocabulary****Vocabulary to provide directly (will not include extended instruction)**

- heinous (adj.) – hateful
- turrets (n.) – small towers at the angle of a building
- intimated (v.) – indicated or made known indirectly
- incumbent (n.) – the holder of an office
- fervor (n.) – great warmth and earnestness of feeling
- jubilation (n.) – a feeling of or the expression of joy or exultation
- heady (adj.) – intoxicating; exciting; exhilarating
- foist (v.) – to force upon or impose fraudulently or unjustifiably (usually followed by “on” or “upon”)
- sponson (n.) – a structure projecting from the side or main deck of a vessel to support a gun or the outer edge of a paddle box
- gleaned (v.) – to have learned, discovered, or found out, usually little by little or slowly
- charisma (n.) – a spiritual power or personal quality that gives an individual influence or authority over large numbers of people

**Vocabulary to teach (may include direct word work and/or questions)**

- acquitting (v.) – relieving from a charge of fault or crime; declaring not guilty
- convicting (v.) – proving or declaring guilty of an offense
- populist (adj.) – appealing to the interests or prejudices of ordinary people
- rhetoric (n.) – the ability to use language effectively

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.1</li> <li>Text: “The Palace Thief,” by Ethan Canin (pp. 198–205).</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Pages 198–205 Reading Discussion</li> <li>Evidence Collection Tool</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>15%</li> <li>20%</li> <li>30%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Copies of the Evidence Collection Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 reviewing the agenda and the assessed standard for this lesson: RL.9-10.3. In this lesson, students analyze the last section of the short story, reading and identifying how the plot develops as a result of the final character interactions of the text. Students also compose their final Quick Write of the unit as they explore how the interaction between Deepak and Hundert develops their understanding of the relationship between Hundert and Sedgewick.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard (RL/RI.9-10.4) to their AIR text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

### Activity 3: Masterful Reading

15%

Introduce the Quick Write assessment prompt (How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Bell?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

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Have students listen to a masterful reading of "The Palace Thief," from "Well, had I?" to "was now an old man" (pp. 198–205). Provide definitions for the following words as they appear during the masterful reading: *heinous*, *turrets*, *intimated*, *incumbent*, *fervor*, *jubilant*, *heady*, *foist*, *spoon*, *gleaned*, and *charisma*.

Instruct students to read along in their texts, listening for important details about Hundert's interaction with Sedgewick and with Deepak.

- ▶ Students follow along, reading silently.

- ① Consider displaying the vocabulary words and definitions for students to access throughout the lesson. The vocabulary to provide directly is in the vocabulary box at the beginning of the lesson.

### Activity 4: Pages 198–205 Reading and Discussion

**20%**

Direct students to form small groups. Instruct groups to review pages 198–205 as they answer the following questions. Remind students that as they discuss, they should annotate or take notes to be prepared for a full-class discussion.

**Why does Hundert comment, “is it not the glory of our legal system that *acquitting* a guilty man is less heinous than *convicting* an innocent one” (p. 198)?**

- 💬 Student responses should include the following:
- It is better to let a guilty man go than to find an innocent man guilty?
  - Hundert is trying to rationalize his behavior in the “Mr. Julius Caesar” reunion competition. He admits wrongdoing but believes he made the correct decision to be non-confrontational. If he accused Sedgewick of cheating when Sedgewick had not actually cheated, that would be far worse.

- ① **Differentiation Consideration:** If students struggle with the word *acquit*, draw their attention to the more familiar word *convict* and try to elicit that *acquit* is the opposite.

**Who does Sedgewick reach out to in his new campaign? Why is this significant?**

- 💬 Sedgewick reaches out to miners “inside [a] union hall” (p. 200). This is significant because he is pretending to be something he is not, and it is working, as “these miners counted him somehow as their own” (p. 201).

**On page 203, Hundert notes that the miners “were ignorant people, and I cannot blame them for taking to the shrewdly populist rhetoric of the man.” Which words can be substituted for “shrewdly populist rhetoric”? How does this inform your understanding of the word *rhetoric* as well as the sentence as a whole?**

- 💬 Student responses should include the following:
- Substitute *shrewdly* with *cleverly*.
  - Substitute *populist* with *working man*.
  - Substitute *rhetoric* with *effective communication*.
  - Sedgewick has been calculating in his approach to appeal to the miners, and it’s been successful.

- ① **Differentiation Consideration:** If students struggle with the word *rhetoric*, consider asking the following scaffolding question:

**Is Hundert crucial for Sedgewick to be popular among the miners?**

- ☞ No, before Hundert is introduced, Sedgewick is already described as being in control of the audience: “He raised his hand and they cheered; he lowered it and they fell silent” (p. 202).

**What does Sedgewick’s popularity among the miners (before they’ve met Hundert) indicate about Sedgewick?**

- ☞ Sedgewick has been able to successfully appeal to the miners, by speaking their language, visiting the union hall (p. 200), and decorating his helicopter (p. 201): “these miners counted him somehow as their own” (p. 201).

**What does Hundert hope for in the final interaction of the text, between Hundert and Deepak, as they both watch Sedgewick Bell on television?**

- ☞ Student responses may include:
- Hundert wants a deeper connection with Deepak. He wants them to talk more with Deepak than they “actually did” (p. 204), to talk with him about Sedgewick, and to ask “How is it to be alone, sir, at this age?” or perhaps to say, “You have made a difference in my life, Mr. Hundert” (pp. 204–205).
  - He hopes that the conversation will evolve if he gives Deepak more liquor, and “perhaps this was why [he] kept filling his glass” (p. 204).

**What does this hope tell you about Hundert’s relationship with Sedgewick?**

- ☞ Student responses may include:
- This focus on Sedgewick supports Hundert’s claim that he’s obsessed (p. 200). He has the opportunity to interact with a former student on a meaningful level—“the greatest pleasure of a teacher’s life” (p. 204)—and he cannot talk to him.
  - Hundert’s entire relationship with Sedgewick revolves around his inability to take action, and in his interaction with Deepak, Hundert reveals that he cannot take action there, either. Hundert cannot get Deepak to say the things Hundert wishes he would say, and Hundert is unable to initiate a conversation that would lead to a connection he would like.

## Activity 5: Evidence Collection Tool

30%

Distribute a copy of the Evidence Collection Tool to each student. This Tool will help students investigate the kind of relationship Hundert has always wanted to have with his students versus the kind of

relationship he actually does have with them. Instruct students to focus on the interactions between Hundert and Sedgewick at the rally and interactions between Hundert and Deepak as they watch Sedgewick on television.

- ▶ Students listen.

Instruct students to include three details on the Evidence Collection Tool in the Key Details box. Details should include examples of the two interactions between Hundert and Sedgewick at the rally and between Hundert and Deepak at the end of the story. Analysis should explore the individual detail further. The connections box allows students to connect the details and better answer the focus question: How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Sedgewick?

- ▶ Students complete the Evidence Collection Tool.
- 💬 See the Model Evidence Collection Tool at the end of this lesson.

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Instruct students to discuss their details, analysis and connections in pairs and prepare for a share out of connections during whole-class feedback.

- ▶ Students work in pairs to compare Evidence Collection Tools and prepare for whole-class feedback.

Lead a brief full-class discussion of the tools.

## Activity 6: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:

**How does the interaction between Hundert and Deepak develop your understanding of the relationship between Hundert and Bell?**

Remind students to use the Short Response Rubric and Checklist to guide their written response.

- ▶ Students listen and read the Quick Write prompt.
- ① Display the prompt for students to see or provide the prompt in hard copy.
  - ① Consider eliciting some of the vocabulary words from this and the previous two lessons (11 and 12) that might be appropriate for students to use in their Quick Writes. Instruct students to incorporate one to three words in their work. Examples of vocabulary words for consideration are: *deft*, *potentate*, *virtue*, *veracity*, *assiduously*, *demeanor*, *vacillation*, *dereliction*, *gleaned*, and *charisma*.

Transition students to the independent Quick Write.

- ▶ Students independently respond to the Quick Write prompt.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 7: Closing

**5%**

Distribute and display the homework. Instruct students for homework to 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. Students should use evidence from the text to support their response.

Additionally for homework, students organize and expand their notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

## Homework

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 to support your response.

Also, organize and expand your notes and annotations in preparation for the End-of-Unit Assessment.

## Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Select three quotes from this lesson’s close reading passage that address the focusing question and write them in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

**Purpose:** To explore interactions between complex characters and how they contribute to an understanding of character development.

**Focus Question:** How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Sedgewick?

<b>Key Detail:</b>	<b>Key Detail:</b>	<b>Key Detail:</b>
<b>Analysis:</b>	<b>Analysis:</b>	<b>Analysis:</b>
<b>Connections:</b>		

## Model Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Select three quotes from this lesson’s close reading passage that address the focusing question and write them in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.

**Purpose:** To explore interactions between complex characters and how they contribute to an understanding of character development.

**Focus Question:** How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Sedgewick?

<b>Key Detail:</b> “Perhaps by then the boy had become an obsession ... would have been of natural interest to anyone.” (p. 200)	<b>Key Detail:</b> “‘My history teacher,’ he said, as the crowd began to cheer again ... ‘Mr. Hundert,’ he boomed, ‘from forty-five years ago at Richmond Central High School.’” (p. 202).	<b>Key Detail:</b> “I wanted him to ask, ... A man’s character is his character.” (pp. 203–204)
<b>Analysis:</b> Although Hundert notes, in a rare moment of self-reflection, that he may be obsessed with Sedgewick, he is unapologetic about it as he makes an excuse for his newfound interest. He hasn’t come far enough in his reflection.	<b>Analysis:</b> Sedgewick has capitalized on Hundert’s appearance and has made Hundert more of an active participant in his deception. He lies about his background so the miners can relate to him better.	<b>Analysis:</b> Hundert makes a statement claiming to know Deepak’s character, but it’s clear that he still doesn’t know his own. He has an opportunity to have a meaningful interaction with someone who has opened up to him, and he doesn’t realize it.

**Connections:** Hundert makes a statement that makes him sound wise or like someone who has learned from experience as he says, “A man’s character is his character” (p. 205). This sounds like something he may have seen play out over and over again throughout the course of history, but he hasn’t seemed to apply it to his own life. Had he been more self-aware of his own character, as well as that of Sedgewick Bell, he wouldn’t have been shamed three times by the man he ends up watching on television. He would also be more willing to accept the interaction with Deepak when it’s right in front of him.



## 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"> <li>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.</li> </ul> <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"> <li>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.</li> <li>Consider the cumulative impact that Hundert’s motivations and actions have had on the development of a central idea.</li> <li>Include examples of how characters respond and interact in the past and decades later, and draw parallels between the two time periods.</li> <li>Analyze how different characters prey upon Hundert’s weaknesses for their own personal or political gain.</li> <li>Appropriately incorporate three to six vocabulary words that have been discussed and analyzed over the course of the unit thus far.</li> <li>Use standards specific language (central idea, complex character, conflicting motivations) and include cumulative evidence from the entire short story.</li> </ul>

## Vocabulary

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

\*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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.2, RL.9-10.3, RL.9-10.1, W.9-10.2, L.9-10.1</li> <li>Text: “The Palace Thief,” by Ethan Canin</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>End-of-Unit Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>75%</li> <li>5%</li> </ol>

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.