

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
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, RL.9-10.1, RL.9-10.4 • Text: "The Palace Thief," by Ethan Canin (pp. 160–164). 	

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.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
📌	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.3. 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.

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.

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.

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.

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.

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.

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.

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

Name:		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?
Hundert's motivations:	
Sedgewick's motivations:	
Connect Details/Explain the connections between Hundert and Sedgewick:	

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Analyzing Details Tool:

Narrator/Senator

Name:		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?
Hundert's motivations:	
The Senator's motivations:	
Connect Details/Explain the connections between Hundert and the Senator:	

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