

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"> How do the conflicting motivations of the narrator shape his actions in the passage?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Explain how Hundert struggles to decide what to do during the competition. 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.

Vocabulary

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

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

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

Activity 1: Introduction to Lesson Agenda

5%

Begin by 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.

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.

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.

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

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

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

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

From Analyzing Details Tool, by Odell Education, www.odelleducation.com. Copyright (2012) by Odell Education. Adapted with permission under an Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>

Model Analyzing Multiple Motivations Tool

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

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.

From Analyzing Details Tool, by Odell Education, www.odelleducation.com. Copyright (2012) by Odell Education. Adapted with permission under an Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>