

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"> How does the character of Hundert further develop in this passage?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> 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. Identify the different ways that Sedgewick and Senator Bell torment Hundert and how this affects his actions and decisions decades later.

Vocabulary

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

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

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.
	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%

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).

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

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

Group B Text-Analysis Tool

Passage	Questions	Response
<p>From: “Although the resultant split among the faculty” to “Not one of them seemed unable to eat.” (pp. 178–180)</p>	<p>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> <p>Who does Hundert refer to as his “all[ies]” (p. 179) and how do these references further develop your understanding of him?</p>	
<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>	

Group C Text-Analysis Tool

Passage	Questions	Response
<p>From: “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>“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>	

Model Group A Text-Analysis Tool

Passage	Question	Model Student Response
From: “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
From: “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>From: “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>