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| 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

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| 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

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| Assessment(s) |
| 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:   * 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. |
| High Performance Response(s) |
| A High Performance Response should:   * 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. |

# Vocabulary

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

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:**   * Standards: RL.9-10.3, RL.9-10.1, RL.9-10.2, SL.9-10.4 * Text: “The Palace Thief,” by Ethan Canin(pp. 191–195)*.* |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Text Annotation 5. Fishbowl Discussion 6. Quick Write 7. Closing | 1. 5% 2. 10% 3. 15% 4. 20% 5. 30% 6. 10% 7. 10% |

# Materials

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

# Learning Sequence

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| 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.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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.
* 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 hesistation 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.
* 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.
* 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.
* 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**.

* 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.
* 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

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| --- | --- | --- | --- | --- | --- |
| **Name:** |  | **Class:** |  | **Date:** |  |

**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) |
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Model Actions and Assumptions Tool

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| --- | --- | --- | --- | --- | --- |
| **Name:** |  | **Class:** |  | **Date:** |  |

**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) |
| “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) |