

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

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.
	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 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.

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.

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).
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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).
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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.
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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.
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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

Name:		Class:		Date:	
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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)