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| 10.1.2 | Lesson 12 |

# Introduction

In this lesson, students read and discuss the final excerpt of the “The Palace Thief” by Ethan Canin, from “Well had I?” to “was now an old man” (pp. 198–205). In this section of text,Hundert attends one of Sedgewick Bell’s political rallies, where Sedgewick addresses a group of miners and introduces Hundert as a major influence in his life.

Students analyze the last excerpt of the short story, reading independently and identifying the role that character interaction has in the development of plot. Students also compose their final Quick Write of the unit as they explore how the interaction between Deepak and Hundert develops their understanding of the relationship between Hundert and Bell. For homework, students complete an Evidence Collection Tool to help them analyze the final interactions between characters as they prepare for their End-of-Unit Assessment that will be conducted in the following 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. |

# Assessment

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| 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 interaction between Deepak and Hundert develop your understanding of therelationship between Hundert and Bell? |
| High Performance Response(s) |
| A High Performance Response should:   * Include details from the rally from both Hundert and Sedgewick’s point of view and compare this interaction to previous interactions and outcomes. * Refer to the inner monologue Hundert has during his visit with Deepak to analyze how it informs his interaction with Sedgewick in this excerpt, as well as his interactions and motivations over the course of the text. |

# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * heinous (adj.) – hateful * turrets (n.) – small towers at the angle of a building * intimated (v.) – indicated or made known indirectly * incumbent (n.) – the holder of an office * fervor (n.) – great warmth and earnestness of feeling * jubilation (n.) – a feeling of or the expression of joy or exultation * heady (adj.) – intoxicating; exciting; exhilarating * foist (v.) – to [force](http://dictionary.reference.com/browse/force) upon or impose fraudulently or unjustifiably (usually followed by “on” or “upon”) * sponson (n.) – a structure projecting from the side or main deck of a vessel to support a gun or the outer edge of a paddle box * gleaned (v.) – to have learned, discovered, or found out, usually little by little or slowly * charisma (n.) – a spiritual power or personal quality that gives an individual influence or authority over large numbers of people |
| Vocabulary to teach (may include direct word work and/or questions) |
| * acquitting (v.) – relieving from a charge of fault or crime; declaring not guilty * convicting (v.)—proving or declaring guilty of an offense * populist (adj.) – appealing to the interests or prejudices of ordinary people * rhetoric (n.) – the ability to use language effectively |

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:**   * Standards: RL.9-10.3, RL.9-10.1 * Text: “The Palace Thief,” by Ethan Canin (pp. 198–205). |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Pages 198–205 Reading Discussion 5. Evidence Collection Tool 6. Quick Write 7. Closing | 1. 5% 2. 10% 3. 15% 4. 20% 5. 30% 6. 15% 7. 5% |

# Materials

* Copies of the Evidence Collection 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 the assessed standard for this lesson: RL.9-10.3. In this lesson, students analyze the last section of the short story, reading and identifying how the plot develops as a result of the final character interactions of the text. Students also compose their final Quick Write of the unit as they explore how the interaction between Deepak and Hundert develops their understanding of the relationship between Hundert and Sedgewick.

* Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they can apply their focus standard (RL/RI.9-10.4) to their AIR text. 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 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%

Introduce the Quick Write assessment prompt (How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Bell?). 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 “The Palace Thief,” from “Well, had I?” to “was now an old man*”* (pp. 198–205). Provide definitions for the following words as they appear during the masterful reading: *heinous, turrets, intimated, incumbent, fervor, jubilation, heady, foist, sponson, gleaned,* and *charisma*.

Instruct students to read along in their texts, listening for important details about Hundert’s interaction with Sedgewick and with Deepak.

* Students follow along, reading silently.
* Consider displaying the vocabulary words and definitions for students to access throughout the lesson. The vocabulary to provide directly is in the vocabulary box at the beginning of the lesson.

Activity 4: Pages 198–205 Reading and Discussion 20%

Direct students to form small groups. Instruct groups to review pages 198–205 as they answer the following questions. Remind students that as they discuss, they should annotate or take notes to be prepared for a full-class discussion.

Why does Hundert comment, “is it not the glory of our legal system that *acquitting* a guilty man is less heinous than *convicting* an innocent one” (p. 198)?

* Student responses should include the following:
  + It is better to let a guilty man go than to find an innocent man guilty?
  + Hundert is trying to rationalize his behavior in the “Mr. Julius Caesar” reunion competition. He admits wrongdoing but believes he made the correct decision to be non-confrontational. If he accused Sedgewick of cheating when Sedgewick had not actually cheated, that would be far worse.
* **Differentiation Consideration:** If students struggle with the word *acquit*, draw their attention to the more familiar word *convict* and try to elicit that *acquit* is the opposite*.*

Who does Sedgewick reach out to in his new campaign? Why is this significant?

* Sedgewick reaches out to miners “inside [a] union hall” (p. 200). This is significant because he is pretending to be something he is not, and it is working, as “these miners counted him somehow as their own” (p. 201).

On page 203, Hundert notes that the miners “were ignorant people, and I cannot blame them for taking to the shrewdly populist rhetoric of the man.” Which words can be substituted for “shrewdly populist rhetoric”? How does this inform your understanding of the word *rhetoric* as well as the sentence as a whole?

* Student responses should include the following:
  + Substitute *shrewdly* with *cleverly*.
  + Substitute *populist* with *working man*.
  + Substitute *rhetoric* with *effective communication*.
  + Sedgewick has been calculating in his approach to appeal to the miners, and it’s been successful.
* **Differentiation Consideration**: If students struggle with the word *rhetoric*, consider asking the following scaffolding question:

Is Hundert crucial for Sedgewick to be popular among the miners?

* No, before Hundert is introduced, Sedgewick is already described as being in control of the audience: “He raised his hand and they cheered; he lowered it and they fell silent” (p. 202).

What does Sedgewick’s popularity among the miners (before they’ve met Hundert) indicate about Sedgewick?

* Sedgewick has been able to successfully appeal to the miners, by speaking their language, visiting the union hall (p. 200), and decorating his helicopter (p. 201): “these miners counted him somehow as their own” (p. 201).

**What does Hundert hope for in the final interaction of the text, between Hundert and Deepak, as they both watch Sedgewick Bell on television?**

* Student responses may include:
  + Hundert wants a deeper connection with Deepak. He wants them to talk more with Deepak than they “actually did” (p. 204), to talk with him about Sedgewick, and to ask “How is it to be alone, sir, at this age?” or perhaps to say, “You have made a difference in my life, Mr. Hundert” (pp. 204–205).
  + He hopes that the conversation will evolve if he gives Deepak more liquor, and “perhaps this was why [he] kept filling his glass” (p. 204).

What does this hope tell you about Hundert’s relationship with Sedgewick?

* Student responses may include:
  + This focus on Sedgewick supports Hundert’s claim that he’s obsessed (p. 200). He has the opportunity to interact with a former student on a meaningful level—“the greatest pleasure of a teacher’s life” (p. 204)—and he cannot talk to him.
  + Hundert’s entire relationship with Sedgewick revolves around his inability to take action, and in his interaction with Deepak, Hundert reveals that he cannot take action there, either. Hundert cannot get Deepak to say the things Hundert wishes he would say, and Hundert is unable to initiate a conversation that would lead to a connection he would like.

Activity 5: Evidence Collection Tool 30%

Distribute a copy of the Evidence Collection Tool to each student. This Tool will help students investigate the kind of relationship Hundert has always wanted to have with his students versus the kind of relationship he actually does have with them. Instruct students to focus on the interactions between Hundert and Sedgewick at the rally and interactions between Hundert and Deepak as they watch Sedgewick on television.

* Students listen.

Instruct students to include three details on the Evidence Collection Tool in the Key Details box. Details should include examples of the two interactions between Hundert and Sedgewick at the rally and between Hundert and Deepak at the end of the story. Analysis should explore the individual detail further. The connections box allows students to connect the details and better answer the focus question: How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Sedgewick?

* Students complete the Evidence Collection Tool.
* See the Model Evidence Collection Tool at the end of this lesson.

Instruct students to discuss their details, analysis and connections in pairs and prepare for a share out of connections during whole-class feedback.

* Students work in pairs to compare Evidence Collection Tools and prepare for whole-class feedback.

Lead a brief full-class discussion of the tools.

Activity 6: Quick Write 15%

Instruct students to respond briefly in writing to the following prompt:

**How does the interaction between Hundert and Deepak develop your understanding of the relationship between Hundert and Bell?**

Remind students to use the Short Response Rubric and Checklist to guide their written response.

* Students listen and read the Quick Write prompt.
* Display the prompt for students to see or provide the prompt in hard copy.
* Consider eliciting some of the vocabulary words from this and the previous two lessons (11 and 12) that might be appropriate for students to use in their Quick Writes. Instruct students to incorporate one to three words in their work. Examples of vocabulary words for consideration are: *deft, potentate, virtue, veracity, assiduously, demeanor, vacillation, dereliction, gleaned,* and *charisma.*

Transition students to the independent Quick Write.

* Students independently respond to the Quick Write prompt.
* See the High Performance Response at the beginning of this lesson.

Activity 7: Closing 5%

Distribute and display the homework. Instruct students for homework to choose a relationship between two characters from “The Palace Thief” and identify how that relationship changes or stays the same over the course of the text. Students should use evidence from the text to support their response.

Additionally for homework, students organize and expand their notes and annotations in preparation for the End-of-Unit Assessment.

* Students follow along.

# Homework

Choose a relationship between two characters from “The Palace Thief” and identify how that relationship changes or stays the same over the course of the text. Use evidence from the text to support your response.

Also, organize and expand your notes and annotations in preparation for the End-of-Unit Assessment.

Evidence Collection Tool

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** |  | | **Class:** |  | | **Date:** |  |
| **Directions:** Select three quotes from this lesson’s close reading passage that address the focusing question and write them in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.  **Purpose:** To explore interactions between complex characters and how they contribute to an understanding of character development.  **Focus Question:** How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Sedgewick? | | | | | | | |
| **Key Detail:** | | **Key Detail:** | | | **Key Detail:** | | |
| **Analysis:** | | **Analysis:** | | | **Analysis:** | | |
| **Connections:** | | | | | | | |

Model Evidence Collection Tool

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** |  | | **Class:** |  | | **Date:** |  |
| **Directions:** Select three quotes from this lesson’s close reading passage that address the focusing question and write them in the Key Detail space. Explain how each quote helps you to answer the focusing question in the Analysis space. Finally, use these notes to construct a response to the focusing question that connects your analysis of all three details in the Connections space.  **Purpose:** To explore interactions between complex characters and how they contribute to an understanding of character development.  **Focus Question:** How does the interaction between Deepak and Hundert develop your understanding of the relationship between Hundert and Sedgewick? | | | | | | | |
| **Key Detail:** “Perhaps by then the boy had become an obsession … would have been of natural interest to anyone.” (p. 200) | | **Key Detail:** “’My history teacher,’ he said, as the crowd began to cheer again ... ’Mr. Hundert,’ he boomed, ‘from forty-five years ago at Richmond Central High School.’” (p. 202). | | | **Key Detail:** “I wanted him to ask, … A man’s character is his character.” (pp. 203–204) | | |
| **Analysis:** Although Hundert notes, in a rare moment of self-reflection, that he may be obsessed with Sedgewick, he is unapologetic about it as he makes an excuse for his newfound interest. He hasn’t come far enough in his reflection. | | **Analysis:** Sedgewick has capitalized on Hundert’s appearance and has made Hundert more of an active participant in his deception. He lies about his background so the miners can relate to him better. | | | **Analysis:** Hundert makes a statement claiming to know Deepak’s character, but it’s clear that he still doesn’t know his own. He has an opportunity to have a meaningful interaction with someone who has opened up to him, and he doesn’t realize it. | | |
| **Connections:** Hundert makes a statement that makes him sound wise or like someone who has learned from experience as he says, “A man’s character is his character” (p. 205).This sounds like something he may have seen play out over and over again throughout the course of history, but he hasn’t seemed to apply it to his own life. Had he been more self-aware of his own character, as well as that of Sedgewick Bell, he wouldn’t have been shamed three times by the man he ends up watching on television. He would also be more willing to accept the interaction with Deepak when it’s right in front of him. | | | | | | | |