**Introduction**

In this lesson, students read pages 191–195 of “The Palace Thief” (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”), in which the “Mr. Julius Caesar” reunion competition takes place. Students participate in a jigsaw discussion in which they compare the original and reunion “Mr. Julius Caesar” competitions and consider what this comparison suggests about Hundert’s character. Student learning is assessed via a Quick Write at the end of the lesson: Based on Hundert’s accounts of the two “Mr. Julius Caesar” competitions, to what extent does Hundert demonstrate Heraclitus’s observation, “Man’s character is his fate” (p. 193)?

For homework, students reread pages 191–195 of “The Palace Thief” and respond to a focus question. In addition, students read pages 195–198 of “The Palace Thief,” box any unfamiliar words, and look up their definitions. Additionally, students use the Central Ideas Tracking Tool to trace the development of central ideas.

**Standards**

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RL.9-10.3</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>Addressed Standard(s)</td>
<td>W.9-10.9.a</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td></td>
<td>a.</td>
<td>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</td>
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<td>SL.9-10.1.a, c</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td></td>
<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study;</td>
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explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Based on Hundert’s accounts of the two “Mr. Julius Caesar” competitions, to what extent does Hundert demonstrate Heraclitus’s observation, “Man’s character is his fate” (p. 193)?

High Performance Response(s)

A High Performance Response should:

- Analyze the extent to which Hundert demonstrates Heraclitus’s statement, “Man’s character is his fate” (e.g., Hundert’s actions during the second competition suggest that his character is his fate. Throughout the story thus far, Hundert has struggled to maintain his “code of morals” (p. 172). When Hundert tries to report Sedgewick’s cheating after the first “Mr. Julius Caesar” competition, for example, he recognizes that he “lacked the character” to “confront the senator” (p. 173). Hundert again struggles to maintain his “code of morals” when he realizes that Sedgewick is cheating during the second competition. Hundert reflects, “I knew it was my duty as a teacher to bring him clear of the moral dereliction in which I myself had been his partner, yet at the same time I felt myself adrift in the tide of my own vacillation and failure” (p. 193). Just as earlier Hundert justified Mr. Woodbridge’s instructions to ignore the cheating by acknowledging “the necessities of a boys’ school” (p. 169), he now justifies his moral compromise by explaining, “We were guests now of a significant man on his splendid estate, and to expose him would be a serious act indeed” (p. 194). Nonetheless, just as in the first instance, Hundert is dissatisfied by his silence and again attempts to correct his decision by steering the competition toward the contestant who deserves to win, Deepak Mehta. The similarities between Hundert’s responses to Sedgewick’s cheating in the two competitions suggest that age and experience have not strengthened Hundert’s character and he remains unable to defend his principles.)
Vocabulary

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
- mercenary (adj.) – working or acting merely for money or other reward

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- demeanor (n.) – a person’s appearance and behavior
- feat (n.) – an act or achievement that shows courage, strength, or skill

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
</tr>
<tr>
<td>• Standards: RL.9-10.3, W.9-10.9.a, SL.9-10.1.a, c</td>
<td>5%</td>
</tr>
<tr>
<td>• Text: “The Palace Thief” from <em>The Palace Thief</em> by Ethan Canin, pages 191–195</td>
<td>10%</td>
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<tr>
<td>Learning Sequence:</td>
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<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>15%</td>
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<tr>
<td>2. Homework Accountability</td>
<td>50%</td>
</tr>
<tr>
<td>3. Masterful Reading</td>
<td>10%</td>
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<tr>
<td>4. Jigsaw Discussion</td>
<td>10%</td>
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<tr>
<td>5. Quick Write</td>
<td>10%</td>
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<tr>
<td>6. Closing</td>
<td>10%</td>
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Materials

- Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Copies of Jigsaw Tools A–E for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
• Student copies of the Central Ideas Tracking Tool (refer to 10.1.2 Lesson 2)—students may need additional blank copies

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<tr>
<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
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<tr>
<td></td>
<td>Italicized text indicates a vocabulary word.</td>
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<tr>
<td></td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td></td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td></td>
<td>Indicates instructional notes for the teacher.</td>
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</table>

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.3. In this lesson, students take part in a jigsaw discussion to compare the two “Mr. Julius Caesar” competitions before participating in a whole-class discussion to consider what this comparison suggests about Hundert’s character.

- Students look at the agenda.

Instruct students to take out their copies of the 10.1 Common Core Learning Standards Tool. Inform students that they begin working with a new substandard in this lesson: SL.9-10.1.c. Instruct students to individually read substandard SL.9-10.1.c on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with substandard SL.9-10.1.c.

Instruct students to talk in pairs about what they think the substandard SL.9-10.1.c means. Lead a brief discussion about this substandard.

- Student responses may include:
  - Students move discussions forward by asking and answering questions.
  - Students talk about how the discussion relates to bigger ideas.
  - Students work to actively bring others into the discussion.
Activity 2: Homework Accountability 10%

Instruct student pairs to share and discuss the vocabulary words they identified in the previous lesson’s homework.

- Students may identify the following words: *dereliction*, *vacillation*, and *mercenary*.

1. **Differentiation Consideration:** Students may also identify the following words: *demeanor* and *feat*.
2. Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading 15%

Have students listen to a masterful reading of pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”).

1. Consider pausing several times during the masterful reading to allow students time to write down initial reactions and questions.
   - Students follow along, reading silently.

2. **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

   How is the second “Mr. Julius Caesar” competition similar to or different from the first “Mr. Julius Caesar” competition?

Activity 4: Jigsaw Discussion 50%

Explain to students that in this part of the lesson they participate in a jigsaw discussion. Instruct students to form “home groups” of four. Instruct students to assign each member of the home group a letter from A through D. Instruct students to form new groups based on their letter assignment.

Distribute Jigsaw Tools A–D to each student, based on group.

Instruct students to reread pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) and answer the focus questions on their Jigsaw Tools. Instruct students to continue to annotate the text as they read and discuss.
This annotation exercise supports students’ engagement with W.9-10.9.a, which addresses the use of textual evidence in writing.

Consider reminding students that this is an opportunity to apply standards SL.9-10.1.a and c by participating effectively in a collaborative discussion. Students may focus on referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas. They may also focus on propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.

- Students form small groups to read and analyze text.
- See Model Jigsaw Tools for possible student responses.

Instruct students to return to their home groups and briefly share their responses to Jigsaw Tools A–D.

Lead a brief whole-class discussion based on student responses.

Instruct students to remain in their home groups. Post or project the following question for students to discuss before sharing out with the class:

**Paraphrase Heraclitus’s observation, “Man’s character is his fate” (p. 193).**

- A person’s character, or the qualities that contribute to his or her identity, and fate, or the events in a person’s life, are so closely related that they cannot be separated. In other words, what happens to a person depends on the choices he or she makes, but those choices, in turn, depend on the qualities of the individual. For example, a brave person will always choose to try to be courageous, while a cowardly person will find it difficult to choose courageous actions.

Lead a brief whole-class discussion of student responses.

**Activity 5: Quick Write**

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

**Based on Hundert’s accounts of the two “Mr. Julius Caesar” competitions, to what extent does Hundert demonstrate Heraclitus’s observation, “Man’s character is his fate” (p. 193)?**

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.
Students listen and read the Quick Write prompt.

Display the prompt for students to see, or provide the prompt in hard copy.

Transition 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 10%**

Display and distribute the homework assignment. For homework, instruct students to reread pages 191–195 of “The Palace Thief” (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) and respond to a modified version of this lesson’s Quick Write, focusing on Sedgewick rather than Hundert:

**Based on Hundert’s accounts of the two “Mr. Julius Caesar” competitions, to what extent does Sedgewick demonstrate Heraclitus’s observation, “Man’s character is his fate” (p. 193)?**

Also for homework, instruct students to read pages 195–198 of “The Palace Thief” (from “How can I describe the scene that took place next” to “‘And I see that you have not changed either,’ he said”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text. In addition, instruct students to use the Central Ideas Tracking Tool to trace the development of central ideas in the text.

- Students follow along.

**Homework**

Reread pages 191–195 of “The Palace Thief” (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) and respond to the following focus prompt:

**Based on Hundert’s accounts of the two “Mr. Julius Caesar” competitions, to what extent does Sedgewick demonstrate Heraclitus’s observation, “Man’s character is his fate” (p. 193)?**

Also, read pages 195–198 of “The Palace Thief” (from “How can I describe the scene that took place next” to “‘And I see that you have not changed either,’ he said”), box any unfamiliar words, and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text. In addition, use the Central Ideas Tracking Tool to trace the development of central ideas in the text.
Jigsaw Tool A

<table>
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<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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**Directions:** Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

What do Hundert’s emotions upon discovering Sedgewick’s cheating during the first competition suggest about his character?

What do Hundert’s emotions upon discovering Sedgewick’s cheating during the second competition suggest about his character?

How do Hundert’s responses to Sedgewick’s cheating in both instances develop his character?
Directions: Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

In the first competition, what does Hundert’s initial decision about how to handle Sedgewick’s cheating suggest about Hundert’s character?

In the second competition, what does Hundert’s initial decision about how to handle Sedgewick’s cheating suggest about Hundert’s character?

What do Hundert’s initial decisions about how to handle Sedgewick’s cheating in both competitions suggest about Hundert’s character?
Jigsaw Tool C

Name: 
Class: 
Date: 

Directions: Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

In the first competition, what does Hundert’s final decision not to expose Sedgewick’s cheating suggest about Hundert’s character?

In the second competition, what does Hundert’s final decision not to expose Sedgewick’s cheating suggest about Hundert’s character?

What do Hundert’s decisions not to expose Sedgewick’s cheating in both competitions suggest about Hundert’s character?
In the first competition, what does Hundert’s decision to steer the competition toward Deepak Mehta suggest about his character?

In the second competition, what does Hundert’s decision to steer the competition toward Deepak Mehta suggest about his character?

What does Hundert’s decision to steer both competitions toward Deepak Mehta suggest about Hundert’s character?
Model Jigsaw Tool A

Directions: Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

What do Hundert’s emotions upon discovering Sedgewick’s cheating during the first competition suggest about his character?

When Hundert realizes Sedgewick is cheating, he says, “I felt an inexplicable pity for the boy” (p. 168). Hundert’s pity suggests that while he says he does not believe in “coddling” his students and remembers his best teachers as the ones who were “tyrants,” he also cares about his students and assumes responsibility for them (p. 168). Hundert seems to have some compassion for Sedgewick.

What do Hundert’s emotions upon discovering Sedgewick’s cheating during the second competition suggest about his character?

After discovering Sedgewick’s cheating, Hundert reports “Nausea rose in me” (p. 193), demonstrating the depth of his disappointment that Sedgewick has not changed. When Hundert finally asks the question he knows Sedgewick cannot answer and sees him struggling on stage, he wonders, “How can it be that for a moment my heart bled for him?” (p. 194), and when Deepak answers correctly, Hundert reflects, “Yet what was strange was that I felt disappointment” (p. 195), suggesting that Hundert regrets that Sedgewick never learned the lesson Hundert felt was most important: “the importance of character and high ideals” (p. 163).

How do Hundert’s responses to Sedgewick’s cheating in both instances develop his character?

Despite the passage of time, Hundert’s responds in the same way. He simultaneously feels pity for Sedgewick when he sees him struggling publicly and experiences disappointment that the student he thought he had helped to succeed is actually cheating. Sedgewick’s cheating serves as evidence that Hundert has failed to meet his expectations of being a teacher able to instill in his pupils an understanding of “high ideals” (p. 163).
Model Jigsaw Tool B

Name: ____________________________  Class: ____________________________  Date: ____________________________

Directions: Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

In the first competition, what does Hundert’s initial decision about how to handle Sedgewick’s cheating suggest about Hundert’s character?

- Initially, Hundert decides “in the long run it was best for Sedgewick Bell to be caught” (p. 168). Hundert comes to his decision after a “period of internal deliberation” (p. 168), yet he is very clear about what he believes is the right way to handle the situation. Hundert’s certainty suggests that he has very strong principles and very definite ideas about how best to live up to those principles.

In the second competition, what does Hundert’s initial decision about how to handle Sedgewick’s cheating suggest about Hundert’s character?

- Hundert says that he looked at Sedgewick “for a long time” and then acknowledges, “I knew that it was my duty to speak up. I knew it was my duty as a teacher to bring him clear of the moral dereliction in which I myself had been his partner” (p. 193), suggesting that he continues to have a clear sense of his responsibilities as a teacher and that he takes the responsibilities seriously.

What do Hundert’s initial decisions about how to handle Sedgewick’s cheating in both competitions suggest about Hundert’s character?

- Time and experience have not changed Hundert’s expectations of what is required of him as a teacher. In both instances, Hundert believes that his role as a teacher demands that he make decisions that will help “mold” Sedgewick into a man of good character (p. 163). In both cases, Hundert clearly recognizes what he believes is best for Sedgewick, suggesting that Hundert upholds his “code of morals” (p. 172), at least in theory, and Hundert still values “character and high ideals” (p. 163).
Model Jigsaw Tool C

Directions: Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

In the first competition, what does Hundert’s final decision not to expose Sedgewick’s cheating suggest about Hundert’s character?

- Hundert’s decision to remain silent suggests that he is a man who is easily manipulated by others and who seeks to justify his decisions by placing the responsibility on external circumstances rather than his own internal choices. Hundert is first influenced by a direct threat from his headmaster, Mr. Woodbridge, who tells him, “Ignore it, Hundert, or look for another job” (p. 169). He is also influenced by his knowledge that the majority of the people in the audience support Sedgewick; when the crowd cheers as the Senator calls out to his son, Hundert finds himself with the “sudden, indefensible urge to steer the contest in young Sedgewick Bell’s direction” (p. 170). After choosing to remain silent, Hundert does not assume responsibility for his decision. Instead, he justifies his decision by explaining that as headmaster, Mr. Woodbridge was “familiar with the necessities of a boys’ school” and made the decision out of superior knowledge (p. 169).

In the second competition, what does Hundert’s final decision not to expose Sedgewick’s cheating suggest about Hundert’s character?

- Hundert’s decision not to expose Sedgewick’s cheating in the second competition suggests that he remains easily swayed by others and willing to use external circumstances as an excuse for his own internal decisions. Although Hundert believes he has a duty to expose Sedgewick, Hundert confesses that he is influenced by the compassion he once felt for Sedgewick and admits, “The boy had somehow got hold of me again” (p. 193). He also admits that “the sound of a throng of boisterous men” influenced his decision to remain silent about Sedgewick’s cheating (p. 193). Again, Hundert does not assume responsibility for his choice, but instead justifies his decision by considering outside factors. He explains, “We were guests now of a significant man on his splendid estate, and to expose him would be a serious act indeed” (p. 194).
What do Hundert’s decisions not to expose Sedgewick’s cheating in both competitions suggest about Hundert’s character?

- Hundert’s decision not to expose Sedgewick’s cheating in both competitions suggests that Hundert has complex motivations. While Hundert demonstrates a clear knowledge of his own “code of morals” in both instances (p. 172), he is moved by pity and by fear to make choices that violate that code. It is difficult for Hundert to accept that he has failed to meet his expectations, however, and so in both cases, Hundert finds reasons to justify what he knows to be a morally corrupt decision.
### Directions: Refer to pages 166–171 (from “Who was routed at Philippi?” to “his lifelong pursuit of missed glory”) and pages 191–195 (from “The crowd did not fail to notice the feat” to “and crossed theatrically to congratulate the victor”) of “The Palace Thief” and answer the focus questions below.

### In the first competition, what does Hundert’s decision to steer the competition toward Deepak Mehta suggest about his character?

- In the first competition, Hundert decides to steer the competition towards Deepak Mehta when the voice of Deepak Mehta’s mother reminds him of his principles. Hundert has already decided to follow Mr. Woodbridge’s order to remain silent about Sedgewick’s cheating, yet he knows that Deepak Mehta should be the winner of the competition based on merit. In an effort to provide justice while still following Mr. Woodbridge’s order, Hundert asks a question that is not on the outline. His resolution to provide justice leads him once again to make a decision that violates his own “code of morals” (p. 172), and he is unsure of how best to resolve the conflicting impulses.

### In the second competition, what does Hundert’s decision to steer the competition toward Deepak Mehta suggest about his character?

- After deciding not to confront Sedgewick publicly during the second competition, Hundert remains dissatisfied by the idea that Sedgewick will win an honor he does not deserve. He notices Deepak Mehta looking at him with “eyes dark and resigned” (p. 194). Recognizing that Deepak Mehta is the man who should again be named “Mr. Julius Caesar” and suspecting that the “mercenary professor talking in [Sedgewick’s] ear” did not attend St. Benedict’s, Hundert arranges to have Deepak win by asking Sedgewick a question that only a former student of St. Benedict’s could know: “Who was Shutruk-Nahhunte?” (p. 194). Hundert’s decision suggests that he remains a man who is disappointed by the weakness that prevents him from following his own “code of morals” and still struggles to compensate for poor decisions (p. 172).

### What does Hundert’s decision to steer both competitions toward Deepak Mehta suggest about Hundert’s character?

- Hundert’s decisions in both competitions suggest that he is deeply torn by his desire to spare Sedgewick embarrassment and maintain social harmony and his desire to maintain his own
“code of morals” (p. 172). Hundert describes feeling “adrift in the tide of [his] own vacillation and failure” as he tries to resolve the dilemma during the second competition (p. 193). In both cases, Hundert seeks to satisfy conflicting goals by steering the competition toward the true winner, Deepak Mehta, without exposing Sedgewick. His solution requires further moral compromise, however, because in both cases he uses questions that are not on the outline given to competitors, relying on Deepak’s superior knowledge to ensure that he will win the competition.