

9.2.3

Unit Overview

“Everybody is guilty of something”

Text(s)	“True Crime: The roots of an American obsession,” by Walter Mosley NYT Book Review “How Bernard Madoff Did It,” by Liaquat Ahamed <i>The Wizard of Lies</i> Epilogue Excerpt, by Diana Henriques
Number of Lessons in Unit	13

Introduction

In this unit, students will engage with informational texts as they continue to exercise and develop their ability to identify and make claims. Students will read “True Crime: The roots of an American obsession,” an article from *Newsweek* that examines humanity’s relationship with guilt; “How Bernard Madoff Did It,” a New York Times book review by Liaquat Ahamed that discusses *The Wizard of Lies* by Diana B. Henriques; and finally, an excerpt from the epilogue of *The Wizard of Lies* by Henriques, which discusses the shared responsibility for crimes like Bernie Madoff’s Ponzi scheme. These texts complement each other in their treatment of guilt and people’s fascination with crime.

In this unit, students also focus on writing, peer reviewing, and revising their writing. Text-based, whole-class discussion is also introduced in this unit to offer students the opportunity to verbally articulate claims. In both forums, students learn to articulate analysis backed by ample references to the text, while also learning to engage in a safe, critical dialogue with peers.

For the Mid-Unit Assessment, students will examine a claim made by Walter Mosley in “True Crime,” write a multi-paragraph analysis of how Mosley develops that claim, and make connections across the text’s multiple central ideas. After writing, students will engage in the peer review process, building upon the self-review process in Unit 2 of this module, and then revise their writing. Students will be assessed on their own writing as well as their participation in the peer review process.

For the End-of-Unit Assessment, students will look back across the unit texts and synthesize the author’s central ideas and claims. Students will create discussion questions relating to connections between the

texts in the unit to prepare for a rigorous and critical academic discussion. Students will be assessed on their ability to prepare, propel conversation, and respond thoughtfully to their peers in a fishbowl style discussion.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text, specifically around central ideas or themes
- Determine meaning of unknown vocabulary
- Provide an objective summary of the text
- Paraphrase and quote relevant evidence from a text
- Write original evidence-based claims
- Critique one's own writing and peers' writing
- Revise writing
- Generate and respond to questions in scholarly discourse

Standards for This Unit

CCS Standards: Reading—Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze 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.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCS Standards: Writing	

W.9-10.2.a, b	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
W.9-10.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
CCS Standards: Speaking & Listening	
SL.9-10.1.a, c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 9-10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; 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. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

	understanding and make new connections in light of the evidence and reasoning presented.
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.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations)
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.2, RI.9-10.5, W.9-10.2.a, b, W.9-10.5, W.9-10.9.b, SL.9-10.1.a, c, d, SL.9-10.4, SL.9-10.6, L.9-10.1, L.9-10.2
Description of Assessment	Answer text-dependent questions. Write informally in response to text-based prompts. Revise and strengthen writing through peer- and self-review. Participate in group discussion. Present information in an organized and logical manner.

Mid-Unit Assessment	
Standards Assessed	RI.9-10.2, W.9-10.2.a, b, W.9-10.5, L.9-10.1, L.9-10.2
Description of Assessment	<p>In the Mid-Unit Assessment students will reread the full text of “True Crime” and independently draft a multi-paragraph analysis of how Mosley’s develops the central idea that humans are fascinated with true and fictional crime stories. Students will use a writing rubric to review their peers’ responses for strength of evidence.</p> <p>Students will evaluate their own work and a peers’ work using the Text Analysis Rubric. Students will then revise their own response based on both reviews and complete a review accountability tool to assess their understanding.</p>

End-of-Unit Assessment	
Standards Assessed	RI.9-10.2, RI.9-10.5, SL.9-10.1.a, c, d, L.9-10.1
Description of Assessment	<p>The End-of-Unit Assessment asks students to apply RI.9-10.2 and RI.9-10.5 to multiple texts at once, identifying where the central ideas are articulated, and analyzing how the ideas are developed.</p> <p>Students will analyze “True Crime,” “How Bernard Madoff Did It,” and <i>The Wizard of Lies</i>. Using a fishbowl method for discussion, students will engage in a critical dialogue about the texts and critique their peers’ discussion.</p> <p>The Speaking and Listening Rubric will be used to assess students on their ability to contribute meaningfully to discussion through questions and responses; propel the conversation by posing and responding to questions that relate the current discussion to broader central ideas or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	"True Crime" (paragraphs 1–4)	This lesson will be students' first exposure to informational texts in this module. Students will review and be reintroduced to an informational text standard (RI.9-10.2) and engage in a brief discussion of the difference between informational and literary texts. This lesson introduces Walter Mosley's first major claim in his article "True Crime"—about Western civilization's relationship to guilt, which propels our interest in crime stories.
2	"True Crime" (paragraphs 5–11)	Students will examine how Mosley uses these paragraphs to develop his second central idea of the feeling of vulnerability (and its relationship to guilt). Working to select relevant evidence and analyze Mosley's central ideas helps students prepare for the Mid-Unit Assessment.
3	"True Crime" (paragraphs 12–16)	In this excerpt, Mosley introduces his central idea about the role of fiction and its relation to guilt. Students will be asked to analyze how Mosley develops a claim related to this central idea. This will reinforce comprehension as well as give students an opportunity to combine two central ideas that support a claim from the text. This will help prepare students for synthesizing multiple central ideas in the Mid-Unit Assessment.
4	"True Crime" (entire text)	In this lesson, students will work with the Text Analysis Rubric to determine the qualities of a strong written response. Students will self-evaluate their responses from the previous lesson, and discuss their self-evaluation in pairs. They will then revise their written work.
5	"True Crime" (entire text)	This is the first in a two-lesson Mid-Unit Assessment. Students will reread the text and their annotations to determine how Mosley develops and refines his central claim and to draw connections between the central ideas in the text. Students will use an Evidence Collection Tool to gather evidence and explain how that evidence reinforces both the central claim and the connections between the central ideas.
6	"True Crime"	This is the second in a two-lesson Mid-Unit Assessment. Students will be

	(entire text)	given a multi-paragraph response written by a classmate and will use a Text Analysis Rubric to peer-review the response for strength of evidence. After the students evaluate their peers' work, they will receive their own response from a classmate and review the response with the Rubric. Students will use those reviews to revise their writing before submission.
7	Video: "\$50bn Ponzi scheme- How Madoff Did It"; "How Bernard Madoff Did It" (paragraph 1)	In this lesson, students will be introduced to Bernard Madoff and the concept of a Ponzi scheme through an informational video. Students will also begin reading the second informational text in this unit, "How Bernard Madoff Did It." The understandings scaffolded in this lesson are crucial for students to fully engage with the texts in the remaining lessons of this unit. Students will engage in rich discussion to support comprehension of the ideas and concepts introduced in this video and the text.
8	"How Bernard Madoff Did It" (paragraphs 2–7)	This lesson continues the second informational text, which examines the Bernard Madoff scandal through the lens of a book review about the book <i>The Wizard of Lies</i> . Students will listen to a masterful reading and reread and answer questions about the text in pairs. Students will also identify relevant technical terms and phrases to prepare them for the excerpt from <i>The Wizard of Lies</i> .
9	"How Bernard Madoff Did It" (paragraphs 8–10)	In this lesson students will analyze and present the second portion of the informational text "How Bernard Madoff Did It" paragraphs 8–10. The goal in this lesson is for students to participate and discuss in groups a portion of text given to them by the teacher and then present that text to the rest of the class. Students will determine the development of the central idea in this portion of text.
10	<i>The Wizard of Lies</i> , excerpt (paragraphs 1–9)	In this lesson, students will encounter the third text of this unit. Students will first listen to a masterful reading of this text, and then work with a classmate to read the first 9 paragraphs. The teacher will model the development of a discussion question for the students, and discuss the attributes of a quality discussion question. This will help prepare students for the End-of-Unit Assessment, wherein they will be evaluated on their academic discussion.

11	<i>The Wizard of Lies</i> , excerpt (paragraphs 10–18)	In this lesson, students will finish reading the excerpt from <i>The Wizard of Lies</i> by Diana B. Henriques. Students will read from where they left off (paragraph 10: “But this wizard behind the curtain”) to the end of the excerpt (paragraph 18: “the most dangerous ones are those we tell ourselves”). Students will answer questions and engage in textual analysis as the basis for a small-group discussion in preparation for the End-of-Unit Assessment.
12	All Unit Texts	This lesson asks students to apply RI.9-10.2 and RI.9-10.5 to multiple texts at once, identifying the places in the text where the central ideas are articulated, and analyzing the development of those ideas. This will help prepare them for the second part of the End-of-Unit Assessment, as well as the Performance Assessment.
13	All Unit Texts	This is the second in a two-lesson End-of-Unit Assessment. Here, students will also be required to synthesize analysis across multiple texts. Using a fishbowl method for discussion, students will engage in a critical dialogue about the texts, using the open-ended questions developed in the previous lesson. They will also critique their peers’ discussion.

Preparation, Materials, and Resources

Materials/Resources

- Mosley, Walter. “True Crime: The roots of an American obsession.” July 31, 2009. Newsweek. <http://mag.newsweek.com/2009/07/31/true-crime.html>
- Ahamed, Liaquat. “How Bernard Madoff Did It.” May 13, 2011. The New York Times. http://www.nytimes.com/2011/05/15/books/review/book-review-the-wizard-of-lies-bernie-madoff-and-the-death-of-trust-by-diana-b-henriques.html?_r=1&pagewanted=all&
- Henriques, Diana. *The Wizard of Lies*. 2011. St. Martin’s Griffin.
- “\$50bn Ponzi scheme—How Madoff Did It”: <http://youtu.be/52nYNE9DYYQ>. [Text based video]
- Text Analysis Rubric
- Text Analysis Rubric: Peer Review Tool
- Short Response Rubric and Checklist
- Peer Review Accountability Tool
- Speaking and Listening Rubric and Checklist