

## 9.2.3

## Unit Overview

### “Everybody is guilty of something”

<b>Text(s)</b>	“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
<b>Number of Lessons in Unit</b>	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"> <li>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.</li> <li>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.</li> </ul>
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"> <li>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”).</li> </ul>
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"> <li>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.</li> <li>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.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and</li> </ul>

	<b>understanding and make new connections in light of the evidence and reasoning presented.</b>
<b>SL.9-10.4</b>	<b>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.</b>
<b>SL.9-10.6</b>	<b>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)</b>
<b>CCS Standards: Language</b>	
<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>
<b>L.9-10.4.a</b>	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

<b>Ongoing Assessment</b>	
<b>Standards Assessed</b>	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
<b>Description of Assessment</b>	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	
<b>Standards Assessed</b>	RI.9-10.2, W.9-10.2.a, b, W.9-10.5, L.9-10.1, L.9-10.2
<b>Description of Assessment</b>	<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	
<b>Standards Assessed</b>	RI.9-10.2, RI.9-10.5, SL.9-10.1.a, c, d, L.9-10.1
<b>Description of Assessment</b>	<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&](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



## 9.2.3 Lesson 1

### Introduction

This is the first lesson of the unit; students will be introduced to the first informational text in this module. Students will discuss the informational standards in this lesson before beginning to read paragraphs 1–4 (from “Everybody is guilty of something. This is a truism” to “grab our attention faster than any call for justice, human rights, or ceasefires.”) of Walter Mosley’s essay, “True Crime.”

This lesson will be students’ first exposure to informational texts in this module. Students will review and be reintroduced to an informational 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.

Students will engage in a class discussion around the differences between informational and literary texts, keeping in mind they have been introduced to informational texts in Module 9.1, Unit 2. The class will listen to a masterful reading of the full “True Crime” text to promote fluency. Students will analyze the text and Mosley’s first major claim about our relationship to guilt. Students will consider Mosley’s claim and how he develops this claim in this first portion of text. For homework, students will reread paragraphs 1–4 and explain in their own words why Mosley says, “Everybody is guilty of something.”

### Standards

Assessed Standard(s)	
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.

Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p>
L.9-10.4.a	<p>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.</p> <p>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.</p>

## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson:</p> <ul style="list-style-type: none"> <li>How does Mosley develop a central idea in paragraphs 1–4?</li> </ul>
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>Mosley’s first sentence in this essay is, “Everybody is guilty of something.” This is an idea he develops in the first four paragraphs. He references historical acts that were wrong, as well as individual actions that perpetuate our relationship to guilt. Mosley continues to develop this idea of inescapable guilt by saying that guilt is part of our “undeniable destiny,” and “as old as the DNA that defines our species.” Mosley believes we are all guilty and have done things for which we are culpable, and this relationship with guilt is ingrained in everyone.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"><li>heresy (n.) – an opinion or belief, which seriously disagrees with the principles of a church or religion</li><li>endangerment (v.) – to put someone or something in danger</li><li>predicament (n.) – an unpleasant situation that is hard to get out of</li><li>perversion (n.) – any abnormal means of obtaining sexual satisfaction</li><li>lusting (v.) – having intense sexual desire</li><li>innuendo (n.) – an indirect reference to something rude or unpleasant</li></ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"><li>truism (n.) – an obvious truth</li><li>original sin (n.) – the Christian notion that humans are born sinful and will always struggle with their own immoral tendencies</li><li>discourse (n.) – written or spoken communication</li><li>culpable (adj.) – deserving blame</li></ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"><li>Standards: RI.9-10.2, W.9-10.9.b, L.9-10.4.a</li><li>Text “True Crime,” entire text and paragraphs 1–4</li></ul>	

Learning Sequence	
1. Introduction to Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Literary and Informational Texts	3. 10%
4. Masterful Reading	4. 20%
5. Paragraphs 1–4 Reading and Discussion	5. 40%
6. Quick Write	6. 10%
7. Closing	7. 5%

## Materials

- Copies of Walter Mosley’s “True Crime” essay for each student
- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Student copies of the Short Response Checklist and Rubric (refer to 9.2.1 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.2.

In this lesson students will briefly discuss the differences between informational and literary texts, listen to a masterful reading of “True Crime” and analyze the first four paragraphs in “True Crime” to determine Mosley’s central idea in this portion of the text.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard to their text. Lead a brief share out on the previous lesson's Accountable Independent Reading (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: Literary and Informational Texts

10%

Instruct students to form pairs. Inform students that in this unit they will be reading and working with informational texts as they did in unit 9.1.2.

Ask students to read and compare standards RI.9-10.2 and RL.9-10.2 on their 9.2 Common Core Learning Standards Tool. Instruct students to discuss the differences between these two standards.

- ① Students will be familiar with the informational text standards from Module 9.1 Unit 2—Rilke's Letter 1. Since this entire unit will be dealing with informational text, it is important to provide an opportunity for students to reengage with the informational text standards. It will also be helpful for students to discuss their understanding of a range of informational texts. Given that Rilke and Mosley fall under the category of informational texts, students need to understand that sometimes these subgenres will borrow from characteristics of other subgenres—e.g., informational texts often have literary or even narrative elements, and fiction can be highly informational. This will assist students in their transition from literary standards.

- 💬 Student responses may include: This standard is for informational texts, though it is similar it does not include the use of the word “themes,” when compared to RL.9-10.2.

Ask students to individually reread RI.9-10.2 on their 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of the standard.

- ▶ Students assess their familiarity with and mastery of RI.9-10.2.

Inform students that they will also begin working with a new standard in this lesson: W.9-10.9.b. Ask students to individually read standard W.9-10.9.b on the 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

- ▶ Students assess their familiarity with and mastery of W.9-10.9.b.

Ask students to look at W.9-10.9.b in pairs and compare that standard to W.9-10.9.a, a standard they worked with in Units 1 and 2.

Instruct students to talk about what they notice about these two standards.

- 💬 Student responses may include the following: Both standards ask students to learn to use evidence from a text in writing. W.9-10.9.a asks students to apply the evidence to writing about literature, and W.9-10.9.b specifically focuses on using evidence in writing about literary nonfiction.

① Students should easily recognize the similarities between W.9-10.9.b and W.9-10.9.a, having worked with the latter extensively in the previous units in the module.

Inform students that they will be focusing on W.9-10.9.b for this unit, using annotation as they learn first to identify and later to collect evidence from nonfiction texts.

## Activity 4: Masterful Reading

20%

Instruct students to stay in their pairs from the previous discussion and distribute the text “True Crime.” Explain to students that the author of this essay is Walter Mosley, an accomplished writer of crime fiction. Direct students to read the title and subtitle: “True Crime: The roots of an American obsession.” Ask students to discuss the following question in pairs:

**What can be identified about this text from the title?**

- ▶ Students briefly discuss in pairs.
- 💬 Student responses may include: This text will be about real crime. This text will also talk about Americans’ interest in crime.

Introduce the Quick Write assessment (How does Mosley develop a central idea in paragraphs 1–4?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Inform students that they will be listening and following along to a masterful reading of the full text of “True Crime.” Read aloud the entire text of “True Crime,” from “Everybody is guilty of something” through “because we need them to cleanse the modern world from our souls.”

- ▶ Students follow along in their text, reading silently.

## Activity 5: Paragraphs 1–4 Reading and Discussion

40%

Instruct student pairs to read paragraph 1, from “Everybody is guilty of something” through “going right to the rotted heart of the race laws of Nazi Germany.” Ask pairs to discuss the following questions and record their responses in their notebooks:

- ① Remind students that it is important to practice their annotation while rereading to identify unfamiliar vocabulary, as well as note important points in the text.

**What is Mosley referring to when he writes, “This is a truism of the West”?**

- ① Confirm that students understand that “the West” refers to Western Civilization, specifically European culture, as well as countries settled by Europeans (e.g. Australia, Canada, and the United States). This is in contrast to “the East,” or Eastern Civilization, specifically Asian societies (e.g. China and India). This is an important concept because some cultures do not share this collective sense of guilt.

- 💬 Everyone feels guilty some of the time or for something they’ve done. This feeling of guilt is true for people of Western culture.

**Based on context, what is the definition of *truism*?**

- 💬 *Truism* is an obvious truth.

- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of determining word meaning through the use of context clues.

**Original sin is the Christian explanation of the human condition—sin is with us when we come into the world and will always be with us. How does Mosley connect guilt and original sin?**

- 💬 Sin makes us feel guilty, and that sin is part of us, so guilt is part of us also.

Ask students if they recognize any historical references in paragraph 1.

- 💬 Student responses will vary.

- ① Consider offering students a definition of the race laws of Nazi Germany (the laws that oppressed the Jews and other minorities in Germany during the time of Hitler) and any other definitions of other historical references.

### Why does Mosley include all of these historical references?

- ☛ Because they are all examples of why “Everybody is guilty of something” is a “truism of the West.”
- ① The intention is not for students to understand Jim Crow and the Inquisition, for example, but rather for students to understand the commonality of these references (that they exemplify how and why guilt is integral to Western culture and civilization). Consider sharing with students that the Western truism that “Everybody is guilty of something” can apply to individuals like the Biblical Cain, or collectively to an entire country, like the U.S. during Jim Crow or Germany during the reign of the Nazis.

Lead a brief whole-class discussion to ensure students understand key words and concepts.

Instruct students to review their responses to the previous two questions and annotate the text for evidence of the development of a central idea. Students should write the code CI in the margin. Remind students that as they annotate for central idea, they are beginning to identify textual evidence that may be used in the lesson assessment as well as the Mid-Unit and End-of-Unit Assessments, which address the development of central ideas in the text. This focused annotation supports students’ engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

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Instruct student pairs to read paragraph 2, from “In 2,000 years of Western civilization we have been guilty” through “our undeniable destiny, along with Death and Taxes.” Remind students to annotate according to the protocols established in 9.1.1, and to continue to use the annotation code CI to indicate the development of a central idea in the text. Instruct pairs to discuss the following questions before sharing out with the class:

- ① Students can compare their annotations in pairs before discussing the questions. Remind students to paraphrase and quote directly as they respond to the questions.

### According to Mosley, what have we been guilty of “in 2,000 years of Western Civilization”?

- ☛ We have been either guilty of listening to or not standing up against people we don’t agree with, as well as ignoring bad things that have happened. We are also guilty of what kind of individuals we are and what we believe.



**How can the sentence structure in paragraph 2 (“In 2,000 years of Western civilization we have been guilty”) help you understand the meaning of the word *culpable*?**

- 💬 Mosley writes, “We have been guilty” in the sentence before and after he uses *culpable*, so it must also have something to do with being guilty.

**How does paragraph 2 relate to the claim and historical references in paragraph 1?**

- 💬 Mosley provides further examples of individual and collective guilt. For example, when he writes, “We have also been guilty of our religion, national origin, skin color” he is referencing the race laws of Nazi Germany and Jim Crow.

Lead a brief whole-class discussion on these questions. Remind students to take notes during the discussion.

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Instruct student pairs to read paragraphs three and four, from “Guilt is the mainstay of who we are” through “faster than any call for justice, human rights, or ceasefires.”

**According to Mosley how is guilt related to “Death and Taxes”?**

- 💬 Guilt, like death and taxes, is part of our “undeniable destiny.”
- ① If students struggle with unpacking this, prompt them to think about the comparison to death and taxes, and the phrase “undeniable destiny.” You may have to support the definition of the word *mainstay*.

**Mosley claims, “our relationship with guilt is as old as the DNA that defines our species.” How does this relationship change over time?**

- 💬 This relationship changes with technology and “the way we see the world.”

**What is the “predicament” we “seek to understand”?**

- 💬 The “predicament” is our ever-present relationship to guilt.

Lead a brief whole-class discussion on these questions. Remind students to take notes during the discussion.

## Activity 6: Quick Write

10%

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

**How does Mosley develop a central idea in paragraphs 1–4?**

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

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently respond to the writing prompt.
- 🗣 See the High Performance Response at the beginning of the lesson.

## Activity 7: Closing Activity

5%

Display and distribute the homework assignment. For homework, instruct students to research one of the historical references in paragraph 1 and to list three facts they learned as a result of their research.

Also, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Research one of the historical references in paragraph 1 and list three facts you learned as a result of your research.

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## 9.2.3

## Lesson 2

## Introduction

In this lesson, having firmly established Mosley’s opening claims about guilt in the previous lesson, students will read seven more paragraphs in the Mosley article (paragraphs 5–11 from “This is because most of us see ourselves” through “and the world in general, getting worse?”). Students will examine how Mosley uses these paragraphs to develop his second central idea of *vulnerability* (and its relationship to guilt). Students will gain a better understanding of the text, and learn how to select relevant evidence for their own independent claims. (This has also been addressed in their self-review in Unit 9.2.2.)

For the lesson assessment, students will apply their understandings developed through discussions in a Quick Write about central idea. Students will continue to draw upon their work in Units 1 and 2 to make and support claims with relevant evidence in this assessment. For homework, students will preview paragraph 12 and write one question about the paragraph. Students will also continue their Accountable Independent Reading.

## Standards

Assessed Standard(s)	
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.
W.9-10.2.b	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. 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.
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
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.

## Assessment

Assessment(s)
The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson: <ul style="list-style-type: none"> <li>What details does Mosley use to develop a central idea in paragraphs 5–11?</li> </ul>
High Performance Response(s)
A High Performance Response may include the following: <ul style="list-style-type: none"> <li>Mosley defines a central idea of <i>vulnerability</i> in these paragraphs. He describes it as the feeling we all have that we are “potential victims” in a “crossfire between the forces of so-called good and evil.” Mosley continues to develop this idea of <i>vulnerability</i> in society by questioning whether it is safe to do something as simple as “walk the streets” or “speak to an attractive stranger.” Another reason we feel vulnerable, according to Mosley, is that we do not understand why “the economy, and the world in general, [are] getting worse.”</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>vengeance (n.) – punishment inflicted or retribution enacted for an injury or wrong</li> <li>urban dweller (n.) – someone who lives in a city</li> <li>misinform (v.) – to give false or inaccurate information</li> <li>impartial (adj.) – objective; fair and just</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>vulnerability (n.) – the state of being susceptible to physical or emotional attack or harm</li> <li>objective (adj.) – not influenced by feelings or opinions</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, W.9-10.2.b, W.9-10.9.b, L.9-10.4.a</li> <li>Text: “True Crime,” paragraphs 5–11</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Opening Activity</li> <li>Paragraphs 5–11 Reading and Discussion</li> <li>Relevant Evidence Mini Lesson</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>10%</li> <li>30%</li> <li>15%</li> <li>20%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Short Response Checklist and Rubric (refer to 9.2.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.2. In this lesson, students will continue to explore Mosley's development of his second central idea about our relationship to guilt. Inform students that they will also review how to select relevant evidence to support their claims.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

15%

Instruct students to pair up and share the results of the research they conducted for homework on one of the historical references from paragraph one. Ask pairs to consider how what they learned relates to Mosley's essay.

- ▶ Students discuss how their research relates to Mosley's essay and then hand in their homework.

Instruct students to talk in pairs about how they can apply their focus standard to their 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: Opening Activity

10%

Instruct students to respond to the following question, in writing:

**In your own words explain why Mosley says, "Everybody is guilty of something."**

Instruct students to discuss their answer in pairs once they have written a response.

- ▶ Students respond to the prompt and discuss their answers in pairs.
- ① This opening activity, which can be a discussion question instead of a Quick Write at the teacher's discretion, encourages students to maintain a focus on the central ideas and claims made by the author, while allowing space for synthesis by having the students articulate their response in their own words. This will also give the teacher an additional opportunity to informally assess for student understanding of the text.
  - ① If the opening activity is structured as a discussion, consider reviewing applicable discussion protocols to reinforce student understanding of speaking and listening expectations established in Module 9.1 and in Units 1 and 2 of this module.

**Activity 4: Paragraphs 5–11 Reading and Discussion****30%**

Introduce the Quick Write assessment (What details does Mosley use to develop a central idea in paragraphs 5–11?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Instruct students to form pairs and read paragraphs 5–7 from “This is because most of us see ourselves” through “the words of political, religious, corporate, and social leaders?” Then direct pairs to discuss the following questions and record their answers in writing.

**What is Mosley referring to by “This” when he writes, “This is because most of us see ourselves as powerless cogs in a greater machine”?**

- 💬 “This” refers to Mosley’s preceding comment about our interest in “true-crime stories, murder mysteries,” etc. rather than an interest in “justice” and “human rights”

**What images in paragraph 5 could help you determine the meaning of *vulnerability* in paragraph 6? What does *vulnerability* mean?**

- 💬 The images of cogs in a machine, innocent bystanders, potential victims, caught in crossfire describe humans in a weak state. *Vulnerability* is “the state of being open to harm or attack.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of determining word meaning through the use of context clues.

**Why would someone “feel stupid for doing what they were taught was right”? How this does relate to our *vulnerability*?**

- 💬 Someone would feel stupid for doing what they thought was right if that was going to get them killed, and Mosley is saying that we see this happen on TV so perhaps it could happen to us. This uncertainty makes us feel vulnerable, or unsafe.

Lead a brief class discussion of these questions. Remind students to take notes during the discussion.

Instruct student pairs to continue reading “True Crime,” paragraphs 8–11 from “In smaller societies we worked side by side” through “and the world in general, getting worse?” Then direct pairs to discuss their responses to the following questions before recording them in writing.

**Explain Mosley’s claim about life in “smaller societies.” What is different today?**

- 💬 Mosley says that in smaller societies we “worked side by side with leaders” and had “face-to-face meetings,” which “gave us at least the illusion of understanding where we stood and what was right.” He means that we used to get our information right from the actual people making decisions, but today, the “urban dweller” gets information from “TV and computer screens,” and the people in the news often “misinform.”

- ① Remind students to use the vocabulary from the text in their responses to practice use as well as reinforce meaning. If necessary, offer students a definition of *urban dweller* as “someone who lives in a city.”

### What does Mosley mean by “the illusion of understanding”?

- 💬 Mosley means that even if we didn’t understand “where we stood and what was right,” it *felt* like we did, because we had face-to-face contact.

### What does Mosley mean by “the media *misinform*”?

- 💬 He is saying that no information we get is completely reliable.
- ① If students struggle with the meaning of *misinform*, help them elicit meaning from context, by highlighting the contrast between smaller societies’ methods of gathering and distributing information and the typical *urban dweller’s* consumption of information. Mosley implies that the former is more reliable; therefore the latter would be less reliable. Since the media outlets are sources that have a lot more filters and require more analysis, the “urban dweller” needs to be both critical and literate.

### Why might we distrust an “objective opinion source”?

- 💬 Because opinions cannot be objective—they are beliefs.
- ① Provide students with the definition of *objective* as “not influenced by feelings or opinions.”

### How does the author connect *vulnerability* to *guilt* in paragraphs 5–11?

- 💬 Mosley says that society, which often makes us feel *guilty* of things beyond our control, also makes us feel very *vulnerable* because we are so small and it is so big and “insensitive.” Mosley also asks if we would be “guilty of being stupid” if we turned someone in for murder. If we cannot trust what we “were taught was right” we feel exceptionally vulnerable.

Lead a brief class discussion of these questions. Remind students to take notes during the discussion.

Instruct students to review their responses to the previous question and annotate the text for evidence of the development of a new central idea. Students should write the code CI in the margin. Remind students that as they annotate for central idea, they are beginning to identify textual evidence that may be used in the lesson assessment as well as the Mid-Unit and End-of-Unit Assessments, which address



the development of central ideas in the text. This focused annotation supports students' engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

- ① Students may identify and annotate for two central ideas in the text: *guilt* and *vulnerability*. As students begin to track the development of multiple central ideas in the text, instruct students to distinguish between the ideas by adding *vulnerability* or *guilt* to the code CI in the margins.

## Activity 5: Relevant Evidence Mini Lesson

**15%**

Remind students that selecting relevant evidence to support their claim is an important part of writing and will be a part of their Mid-Unit Assessment. Relevant evidence refers to the facts or quotes from the text that most effectively support a claim or develop a response.

- ① Selecting relevant evidence is a skill included in W.9-10.2.b, one of the assessed standards for this lesson.

Provide the statement, "Mosley claims that everyone is guilty of something," and ask students to locate two pieces of relevant evidence that supports this claim.

- ▶ Students review the text and their annotations to locate evidence in support of this claim.
- 💬 Student responses may include:
  - "It goes all the way back to Cain and original sin and has been a central topic of discourse among members of society."
  - "We have also been guilty of our religion, national origin, skin color...and, now and then, of the blood in our veins."
  - "Guilt is the mainstay of who we are and how we are organized, and is, seemingly, our undeniable destiny, along with Death and Taxes."

Place students in pairs and have them discuss how their evidence supports the claim. Then have pairs share out with the class.

- ① Consider asking students to evaluate the relevance of the evidence shared, in order to determine which evidence *best* supports the claim. Ask students to explain why they identify one piece of evidence as most relevant. This is an opportunity for students to practice engaging in evidence-based discourse about text.

## Activity 6: Quick Write

**20%**

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

**What details does Mosley use to develop a central idea in paragraphs 5–11?**

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

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to preview paragraph 12 (from “This dissatisfaction brings us to fictional accounts” through “wouldn’t even be aware of us getting crushed under its collective weight”) and write one question they have about the paragraph for clarification in the next class. This question can be related to overall comprehension or vocabulary.

Also, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Preview paragraph 12 (from “This dissatisfaction brings us to fictional accounts” through “wouldn’t even be aware of us getting crushed under its collective weight”), and write one question about the paragraph for clarification in the next class. This question can be related to overall comprehension or vocabulary.

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice, and prepare for a 3–5 minute discussion of your text based on that standard.

## 9.2.3

## Lesson 3

## Introduction

In this lesson, students will read the remaining portion of the Mosley text, from paragraph 12 (“This dissatisfaction bring us to fictional accounts”) to the end of the text (“cleanse the modern world from our souls”). In this excerpt, Mosley introduces his central idea about the role of fiction and its relation to guilt.

Using questions as a guide, students will analyze and discuss in small groups how Mosley introduces and develops another central idea—the notion that fictional accounts of crime can help us cope with our inherent guilt. At the end of the lesson, students will be asked to synthesize 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. For homework, students will reflect on a central idea in “True Crime” and how it is reinforced by one of the previous texts in the unit.

## Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas and claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).
Addressed Standard(s)	
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.
W.9-10.2.b	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.  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.

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.
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.

## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through a three- to four-paragraph response to a writing prompt at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson:</p> <ul style="list-style-type: none"> <li>How do particular sentences in the text develop and refine Mosley's claim regarding what fiction can offer?</li> </ul> <p>Student responses will be assessed using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should include some of the following points:</p> <ul style="list-style-type: none"> <li>Mosley introduces the claim that “fiction...can offer escape” by stating that through “Crime shows, mysteries, and films” we can alleviate our feelings of guilt and vulnerability. Mosley believes that fiction can validate our feelings because it presents situations where someone actually cares if an innocent bystander gets hurt. The figures who care about how vulnerable we are in these fictional accounts are “heroes who can’t let us down.” Mosley further refines this claim by stating that we can be “saved” through our escape through fiction as well as be “forgive[n]” for the “sinful desires” that feed our guilt. Mosley states plainly that “We need forgiveness and someone to blame,” and fiction offers us both.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>corroborate (v.) – to confirm or give support to</li> </ul>
Vocabulary to teach (may include direct word work and/or text-dependent questions)
<ul style="list-style-type: none"> <li>dilemmas (n.) – problems or difficult situations</li> </ul>

- salvation (n.) – the act of saving or being saved

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.5, RI.9-10.2, W.9-10.2.b, SL.9-10.1, L.9-10.1, L.9-10.2</li> <li>Text: “True Crime,” by Walter Mosley (paragraphs 12–16, from “This dissatisfaction brings us to fictional accounts” through “we need them to cleanse the modern world from our souls”)</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>1. Introduction to Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Paragraphs 12–16 Reading and Group Discussion</li> <li>4. Assessment</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 45%</li> <li>4. 30%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Student copies of the Short Response Checklist and Rubric (refer to 9.2.1 Lesson 1)
- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.5. Inform students they will continue to work on reading the text closely as well as participating in group discussions. They will also independently craft responses to one of Mosley's claims in this portion of the text.

- ▶ Students look at the agenda.

Explain that students will revisit another informational standard they encountered in Module 9.1: RI.9-10.5. Distribute or ask students to take out their copies of the 9.2 Common Core Learning Standards Tool. Instruct students to individually reread standard RI.9-10.5 and assess their familiarity with and mastery of the standard on their Common Core Learning Standards Tool.

Ask students to write down what they think are the large ideas in this standard and discuss them in pairs.

- 💬 Student responses may include: Looking at sentences and how they refine a claim; analyzing how paragraphs help develop an author's claim; looking at the smaller parts of a text to see how they contribute to the author's claim.

## Activity 2: Homework Accountability

15%

Lead a brief discussion on the previous lesson's homework assignment. Read paragraph 12 (from "This dissatisfaction bring us to fictional accounts" through "getting crushed under its collective weight") aloud for the class. Select several students to share the questions they wrote for homework.

- ▶ Students share their homework questions with the class.
- ① Explain to students that they will work together in groups to read and discuss paragraph 12 to answer their questions. Consider recording their questions so students can refer to them later on in the lesson.

Instruct students to talk in pairs about how they can apply their focus standard to their 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: Paragraphs 12–16 Reading and Group Discussion

45%

Instruct students to form groups of four. Inform students that each member of the group will be responsible for reading one paragraph, and ask for a volunteer to read the final paragraph of the passage, in addition to the paragraph they are already reading. After each paragraph, instruct students

to discuss the following questions before continuing with their reading. Inform students they will start at paragraph 12 (“This dissatisfaction brings us to fictional accounts”) and end with paragraph 16 (“cleanse the modern world from our souls”).

Remind students they will continue the work of collaborative discussion outlined in SL.9-10.1, on which students have been assessed in Units 1 and 2 of this module. Display the Speaking and Listening Rubric and Checklist and encourage students to refer to specific parts of the rubric as they engage in discussion. Also explain to students that these discussion skills will be needed for the End-of-Unit Assessment, a discussion that asks students to consider central ideas across the unit texts.

① Remind students that it is important to take notes during their discussion as this will help comprehension and give them more material to work with during the assessment.

- ▶ Students form groups of four and begin to read aloud, alternating each paragraph and discussing their responses to the following questions.

### Paragraph 12

**According to Mosley, why do we turn to fiction for truth?**

- ☞ Because of our “dissatisfaction” with other sources of information.

**According to Mosley, what do fiction and entertainment provide for us?**

- ☞ Fiction and entertainment “corroborate our feelings of distrust and allow us to think about” how we fit into the big, scary world.

① If necessary, provide students with the definition of *corroborate* as “to confirm or give support to.”

Instruct students to review their responses to the previous two questions and annotate the text for evidence of the development of a central idea. Students should write the code CI in the margin. Remind students that as they annotate for central idea, they are beginning to identify textual evidence that may be used in the lesson assessment, as well as the Mid-Unit and End-of-Unit Assessments, which address the development of central ideas in the text. This focused annotation supports students’ engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

① If students’ homework questions weren’t answered during this discussion, ask students to share their question with their groups. Then have groups refer to and reread the text to answer each question.

### Paragraph 13

Remind students to annotate the text as they read, according to the protocols established in 9.1.1. Students should also continue to use the annotation code CI to indicate the development of central ideas.

**What role do fictional “heroes” play for us in our lives, and how are they limited?**

- Fictional “heroes” can’t let us down, and they allow us to “escape” into fantasy “where even a common everyday Joe (or Jane) can be saved.” But these heroes cannot help us “resolve our dilemmas in the real world.”

**What does Mosley mean when he says dilemmas? Give an example of a dilemma from the text.**

- He means our problems in the real world, like our search for truth and our distrust of news sources.

**Paragraph 14****What does Mosley mean by *salvation*?**

- He means being safe from harm or uncertainty; he means finding a hero who can save us from our problems, like the ones in fiction and entertainment.

**What is the “machine that covers the world with its cold, gray shadow”? How does Mosley’s use of “cold, gray shadow” refine the central idea of vulnerability?**

- The machine is society. The cold gray shadow refines the idea of vulnerability because it is so large, scary, and hopeless as it hangs over us and there is nothing we can do make it go away.
- ① Remind students of this metaphor from previous lessons (paragraph 5, “This is because most of us see ourselves as powerless cogs in a greater machine”).

**Paragraphs 15–16****Why, according to Mosley, do “We need forgiveness and someone to blame”?**

- Mosley says this will help us feel better about our inherent guilt and sin, our failures, and our fear of society.

**How is guilt related to our fascination with real and fictional crime stories?**

- Mosley says fiction gives us a fantasy world to which we can escape from the real world. In this fantasy there are blameless heroes who will never be compromised and villains whom we can blame completely. These characters give a clear view of the world and this serves to alleviate feelings of guilt and vulnerability. Modern life does not offer clear answers and this propels our fascination with real and fictional crime stories.



## Activity 4: Assessment

**30%**

Instruct students to respond in writing to the following prompt:

**How do particular sentences in the text develop and refine Mosley's claim that "fiction...can offer escape" from our guilt and vulnerability?**

Explain to students that whereas typical Quick Write assessments usually warrant a one-paragraph response, for today's activity, students should write three to four paragraphs. Students should feel free to spend a few minutes planning before beginning to write, as this will help them organize their thinking on the page. Remind students of their work with L.9-10.1 and L.9-10.2 in Units 1 and 2, and instruct students to demonstrate attention to correct grammar, usage, and conventions in their writing.

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

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently respond to the writing prompt.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to consider Mosley's claim that "We are fascinated with stories of crime, real or imagined." Ask them to think about how this claim relates to either "The Tell-Tale Heart" or *Oedipus the King* and write a paragraph explaining the connection. Remind students to use evidence from both texts in their responses and to use the Short Response Checklist and Rubric to guide their written responses.

- ▶ Students follow along.

## Homework

Mosley writes, "We are fascinated with stories of crime, real or imagined." Think about how this claim relates to either "The Tell-Tale Heart" or *Oedipus the King* and write a paragraph explaining the connection. Use evidence from both texts in your response.

## 9.2.3 Lesson 4

### Introduction

In this lesson, students will work with the Text Analysis Rubric to determine the qualities of a strong written response, evaluate their own responses from the previous lesson, and then revise their written responses. Understanding and using the Text Analysis Rubric will prepare students to improve their own writing, as well as improve their ability to provide constructive feedback during the peer review in the Mid-Unit Assessment.

Students will review their own responses and use the rubric to evaluate their own work. Students will discuss their self-evaluation in pairs before making revisions to their responses. This activity will help prepare students for the Mid-Unit Assessment, in which they will also be asked to review their peers' writing and revise their own based on suggestions. For homework, students will continue to read their Accountable Independent Reading texts.

### Standards

Assessed Standard(s)	
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.
W.9-10.5	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.
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>

	reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
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## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through students’ revised response to the previous lesson’s prompt:</p> <ul style="list-style-type: none"> <li>How do particular sentences in the text develop and refine Mosley's claim that “fiction...can offer escape” from our guilt and vulnerability?</li> </ul> <p>After working through the Text Analysis Rubric, students will review and improve their own analysis of how Mosley’s claim is developed and refined by specific details in the text. They will use the Text Analysis Rubric to develop and strengthen their writing as needed by revising, editing, rewriting, or trying a new approach.</p>
High Performance Response(s)
<p>A High Performance Response may vary, depending on the degree to which the first draft of the writing addressed the demands of the prompt and the degree to which the writing was revised as a result of the self-evaluation.</p>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make

meaning of these words by following the protocols described in 1E of this document  
[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, W.9-10.5, W.9-10.9.b</li> <li>Text: “True Crime,” entire text</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Rubric Introduction</li> <li>Self-Review</li> <li>Revision</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>35%</li> <li>15%</li> <li>30%</li> <li>5%</li> </ol>

## Materials

- Copies of the Text Analysis Rubric: Peer Review Tool (Criterion 1 and 2) for each student
- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RI.9-10.2, W.9-10.5. Inform students that they will revise and rewrite their assessment response from the previous lesson. Explain to students that this exercise will prepare them for the Mid-Unit Assessment's peer review and revision components.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Lead a brief discussion on the previous lesson's homework assignment: Mosley writes, "We are fascinated with stories of crime, real or imagined." Think about how this claim relates to either "The Tell-Tale Heart" or *Oedipus the King* and write a paragraph explaining the connection. Direct students to discuss their answers in pairs.

- ▶ Students share their responses to the homework prompt from lesson 3.

Inform students they should continue to think about the connections between the texts in the module and that they should begin to make note of the connections they are discovering.

## Activity 3: Rubric Introduction

35%

Distribute copies of the Text Analysis Rubric: Peer Review Tool. Explain to students they will be working with the rubric in this lesson and during the Mid-Unit Assessment to improve their writing.

- ① Remind students that they have already engaged with the revision process in the previous unit and they will be building on the W.9-10.5 skills they have already learned.

- ▶ Students listen.

Read the Content and Analysis criterion from the rubric aloud to students: "The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text." Explain to students that this means the written responses should be clear and make sense to the reader; complicated ideas should come across easily in their writing.

Instruct students to get into pairs and read and paraphrase the characteristics of a Level 4 response for the Content and Analysis criterion.

- Student responses may include: A Level 4 response would introduce an idea and explain it to the reader in an organized, clear way. It would also continually relate the text's details back to the central idea, analyzing the development of that idea over the course of the text.

Direct students to look at the rubric again. Ask students:

**What would cause the score of writing to go down to a Level 2 response, according to this rubric?**

- A Level 2 response would introduce a claim, but it might not be well-reasoned. The analysis in the writing would be “superficial” and “literal.”

Direct students to look at the second section of the Text Analysis Rubric: Peer Review Tool (Criterion 2). Read aloud the criterion for this section: “The extent to which the response presents evidence from the provided text to support analysis.” Instruct students to read through the characteristics of a Level 4 response according to this criterion. Ask students:

**What would be the characteristics of a Level 4 response according to this rubric?**

- A Level 4 response would use a lot of direct evidence from the text to support a strong and clear analysis.

**How does the use of specific details in a response relate to demonstrating a thoughtful analysis?**

- Using specific details demonstrates that the writer has worked closely with the text; thoughtful analysis requires close attention to details within the text.

Explain to students that the use of specific details from the analyzed text demonstrates that the writer knows the text very well. Using evidence from the text to support analysis strengthens the writing. Ask students:

**What would cause the score of writing to go down to a Level 2 response, according to this rubric?**

- A Level 2 response would use the wrong evidence to support an idea, or it would make few references to details in the text.

Remind students of the homework prompt: Mosley writes, “We are fascinated with stories of crime, real or imagined.” Think about how this claim relates to either “The Tell-Tale Heart” or *Oedipus the King* and write a paragraph explaining the connection.

**① Present this response to the prompt:**

- “The Tell-Tale Heart” connects to Mosley. It supports Mosley’s claim about fascination of crime. This story and point of view makes us see the mind of a bad guy. Also, this point of view also

connects to the idea by Mosley that we need “someone to blame.” It makes us feel like we are better than the main character in “The Tell-Tale Heart.”

Instruct students to read this response in pairs. Ask students:

**What score do you think this response deserves for both criteria?**

- ☞ This receives a score of “1” for both criteria, because it is disorganized, unclear, and does not provide enough specific details. It also does not show a thoughtful analysis.

**According to the rubric, what would make this response better? Provide an example of how you would re-write the first sentence.**

- ☞ The writer could introduce more evidence to support the idea that “The Tell-Tale Heart” lets us see into the mind of a criminal, and also use a quote from Mosley to connect this idea back to Mosley’s claim that “we are fascinated by stories of crime, real or imagined.” The writer also needs to make sure their writing is clearer. For example, the first sentence could become: *The point of view in “The Tell-Tale Heart” supports Mosley’s claim that “we are fascinated by stories of crime, real or imagined.”*
- ① Remind students that as reviewers, it is important to offer advice in a helpful and kind way. Explain that criticizing someone’s work is not the same as reviewing and offering feedback for revision. It is important to feel safe during the revision process, and to have an open dialogue about the strengths of a work, and how to make it stronger.

## Activity 4: Self-Review

15%

Hand back student responses to the assessment from the previous lesson. Explain that students will be using the Text Analysis Rubric: Peer Review Tool to evaluate their own responses. Instruct students to independently review their responses.

- ① Instruct students not to mark on their writing, but to make all their comments on the rubric itself.
  - ▶ Students independently use the Text Analysis Rubric: Peer Review Tool to evaluate their response.

## Activity 5: Revision

30%

Once students have finished reviewing their work using the rubric, instruct them to get back into pairs and briefly take turns explaining their self-reviews to each other. Instruct students to explain their rationale for their rubric scoring before starting to revise their writing.

- ▶ Students get into pairs and discuss their self-reviews.

Once students have finished with this brief exchange, instruct them to begin revising their own writing independently. Students should strengthen their response as needed by revising, editing, rewriting, or trying a new approach, based on self-evaluation from the Text Analysis Rubric: Peer Review Tool. Remind students that writing is done for different purposes, but it is always important to take any opportunity to polish and strengthen written work. Inform students you will be reviewing their revised responses.

- ① Remind students to return to the text “True Crime” during the revision process to strengthen their responses (e.g., finding the most relevant evidence or using more specific details).
- ① If classroom or school computers are accessible, using Review features such as Track Changes and Comments in Microsoft Word will be useful for students, to address the demands of standard W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- ▶ Students independently revise their responses and hand them in at the end of class.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.



## Model Text Analysis Rubric: Peer Review Tool

### Model Response (from 9.2.3 Lesson 3):

Mosley introduces the claim that “fiction...can offer escape” by stating that through “crime shows, mysteries, and films” we can alleviate our feelings of guilt and vulnerability. Mosley believes that fiction connects to our feeling of fear as well. Someone in fiction cares if an innocent bystander gets hurt. The figures who care about how vulnerable we are in these fictional accounts are “heroes who can’t let us down.” Mosley further refines this claim by stating that we can be “saved” through our escape through fiction as well as be “forgiven” for the “sinful desires” that feed our guilt. Mosley says, “We need forgiveness and someone to blame,” and fiction offers us both.

## Model Text Analysis Rubric: Peer Review Tool (Criterion 1)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Selected Score level (choose one based on the description of the student work)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content and Analysis:</b> The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text.  (W.9-10.2, W.9-10.9, RI.9-10.2, RI.9-10.5)	Introduce a well-reasoned claim regarding the development of a central idea.  Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea.  and/or  Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a clear and focused claim regarding the development of a central idea.  Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea.  and/or  Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a claim regarding the development of a central idea.  Demonstrate a superficial and/or mostly literal analysis of the author's use of specific details to shape and refine the central idea.  and/or  Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a confused or incomplete claim.  and/or  Demonstrate a minimal analysis of the author's use of details to shape and refine the central idea.  and/or  Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
<b>Evidence for score (2–3 sentences describing rationale for score level given)</b>	In this response the claim is introduced clearly and in precise detail. The response is focused around the central idea, but there could be more reasoning regarding the development of the idea in the text. This response demonstrates an appropriate analysis but could use more specific details.			
<b>Summary of observations and specific suggestions for improvement in this criterion (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)</b>	Overall this is a strong response that analyzes the claim Mosley is making about fiction in the text. There is some work that can be done around the idea of why Mosley says we connect with fiction. The feeling of fear is present, but the writer addresses it only superficially and could do a better job connecting it to the central ideas of guilt and vulnerability. To improve this response, consider how guilt and vulnerability contribute to our interest in fiction and also connect that interest to more sections of the article (e.g., why Mosley says we feel guilty in the first place).			

## Model Text Analysis Rubric: Peer Review Tool (Criterion 2)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Selected Score level (choose one based on the description of the student work)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Command of Evidence:</b> The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
<b>Evidence for score</b> (2–3 sentences describing rationale for score level given)	This response presents ideas clearly, and the author repeatedly refers back to the text to support his claims. The response quotes the Mosley text often, using specific words and sentences from “True Crime” to support analysis. Still, the author could explain the quotes more.			
<b>Summary of observations and specific suggestions for improvement in this criterion</b> (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)	The author could provide more explanation about how the textual references connect to the claim. For instance, the author could expand on or provide a specific example of how fictional “heroes” care about “how vulnerable we are.”			

## Text Analysis Rubric: Peer Review Tool (Criterion 1)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Selected Score level (choose one based on the description of the student work)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content and Analysis:</b> The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (W.9-10.2, W.9-10.9, RI.9-10.2, RI.9-10.5)	Introduce a well-reasoned claim regarding the development of a central idea.  Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea.  and/or  Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a clear and focused claim regarding the development of a central idea.  Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea.  and/or  Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a claim regarding the development of a central idea.  Demonstrate a superficial and/or mostly literal analysis of the author's use of specific details to shape and refine the central idea.  and/or  Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a confused or incomplete claim.  and/or  Demonstrate a minimal analysis of the author's use of details to shape and refine the central idea.  and/or  Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
<b>Evidence for score (2–3 sentences describing rationale for score level given)</b>				
<b>Summary of observations and specific suggestions for improvement in this criterion (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)</b>				

## Text Analysis Rubric: Peer Review Tool (Criterion 2)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Selected Score level (choose one based on the description of the student work)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Command of Evidence:</b> The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
<b>Evidence for score</b> (2–3 sentences describing rationale for score level given)				
<b>Summary of observations and specific suggestions for improvement in this criterion</b> (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)				

## 9.2.3

## Lesson 5

### Introduction

In this lesson students will reread the full text of “True Crime” in groups and complete an Evidence Collection Tool. They will then independently draft a multi-paragraph response based on Mosley’s central idea that humans are fascinated with true and fictional crime stories. This lesson is the first half of the Mid-Unit Assessment.

Students have reviewed and practiced making independent evidence-based claims in the previous units in this module. This lesson will require students to reread the text, as well as their annotations, to identify how Mosley develops and refines his claim in this essay, and to draw connections between the central ideas in the text. Students will use the Evidence Collection Tool to gather evidence and explain how the given evidence reinforces Mosley’s claim and the connections between the evidence and central ideas.

In groups students will reread “True Crime” to analyze the development of Mosley’s claim: “Humans are fascinated with true and fictional crime stories.” Students will analyze how the author uses the text to develop and refine this central idea using an Evidence Collection Tool. Students will independently draft a multi-paragraph response to the following prompt: How does Mosley use particular sentences, paragraphs, or larger portions of the text to develop and refine his claim that “Humans are fascinated with true and fictional crime stories”? Student understanding of this claim and its development through the text will be assessed using the Text Analysis Rubric. For homework, students will reread “True Crime” and use the Evidence Collection Tool to find two additional pieces of evidence to use in the revision process in the next lesson.

### Standards

Assessed Standard(s)	
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.

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> <p>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.</p> <p>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.</p>
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.
<b>Addressed Standard(s)</b>	
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 the text (e.g., a section or chapter).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p>

## Assessment

<b>Assessment(s)</b>
<p>The assessment in this lesson is the first part of the Mid-Unit Assessment.</p> <p>Students will draft a multi-paragraph response to the following prompt:</p>

- How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories”?

Student understanding will be assessed using the Text Analysis Rubric.

### High Performance Response(s)

A High Performance Response may include the following:

- In his article “True Crime” Walter Mosley claims, “We are fascinated with stories of crime, real or imagined.” Mosley develops this claim by presenting three central ideas in the article: all people are guilty of something; everyone feels vulnerable and powerless; and in our modern age it is impossible to feel like we can trust the information we are presented about the world.

Mosley begins “True Crime” by writing about guilt. He believes that everyone feels guilty for one reason or another and that our relationship with guilt is a fundamental part of who we are: “We have also been guilty of our religion, national origin, skin color...and, now and then, of the blood in our veins.” Mosley thinks that society has made us feel guilty about many things, even things we can’t control, like our national origin or skin color. Since we cannot do anything to change something as fundamental to our beings as our very blood, we need something to alleviate this guilt. Mosley believes that crime stories offer us an outlet and alleviation from our feeling of guilt: “We need forgiveness and someone to blame.”

Along with guilt, Mosley also believes that the public feels vulnerable and powerless in our society: “...most of us see ourselves as powerless cogs in a greater machine.” Mosley believes that guilt and vulnerability work together to make us ask questions about the world and potentially dangerous situations. “Would you be guilty of being stupid for doing what you were taught was right?” We need answers to questions that deal with our vulnerability and guilt, and crime stories give us answers, as well as cathartic relief.

The guilt and vulnerability present in the world today lead us to try to gain control of our situation. The average person’s access to information is through the media, and Mosley says that the media often lies. Mosley then states, “The feeling of being lied to brings about a hunger for truth.” We don’t believe everything we hear because it’s not from people we trust, and stories of crime give us truth or at least an ending: “These forms of entertainment [crime shows, etc.] corroborate our feelings of distrust and allow us to think about how we might fit into a world that wouldn’t even be aware of us getting crushed.” Mosley uses these central ideas to explain and support his claim that the public is obsessed with stories about crime.



## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, W.9-10.2.a, b, L.9-10.1, L.9-10.2, RI.9-10.5, W.9-10.9.b</li> <li>Text: "True Crime," entire text</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Introduction to the Evidence Collection Tool</li> <li>Evidence Collection</li> <li>Drafting a Response</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>30%</li> <li>40%</li> <li>5%</li> </ol>

## Materials

- Copies of the Evidence Collection Tool for each student

- Copies of the Mid-Unit Assessment for each student

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RI.9-10.2, W.9-10.2.a, b, L.9-10.1, and L.9-10.2. In this lesson students will reread the full text of “True Crime” in groups and complete an Evidence Collection Tool based on Mosley’s central claim: “Humans are fascinated with true and fictional crime stories.”

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard to their 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: Introduction to the Evidence Collection Tool

10%

Introduce the Mid-Unit Assessment prompt (How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories?”).

- ▶ Students read the assessment and listen.

① Display the Mid-Unit Assessment prompt for students to see.

Inform students that in preparation for drafting a multi-paragraph response they will be rereading “True Crime” and using their annotations and responses to discussion questions in order to select relevant and sufficient evidence.

- ▶ Students listen.

Distribute the Evidence Collection Tool and briefly explain that this is a tool for gathering their thoughts as well as analyzing the connections between Mosley’s central ideas and how they develop in the article.

- ▶ Students examine the tool.

Explain to students that they will be using this tool to record their evidence to support the writing of their multi-paragraph response. Instruct students to write their evidence in the first column. Direct students to look at columns two and three. Inform them that they will be recording their thoughts about the evidence in note form. Explain that column two is a space to record how the evidence develops Mosley’s claim: Humans are fascinated with true and fictional crime stories. Column three is a space to record how the evidence is connected to the central ideas in the article. Use a quotation to model this thinking as a class.

**Ask students to briefly discuss the differences between the two columns.**

① See the model Evidence Collection Tool for potential evidence to utilize for this brief exercise.

- ▶ Students discuss the differences between columns two and three.
- 💬 The difference between the two is that the second column is an explanation of how the evidence develops the central claim, and the third column is how the evidence connects to the central ideas.

## Activity 4: Evidence Collection

30%

Instruct student groups to begin rereading “True Crime” and review their annotations. Remind students that, as part of W.9-10.9.b, they will draw upon the evidence they collected in previous lessons to support their analysis on the Mid-Unit Assessment.

- ▶ Students begin rereading “True Crime” and reviewing their annotations to identify evidence they will use in their multi-paragraph response.
- 💬 See the model Evidence Collection Tool for possible student responses.

## Activity 5: Drafting a Response

40%

Explain to students that because the Mid-Unit Assessment is a formal writing task, students' writing should include introductory and concluding statements; well-chosen, relevant, and sufficient textual evidence; and precise language and domain-specific vocabulary. In addition, students should use proper grammar capitalization, punctuation, and spelling.

Remind students that they will be expected to have a first draft of the multi-paragraph response finished today but they will be given a chance to revise their drafts in the following lesson, in a process similar to that which students used to revise their responses in the previous lesson. The next lesson will involve peer review as well as a chance to rewrite their responses.

Instruct students to write a multi-paragraph response to the following prompt:

**How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories”?**

Remind students to use the Text Analysis Rubric to guide their written responses.

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using their Evidence Collection Tool.
- 🗨 See the High-Performance Response at the beginning of the lesson.

## Activity 6: Closing

5%

Instruct students to hand in their multi-paragraph responses.

Display and distribute the homework assignment. For homework, instruct students to reread “True Crime” and use their tools to find two additional pieces of evidence to use in the revision process in the next lesson. Remind students they will be reviewing their peers' responses in the following lessons.

- ▶ Students hand in their multi-paragraph responses and follow along with the homework assignment.

## Homework

Reread “True Crime” and use the Evidence Collection Tool to find two additional pieces of evidence to use in the revision process in the next lesson.

## Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Claim:** \_\_\_\_\_

Quote (Paragraph Number)	How the evidence develops the author's claim	Connections to central ideas in the article

## Model Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Claim:** Humans are fascinated with true and fictional crime stories.

Quote (Paragraph Number)	How the evidence develops the author's claim	Connections to central ideas in the article
"We have also been guilty of our religion, national origin, skin color...and, now and then, of the blood in our veins." (2)	Mosley believes that throughout history, all people have been guilty of something, sometimes even things beyond their control. Because of this, we relate to characters who are guilty, and also to those who are thought to be guilty due to forces beyond their control.	Guilt is a central theme that contributes to our feeling of vulnerability as well as mistrust of the world around us.
"...most of us see ourselves as powerless cogs in a greater machine..." (5)	We see ourselves as small and insignificant, this also pushes us to read crime stories.	Our vulnerability comes from feeling powerless and interplays with our guilt, which in turn contributes to our interest in crime fiction.
"Would you be guilty of being stupid for doing what you were taught was right?" (6)	We need answers to questions that deal with our vulnerability and fear; crime stories give us answers.	Guilt and vulnerability work together to make us ask questions about the world and potentially dangerous situations.
"The feeling of being lied to brings about a hunger for truth." (9)	We don't believe everything we hear because it's not from people we trust, and stories of crimes give us truth or at least an ending. This is cathartic for us.	Mosley thinks we need true accounts or neat answers because we are lied to so often; this mistrust also contributes to our feeling of vulnerability.

<p>“These forms of entertainment [crime shows, etc.] corroborate our feelings of distrust and allow us to think about how we might fit into a world that wouldn’t even be aware of us getting crushed...” (12)</p>	<p>Stories of crime allow us to feel validated because they make us feel important and give us a partner who shares our suspicions.</p>	<p>These stories also validate our feelings of guilt and make us feel less vulnerable because someone will notice if we are in trouble.</p>
<p>“...they [crime stories] can offer escape through a fantasy where even a common everyday Joe (or Jane) can be saved.” (13)</p>	<p>Our interest in crime fiction is driven by the need to get away from our current circumstances.</p>	<p>We are fascinated with crime stories because they allow us to explore our own guilt in a comfortable and cathartic way.</p>
<p>“We need forgiveness and someone to blame.” (16)</p>	<p>Our fascination with crime stories gives us an outlet for all of our concerns.</p>	<p>We are forgiven from our guilt and direct our feelings of powerlessness and vulnerability to an immediate outlet.</p>

## Mid-Unit Assessment (9.2.3 Lesson 5)

### Text-Based Response

**Your Task:** Based on your close reading of “True Crime” and your work on the Evidence Collection Tool, write a well-crafted, multi-paragraph response to the following prompt:

*How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories”?*

Your response will be assessed using the Text Analysis Rubric.

#### Guidelines:

##### Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

**CCLS:** RI.9-10.2; W.9-10.2.a, b, L.9-10.1, L.9-10.2

#### Commentary on the Task:

This task measures RI.9-10.2 and RI.9-10.5 because it demands that students:

- Determine a central idea of a text and analyze in detail its development over the course of the text.
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text.

This task measures W.9-10.2.a and W.9-10.2.b because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.



This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

## 9.2.3 Lesson 6

### Introduction

In this lesson, the second part of the Mid-Unit Assessment, students will be given a multi-paragraph response written by a classmate and will use the Text Analysis Rubric to peer review the response for strength of evidence. After students evaluate their peers' work, they will receive their own response from a classmate and review the response with the rubric. Students will then revise their own responses based on the peer review, as well as their own review, before handing it in for assessment.

The goal of this lesson is to strengthen and assess students' written work through peer review of their multi-paragraph response. Students will be expected to review their peer's work, using the Text Analysis Rubric introduced in Lesson 4 to evaluate the strength of their evidence as well as their introduction and organization. At the end of this lesson students will have produced a strong response with evidence to support the given claim in a revised multi-paragraph response. For homework, students will continue reading their Accountable Independent Reading texts.

### Standards

Assessed Standard(s)	
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"><li>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.</li><li>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.</li></ul>
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.</p>

Addressed Standard(s)	
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 the text (e.g., a section or chapter).
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).
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.
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.

## Assessment

Assessment(s)
<p>Students will revise their response to the previous lesson's prompt: “How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories”? Students will be assessed on how they develop and strengthen their writing as needed by revising, editing, and rewriting according to the Text Analysis Rubric and the outcome of their peer review.</p> <p>Student performance will be assessed using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response may include the following:</p>

- In his article “True Crime” Walter Mosley claims, “We are fascinated with stories of crime, real or imagined.” Mosley develops this claim by presenting three central ideas in the article: all people are guilty of something; everyone feels vulnerable and powerless; and in our modern age it is impossible to feel like we can trust the information we are presented about the world.

Mosley begins “True Crime” by writing about guilt. He believes that everyone feels guilty for one reason or another and that our relationship with guilt is a fundamental part of who we are: “We have also been guilty of our religion, national origin, skin color...and, now and then, of the blood in our veins.” Mosley thinks that society has made us feel guilty about many things, even things we can’t control, like our national origin or skin color. Since we cannot do anything to change something as fundamental to our beings as our very blood, we need something to alleviate this guilt. Mosley believes that crime stories offer us an outlet and alleviation from our feeling of guilt: “We need forgiveness and someone to blame.”

Along with guilt, Mosley also believes that the public feels vulnerable and powerless in our society: “...most of us see ourselves as powerless cogs in a greater machine.” Mosley believes that guilt and vulnerability work together to make us ask questions about the world and potentially dangerous situations. “Would you be guilty of being stupid for doing what you were taught was right?” We need answers to questions that deal with our vulnerability and guilt, and crime stories give us answers, as well as cathartic relief.

The guilt and vulnerability present in the world today lead us to try to gain control of our situation. The average person’s access to information is through the media, and Mosley says that the media often lies. Mosley then states, “The feeling of being lied to brings about a hunger for truth.” We don’t believe everything we hear because it’s not from people we trust, and stories of crime give us truth or at least an ending: “These forms of entertainment [crime shows, etc.] corroborate our feelings of distrust and allow us to think about how we might fit into a world that wouldn’t even be aware of us getting crushed...” Mosley uses these central ideas to explain and support his claim that the public is obsessed with stories about crime.

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.\*

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

- None.\*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document:

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"><li>• Standards: W.9-10.2.a, b, W.9-10.5, RI.9-10.2, RI.9-10.5, W.9-10.9.b, SL.9-10.1, L.9-10.1, L.9-10.2</li><li>• Text: “True Crime,” entire text</li></ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"><li>1. Introduction to Lesson Agenda</li><li>2. Homework Accountability</li><li>3. Peer Review</li><li>4. Self-Review and Revision</li><li>5. Closing</li></ol>	<ol style="list-style-type: none"><li>1. 5%</li><li>2. 10%</li><li>3. 40%</li><li>4. 40%</li><li>5. 5%</li></ol>

## Materials

- Copies of the Text Analysis Rubric: Peer Review Tool (Criterion 1 and 2) (refer to 9.2.3 Lesson 4) for each student
- Copies of the Peer Review Accountability Tool for each student
- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: W.9-10.2.a, b and W.9-10.5. Inform students that for the second part of the Mid-Unit Assessment, they will review a classmate's response from the previous lesson and make suggestions for revision. Students will then work independently to apply those revisions to their writing before handing in the final draft for assessment.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to share in pairs the two pieces of evidence they added to their Evidence Collection Tool. Ask students to explain to each other how they think the new evidence supports Mosley's claim.

- ▶ Students share and explain their new evidence with a peer.

### Activity 3: Peer Review

40%

Introduce the lesson assessment. Inform students that they will revise their response to the previous Lesson 5 prompt (How does Mosley shape and develop his claim that "Humans are fascinated with true and fictional crime stories"?).

- ▶ Students read the assessment and listen.

Distribute to students their written responses from the previous lesson and new copies of the Peer Review Tool from Lesson 4, allowing time for students to reread the tool. Point out to students that the

most important aspect of the responses is the presence of relevant evidence; structure and organization are next in importance. Assign pairs and instruct students to exchange written responses.

Instruct students to begin reviewing each other's work based on the Text Analysis Rubric: Peer Review Tool.

- ▶ Students work independently, reviewing and making revision suggestions for each other's responses.

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When students have finished reviewing their classmate's written response, instruct them to discuss their revisions with their classmate.

- ① Consider pausing and reviewing the Speaking and Listening Rubric and Checklist to reinforce student understanding of speaking and listening expectations.

Ask students to take turns reviewing the rubric and explaining their suggestions to their classmate, including (but not limited to) where the piece could use more evidence and how it could benefit from organizational changes.

- ▶ Students explain their revision suggestions to their classmate, clarifying with one another as needed.

## Activity 4: Self-Review and Revision

40%

Once students have finished reviewing their classmate's work and offering feedback, instruct students to transition to independent work. Ask students to review their own writing against the Text Analysis Rubric—as well as their classmate's suggestions—before making any changes.

- ① Upon reviewing their work, students may decide not to make a change their classmate suggested. Instruct students to explain that choice in writing on the back of the rubric (e.g., "I am choosing to not change the order of my paragraphs. I do not think this will better structure my response."). If students do make the suggested change, direct them to mark the suggestion with a check mark.
- ▶ Students silently review their own writing against the rubric and classmate feedback once more.

When students have finished revising, they should use the Peer Review Accountability Tool to note three suggestions their peer made and explain their final decision on those suggestions. Direct students to hand in their responses to the teacher, along with the rubric their classmate filled out, and the Peer Review Accountability Tool.

- ① Some students may only have minor changes to make, whereas others may have larger structural changes.

- ① Plan to spend time at some point during the second half of the unit handing back students' Mid-Unit Assessment responses, allowing students to look over their graded work and clarifying any student concerns or misunderstandings.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.



## Peer Review Accountability Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Original	Peer Suggestion	Final Decision and Explanation

## Model Peer Review Accountability Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Original	Peer Suggestion	Final Decision and explanation
1. Mosley claims crime makes us feel vulnerable.	This should be changed to include evidence.	<i>I changed the sentence to include evidence.</i>  Mosley claims our feeling of vulnerability, being “powerless cogs,” contributes to our interest in crime stories.
2. Mosley says, “Everyone is guilty.”	This quote is incorrect in the text Mosley claims, “Everybody is guilty of something.” This also does not explain the evidence being used.	<i>I changed my evidence to align with the text and explained the quote.</i>  Mosley says, “Everybody is guilty of something.” This is a central idea in the article and one of the main reasons we are interested in crime stories.
3. “How do bloggers pay their rent?”	This evidence should be explained.	<i>I explained my evidence.</i>  Mosley asks, “How do bloggers pay their rent?” to refine his central idea about our mistrust of information sources.

## 9.2.3

## Lesson 7

## Introduction

In this lesson, students will be introduced through an informational video to Bernard Madoff and the concept of a Ponzi scheme. Students will also begin reading the second informational text in this unit, “How Bernard Madoff Did It,” a book review that explains the nature of Madoff’s crime. Students must master the understandings scaffolded in this lesson to fully engage with the texts in the remaining lessons of this unit. Students will participate in rich discussion to support comprehension of the ideas and concepts introduced in this video and the text.

Students will first watch the Ponzi scheme video, using guiding questions to support their thinking. Students will have an opportunity to discuss their questions with the class. Students will then listen to a masterful reading of “How Bernard Madoff Did It” as well as answer questions about paragraph 1 (from “Ever since the Madoff Scandal broke” through “pleasure in the financial travails of the rich and famous”). For the lesson assessment, students will complete a Quick Write on the central idea that emerges in paragraph 1. For homework students will write about how a Ponzi scheme works and what makes it a crime. Students will also continue with their AIR homework.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).
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.
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.

## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>Determine the central idea in the first paragraph of “How Bernard Madoff Did It.” How does this idea emerge and what details shape its development?</li> </ul>
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>A central idea in the first paragraph of “How Bernard Madoff Did It” is the public’s fascination with the Madoff scandal. Ahamed points out that a reason we are so interested in this scandal is the enjoyment we get from watching the “travails of the rich and famous.” Those who lost money were not just “impersonal institutions” but real people.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>stock market (n.) – a place where shares of a company are bought and sold</li> <li>hedge fund (n.) – an investment fund that invests large amounts of money using risky methods</li> <li>fluctuation (n.) – irregular rising and falling in number or amount</li> <li>voyeuristic (adj.) – having the quality of being an obsessive observer of sordid or sensational subjects</li> </ul>

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

- morbidly (adv.) – unhealthily; unwholesomely gloomy or extreme
- travails (n.) – pains and suffering because of hardships

## Lesson Agenda/Overview



Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>• Standards: RI.9-10.2, RI.9-10.7, W.9-10.9.b, SL.9-10.1, L.9-10.4.a</li> <li>• Text: Video “\$50bn Ponzi scheme – How Madoff Did It” (<a href="http://youtu.be/52nYNE9DYYQ">http://youtu.be/52nYNE9DYYQ</a>) “How Bernard Madoff Did It,” paragraph 1</li> </ul> <b>Learning Sequence</b> <ol style="list-style-type: none"> <li>1. Introduction to Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Video and Discussion</li> <li>4. Masterful Reading</li> <li>5. Paragraph 1 Reading and Discussion</li> <li>6. Quick Write</li> <li>7. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 25%</li> <li>4. 10%</li> <li>5. 30%</li> <li>6. 15%</li> <li>7. 5%</li> </ol>

## Materials

- Projector or screen for watching the YouTube video
- Copies of the transcript of the video (Instructional Aid) for each student
- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by introducing the agenda and the assessed standard for this lesson: RI.9-10.2. Explain to students that they will continue to work with RI.9-10.2 to support understanding and comprehension of a Ponzi scheme. Inform students that in this lesson they will be watching a video as well as beginning to read the next informational text in this unit, a book review that discusses Madoff's crime.

- ▶ Students listen to the agenda.

### Activity 2: Homework Accountability

10%



Instruct students to talk in pairs about how they can apply their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several 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: Video and Discussion

25%

Explain to students that they will be watching a text-based video, "\$50bn Ponzi scheme – How Madoff Did It," that explains that nature of Bernard Madoff's crime and outlines the concept of a Ponzi scheme. Inform students that they will watch the video and pause in the middle to answer some comprehension questions before finishing the viewing. Ask students to consider these focus questions while viewing the video: Who is Bernard Madoff? What did he do?

-  This video will help to scaffold students' understandings of the next set of texts for this unit. If necessary consider re-watching the video to assist with student comprehension of a Ponzi scheme.
-  As this video only has music underscoring the text it would be advisable to mute the sound.
- ▶ Students listen.

Play the first half of the video for students (<http://youtu.be/52nYNE9DYYQ>)

-  The video is 6 minutes and 25 seconds long.

Pause the video at the 3:44 minute mark. Instruct students to discuss their responses to the following questions in pairs.

**A *hedge fund* is an investment fund that invests large amounts of money using risky methods. What is the difference between a *hedge fund* and Madoff's "Collar Method"?**

- There was no risk involved with the "Collar Method." Investors got a 10% return every year.

**Why would the scheme the video outlines not make a profit?**

- There would be no profit because you aren't using the money to buy anything; you're just giving it back.

Start the video again at 3:44 and play until the end. Ask students to discuss in pairs:

**What is the "classic trick" Madoff used to make his payments?**

- A Ponzi scheme is the classic trick Madoff used to make his payments.

**What is the source of "profit" in a Ponzi scheme?**

- Other investors' money is the source of the profit.

**What usually happens to a Ponzi scheme?**

- Ponzi schemes usually collapse after one year.

## Activity 4: Masterful Reading

**10%**

Introduce the Quick Write assessment (Determine the central idea in the first paragraph of "How Bernard Madoff Did It." How does this idea emerge and what details shape its development?). Explain to students that this is the lesson assessment and the focus for today's reading.

- Students read the assessment and listen.

① Display the Quick Write assessment prompt for students to see.

Distribute copies of the text "How Bernard Madoff Did It," a book review by Liaquat Ahamed. Have students listen to a masterful reading of the first paragraph (from "Ever since the Madoff Scandal broke" through "pleasure in the financial *travails* of the rich and famous").

Explain to students that a book review, a type of informational text, is meant to give information about a book and its topic, as well as an opinion about the quality and scope of the book. Ask students to identify the author of the review, Liaquat Ahamed. Explain that Ahamed will be using quotes and

information from the book he is reviewing: *The Wizard of Lies* by Diana Henriques. Students will be reading an excerpt from this book later in the unit.

- ▶ Students follow along, reading silently.

## Activity 5: Paragraph 1 Reading and Discussion

**30%**

Instruct students to reread paragraph 1 (from “Ever since the Madoff Scandal broke” through “pleasure in the financial *travails* of the rich and famous”) and discuss the following questions in pairs.

- ① Consider pausing and reviewing the Speaking and Listening Rubric and Checklist to reinforce student understanding of speaking and listening expectations.

**According to Ahamed what makes the Madoff scandal different from others?**

- 💬 Those affected were “real people” not “impersonal institutions.”

**What does Ahamed mean by “others found a certain *voyeuristic* pleasure in the financial *travails* of the rich and famous”?**

- 💬 Ahamed is saying that the public enjoys watching celebrities go through hard times.
- ① Offer students a definition of *voyeuristic* as having the quality of being an obsessive observer of sordid or sensational subjects. The term for taking pleasure in other people’s suffering is called *schadenfreude*. *Schadenfreude* is a German term that literally means “harm-joy.” This is a term that applies to the Madoff scandal as well as *Oedipus the King* and is an important idea that connects the texts in this module.
- ① Teachers can also choose to pause here and write or project a definition of the word, *schadenfreude*. As an optional extension activity, teachers can make additional connections to *schadenfreude* by reading and asking questions about other texts from this module or other texts about Bernard Madoff, easily found through an Internet search.

**What might *travails* mean in this context?**

- 💬 Pains and suffering because of hardships, something bad that’s happened because it’s a financial scandal.

**Why was the public “*morbidly* fascinated” by the Madoff scandal?**

- 💬 Ahamed states that because there were “real people” involved, the public was either interested because some could “imagine ourselves among the victims” or because we like to see celebrities in trouble.



- ① Consider drawing students' attention to their application of standard L.9-10.4.a in the previous two questions, as students determine word meanings through the use of context clues.
- ① Offer students a definition of *morbidly* if they cannot determine the meaning from context or by other means.

Instruct students to return to the text to annotate for evidence of a developing a central idea. Students should write the code CI in the margin. Remind students that as they annotate for central idea, they are beginning to identify textual evidence that may be used in the lesson assessment as well as the End-of-Unit Assessment, which address the development of central ideas in the text. This focused annotation supports students' engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

### Activity 6: Quick Write

**15%**

Instruct students to respond to the following writing prompt:

**Determine the central idea in the first paragraph of “How Bernard Madoff Did It.” How does this idea emerge and what details shape its development?**

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

- ① Display the prompt for students to see, or provide the prompt in hard copy.
  - ▶ Students independently answer the prompt using evidence from the text.
  - ☛ See the High Performance Response at the beginning of the lesson.

### Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to answer the following prompt: In two to three sentences describe how a Ponzi scheme works. What makes a Ponzi scheme a crime? Remind students to use the Short Response Checklist and Rubric to guide their written responses.

Also, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ① Consider providing students with a link to the “\$50bn Ponzi scheme – How Madoff Did It” YouTube video to help support their understanding as well as inform their homework responses.
  - ▶ Students follow along.

## Homework

In two to three sentences describe how a Ponzi scheme works. What makes a Ponzi scheme a crime?

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## Madoff Video Transcript (Instructional Aid)

### Segment 1 (0:00)

Bernard Madoff managed to make \$50 Billion of investors' money from around the world and make it vanish into thin air.

Lipstick Building, NY: The scam took place here, in New York.

But Madoff wasn't always so affluent.

Far Rockaway, Queens: His career began as a lifeguard in 1960.

Here he made \$5,000 (\$35,000 today), which he used to start trading stocks.

Miami Beach: Madoff made his way to richer areas... to attract richer clients with more cash.

The Pink Sheets:

Madoff's new business dealt with the National Quotation Bureau.

This business was no competition to those trading on the New York Stock Exchange.

To beat his competition Madoff made use of computer technology.

This technology eventually became the foundation of the modern NASDAQ Stock Exchange.

(1:01)

### Segment 2 (1:02)

Investment: Madoff invested money in stocks.

Profits: When the stock price increased he made a profit.

Losses: But when the stock prices fell he lost money.

Madoff wasn't making the big money he wanted.

Palm Beach: So Madoff chose rich Country Clubs to find richer investors.

He became part of these clubs' close community, and befriended them to gain their trust.

Clients fell for his charisma and charm.

...and handed over large sums of money, on Madoff's promise of 10% profit every year.

*Hedge Fund*: this was the beginning of Madoff's *hedge fund*.

10% Consistently: Madoff gave clients 10% back on their investment every year, without fail.

This was incredibly attractive, and impressive, given the instability of the *stock market*.

Collar: Madoff said he achieved this consistency using a "collar" method to limit gains and losses.

Rights to Buy and Sell:

By selling and purchasing the rights to buy and sell stocks at a fixed price

...the gain and loss due to fluctuations in the actual price of the stock can be constrained.

But This Didn't Add Up:

Even using this collar method there was no way Madoff could achieve the consistent 10% gains.

**(2:23)**

### **Segment 3 (2:24)**

Secrecy:

Madoff's *Hedge Fund* was shrouded in secrecy.

The 17<sup>th</sup> Floor:

Operating from the 17<sup>th</sup> floor of the Lipstick Building, only a dozen employees were involved.

The floor was isolated from the rest of the company.

And the computer producing the statements was an old IBM in the corner.

It wasn't connected to the rest of the company network.

And to avoid leaving a digital footprint all the client's statements were printed on paper only.

So What Was Madoff Doing?

Well there'd be only one way of providing consistent 10% returns.

Imagine if a client gave Madoff \$1,000,000.

Madoff could now just give back \$100,000

But after 10 years, he'd have given the investor back all his money.  
And in the 11<sup>th</sup> year, he has no more money to make the yearly payment.

Withdrawals:

Worst of all, when the client asks for his \$1,000,000 back (which he can do at any time)...

Madoff would have to admit that it no longer exists...

As he's used it up to make the client's own yearly payments!

The Scheme Would Make No Profit:

...despite lasting for 10 years undiscovered.

**(3:44)**

#### **Segment 4 (3:45)**

So Madoff used a classic trick...

To be able to continue to make the payments year after year.

...Madoff would require further income from alternative sources that would cover this expense.

Question: Where might this income come from?

Answer: Another Investor.

The cash coming in from another investor...

Could be used to make the payments to the first investor.

Question: But how do you make the yearly payments to the second investor?

Answer: Yet another investor.

And to pay him a further one.

In this scheme, the cash from each new investor is used to pay back the older investor.

100% of everyone's money is being used to pay everyone's 10% yearly "return."

Each investor's 10% "gain" is another investor's 10% loss. All the money is slowly burnt up.

Ponzi Scheme:

This is known as a Ponzi Scheme.

But such schemes usually collapse after one year.

**(4:50)**

**Segment 5 (4:51)**

So how did Madoff keep his Ponzi Scheme going for 20 years?

To keep a Ponzi Scheme going you need...

Avoid Withdrawals: Avoid investors who are going to want their money back soon.

Continual Investment: lots of investors willing to keep investing.

Don't Get Caught: Don't let any financial authorities work out your game.

Madoff achieved the latter by using a small, unknown company to do his auditing.

Friehling and Horowitz did not need to register as auditors as this law was not present in New York.

Madoff's secrecy also prevented detection.

Indeed, Madoff refused clients who asked too many questions.

"Velvet Rope": This built up a sense of "elite" that attracted investors to Madoff's fund.

Communities: Combined with his focus on clubs and communities, this ensured a steady stream of new investors.

Charities: Last, Madoff focused on investment from charities, such as that of Steven Spielberg. Due to the financial structure of a charity, they very rarely needed to make withdrawals.

The Credit Crunch: Then came 2009, the global economic downturn, and the beginning of the end for Madoff.

Huge numbers of Madoff's investors needed to make withdrawals due to the economic climate.

But of course, their money wasn't there.

\$50 Billion had been vaporized.

...and Madoff once chairman of the NASDAQ...was finished.

**(6:25)**

## 9.2.3

## Lesson 8

## Introduction

In this lesson students will engage further with “How Bernard Madoff Did It,” a book review that examines the Bernard Madoff scandal as well as the public fascination around his crime. Students will read closely, compare ideas and texts, and listen to a masterful reading to help prepare students for the End-of-Unit Assessment.

At the end of the lesson students will demonstrate their understanding through a Quick Write about a central idea in the text. For homework, students will compare the ideas presented in “How Bernard Madoff Did It,” to the previous text “True Crime,” to analyze the development of an idea across texts.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
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.
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. <ol style="list-style-type: none"> <li>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.</li> </ol>

## Assessment

Assessment(s)
The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words

and phrases) completed in the lesson.

- Identify a central idea in “How Bernard Madoff Did It.” How does this idea emerge and develop in this portion of text?

### High Performance Response(s)

A High Performance Response may include the following:

- A central idea in “How Bernard Madoff Did It” is that the public is “morbidly fascinated” with the Madoff crime. This idea is refined in paragraphs 2–7 because Ahamed writes that the “story has by now been told and retold many times, in newspapers and magazines, on television and in several books.” He also says that the public was intrigued by Madoff’s family drama. The fact that Madoff’s two sons turned him in to the FBI, prompted Ahamed to note, “From the start, therefore, it was evident that we were witnessing an almost Sophoclean family tragedy.”

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- broker-dealer firm (n.) – an organization that trades stocks for customers; when acting for the customer the organization is the “broker,” and when acting for themselves they are the “dealer”
- downside risks (n.) – the risks between the return you hope to get and the return you actually receive
- hedge the portfolio (v.) – to reduce losses of the combined investments
- cottage industry (n.) – any small-scale, loosely organized industry
- feeder funds (n.) – smaller amounts of money that invest into a larger “master fund”
- channeled assets (n.) – moved assets (money or stocks)
- Potemkin-like (adj.) – apparently impressive but actually false; named after the Russian soldier and statesman who was Empress Catherine II’s lover and is supposed to have built fake villages along the route of her tour of the Crimea

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

- Sophoclean family tragedy (n.) – reference to Sophocles the playwright; a terrible thing happening to a family on a dramatic scope
- chasm (n.) – a deep divide or gap



## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, SL.9-10.1, L.9-10.4.a</li> <li>Text: “How Bernard Madoff Did it,” paragraphs 2–7</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Paragraphs 2–7 Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>15%</li> <li>50%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- List of vocabulary, phrases, and technical terms to display
- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.2. Explain to students that in this lesson they will continue to read “How Bernard Madoff Did It.” Inform students that this lesson will involve close reading as well as analyzing the development of the idea of our fascination with crime across texts.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard to their 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 their responses.

Then, instruct pairs to exchange their sentences from Lesson 7’s homework: In two to three sentences describe how a Ponzi scheme works. What makes a Ponzi scheme a crime? Once pairs have read each other’s sentences, instruct them to discuss how their responses compare.

- ▶ Student pairs read and discuss their responses.

### Activity 3: Masterful Reading

15%

Introduce the Quick Write assessment (Determine the central idea in the first paragraph of “How Bernard Madoff Did It.” How does this idea emerge and what details shape its development?). Explain to students that this is the lesson assessment and the focus for today’s reading.

Have students listen to a masterful reading of the entire book review, “How Bernard Madoff Did It” from “Ever since the Madoff scandal broke in December” through “the embodiment of our infinite capacity for self-delusion” (paragraphs 1–10).

- ▶ Students listen and follow along in their texts.

### Activity 4: Paragraphs 2–7 Reading and Discussion

50%

Instruct students to reread “How Bernard Madoff Did It,” paragraphs 2–7 (from “Finally the man himself and his family” through “a new source of money was found”). Inform students that for this reading they will be identifying terms and technical references that are unclear. Offer an example of *broker-dealer*

*firm* that may be a term that is unclear to students. Instruct students to record any questions they have about the terms, and explain that they will have an opportunity to clarify.

① Remind students to use annotation codes to distinguish vocabulary and terminology, such as putting a box around unfamiliar phrases (e.g. *hedge the portfolio*) or technical terms (e.g. *cottage industry*).

- ▶ Students reread paragraphs 2–7 and annotate for the purpose of identifying unfamiliar phrases and technical terms.

Instruct students to review their annotations in pairs, briefly discuss the terms that were unfamiliar, and prepare questions for a class sharing.

- ▶ Students review their annotations in pairs and prepare questions.

Lead a class share out to clarify unclear technical terms or phrases in paragraphs 2–7. Remind students to refer to the Speaking and Listening Rubric and Checklist for guidance on collaborative discussion norms and expectations.

① Terms and phrases that will likely require clarification are listed in the vocabulary section of this lesson. Consider posting these and any other technical terms students identify for students to reference throughout the unit.

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Instruct students to reread paragraphs 2 and 3 of the text (from “Finally the man himself and his family” through “feeder funds that channeled assets his way”) and annotate using the code CI to note the development of a central idea in the text. Ask students to discuss the following questions in pairs.

**How does Ahamed refine his idea that the Madoff scandal grabbed public attention? Cite evidence Ahamed uses to refine this idea.**

- 💬 Ahamed first claims that the public could either identify or enjoy watching those affected. He goes on to describe the intrigue of Madoff’s character, “what sort of man lay behind that sphinxlike smile” and the popularity of the story, “has been told and retold many times.”

① Students may begin to make connections between Mosley’s “True Crime” and Ahamed’s claims about the public’s fascination with the Madoff scandal. Connections such as these will be useful to students in the End-of-Unit Assessment, which asks students to consider central ideas across texts.

**What might Ahamed mean by “Sophoclean family tragedy” in reference to the Madoff scandal?**

- 💬 Ahamed means that this is a sad event on a large and dramatic scale.

① Students may pick up on the allusion to the Unit 2 text *Oedipus the King*.

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Instruct students to reread paragraph 4 in “How Bernard Madoff Did It,” from “At some point (no one is quite certain when)” through “the classic Ponzi scheme.” Ask students to discuss the following questions in pairs.

**What was the reason Madoff “fudged the numbers”?**

- He had lost money but didn’t want to tell the investors.

**Why did Madoff stop “even bothering to invest the cash”?**

- Ahamed writes that “the *chasm* between” the money he had and the money he told investors he had was too large.

**Based on the context what does *chasm* mean?**

- A *chasm* is a large gap.

① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of determining word meaning through the use of context clues.

**Based on your understanding of a Ponzi scheme from the video, write the last sentence of paragraph 4 (“After a while, the chasm...” ) in your own words.**

- There was a big gap between the money in investor’s accounts, and the money Madoff said he was making. Madoff started paying out fake returns using money from new investors and this is when the Ponzi scheme started.
- 

**How is Henriques able to add “significant detail to the story”?**

- Henriques was the first reporter to be given “on-the-record” interviews with Madoff after he was caught.

**What context clues can be used to help determine the meaning of *Potemkin-like*?**

- The reference to “fake terminals” and “bogus paper trails” point to *Potemkin-like* being something fake.

**What does *Potemkin-like* mean?**

- Something that is fake or made up to look real.

**Explain how Madoff’s actions would require a writer like Henriques to be knowledgeable about “the mechanics of the fraud.”**

- ☞ Since Madoff's fraud was a complicated system, it is important that someone writing about the story untangle all the information about the fraud.

**What can threaten the viability of a Ponzi scheme?**

- ☞ A "leveling off" of the money coming in can threaten a Ponzi scheme.

**What circumstances lead to the scheme being "on the verge of breaking down"?**

- ☞ The "stock market collapse," recession, and the "tech bubble burst" all threatened the scheme because they were times of financial uncertainty.

**Why did Madoff constantly need to find "a new source of money"?**

- ☞ Because in times of financial uncertainty, people withdraw their funds.
- ① If students are struggling with this question, remind them of what they learned in the video from Lesson 7: that huge numbers of investors needed to make withdrawals due to the economic climate.

**Activity 6: Quick Write****15%**

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

**Identify a central idea in "How Bernard Madoff Did It." How does this idea emerge and develop in this portion of text?**

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

- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ▶ Students independently answer the prompt using evidence from the text.
  - ☞ See the High-Performance Response at the beginning of this lesson.

**Activity 7: Closing****5%**

Display and distribute the homework assignment. For homework, instruct students to respond to the following prompt: Make one connection between a central idea in "How Bernard Madoff Did It" and a central idea in "True Crime." Write a brief explanation that includes supporting evidence from each text. Remind students to use the Short Response Checklist and Rubric to guide their written responses.

In addition, instruct students to continue their Accountable Independent Reading through the lens of a focus standard of their own choosing and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Make one connection between a central idea in “How Bernard Madoff Did It” and a central idea in “True Crime.” Write a brief explanation that includes supporting evidence from each text.

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## 9.2.3

## Lesson 9

## Introduction

In this lesson students will analyze and present the third portion of the informational text “How Bernard Madoff Did It” paragraphs 8–10 (from “Not everyone was duped” through “the embodiment of our infinite capacity for self-delusion”). This portion of the text continues to elaborate on the details of the Madoff scandal as well as the central ideas present in the text *The Wizard of Lies*, an excerpt of which students will read in the following lessons.

This lesson requires students to analyze and present a portion of “How Bernard Madoff Did It.” The goal of this lesson is for students to participate and discuss in groups a portion of text and then present that text to the rest of the class. Students will discuss and present the key portions of their respective paragraphs, definitions of the academic vocabulary present, and will take notes on others’ presentations. Students will determine the development of the central idea in this portion of text through the presentations. Students will use the Speaking and Listening Rubric and Checklist to evaluate their own presentation before presenting to the rest of the class. For homework, students will use their notes from the presentations to reflect on one of the presented paragraphs they did not read and come up with one question about that paragraph.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	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”).
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Assessment

### Assessment(s)

Through a jigsaw activity, students will present central ideas and supporting evidence that develop and/or refine the ideas from selected paragraphs from the text. Students will be assessed on their presentation as well as the written response of their given portion of text.

- Students should be evaluated on their presentations using the Speaking and Listening Rubric and Checklist.

### High Performance Response(s)

A High Performance Response may include the following:

- Student presentations provide a clear and organized summary of the paragraph, as well as highlight the main ideas present in each portion of text. (See student responses for questions listed in the lesson activities).
- Students use introductory language such as “In this paragraph Ahamed states...” as well as organizational language to logically connect their understanding of the text.
- Students underscore the importance of academic vocabulary present in their portion of text, “This word means...and functions to do...in the text.”
- Students provide an objective summary of the text and identify the central ideas present in their portion of text.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- option trading (n.) – buying and selling a very risky financial asset
- derivatives market (n.) – a market for a type of asset
- Securities and Exchange Commission (n.) – a U.S. federal agency that regulates the stock market and other financial exchanges in the United States



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

- incarceration (n.) – the state of being in prison
- recession (n.) – a period of economic contraction or decline
- plausible (adj.) – appearing to be true and believable
- viability (n.) – capacity to operate and sustain
- engrossing (adj.) – fully occupying the mind
- embodiment (n.) – a concrete or physical representation

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>• Standards: SL.9-10.4, SL.9-10.6, RI.9-10.2, W.9-10.9.b, L.9-10.1</li> <li>• Text: “How Bernard Madoff Did It,” paragraphs 8–10.</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>1. Introduction to Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Jigsaw Activity</li> <li>4. Presentation</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 45%</li> <li>4. 35%</li> <li>5. 5%</li> </ol>

## Materials

- Dictionary or reference resource for student groups
- Student copies of the 9.2 Common Core Learning Standards Tool
- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	"i" in a circle indicates instructional notes for the teacher.

### Activity 1: Introduction to Lesson Agenda

5%

Inform students that they will be working in groups to summarize a paragraph from “How Bernard Madoff Did It” and present their findings to the class.

Review the agenda and share the assessed standards for this lesson: SL.9-10.4 and SL.9-10.6.

- ▶ Students look at the agenda.

The assessed standards for this lesson are new standards. Ask students to individually read standards SL.9-10.4 and SL.9-10.6. on the 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of these standards.

- ▶ Students read standards SL.9-10.4 and SL.9-10.6 assess their familiarity with and mastery of these standards.

Ask students to paraphrase standards SL.9-10.4 and SL.9-10.6.

- 💬 SL.9-10.4 explains how to make an effective presentation.
- 💬 SL.9-10.6 explains that students should show that they understand how and when to use formal English.

Distribute the Speaking and Listening Rubric and Checklist. Instruct students to focus on SL.9-10.4 and SL.9-10.6 using the rubric or checklist to gain a deeper understanding of the expectations of these standards.

## Activity 2: Homework Accountability

**10%**

Instruct students to talk in pairs about how they can apply their focus standard to their 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.

Ask students to briefly share out their responses from the homework in the previous lesson: Make one connection between what was said in "How Bernard Madoff Did It" and in "True Crime."

- ▶ Students discuss their responses to the homework.
  - 💬 Student responses may include: One connection between Ahamed's "How Bernard Madoff Did It" and Mosley's "True Crime" is that they both talk about the public's interest in crime. In the Ahamed book review he writes that people either identified with the victims or enjoyed watching the rich suffer. This supports Mosley's idea in "True Crime" that everyone feels guilty, so we want someone to take our blame and let us feel like we are innocent. Therefore, Ahamed supports Mosley's idea around the public's interest in crime stories.
- ① Note that answers that draw a connection between the shared genre of the two texts and/or the way they are organized are also acceptable.

## Activity 3: Jigsaw Activity

**45%**

Inform students that for the remainder of "How Bernard Madoff Did It," they will be reading and analyzing a paragraph in groups. Place students in groups of three. Each group will be working with a paragraph from the text; remind students that there will be some overlap. Assign each group a paragraph from 8–10 ("Not everyone was duped" through "the embodiment of our infinite capacity for self-delusion"). Instruct students to complete a first read through of their given paragraph, with a focus on identifying unfamiliar vocabulary. Remind students of the difference between technical phrases and academic vocabulary.

- ① If time allows, have students read the remaining paragraphs in their groups before starting the jigsaw activity. While students will have had exposure to the text through a masterful reading, it would be beneficial for them to read paragraphs 8–10 (from "Not everyone was duped" through "the embodiment of our infinite capacity for self-delusion").
- ① Consider using group roles to facilitate maximum participation for each student group. Possible roles include: *Group Leader*: The person responsible for reporting out on any of the group's progress.

*Recorder:* This student is the primary person for recording information. *Presenter:* The student primarily responsible for sharing out with the rest of the class. Encourage students to refer to the Speaking and Listening Rubric and Checklist for guidance on defining group roles, focusing on SL.9-10.1.b.

- ▶ Students form groups and begin reading.

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Transition students into preparing for their presentations. Instruct students to reread their paragraph, this time focusing on the central ideas in their selections and how specific details develop and/or refine those ideas. Students should continue using the annotation code CI to indicate the development of a central idea.

Remind students that as they annotate for central idea, they are beginning to identify textual evidence to be used in the lesson assessment as well as the End-of-Unit assessment, which address the development of central ideas in the text. This focused annotation supports students' engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

Display the following questions to focus group discussion:

### Paragraph 8

**What were the “danger signals”? Explain in your own words what Ahamed is saying using the examples given.**

- 💬 The danger signals were the one man accounting firm; the amount of money he was supposed to have was too much; the consistent returns were unrealistic.

**What was not “plausible” about the returns Madoff was making?**

- 💬 They were too “steady” and did not account for the riskiness of trading stocks.

**Why did Madoff’s investors not act on their suspicions?**

- 💬 They thought that he was breaking the law “at someone else’s expense” and chose to stay quiet.

### Paragraph 9

**What is the “human dimension” of the Madoff story?**

- 💬 The “human dimension” is the drama with the family, the “father-son betrayal of biblical proportions,” and the sadness of the people that trusted Madoff.

**How does Henriques’ account of the “harrowing scene” reinforce her claim that the family did not know about the Ponzi scheme?**

- Her account of this scene is one where the sons are overly dramatic and terribly sad; it would have been difficult to be “blind with fury” or overcome by tears if they had known about the scheme all along.

#### Paragraph 10

**How does Ahamed support his claim, “A Ponzi scheme is the opposite of a perfect crime”?**

- Ahamed says that after a while no Ponzi scheme can continue and the numbers become “unsustainable.” This was the case for Bernie Madoff.

**Why will the numbers always become “unsustainable” over time?**

- Because in uncertain economic climates, investors will always withdraw funds.
- ① If students are struggling with this question, remind them of what they learned in the video from Lesson 7: that huge numbers of investors needed to make withdrawals due to the economic climate.

**When did Madoff realize “the jig [was] up”?**

- When Madoff realized the withdrawals were going out faster than the money was coming in.

**What does Ahamed mean when he writes that Madoff was the “embodiment of our infinite capacity for self-delusion”? Who is “our” in this quote?**

- Ahamed is saying that Madoff represented the public’s or people’s (“our”) tendency to trick ourselves even when we know something cannot keep working.

### Activity 4: Presentations

**35%**

Inform students that they will be presenting a summary and analysis of their paragraphs to the rest of the class. Explain to students that they will continue the work of collaborative discussion outlined in SL.9-10.1, and will incorporate two new speaking and listening standards into their presentations: SL.9-10.4 and SL.9-10.6. These two standards deal with presentations and the command of spoken language respectively. Also instruct students to demonstrate standard L.9-10.1 during their presentations. Remind students that these skills scaffold toward the End-of-Unit Assessment.

Ask students to read the Speaking and Listening Rubric and Checklist aloud in their groups and use them to draft their presentations. Remind students to include a summary of their paragraph and a tracing of the central ideas and how they are developed.

- ▶ Student groups draft their presentations.

Ask groups to review their presentations, using the checklist before they present to the rest of the class. Remind students that strength of evidence, line of reasoning, organization of information, and command of formal English are all elements of good writing as well as effective presentations. Remind students to speak clearly and loudly and keep the audience in mind (students who likely have not read the paragraph yet).

- ▶ Students review their presentations and practice them in their groups.

Ask students if they have any questions regarding the checklist before beginning their presentations. Transition students to begin their presentations. Remind students that as they listen, they should take notes independently on each presentation. They will use these notes for the homework assignment.

- ▶ Students present or take notes on presentations.

☞ See the High Performance Response at the beginning of this lesson.

## Activity 5: Closing

**5%**

Instruct students to hand in their presentation materials as well as their Speaking and Listening Checklist.

Display and distribute the homework assignment. For homework instruct students to use their notes from the presentations to determine the main idea of a paragraph that they did not present and come to class prepared to discuss the idea and think of one question about the paragraph.

Also, instruct students to continue their Accountable Independent Reading through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students hand in their presentation materials and checklists. Students follow along, reading the homework.

## Homework

Use your notes from the presentations to determine the main idea of a paragraph that you did not present and come to class prepared to discuss the idea and one question about the paragraph.

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## 9.2.3

## Lesson 10

## Introduction

In this lesson, students will encounter the third text of this unit—an excerpt from *The Wizard of Lies: Bernie Madoff and the Death of Trust*, Diana B. Henriques’s account of Madoff’s crime. Students will first listen to a masterful reading of this excerpt and then work in pairs to read the first 9 paragraphs (from “The Madoff case demonstrated” through “Madoff probably didn’t either”). Finally, the teacher will model for students the development of a discussion question and discuss the attributes of a quality discussion question. This will help prepare students for the End-of-Unit Assessment, in which they will be evaluated on their academic discussion.

At the end of the lesson, students will demonstrate their understanding in a Quick Write about the development of a central idea in the text. For homework, students will write a reflective response about how Madoff and his clients contributed to the Ponzi scheme. They will also review the Speaking and Listening Rubric and Checklist and continue reading their AIR text.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas and claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).
SL.9-10.1.a, c	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</i>

	<p><i>issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p>
L.9-10.4.a	<p>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.</p> <p>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.</p>

## Assessment

### Assessment(s)

The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson.

- Identify a central idea developed by Henriques in paragraphs 1–6 and discuss how the idea is refined by specific details.

### High Performance Response(s)

A High Performance Response may include the following:

- Henriques depicts Bernie Madoff as a very flawed human being. Henriques says Madoff is not a monster, but an extremely “deceptive” and “delusional” human being. She says he fits the profile of a Ponzi schemer because he “did not fit the profile of a Ponzi schemer.” This means that the actual profile of a Ponzi schemer is someone who appears to be trustworthy and not a “seedy-looking, shifty-eyed inarticulate grifter.”

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- None.

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



- midst (n.) – in the middle point or part
- delusion (n.) – a belief or impression that is firmly believed despite obvious evidence against it
- selectively (adv.) – carefully choosing

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, RI.9-10.5, W.9-10.9.b, SL.9-10.1.a, c, L.9-10.4.a</li> <li>Text: <i>The Wizard of Lies</i>, pp. 361–364, paragraphs 1–9</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Close Reading</li> <li>Discussion Preparation</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>15%</li> <li>35%</li> <li>20%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.2. Inform students that they will begin to read the third and final text from this unit—an excerpt from *The Wizard of Lies*, by Diana B. Henriques. Inform students that this is the book discussed in Liaquat Ahamed's review from the previous lessons.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Lead a brief discussion on the previous lesson's homework assignment. Instruct students to discuss in pairs the main idea of a paragraph they did not present and have students volunteer their questions to the whole class. Encourage pairs and/or individual students to answer questions using their paragraphs, if appropriate.

- ▶ Students discuss the main ideas in pairs and share their questions about the text. Then, student pairs share their ideas with the entire class.

Instruct students to talk in pairs about how they can apply their focus standard to their 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 (Identify a central idea developed by Henriques in paragraphs 1–6 and discuss how the idea is refined by specific details.). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment and listen.

Pass out the Henriques text to students, and have them listen to a masterful reading of the entire excerpt. Instruct students to follow along and read silently. Ask students to pay attention to Henriques' discussion of "trust" and "self-deception."

Instruct students to annotate the text as they read and respond to questions, continuing to use the annotation code CI to indicate the development of a central idea. Remind students that as they annotate for central idea, they are beginning to identify textual evidence to be used in the lesson assessment, as well as the End-of-Unit Assessment, which address the development of central ideas in

the text. This focused annotation supports students' engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

- ▶ Students follow along during a masterful reading.

## Activity 4: Questions and Discussion

**35%**

Place students into groups of 3 or 4. Instruct groups to read from the beginning of the piece ("The Madoff case demonstrated with brutal clarity") until the end of paragraph 9 ("While the money was rolling in, Madoff probably didn't either"). Students should each answer the following questions in writing as they read:

**In the first paragraph ("The Madoff case demonstrated..."), explain what was "demonstrated with brutal clarity"?**

- 💬 "The Ponzi schemer in our *midst* is...just like us—only more so." The person who runs a Ponzi scheme is like us, but even worse.

**What does Henriques mean by *in our midst*?**

- 💬 Henriques means a regular person around us during our day-to-day activities.

**According to Henriques what is "exactly the profile of a Ponzi schemer"?**

- 💬 A person whom nobody expects to be a Ponzi schemer; someone who does not "fit the profile of a Ponzi schemer."

**Why did people trust Bernie Madoff?**

- 💬 Because he seemed so trustworthy, and he wasn't "seedy-looking" and "shifty-eyed" with "a cheap suit and scuffed shoes."

**How do "we flatter ourselves" by thinking that only a "soulless, heartless monster" could commit a crime like Bernie Madoff and hurt the ones he loves?**

- 💬 Because we don't like to admit that we humans can do such horrible things.

**In paragraph 5 (from "We flatter ourselves" through "we cannot see our own blind spots"), what is Henriques' claim?**

- 💬 She claims that "All human beings have the capacity for deceit."

**How does Henriques support that claim?**

- Henriques provides examples of how we always “delude ourselves about ourselves.” For instance, we tell ourselves that we won’t get cancer if we smoke, or that we will pay off the credit card next month.

**How is the fact that we deceive ourselves related to Bernie Madoff?**

- Because it is just a “comforting delusion” to think that Bernie Madoff was “not fully human, that he was a beast.”

**What is a *delusion*?**

- A *delusion* is a belief in something that is clearly untrue.

**What does Henriques mean by, “Madoff was not inhumanly monstrous. He was monstrously human”? What makes him monstrous?**

- Madoff wasn’t a monster who wasn’t human at all. He was a human who did all the bad things we do, just on a large scale. The fact that he stole billions of dollars makes him monstrous.

**What does Henriques argue was different about Madoff?**

- Henriques argues that Madoff was just like us, but more so. We lie sometimes, but “his lies were massively larger than ours.”

**How did Madoff and his clients “*selectively observe*” daily experience?**

- Madoff ignored the fact that he was lying and would get caught. His clients ignored the fact that he was so secretive and everything was too good to be true.

**What does it mean to “*selectively observe*” something?**

- It means you only see what you want to see.
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of determining word meaning through the use of context clues.

**Activity 5: Discussion Preparation****20%**

Distribute the Speaking and Listening Rubric. Inform students that this rubric will be the basis for assessment during the End-of-Unit Assessment. Explain them that this rubric is based on the speaking and listening standards. Have students read through the entire rubric, focusing specifically on SL.9-10.1.a and c.

- ① During the discussion, students will be using discussion norms and procedures established in Module 9.1, Unit 1, and reviewed throughout Units 2 and 3 of this module. These norms and

procedures include: ask and answer questions, move the discussion forward, relate ideas in the discussion to bigger ideas, facilitate discussion without teacher intervention, draw on specific textual evidence, and create a safe and respectful environment for the exchange of ideas.

- ▶ Students listen then read through the rubric independently.

Once students have read through the rubric, ask them the following questions:

**In one sentence, describe two things you should do to score a “2” in a discussion.**

- ☞ You should prepare for the discussion before class by researching the material and reading the necessary texts well, and you should respond thoughtfully to other students, even those who disagree with you.

**What could you do to earn a lower score in a discussion?**

- ☞ You could come to class unprepared and refuse to respond to people who disagree with you.

**How can this rubric help you in the End-of-Unit Assessment?**

- ☞ It lets me see what specific areas of the speaking and listening standards are being assessed so I can sufficiently prepare before class.

## Activity 6: Quick Write

**10%**

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

**How does Henriques develop a profile of the Ponzi schemer and Madoff through specific details in paragraphs 1–6?**

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

① Display the Quick Write prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

## Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to write a short paragraph explaining how Madoff and his clients “selectively observed” the facts and how this contributed to the crime. Remind students to use the Short Response Checklist and Rubric to guide their written responses.

Instruct students to also review the Speaking and Listening Rubric in preparation for the next lesson's discussion. Finally, students should continue reading their AIR text.

- ▶ Students follow along.

## Homework

For homework, write a short paragraph explaining how Madoff and his clients “selectively observed” the facts and how this contributed to the crime.

Review the Speaking and Listening Rubric in preparation for the next lesson's discussion.

Continue to read your Accountable Independent Reading text through the lens of a focus standard and prepare for a 3–5 minute discussion of your text based on that standard.

## 9.2.3

## Lesson 11

## Introduction

In this lesson, students will finish reading the excerpt from *The Wizard of Lies* 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 use text-dependent questions as the basis for a small-group discussion in preparation for the End-of-Unit Assessment. The teacher will assess students’ learning through a post-discussion Quick Write that captures students’ responses to a discussion prompt.

For homework, students will expand and review their notes from the whole unit and respond in writing to a prompt that connects to the three texts from the unit. This will prepare students for the end-of-unit discussion.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas and claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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”).
SL.9-10.1.a, c	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</i>

	<p><i>issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p>
L.9-10.4.a	<p>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.</p> <p>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.</p>

## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) and discussion completed in the lesson.</p> <ul style="list-style-type: none"> <li>Who does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion?</li> </ul>
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>Henriques suggests Bernie Madoff is responsible because she says he is "monstrously human"; Henriques suggests we are responsible because we "delude ourselves." She suggests everyone is responsible, because Madoff tricked us and we allowed ourselves to be tricked.</li> </ul> <p>Answers to this open-ended question will vary. Students should draw from a variety of places in the text to support their responses. In essence, Henriques implies that we are all to blame, because people allowed themselves to be fooled by first fooling themselves.</p>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.</li> </ul>



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

- day of reckoning (n.) – day of judgment, or a day when one’s deeds reap consequences
- implacable (adj.) – unstoppable; inevitable; relentless

**Lesson Agenda/Overview**

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>• Standards: RI.9-10.2, RI.9-10.5, W.9-10.9.b, SL.9-10.1.a, c, L.9-10.4.a</li> <li>• Text: <i>The Wizard of Lies</i>, paragraphs 10–18</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>1. Introduction Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Paragraphs 10–18 Reading and Discussion</li> <li>4. Full-Class Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 40%</li> <li>4. 25%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

**Materials**

- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

**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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.2. Inform students they will finish the Henriques excerpt today by reading through the second half with a small group, answering discussion questions together as they go. They will then reread the entire passage in preparation for a brief full-class discussion.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Lead a brief discussion on the previous lesson's homework assignment: Write a short paragraph explaining how Madoff and his clients "selectively observed" the facts and how this contributed to the crime. Have student volunteers share their responses with the class.

- ▶ Student volunteers share responses to the prompt. Possible responses may include:
  - ☞ Because people "selectively observed" the facts, they didn't pay attention to the obvious signals that things were not going well. Because they didn't pay attention, they said nothing, and Madoff continued to commit a crime that got bigger and bigger.

Instruct students to talk in pairs about how they can apply their focus standard to their 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: Paragraphs 10–18 Reading and Discussion

40%

Introduce the Quick Write assessment (Who does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment and listen.

Place students into small groups so they can read paragraphs 10–18 (from "But this wizard behind the curtain" through "the most dangerous ones are those we tell ourselves"). Instruct students to use the following questions as discussion questions. Students should work together to look for evidence and record their responses.

Remind students that throughout their discussion, they should to continue to annotate for evidence of a central idea, using the code CI. Remind students that as they annotate for central idea, they are beginning to identify textual evidence to be used in the lesson assessment as well as the End-of-Unit Assessment, which addresses the development of central ideas in the text. This focused annotation supports students' engagement with W.9-10.9.b, as they draw evidence from the text to use in their writing.

**Who is the “wizard behind the curtain”?**

- ☞ The wizard is Bernie Madoff.

**Who is Henriques comparing Madoff to by calling him a “wizard” and describing his “Emerald City”?**

- ☞ She is comparing Madoff to The Wizard of Oz.

① If students are struggling with this question, inform them that the title of the book is an allusion—or reference—to the 1939 film, *The Wizard of Oz*, based on the 1900 novel by L. Frank Baum.

**Why does Henriques argue so many people decided to follow Madoff even though he was a fraud?**

- ☞ Because they “decided to believe him,” and thought they could “go along for the ride and enjoy the wealth without facing a day of reckoning.”

**Based on the context, what does *day of reckoning* mean?**

- ☞ A day of reckoning is the day or time someone is judged for, or faces the consequences of, their actions.

① In this and subsequent questions in this lesson, consider drawing students' attention to their application of standard L.9-10.4.a through the process of determining word meaning through the use of context clues.

**Why did people give Madoff the “benefit of the doubt”?**

- ☞ Because he seemed “so much like them, only better.” People trusted him because he was like a smarter, more experienced version of themselves. They believed that it would work out in the end, even if things seemed suspicious now.

**How was Madoff like every “opportunistic cheat” and every “impulsive risk-taker”?**

- ☞ Madoff thought that he could “avoid the implacable dead-end finale of the Ponzi scheme and somehow get away with it.”

**What does *implacable* mean in this context?**

- ☞ *Implacable* means “unstoppable or unavoidable.”

**What does Henriques mean by “the next Bernie Madoff”?**

- She means the next person who will cheat many others by convincing them that he is trustworthy.

**How does Henriques argue that there will always be people like Bernie Madoff? Explain her reasoning in your own words.**

- Henriques says that “a world immune to Ponzi schemes is a world utterly devoid of trust.” This means that the reason Madoff was successful is because people trusted him. The only way he wouldn’t have been successful is if nobody had trusted him at all. Henriques argues that the only way that could have happened is if the world had no trust at all.

**Why couldn’t a world without trust exist?**

- Because nobody wants to live in a world like that, and the economy wouldn’t work.
- ① Inform students that an economy is built around transactions that require trust in order to take place. If no trust existed, no transactions would happen, and the economy would stall.

**What point is Henriques making with her descriptions of “the next Bernie Madoff” and the people around him?**

- She is making the point that we let this kind of thing happen, and that people like Bernie Madoff are around us all the time. We let them trick us, and we trick ourselves.

**Why are the most dangerous lies the ones we tell ourselves?**

- Because these are the lies that allow people like Bernie Madoff to trick us. If he told us lies but we didn’t allow ourselves to believe him, then there would be no problem. But the dangerous part is our ability to let ourselves be tricked. We do this by lying to ourselves about others’ intentions and trustworthiness.

## Activity 4: Full-Class Discussion

25%

Instruct students to use the following discussion prompt to engage in a full-class discussion. Remind students that they will continue the work of collaborative discussion outlined in SL.9-10.1.a and 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. Students should also refer explicitly to the text when making a point.

- ① Students may refer to the [Speaking and Listening Rubric and Checklist](#) for additional guidance on discussion norms and expectations.

Present students with the following prompt: Who does Henriques suggest is to blame for Madoff’s crime? How does the author support this suggestion? Allow students to ponder this question for a moment—looking over their annotations and notes—before beginning the discussion.

- ▶ Students read silently, keeping this question in mind.

Inform students that this question is a discussion question. This is a question that has more than one correct answer, and that lends itself well to discussion that incorporates multiple viewpoints. A yes-or-no question, or a question with only one answer, would not be a good discussion question.

Once students have reviewed their notes and annotations, ask them to volunteer a response to the question:

### Who does Henriques suggest is to blame for Madoff's crime?

- 💬 Student responses may include: Henriques suggests Bernie Madoff is responsible, and she supports this by stating that he is “monstrously human.” Henriques suggests we are responsible because we “deceive ourselves.” She suggests everyone is responsible, because Madoff tricked us, and we allowed ourselves to be tricked.

Begin by calling on student volunteers to share their responses after explaining to students that there is no single correct answer to this question. Explain to students that because there is more than one correct answer, they should listen thoughtfully to their peers and treat each response with respect.

- ① Students may refer to the [Speaking and Listening Rubric and Checklist for additional guidance on discussion norms and expectations](#).

When a student responds, ask the class if they agree or disagree, then call on student volunteers to share their responses, and cite evidence from the text to support their stance. Constantly encourage students to refer back to the text, and begin to encourage students to directly respond to their classmates politely when they disagree.

## Activity 5: Quick Write

**15%**

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

**Whom does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion?**

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

- ① [Display the Quick Write prompt for students to see, or provide the prompt in hard copy.](#)

- ▶ 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 review and expand their notes from all three texts in this unit: “True Crime,” “How Bernie Madoff Did It,” and *The Wizard of Lies* excerpt. Students then write a one-paragraph response to the following: Does the information you know about the Bernie Madoff scandal confirm or challenge Mosley’s claims in “True Crime?” Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students follow along.

## Homework

Review and expand your notes from all three texts from this unit: “True Crime,” “How Bernie Madoff Did It,” and *The Wizard of Lies* excerpt. Then write a one-paragraph response to the following: Does the information you know about the Bernie Madoff scandal confirm or challenge Mosley’s claims in “True Crime?”

## 9.2.3

## Lesson 12

## Introduction

In this lesson, the first in a two-part End-of-Unit Assessment series, students will begin to synthesize thinking across texts in preparation for the following lesson's critical discussion. Students will first review their notes and annotations for each text they have read in this unit (Mosley's "True Crime," Ahamed's "How Bernie Madoff Did It," and an excerpt from Henriques' *The Wizard of Lies*). They will then identify quotes that complement or challenge one another from the different texts and explain how the authors make similar or contrasting points. Finally, the teacher will model in more detail how to construct an effective discussion question. The class will then generate three open-ended questions for the following lesson's discussion. For homework, students will review and refine these discussion questions.

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 through the authors' structural choices. This will help prepare them for the second part of the End-of-Unit Assessment, as well as the Module Performance Assessment.

## Standards

Assessed Standard(s)	
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).
Addressed Standard(s)	
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.

## Assessment

Assessment(s)
Students will be assessed on their ability to review the texts in the unit and determine and analyze the authors' claims across all the texts. Students will record details for discussion and examine how the central ideas are developed across texts. This synthesis will support the formation of discussion questions, which will be used for a shared discussion in the second part of the End-of-Unit Assessment.
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>Students should demonstrate an understanding of central ideas from their previous analysis of the text. The purpose of this assessment is for students to have an understanding of the commonalities and interplay of central ideas and claims across all three texts in the unit. Students should also identify evidence from the text to use in their discussion and consider how this evidence supports the claim in each text.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
None.*
Vocabulary to teach (may include direct word work and/or questions)
None.*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document  
[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text</b></p> <p>Standards: RI.9-10.2, RI.9-10.5, SL.9-10.1</p> <p>All unit texts: Mosley's "True Crime," Ahamed's "How Bernie Madoff Did It," and an excerpt from Henriques' <i>The Wizard of Lies</i></p>	



Learning Sequence	
1. Introduction to Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Synthesizing Central Ideas	3. 40%
4. Discussion Questions	4. 40%
5. Closing	5. 5%

## Materials

- Copies of the Unit 3 Central Ideas Tool for each student
- Student copies of the Speaking and Listening Rubric and Checklist (refer to 9.2.1 Lesson 12)

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction to Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.2 and RI.9-10.5. Inform students that they will be reviewing their notes and annotations to determine how central ideas interact with each other across texts. Explain to students that they will be generating discussion questions as a class in preparation for the second part of the End-of-Unit Assessment, a class discussion in the next lesson.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to discuss their homework response in pairs. Tell students to share their answers to the homework response: Does the information you know about the Bernie Madoff scandal confirm or challenge Mosley's claims in "True Crime"?

- ▶ Students share their responses in pairs.

Ask several student volunteers to share their responses with the class.

- 💬 The fact that the public was so interested in the Bernie Madoff scandal confirms Mosley's claim that the public is fascinated with stories of crime. The fact that Bernie Madoff was able to lie to so many people confirms Mosley's claim that powerful people lie to us in larger societies, where we don't work side-by-side.

## Activity 3: Synthesizing Central Ideas

40%

Distribute copies of the Unit 3 Central Ideas Tool. Review the instructions with students. Instruct students to independently review their notes and annotations from the three texts in this unit: "True Crime," "How Bernard Madoff Did It," and *The Wizard of Lies*. Remind students to look for common ideas and claims across all three of the texts and then use evidence that complements or challenges one another from the different texts. Tell students that identifying this information will be the basis for explaining how the authors are making similar or contrasting points.

- ① **Differentiation Consideration:** As an additional scaffold, allow students to work in heterogeneous pairs or trios arranged by skill level.

Instruct students to reread paragraph 15 in "True Crime" and paragraph 1 in "How Bernard Madoff Did It" independently, and answer the following questions in a full class discussion:

**What do Ahamed and Mosley claim about our relationship to the "rich and famous"?**

- 💬 Ahamed and Mosley both claim that we seek to observe the "flaws" or the "travails" of the rich and famous. This is part of Mosley's claim about finding someone to blame and for Ahamed a key idea to understanding the public fascination with the Madoff scandal.

Tell students that this is an example of similar claims that reinforce central ideas across two of the texts. Instruct students to begin reviewing their notes and annotations and identifying similar central ideas and claims across texts. Tell students they will be using these notes to identify evidence as well as to help them formulate discussion questions.

- ▶ Students review their annotations and notes for common central ideas across texts and complete the Unit 3 Central Ideas Tool.

- See the model Unit 3 Central Ideas Tool for sample student responses.

## Activity 4: Discussion Questions

**40%**

Distribute copies of the Speaking and Listening Rubric and Checklist. Explain to students that they should use the rubric and checklist as a resource to guide their development of discussion questions. Remind students that this work will scaffold toward the End-of-Unit Assessment in the following lesson.

Remind students of the discussion question posed in the previous lesson: “Who was responsible for Bernie Madoff’s crime—Madoff himself, or us?” Inform students that the reason this question lends itself well to discussion is because it is “open-ended.” Explain to students that this means people can respond in many different ways, and there is not a set of clear answers from which to choose as long as the answers are supported by textual evidence.

Note the contrast between this question and, “Was Bernie Madoff arrested?” This question has only one definitive answer, so there is nothing to discuss. Tell students that a good discussion question has more than one possible answer and not necessarily one that is “more correct” than the others.

Provide students with this example: “How does ‘truth’ relate to ‘crime’ in these texts?” Ask students to think about this question for a moment before offering responses.

- ① Inform students that as long as they remain close to the text, there are a wide variety of correct responses. Tell students that they should feel free to offer a response even if it’s not fully formulated, because it may help the entire group.

- Student responses may include: Mosley talks about how we escape from our own problems by reading true stories about crime, as well as crime fiction; Henriques says that we don’t tell ourselves the truth about things and that makes crimes like Madoff’s possible; Madoff didn’t tell the truth to people, and it resulted in a giant crime; a Ponzi scheme is a crime that is entirely constructed of lies and a lack of truth.

Tell students to get into pairs. Ask students to think about the “True Crime” and *The Wizard of Lies*, and tell them to formulate a question about self-deception and fiction.

- ① If students are struggling to synthesize ideas across texts, consider having them draw a simple Venn diagram to organize their thinking.

- Student responses may include: How are fiction and self-deception related in these texts? Is fiction a form of self-deception in “True Crime”?

Ask student pairs to share their responses with the class. As a class, choose the best question, and tell students that it will be used in the following lesson’s discussion. Then, instruct students to once more

consult in pairs. This time, ask pairs to consider the “How Bernie Madoff Did It” and “True Crime.” Ask students to formulate a question about the public’s fascination with crime.

- Student responses may include: Was the public fascinated with Bernie Madoff’s crime because they needed an escape from harsh reality? How does Ahamed’s article support or challenge Mosley’s claim that we seek to prove that “even the rich and famous are flawed”?

Ask student pairs to share their responses with the class. As a class, choose the best response, and tell students that it will be used in the following lesson’s discussion.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review and refine the discussion questions generated in class, and come up with preliminary responses in preparation for the second part of the End-of-Unit Assessment.

Also, instruct students to continue their Accountable Independent Reading through the lens of a focus standard of their own choosing and prepare for a 3–5 minute discussion of their text based on that standard.

## Homework

Review and refine the discussion questions generated in class, and come up with preliminary responses for the second part of the End-of-Unit Assessment.

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

## Unit 3 Central Ideas Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Instructions:** Identify central ideas that all three texts from this unit have in common. Record each central idea and the evidence from each text that develops that central idea. Use the Complements/Challenges rows to discuss whether the evidence in the text complements or challenges the evidence in the other texts.

<b>Central Idea:</b>		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>
<b>Central Idea:</b>		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>

<b>Central Idea:</b>		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>
<b>Central Idea:</b>		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>

## Model Unit 3 Central Ideas Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Instructions:** Identify central ideas that all three texts from this unit have in common. Record each central idea and the evidence from each text that develops that central idea. Use the Complements/Challenges rows to discuss whether the evidence in the text complements or challenges the evidence in the other texts.

① Students may identify more or fewer than four central ideas across the three texts. Consider setting a number of central ideas for students to focus on.

<b>Central Idea:</b> Mosley and Ahamed both focus on the public's fascination with crime.		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
"True-crime stories, murder mysteries...rumor and innuendo grab our attention faster than any call for justice, human rights, or ceasefires."	"Madoff's story has by now been told and retold many times, in newspapers and magazines, on television and in several books."	
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>
Mosley states that the public's main interest is in true-crime and murder mysteries, more so than anything to do with peace.	The vast number of publications that have dealt with the Madoff scandal complements Mosley's claim that the public is fascinated with true-crime.	
<b>Central Idea:</b> Henriques and Mosley discuss how fiction and self-delusion are both ways of escaping from reality.		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
"Maybe these stories won't be able to resolve our dilemmas in the real world, but they can offer escape through a fantasy where even a common everyday Joe (or Jane) can be saved."		"So, like every philandering spouse, every opportunistic cheat, every impulsive risk-taker—like so many of us, only more so—Bernie Madoff thought he could avoid the implacable dead-end finale of the Ponzi scheme and somehow get away with it."
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>
Regardless of the fact that stories/fiction can't solve our		Madoff, like the rest of us, fooled himself into thinking he

dilemmas we still turn to them to forget and escape the reality of uncertainty.		could get away with his scheme, even though it was destined to fail. Mosley articulates this as being saved. Self-delusion and fiction both present a world where everything works out and we don't have to worry, something we don't get in the modern world.
<b>Central Idea:</b> Mosley and Henriques consider how truth is related to crime.		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
"The feeling of being lied to brings about a hunger for truth...Who owns the news? How do bloggers pay their rent?"		"A world immune to Ponzi schemes is a world utterly devoid of trust, and no one wants to live in a world like that. Indeed, no healthy economic system can function in a world like that."
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>
Mosley is saying that we hunger for truth because we cannot trust any of the information sources today. We are collectively worried, Henriques is saying in spite of this we still do have to trust because the world wouldn't function otherwise.		We have to believe that others are telling the truth even if they are lying for the world to function. That is why there will always be Ponzi schemes. Mosley believes that the hunger for truth in the world, or lack of it, leads us to crime stories.
<b>Central Idea:</b> Ahamed and Henriques describe a Ponzi scheme similarly.		
<b>Evidence from Mosley's Text</b>	<b>Evidence from Ahamed's Text</b>	<b>Evidence from Henriques's Text</b>
	"After a while, the chasm between what he claimed to investors and what was actually in their accounts became so deep that he stopped even bothering to invest the cash..."	"He ignored the fact that he didn't have any investment earnings to pay to his customers. His customers ignored the fact that his results were increasingly implausible and his operations were suspiciously secret."
<b>Complements/Challenges</b>	<b>Complements/Challenges</b>	<b>Complements/Challenges</b>
	Ahamed states that Madoff had such a divide between what he said and what was going on with the money he just stopped	Henriques complements Ahamed's description of the basic function of a Ponzi scheme, but also adds the participation of



	investing. This is the basis of a Ponzi scheme. This is a basic description, Henriques adds more detail.	the clients and investors. This mutual self-deception is an important part of understanding Madoff's scheme in particular because it lasted so long.
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## 9.2.3

## Lesson 13

## Introduction

In this lesson—the second in a two-part End-of-Unit Assessment—students will engage in a discussion to analyze “True Crime,” “How Bernard Madoff Did It,” and *The Wizard of Lies*. 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. Students will be required to synthesize analysis across multiple texts and engage with SL.9-10.1.a, c, and d in order to evaluate their peers. The teacher will remain largely silent during the discussion and, using the Speaking and Listening Rubric and Checklist (from 9.2.2 Lesson 5) 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 broaden central ideas or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

In addition to serving as the final assessment for 9.2.3, this lesson begins to scaffold students toward the Module Performance Assessment. For homework, students will consider how an idea generated in the class discussion relates to *Oedipus* or “The Tell-Tale Heart.” Students will also continue to read their AIR texts.

## Standards

Assessed Standard(s)	
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).
SL.9-10.1.a, c, d	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. 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

	<p>ideas.</p> <p>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.</p> <p>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.</p>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Addressed Standard(s)</b>	
None.	

## Assessment

<b>Assessment(s)</b>
Students will be assessed according to the Speaking and Listening Rubric on their ability to prepare for the class discussion; propel conversations by posing and responding to questions that relate the current discussion to broader central ideas or larger ideas; incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions; and respond thoughtfully to diverse perspectives.
<b>High Performance Response(s)</b>
Students should be evaluated on the criteria listed above and based on the Speaking and Listening Rubric.

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
None.*
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
None.*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: SL.9-10.1.a, c-d, RI.9-10.2, RI.9-10.5, L.9-10.1</li> <li>Text: All unit texts: Mosley's "True Crime," Ahamed's "How Bernie Madoff Did It," and an excerpt from Henriques' <i>The Wizard of Lies</i></li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Fishbowl Introduction</li> <li>Discussion Part 1</li> <li>Discussion Part 2</li> <li>Discussion Debrief</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>30%</li> <li>30%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Self-stick notes
- Timer or stopwatch
- Teacher's copy of the Speaking and Listening Rubric (refer to 9.2.1 Lesson 12)

## 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.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) 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 to Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.2, RI.9-10.5, SL.9-10.1.a, c, d, and L.9-10.1. Inform students that they will be participating in a fishbowl discussion activity for the second part of the End-of-Unit Assessment.

- ▶ Students look at the agenda.

① Although SL.9-10.1.a, c, d and L.9-10.1 are not new standards, consider asking students to review the 9.2 Common Core Learning Standards Tool to review these standards, which will be assessed during the discussion.

## Activity 2: Homework Accountability

10%

Instruct students to briefly share with the whole class any revisions or refinements they made to the discussion questions from the previous lesson. Inform students they will be using these questions as well as others to participate in the End-of-Unit Assessment.

- ▶ Students share their revisions or refinements of the discussion questions.

Instruct students to talk in pairs about how they can apply their focus standard to their 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 their responses.

## Activity 3: Fishbowl Introduction

10%

Inform students that in this part of the End-of-Unit Assessment they will engage in a discussion using the questions they developed in the previous lesson. Display the Speaking and Listening Rubric and Checklist for students to reference during the discussion.

Tell students that they will be partaking in a “fishbowl” discussion. Explain that the fishbowl method asks students to think critically about the discussion itself.

- ▶ Students listen.

Break the class into two equal groups and form two circles—one inner and one outer. Explain to students that the inner circle will be the discussion group, while the outer group will listen and take notes on the inner group's discussion. After 10 minutes, the outer group will provide feedback to the inner group about their discussion. After that, the groups will switch places, and the process will repeat.

- ▶ Students break into two groups, form two circles, and listen.

Finally, tell students that while in the outer circle, they should take notes about when someone makes an especially clear point; when someone backs their points up with strong evidence; when someone responds thoughtfully to someone else's point of view; and when someone actively incorporates others into the discussion. Students should also make note of when any of these things could have been better. They will share these notes with the inner circle after the 10-minute discussion. Tell students at the end of both discussions they will debrief as a class, focusing on the quality of discussion, topics, exchange of ideas, and evidence used to support answers and dialogue.

- ① Remind students who are more reluctant to share that each person will be given a chance to speak and that no one is allowed to interrupt a speaker. It may be useful to remind students to strive for a rigorous, collegial, and respectful academic discussion.

### Activity 4: Discussion Part 1

**30%**

For the first discussion, the inner circle will discuss “True Crime” and “How Bernard Madoff Did It.” Ask students to begin their discussion by responding to the following question:

**Does Ahamed’s article support or challenge claims that Mosley made in “True Crime”?**

Students can pose follow-up questions and change the direction of the discussion. Instruct students in the inner circle to begin the discussion and students in the outer circle to begin listening and note taking. Tell students they have exactly 10 minutes for discussion.

- ① It may be helpful to have a timer so that class time is evenly divided for group discussion.
  - ▶ Students in the inner circle begin the discussion, posing questions and using evidence to support their answers. Students in the outer circle take notes to share in the second half of the discussion.
- ① If students struggle to get the conversation moving, or if the conversation would benefit from more support, consider calling on students, posing direct questions, and facilitating dialogue.

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Instruct students in the outer circle to share at least one question or response to a question from a student in the inner circle as well as something new they learned as a result of the discussion. Ask students to note the strong points of the discussion, and where it could have been stronger. Inform students in the outer circle that they will have 5 minutes to share.

- ▶ Students in the outer circle share one question or response as well as one thing they learned as a result of the discussion. Students in the inner circle listen.

## Activity 5: Discussion Part 2

**30%**

Instruct students in the inner circle to move to the outer circle and the students in the outer circle to move to the inner circle. The inner circle will now focus on “True Crime” and *The Wizard of Lies*. Tell them to begin their discussion by responding to the following question:

**Is Mosley’s claim that “Everybody is guilty of something” supported or challenged by Henriques?**

Instruct students in the inner circle to begin the discussion and students in the outer circle to begin listening and note taking. Tell students they have exactly 10 minutes for discussion.

- ▶ Students in the inner circle begin the discussion, posing questions and using evidence to support their answers. Students in the outer circle take notes to share in the second half of the discussion.

① If students struggle to get the conversation moving, or if the conversation would benefit from more support, consider calling on students, posing direct questions, and facilitating dialogue.

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Instruct students in the outer circle to share at least one question or response to a question from a student in the inner circle as well as something new they learned as a result of the discussion. Ask students to also note the strong points of the discussion, and where it could have been stronger. Inform students in the outer circle that they will have 5 minutes to share.

- ▶ Students in the outer circle share one question or response as well as one thing they learned as a result of the discussion. Students in the inner circle listen.

## Activity 6: Discussion Debrief

**10%**

Instruct all students to briefly share their thoughts with the class, focusing on the quality of discussion. Tell students to first share one strength of the discussion, then talk about one thing they could work to improve for the next group discussion. Encourage students to refer to specific parts of the rubric as they debrief.

- ▶ Students share their thoughts about the discussion, ideas, evidence, or quality of topics.

① It would be helpful to call on those who were not as actively engaged in the discussion to get their perspective as well as assist in constructively evaluating their performance.

## Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, tell students to choose one question or topic that came up during this lesson's discussion and write one paragraph about how it relates to either *Oedipus* or "The Tell-Tale Heart." Remind students to use the Short Response Checklist and Rubric to guide their written responses.

Also, instruct students to continue their Accountable Independent Reading through the lens of a focus standard of their own choosing and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Choose one question or topic that came up during this lesson's discussion and write one paragraph about how it relates to either *Oedipus* or "The Tell-Tale Heart."

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.