

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"> How do particular sentences in the text develop and refine Mosley's claim regarding what fiction can offer? <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"> 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.

Vocabulary

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

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

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text <ul style="list-style-type: none"> 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 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”) 	
Learning Sequence <ol style="list-style-type: none"> 1. Introduction to Lesson Agenda 2. Homework Accountability 3. Paragraphs 12–16 Reading and Group Discussion 4. Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 45% 4. 30% 5. 5%

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.
	Bold text (no symbol) indicates questions for the teacher to ask students.
	<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.