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	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. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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.

Addressed Standard(s)	
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 *grades 9–10 Reading standards* 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").

Assessment

Assessment(s)
The assessment in this lesson is the first part of the Mid-Unit Assessment. Students will draft 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"?

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)
• 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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text • 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 • Text: "True Crime," entire text	
Learning Sequence 1. Introduction to Lesson Agenda 2. Homework Accountability 3. Introduction to the Evidence Collection Tool 4. Evidence Collection 5. Drafting a Response 6. Closing	1. 5% 2. 10% 3. 10% 4. 30% 5. 40% 6. 5%

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.
	Bold text (no symbol) indicates questions for the teacher to ask students.
	Italicized text (no symbol) indicates a vocabulary word.
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction to Lesson Agenda   5%

Begin by reviewing the agenda and 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.

ⓘ 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.

ⓘ 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.

ⓘ 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

Name:		Class:		Date:	

Claim: _____

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

Model Evidence Collection Tool

Name:		Class:		Date:	

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.

"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)	Stories of crime allow us to feel validated because they make us feel important and give us a partner who shares our suspicions.	These stories also validate our feelings of guilt and make us feel less vulnerable because someone will notice if we are in trouble.
"…they [crime stories] can offer escape through a fantasy where even a common everyday Joe (or Jane) can be saved." (13)	Our interest in crime fiction is driven by the need to get away from our current circumstances.	We are fascinated with crime stories because they allow us to explore our own guilt in a comfortable and cathartic way.
"We need forgiveness and someone to blame." (16)	Our fascination with crime stories gives us an outlet for all of our concerns.	We are forgiven from our guilt and direct our feelings of powerlessness and vulnerability to an immediate outlet.

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 RL.9-10.2 and RI.9-10.5 because it demands that students:

- o Determine a central idea of a text and analyze in detail its development over the course of the text.
- o 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:

- o Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.
- o Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
- o 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:

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