

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"> 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.

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

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
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 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.

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*.

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.
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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.