

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

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.
	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.
❗	"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.

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.