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 *grades 9-10 topics, texts, and issues*, 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)
A High Performance Response may include the following: • 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.

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.

Lesson Agenda/Overview

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

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.
	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 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.

ⓘ **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.

ⓘ 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.

ⓘ 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

Name:		Class:		Date:	

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.

Central Idea:

Evidence from Mosley's Text	Evidence from Ahamed's Text	Evidence from Henriques's Text
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**

Central Idea:

Evidence from Mosley's Text	Evidence from Ahamed's Text	Evidence from Henriques's Text
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Central Idea:		
Evidence from Mosley's Text	**Evidence from Ahamed's Text**	**Evidence from Henriques's Text**
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**

Central Idea:		
Evidence from Mosley's Text	**Evidence from Ahamed's Text**	**Evidence from Henriques's Text**
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**

Model Unit 3 Central Ideas Tool

Name:		Class:		Date:	

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.

ⓘ 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.

Central Idea: Mosley and Ahamed both focus on the public's fascination with crime.

Evidence from Mosley's Text	Evidence from Ahamed's Text	Evidence from Henriques's Text
"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."	
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**
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.	

Central Idea: Henriques and Mosley discuss how fiction and self-delusion are both ways of escaping from reality.

Evidence from Mosley's Text	Evidence from Ahamed's Text	Evidence from Henriques's Text
"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."
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**
Regardless of the fact that stories/fiction can't solve our		Madoff, like the rest of us, fooled himself into thinking he

| | | 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. |
| dilemmas we still turn to them to forget and escape the reality of uncertainty. | | |

Central Idea: Mosley and Henriques consider how truth is related to crime.

Evidence from Mosley's Text	Evidence from Ahamed's Text	Evidence from Henriques's Text
"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."
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**
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.

Central Idea: Ahamed and Henriques describe a Ponzi scheme similarly.

Evidence from Mosley's Text	Evidence from Ahamed's Text	Evidence from Henriques's Text
	"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."
Complements/Challenges	**Complements/Challenges**	**Complements/Challenges**
	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.