9.2.3 Lesson 13

Introduction

In this lesson—the second in a two-part End-of-Unit Assessment—students will engage in a discussion to analyze "True Crime," "How Bernard Madoff Did It," and *The Wizard of Lies*. Using a fishbowl method for discussion, students will engage in a critical dialogue about the texts, using the open-ended questions developed in the previous lesson. They will also critique their peers' discussion. Students will be required to synthesize analysis across multiple texts and engage with SL.9-10.1.a, c, and d in order to evaluate their peers. The teacher will remain largely silent during the discussion and, using the Speaking and Listening Rubric and Checklist (from 9.2.2 Lesson 5) assess students on their ability to contribute meaningfully to discussion through questions and responses; propel the conversation by posing and responding to questions that relate the current discussion to broaden central ideas or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

In addition to serving as the final assessment for 9.2.3, this lesson begins to scaffold students toward the Module Performance Assessment. For homework, students will consider how an idea generated in the class discussion relates to *Oedipus* or "The Tell-Tale Heart." Students will also continue to read their AIR 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.
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).
SL.9-10.1.a, c, d	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of

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	ideas. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Students will be assessed according to the Speaking and Listening Rubric on their ability to prepare for the class discussion; propel conversations by posing and responding to questions that relate the current discussion to broader central ideas or larger ideas; incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions; and respond thoughtfully to diverse perspectives.
High Performance Response(s)
Students should be evaluated on the criteria listed above and based on the Speaking and Listening Rubric.

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.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text	
• Standards: SL.9-10.1.a, c-d, RI.9-10.2, RI.9-10.5, L.9-10.1	
• Text: 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. Fishbowl Introduction	3. 10%
4. Discussion Part 1	4. 30%
5. Discussion Part 2	5. 30%
6. Discussion Debrief	6. 10%
7. Closing	7. 5%

Materials

- Self-stick notes
- Timer or stopwatch
- Teacher's copy of the Speaking and Listening Rubric (refer to 9.2.1 Lesson 12)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type & 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.

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Activity 1: Introduction to Lesson Agenda 5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.2, RI.9-10.5, SL.9-10.1.a, c, d, and L.9-10.1. Inform students that they will be participating in a fishbowl discussion activity for the second part of the End-of-Unit Assessment.

- Students look at the agenda.

ⓘ Although SL.9-10.1.a, c, d and L.9-10.1 are not new standards, consider asking students to review the 9.2 Common Core Learning Standards Tool to review these standards, which will be assessed during the discussion.

Activity 2: Homework Accountability 10%

Instruct students to briefly share with the whole class any revisions or refinements they made to the discussion questions from the previous lesson. Inform students they will be using these questions as well as others to participate in the End-of-Unit Assessment.

- Students share their revisions or refinements of the discussion questions.

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 their responses.

Activity 3: Fishbowl Introduction 10%

Inform students that in this part of the End-of-Unit Assessment they will engage in a discussion using the questions they developed in the previous lesson. Display the Speaking and Listening Rubric and Checklist for students to reference during the discussion.

Tell students that they will be partaking in a "fishbowl" discussion. Explain that the fishbowl method asks students to think critically about the discussion itself.

- Students listen.

Break the class into two equal groups and form two circles—one inner and one outer. Explain to students that the inner circle will be the discussion group, while the outer group will listen and take notes on the inner group's discussion. After 10 minutes, the outer group will provide feedback to the inner group about their discussion. After that, the groups will switch places, and the process will repeat.

- Students break into two groups, form two circles, and listen.

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Finally, tell students that while in the outer circle, they should take notes about when someone makes an especially clear point; when someone backs their points up with strong evidence; when someone responds thoughtfully to someone else's point of view; and when someone actively incorporates others into the discussion. Students should also make note of when any of these things could have been better. They will share these notes with the inner circle after the 10-minute discussion. Tell students at the end of both discussions they will debrief as a class, focusing on the quality of discussion, topics, exchange of ideas, and evidence used to support answers and dialogue.

ⓘ Remind students who are more reluctant to share that each person will be given a chance to speak and that no one is allowed to interrupt a speaker. It may be useful to remind students to strive for a rigorous, collegial, and respectful academic discussion.

Activity 4: Discussion Part 1 30%

For the first discussion, the inner circle will discuss "True Crime" and "How Bernard Madoff Did It." Ask students to begin their discussion by responding to the following question:

Does Ahamed's article support or challenge claims that Mosley made in "True Crime"?

Students can pose follow-up questions and change the direction of the discussion. Instruct students in the inner circle to begin the discussion and students in the outer circle to begin listening and note taking. Tell students they have exactly 10 minutes for discussion.

ⓘ It may be helpful to have a timer so that class time is evenly divided for group discussion.

- Students in the inner circle begin the discussion, posing questions and using evidence to support their answers. Students in the outer circle take notes to share in the second half of the discussion.

ⓘ If students struggle to get the conversation moving, or if the conversation would benefit from more support, consider calling on students, posing direct questions, and facilitating dialogue.

Instruct students in the outer circle to share at least one question or response to a question from a student in the inner circle as well as something new they learned as a result of the discussion. Ask students to note the strong points of the discussion, and where it could have been stronger. Inform students in the outer circle that they will have 5 minutes to share.

- Students in the outer circle share one question or response as well as one thing they learned as a result of the discussion. Students in the inner circle listen.

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Activity 5: Discussion Part 2 30%

Instruct students in the inner circle to move to the outer circle and the students in the outer circle to move to the inner circle. The inner circle will now focus on "True Crime" and *The Wizard of Lies*. Tell them to begin their discussion by responding to the following question:

Is Mosley's claim that "Everybody is guilty of something" supported or challenged by Henriques?

Instruct students in the inner circle to begin the discussion and students in the outer circle to begin listening and note taking. Tell students they have exactly 10 minutes for discussion.

- Students in the inner circle begin the discussion, posing questions and using evidence to support their answers. Students in the outer circle take notes to share in the second half of the discussion.

ⓘ If students struggle to get the conversation moving, or if the conversation would benefit from more support, consider calling on students, posing direct questions, and facilitating dialogue.

Instruct students in the outer circle to share at least one question or response to a question from a student in the inner circle as well as something new they learned as a result of the discussion. Ask students to also note the strong points of the discussion, and where it could have been stronger. Inform students in the outer circle that they will have 5 minutes to share.

- Students in the outer circle share one question or response as well as one thing they learned as a result of the discussion. Students in the inner circle listen.

Activity 6: Discussion Debrief 10%

Instruct all students to briefly share their thoughts with the class, focusing on the quality of discussion. Tell students to first share one strength of the discussion, then talk about one thing they could work to improve for the next group discussion. Encourage students to refer to specific parts of the rubric as they debrief.

- Students share their thoughts about the discussion, ideas, evidence, or quality of topics.

ⓘ It would be helpful to call on those who were not as actively engaged in the discussion to get their perspective as well as assist in constructively evaluating their performance.

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Activity 7: Closing 5%

Display and distribute the homework assignment. For homework, tell students to choose one question or topic that came up during this lesson's discussion and write one paragraph about how it relates to either *Oedipus* or "The Tell-Tale Heart." Remind students to use the Short Response Checklist and Rubric to guide their written responses.

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.

- Students follow along.

Homework

Choose one question or topic that came up during this lesson's discussion and write one paragraph about how it relates to either *Oedipus* or "The Tell-Tale Heart."

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.

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