

9.2.3 Lesson 1

Introduction

This is the first lesson of the unit; students will be introduced to the first informational text in this module. Students will discuss the informational standards in this lesson before beginning to read paragraphs 1–4 (from “Everybody is guilty of something. This is a truism” to “grab our attention faster than any call for justice, human rights, or ceasefires.”) of Walter Mosley’s essay, “True Crime.”

This lesson will be students’ first exposure to informational texts in this module. Students will review and be reintroduced to an informational standard (RI.9-10.2) and engage in a brief discussion of the difference between informational and literary texts. This lesson introduces Walter Mosley’s first major claim in his article “True Crime”—about Western civilization’s relationship to guilt, which propels our interest in crime stories.

Students will engage in a class discussion around the differences between informational and literary texts, keeping in mind they have been introduced to informational texts in Module 9.1, Unit 2. The class will listen to a masterful reading of the full “True Crime” text to promote fluency. Students will analyze the text and Mosley’s first major claim about our relationship to guilt. Students will consider Mosley’s claim and how he develops this claim in this first portion of text. For homework, students will reread paragraphs 1–4 and explain in their own words why Mosley says, “Everybody is guilty of something.”

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)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p>
L.9-10.4.a	<p>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.</p> <p>a. 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.</p>

Assessment

Assessment(s)
<p>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:</p> <ul style="list-style-type: none"> How does Mosley develop a central idea in paragraphs 1–4?
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> Mosley’s first sentence in this essay is, “Everybody is guilty of something.” This is an idea he develops in the first four paragraphs. He references historical acts that were wrong, as well as individual actions that perpetuate our relationship to guilt. Mosley continues to develop this idea of inescapable guilt by saying that guilt is part of our “undeniable destiny,” and “as old as the DNA that defines our species.” Mosley believes we are all guilty and have done things for which we are culpable, and this relationship with guilt is ingrained in everyone.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> heresy (n.) – an opinion or belief, which seriously disagrees with the principles of a church or religion endangerment (v.) – to put someone or something in danger predicament (n.) – an unpleasant situation that is hard to get out of perversion (n.) – any abnormal means of obtaining sexual satisfaction lusting (v.) – having intense sexual desire innuendo (n.) – an indirect reference to something rude or unpleasant
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> truism (n.) – an obvious truth original sin (n.) – the Christian notion that humans are born sinful and will always struggle with their own immoral tendencies discourse (n.) – written or spoken communication culpable (adj.) – deserving blame

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text</p> <ul style="list-style-type: none"> Standards: RI.9-10.2, W.9-10.9.b, L.9-10.4.a Text “True Crime,” entire text and paragraphs 1–4 	

Learning Sequence	
1. Introduction to Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Literary and Informational Texts	3. 10%
4. Masterful Reading	4. 20%
5. Paragraphs 1–4 Reading and Discussion	5. 40%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Copies of Walter Mosley’s “True Crime” essay for each student
- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Student copies of the Short Response Checklist and Rubric (refer to 9.2.1 Lesson 1)

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 assessed standard for this lesson: RI.9-10.2.

In this lesson students will briefly discuss the differences between informational and literary texts, listen to a masterful reading of “True Crime” and analyze the first four paragraphs in “True Crime” to determine Mosley’s central idea in this portion of the text.

- ▶ 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 Accountable Independent Reading (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: Literary and Informational Texts

10%

Instruct students to form pairs. Inform students that in this unit they will be reading and working with informational texts as they did in unit 9.1.2.

Ask students to read and compare standards RI.9-10.2 and RL.9-10.2 on their 9.2 Common Core Learning Standards Tool. Instruct students to discuss the differences between these two standards.

① Students will be familiar with the informational text standards from Module 9.1 Unit 2—Rilke’s Letter 1. Since this entire unit will be dealing with informational text, it is important to provide an opportunity for students to reengage with the informational text standards. It will also be helpful for students to discuss their understanding of a range of informational texts. Given that Rilke and Mosley fall under the category of informational texts, students need to understand that sometimes these subgenres will borrow from characteristics of other subgenres—e.g., informational texts often have literary or even narrative elements, and fiction can be highly informational. This will assist students in their transition from literary standards.

- 🗣 Student responses may include: This standard is for informational texts, though it is similar it does not include the use of the word “themes,” when compared to RL.9-10.2.

Ask students to individually reread RI.9-10.2 on their 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of the standard.

- ▶ Students assess their familiarity with and mastery of RI.9-10.2.

Inform students that they will also begin working with a new standard in this lesson: W.9-10.9.b. Ask students to individually read standard W.9-10.9.b on the 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

- ▶ Students assess their familiarity with and mastery of W.9-10.9.b.

Ask students to look at W.9-10.9.b in pairs and compare that standard to W.9-10.9.a, a standard they worked with in Units 1 and 2.

Instruct students to talk about what they notice about these two standards.

- Student responses may include the following: Both standards ask students to learn to use evidence from a text in writing. W.9-10.9.a asks students to apply the evidence to writing about literature, and W.9-10.9.b specifically focuses on using evidence in writing about literary nonfiction.

① Students should easily recognize the similarities between W.9-10.9.b and W.9-10.9.a, having worked with the latter extensively in the previous units in the module.

Inform students that they will be focusing on W.9-10.9.b for this unit, using annotation as they learn first to identify and later to collect evidence from nonfiction texts.

Activity 4: Masterful Reading

20%

Instruct students to stay in their pairs from the previous discussion and distribute the text “True Crime.” Explain to students that the author of this essay is Walter Mosley, an accomplished writer of crime fiction. Direct students to read the title and subtitle: “True Crime: The roots of an American obsession.” Ask students to discuss the following question in pairs:

What can be identified about this text from the title?

- ▶ Students briefly discuss in pairs.
- Student responses may include: This text will be about real crime. This text will also talk about Americans’ interest in crime.

Introduce the Quick Write assessment (How does Mosley develop a central idea in paragraphs 1–4?). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Inform students that they will be listening and following along to a masterful reading of the full text of “True Crime.” Read aloud the entire text of “True Crime,” from “Everybody is guilty of something” through “because we need them to cleanse the modern world from our souls.”

- ▶ Students follow along in their text, reading silently.

Activity 5: Paragraphs 1–4 Reading and Discussion

40%

Instruct student pairs to read paragraph 1, from “Everybody is guilty of something” through “going right to the rotted heart of the race laws of Nazi Germany.” Ask pairs to discuss the following questions and record their responses in their notebooks:

- ① Remind students that it is important to practice their annotation while rereading to identify unfamiliar vocabulary, as well as note important points in the text.

What is Mosley referring to when he writes, “This is a truism of the West”?

- ① Confirm that students understand that “the West” refers to Western Civilization, specifically European culture, as well as countries settled by Europeans (e.g. Australia, Canada, and the United States). This is in contrast to “the East,” or Eastern Civilization, specifically Asian societies (e.g. China and India). This is an important concept because some cultures do not share this collective sense of guilt.

- ☞ Everyone feels guilty some of the time or for something they’ve done. This feeling of guilt is true for people of Western culture.

Based on context, what is the definition of *truism*?

- ☞ *Truism* is an obvious truth.

- 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.

Original sin is the Christian explanation of the human condition—sin is with us when we come into the world and will always be with us. How does Mosley connect guilt and original sin?

- ☞ Sin makes us feel guilty, and that sin is part of us, so guilt is part of us also.

Ask students if they recognize any historical references in paragraph 1.

- ☞ Student responses will vary.

- ① Consider offering students a definition of the race laws of Nazi Germany (the laws that oppressed the Jews and other minorities in Germany during the time of Hitler) and any other definitions of other historical references.

Why does Mosley include all of these historical references?

- ☛ Because they are all examples of why “Everybody is guilty of something” is a “truism of the West.”
- ① The intention is not for students to understand Jim Crow and the Inquisition, for example, but rather for students to understand the commonality of these references (that they exemplify how and why guilt is integral to Western culture and civilization). Consider sharing with students that the Western truism that “Everybody is guilty of something” can apply to individuals like the Biblical Cain, or collectively to an entire country, like the U.S. during Jim Crow or Germany during the reign of the Nazis.

Lead a brief whole-class discussion to ensure students understand key words and concepts.

Instruct students to review their responses to the previous two questions and annotate the text for evidence of the development of a central idea. Students should write the code CI in the margin. Remind students that as they annotate for central idea, they are beginning to identify textual evidence that may be used in the lesson assessment as well as the Mid-Unit and End-of-Unit Assessments, 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.

Instruct student pairs to read paragraph 2, from “In 2,000 years of Western civilization we have been guilty” through “our undeniable destiny, along with Death and Taxes.” Remind students to annotate according to the protocols established in 9.1.1, and to continue to use the annotation code CI to indicate the development of a central idea in the text. Instruct pairs to discuss the following questions before sharing out with the class:

- ① Students can compare their annotations in pairs before discussing the questions. Remind students to paraphrase and quote directly as they respond to the questions.

According to Mosley, what have we been guilty of “in 2,000 years of Western Civilization”?

- ☛ We have been either guilty of listening to or not standing up against people we don’t agree with, as well as ignoring bad things that have happened. We are also guilty of what kind of individuals we are and what we believe.

How can the sentence structure in paragraph 2 (“In 2,000 years of Western civilization we have been guilty”) help you understand the meaning of the word *culpable*?

- Mosley writes, “We have been guilty” in the sentence before and after he uses *culpable*, so it must also have something to do with being guilty.

How does paragraph 2 relate to the claim and historical references in paragraph 1?

- Mosley provides further examples of individual and collective guilt. For example, when he writes, “We have also been guilty of our religion, national origin, skin color” he is referencing the race laws of Nazi Germany and Jim Crow.

Lead a brief whole-class discussion on these questions. Remind students to take notes during the discussion.

Instruct student pairs to read paragraphs three and four, from “Guilt is the mainstay of who we are” through “faster than any call for justice, human rights, or ceasefires.”

According to Mosley how is guilt related to “Death and Taxes”?

- Guilt, like death and taxes, is part of our “undeniable destiny.”
- ① If students struggle with unpacking this, prompt them to think about the comparison to death and taxes, and the phrase “undeniable destiny.” You may have to support the definition of the word *mainstay*.

Mosley claims, “our relationship with guilt is as old as the DNA that defines our species.” How does this relationship change over time?

- This relationship changes with technology and “the way we see the world.”

What is the “predicament” we “seek to understand”?

- The “predicament” is our ever-present relationship to guilt.

Lead a brief whole-class discussion on these questions. Remind students to take notes during the discussion.

Activity 6: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

How does Mosley develop a central idea in paragraphs 1–4?

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 respond to the writing prompt.
- 🗨 See the High Performance Response at the beginning of the lesson.

Activity 7: Closing Activity

5%

Display and distribute the homework assignment. For homework, instruct students to research one of the historical references in paragraph 1 and to list three facts they learned as a result of their research.

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 follow along.

Homework

Research one of the historical references in paragraph 1 and list three facts you learned as a result of your research.

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.