

9.2.3

Lesson 10

Introduction

In this lesson, students will encounter the third text of this unit—an excerpt from *The Wizard of Lies: Bernie Madoff and the Death of Trust*, Diana B. Henriques’s account of Madoff’s crime. Students will first listen to a masterful reading of this excerpt and then work in pairs to read the first 9 paragraphs (from “The Madoff case demonstrated” through “Madoff probably didn’t either”). Finally, the teacher will model for students the development of a discussion question and discuss the attributes of a quality discussion question. This will help prepare students for the End-of-Unit Assessment, in which they will be evaluated on their academic discussion.

At the end of the lesson, students will demonstrate their understanding in a Quick Write about the development of a central idea in the text. For homework, students will write a reflective response about how Madoff and his clients contributed to the Ponzi scheme. They will also review the Speaking and Listening Rubric and Checklist and continue reading their AIR text.

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)	
RI.9-10.5	Analyze in detail how an author’s ideas and claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).
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”).
SL.9-10.1.a, c	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</i>

	<p><i>issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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 ideas.</p> <p>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.</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)

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 developed by Henriques in paragraphs 1–6 and discuss how the idea is refined by specific details.

High Performance Response(s)

A High Performance Response may include the following:

- Henriques depicts Bernie Madoff as a very flawed human being. Henriques says Madoff is not a monster, but an extremely “deceptive” and “delusional” human being. She says he fits the profile of a Ponzi schemer because he “did not fit the profile of a Ponzi schemer.” This means that the actual profile of a Ponzi schemer is someone who appears to be trustworthy and not a “seedy-looking, shifty-eyed inarticulate grifter.”

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.

Vocabulary to teach (may include direct word work and/or questions)

- midst (n.) – in the middle point or part
- delusion (n.) – a belief or impression that is firmly believed despite obvious evidence against it
- selectively (adv.) – carefully choosing

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text	
<ul style="list-style-type: none"> • Standards: RI.9-10.2, RI.9-10.5, W.9-10.9.b, SL.9-10.1.a, c, L.9-10.4.a • Text: <i>The Wizard of Lies</i>, pp. 361–364, paragraphs 1–9 	
Learning Sequence	
1. Introduction to Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 15%
4. Close Reading	4. 35%
5. Discussion Preparation	5. 20%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- 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. Inform students that they will begin to read the third and final text from this unit—an excerpt from *The Wizard of Lies*, by Diana B. Henriques. Inform students that this is the book discussed in Liaquat Ahamed’s review from the previous lessons.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Lead a brief discussion on the previous lesson’s homework assignment. Instruct students to discuss in pairs the main idea of a paragraph they did not present and have students volunteer their questions to the whole class. Encourage pairs and/or individual students to answer questions using their paragraphs, if appropriate.

- ▶ Students discuss the main ideas in pairs and share their questions about the text. Then, student pairs share their ideas with the entire class.

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.

Activity 3: Masterful Reading

15%

Introduce the Quick Write assessment (Identify a central idea developed by Henriques in paragraphs 1–6 and discuss how the idea is refined by specific details.). Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment and listen.

Pass out the Henriques text to students, and have them listen to a masterful reading of the entire excerpt. Instruct students to follow along and read silently. Ask students to pay attention to Henriques’ discussion of “trust” and “self-deception.”

Instruct students to annotate the text as they read and respond to questions, continuing to use 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.

- ▶ Students follow along during a masterful reading.

Activity 4: Questions and Discussion

35%

Place students into groups of 3 or 4. Instruct groups to read from the beginning of the piece (“The Madoff case demonstrated with brutal clarity”) until the end of paragraph 9 (“While the money was rolling in, Madoff probably didn’t either”). Students should each answer the following questions in writing as they read:

In the first paragraph (“The Madoff case demonstrated...”), explain what was “demonstrated with brutal clarity”?

- ☞ “The Ponzi schemer in our *midst* is...just like us—only more so.” The person who runs a Ponzi scheme is like us, but even worse.

What does Henriques mean by *in our midst*?

- ☞ Henriques means a regular person around us during our day-to-day activities.

According to Henriques what is “exactly the profile of a Ponzi schemer”?

- ☞ A person whom nobody expects to be a Ponzi schemer; someone who does not “fit the profile of a Ponzi schemer.”

Why did people trust Bernie Madoff?

- ☞ Because he seemed so trustworthy, and he wasn’t “seedy-looking” and “shifty-eyed” with “a cheap suit and scuffed shoes.”

How do “we flatter ourselves” by thinking that only a “soulless, heartless monster” could commit a crime like Bernie Madoff and hurt the ones he loves?

- ☞ Because we don’t like to admit that we humans can do such horrible things.

In paragraph 5 (from “We flatter ourselves” through “we cannot see our own blind spots”), what is Henriques’ claim?

- ☞ She claims that “All human beings have the capacity for deceit.”

How does Henriques support that claim?

- Henriques provides examples of how we always “delude ourselves about ourselves.” For instance, we tell ourselves that we won’t get cancer if we smoke, or that we will pay off the credit card next month.

How is the fact that we deceive ourselves related to Bernie Madoff?

- Because it is just a “comforting delusion” to think that Bernie Madoff was “not fully human, that he was a beast.”

What is a *delusion*?

- A *delusion* is a belief in something that is clearly untrue.

What does Henriques mean by, “Madoff was not inhumanly monstrous. He was monstrously human”? What makes him monstrous?

- Madoff wasn’t a monster who wasn’t human at all. He was a human who did all the bad things we do, just on a large scale. The fact that he stole billions of dollars makes him monstrous.

What does Henriques argue was different about Madoff?

- Henriques argues that Madoff was just like us, but more so. We lie sometimes, but “his lies were massively larger than ours.”

How did Madoff and his clients “*selectively observe*” daily experience?

- Madoff ignored the fact that he was lying and would get caught. His clients ignored the fact that he was so secretive and everything was too good to be true.

What does it mean to “*selectively observe*” something?

- It means you only see what you want to see.
- 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.

Activity 5: Discussion Preparation

20%

Distribute the Speaking and Listening Rubric. Inform students that this rubric will be the basis for assessment during the End-of-Unit Assessment. Explain them that this rubric is based on the speaking and listening standards. Have students read through the entire rubric, focusing specifically on SL.9-10.1.a and c.

- ① During the discussion, students will be using discussion norms and procedures established in Module 9.1, Unit 1, and reviewed throughout Units 2 and 3 of this module. These norms and

procedures include: ask and answer questions, move the discussion forward, relate ideas in the discussion to bigger ideas, facilitate discussion without teacher intervention, draw on specific textual evidence, and create a safe and respectful environment for the exchange of ideas.

- ▶ Students listen then read through the rubric independently.

Once students have read through the rubric, ask them the following questions:

In one sentence, describe two things you should do to score a “2” in a discussion.

- 🗨 You should prepare for the discussion before class by researching the material and reading the necessary texts well, and you should respond thoughtfully to other students, even those who disagree with you.

What could you do to earn a lower score in a discussion?

- 🗨 You could come to class unprepared and refuse to respond to people who disagree with you.

How can this rubric help you in the End-of-Unit Assessment?

- 🗨 It lets me see what specific areas of the speaking and listening standards are being assessed so I can sufficiently prepare before class.

Activity 6: Quick Write

10%

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

How does Henriques develop a profile of the Ponzi schemer and Madoff through specific details in paragraphs 1–6?

Remind students to use the Short Response Checklist and Rubric to guide their written responses.

① Display the Quick Write 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 write a short paragraph explaining how Madoff and his clients “selectively observed” the facts and how this contributed to the crime. Remind students to use the Short Response Checklist and Rubric to guide their written responses.

Instruct students to also review the Speaking and Listening Rubric in preparation for the next lesson’s discussion. Finally, students should continue reading their AIR text.

- ▶ Students follow along.

Homework

For homework, write a short paragraph explaining how Madoff and his clients “selectively observed” the facts and how this contributed to the crime.

Review the Speaking and Listening Rubric in preparation for the next lesson’s discussion.

Continue to read your Accountable Independent Reading text through the lens of a focus standard and prepare for a 3–5 minute discussion of your text based on that standard.