

9.2.3 Lesson 6

Introduction

In this lesson, the second part of the Mid-Unit Assessment, students will be given a multi-paragraph response written by a classmate and will use the Text Analysis Rubric to peer review the response for strength of evidence. After students evaluate their peers' work, they will receive their own response from a classmate and review the response with the rubric. Students will then revise their own responses based on the peer review, as well as their own review, before handing it in for assessment.

The goal of this lesson is to strengthen and assess students' written work through peer review of their multi-paragraph response. Students will be expected to review their peer's work, using the Text Analysis Rubric introduced in Lesson 4 to evaluate the strength of their evidence as well as their introduction and organization. At the end of this lesson students will have produced a strong response with evidence to support the given claim in a revised multi-paragraph response. For homework, students will continue reading their Accountable Independent Reading texts.

Standards

Assessed Standard(s)	
W.9-10.2.a, b	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
W.9-10.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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.
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 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	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 issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment

Assessment(s)
<p>Students will revise their response to the previous lesson’s prompt: “How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories”? Students will be assessed on how they develop and strengthen their writing as needed by revising, editing, and rewriting according to the Text Analysis Rubric and the outcome of their peer review.</p> <p>Student performance will be assessed using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response may include the following:</p>

- In his article “True Crime” Walter Mosley claims, “We are fascinated with stories of crime, real or imagined.” Mosley develops this claim by presenting three central ideas in the article: all people are guilty of something; everyone feels vulnerable and powerless; and in our modern age it is impossible to feel like we can trust the information we are presented about the world.

Mosley begins “True Crime” by writing about guilt. He believes that everyone feels guilty for one reason or another and that our relationship with guilt is a fundamental part of who we are: “We have also been guilty of our religion, national origin, skin color...and, now and then, of the blood in our veins.” Mosley thinks that society has made us feel guilty about many things, even things we can’t control, like our national origin or skin color. Since we cannot do anything to change something as fundamental to our beings as our very blood, we need something to alleviate this guilt. Mosley believes that crime stories offer us an outlet and alleviation from our feeling of guilt: “We need forgiveness and someone to blame.”

Along with guilt, Mosley also believes that the public feels vulnerable and powerless in our society: “...most of us see ourselves as powerless cogs in a greater machine.” Mosley believes that guilt and vulnerability work together to make us ask questions about the world and potentially dangerous situations. “Would you be guilty of being stupid for doing what you were taught was right?” We need answers to questions that deal with our vulnerability and guilt, and crime stories give us answers, as well as cathartic relief.

The guilt and vulnerability present in the world today lead us to try to gain control of our situation. The average person’s access to information is through the media, and Mosley says that the media often lies. Mosley then states, “The feeling of being lied to brings about a hunger for truth.” We don’t believe everything we hear because it’s not from people we trust, and stories of crime give us truth or at least an ending: “These forms of entertainment [crime shows, etc.] corroborate our feelings of distrust and allow us to think about how we might fit into a world that wouldn’t even be aware of us getting crushed...” Mosley uses these central ideas to explain and support his claim that the public is obsessed with stories about crime.

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 text, 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 <ul style="list-style-type: none">• Standards: W.9-10.2.a, b, W.9-10.5, RI.9-10.2, RI.9-10.5, W.9-10.9.b, SL.9-10.1, L.9-10.1, L.9-10.2• Text: "True Crime," entire text	
Learning Sequence	
1. Introduction to Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Peer Review	3. 40%
4. Self-Review and Revision	4. 40%
5. Closing	5. 5%

Materials

- Copies of the Text Analysis Rubric: Peer Review Tool (Criterion 1 and 2) (refer to 9.2.3 Lesson 4) for each student
- Copies of the Peer Review Accountability 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.
	<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 standards for this lesson: W.9-10.2.a, b and W.9-10.5. Inform students that for the second part of the Mid-Unit Assessment, they will review a classmate’s response from the previous lesson and make suggestions for revision. Students will then work independently to apply those revisions to their writing before handing in the final draft for assessment.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to share in pairs the two pieces of evidence they added to their Evidence Collection Tool. Ask students to explain to each other how they think the new evidence supports Mosley’s claim.

- ▶ Students share and explain their new evidence with a peer.

Activity 3: Peer Review

40%

Introduce the lesson assessment. Inform students that they will revise their response to the previous Lesson 5 prompt (How does Mosley shape and develop his claim that “Humans are fascinated with true and fictional crime stories”?).

- ▶ Students read the assessment and listen.

Distribute to students their written responses from the previous lesson and new copies of the Peer Review Tool from Lesson 4, allowing time for students to reread the tool. Point out to students that the

most important aspect of the responses is the presence of relevant evidence; structure and organization are next in importance. Assign pairs and instruct students to exchange written responses.

Instruct students to begin reviewing each other's work based on the Text Analysis Rubric: Peer Review Tool.

- ▶ Students work independently, reviewing and making revision suggestions for each other's responses.

When students have finished reviewing their classmate's written response, instruct them to discuss their revisions with their classmate.

- ① Consider pausing and reviewing the Speaking and Listening Rubric and Checklist to reinforce student understanding of speaking and listening expectations.

Ask students to take turns reviewing the rubric and explaining their suggestions to their classmate, including (but not limited to) where the piece could use more evidence and how it could benefit from organizational changes.

- ▶ Students explain their revision suggestions to their classmate, clarifying with one another as needed.

Activity 4: Self-Review and Revision

40%

Once students have finished reviewing their classmate's work and offering feedback, instruct students to transition to independent work. Ask students to review their own writing against the Text Analysis Rubric—as well as their classmate's suggestions—before making any changes.

- ① Upon reviewing their work, students may decide not to make a change their classmate suggested. Instruct students to explain that choice in writing on the back of the rubric (e.g., "I am choosing to not change the order of my paragraphs. I do not think this will better structure my response."). If students do make the suggested change, direct them to mark the suggestion with a check mark.
 - ▶ Students silently review their own writing against the rubric and classmate feedback once more.

When students have finished revising, they should use the Peer Review Accountability Tool to note three suggestions their peer made and explain their final decision on those suggestions. Direct students to hand in their responses to the teacher, along with the rubric their classmate filled out, and the Peer Review Accountability Tool.

- ① Some students may only have minor changes to make, whereas others may have larger structural changes.

- ① Plan to spend time at some point during the second half of the unit handing back students’ Mid-Unit Assessment responses, allowing students to look over their graded work and clarifying any student concerns or misunderstandings.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, 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

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.

Peer Review Accountability Tool

Name:		Class:		Date:	
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Original	Peer Suggestion	Final Decision and Explanation



Model Peer Review Accountability Tool

Name:		Class:		Date:	
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Original	Peer Suggestion	Final Decision and explanation
1. Mosley claims crime makes us feel vulnerable.	This should be changed to include evidence.	<i>I changed the sentence to include evidence.</i> Mosley claims our feeling of vulnerability, being “powerless cogs,” contributes to our interest in crime stories.
2. Mosley says, “Everyone is guilty.”	This quote is incorrect in the text Mosley claims, “Everybody is guilty of something.” This also does not explain the evidence being used.	<i>I changed my evidence to align with the text and explained the quote.</i> Mosley says, “Everybody is guilty of something.” This is a central idea in the article and one of the main reasons we are interested in crime stories.
3. “How do bloggers pay their rent?”	This evidence should be explained.	<i>I explained my evidence.</i> Mosley asks, “How do bloggers pay their rent?” to refine his central idea about our mistrust of information sources.