9.2.3	Lesson 11

Introduction

In this lesson, students will finish reading the excerpt from *The Wizard of Lies* by Diana B. Henriques. Students will read from where they left off (paragraph 10: "But this wizard behind the curtain") to the end of the excerpt (paragraph 18: "the most dangerous ones are those we tell ourselves"). Students will use text-dependent questions as the basis for a small-group discussion in preparation for the End-of-Unit Assessment. The teacher will assess students' learning through a post-discussion Quick Write that captures students' responses to a discussion prompt.

For homework, students will expand and review their notes from the whole unit and respond in writing to a prompt that connects to the three texts from the unit. This will prepare students for the end-of-unit discussion.

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 *grades 9–10 Reading standards* 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 *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 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.
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
	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.

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) and discussion completed in the lesson.
• Who does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion?
High Performance Response(s)
A High Performance Response may include the following:
• Henriques suggests Bernie Madoff is responsible because she says he is "monstrously human"; Henriques suggests we are responsible because we "delude ourselves." She suggests everyone is responsible, because Madoff tricked us and we allowed ourselves to be tricked.
Answers to this open-ended question will vary. Students should draw from a variety of places in the text to support their responses. In essence, Henriques implies that we are all to blame, because people allowed themselves to be fooled by first fooling themselves.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.

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Vocabulary to teach (may include direct word work and/or questions)
• day of reckoning (n.) – day of judgment, or a day when one's deeds reap consequences
• implacable (adj.) – unstoppable; inevitable; relentless

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text	
• 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: *The Wizard of Lies*, paragraphs 10–18	
Learning Sequence	
1. Introduction Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Paragraphs 10–18 Reading and Discussion	3. 40%
4. Full-Class Discussion	4. 25%
5. Quick Write	5. 15%
6. Closing	6. 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.
	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 sharing the assessed standard for this lesson: RI.9-10.2. Inform students they will finish the Henriques excerpt today by reading through the second half with a small group, answering discussion questions together as they go. They will then reread the entire passage in preparation for a brief full-class discussion.

▸ Students look at the agenda.

Activity 2: Homework Accountability   10%

Lead a brief discussion on the previous lesson's homework assignment: Write a short paragraph explaining how Madoff and his clients "selectively observed" the facts and how this contributed to the crime. Have student volunteers share their responses with the class.

▸ Student volunteers share responses to the prompt. Possible responses may include:

🖝 Because people "selectively observed" the facts, they didn't pay attention to the obvious signals that things were not going well. Because they didn't pay attention, they said nothing, and Madoff continued to commit a crime that got bigger and bigger.

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: Paragraphs 10–18 Reading and Discussion   40%

Introduce the Quick Write assessment (Who does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion?). Explain to students that this is the lesson assessment and the focus for today's reading.

▸ Students read the assessment and listen.

Place students into small groups so they can read paragraphs 10–18 (from "But this wizard behind the curtain" through "the most dangerous ones are those we tell ourselves"). Instruct students to use the following questions as discussion questions. Students should work together to look for evidence and record their responses.

Remind students that throughout their discussion, they should to continue to annotate for evidence of a central idea, using the code CI. 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 addresses 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.

Who is the "wizard behind the curtain"?

- 💬   The wizard is Bernie Madoff.

Who is Henriques comparing Madoff to by calling him a "wizard" and describing his "Emerald City"?

- 💬   She is comparing Madoff to The Wizard of Oz.

ⓘ If students are struggling with this question, inform them that the title of the book is an allusion—or reference—to the 1939 film, *The Wizard of Oz*, based on the 1900 novel by L. Frank Baum.

Why does Henriques argue so many people decided to follow Madoff even though he was a fraud?

- 💬   Because they "decided to believe him," and thought they could "go along for the ride and enjoy the wealth without facing a day of reckoning."

Based on the context, what does *day of reckoning* mean?

- 💬   A day of reckoning is the day or time someone is judged for, or faces the consequences of, their actions.

ⓘ In this and subsequent questions in this lesson, 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.

Why did people give Madoff the "benefit of the doubt"?

- 💬   Because he seemed "so much like them, only better." People trusted him because he was like a smarter, more experienced version of themselves. They believed that it would work out in the end, even if things seemed suspicious now.

How was Madoff like every "opportunistic cheat" and every "impulsive risk-taker"?

- 💬   Madoff thought that he could "avoid the implacable dead-end finale of the Ponzi scheme and somehow get away with it."

What does *implacable* mean in this context?

- 💬   *Implacable* means "unstoppable or unavoidable."

What does Henriques mean by "the next Bernie Madoff"?

🗨 She means the next person who will cheat many others by convincing them that he is trustworthy.

How does Henriques argue that there will always be people like Bernie Madoff? Explain her reasoning in your own words.

🗨 Henriques says that "a world immune to Ponzi schemes is a world utterly devoid of trust." This means that the reason Madoff was successful is because people trusted him. The only way he wouldn't have been successful is if nobody had trusted him at all. Henriques argues that the only way that could have happened is if the world had no trust at all.

Why couldn't a world without trust exist?

🗨 Because nobody wants to live in a world like that, and the economy wouldn't work.

ⓘ Inform students that an economy is built around transactions that require trust in order to take place. If no trust existed, no transactions would happen, and the economy would stall.

What point is Henriques making with her descriptions of "the next Bernie Madoff" and the people around him?

🗨 She is making the point that *we* let this kind of thing happen, and that people like Bernie Madoff are around us all the time. We let them trick us, and we trick ourselves.

Why are the most dangerous lies the ones we tell ourselves?

🗨 Because these are the lies that allow people like Bernie Madoff to trick us. If he told us lies but we didn't allow ourselves to believe him, then there would be no problem. But the dangerous part is our ability to let ourselves be tricked. We do this by lying to ourselves about others' intentions and trustworthiness.

Activity 4: Full-Class Discussion   25%

Instruct students to use the following discussion prompt to engage in a full-class discussion. Remind students that they will continue the work of collaborative discussion outlined in SL.9-10.1.a and 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. Students should also refer explicitly to the text when making a point.

ⓘ Students may refer to the Speaking and Listening Rubric and Checklist for additional guidance on discussion norms and expectations.

Present students with the following prompt: Who does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion? Allow students to ponder this question for a moment—looking over their annotations and notes—before beginning the discussion.

‣ Students read silently, keeping this question in mind.

Inform students that this question is a discussion question. This is a question that has more than one correct answer, and that lends itself well to discussion that incorporates multiple viewpoints. A yes-or-no question, or a question with only one answer, would not be a good discussion question.

Once students have reviewed their notes and annotations, ask them to volunteer a response to the question:

Who does Henriques suggest is to blame for Madoff's crime?

💬 Student responses may include: Henriques suggests Bernie Madoff is responsible, and she supports this by stating that he is "monstrously human." Henriques suggests we are responsible because we "deceive ourselves." She suggests everyone is responsible, because Madoff tricked us, and we allowed ourselves to be tricked.

Begin by calling on student volunteers to share their responses after explaining to students that there is no single correct answer to this question. Explain to students that because there is more than one correct answer, they should listen thoughtfully to their peers and treat each response with respect.

ⓘ Students may refer to the Speaking and Listening Rubric and Checklist for additional guidance on discussion norms and expectations.

When a student responds, ask the class if they agree or disagree, then call on student volunteers to share their responses, and cite evidence from the text to support their stance. Constantly encourage students to refer back to the text, and begin to encourage students to directly respond to their classmates politely when they disagree.

Activity 5: Quick Write   15%

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

Whom does Henriques suggest is to blame for Madoff's crime? How does the author support this suggestion?

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

ⓘ 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 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to review and expand their notes from all three texts in this unit: "True Crime," "How Bernie Madoff Did It," and *The Wizard of Lies* excerpt. Students then write a one-paragraph response to the following: Does the information you know about the Bernie Madoff scandal confirm or challenge Mosley's claims in "True Crime?" Remind students to use the Short Response Rubric and Checklist to guide their written responses.

> ▶ Students follow along.

Homework

Review and expand your notes from all three texts from this unit: "True Crime," "How Bernie Madoff Did It," and *The Wizard of Lies* excerpt. Then write a one-paragraph response to the following: Does the information you know about the Bernie Madoff scandal confirm or challenge Mosley's claims in "True Crime?"