

9.1.1 Lesson 14

Introduction

In this lesson, students continue their analysis of the structure of “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell. Small groups prepare to present their analysis of one of the five stages from the story. As groups present their analysis, all students complete a Stage Analysis Tool for the entire short story. Students also engage in a whole-class discussion of Russell’s choice to structure the story according to stages from *The Jesuit Handbook on Lycanthropic Culture Shock*. Student learning is assessed via a Quick Write at the end of the lesson: Analyze the impact of Russell’s choice to use epigraphs to structure the text.

For homework, students continue their Accountable Independent Reading (AIR) through the lens of focus standard RL.9-10.2 or RI.9-10.2 and prepare for a brief discussion of their text based on that standard. For homework, students also review “St. Lucy’s Home for Girls Raised by Wolves” and respond to the following prompt: Select a character from “St. Lucy’s Home for Girls Raised by Wolves.” How does Russell use physical descriptions to develop this character?

Standards

Assessed Standard(s)	
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Addressed Standard(s)	
SL.9-10.1.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 issues</i> , building on others’ ideas and expressing their own clearly and persuasively. 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.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

	substance, and style are appropriate to purpose, audience, and task.
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Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> • Analyze the impact of Russell’s choice to use epigraphs to structure the text.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Make a claim about the impact of Russell’s choice to use epigraphs to structure the text (e.g., The epigraphs allow the reader to see what the nuns at St. Lucy’s expect the girls to do in each part of the story; structuring the text with epigraphs that represent the five stages of progression as the girls transition to a new culture allows the reader to compare each girl’s different experience to the expectations at St. Lucy’s). • Provide details from the text to support analysis (e.g., the Stage 5 epigraph states that students “find it easy to move between the two cultures” (p. 245). Evidence from the story suggests that this may be only partially true. Claudette is able to “tell[] [her] first human lie” (p. 246) but she does not fit in with her family because she has changed so much from her experience at St. Lucy’s. It appears that Claudette may be able to move between the two cultures, but she does not find it easy to live in either culture).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • 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 using the strategies outlined in L.9-10.4.a-d.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RL.9-10.5, SL.9-10.1.c, SL.9-10.4 Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Lycanthropic Culture Shock Stage Analysis	3. 15%
4. Lycanthropic Culture Shock Stage Presentations	4. 30%
5. Text Structure Discussion	5. 20%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Student copies of the Stage Analysis Tool (refer to 9.1.1 Lesson 13)
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 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.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text 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 of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.5. Students complete their Stage Analysis tools and then present their analyses to the class. They also engage in a brief whole-class discussion about Russell’s choice to structure the story with epigraphs according to five stages.

- ▶ Students look at the agenda.
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Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: SL.9-10.4. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard SL.9-10.4.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

🗨 Student responses may include:

- Focus on how you present information orally, remembering to be clear and logical.
- Present in a way that is compelling and clear for a specific audience.
- Present in a way that is appropriate to the task you are trying to accomplish.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RL.9-10.2 or RI.9-10.2 to their AIR texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied the focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied the focus standard to their AIR texts from the previous lesson’s homework.
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Instruct students to take out their responses to the previous lesson’s homework assignment. (Review Stage 5. List each of the details of Claudette’s interaction with her mother. How does this interaction develop Claudette’s character?) Instruct students to Turn-and-Talk in pairs about their response to Lesson 13’s homework assignment.

🗨 Students should list the following details from page 246 of “St. Lucy’s Home For Girls Raised by Wolves”:

- Claudette's mother "recoil[s] from [Claudette], as if [she] was a stranger."
- Claudette's mother asks "TRRR?" which seems to be Claudette's given name in the pack.
- Claudette's mother "sniff[s] [Claudette] for a long moment" to check if it is really her.
- Claudette's mother "[sinks] her teeth into [Claudette's] ankle, looking proud and sad."
- Claudette's mother looks at her to see a "display of what [she] had learned."
- Claudette lies to her mother when she says, "'I'm home.'"

🗨️ Student responses may include:

- The details of Claudette's interaction with her mother show how much Claudette has changed since she left home. Her own mother does not recognize her at first and "recoil[s] from [Claudette], as if [she] was a stranger" (p. 246). Claudette's mother needs to use her wolf instincts to verify Claudette's identity: she "sniff[s] [Claudette] for a long moment" to check if it is really her (p. 246).
- Claudette is so different that she will likely not fit in with her real family anymore, which makes her mother "proud and sad" (p. 246). When Claudette's mother sinks her teeth into Claudette's ankle, it reflects Mirabella's behavior and the kind of habits Claudette lost after she moved to St. Lucy's. Claudette's final reflection that "'I'm home'" is a lie confirms that Claudette does not feel like a member of the family anymore (p. 246).

Activity 3: Lycanthropic Culture Shock Stage Analysis

15%

Instruct students to return to their groups from the previous lesson and complete the analysis of their assigned stage. Remind students that they present their analyses to the class so every student can complete the Stage Analysis Tool for all five stages.

- ▶ Students return to their groups and prepare for the group presentations.

Activity 4: Lycanthropic Culture Shock Stage Presentations

30%

Instruct each group to share their stage analysis with the class. Instruct students to limit their presentations to two minutes.

- ▶ Students present their stage analyses to the class.

As small groups share their analyses, the rest of the class continues to annotate the text with new ideas and details and complete their Stage Analysis Tools for the stages they have not yet completed.

- ▶ Students annotate their texts and complete their Stage Analysis Tools.

🗨️ See 9.1.1 Lesson 13 for Model Stage Analysis Tool.

- ① As students present their analyses, consider providing reminders and recognizing presentations that demonstrate the skills of SL.9-10.4. Specifically, listen for presentations that are clear, concise, and logical.
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Allow students time to complete their Stage Analysis Tools for the stages they have not yet completed.

- ▶ Students complete all stages on the Stage Analysis tool.
- 🗨 See Model Stage Analysis Tool in 9.1.1 Lesson 13 for sample student responses

Activity 5: Text Structure Discussion

20%

Transition to a whole-class discussion on Russell’s structural choices in “St Lucy’s Home for Girls Raised by Wolves.”

Post or project the following questions to guide the discussion. If time allows, encourage students to propose additional questions to propel the conversation.

- ① Consider reminding students that this is an opportunity to apply standard SL.9-10.1.c by participating effectively in a collaborative discussion. Students may focus on posing and responding to questions, incorporating others into the discussion and challenging or verifying ideas and conclusions.

Who is the original audience of *The Jesuit Handbook on Lycanthropic Culture Shock*? How do you know?

- 🗨 The original audience is people like the nuns who care for students like the girls at St. Lucy’s. The epigraphs include language like “your students” (p. 245), which indicates that the handbook was written for teachers of girls like those at St. Lucy’s.

How do the epigraphs affect the reader’s experience with the text?

- 🗨 Student responses may include:
 - Structuring the text using epigraphs allows the reader to follow the characters’ development. For example, the nuns expect the girls to move from a stage in which “everything is new, exciting, and interesting” (p. 225) in the beginning all the way to a point of “find[ing] it easy to move between the two cultures” (p. 245) by the end.
 - Reading the epigraphs before reading about the girls experience allows the reader to predict what will happen in the story. For example, the Stage 4 epigraph says, “Everything begins to

- make sense” (p. 240). This allows the reader to predict that for some girls things will start to make more sense during this stage.
- Some girls experience exactly what the epigraph predicts, but other girls, usually Mirabella, have a different experience. For example, the Stage 2 epigraph says, “students realize that they must work to adjust to the new culture” (p. 229). The reader can compare each girl’s experience to see if they realize they must work to adjust to the new culture. For Mirabella and Jeanette, especially, the experience is very different.

Activity 6: Quick Write

10%

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

Analyze the impact of Russell’s choice to use epigraphs to structure the text.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary whenever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ 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 continue reading their AIR texts through the lens of focus standard RL.9-10.2 or RI.9-10.2 and prepare for a 3–5 minute discussion of their text based on the standard.

Also for homework, instruct students to review “St. Lucy’s Home for Girls Raised by Wolves” and write a paragraph in response to the following prompt:

Select a character from “St. Lucy’s Home for Girls Raised by Wolves.” How does Russell use physical descriptions to develop this character?

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students follow along.

Homework

Continue reading your Accountable Independent Reading text through the lens of focus standard RL.9-10.2 or RI.9-10.2 and prepare for a 3–5 minute discussion of your text based on that standard.

Review “St. Lucy’s Home for Girls Raised by Wolves” and write a paragraph in response to the following prompt:

Select a character from “St. Lucy’s Home for Girls Raised by Wolves.” How does Russell use physical descriptions to develop this character?

Use this lesson’s vocabulary wherever possible in your written responses. Use the Short Response Rubric and Checklist to guide your written responses.