

9.1.1

Lesson 3

Introduction

In this lesson, students listen to a masterful reading of pp. 240–246 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 4: As a more thorough understanding of the host culture” to “‘So,’ I said, telling my first human lie. ‘I’m home’”), in which the girls attend the Debutante Ball, Mirabella is expelled from St. Lucy’s, and Claudette returns to her family. Students encounter a new reading standard, RL.9-10.3, and analyze Mirabella’s interactions with the pack using the Character Tracking Tool. Students also encounter the first standard related to speaking and listening, SL.9-10.1, focusing on substandard c. Student learning is assessed via a Quick Write at the end of the lesson: How does Mirabella interact with the rest of the pack?

For homework, students being reading their Accountable Independent Reading (AIR) text through the lens of focus standard RL.9-10.1 or RI.9-10.1 and prepare for a brief discussion of their text based on that standard.

Standards

Assessed Standard(s)	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Addressed Standard(s)	
SL.9-10.1.c	<p>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.</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>

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"> How does Mirabella interact with the rest of the pack?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Cite specific interactions between the pack and Mirabella (e.g., Mirabella destroys Jeanette's property when she "snapped through Jeanette's homework binder" (p. 240). Mirabella also pounces on Claudette at the Debutante Ball because she "intercept[s] [Claudette's] eye-cry for help" (p. 244) and thinks that Claudette is in danger). Describe the interactions between the pack and Mirabella (e.g., Mirabella is a source of frustration for the pack because she is adapting so slowly. Mirabella is frequently aggressive and disruptive in her interactions with the rest of the pack, as when she "scratch[es] and scratch[es] at [Jeanette and Claudette], raking her nails along our shins so hard that she [draws] blood" (p. 240). She refuses to adapt to human culture and will communicate with other members of the pack only as a wolf, as when she rolls "belly-up on the cold stone floor, squirming on a bed of spelling-bee worksheets" in front of Jeanette and Claudette (p. 240), or when she "close[s] her jaws around Jeanette's bald ankle" (p. 241). At the same time, she is very loving towards the rest of the pack. When she realizes that Claudette is in trouble, she tackles her from behind, "barking at unseen cougars, trying to shield [her] with her tiny body" (p. 244)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> frog-marched (v.) – forced a person or persons to march with their arms held firmly behind the back muzzle (n.) – a device placed over an animal's mouth to prevent the animal from biting intercepted (v.) – seen or overheard (a message, transmission, etc.) meant for another
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)

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, SL.9-10.1.c • Text: "St. Lucy's Home for Girls Raised by Wolves" by Karen Russell, pp. 240–246 Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 5% 3. 40% 4. 30% 5. 10% 6. 5%

Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Copies of the Character Tracking Tool for each student
- 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.9-10.3. In this lesson, students listen to a masterful reading of the end of the text and analyze how Mirabella interacts with other members of the pack. Students participate in evidence-based discussion and complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin working with two new standards: RL.9-10.3 and SL.9-10.1.c. Ask students to individually read these standards on their tools and assess their familiarity with and mastery of them.

- ▶ Students read and assess their familiarity with standards RL.9-10.3 and SL.9-10.1.c.

Instruct students to talk in pairs about what they think standard RL.9-10.3 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Analyze how characters change during a story
- Notice how these characters interact with other characters
- Analyze how these characters create action in the story
- Think about how these characters contribute to central ideas in the text

Instruct students to talk in pairs about what they think standard SL.9-10.1 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Begin and participate in a range of discussions with different partners.
- Listen to the ideas of other in order to develop greater understanding.
- Express ideas in a clear and convincing way

Instruct students to talk in pairs about what they think substandard SL.9-10.1.c means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Move discussions forward by asking and answering questions and respectfully disagreeing

- Talk about how the discussion relates to bigger ideas
- Actively bring others into the discussion

Activity 2: Homework Accountability

5%

Instruct students to talk in pairs about their research into potential AIR texts, and to share the AIR text they chose for the previous lesson's homework assignment. Lead a brief share out on student choices. Select several students (or student pairs) to explain their choice.

- ▶ Students share their choice of AIR text.

Activity 3: Masterful Reading

40%

Have students listen to a masterful reading of pp. 240–246 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 4: As a more thorough understanding of the host culture” to “‘So,’ I said, telling my first human lie. ‘I’m home’”). Instruct students to listen for specific details that develop Mirabella’s interactions with other characters.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How does Mirabella act?

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

30%

- ① The questions in this section are designed to ensure comprehension of the masterful reading rather than to guide close reading. Students will read and analyze the text in more detail in later lessons

Introduce and distribute the Character Tracking Tool. Explain to students that they will be using this tool over the course of the unit in order to keep track of evidence relating to character development in the text.

- ▶ Students listen and examine the Character Tracking Tool.

Instruct students to form small groups. Post or project the questions below for students to discuss.

- 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.

Instruct student groups to read pp. 240–246 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 4: As a more thorough understanding of the host culture” to ‘So,’ I said, telling my first human lie. ‘I’m home’”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *frog-marched* means “forced a person or persons to march with their arms held firmly behind the back,” *muzzle* means “a device placed over an animal’s mouth to prevent the animal from biting,” *intercepted* means “seen or overheard (a message, transmission, etc.) meant for another.”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *frog-marched*, *muzzle*, and *intercepted* on their copies of the text or in a vocabulary journal.

How does Mirabella treat Jeanette and Claudette at the beginning of Stage 4?

💬 Student responses may include:

- Mirabella destroys Jeanette’s property; she “snapped through Jeanette’s homework binder” (p. 240).
- Mirabella is violent with Claudette and Jeanette. She “scratched at [them] ... so hard that she drew blood” (p. 240) and “closed her jaws around Jeanette’s bald ankle” (p. 241).

How do the nuns treat Mirabella at the Debutante Ball?

💬 The nuns put Mirabella in a “dark corner” and put a muzzle on her (p. 242).

Why does Mirabella jump on Claudette?

💬 Mirabella jumps on Claudette to protect her. Mirabella “intercepted [Claudette’s] eye-cry for help” (p. 244) and thinks that Claudette is in danger.

Why does Claudette “grunt[]” at Mirabella that “[she] didn’t want [her] help”?

💬 Claudette wants to conform to St. Lucy’s rules, and she wants the nuns to hear how much her “enunciation [has] improved” (p. 244). If Claudette lets them know she is happy that Mirabella has “ruined the ball” (p. 244), she could get into serious trouble and be kicked out. Instead of thanking Mirabella and telling Mirabella she loves her, Claudette protects herself from punishment.

How does Claudette feel about Mirabella’s actions? Why does Claudette feel this way?

- 🗨️ Claudette loves Mirabella more than anybody “before or since” (p. 244) for her actions. Claudette was about to “fail [her] Adaptive Dancing test” (p. 244), but Mirabella’s mistake covers Claudette’s failure.

① **Differentiation Consideration:** If students struggle, consider asking the following questions:

How well is Claudette doing at the Sausalito?

- 🗨️ Claudette is failing at the dance. She “was about to lose all [her] Skill Points” (p. 244).

How does Mirabella’s tackling Claudette help Claudette?

- 🗨️ Mirabella distracts everyone from how badly Claudette is failing at the Sausalito, which saves Claudette from being punished.

① Remind students that they should be keeping track of character development in the text using the Character Tracking Tool.

What happens to Mirabella following the Debutante Ball?

- 🗨️ Mirabella is expelled from St. Lucy’s, and “In the morning, Mirabella was gone” (p. 245).

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

10%

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

How does Mirabella interact with the rest of the pack?

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to look at their text and notes to find evidence, and 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to begin reading their AIR text, if they have not done so already, through the lens of RL.9-10.1 or RI.9-10.1, and prepare for a 3–5 minute discussion based on that standard.

Introduce standard RL.9-10.1 and RI.9-10.1 as focus standards to guide students' AIR, and model what applying a focus standard looks like.

For example, RL.9-10.1 and RI.9-10.1 ask students to “Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.” Students who have read “St. Lucy’s Home for Girls Raised by Wolves” might say: “Claudette describes how Mirabella would “rip foamy chunks out of the church pews” on page 230, or how she “shuck[ed] her plaid jumper in full view of the visiting cardinal” on page 236. This evidence shows how Russell develops Mirabella as a misfit who does not adapt well to life at St. Lucy’s.”

Homework

Begin reading your AIR text through the lens of the assigned focus standard (RL.9-10.1 or RI.9-10.1) and prepare for a 3–5 minute discussion of your text based on that standard.

Character Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to keep track of character development throughout the module. Trace character development in the texts by noting how the author introduces and develops characters. Cite textual evidence to support your work.

Text:	
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Character	Trait	Evidence

Model Character Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to keep track of character development throughout the module. Trace character development in the texts by noting how the author introduces and develops characters. Cite textual evidence to support your work.

Text:	"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell
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Character	Trait	Evidence
Mirabella	Destructive	Mirabella destroys Jeanette's "homework binder" and scratches Claudette and Jeanette's "shins so hard" that they bleed (p. 240).
	Loving	Mirabella tackles Claudette when she means to "shield" Claudette from whatever danger Claudette might be in (p. 244).
Claudette	Fearful	Claudette finds the nuns' transformation of the rectory to be "very scary" (p. 241). She panics and begins to sweat and howl when she cannot do the Sausalito (p. 243).
	Loving	She loves Mirabella for helping her. "And I have never loved someone so much, before or since, as I loved my littlest sister at that moment." (p. 244)
	Sad	When she comes home to her family, she lies about it feeling like home. "'So,' I said, telling my first human lie. 'I'm home.'" (p. 246)
Jeanette	Well-Behaved	She wants to "mop up Mirabella's mess" (p. 241).
	Mean	She refuses to help Claudette do the Sausalito even though Claudette's about to get into lots of trouble. "Jeanette gave me a wide, true wolf smile. For an instant, she looked just like our mother. 'Not for you.'" (p. 244)