

9.1.1

Lesson 4

Introduction

In this lesson, students continue their reading and analysis of Karen Russell's "St. Lucy's Home for Girls Raised by Wolves." Students read pages 225–227 (from "Stage 1: The initial period is one in which everything is new" to "our parents were sending us away for good. Neither did they") in which the pack arrives at St. Lucy's and begins the initial stages of adjustment to human society. Students analyze how Russell develops the pack as a character in itself. Student learning is assessed via a Quick Write at the end of the lesson: How does Russell develop the pack as a character?

For homework, students preview the reading for the following lesson by boxing any unfamiliar words and conducting brief searches into the words' meanings. Students also continue reading their Accountable Independent Reading (AIR) texts through the lens of a focus standard and prepare for a brief discussion on how they applied the focus standard to their texts.

Standards

| Assessed Standard(s) | |
|-----------------------|---|
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 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 | 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. |
| L.9-10.4.a | 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. |

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|--|---|
| | 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)

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.

- How does Russell develop the pack as a character?

High Performance Response(s)

A High Performance Response should:

- Identify the ways in which Russell develops the pack as a character (e.g., Russell develops the pack through their interactions with other characters; Russell uses the pronoun “we” to develop the pack as a character).
- Analyze how these techniques develop the pack as a character (e.g., Russell uses the pack's interactions with other characters. The pack's relationship with the local wolves and farmers shows how they live an “outsider's existence” in the forest (p. 227). The pack's parents are ostracized by local farmers who “threaten” them with “pitchforks” (p. 227). In turn, as werewolves, the pack's parents ostracize the local wolves by having “sometimes-thumbs, and regrets, and human children” (p. 227). These interactions show why the pack has been sent to St. Lucy's, because their parents want them to live in “human society” (p. 227) rather than in the forest, which Claudette describes as a “green purgatory” (p. 227). When the pack arrives at St. Lucy's, Russell develops them through their interactions with the nuns; by baring “row after row of tiny, wood-rotted teeth,” the pack shows itself to be wild and afraid (p. 226)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- hirsute (adj.) – hairy; shaggy
- sinewy (adj.) – muscular; strong
- barbaridad (Spanish n.) – crudity of style, taste, expression, etc.
- apiary (n.) – a place where bees are kept
- pidgin (n.) – any broken form of a language

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|---|
| <ul style="list-style-type: none"> purgatory (n.) – any condition or place of temporary suffering |
| Vocabulary to teach (may include direct word work and/or questions) |
| <ul style="list-style-type: none"> backwoods (adj.) – unsophisticated ostracized (v.) – excluded, by general consent, from society, friendship, conversation, privileges, etc. |
| Additional vocabulary to support English Language Learners (to provide directly) |
| <ul style="list-style-type: none"> lasso (n.) – a rope with a loop that is used for catching animals deacon (n.) – a member of some Christian churches who has special duties werewolves (n.) – people who sometimes change into wolves especially when the moon is full heifers (n.) – young female cows |

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|---|--|
| Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.1, RL.9-10.3, SL.9-10.1.c, L.9-10.4.a Text: "St. Lucy's Home for Girls Raised by Wolves" by Karen Russell, pp. 225–227 | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to Annotation Reading and Discussion Paraphrasing and Quotations Quick Write Closing | <ol style="list-style-type: none"> 10% 10% 10% 45% 10% 10% 5% |

Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Copies of the Annotation Markings Bookmark for each student

- Student copies of the Character Tracking Tool (refer to 9.1.1 Lesson 3)—students may need additional blank copies
- Copies of the Tips for Integrating Quotations Handout 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 assessed standards for this lesson: RL.9-10.1 and RL.9-10.3. In this lesson, students analyze how Russell develops the pack as a character. Students engage in evidence-based discussion and complete the lesson with a Quick Write.

- ▶ 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 to work with a new standard: L.9-10.4.a. 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 L.9-10.4.a.

Instruct students to talk in pairs about what they think the standard and substandard mean. Lead a brief discussion about these standards.

- 💬 Student responses may include:

- The standard talks about determining the meaning of words as they are used in a text.
- Substandard L.9-10.4.a focuses on using context as a strategy for determining word meaning.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied focus standard RL.9-10.1 or RI.9-10.1 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.

Activity 3: Introduction to Annotation

10%

Discuss the importance of annotation by asking the following questions:

What are some purposes for marking the text?

- 💬 Student responses may include:
 - Marking the text helps the reader to remember what they are reading by recording their thoughts about the text.
 - Marking the text helps the reader to keep track of important ideas.
 - Marking the text helps the reader to think about unfamiliar words.
 - Marking the text helps the reader to question the text or make connections between ideas.

Explain to students that marking the text, or *annotation*, is a skill for reading closely.

- ① Note the relationship of annotation to standard RL.9-10.1: annotation helps students look closely at textual evidence to determine a text's meanings.

How does annotation impact the way you read?

- 💬 Student responses may include:
 - Annotation connects the reader to the text more deeply by making a reader read more actively and pay close attention to details.
 - Annotation makes it difficult to just read because it slows down your reading.

Explain that readers use shorthand ways of marking text so as not to take time away from their reading. Display and explain the following codes:

- Box unfamiliar words.
- Star (*) important or repeating ideas.

- Put a question mark (?) next to a section you are questioning or confused about, and write your question down.
- Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way, and provide a brief note explaining the connection.

Distribute copies of the Annotation Markings Bookmark. Explain that it is important for students to annotate the text with their thinking alongside the codes. Explain that students will use these codes throughout the year, beginning with their reading of “St. Lucy’s Home for Girls Raised by Wolves,” to keep track of their thinking about the text.

① **Differentiation Consideration:** To help students remember annotation codes, consider posting them in the classroom, or instructing students to copy the codes into their notebooks or agendas.

Activity 4: Reading and Discussion

45%

Instruct students to form groups. Post or project the questions below for students to discuss. Instruct students to annotate the text as they read and discuss, and to keep track of character development in the text using the Character Tracking Tool.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How does Russell describe the pack?

Instruct student groups to read pages 225–227 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 1: The initial period is one in which everything is new” to “our parents were sending us away for good. Neither did they”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *hirsute* means “hairy; shaggy,” *sinewy* means “muscular; strong,” *barbaridad* means “crudity of style, taste, expression, etc.,” *apiary* means “a place where bees are kept,” *pidgin* means “any broken form of a language,” and *purgatory* means “any condition or place of temporary suffering.”

- 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 *hirsute*, *sinewy*, *barbaridad*, *apiary*, *pidgin*, and *purgatory* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *lasso* means “a rope with a loop that is used for catching animals,” *deacon* means “a member of some Christian churches who has special duties,” *werewolves* means “people who sometimes change into wolves especially when the moon is full,” and *heifers* means “young female cows.”

- ▶ Students write the definitions of *lasso*, *deacon*, *werewolves*, and *heifers* on their copies of the text or in a vocabulary journals.

Why were the nuns’ faces “pinched with displeasure”?

- 💬 The nuns are displeased because the pack is behaving like wolves and not like girls. The pack is “overturning dresser drawers,” pawing through clean underwear, and “smashing lightbulbs” (p. 225). The pack is also “jump[ing] from bunk to bunk” (p. 225) and peeing on everything.

What is the impact of the narrator’s use of the pronoun “we” to describe the pack?

- 💬 The narrator frequently refers to the pack as “we,” which means that members of the pack see each other as one.
- ① Consider reminding students that a pronoun is a word (such as *I*, *he*, *she*, *you*, *it*, *we*, or *they*) that is used instead of a noun or noun phrase.

How does the comparison of the pack to the Copacabana girls develop the pack as a character?

- 💬 The Copacabana girls are described as “fat” and “languid” with “silky” pelts, and eat “guava right out of your hand” (p. 226), which means they are less wild and more obedient. The comparison shows how much more uncivilized the “hirsute” and “sinewy” (p. 226) pack is.

Given the pack’s behavior, what can you infer Sister Josephine means by “*backwoods*”)?

- 💬 Russell describes the pack as “hirsute,” and as moving by “knuckling along” with “terrible posture,” suggesting that the pack is not fully developed and acts more like wolves than humans (p. 226). This suggests that “backwoods” may mean unsophisticated or unrefined.
- ① Consider drawing students’ attention to the application of L.9-10.4.a through the process of using context to make meaning of unknown words.

How do the pack’s interactions with the nuns develop the pack as a character?

- 💬 They bare “row after row of tiny, wood-rotted teeth” (p. 226) at the nuns, which shows that the pack is afraid and aggressive.

Remind students to annotate their texts for character development, using the code “CD.”

How are the girls different from their parents? What causes this difference?

- The girls are human, but their “mothers and fathers were werewolves” (p. 227). The girls are human because the parents’ werewolf “condition skips a generation” (p. 227).

What can you infer about the meaning of *ostracized*, given the relationship of the pack’s parents to the farmers and the local wolves?

- *Ostracized* might mean excluded; their parents lived “an outsider’s existence” because of their relationship with the farmers and local wolves (p. 227).
- ① Consider drawing students’ attention to the application of L.9-10.4.a through the process of using context to make meaning of unknown words.
- ① **Differentiation Consideration:** If students struggle, consider asking the following scaffolding questions:

What do the pack’s parents do to the farmers?

- The pack’s parents eat the farmers’ “fruit pies” and “terroriz[e] the heifers” (p. 227).

How do the farmers respond to these actions?

- The farmers “threaten” the pack’s parents with “pitchforks” (p. 227).

How do the pack’s parents “ostracize[]” the local wolves?

- The pack’s parents ostracize the local wolves by having “sometimes-thumbs, and regrets, and human children” (p. 227), meaning they are werewolves, not actual wolves.

Why do the pack’s parents enroll their daughters in St. Lucy’s?

- Student responses may include:
 - Their parents wanted “something better for [them]” (p. 227), which means that unlike their parents, the pack had a chance at being “fully bilingual” (p. 227) and becoming “naturalized citizens of human society” (p. 227). In other words, they want them to have a chance at being accepted by human society.
 - Their parents enrolled them in St. Lucy’s so that the pack can “study a better culture” there (p. 227). They think their children will have a better life if they learn human ways.

Lead a brief whole-class discussion of student responses.

Instruct students to discuss the following question in their groups:

Describe the pack's interactions with each other and other characters (e.g., the nuns, their families, local wolves).

💬 Student responses may include:

- The pack's interaction with each other is playful and destructive. They “jump[] from bunk to bunk,” “smash[] lightbulbs,” spray “exuberant yellow streams” of urine on the bunks, and “buckl[e] in kinetic laughter” (p. 225) with each other.
- The pack's interaction with the nuns is aggressive and fearful. The pack shows its fear when it bares “row after row of tiny, wood-rotted teeth” (p. 226) at the nuns, and the narrator bites Sister Josephine's ankle.
- The pack has a loving bond with their families. Their parents want “something better for [them]” (p. 227), so they send them away to St. Lucy's to have a chance at a better life.
- The pack is ostracized by the local wolves because they have “sometimes-thumbs, and regrets, and human children,” meaning they are partly human (p. 227).

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 especially focus on posing and responding to questions, incorporating others into the discussion, and challenging or verifying ideas and conclusions.

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

Lead a brief whole-class discussion of student responses.

Activity 5: Paraphrasing and Quotations

10%

Remind the students of their work with standard RL.9-10.1 in 9.1.1 Lesson 1. Tell students that the standard requires them to use evidence from the text to support their analysis. Explain that to cite evidence, students may quote directly from the text or paraphrase the text.

► Students listen.

Post or project the following direct quote from “St. Lucy's Home for Girls Raised by Wolves”:

“They lived an outsider's existence in caves at the edge of the forest, threatened by frost and pitchforks.”
(p. 227)

Post or project the following example and ask students the following questions:

The narrator explains, “They lived an outsider’s existence in caves at the edge of the forest” (p. 227).

What is the same about these two examples?

- Both examples use some of the same words from the text.

What is different about these two examples?

- Student responses may include:
 - All of the words in the first example are in quotation marks.
 - The second example is shorter and includes only part of the first example.
 - The second example includes some words outside of the quotation marks.

Explain to students that both examples are taken from “St. Lucy’s,” but that the second example demonstrates how to use a quote when making a statement about the text.

As needed, provide direct instruction on the mechanics of quoting directly from the text, including how to use appropriate punctuation (commas and quotation marks). Consider instructing students on the correct placement of commas and quotation marks when quoting directly from the text. Review the Tips for Integrating Quotations Handout with students.

Post or project the following example:

They were outsiders who were threatened by farmers and the elements.

What is the same about this example in comparison to the first two examples?

- This example is about the same part of the text as the first two examples.

What is different about this example in comparison to the first two examples?

- Student responses should include:
 - This example uses no quotation marks.
 - This example uses different words from the first two examples.

Explain to students that this example demonstrates how to *paraphrase*, which means “to rephrase or restate the text in one’s own words without changing the meaning of the text.” Remind students that when paraphrasing the text, they should not use direct quotes from the text.

Instruct students to practice using direct quotes and paraphrasing as they read and discuss the text, as well as in their Quick Write responses.

Activity 6: Quick Write**10%**

Instruct students to respond briefly in writing to the following prompt, using paraphrase and direct quotation to cite textual evidence:

How does Russell develop the pack as a character?

Instruct students to look at their annotations to find evidence. 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 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%**

For homework, students read pages 227–230 (from “That first afternoon, the nuns gave us free rein” to “It all felt like a sly, human taunt”), boxing any unfamiliar words and conducting brief searches into the words’ meanings.

Also for homework, students should continue to read their AIR text through the lens of focus standard RL.9-10.1 or RI.9-10.1, and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students listen.

Homework

Read pages 227–230 (from “That first afternoon, the nuns gave us free rein” to “It all felt like a sly, human taunt”) to preview tomorrow’s reading. Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Continue to read your Accountable Independent Reading through the lens of 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.

Annotation Markings Bookmark

| Annotation Markings Bookmark | Annotation Markings Bookmark | Annotation Markings Bookmark | Annotation Markings Bookmark |
|--|--|--|--|
| Box unfamiliar words. | Box unfamiliar words. | Box unfamiliar words. | Box unfamiliar words. |
| Star (*) important or repeating ideas. | Star (*) important or repeating ideas. | Star (*) important or repeating ideas. | Star (*) important or repeating ideas. |
| Put a question mark (?) next to a section you're questioning or confused about. | Put a question mark (?) next to a section you're questioning or confused about. | Put a question mark (?) next to a section you're questioning or confused about. | Put a question mark (?) next to a section you're questioning or confused about. |
| Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way. | Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way. | Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way. | Use an exclamation point (!) for connections between ideas or ideas that strike you or surprise you in some way. |
| Remember to write notes in the margin as you read to record your ideas and thoughts. | Remember to write notes in the margin as you read to record your ideas and thoughts. | Remember to write notes in the margin as you read to record your ideas and thoughts. | Remember to write notes in the margin as you read to record your ideas and thoughts. |
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Model Character Tracking Tool

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|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

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 |
|--------------|---|

| Character | Trait | Evidence |
|-----------|--------------------|--|
| The Pack | Uncivilized | As compared to the "fat" and "languid" girls from Copacabana with "silky" pelts, who eat "guava right out of your hand" (p. 226), the "hirsute" and "sinewy" (p. 226) pack is much less civilized. The members of the pack "[jump] from bunk to bunk," "[smash] lightbulbs, spray "exuberant yellow streams" of urine on the bunks, and "buckl[e] in kinetic laughter" (p. 225) with each other. |
| | Afraid, aggressive | The pack bares "row after row of tiny, wood-rotted teeth" (p. 226) at the nuns. |
| | Human | Even though their "mothers and fathers were werewolves" (p. 227), the pack is human because their parents' "condition skips a generation" (p. 227). |
| | Outsider status | The pack leads an "outsider's existence" with their parents because of their relationship with the farmers, who resent them for "eating their silled fruit pies and terrorizing the heifers" (p. 227). At the same time, the pack "[can't] keep up with the purebred wolves," whom their parents ostracize "by having sometimes-thumbs, and regrets, and human children" (p. 227). The forest becomes a "green purgatory" for the pack (p. 227). |

Tips for Integrating Quotations Handout

Step 1:

- Select a quotation you would like to integrate into your piece.
 - Sample: “We went knuckling along the wooden floor on the calloused pads of our fists, baring row after row of tiny, wood-rotted teeth.” (p. 226)

Step 2:

- Select a word, or several words, from that quotation that carry significant ideas.
 - Sample: “We went knuckling along the wooden floor,” “baring row after row of tiny, wood-rotted teeth” (p. 226).

Step 3:

- Compose a sentence that includes those words and the point you want to make. There are several ways to do this:
 1. Write a complete sentence and use a colon to introduce the quote.
Sample: The narrator describes the animal-like behavior of the pack: “We went knuckling along the wooden floor” (p. 226).
 2. Write a statement ending in *that* to introduce the quote.
Sample: The narrator describes the pack’s aggressive behavior when she says that “[they] bar[ed] row after row of tiny, wood-rotted teeth” (p. 226).
 3. Write a statement followed by a comma to introduce the quote.
Sample: The narrator states, “We went knuckling along the wooden floor” (p. 226).
 4. Insert short quotations into your own sentence.
Sample: Russell uses descriptive language when she portrays the pack’s “wood-rotted teeth” (p. 226) to emphasize the pack’s wildness.