

9.1.1

Lesson 5

Introduction

In this lesson, students continue their reading of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves,” and analyze how Russell introduces and develops a central idea in pages 227–230 (from “That first afternoon, the nuns gave us free reign” to “It all felt like a sly, human taunt”), in which the pack moves from Stage 1 to Stage 2 of lycanthropic culture shock. Students work with RL.9-10.2 as they summarize an epigraph and consider how Russell develops central ideas in this short story. Students continue to develop their speaking and listening skills by working in small groups that promote student discussion. Student learning is assessed via a Quick Write at the end of the lesson: How does Russell introduce and develop a central idea in this excerpt?

For homework, students review the Stage 1 epigraph and record their findings in the Epigraph Effect Tool.

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail 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)	
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.
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.

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 introduce a central idea in this excerpt?

High Performance Response(s)

A High Performance Response should:

- Identify a central idea in the text (e.g., human identity vs. wolf identification).
- Analyze how Russell introduces this central idea (e.g., Russell introduces a central idea of human identity versus wolf identification when the nuns rename the girls with human names, like “Jeanette” and “Mirabella” (p. 228). This frightens the girls and they sense a “subtler danger afoot” (p. 227) in this change, as it challenges their wolf identification. Next, in Stage 2, the nuns make them do “walking drills” (p. 229) like human girls, which make the pack feel “irritated, bewildered, depressed” (p. 229). However, at the same time, the girls want to succeed at St. Lucy’s and please the nuns; the narrator persists with the walking drills, repeating to herself “[m]outh on, shoes on feet” (p. 229). Similarly, the walls at St. Lucy’s are low enough that the girls recognize they are “all easily capable” (p. 230) of jumping over them, meaning that they could leave if they wanted to. Yet the girls know they cannot run away back to the woods without “betray[ing]” (p. 230) their parents, who sent the pack to St. Lucy’s “for [their] own betterment” (p. 230). The girls recognize the discomfort of life at St. Lucy’s, but know they can never return to their lives where they behaved as wolves. This tension demonstrates the girls’ struggle with their new human identity and their old wolf identification.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- rein (n.) – the ability to control something
- delectable (adj.) – enjoyable
- improvised (v.) – made or fabricated out of what is conveniently on hand
- infirm (adj.) – weak in body or health
- bristled (v.) – rose up and became stiff; showed signs of anger
- tranquilizer (n.) – a drug that has a calming effect

- dislocation (n.) – the state of being put out of place
- beckoned (v.) – signaled, or directed by a gesture of the head or hand

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- elk (n.) – a large kind of North American deer with big antlers
- dart (n.) – a small object that has a sharp point at one end that is used as a weapon
- drills (n.) – physical or mental activities that are done repeatedly to learn something, become more skillful, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.2, RL.9-10.5, SL.9-10.1.c • Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 227–230 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 55% 4. 15% 5. 10%

Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Copies of the Central Ideas Tracking Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)
- Copies of the Epigraph Effect Tool for each student

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.
①	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.9-10.2. In this lesson, students analyze how Russell introduces and develops a central idea in this excerpt. Students engage in evidence-based discussion as well as 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 to work with two new standards: RL.9-10.2 and RL.9-10.5. 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.9-10.2 and RL.9-10.5.

Instruct students to talk in pairs about what they think standard RL.9-10.2 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Identify a theme or central idea
- Analyze how the idea develops throughout the text
- Analyze how specific details make the idea clearer
- Summarize the text

Provide students with the following definition: *summary* means “a brief account giving the main points of something.” Explain that an objective summary is a summary based on facts and written without the influence of one’s personal feelings.

- ① **Differentiation Consideration:** Consider providing an example of an objective and a subjective summary. For example: An objective summary of the statement “We supplemented these holes by digging some of our own” would be “The girls in the pack added to the holes in the yard by digging their own holes.” A subjective summary would be “The girls added to the holes in the yard by digging their own holes because they are savages.”

Instruct students to talk in pairs about what they think standard RL.9-10.5 means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Identify an author’s choice(s) to structure a text, or order plot events
- Identify how an author uses time in a text
- Analyze the effects of these choices

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RL.9-10.1 or RI.9-10.1 to their Accountable Independent Reading (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 a focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson’s homework.

Instruct students to form pairs to share the vocabulary words they identified and defined for the previous lesson’s homework.

💬 Students may identify the following words: *rein, delectable, improvised, infirm, bristled, tranquilizer, dislocation, beckoned, elk, dart, drills.*

- ① Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Reading and Discussion

55%

Instruct students to form 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.

Introduce and distribute the Central Ideas Tracking Tool. Explain to students that they will use this tool throughout the module to keep track of evidence relating to central ideas in the text.

► Students listen and examine the Central Ideas 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:

What is the central idea in this excerpt?

Instruct student groups to read pages 227–229 of “St. Lucy’s Home for Girls Raised by Wolves” (from “That first afternoon, the nuns gave us free rein” to “careful aim with her tranquilizer dart. ‘It can be a little overstimulating’”).

How does the pack feel at first about being at St. Lucy’s?

- ☞ At first, the pack is happy and enthusiastic to be at St. Lucy’s, which is “new, exciting, and interesting” to them (p. 227).

How do the nuns treat the pack at first?

- ☞ They give the pack “free rein” (p. 227) of St. Lucy’s and let them nap (p. 228), meaning the nuns let the pack do whatever they want and do not try to control the pack.

How does Russell use specific word choices to develop the pack’s reaction to the smells of St. Lucy’s?

- ☞ The pack’s noses “ache[]” and feel under “assault” by the human smells (p. 228), suggesting that they are overwhelmed by the new scents, and that the experience is not pleasant.

How does the oldest sister react to the nuns’ approach?

- ☞ The oldest sister “instinctively bristle[s]” (p. 228) at the nun’s approach, suggesting she senses something is not right and feels threatened by the nuns.

How does Sister Maria interact with the oldest sister?

- ☞ Sister Maria gives her a “brave smile” (p. 228) and asks her name. After the oldest sister responds by “howl[ing] something awful and inarticulate” (p. 228), Sister Maria ignores this and

pretends that the oldest sister has replied, then “slap[s]” a nametag on the oldest sister and renames her “Jeanette” (p. 228).

What effect does Jeanette’s naming have on the pack?

- Jeanette’s naming frightens the pack, as they begin to run “in a loose, uncertain circle.” They feel as if they should help Jeanette, but are also overcome by their “new fear” (p. 228). The pack feels a “subtler danger afoot, written in a language (p. 228) [they] didn’t understand,” meaning they feel something is wrong and threatening, but it is so unfamiliar to them that they cannot name it.

What relationship is established between the nuns and Mirabella in this excerpt?

- A hostile relationship is established between Mirabella and the nuns, because Mirabella “snarl[s]” (p. 229) at the nuns and runs from them when they try to rename her. The nuns must “pin her down” (p. 229) to put Mirabella’s nametag on and Sister Maria shoots her with a “tranquilizer dart” (p. 229).

Describe the mood of this excerpt of text (pp. 227–229). Cite specific words and phrases to support your response.

- Student responses may include:
 - The mood at the beginning of this excerpt is happy and excited. The pack lets out a “celebratory howl,” and the narrator exclaims “There were holes everywhere!” (p. 227), showing how enthused the pack is to be at St. Lucy’s.
 - The mood becomes fearful and threatened, because the girls feel “assaulted” by the human smells of St. Lucy’s and “bristle” (p. 228) out of fear at the nuns’ approach. The pack also “sense[s] some subtler danger afoot” (p. 228) when the nuns begin renaming them with human names, suggesting that they are afraid of the nuns.
 - The mood is violent and threatening, as the nuns have to “pin ... down” (p. 229) the youngest member of the pack to tag her, and Sister Maria shoots Mirabella with a “tranquilizer dart” (p. 229).

How does the mood of this excerpt relate to the description of Stage 1 given by the epigraph? How does this relationship develop an important idea in the text?

- Student responses should include:
 - The mood of the excerpt contrasts with the Stage 1 epigraph because St. Lucy’s is not just “new, exciting, and interesting” (p. 225), it is also frightening.

- The contrast between the description in the epigraph and the pack's experience develops the important idea of what it means to live as a human versus what it means to live as a wolf, because the pack feels defensive about and "assaulted" (p. 228) by how unfamiliar human society feels. This suggests that they still identify as wolves and have not yet begun to adapt to human society.
- ① Consider giving students the terms *identity* and *identification* to talk about the tension between the pack's identification as wolves, and the girls' individual identities, which become more pronounced as they become more "human." This emerging idea of human identity vs. wolf identification becomes central over the course of the text.
- ① To support students' understanding of the difference between *identity* and *identification*, consider defining *identity* as "who someone is; the characteristics, beliefs, etc., that make a particular person or group unique" and *identification* as "a feeling that you share and understand the problems or experiences of another person or group."

Instruct students to annotate their texts for the central idea, using the code CI. Remind students that annotating helps them to keep track of evidence they will use later in lesson assessments and on the Performance Assessment, which focus on the development of central ideas.

Lead a brief whole-class discussion of all student responses.

Instruct student groups to read pp. 229–230 of "St. Lucy's Home for Girls Raised by Wolves" (from "Stage 2: After a time, your students realize that they must work" to "It all felt like a sly, human taunt") and answer the following questions before sharing out with the class.

Summarize the Stage 2 epigraph.

- The epigraph says that it will take time for students to adjust to their new surroundings, and that the students may behave badly and be upset or sad for a while.
- ① Consider reminding students that a *summary* is a brief account giving the main points of something.

Why have the girls "never wanted to run away so badly" (p. 229)?

- The pack "had never wanted to run away so badly" (p. 229) because they feel out of place and uncomfortable at St. Lucy's. Claudette describes the difficulty of adapting to human culture, saying that the pack cannot get used to "cold toilet seats and boiled tomatoes" and have trouble "willing [their] tongues to curl around [their] false new names" (p. 229). Claudette also describes her difficulty with the walking drills, as she keeps having to remind herself: "Mouth shut, shoes

on feet” (p. 229). As a result of this, the pack feels “irritated, bewildered and depressed” at St. Lucy’s, where they are all “uncomfortable and between languages” (p. 229).

How would the girls “betray” their parents by “going back to them” (p. 230)?

- ☞ The pack would betray their parents by returning to them because their parents sent the girls to St. Lucy’s “for [their] own betterment” (p. 230). To return before completing their time at St. Lucy’s would be to disappoint their parents, who were so kind to them growing up, who “loved [the pack] at [their] hairless worst” (p. 230).

What is the “sly, human taunt” Claudette describes on page 230?

The “sly, human taunt” is the ease with which the girls could escape from St. Lucy’s if they chose to do so. Claudette describes the lowness of the walls around St. Lucy’s. The girls know they are “all easily capable” of jumping over the walls, and they want to (p. 230). Similarly, Sister Josephine leaves the wooden gates “wide open” (p. 230), and the nuns unslat the windows at night “so that the long fingers of moonlight beckoned us from the woods” (p. 230). However, the girls know that they cannot return to the woods and their families without severely disappointing their parents. Although no one is forcing them to stay, the girls feel as though they must remain at St. Lucy’s despite their unhappiness, so the low walls and open gates and windows feel like a “taunt” (p. 230).

How does Claudette’s description of the “sly, human taunt” develop a central idea in the text?

- ☞ The “taunt” develops the central idea of human identity vs. wolf identification, because the girls choose to stay at St. Lucy’s even though they feel “irritated, bewildered, depressed” (p. 229) and know they are “easily capable” of jumping St. Lucy’s low walls. The wall “taunt[s]” (p. 230) the girls by showing them how they could escape if they wanted to, but not unless the girls “want to break the mother’s heart” (p. 230). The girls are struggling to let go of their wolf identification while they develop their human identity by staying and becoming “civilized” (p. 230).

Instruct students to annotate their texts for the central idea, using the code CI. Remind students that annotating helps them to keep track of evidence they will use later in lesson assessments and on the Performance Assessment, which focus on the development of central ideas.

Lead a brief whole-class discussion of all student responses.

Activity 4: Quick Write**15%**

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

How does Russell introduce a central idea in this excerpt?

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 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to consider the effect created by Russell's use of epigraphs by analyzing the Stage 1 Epigraph. Distribute copies of the Epigraph Effect Tool and instruct students to use this tool to structure their analysis. Explain to students that they should use the first column to record the stage the epigraph describes, the second column to describe the effect the epigraph creates, and the third column to provide textual evidence of the effect.

Homework

Consider the effect created by Russell's use of epigraphs by analyzing the Stage 1 Epigraph. Use the Epigraph Effect Tool to structure your analysis.

Central Ideas Tracking Tool

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

Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	
--------------	--

Page / Paragraph #	Central Ideas	Notes and Connections

Model Central Ideas Tracking Tool

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

Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell
--------------	---

Page / Paragraph #	Central Ideas	Notes and Connections
Pages 227–228	Human Identity vs. Wolf Identification	The pack’s noses “ache[]” from the “assault” of all of the human smells at St. Lucy’s, showing how foreign a human environment feels to them.
Page 228	Human Identity vs. Wolf Identification	Sister Maria begins to give the pack members human names, like “Jeanette,” which makes the pack feel there was a “subtler danger afoot, written in a language [they] didn’t understand.” This shows how much the girls identify themselves as wolves instead of humans, because they sense danger and are frightened when getting human names.
Page 229	Human Identity vs. Wolf Identification	The nuns make the pack do “walking drills” to learn how to walk like humans, and the pack feels “uncomfortable” and “between languages” but knows that they cannot run away without disappointing their parents. This shows how difficult it is for the pack to shift from wolf identification to human identity.

Epigraph Effect Tool

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

Directions: Use this tool to organize your analysis of the effects created by Russell's use of epigraphs. Use the first column to record the stage the epigraph describes, the second column to describe the effect the epigraph creates, and the third column to provide textual evidence of the effect.

Epigraph Stage	Effect Created (e.g., tension, mystery, surprise, humor)	Evidence