

9.1.1

Lesson 7

Introduction

In this lesson, students are introduced to the skills of making a claim and writing an introduction. After a brief exploration of these topics, students read and annotate pages 232–235, the conclusion of the Stage 2 portion of “St. Lucy’s Home for Girls Raised by Wolves” (from “I was one of the good girls” to “Then I congratulated myself. This was a Stage 3 thought”). In this excerpt, the narrator, Claudette, describes her own place in the pack and her interactions with Mirabella during a disastrous trip to feed the ducks. Students form small groups to discuss a series of questions designed to highlight the character development of the story’s narrator, Claudette. Students then learn what a claim is, and discuss the purpose and structure of an introduction. Student learning is assessed via a Quick Write at the end of the lesson: How does Russell introduce and develop the character of Claudette?

For homework, students review the text and their notes, annotations, and tools to complete the Stage 2 portion of the Epigraph Effect Tool. Students also review their Quick Write responses from the previous lesson and add textual evidence to their responses, using paraphrases and direct quotations.

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)	
W.9-10.2.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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</i>

	<p><i>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>
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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"> How does Russell develop the character of Claudette?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Describe an aspect of Claudette's character (e.g., her desire to adapt to human culture; traits which show that she still has not fully left her wolf identification behind; the conflict between her desire to adapt and her identification as a wolf). Analyze how Russell develops these aspects of Claudette's character (e.g., Russell develops Claudette by showing how torn she is between human and wolf cultures. Claudette's desire to adapt to human society is clear because she does not want to "get penalized with negative Skill Points" (p. 234), she uses her "new motor skills" to throw dirt and stones at Mirabella (p. 234), and she refuses to respond to Mirabella's request because "wound licking was not something you did in polite company" (p. 235). However, Claudette has not fully adapted to human culture: it takes her "a long time to say anything" because "first [she] has to translate it in [her] head from the Wolf" (p. 234) and, when under pressure and frustrated with Mirabella, Claudette displays wolf-like characteristics such as "pushing [her] ears back from [her] head" when she is angry (p. 234)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> vied (v.) – competed with others in an attempt to get or win something aptitudes (n.) – abilities or talents catastrophic (adj.) – disastrous

- bliss (n.) – supreme happiness
- vacant (adj.) – devoid of thought, reflection, or expression
- compassion (n.) – feeling of wanting to help someone who is sick, hungry, in trouble, etc.
- rehabilitated (v.) – restored to a condition of good health, ability to work, or the like
- confounding (adj.) – perplexing; confusing

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

None.

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

- daydream (n.) – pleasant thoughts about one’s life or future that one has while one is awake
- ambushed (v.) – attacked from a concealed position

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, W.9-10.2.a, SL.9-10.1.c • Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 232–235 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Claims and Introductions 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 50% 4. 15% 5. 10% 6. 5%

Materials

- Student copies of 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Student copies of Character Tracking Tool (refer to 9.1.1 Lesson 3)—students may need additional blank copies

- Student copies of Epigraph Effect Tool (refer to 9.1.1 Lesson 5)—students may need additional blank copies
- 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 first explore the new standard, W.9-10.2.a, and then apply this standard to the work in the lesson.

After reviewing the literal and figurative meanings of a quote from the text, students read and annotate a passage of the story, and work in small groups to explore how Russell develops the character of Claudette. Students then learn what a claim is, and discuss the purpose and structure of an introduction. Finally, students complete a Quick Write as an assessment of their learning in the lesson.

- Students look at the agenda and follow along.

Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that they begin working with a new standard and substandard in this lesson: W.9-10.2. and W.9-10.2.a. Ask students to individually read standard W.9-10.2.a on their tools and assess their familiarity with and mastery of this standard.

- Students read and assess their familiarity with standard W.9-10.2 and substandard W.9-10.2.a.

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

- Students review W.9-10.2 and discuss its meanings in pairs.

💬 Student responses may include:

- W.9-10.2 focuses on writing that provides information and explanation.
- W.9-10.2 requires students to select, organize, and analyze relevant content.

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

▶ Students review W.9-10.2.a and discuss its meanings in pairs.

💬 Student responses may include:

- W.9-10.2.a focuses on writing introductions that organize ideas and make important connections.
- W.9-10.2.a includes using appropriate formatting and technological supports, including PowerPoint presentations, audio clips, and video clips.

① **Differentiation Consideration:** Consider reviewing the terms *informative text* and *explanatory text*, reinforcing that this standard has to do with writing nonfiction texts. Also consider discussing the term “relevant content,” explaining that it is important to use evidence from a text that clearly supports their ideas and analysis.

Lead a brief whole-class discussion of student responses.

Activity 2: Homework Accountability

10%

Lead a brief share out on the previous lesson’s Accountable Independent Reading (AIR) homework assignment. Instruct students to talk in pairs about how they can apply the focus standard to their text. Select several students (or student pairs) to explain how they applied RL.9-10.1 or RI.9-10.1 to their AIR text.

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

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a brief explanation of the literal and figurative meanings of Sister Maria de la Guardia’s words to Mirabella, “What are you holding on to? Nothing, little one. Nothing” (p. 231).) Instruct students to Turn-and-Talk in pairs about their responses.

💬 Student responses should include:

- Literally, Sister Maria de la Guardia is telling Mirabella that when her hand is curled in a fist she is not holding on to anything, so there is no need for her to walk with her hands like this.

Sister Maria wants Mirabella to stand upright instead of curling up her fists and using them as front paws.

- Figuratively, Sister Maria de la Guardia is telling Mirabella that by continuing with her wolf-like behavior she is “holding on” to her wolf culture, but that this culture is really “nothing” (p. 231). The words suggest that Sister Maria does not value Mirabella’s wolf culture and wants her to let it go so that she can participate in human society more successfully.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

50%

Instruct students to individually read pages 232–235 (from “I was one of the good girls” to “Then I congratulated myself. This was a Stage 3 thought”). Remind students to mark the text with *CD* for character development and *CI* for central ideas.

- 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 does the reader learn about Claudette?

- ▶ Students read and annotate text.

☞ Student annotations may include:

- Boxes around vied, catastrophic, bliss, aptitudes, compassion, rehabilitated, confounding, vacant, daydream, ambushed
- Star (*) near
 - “Our little wolf, disguised in sheep’s clothing!” (p. 232)
 - “When we entered a room, our nostrils flared beneath the new odors” (p. 232)
 - “This wasn’t like the woods, where you had to be your fastest and your strongest and your bravest self. Different sorts of calculations were required to survive at the home.” (p. 232)
 - “Etiquette was so confounding in this country.” (p. 235)
- *CI* near
 - “[S]olidly middle of the pack” (p. 232) (human identity versus wolf identification)
 - “DO YOU WANT TO END UP SHUNNED BY BOTH SPECIES?” (p. 235) (human identity vs. wolf identification).
- *CD* near

- “I probably could have vied with Jeanette for the number one spot” (p. 232) – Claudette
- “Twitching with the shadow question: Whatever will become of me?” (p. 233) – Claudette
- “[F]irst I had to translate it in my head from the Wolf” (p. 234) – Claudette
- “I was still unsteady on my two feet ... I whirled around and snarled at her, pushing my ears back from my head. I bit her shoulder ... Hunched in the long cattails, my yellow eyes flashing, shoveling ragged hunks of bread into my mouth.” (p. 234) – Claudette
- “I felt a throb of compassion” (p. 235) – Claudette
- “Then I congratulated myself. This was a Stage 3 thought.” (p. 235) – Claudette
- Question mark (?) near
 - “I’d seen what happened if you gave in to your natural aptitudes” (p. 232) (indicating a question about what happens to the girls who show their natural abilities)
 - “Different sorts of calculations were required to survive at the home.” (p. 232)
 - “The pack hated Jeanette, but we hated Mirabella more.” (p. 233)
 - “‘Whatever will become of Mirabella?’” (p. 233)
 - “[S]caring ourselves with stories of catastrophic bliss” (p. 233)
 - “*How can people live like they do?*” (p. 235)
- Exclamation mark (!) near
 - “[T]rying to strangle a mallard with her rosary beads” (p. 234)
 - “Mirabella didn’t even try to curb her desire to kill things” (p. 234)

Instruct students to form small groups. Post or project the questions below for students to discuss. Instruct students to continue to annotate the text for both central idea and character development as they read and discuss. Remind students that they should also be keeping track of character development in the text using the Character Tracking Tool, and adding to the Epigraph Effect Tool as they gather more evidence.

① Consider drawing students’ attention to the application of standard SL.9-10.1.c through their effective participation 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 pages 232–235 (from “I was one of the good girls” to “Then I congratulated myself. This was a Stage 3 thought”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *vied* means “competed with others in an attempt to get or win something,” *aptitudes* means “abilities or talents,” *catastrophic* means “disastrous,” *bliss* means “supreme happiness,” *vacant* means “devoid of thought, reflection, or expression,” *compassion* means

“feeling of wanting to help someone who is sick, hungry, in trouble, etc.,” *rehabilitated* means “restored to a condition of good health, ability to work or the like,” and *confounding* means “confusing.”

- 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 *vied*, *aptitudes*, *catastrophic*, *bliss*, *vacant*, *compassion*, *rehabilitated*, and *confounding* and on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *daydream* means “pleasant thoughts about one’s life or future that one has while one is awake” and *ambushed* means “attacked from a concealed position.”
 - ▶ Students write the definitions of *daydream* and *ambushed* on their copies of the text or in a vocabulary journal.

Why does the narrator choose to stay in the “middle of the pack”?

- 💬 Student responses may include:
 - Success at St. Lucy’s means adapting enough but not too much. The narrator says, “but I’d seen what happened if you gave in to your natural aptitudes” (p. 232).
 - The narrator wants to fit in and stay in the middle of the pack. The narrator states that “The pack hated Jeanette, but we hated Mirabella more” (p. 233), demonstrating that those who either fail to adapt or adapt too successfully run the risk of being hated.

How does the statement “I’d begun to snarl at my own reflection as if it were a stranger” develop Claudette’s character?

- 💬 The statement shows that Claudette does not recognize her own reflection in the mirror because she is starting to become more human than wolf-like (p. 233).

Why would failing be a “catastrophic bliss”?

- 💬 It would be blissful because the girls could go home, where they feel comfortable, and be with their parents. But it would be a disaster because their parents want a better life for them, which St. Lucy’s can offer (p. 233).
- ① **Differentiation Consideration:** Consider posing the following optional extension question for students who would benefit from a greater challenge:

How do Claudette and the rest of the pack feel about failing?

- 💬 They are fearful of failing, but they also wish to fail (“guiltily hoped”) because they miss their native culture and their home. All of these feelings are reflected in the statement, “We liked to

speculate about this before bedtime, scaring ourselves with stories of catastrophic bliss” (p. 233).

How do the events at the duck pond further develop Claudette’s character?

☞ Student responses may include:

- The events show that Claudette is learning to adapt to the new culture. She knows how to take the bread out of the bag, make little balls of bread, and then give the balls to the ducks without killing them. She can also use her “new motor skills” to throw stones (p. 234).
- The events demonstrate that Claudette is willing to fight. She “bit[es] [Mirabella’s] shoulder,” “use[s] [her] new motor skills” (p. 234) to throw stones and dirt at Mirabella to gain the approval of the nuns and the school. She “snatch[es] the bread away from Mirabella” and “[runs] off to the duck pond on [her] own” because she does not want to “get blamed for the dark spots of duck blood on [her] Peter Pan collar[.]” and “get penalized with negative Skill Points” (p. 234).
- The events show that even though Claudette is trying hard to adjust to the new culture, she still has characteristics of the old culture. During the fight, she “snarled at [Mirabella], pushing [her] ears back from [her] head,” and she bites Mirabella’s shoulder. After the fight, she stays at the lake for hours, “[h]unched in the long cattails, [her] yellow eyes flashing, shoving ragged hunks of bread into [her] mouth” (p. 234). She hides in the reeds, like a wild animal, and she describes her eyes as “yellow,” which is the color of wolf eyes, not human eyes; she is not using the habits the nuns have taught them when she is “shoving ragged hunks of bread into [her] mouth.”

According to the slides the nuns show Claudette as punishment, what happens to “former wolf-girls” who fail “to be rehabilitated”?

☞ Student responses may include:

- They become too human-like, wearing “white tennis shoes and pleated culottes,” to return to being wolves; yet retain too many wolf attributes (eating “a raw steak on the deposit slips”) to be accepted by human society (p. 235).
- They become “sad-eyed women” who “[limp] after their former wolf packs” (p. 235).
- They end up eating raw steaks in public “while [their colleagues look] on in disgust” (p. 235).
- They are “shunned by both species” (p. 235).

At the top of page 233, Claudette states, “The pack hated Jeanette, but we hated Mirabella more.” Why does the pack hate Mirabella more?

☞ Student responses may include:

- The pack hates Mirabella more than Jeanette because Mirabella is not adapting, and the girls are afraid of the “disgrace” that accompanies failure (p. 233). If the girls are like Mirabella, they may become like the former wolf-girls in the slides that show girls “who had failed to be rehabilitated” and who are “shunned by both species” (p. 235).
- The pack hates Mirabella more than Jeanette because Mirabella, who is not adapting, reminds them of their old lives and the possibility of returning, even in “disgrace,” to their “native country, the vanishing woods” (p. 233).
- The pack hates Mirabella because she makes the girls feel guilty for rejecting her and their old ways as they themselves make progress. The girls know that Mirabella is often confused, and Claudette feels a “throb of compassion” for her, but still refuses to help her and instead focuses on having “a Stage 3 thought” (p. 235).

How does Russell develop Claudette’s character at the end of Stage 2 on p. 235 (from “‘Lick your own wounds,’ I said not unkindly” to “Then I congratulated myself. This was a Stage 3 thought”)?

☛ Student responses may include:

- Claudette is a caring person. She speaks “not unkindly” to Mirabella when she comes to Claudette with her hand “covered with splinters” (p. 235).
- Claudette is conflicted about whether it is better to show compassion by helping Mirabella, or to follow the etiquette that is “so confounding” (p. 235). Claudette feels that by following the nuns’ rules and obeying the rules of “polite company” she is not showing “compassion” and she wonders, “[h]ow can people live like they do?” (p. 235). This incident shows that while Claudette wants to be part of human society, she is still critical of it, and remains attached to wolf culture.
- Claudette is eager to make progress in her school and “congratulate[s] [her]self” when she realizes that “[t]his was a Stage 3 thought” (p. 235). Claudette is more pleased with her own progress than upset by Mirabella’s pain and confusion.

Lead a brief whole-class discussion of student responses.

Activity 4: Claims and Introductions

15%

Inform students that this part of the lesson is a discussion about claims and introductions in informative/explanatory texts.

Explain to students that a *claim* is a statement about a topic or text. A *claim* should be based on evidence and may be a response or answer to a prompt.

① Consider having students write the definition of *claim* on their copies of the text or in a vocabulary journal.

Post or project the following example of a prompt and claim:

Prompt: How does Russell introduce a central idea in this excerpt?

Claim: Russell introduces a central idea of human identity versus wolf identification by showing how the behavior of the pack and the nuns changes over time.

Explain to students that a claim must be based on and supported by evidence. Post or project the following examples of supporting evidence:

Evidence: In Stage 1 the nuns give the pack “free rein” (p. 227), but in Stage 2 the nuns make them do “walking drills” (p. 229) like human girls, which makes the pack feel “irritated, bewildered, depressed” (p. 229).

① This example is taken from the 9.1.1 Lesson 5 Quick Write and High Performance Response.

Inform students that a claim is an important part of an introduction to a piece of writing. Remind students that standard W.9-10.2.a focuses on writing introductions.

Ask students the following questions:

What is the purpose of an introduction?

- Student responses should include:
 - The introduction answers the prompt.
 - The introduction explains the topic.

What information about a text should be included in an introductory paragraph?

- An introduction should include the title and author of the text.

Explain to students that an effective introduction:

- Introduces the topic by making a claim in response to a prompt.
- Identifies the title and author of the text.
- Provides paraphrased examples to support the claim.

① Consider explaining to students that they should cite specific evidence in the body of a response, rather than in the introduction.

- Organizes the examples logically so that they build upon one another.

- ① Consider explaining to students that the order in which they provide supporting examples in the introduction is the order in which they should elaborate with specific evidence in the body of the response.
 - ▶ Students listen.
- ① Students will practice writing an introduction in Lesson 10 as part of the Mid-Unit Assessment.

Activity 5: Quick Write

10%

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

How does Russell introduce and develop the character of Claudette?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses and to practice making a claim in answer to the prompt. Also, 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 6: Closing

5%

Return to students their Quick Writes from Lesson 6. Display and distribute the homework assignment. For homework, instruct students to review the events of Stage 2 and use the Epigraph Effect Tool (introduced in 9.1.1 Lesson 5) to explain the relationship between these events and the epigraph. Also for homework, instruct students to review their Quick Write responses from Lesson 6 and add textual evidence to the response, using paraphrases and direct quotations.

Homework

Review the events of Stage 2, and use the Epigraph Effect Tool to explain the relationship between these events and the epigraph.

Review your Quick Write response from Lesson 6 and add textual evidence to the response, using paraphrases and direct quotations.

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
Claudette	Adaptable	<p>She has "an ear for languages" (p. 232).</p> <p>She is able to make "[d]ifferent sorts of calculations" to survive (p. 232) and realizes that it is best to be "solidly middle of the pack" while at St. Lucy's (p. 232).</p> <p>She is gaining "motor skills" (p. 234) and is able to walk on two feet, although she is still "unsteady" (p. 234).</p> <p>She is "reading at a fifth-grade level" (p. 235).</p>
	Anxious	<p>She is eager not to "get penalized with negative Skill Points" and turns on Mirabella to make sure she doesn't get blamed for killing the ducks at the pond (p. 234).</p> <p>She worries, along with the other girls, "<i>Whatever will become of me?</i>" (p. 233) if she doesn't adapt.</p>
	Wolf-like	<p>When she gets angry at Mirabella she "push[es] her ears back from [her] head" and the nuns find her in the cattails with her "yellow eyes flashing" (p. 234).</p>

Jeanette	<p>Focused on gaining a human identity</p> <p>Sad</p> <p>Irritable</p> <p>Still retains elements of her wolf identity</p>	<p>Jeanette has “the number one spot” in the school and is hated for it (pp. 232–233).</p> <p>Even Jeanette spends “a lot of time daydreaming ... looking out at the woods in a vacant way” (p. 233).</p> <p>Jeanette “would lunge” at the other girls “with an elder-sister ferocity” when interrupted (p. 233).</p> <p>Jeanette “would lunge” at the other girls “with an elder-sister ferocity” if they interrupted her daydreams” and she is “startled back into being foamy old Jeanette” (p. 233).</p>
Mirabella	<p>Wolf-like</p> <p>Failing to develop a human identity</p> <p>Vulnerable, helpless</p>	<p>She would surprise the other girls “curled up beneath the beds or gnawing on a scapula in the garden” (p. 233).</p> <p>She “ambush[es]” her sisters (p. 233).</p> <p>She doesn’t “even try to curb her desire to kill things” and thinks Claudette is playing when she runs away from her at the duck pond; Mirabella gives chase, “nipping at [Claudette’s] heels” (p. 234).</p> <p>The girls worry, “‘Whatever will become of Mirabella?’” (p. 233); the girls avoid her.</p> <p>She uses her rosary beads to try to “strangle a mallard” after the fight with Claudette (p. 234).</p> <p>She approaches Claudette for help when her hand is covered in splinters and doesn’t understand why Claudette tells her, “‘Lick your own wounds.’” Mirabella’s fists are “balled together like small, white porcupines” and her brows are “knitted in animal confusion,” causing Claudette to feel a “throb of compassion” for her (p. 235).</p>

Model Epigraph Effect Tool

Name:		Class:		Date:	
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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	Effect Created (e.g., tension, mystery, surprise, humor)	Evidence
<p>"Stage 2: After a time, your students realize that they must work to adjust to the new culture. This work may be stressful and students may experience a strong sense of dislocation. They may miss certain foods. They may spend a lot of time daydreaming during this period. Many students feel isolated, irritated, bewildered, depressed, or generally uncomfortable." (p. 229)</p>	<p>Tension: the similarities between the epigraph, which describes a difficult period for the students, and the events Claudette describes create tension as the girls struggle to maintain a pack identity while establishing an individual identity. The girls are also struggling to establish a human identity.</p> <p>Confusion: The pack has difficulty in reconciling the values of the wolf culture and those of human culture.</p>	<p>Claudette says, "I'd seen what happened if you gave in to your natural aptitudes. This wasn't like the woods, where you had to be your fastest and your strongest and your bravest self." Instead, Claudette chooses to remain "solidly middle of the pack" to avoid being hated the way Mirabella and Jeanette are hated (p. 232).</p> <p>Claudette has "begun to snarl at [her] own reflection as if it were a stranger" (p. 233).</p> <p>The nuns tell the girls to "[g]o practice compassion for all God's creatures" by feeding the ducks, but the nuns also tell the girls that "wound licking was not something you did in polite company," so Claudette refuses to help Mirabella when she has splinters in her paw, even though she feels a "throb of compassion" when Mirabella is hurt and confused (pp. 233, 235).</p> <p>Mirabella is especially confused by her pack's changing values. She does not understand that they are not supposed to eat the ducks, or</p>

		that Claudette is not playing tag with her as she runs away from Mirabella.
	Sadness	It is sad that Claudette feels she cannot help Mirabella; it is sad that even Jeanette spends “a lot of time daydreaming ... looking out at the woods in a vacant way” (p. 233).
	Anxiety	It is sad when Claudette turns on Mirabella until she turns away, making “a cringing retreat into the shadows of the purple saplings” (p. 234) because Claudette is rejecting Mirabella’s wolf identity.
		The girls are anxious about what will “become” of them if they cannot adapt. The girls share “rumors about former wolf-girls who never adapted to their new culture” (p. 233) and the nuns show slide shows of “former wolf-girls, the ones who had failed to be rehabilitated” in order to motivate the girls to adapt (pp.234–235).