

## 9.1.1

## Lesson 10

## Introduction

In this Mid-Unit Assessment, students use textual evidence from the first three stages of “St. Lucy’s Home for Girls Raised by Wolves” to craft a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage. Students first work in small groups to review their annotated texts, lesson Quick Writes, discussion notes, homework notes, and tools. Then, students write multi-paragraph responses that demonstrate their ability to discuss the relationship of an author’s structural choices to the development of complex characters. The Mid-Unit Assessment is assessed using the 9.1.1 Mid-Unit Text Analysis Rubric.

For homework, students write a brief reflection about how their preparations helped them with the Mid-Unit Assessment or how they might have prepared more effectively.

## 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.
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Addressed Standard(s)	
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"> <li>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.</li> </ul>

## Assessment

### Assessment(s)

Student learning in the first part of this unit is assessed via a multi-paragraph response to the following prompt:

- Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls' development in that stage.

 Student responses are evaluated using the 9.1.1 Mid-Unit Text Analysis Rubric.

### High Performance Response(s)

A High Performance Response should:

- Explain one of the first three epigraphs.
  - Stage 1: During this stage, the epigraph says that the girls will be happy settling into the school. The epigraph says that during this stage everything is “new, exciting, and interesting” for the students and that “[i]t is fun” for the students “to explore their new environment” (p. 225).
  - Stage 2: The epigraph reports that the girls will be working hard and under stress, causing them to be unhappy. The epigraph reports this quite objectively, saying that during this stage, “students realize that they must work to adjust to the new culture” and that the “work may be stressful” (p. 229). Specifically, students “may experience a strong sense of dislocation” and “may spend a lot of time daydreaming” (p. 229). The epigraph says that students in this stage often feel “isolated, irritated, bewildered, depressed, or generally uncomfortable” (p. 229).
  - Stage 3: The epigraph describes students choosing to reject the host culture and choosing to retain their identification with the wolf culture because of belief that the wolf culture is better than human culture. The epigraph says that during this stage students “reject the host culture” and “wonder how the people can live like they do” (p. 235). Students “may feel that their own culture’s lifestyle and customs are far superior to those of the host country” (p. 235).
- Demonstrate the ways in which the girls’ development relates to the epigraph.
  - Stage 1:  
e.g., The narrator explicitly states, “[e]verything was new, exciting, and interesting” (p. 227), and describes the girls as “all hair and snarl and floor-thumping joy” and “buckling in kinetic laughter” (p. 225). This fits with the description in the epigraph. However, the epigraph does not mention that the girls might express their happiness by using wolf behaviors rather than human behaviors. For example, the girls take pleasure in “spraying exuberant yellow streams all over the bunks,” (p. 225) eyeing the “delectable birds” and “doomed squirrels,” and digging

new holes (p. 227). The epigraph also does not describe the girls' discomfort as they adjust. The narrator describes the girls' rooms as "austere" and "foreign," because they are "windowless and odorless" (p. 225). The girls miss their families, too, as is evident when the girls are separated from their brothers, and they "[run] along the shore, tearing at [their] new jumpers in a plaid agitation" (p. 226). Much of their new environment is unpleasant to the girls, whose "noses ached beneath an invisible assault" of human smells (pp. 228–229) and discover that their "own scent had become foreign in this strange place" (p. 229). Finally, there is an element of fear as the girls settle in to their new environment. When the nuns distribute name tags to the new students, "The oldest sister howled something awful and inarticulate, a distillate of hurt and panic" (p. 228) and the "rest of the pack ran in a loose, uncertain circle, torn between our instinct to help her and [their] new fear" (p. 228). The pack senses "some subtler danger afoot" (p. 228) and Mirabella resists the nuns for a full two hours until Sister Maria shoots her with a "tranquilizer dart" (p. 229). These surprising events demonstrate that the epigraph is not a reliable guide to understanding the girls' development, because it may leave out important elements or only partially describe their development.

- Stage 2:

e.g., As the epigraph states, the girls do not seem to be adjusting easily to St. Lucy's. The narrator uses some of the exact language from the epigraph, stating, "[w]e were all uncomfortable" (p. 229) and "We spent a lot of time daydreaming during this period" (p. 233). The events of the story go beyond the very basic description in the handbook, however, and illustrate the emotional pain that the epigraph describes in objective language. For example, the girls' depression and "dislocation" (p. 229) is evident when the narrator says they "had never wanted to run away so badly in our lives" (p. 229), and describes their yearning for home and the woods. Their discomfort is described in detail as the narrator states, "It was impossible to make the blank, chilly bedroom feel like home" (p. 230). In addition to ignoring the emotional reality of this stage for most of the girls, the epigraph also ignores the experiences of Mirabella. Mirabella is not working at all to adjust to the new culture. Instead, she "love[s] to roam the grounds wagging her invisible tail" (p. 230) and looks "hurt and confused" when the other girls try to correct her behavior (p. 231). Mirabella does not seem to have the "latent instinct" to "be pleasing" in the sight of "someone higher up in the food chain" that has emerged in the other girls during this stage (p. 231). This "latent instinct" (p. 231) causes the other girls to work to meet the nuns' expectations, but Mirabella, apparently lacking this instinct, continues to follow her wolf habits, such as sleeping "curled up beneath the beds or gnawing on a scapula in the garden" (p. 233). She does not "even try to curb her desire to kill things" (p. 234). The epigraph gives a partial account of the girls' development during Stage 2, but the narrator's descriptions of the events during this stage emphasize the emotional strain

in a way that the epigraph does not. The narrator also focuses on Mirabella during this stage, whose experiences suggest that the handbook may not take into account the development of all the girls; it seems to make no allowances for a girl who cannot or will not “work to adjust to the new culture” (p. 229).

○ Stage 3:

e.g., The pack’s interactions with the purebred girl demonstrates ways in which the girls feel superior. For example, the descriptions of the purebred girls make them appear weak and silly, with “pert, bunny noses” and “terrified smiles” (p. 237); Lavash pants, “These girl-girls sure is dumb” (p. 237); Mirabella feels the fresh meat of wolf culture is superior to the “spongy, long-dead foods” served at St. Lucy’s (p. 236). While these interactions suggest that the epigraph accurately describes the girls’ development at this stage, they do not represent the full experience of the girls. For example, despite feeling superior to the human girls in some ways, most of the girls continue to work hard to meet the expectations of the “host culture” (p. 235), suggesting that they value the host culture enough to try to adjust to it. Jeanette is “learning how to dance” (p. 237) and play golf (p. 239); Claudette practices the Sausalito “in secret” in a closet (p. 238) to prepare for the dance; the “chapel is [the pack’s] favorite place” (p. 239). These descriptions reveal that while the girls have moments of feeling superior to human girls, most of them remain committed to adapting to their new culture. Another way in which the handbook is inaccurate is that it does not describe the behavior of all girls at this stage. For example, Mirabella’s behavior is quite different from her sisters’ behavior. It is not clear if Mirabella ignores the nuns because she feels wolf culture is superior or because she is not able to follow their instructions. Claudette reports that Mirabella does not seem to be “aware” that her behavior is a “failing,” (p. 236); she does not “try to earn Skill Points” and does not “even know the word for *walnut*” (p. 236). She continues to behave like a wolf, “shucking her plaid jumper,” battling raccoons, and “doing belly flops into compost” (p. 236). Mirabella does not appear to maintain these wolf-like behaviors because she thinks they are superior to human culture, but because she cannot understand the difference between the values of the two cultures. The handbook offers only a limited understanding of the girls’ development at this stage and ignores the development of girls like Mirabella, who are not “adjusting on the same timetable” (p. 230).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- None.\*

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.5, W.9.10.2.a</li> <li>Text: “St. Lucy’s Home for Girls Raised by Wolves, by Karen Russell, pp. 225–240</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Introduction to the 9.1.1 Mid-Unit Text Analysis Rubric and Checklist</li> <li>9.1.1 Mid-Unit Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>70%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
- Copies of the 9.1.1 Mid-Unit Assessment for each student
- Copies of the 9.1.1 Mid-Unit Text Analysis Rubric and Checklist 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.3 and RL.9-10.5. Students first work in small content-based groups to review selected evidence. Then, students complete the Mid-Unit Assessment in which they analyze the relationship between a selected epigraph and the girls' development in that stage.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

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

Ask students to take out their materials for the Mid-Unit Assessment, including all notes, annotations, and lesson Quick Writes.

- ▶ Students take out their materials for the Mid-Unit Assessment.

❗ Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

### Activity 3: Introduction to the 9.1.1 Mid-Unit Text Analysis Rubric and Checklist 10%

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Distribute the 9.1.1 Mid-Unit Text Analysis Rubric and Checklist and explain that students should use this to guide their written responses. Instruct students to read the rubric and checklist independently.

Lead a brief discussion of the Content and Analysis category on the rubric and checklist.

- ① **Differentiation Consideration:** To support students' first use of the rubric and checklist, post or project the following questions for students to answer in pairs:

**What reading standards does the rubric include?**

💬 The rubric includes RL.9-10.3 and RL.9-10.5.

**In your own words, how does the rubric describe mastery of these standards?**

💬 Student responses should include:

- Mastery of RL.9-10.3 requires students to explain how the girls develop throughout the story and how they interact with other characters.
- Mastery of RL.9-10.3 requires students to connect the girls' development to important plot events or central ideas.
- Mastery of RL.9-10.5 requires students to explain how Russell's choices about how to arrange the story and order the sequence of events create particular effects.

Lead a brief whole-class discussion based on student responses.

- ① Remind students that although W.9-10.2.a is not an assessed standard on the Mid-Unit Assessment, they should practice introducing the topic and effectively organizing their ideas and evidence as they craft their responses. Students were introduced to W.9-10.2.a in Lesson 7.

### Activity 4: 9.1.1 Mid-Unit Assessment

**70%**

Distribute the 9.1.1 Mid-Unit Assessment and instruct students to write a multi-paragraph response to the following prompt:

**Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls' development in that stage.**

Ask students to use this unit's vocabulary wherever possible in their written responses and to practice introducing the topic and organizing their ideas and evidence. Explain to students that the Mid-Unit Assessment should include an introductory statement or section. Remind students to use their

annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to write their response.

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

Instruct students to use the remaining class period to write their Mid-Unit Assessment.

- ▶ Students independently answer the prompt, using evidence from the text.

🗨 See the High Performance Response at the beginning of this lesson.

① Consider encouraging students who finish early to reread and revise their responses.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to write a brief reflection about how their preparations helped them with the Mid-Unit Assessment or how they might have prepared more effectively.

- ▶ Students follow along.

## Homework

Write a brief reflection about how your preparations helped you with the Mid-Unit Assessment or how you might have prepared more effectively.



## 9.1.1 Mid-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves” to write a multi-paragraph response to the following prompt:

*Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage.*

Your writing will be assessed using the 9.1.1 Mid-Unit Text Analysis Rubric.

#### Guidelines:

**Be sure to:**

- Closely read the prompt.
- Address all elements of the prompt in your response.
- Paraphrase, quote, and reference relevant evidence to support your claim.
- Organize your ideas in a cohesive and coherent manner.
- Follow the conventions of standard written English.

**CCSS:** RL.9-10.3, RL.9-10.5

**Commentary on the Task:**

This task measures RL.9-10.3 because it demands that students:

- 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.

This task measures RL.9-10.5 because it demands that students:

- 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.

## 9.1.1 Mid-Unit Text Analysis Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b> <b>The extent to which the response analyzes how complex characters develop over the course of the text, interact with other characters and develop the theme.</b>  <b>CCSS.ELA-Literacy.RL.9-10.3</b> 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.	Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze with partial accuracy how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>The extent to which the response analyzes how an author's choices concerning how to structure a text create specific effects.</b>  <b>CCSS.ELA-Literacy.RL.9-10.5</b> 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.	Skillfully analyze the author's choices concerning how to structure a text, order events within it, and manipulate time create specific effects	Accurately analyze the author's choices concerning how to structure a text, order events within it, and manipulate time create specific effects.	Analyze with partial accuracy the author's choices concerning how to structure a text, order events within it, and manipulate time create specific effects.	Inaccurately analyze the author's choices concerning how to structure a text, order events within it, and manipulate time create specific effects.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 9.1.1 Mid-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme? <b>(RL.9-10.3)</b>	<input type="checkbox"/>
	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time, create such effects as mystery, tension, or surprise? <b>(RL.9-10.5)</b>	<input type="checkbox"/>