

## 9.1.1

## Lesson 11

## Introduction

In this lesson student pairs read pages 240–243 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 4: As a more thorough understanding of the host culture is acquired” to “The jazz band struck up a tune”). This excerpt describes events leading up to the ball and the girls’ first experience at the ball. Throughout their reading and discussion, students analyze how word choice impacts tone. Student learning is assessed via a Quick Write at the end of the lesson: How does Russell establish tone in this excerpt?

For homework, students preview the following day’s reading, the remainder of Stage 4, and write a brief analysis of how the author establishes tone in the excerpt.

## Standards

Assessed Standard(s)	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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.

## 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 establish tone in this excerpt?

### High Performance Response(s)

A High Performance Response should:

- Determine the tone of the text (e.g., humorous; sad).
- Analyze how specific details impact the tone of the text (e.g., The author establishes Claudette's sad tone through her description of the ball. Claudette describes how the nuns treat Mirabella like an animal. She explains how Mirabella is alone in a dark corner, "wearing a muzzle" (p. 242) with bows tied to it, dressed in "party culottes ... duct-taped to her knees" (p. 242). Claudette also recalls her own painful emotions when she says, "I felt hot, oily tears squeezing out of the red corners of my eyes" (p. 243) to describe how she felt when she talked with Kyle. In this way, Claudette establishes a sad tone about the way girls are forced to adopt a new culture and experience fear and discomfort at St. Lucy's).

## Vocabulary

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

- alpha male (n.) – a male animal having the highest rank in a dominance hierarchy
- inured (adj.) – accustomed to something, especially something unpleasant

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

- None.

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

- streamers (n.) – long, narrow pieces of colored paper or plastic used as decorations
- eaves (n.) – the lower edge of a roof that sticks out past the wall
- pomade (n.) – a thick substance that is used to style hair
- dungarees (n.) – pants or work clothes made of usually blue denim

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.4, SL.9-10.1.c</li> <li>Text: “St. Lucy’s School for Girls Raised by Wolves” by Karen Russell, pp. 240–243</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 70%</li> <li>4. 10%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the Character Tracking Tool (refer to 9.1.1 Lesson 3)—students may need additional blank copies
- Student copies of the Central Ideas Tracking 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.
	<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 standard for this lesson: RL.9-10.4. In this lesson, students read and discuss the beginning of Stage 4 from “St. Lucy’s Home for Girls Raised by Wolves.” Students’ discussion is going to include an analysis of how the author establishes tone through specific word choices.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a brief reflection about how your preparation helped you with the Mid-Unit Assessment or how you might have prepared more effectively.) Instruct students to Turn-and-Talk in pairs about their responses to the homework prompt.

☞ Student responses may include:

- Preparing for the Mid-Unit Assessment allowed me to use the best evidence to support my response.
- Preparing for the Mid-Unit Assessment prepared me to respond fully to the prompt.
- Annotating the text and completing the Epigraph Effect Tool prepared me to analyze the text for the Mid-Unit Assessment.
- I could have more effectively prepared for the Mid-Unit Assessment by organizing my tools and annotations.

### Activity 3: Reading and Discussion

70%

Instruct students to form pairs. Post or project the following questions for students to discuss.

- 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 Claudette describe the ball?**

Remind students that *tone* describes the attitude a speaker has towards the subject about which he or she is speaking. Explain that in this activity, students analyze specific word choices that establish Claudette's tone.

- 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.

- ▶ Students listen.

Instruct student pairs to read the epigraph on page 240 (from "Stage 4: As a more thorough understanding of the host culture is acquired," to "their self-confidence grows. Everything begins to make sense") and answer the following question before sharing out with the class.

**What does the *Jesuit Handbook on Lycanthropic Culture Shock* predict will happen to the girls in Stage 4?**

- 💬 The handbook suggests that students acquire a better understanding of the host culture and begin to feel "more comfortable in their new environment" (p. 240) during Stage 4. It also suggests that students develop more self-confidence and "everything begins to make sense" (p. 240) to them.

Lead a brief whole-class discussion of student responses.

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Provide students with the following definitions: *alpha male* means "a male animal having the highest rank in a dominance hierarchy" and *inured* means "accustomed to something, especially something unpleasant."

- 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 *alpha male* and *inured* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *streamers* means "long, narrow pieces of colored paper or plastic used as decorations," *eaves* means "the lower edge of a roof that sticks out past the wall," *pomade* means "a thick substance that is used to style hair," and *dungarees* means "pants or work clothes made of usually blue denim." Also, consider providing students with a visual to support their understanding of the image of a dagger.

- ▶ Students write the definitions of *streamers*, *eaves*, *pomade*, and *dungarees* on their copies of the text or in a vocabulary journal.

Instruct student pairs to read pages 240–241 (from “‘Hey Claudette,’ Jeanette growled to me on the day before the ball,” to “I was no longer certain of how the pack felt about anything”) and answer the following questions before sharing out with the class.

**How do Jeanette’s questions on page 240 relate to the Stage 4 epigraph?**

- 💬 Jeanette asks Claudette and Mirabella if “everything’s beginning to make sense” (p. 240) to them. This question represents the epigraph’s claim that “everything begins to make sense” (p. 240) for students during Stage 4.

**How do the questions on page 240 contribute to Jeanette’s development as a character?**

- 💬 Jeanette’s focus on the question from the epigraph reveals how she adopts the new culture from St. Lucy’s faster than the other girls.

**How does the interaction between Jeanette and Mirabella on page 240 contribute to each character’s development?**

- 💬 The interaction between Jeanette and Mirabella shows the contrast between the two girls. It demonstrates how Jeanette is adopting human behaviors while Mirabella is committed to keeping her wolf-like behaviors. Jeanette asks questions “politely,” but Mirabella “whimpers” and scratches the other girls violently (p. 240).

**How do Claudette’s interactions with Jeanette develop her character?**

- 💬 Student responses may include:
  - Claudette feels a “gloomy satisfaction” (p. 241) when Jeanette struggles with a word. This establishes that Claudette is jealous or resentful toward Jeanette.
  - When Mirabella drags Jeanette toward the closet, Claudette ignores her. Claudette says, “I was worried only about myself” (p. 241). This shows that Claudette is less concerned about the pack and more concerned about herself. Claudette’s separation from the pack is confirmed when she says, “I was no longer certain of how the pack felt about anything” (p. 241).

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

**How does the interaction between Jeanette, Mirabella, and Claudette develop one of the text’s central ideas?**

Student responses should include:

- The interaction between Jeanette, Mirabella, and Claudette develops the central idea of human identity versus wolf identification.

Student responses may include:

- Mirabella represents the girls' instinct to remain like wolves. For example she does things like "whimper" (p. 240) "rak[e] her nails along [other girls'] shins so hard that she drew blood" (p. 240), and "roll[] belly up on the cold floor" (p. 240). Jeanette observes that Mirabella is a "late bloomer" (p. 240) but there is no evidence that Mirabella is adopting any of the behaviors the nuns try to teach her. Jeanette's desire to change and observe the customs of the new culture represents the girls' struggle to fit into human society. For example, Jeanette still "growl[s]" (p. 240) out her speech in one case but she also politely asks questions like, "Have you noticed that everything's beginning to make sense?" (p. 240) which is exactly the kind of behavior the nuns expect her to adopt.
- When Claudette decides she is "worried only about [her]self" (p. 241) instead of protecting Jeanette, a member of the pack, she shows that she is becoming more concerned with herself than she is about the rest of the pack. This is a demonstration of her human identity taking priority over her wolf identification.

① Consider giving students the phrase "individual identity versus group identification" as a tool for discussing the tension between one's identity as an individual and identification as a member of a group. Students have been considering this idea using the phrase "human identity versus wolf identification" in relation to "St. Lucy's Home for Girls Raised by Wolves." Students explore the central idea of "individual identity versus human identification" throughout the module.

① Remind students that they should keep track of central ideas in the text using the Central Ideas Tracking Tool.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read pages 241–243 (from "At seven o'clock on the dot, Sister Ignatius blew her whistle" to "The jazz band struck up a tune") and answer the following questions before sharing out with the class.

① Consider reminding students that *tone* is the attitude that a speaker has towards the subject about which he or she is speaking.

**Analyze Claudette's tone in describing her brothers on page 241.**

💬 Student responses may include:

- Claudette describes Kyle, a boy who used to be a “blustery alpha male” (p. 241) named BTWWWR!, as looking “pained and out of place” (p. 241). She also describes how the brothers “didn’t smell like [her] brothers anymore” (p. 241). By describing how adapting to human society forced her brothers to become something different and uncomfortable, Claudette establishes her sad tone toward the situation.
- Claudette’s recollection of her own emotions at the ball establishes a sad tone. For example, she says, “I felt hot, oily tears squeezing out of the red corners of my eyes” to describe how she felt when she talked with Kyle (p.243).
- Claudette’s memory of the ball as scary and unfamiliar to the pack establishes a sad tone. She describes the balloons as “popping” all around, the streamers as being stuck in her hair “like bats”, and the music as “blasts” of a saxophone.

### How does Claudette describe Mirabella at the ball?

💬 Mirabella is alone in a dark corner, “wearing a muzzle” (p. 242) with bows tied to it and dressed in “party culottes ... duct-taped to her knees” (p. 242).

### How does Claudette’s description of Mirabella establish her attitude toward about St. Lucy’s?

💬 As Claudette recalls the specific details about Mirabella’s appearance at the ball, she establishes her tone toward St. Lucy’s. Describing how Mirabella is forced to behave illustrates Claudette’s regret for how the girls were forced to change and adapt to new culture.

### How does Russell use specific details to establish Claudette’s tone on pages 242–243?

💬 Student responses may include:

- Claudette establishes a humorous tone toward some situations at St. Lucy’s when she includes specific details about the students’ awkwardness. Boys and girls repeat phrases like, “What lovely weather we’ve been having!” (p. 241) and, “It is beginning to look a lot like Christmas” (p. 242), even though one of the nuns has died, because school has not yet taught vocabulary from “Unit 12: How to Tactfully Acknowledge Disaster” (p. 242). Claudette also rubs a “pumpkin muffin” (p. 242) on herself to smell nice for the ball, which is a humorous detail for Claudette to include. Details like Kyle’s words “[y]ou smell astooooounding” (p. 242) also establish a humorous tone toward some events at the ball.
- Overall, Claudette seems to have a sad view of the education process at St. Lucy’s. Claudette’s memory and description of Mirabella at the ball reflects her sad attitude. The nuns treat Mirabella like an animal. She is alone in a dark corner, “wearing a muzzle” (p. 242) with bows tied to it and dressed in “party culottes ... duct-taped to her knees” (p. 242).

Lead a brief whole-class discussion of student responses.

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Instruct students to reread the excerpt from today's lesson (from "Stage 4: As a more thorough understanding of the host culture is acquired" to "The jazz band struck up a tune") and annotate for specific words and phrases that impact tone. Remind students that annotating for this purpose will prepare them for the lesson assessment.

- ▶ Students reread the excerpt, annotating for words that establish tone.

### Activity 4: Quick Write

**10%**

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

**How does Russell establish tone in this excerpt?**

Instruct students to look at their annotations to find evidence. Instruct students to use this lesson's vocabulary whenever 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

**5%**

Display and distribute the homework assignment. For homework, instruct students to read the paragraphs of Stage 4 they did not read during class, pages 243–245 (from "The time has come to do the Sausalito" to "As far as I can recollect, that was our last communal howl"), annotate for words and phrases that establish tone, and write a brief response to the following prompt:

**How does the author establish tone in the second half of the Stage 4 narrative?**

Ask students to use vocabulary from 9.1.1 wherever possible in their written responses. Also, remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students follow along.

## Homework

Preview the paragraphs of Stage 4 that you did not read during class, pages 243–245, (from “The time has come to do the Sausalito” to “As far as I can recollect, that was our last communal howl”). Annotate for words and phrases that establish tone, and write a brief response to the following prompt:

**How does the author establish tone in the second half of the Stage 4 narrative?**

Use vocabulary from 9.1.1 wherever possible in your written responses. Use the Short Response Rubric and Checklist to guide your written responses.

## Model Character Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Text:</b>	"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell
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Character	Trait	Evidence
Mirabella	independent/ persistent	Mirabella keeps her wolf-like behaviors longer than the other girls. For example, she "sprang out of the hall closet and snapped through Jeanette's homework" (p. 240). She also, "rolled belly-up on the cold stone floor, squirming on a bed of spelling-bee worksheets" (p. 240).
Jeanette	proper	Similar to the Stage 4 Epigraph, Jeanette asks the other girls the question, "Have you noticed that everything's beginning to make sense?" (p. 240).
Claudette	jealous/ resentful	Claudette feels a "gloomy satisfaction" (p. 241) when Jeanette struggles to pronounce a word.

## Model Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**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.

<b>Text:</b>	"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell
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Page / Paragraph #	Central Ideas	Notes and Connections
Pages 240 and 242	Individual identity versus wolf identification	The interaction between Jeanette and Mirabella develops the central idea of human identity versus wolf identification. Mirabella represents the girls' wolf-like nature ("Mirabella was in a dark corner, wearing a muzzle" (p. 242)). Jeanette's desire to change and observe the customs of the new culture represents the girls' struggle to fit into human society ("Have you noticed that everything's beginning to make sense?" (p. 240)).
241	Individual identity versus group identification	When Claudette decides she is "worried only about [her]self" and "perfect[ing] the Sausalito" (p. 241) instead of protecting Jeanette, a member of the pack, she develops the idea of individual identity versus group identification.