

9.1.1

Lesson 13

Introduction

In this lesson, students read and analyze the conclusion (pp. 245–246) of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 5: At this point your students are able to interact effectively” to “I said, telling my first human lie. ‘I’m home’”). In this passage, Claudette returns to visit her family in the cave and notices how she has become different from her family members as a result of her time at St. Lucy’s. Students analyze how the conclusion to the story develops Claudette’s character and refines central ideas. After analyzing Stage 5, students begin to analyze the author’s choice to structure the story in five stages with epigraphs. Students will complete this activity in the next lesson, 9.1.1 Lesson 14. Student learning is assessed via a Quick Write at the end of the lesson: Why is Claudette’s statement “‘I’m home’” her “first human lie”?

For homework, students write a paragraph in response to the following prompt: Review Stage 5. List each of the details of Claudette’s interaction with her mother. How does this interaction develop Claudette’s character? Also for homework, students continue reading their Accountable Independent Reading (AIR) texts through the lens of focus standard RL.9-10.2 or RI.9-10.2 and prepare for a 3–5 minute discussion of their texts based on that standard.

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.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Addressed Standard(s)	
SL.9-10.1.b	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. b. Work with peers to set rules for collegial discussions and decision-making (e.g.,

	informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
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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"> Why is Claudette's statement "'I'm home'" her "first human lie"?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Analyze why Claudette's statement, "'I'm home'" is her "first human lie" (e.g., Claudette tells her family, "'I'm home'" (p. 246) but evidence from the text suggests that Claudette doesn't really feel at home in the cave. For example, her mother "recoiled from [Claudette] as if [she] was a stranger," and Claudette brings a meal of "prosciutto and dill pickles" while her family eats a bull moose (p. 246)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> sloe-eyed (adj.) – having very dark eyes
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.2, RL.9-10.3, SL.9-10.1.b Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 245-246 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 30%
4. Quick Write	4. 15%
5. Lycanthropic Culture Shock Stage Analysis	5. 35%
6. Closing	6. 5%

Materials

- Copies of the Stage Analysis Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.2 and RL.9-10.3. Students read the final stage of “St Lucy’s Home for Girls Raised by Wolves” and analyze how the conclusion develops Claudette’s character and refines the story’s central ideas. Students also begin to analyze the author’s choice to structure the story according to five stages from the *Jesuit Handbook of Lycanthropic Culture Shock*.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Reread Stage 4, pages 240–245 (from “Stage 4: as a more thorough understanding of the host culture is acquired” to “As far as I can recollect, that was our last communal howl”), and respond to the following prompt: The Stage 4 epigraph states, “As a more thorough understanding of the host culture is acquired, your students will begin to feel more comfortable in their new environment.” How accurate is this statement? Use evidence from the text to support your answer.) Instruct student to form pairs and discuss their written responses to the homework assignment.

☞ Student responses may include:

- The statement “As a more thorough understanding of the host culture is acquired, your students will begin to feel more comfortable in their new environment” (p. 240) seems to be only partially accurate.
- Jeanette seems to have the best understanding of the culture at St. Lucy’s. She asks the other girls, “Have you noticed that everything’s beginning to make sense?” (p. 240). Based on the fact that Claudette looks to Jeanette for help when she is in trouble “[Jeanette] would help me, she would tell me what to do” (p. 243) and that Jeanette is able to “sit[] in the corner, sipping punch through a long straw” (p. 243), Jeanette also seems to feel the most comfortable in the new environment.
- Claudette, on the other hand, seems torn between her wolf identification and her human identity, and is at home with neither. Claudette is unwilling to identify with Mirabella, snapping: “I didn’t want your help” (p. 243) at her when she saves her from the Sausalito; although Claudette is not comfortable with many aspects of human culture as her failure at the Sausalito shows.
- Mirabella seems to have the least understanding of the new culture and is the least comfortable in the new environment. According to Jeanette, Mirabella is a “late bloomer”

(p. 240). Mirabella’s discomfort in the environment is obvious when she must sit “in a dark corner, wearing a muzzle” (p. 242) at the dance.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

30%

Instruct students to form pairs. Post or project the questions below for students to discuss. Instruct students to continue to annotate the text as they read and 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 has Claudette changed when she returns home?

Instruct student pairs to read pages 245–246 (from “Stage 5: At this point your students are able to interact effectively” to “I said, telling my first human lie. ‘I’m home’”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *sloe-eyed* means “having very dark eyes.”

- ▶ Students write the definition of *sloe-eyed* on their copies of the text or in a vocabulary journal.

What does *The Jesuit Handbook on Lycanthropic Culture Shock* predict will happen to the girls in Stage 5?

- ☞ The *Handbook* suggests that students will be integrated into their new cultural environment. It also suggests that the students will “find it easy to move between the two cultures” (p. 245).

How do the descriptions of food develop the relationship between Claudette and her family?

- ☞ Claudette’s food is “prosciutto and dill pickles in a picnic basket” (p. 246). Her family is all sharing a bull moose in the cave. These differences illustrate one example of how Claudette’s diet and behavior have changed since leaving the cave.

How do Claudette’s family members react when they see her?

- ☞ Claudette’s uncle “drop[s] a thighbone from his mouth,” (p. 246) because he is surprised. Her little brother “start[s] whining in terror” (p. 246). Her mother recoils as if Claudette is a stranger (p. 246).

How do Claudette's interactions with her family develop a central idea of the text?

- 💬 This interaction develops the central idea of individual identification versus group identity because Claudette has grown away from the group, and now her family does not recognize her. She tries to cover this up by telling her "first human lie" (p. 246).

To what extent does Claudette "find it easy to move between cultures" as described in the Stage 5 epigraph? Cite specific evidence from the text to support your claim.

- 💬 Claudette finds it difficult to move between cultures. As Claudette travels to visit her family in the cave, she cannot remember the path and "every step [makes her] sadder" (p. 246). It is also difficult for Claudette to interact normally with her family because some family members are surprised or afraid to see her.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write**15%**

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

Why is Claudette's statement "'I'm home'" her "first human lie"?

Instruct students to look at their annotations to find evidence. Ask 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: Lycanthropic Culture Shock Stage Analysis**35%**

Instruct students to form small groups.

Explain that students are to revisit the story as a whole to analyze the structure of the text. Post or project the following questions for students to discuss in small groups:

How is the whole short story organized or structured?

- It is divided into five parts—the five stages of Lycanthropic Culture Shock. Each section of the story begins with a description of that stage.

Distribute copies of the Stage Analysis Tool. Explain that the headings of each column describe the information students should gather for each stage. Read the column headings aloud for the class. Explain that small groups will have time in the next lesson to complete their analysis and present it to the class.

- Students follow along.

Instruct students to reread the rightmost column heading (To what extent does the epigraph reflect the girls' actual experience?). Explain that this question may yield a complex, nuanced answer for some stages because each girl's experience is different at St. Lucy's.

- Students listen.

Instruct students to work in collaborative groups to complete the Stage Analysis Tool. Assign each small group one stage to analyze.

- Small groups work collaboratively to complete the Stage Analysis Tool.

- See Model Stage Analysis for High Performance Responses.

- If students need additional support, consider modeling how to complete all three columns for one of the stages before assigning small groups to work on the tool.

- See the Model Stage Analysis Tool for sample responses.

- Consider reminding students that this is an opportunity to apply standard SL.9-10.1.b by participating effectively in a collaborative discussion. Students may focus on setting rules for discussion, establishing clear goals and deadlines, and assigning individual roles as needed.

Ask students not to share their responses with the class during this lesson and explain that they will complete their analyses and present their responses in the next lesson.

- Students listen.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to write a paragraph in response to the following prompt:

Review Stage 5. List each of the details of Claudette's interaction with her mother. How does this interaction develop Claudette's character?

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.

Also for homework, students should continue to read their AIR text through the lens of focus standard, RL.9-10.2 or RI.9-10.2, and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Write a paragraph in response to the following prompt:

Review Stage 5. List each of the details of Claudette's interaction with her mother. How does this interaction develop Claudette's character?

Use this lesson's vocabulary wherever possible in your written response. Use the Short Response Rubric and Checklist to guide your written response.

Also, continue reading your Accountable Independent Reading text through the lens of focus standard RL.9-10.2 or RI.9-10.2 and prepare for a 3–5 minute discussion of your text based on that standard.

Stage Analysis Tool

Name:		Class:		Date:	
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Directions: Use this tool to gather information from each stage about the relationship between what the epigraph says will happen and the girls' experiences.

Stage #	What does the epigraph say will happen? (Quotation from the Epigraph)	What is the girls' experience? (Quotation from the Text)	To what extent does the epigraph reflect the girls' actual experience? (Analysis)
1			
2			
3			
4			
5			

Model Stage Analysis Tool

Name:		Class:		Date:	
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Directions: Use this tool to gather information from each stage about the relationship between what the epigraph says will happen and the girls' experiences.

Stage #	What does the epigraph say will happen? (Quotation from the Epigraph)	What is the girls' experience? (Quotation from the Text)	To what extent does the epigraph reflect the girls' actual experience? (Analysis)
1	<p>Stage 1:</p> <p>"[E]verything is new, exciting, and interesting." (p. 225)</p> <p>"It is fun for your students to explore their new environment." (p. 225)</p>	<p>"The dim bedroom was windowless and odorless." (p. 225)</p> <p>"Everything was new, exciting, and interesting." (p. 227)</p> <p>"[Mirabella] backed towards the far corner of the garden ... It took them two hours to pin her down" (p. 228-229)</p>	<p>The girls have never been in a house, let alone a special school. The school is interesting and exciting—but very different from their old homes.</p> <p>The girls find the environment fun, for the most part, but Mirabella is also scared of the new environment.</p>
2	<p>Stage 2:</p> <p>"[S]tudents feel isolated, irritated, bewildered, depressed, or generally uncomfortable." (p. 229)</p> <p>"They may spend a lot of time daydreaming during this period." (p. 229)</p>	<p>"The whole pack was irritated, bewildered, depressed. We were all uncomfortable, and between languages." (p. 229)</p> <p>"We spent a lot of time daydreaming during this period." (p. 233)</p>	<p>At this point in the girls' development, they are literally between two different worlds but trying to become bilingual. They want to be able to fit into this human world, but things are different here – and uncomfortable, both physically and emotionally. For instance, the narrator feels physically uncomfortable wearing human shoes since she is used to being on all fours, but she is also emotionally uncomfortable watching</p>

			Mirabella begin to fail at becoming human.
3	<p>Stage 3:</p> <p>"[Students] reject the host culture and withdraw into themselves." (p. 235)</p> <p>"Your students may feel that their own culture's lifestyle and customs are far superior to those of the host country." (p. 235)</p>	<p>"[Mirabella] hated the spongy, long-dead foods we were served" (p. 236)</p> <p>"Jeanette was learning how to dance." (p. 237)</p> <p>"The following day, Jeanette golfed." (p. 239)</p> <p>"Things had been so much simpler in the woods." (p. 238)</p>	<p>Jeanette and Claudette do not appear to reject the host culture. Jeanette even dances and golfs.</p> <p>Mirabella, however, appears to find the wolf culture superior.</p>
4	<p>Stage 4:</p> <p>"Your students feel more at home, and their self-confidence grows." (p. 240)</p> <p>"Everything begins to make sense." (p. 240)</p>	<p>Jeanette asks, "Have you noticed that everything's beginning to make sense?" (p. 240)</p> <p>"inured to our own strangeness" (p. 242)</p> <p>"I was just a terrified animal" (p. 243)</p> <p>"Mirabella cannot adapt!" (p. 244)</p>	<p>Jeanette seems to feel more at home and confident, but Claudette is deeply uncomfortable because of the ball.</p> <p>Mirabella continues to be the least "at home" and is ultimately expelled from St. Lucy's because she cannot fit in.</p>
5	<p>Stage 5:</p> <p>"They find it easy to move between the two cultures." (p. 245)</p>	<p>"'So,' I said, telling my first human lie. 'I'm home.'" (p. 246)</p>	<p>Claudette returned to her family in the cave. She finds that everything seems smaller, and not quite like she remembers it. Her family waits patiently for her to tell them about her time at St. Lucy's, and Claudette begins to oblige. However, she takes on a human characteristic of lying to her family before she begins. This shows that Claudette is able to move between two cultures but she does not necessarily find it easy.</p>