

## 9.1.1

## Lesson 15

## Introduction

In this lesson, students consider the text of Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves” in its entirety as they examine the development of the main character and narrator, Claudette, and the larger question of identity. Students develop their speaking and listening skills by participating in a small-group discussion to consider the following prompt: Has Claudette fully adapted to human society by the end of the story? Students then self-assess their contributions to the discussion and complete the 9.1.1 Lesson 15 Exit Slip in which they compare their ideas before and after the discussion and analyze the arguments and evidence that changed or confirmed their thinking.

For homework, students begin to gather evidence for their responses to the prompt for the End-of-Unit Assessment.

## 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.  |
| SL.9-10.1.b,<br>c     | <p>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.</p> <p>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.</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> |
| Addressed Standard(s) |  |
| None.                 |  |

## Assessment

### Assessment(s)

Student learning is assessed via a small-group discussion. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text:

- Has Claudette fully adapted to human society by the end of the story?

① The discussion will be evaluated using the Speaking and Listening Rubric and Checklist and the 9.1.1 Lesson 15 Exit Slips completed by students at the end of the lesson.

### High Performance Response(s)

A High Performance Response should:

- Make a claim about whether Claudette has adapted to human society by the end of the story (e.g., Claudette has adapted fully to human society; Claudette has partially adapted to human society).
- Use textual evidence to support the claim.

A High Performance Response may include the following evidence in support a claim. The text is dense and rich in character development, so High Performance Responses may vary widely:

- By the end of the story Claudette no longer has any of the wolf behaviors she exhibited earlier in the story, so she has fully adapted to human society. She walks on two feet and has to “duck [her] head to enter” (p. 246) the cave instead of “knuckling along the wooden floor on the calloused pads” (p. 226) and she tells “[her] first human lie” because she can no longer truthfully say that she is at home in the cave with her wolf family (p. 246).
- Claudette can manage basic social interactions, such as conversing with Kyle, but she struggles at the dance before graduation when required to manage more complex tasks, such as the Sausalito, and becomes “a terrified animal again” (p. 243). This demonstrates that although Claudette is trying to adapt, she has not fully adapted by the end of the story. Even though she cannot fully function in human society, the end of the story demonstrates that Claudette is also no longer able to function effectively in wolf society, as she visits her family in her “best dress”, brings inappropriate food (“prosciutto and dill pickles”), and feels compelled to tell her “first human lie” when she tells her family, “I’m home” (p. 246).

## 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, SL.9-10.1.b, c</li> <li>Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell</li> </ul>  |  |
| <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Discussion Preparation</li> <li>Small-Group Discussion</li> <li>Self-Assessment of Speaking and Listening</li> <li>Completion of 9.1.1 Lesson 15 Exit Slip</li> <li>Closing</li> </ol> | <ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>30%</li> <li>25%</li> <li>10%</li> <li>10%</li> <li>10%</li> </ol> |

## Materials

- Copies of the Lesson 15 Discussion Prompt for each student
- Copies of the Stage Evidence Gathering Tool for each student
- Copies of the Speaking and Listening Rubric and Checklist for standard SL.9-10.1.b, c for each student
- Copies of the 9.1.1 Lesson 15 Exit Slip 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.  |
|                                  | <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 SL.9-10.1.b, c. In this lesson, students participate in a jigsaw discussion to explore the extent to which Claudette has adapted to human society by the end of the story. Students assess their own learning using the Speaking and Listening Rubric and Checklist and complete the 9.1.1 Lesson 15 Exit Slip to demonstrate their understanding.

- Students look at the agenda.

### Activity 2: Homework Accountability

10%

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

Instruct students to take out their responses to the previous lesson's homework assignment. (Review "St. Lucy's Home for Girls Raised by Wolves" and write a paragraph in response to the following prompt: Select a character from "St. Lucy's Home for Girls Raised by Wolves." How does Russell use physical descriptions to develop this character?) Instruct students to discuss their responses to the homework assignment.

- 💬 Student responses may include:

- The pack: Russell uses physical descriptions to develop the pack as very wolf-like in their early days at St. Lucy's. Claudette remarks that "[o]ur pack was hirsute and sinewy and mostly brunette. We had terrible posture. We went knuckling along ... on the calloused pads of our fists, baring row after row of tiny, wood-rotted teeth," making the pack sound wild and animal-like (p. 226). Later, during Stage 2, Russell shows the pack's development when Claudette remarks that "[a]lmost everybody was fully bipedal" (p. 230), showing through physical description how the pack is starting to shift from wolf behavior to human behavior.
- Jeanette: The physical descriptions of Jeanette show her rapid progress from wolf characteristics to human characteristics. She is first introduced with "straggly nut-brown hair" that she holds away from her head in an "improvised bristle" (p. 228), making her seem wolf-like, but by Stage 2, she has "cut her pelt into bangs" and is "delicately extend[ing] her former paws to visitors, wearing white kid gloves" (p. 232) as she adapts to the manners and appearance of human girls.
- Mirabella: Mirabella's difficulty in adapting to life at St. Lucy's can be seen through Russell's use of physical description. She is introduced as the most resistant of the pack to the nun's naming of the girls, using her hands to "flatten her ears to the side of her head ... snarling in the most menacing register that an eight-year-old wolf-girl can muster" (pp. 228–229). The gap between Mirabella and the rest of the pack is apparent in the descriptions of her difficulty in walking: as the pack becomes bipedal, Mirabella still has "knobby, oddly muscled legs" and is "still loping around on all fours...her fists blue-white from the strain" (p. 231). The strain of life at St. Lucy's can be seen in Stage 3 when "[Mirabella's] teeth were ground down to nubbins; her hair was falling out...her ribs were poking through her uniform. Her bright eyes had dulled to a sour whiskey color" (p. 236). Similarly, at the Debutante Ball, Mirabella's outfit, which includes "little bows on the muzzle" she has to wear to the party, along with "party culottes" that are "duct-taped to her knees," highlights her failure to adapt (p. 242).
- Claudette: Claudette describes herself in her early days at St. Lucy's as "stumbl[ing] around in a daze, [her] mouth black with shoe polish," as she struggles to adjust to St. Lucy's (p. 229). In Stage 2, she continues to show wolf-like characteristics, despite her efforts, for example when she fights with Mirabella on the way to the duck pond, and is found "[h]unched in the long cattails, [her] yellow eyes flashing, shoving ragged hunks of bread into [her] mouth" (p. 234). The tension between Claudette's struggle to gain a human identity and her wolf identification is clear at the Debutant Ball: Claudette, "wearing a white organdy dress with orange polka dots" and her hair in a "high, bouffant hairstyle[]," narrows her eyes at Kyle and flattens her ears when she gets nervous, showing that under pressure, she still goes back to wolf behaviors (p. 242).

### Activity 3: Discussion Preparation

**30%**

Distribute the Speaking and Listening Rubric and Checklist for standard SL.9-10.1.b, c. Explain to students that this lesson requires them to continue the work of collaborative discussion outlined in SL.9-10.1.b, c and to self-assess their mastery of these skills. Remind students that these discussion skills scaffold toward future discussions in this unit and module.

Review the Speaking and Listening Rubric and Checklist with students, pausing to allow opportunity for students to pose any questions they may have.

① You may consider asking students to read the Speaking and Listening Rubric and Checklist independently or in groups.

- ▶ Students review Speaking and Listening Rubric and Checklist.

Distribute the discussion prompt and explain that the purposes of the discussion are to help students to think critically about a prompt and make an evidence-based claim while practicing speaking and listening skills. Instruct students to gather their notes, annotations, and tools and review them for the purpose of making a claim in response to the prompt.

Distribute the Stage Evidence Gathering Tool. Instruct students to identify evidence from each stage that supports their claim, using the Stage Evidence Gathering Tool.

- ▶ Students identify evidence and make a claim in response to the discussion prompt.

🗨 See Model Stage Evidence Gathering Tool for sample student responses.

### Activity 4: Small-Group Discussion

**25%**

Instruct students to form groups of four for a small-group discussion. Explain that first, each student shares a claim about whether Claudette has adapted to human society by the end of the story, providing text evidence to support the claim. Next, other students engage the speaker in discussion about the speaker's claim and evidence, using their own claims and evidence as entry points.

Post or project the following guiding questions for the student discussion groups to consider:

**Is each claim fully supported by text evidence? Why or why not?**

**What additional evidence could support the claims made?**

**What other claims could be made about whether Claudette has adapted to human society?**

① **Differentiation Consideration:** Consider preparing and posting sentence frames as a support for students during the discussion:

- I think Claudette has/has not adapted to human society because — (textual evidence + analysis)
  - I respectfully disagree with you because — (textual evidence + analysis)
  - I can add to that evidence because the text also says — (textual evidence + analysis)
  - ▶ Students engage in discussion about their claims and respond to the claims of others.
- ① Consider reminding students that their responses to the prompt should be nuanced, weighing the significance of various pieces of evidence and taking into account contradictory evidence.
- ① Consider reminding students of their work with SL.9-10.1.b, c as they participate in a collaborative discussion. Instruct students to focus on setting rules for collegial discussion and decision making, establishing individual roles, posing and responding to questions, incorporating others into the discussion, and challenging or verifying ideas and conclusions.

### Activity 5: Self-Assessment of Speaking and Listening

**10%**

Instruct students to self-assess their mastery of the speaking and listening norms and expectations. Instruct students to use the Speaking and Listening Rubric and Checklist to assess their application of these skills in their small groups. Also instruct students to provide a 1–2 sentence explanation of the self-assessment.

- ▶ Students self-assess their speaking and listening skills.

### Activity 6: Completion of 9.1.1 Lesson 15 Exit Slip

**10%**

Distribute the Lesson 9.1.1 Lesson 15 Exit Slip. Instruct students to complete the 9.1.1 Lesson 15 Exit Slip independently.

- ▶ Students complete the 9.1.1 Lesson 15 Exit Slip independently.

### Activity 7: Closing

**10%**

Introduce the End-of-Unit Assessment prompt, to which students will respond in a multi-paragraph response in 9.1.1 Lesson 17:

**Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.**

Explain that this prompt requires students to explain the significance of the similarities and differences in Claudette’s experience and the stages of Lycanthropic Culture Shock described by the epigraphs.

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

**Make a claim about Claudette’s development in each stage.**

Instruct students to write one claim for each stage, five claims in total. Ask students to use this unit’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students follow along.

## Homework

Write a paragraph in response to the following prompt:

**Make a claim about Claudette’s development in each stage.**

Write one claim for each stage, five claims in total. Use this unit’s vocabulary wherever possible in your written responses. Use the Short Response Rubric and Checklist to guide your written responses.



## Stage Evidence Gathering Tool

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Use this tool to gather evidence from each stage about whether Claudette has adapted to human society, and make a claim in response to the prompt.

**Prompt:** Has Claudette fully adapted to human society by the end of the story?

| Stage   | Claudette has adapted to human society | Claudette has not adapted to human society |
|---------|--|--|
| Stage 1 |  |  |
| Stage 2 |  |  |

|               |  |  |
|---------------|--|--|
| Stage 3       |  |  |
| Stage 4       |  |  |
| Stage 5       |  |  |
| <b>Claim:</b> |  |  |

## Model Stage Evidence Gathering Tool

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Use this tool to gather evidence from each stage about whether Claudette has adapted to human society, and make a claim in response to the prompt.

**Prompt:** Has Claudette fully adapted to human society by the end of the story?

| Stage   | Claudette has adapted to human society  | Claudette has not adapted to human society   |
|---------|---|--|
| Stage 1 | <p>Claudette eats cupcakes (p. 226), showing she is able to eat human food.</p> <p>Claudette and the other girls wear “new jumpers” (p. 226).</p> | <p>Claudette and the rest of the pack spray “exuberant yellow streams all over the bunks” to remedy the “odorless” bedroom (p. 225).</p> <p>Claudette’s nose aches “beneath the invisible assault” of “human odor” (p. 227–228).</p> <p>Claudette introduces herself as part of “our pack” (p. 225): she and the other girls throw back their heads “in a celebratory howl” (p. 227) and she says, “The pack used to dream the same dreams back then, as naturally as we drank the same water and slept on the same red scree” (p. 228).</p> <p>Claudette “clamp[s] down on [Sister Maria de la Guardia’s] ankle, straining to close [her] jaws around the wooly XXL sock” (p. 226).</p> <p>Like the rest of the pack, Claudette runs with the other</p> |

|         |  |   |
|---------|--|---|
|         |  | girls “in a loose, uncertain circle” and senses “some subtler danger afoot” (p. 228) when the nuns come to give the girls nametags.   |
| Stage 2 | <p>Claudette is wearing “square-toed shoes” and learning to walk on two feet instead of four (p. 229).</p> <p>Eventually Claudette and the other girls give up trying to “make [their] scent stick” (p. 230).</p> <p>Claudette follows the nuns’ instructions to tell Mirabella, ““Lick your own wounds”” (p. 235).</p> <p>“Being around other humans ha[s] awakened a slavish-dog affection” and “[a]n abasing, belly-to-the-ground desire to please” (p. 231).</p> <p>Claudette has learned to see “loping around on all fours” as “unnatural and ridiculous” and can “barely believe it now, the shame of it, that [she] used to locomote like that!” (p. 231).</p> <p>Claudette is “reading at a fifth-grade level, halfway into Jack London’s <i>The Son of the Wolf</i>” (p. 235).</p> | <p>Claudette is homesick: she says that she “had never wanted to run away so badly” in her life (p. 229); “It was impossible to make the blank, chilly bedroom feel like home” (p. 230); she and the other girls dream of “rivers and meat,” especially on “full-moon nights” (p. 229); the moonlight “beckon[s] [her] from the woods” (p. 230).</p> <p>Claudette finds it difficult to “will” her tongue to curl around the “false new names” the nuns have assigned the girls (p. 229): like the rest of the pack, she is “uncomfortable, and between languages” (p. 229).</p> <p>Claudette is not comfortable with human behaviors: she does not automatically walk with her mouth closed and finds it hard to keep her shoes on (p. 229).</p> <p>Claudette finds the etiquette of humans “confounding” and wonders, “How can people live like they do?” (p. 235).</p> <p>When Claudette fights with Mirabella, she “snarl[s] at her and</p> |

|         |  |  |
|---------|--|--|
|         |  | then “push[es her] ears back from [her] head” and bites her (p. 234). After the fight the nuns find Claudette “[h]unched in the long cattails, [her] yellow eyes flashing, shoving ragged hunks of bread” into her mouth (p. 234).   |
| Stage 3 | <p>Claudette is acquiring human habits: she, along with the other girls, takes “dainty bites of peas and borscht” (p. 236); she meets her “first purebred girls” (p. 237), learns to play checkers (p. 237) and to ride a bicycle (p. 238) as well as trying to learn the Sausalito (p. 238).</p> <p>Claudette wants to separate herself from Mirabella: when the nuns are talking about Mirabella she chooses to identify with the humans rather than with Mirabella, saying “If we were back home, and Mirabella had come under attack; I would have warned her. But the truth is that by Stage 3 I wanted her gone” (p. 236).</p> <p>Claudette is improving her language skills: “none of the pack besides me could read yet” (p. 239).</p> <p>Claudette is losing her wolf identity as she struggles “to conjure up a picture” of the mother while watching clouds</p> | <p>Claudette is uncomfortable with humans: “It made us nervous to meet new humans. There were so many things that we could do wrong! And the rules here were different depending on which humans we were with” (p. 237).</p> <p>Claudette feels “a low mad anger at the nuns” for announcing the dance before the girls are ready (p. 238) and describes how, when the nuns announce the dance, the girls’ “invisible tails went limp” (p. 238), suggesting that like the rest of the pack, she still retains many wolf-like characteristics.</p> <p>Claudette is not “ready to claim a common language with Jeanette” (p. 239), who has made the most progress adapting to human society.</p> |

|         |  |   |
|---------|--|---|
|         | through the chapel windows (p. 239).   |   |
| Stage 4 | <p>Claudette ignores Jeanette when she asks for help, saying, “I was worried only about myself. By that stage I was no longer certain of how the pack felt about anything” (p. 241).</p> <p>Claudette refuses Mirabella’s help because “everybody was watching” and it is more important for Claudette to get the nuns’ approval than to acknowledge Mirabella (p. 244).</p> <p>Claudette doesn’t “want to face Mirabella” when she leaves (p. 245). She packs a lunch for Mirabella and sends “a little note” (p. 245).</p> <p>At the dance, Claudette looks like a human girl: the nuns have “swept [her] hair back into [a] high, bouffant hairstyle[.]” (p. 242). She is wearing “a white organdy dress with orange polka dots” (p. 242).</p> <p>Claudette is trying to act like a human girl at the dance: she tries to “mask [her] natural, feral scent” (p. 242).</p> | <p>Claudette is uncomfortable in human settings. Her conversation is limited because she has “only gotten up to Unit 7: Party Dialogue” and has not learned the vocabulary she needs to discuss other topics (p. 242).</p> <p>Claudette still has wolf behaviors when she gets nervous: she “narrow[s] her eyes” and “flatten[s] [her] ears” at Kyle (p. 242), and when she gets anxious because she has to do the Sausalito, “the only thing [her] body could remember how to do was pump and pump” and her feet start “to wiggle out of [her] shoes” (p. 243). In short, she becomes “a terrified animal again” (p. 243).</p> |
| Stage 5 | Claudette needs the woodsman   | Claudette remains connected to  |

|   |  |  |
|---|--|--|
|   | <p>to accompany her on her visit home because she can't remember "how to find the way back on [her] own" (p. 246) and she doesn't recognize that "prosciutto and dill pickles" (p. 246) are not appropriate foods for wolves, suggesting that she has lost touch with wolf culture.</p> <p>Claudette is no longer comfortable in a wolf setting: "[t]he cave looked so much smaller than [she] remembered it" (p. 246), and because she now walks upright on two feet, she has to duck her head to enter the cave.</p> <p>Claudette is no longer part of her wolf family: her brother starts "whining in terror" when he sees her and her mother "recoil[s] from [her], as if [she] was a stranger" (p. 246). She says she tells her "first human lie" when she says, "'I'm home'" (p. 246).</p> | <p>her wolf culture: every step home makes her "sadder" (p. 246) because she realizes that she will not really fit in with her wolf family, even though she loves them. She tells her "first human lie" when she says "'I'm home'" because she does not want to hurt her parents (p. 246).</p> |
| <p><b>Claim:</b> Claudette has only partially adapted to human society: she is comfortable in neither wolf nor human culture.</p> |  |  |

## Speaking and Listening Rubric

**Assessed Standard: SL.9-10.1b, c**

*Comprehension and Collaboration*

|  | <b>2-Point Participation</b>  | <b>1-Point Participation</b>  | <b>0-Point Participation</b>  |
|--|---|---|---|
| <b>Collaboration</b><br><b>SL.9-10.1b</b>            | Student collaborates well with peers to promote collegial discussions, often engaging in the following: helps set rules for discussion; engages in decision-making; helps set goals and deadlines; assists with defining roles as needed. | Student collaborates with peers, occasionally engaging in the following: rule-setting for discussion; decision-making; goal and deadline-setting; defining roles as needed.   | Student does not collaborate with peers, rarely engaging in the following: rule-setting for discussion; decision-making; goal and deadline-setting; defining roles as needed. |
| <b>Responsiveness to Others</b><br><b>SL.9-10.1c</b> | Responds well to others by often engaging in the following: propels conversation by relating discussion to broader ideas and themes; actively incorporates others; clarifies, verifies, or challenges ideas or conclusions.               | Student responds to others, occasionally engaging in the following: propels conversations by relating discussion to broader ideas and themes; incorporates others; clarifies, verifies, or challenges ideas or conclusions. | Student does not respond to others, rarely engaging in the following: propels conversations; incorporates others; clarifies, verifies, or challenges ideas or conclusions.    |



## Speaking and Listening Checklist

**Assessed Standard: SL.9-10.1b, c**

*Comprehension and Collaboration*

|                                 | Did I...  | ✓                        |
|---------------------------------|---|--------------------------|
| <b>Collaboration</b>            | Collaborate with my peers in a thoughtful, respectful way?        | <input type="checkbox"/> |
|                                 | Discuss and make shared decisions with my peers?                  | <input type="checkbox"/> |
| <b>Responsiveness to Others</b> | Connect comments from the discussion to broader ideas and themes? | <input type="checkbox"/> |
|                                 | Actively include others in the discussion?                        | <input type="checkbox"/> |
|                                 | Clarify and/or respectfully challenge others' ideas?              | <input type="checkbox"/> |

## 9.1.1 Lesson 15 Exit Slip

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Explain how the discussion confirmed or changed your ideas about the prompt.

|              |   |
|--------------|---|
| <b>Text:</b> | “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell |
|--------------|---|

**Prompt:** Has Claudette fully adapted to human society by the end of the story?

**Response to the prompt before the discussion:**

|  |
|--|
|  |
|--|

**Provide evidence of how the discussion changed or confirmed your ideas:**

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|--|

## Model 9.1.1 Lesson 15 Exit Slip

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Explain how the discussion confirmed or changed your ideas about the prompt.

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

**Prompt:** Has Claudette fully adapted to human society by the end of the story?

**Response to the prompt before the discussion:**

Yes, Claudette has fully adapted to human society. She has so fully adapted to human society that she is barely recognizable to her family: she enters their cave on two feet (p. 246) and is so changed that her “mother recoil[s] from [her], as if [she] was a stranger” (p. 246). She tells her “first human lie” by saying, “I’m home,” revealing that she is not really at home with her wolf family anymore.

Or

No, Claudette has not fully adapted to human society. When she gets anxious, she reverts to wolf behavior. She narrows her eyes at Kyle and flattens her ears, (p. 242). When the time comes for the Sausalito, Claudette panics and can only “pump and pump” (p. 243). Claudette’s difficulty at the party indicates that she has not fully adapted to human society, though she is making progress and tries very hard.

**Provide evidence of how the discussion changed or confirmed your ideas:**

Claudette is not fully at home in either human society or wolf society. She cannot function fully as a human girl, which she shows at the dance. However, she also does not feel at home with her family anymore, which becomes clear when she returns to the cave and her mother “recoil[s] from [her], as if [she] was a stranger” (p. 246).