

M1.U1.L9

- Standards: RL.9-10.3, RL.9-10.4, RL.9-10.1, SL.9-10.1.c
- Text: "St. Lucy's Home for Girls Raised by Wolves"

Guiding Questions:

Choose **one character** from St. Lucy's **who adapts to change** and **one who resists it**. **Explain the differences** in their actions using **evidence from the text**. Use **the first three stages** of Lycanthropic Culture Shock to help organize your answer.

Guiding Question L2

Lesson Agenda

- Introduction of Lesson Agenda
- Homework Accountability
- Introduction and Stage 3 Close Reading, Annotation, Evidence-Based Discussion
- Preparation for Mid-Unit Assessment: Evidence-Based Discussion
- Closing

Lesson Nine Agenda

Learning Standards

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.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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).

SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1.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.

Standards

Activity 2: Homework Accountability (in pairs)

Conduct a 5 minute discussion* about your **AIR** text.

Using standard **RL.9-10.1** and **RL.9-10.4** to support your analysis and interpretation of your reading thus far, **explain the impact of specific words choices in an except of text** from your AIR text

Record your response in your reading section.

*This discussion will be graded!

Act 2 Homework Accountability

Reading in Groups

Take turns reading, switching readers at the beginning of each sentence.

Stage 3: It is common that students who start living in a new and different culture come to a point where they reject the host culture and withdraw into themselves. During this period, they make generalizations about the host culture and wonder how the people can live like they do. Your students may feel that their own culture's lifestyle and customs are far superior to those of the host country.

Group Reading 1

Text Dependent Questions

- What is the *host culture*?
- How will the students feel about the host culture in this stage?
- Based on this, what might *generalization* mean?

TDQ 1-3 and Annotation

Reading in Groups

Take turns reading, switching readers at the beginning of each paragraph.

4 The nuns were worried about Mirabella, too. To correct a falling, you must first be aware of it as a falling. And there was Mirabella, shucking her plaid jumper in full view of the visiting cardinal. Mirabella, battling a racoon under the dinner table while the rest of us took dainty bites of peas and borscht. Mirabella, doing belly-flops into compost.

5 "You have to pull your weight around here," we overheard Sister Josephine saying one night. We paused below the vestry window and peered inside.

6 "Does Mirabella try to earn Skill Points by shelling walnuts and polishing Saint-in-the-Box? No. Does Mirabella even know how to say the word walnut? Has she learned how to say anything besides a sinful "HraaaHAI" as she commits frottage against the organ pipes? No."

7 There was a long silence.

8 "Something must be done," Sister Ignatius said firmly. The other nuns nodded, a sea of thin, colourless lips and kettle-black brows. "Something must be done," they intoned. That ominously passive construction; a something so awful that nobody wanted to assume responsibility for it.

Group Reading 2

Text Dependent Questions

4. How is Mirabella described in this section?

5. Based on this description, what could *ominous* mean if it is describing the "something" that must be done to Mirabella?

TDQ 4-5 and Annotation

Reading in Groups

Take turns reading, switching readers at the beginning of each sentence.

I could have warned her. If we were back home, and Mirabella had come under attack by territorial beavers or snow-blind bears, I would have warned her. But the truth is that by Stage 3 I wanted her gone. Mirabella's inability to adapt was taking a visible toll. Her teeth were ground down to nubbins; her hair was falling out. She hated the spongy, long-dead foods we were served, and it showed—her ribs were poking through her uniform. Her bright eyes had dulled to a sour whisky-colour. But you couldn't show Mirabella the slightest kindness any more—she'd never leave you alone! You'd have to sit across from her at meals, shoving her away as she begged for your scraps. I slept fitfully during that period, unable to forget that Mirabella was living under my bed, gnawing on my loafers.

Group Reading 3

Text Dependent Questions

6. What is happening to Mirabella?

7. Why is it happening?

TDQ 6-10 and Annotation

Reading in Groups

Take turns reading, switching readers at the beginning of each sentence.

It was during Stage 3 that we met our first purebred girls. These were girls raised in captivity, volunteers from St. Lucy's School for Girls. The apple-cheeked fourth-grade class came to tutor us in playing. They had long golden braids or short, severe bobs. They had frilly-duver names like Felicity and Beulah; and pert, bunny noses; and terrified smiles. We grinned back at them with genuine ferocity. 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: dancing or no dancing, checkers-playing or no checkers-playing, pumping or no pumping.

The purebred girls played checkers with us.

"These girl-girls sure is dumb," my sister Lavash panted to me between games. "I win it again! Five to none."

She was right. The purebred girls were making mistakes on purpose, in order to give us an advantage. "King me," I growled, out of turn. "I SAY KING ME!" and Felicity meekly complied. Beulah pretended not to mind when we got frustrated with the oblique, fussy movement from square to square and shredded the board to ribbons. I felt sorry for them. I wondered what it would be like to be bred in captivity, and always homesick for a dimly sensed forest, the trees you've never seen.

Group Reading 4

Text Dependent Questions

8. How are the "purebred girls" described?

9. What might purebred mean here?

10. What does it mean that the "purebred girls" were raised in "captivity"?

TDQ 11 and Annotation