

M1.U1.L8

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

Guiding Questions:

Considering the complex characters and their development thus far in this text, why don't the other girls want to be like Mirabella or Jeanette? What do the details in Stage 2 reveal about the requirements of survival at St. Lucy's?

Guiding Question L2

Lesson Agenda

- Introduction of Lesson Agenda
- Homework Accountability
- Stage 2 Close Reading, Annotation, Evidence-Based Discussion
- Assessment
- Closing

Lesson Eight 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.

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.9-10.3** to support your analysis and interpretation of your reading thus far, discuss an important moment in your text. Important moments can include character descriptions, conflicts, scenes with a lot of action, or important conversations between characters.

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.

Still, some things remained the same. The main commandment of wolf life is Know Your Place, and that translated perfectly. Being around other humans had awakened a slavish-dog affection in us. An abasing, belly-to-the-ground desire to please. As soon as we realized that someone higher up in the food chain was watching us, we wanted only to be pleasing in their sight. Mouth shut, I repeated, shoes on feet. But if Mirabella had this latent instinct, the nuns couldn't figure out how to activate it. She'd go bounding around, gleefully spraying on their gilded statue of St. Lucy, mad-scratching at the virulent fleas that survived all of their powders and baths. At Sister Maria's tearful insistence, she'd stand upright for roll call, her knobby, oddly muscled legs quivering from the effort. Then she'd collapse right back to the ground with an ecstatic oomph! She was still loping around on all fours (which the nuns had taught us to see looked unnatural and ridiculous—we could barely believe it now, the shame of it, that we used to locomote like that!), her fists blue-white from the strain. As if she were holding a secret tight to the ground. Sister Maria de la Guardia would sigh every time she saw her. "Caramba!" She'd sit down with Mirabella and prise her fingers apart. "You see?" she'd say softly, again and again. "What are you holding on to? Nothing, little one. Nothing."

Group Reading 1

Text Dependent Questions

- What "things remained the same" for the pack?
- What might be some synonyms for the word *commandment*?
- What is Mirabella holding on to?

TDQ 1-3 and Annotation

Reading in Groups

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

Then she would sing out the standard chorus, 'Why can't you be more like your sister Jeanette?'

The pack hated Jeanette. She was the most successful of us, the one furthest removed from her origins. Her real name was GWARRI but she wouldn't respond to this any more. Jeanette spiffed her penny loafers until her very shoes seemed to gloat. (Linguists have since traced the colloquial origins of 'goody two-shoes' back to our facilities.) She could even growl out a demonic-sounding precursor to 'Pleased to meet you.' She'd delicately extend her former paws to visitors, wearing white kid gloves.

'Our little wolf, disguised in sheep's clothing!' Sister Ignatius liked to joke with the visiting deacons, and Jeanette would surprise everyone by laughing along with them, a harsh, inhuman, barking sound. Her hearing was still twig-snap sharp. Jeanette was the first among us to apologize; to drink apple juice out of a sippy cup; to quit eyeballing the cleric's jugular in a disconcerting fashion. She curled her lips back into a cousin of a smile as the travelling barber cut her pelt into bangs. Then she swept her coarse black curls under the rug. When we entered a room, our nostrils flared beneath the new odours: onion and bleach, candle wax, the turnipy smell of unwashed bodies. Not Jeanette. Jeanette smiled and pretended like she couldn't smell a thing.

Group Reading 2

Text Dependent Questions

4. What are Jeanette's "origins"?
5. How has Jeanette removed herself from her "origins"?

TDQ 4-5 and Annotation

Reading in Groups

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

I was one of the good girls. Not great and not terrible, solidly middle-of-the-pack. But I had an ear for languages, and I could read before I could adequately wash myself. I probably could have vied with Jeanette for the number one spot; but I'd seen what happened if you gave in to your natural aptitudes. This wasn't like the woods, where you had to be your fastest and your strongest and your bravest self. Different sorts of calculations were required to survive at the Home.

Group Reading 3

Text Dependent Questions

6. What is different about this paragraph?
7. How does this change in wording impact our reading of the text?
8. What are the narrator's "aptitudes"?
9. What words could replace *aptitudes*?
10. Why stay in the "middle of the pack"?

TDQ 6-10 and Annotation

Reading in Groups

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

The pack hated Jeanette, but we hated Mirabella more. We began to avoid her, but sometimes she'd surprise us, curled up beneath the beds or gnawing on a scapula in the garden. It was scary to be ambushed by your sister. I'd bristle and growl, the way that I'd begun to snarl at my own reflection as if it were a stranger.

'Whatever will become of Mirabella?' we asked, gulping back our own fear. We'd heard rumours about former wolf-girls who never adapted to their new culture. It was assumed that they were returned to our native country, the vanishing woods. We liked to speculate about this before bedtime, scaring ourselves with stories of catastrophic bliss. It was the disgrace, the failure that we all guiltily hoped for in our hard beds. Twitching with the shadow question: *'Whatever will become of me?'*

Group Reading 4

Text Dependent Questions

11. How does the pack feel about failing?

TDQ 11 and Annotation

Reading in Groups

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

We spent a lot of time daydreaming during this period. Even Jeanette. Sometimes I'd see her looking out at the woods as a warden, or, if you interrupted her in the middle of one of these reveries, she would jump at you with an older sister ferocity, momentarily forgetting her human qualities. We liked her better then, maddled back into being Jeanette's old Jeanette.

In school, they showed us the St. Francis of Assisi slide-show, again and again. Then the men would give us bags of bread. They never mentioned these things as a reward or even as a bribe. I know that's what that was under coarser examinations. "Go feed the ducks," they used to say. "Go practice compassion for all God's creatures." (Don't put me with Mirabella, I protest, anybody but Mirabella. "Claudette," Sister Josephine hooted, "why don't you and Mirabella take some pennycakes down to the ducks?")

"Whispering," I said. It took me a long time to say anything else. I had to restrain it in my hand from the White. It wasn't fair. They knew Mirabella couldn't make headless eye. She couldn't even undo the waist tie of the bag. She was sure to see the little Mirabella didn't even try to curb her desire to kill things—and then who would get blamed for the dark spots of duck blood on our Fine Peas collared? Who would get penalized with negative Bill Ponsel? Exactly.

As soon as we were beyond the wooden gate, I searched the bread away from Mirabella and ran off to the duck pond on my own. Mirabella goes there, sitting at my heels. She thought it was a game. "Stop it," I growled. I ran faster, but it was Stage 2 and I was still attached to my run. First I fell sideways into a bad pile, and then all I could see was my sister's blurry face, bounding towards me. In a moment, she was on top of me, backing the old word for top-of-water. When she tried to steal the bread out of my hands, I whirled around and snatched at her, pushing my own back from my head. I hit her shoulder, over, twice, the only language she would respond to. I used my new soccer skills. I threw dirt, I threw stones. "Get away!" I screamed, long after she had made a cringing retreat into the shadows of the purple saplings. "Get away, get away!"

Much later they found Mirabella working in the shadows of a disease river, trying to strangle a minked with her rosy hands. I was at the lake. I'd been sitting there for hours. Blasted in the long sunsets, my yellow eyes flashing, showing ragged bursts of bread into my mouth.

I don't know what they did to Mirabella. She was prepared from my sisters. They made me watch another slide-show. This one showed images of former work girls, the ones who had failed to be rehabilitated. Long haired, sad eyed women, limping after their former work packs in white tennis shoes and plaid skirts. A wolf girl back there, her make-up smeared in oily shadows, using a raw stick on the depot sign while her colleagues looked on in disgust. Our parents. The final slide was a bolded sentence in St. Lucy's print script.

DO YOU WANT TO TALK UP SPOONERS AT ACROSS STREET?

After that, I spent less time with Mirabella. One night she came to me, holding her hand out. She was covered with splinters, leaving a high, white line through her nostrils. Of course I understood what she wanted, I wasn't that far removed from our language (even though I was reading at a fifth-grade level), halfway into Jack London's *The Son of the Wolf*.

"Talk your own woman," I said, not realizing it was what she had instructed us to say, sound-bickering was not something you did in police company. Jeanette was so confounding in this country. Still, looking at Mirabella—her lips balled together like small white peepholes, her brows knotted in animal confusion—I felt a touch of compassion. How can people live like they do? I wondered. Then I congratulated myself. This was a Stage 3 thought.

Group Reading 5 *

Student Led Group Reading, Discussion, and Annotation

Use the following text dependent questions to guide your discussion of the section of "St. Lucy's Home for Girls Raised by Wolves" from the paragraph that begins "We spent a lot of time daydreaming..." to the Stage Three epigraph. Highlight the sections of text that support your responses and make notes in the margins that respond to these questions. Be sure to number your margin notes.

12. In what ways are the girls being "rehabilitated" by St. Lucy's?
13. What might *rehabilitated* mean in this context?
14. What might *shunned* mean?
15. How could the pack be "shunned by both species"?
16. Who is Claudette and what kind of student is she?

Student Led Group Reading, Discussion, and Annotation

Quick Write

Choose ONE of the following:

A. Considering the complex characters and their development thus far in this text, why don't the other girls want to be like Mirabella or Jeanette? Cite 3-4 pieces of strong textual evidence in your analysis.

OR

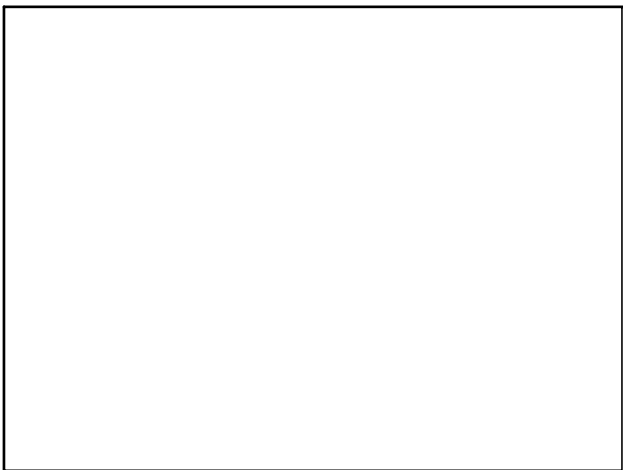
B. What do the details in Stage 2 reveal about the requirements of survival at St. Lucy's? Cite 3-4 pieces of strong textual evidence in your analysis.

Quick Write

Closing/Homework

Continue to read your Accountable Independent Reading through the lens of the focus standard and prepare for a 3-5 minute discussion of their text based on that standard.

Homework



Oct 5-7:03 AM