Unit One, Lesson 8, Day Four

9th Grade

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

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.

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!

Reading in Groups

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

RI.9-10.3
Take turns reading, switching readers at the beginning of each sentence.

TDQ 1-3 and Annotation

1. What "things remained the same" for the pack?

2. What might be some synonyms for the word commandment?

3. What is Mirabella holding on to?

Text Dependent Questions

Group Reading 1

Lesson Agenda

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

Lesson Eight Agenda

Standards

Group Reading 1

TDQ 1-3 and Annotation

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

*This discussion will be graded!
Reading in Groups

Group Reading 2

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

Text Dependent Questions

4. What are Jeanette’s “origins”?

5. How has Jeanette removed herself from her “origins”?

Revisit the text.
Highlight the textual evidence that supports your response to each of the above questions.
Make notes in the margins that respond to the questions. Be sure to number your margin notes.

Group Reading 3

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

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”?

Revisit the text.
Highlight the textual evidence that supports your response to each of the above questions.
Make notes in the margins that respond to the questions. Be sure to number your margin notes.

Group Reading 4

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

Text Dependent Questions

11. How does the pack feel about failing?

Revisit the text.
Highlight the textual evidence that supports your response to each of the above questions.
Make notes in the margins that respond to the questions. Be sure to number your margin notes.
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?

Quick Write

Choose ONE of the following:
A. Considering the complex characters and their development thus far in the 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 3 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