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 stages of Lycanthropic Culture Shock to help organize your answer.

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.

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).

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

Reading in Groups

Stage 3: It is common that students who start living in a new and offiger of the common that students who start in lying 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.

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
- Closing

Lesson Nine Agenda

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

Text Dependent Questions

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

TDQ 1-3 and Annotation

Take turns reading, switching readers at the beginning of each paragraph. The nums were worsed about Mirabella, too. To correct a failing, And there was Marabella, shucking her plad jumper in full view of the vasing readers at the beginning of each paragraph. The number of the state of th

Group Reading 2

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 toil. 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 place to a sour whisky cooling. But you couldn't show Mirabella to a sour whisky cooling. But you couldn't show Mirabella have to sit across from her at meals, shoving her away as she begged for your scraps. I slept fittilly during that period, unable to forget that Mirabella was living under my bed, gnawing on my loafers.

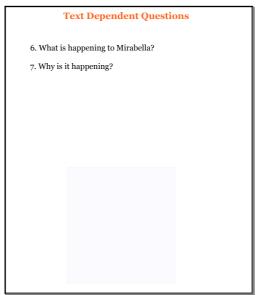
Group Reading 3

Reading in Groups It was during Stage 3 that we met our first purebred girls. These were girls mised in captivity, volunteers from St Lucy's School for Girls. The apple-tneeded fourth-grade class came to tutor at an playing. They had long golden brakts or short, severe bobs. They had fully-duvet 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, checkersplaying 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. Ying mg. I growled, out of turn. I SAY KING ME! and Felicity meetly complied. Bealah pretended not to mind when we got frustrated with the oblique, hissy 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 nover seen.

Group Reading 4

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



TDQ 6-10 and Annotation

Text Dependent Questions

- $8.\ \mbox{How}$ 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

2

Reading in Groups

was learning how to dance. On Holy Thursday, she rudimentary form of the Charleston. 'Brava!' the nuns

mastered a rudimentary form of the Characteron. are now mu-clapped. 'Brassi'.

Every Friday, the girls who had learned how to ride a bicycle clechated by going on chaperoned trips into town. The purched girls sold '700 rolls of gif-warp paper and used the proceeds to buy us a yellow fleet of bicycle-buile-forew. We'd ride the bicycles upfull, a sanctioned pumping, a grim-faced nun predaling behind each one of us. 'Congratulations' it muss would half. 'Being human is like riding this bicycle. Once you've learned how, you'll have fover, 'Marslaki would' nu nafer the bicycle, growing out

do the Sausalito but Jeanette. The muns decided we needed an inducement to dance. They amounced that we want to be needed an inducement to dance. They amounced that we want to be the process of the pro

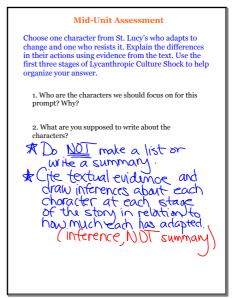
peanette blew her nose into a nearby curtain. (Even her mistakes noyed us—they were always so well intentioned.) She sniffled and middle of a line in her book. The lakewater was reinventing the set and the white more always in a contract of the same of th

Group Reading 5 *

Brainstorming with the Text

- 3. Which of the characters have adapted to change?
- 4. How have we seen this adaptation take place?
- 5. Which of the characters have resisted change?
- 6. How have we seen this resistance take place?
- 7. What do you notice about the textual evidence that has been gathered? What connections or inferences can you make at this point in the discussion?

Brainstorming 1



Mid-Unit Assessment Prompt

lame:	Date:
iglish 9	Mid-Unit Assessment
Evidence	Collection
Prompt: Choose one character from St. Lucy's who ada	pts to change and one who resists it. Explain the differen
	he first three stages of Lycanthropic Culture Shock to help
Character who adapts to change	Character who resists change
Character who adapts to change	Character who resists change
	•
tage One:	
Textual Evidences	Textual Evidences
How does this evidence show the character adapts to	How does this evidence show the character resists
change?	change?
Stage Two:	
Textual Evidence:	Textual Evidence:
How does this evidence show the character adapts to	How does this evidence show the character resists
change?	change?

Oct 15-10:04 AM

9th Grade 3