

M1.U1.L7

- Standards: RL.9-10.1, RL.9-10.3, RL.9-10.4, W.9-10.2
- Text: "St. Lucy's Home for Girls Raised by Wolves"

Guiding Question:

How is the epigraph's description of Stage 2 reflected in the girls' experiences in this section of the text?

Guiding Question L2

Lesson Agenda

- Introduction of Lesson Agenda
- Homework Accountability
- Introduction of Text Analysis Rubric
- Evaluate Authentic Work
- Close Reading of Stage 2 of "St. Lucy's"
- Quick Write with Student Evaluation
- Closing

Lesson Four Agenda

Learning Standards

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).

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.

Learning Standards

Learning Standards

W.9-10.2

NEW

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

New Standard W.9-10.2

Model Student Response

Lesson 6, Part C Prompt:

Based on the lesson's discussion and text evidence annotated, how accurately does the Stage 1 epigraph represent the pack's initial experience at St. Lucy's? Write a paragraph response using your annotations to identify 2-3 pieces of strong text evidence for your answer.

Model Student Response:

The Stage 1 epigraph describes Stage 1 as both fun and exciting but Stage 1 describes more than just fun and excitement. Therefore, the epigraph is not entirely accurate. According to the narrator, the pack is also confused and upset at times. The text describes the pack running along the shore, looking at one new jumper and another one. Two brothers stood on the deck, looking small as confetti (p. 228). Words like "agitation" and "confused" are not described in the Stage 1 epigraph. These words are negative words and would not be used to describe an experience that was actually "fun" or "exciting."

Evaluation:

1. What evidence did the writer supply that was effective and specific? 2
2. Using the Text Analysis Rubric, how would you describe the writer's claim? 3
3. Using the Text Analysis Rubric, how would you describe the writer's analysis of the text? 3
4. Using the Text Analysis Rubric, how would you describe the writer's command of evidence? 3
5. Using the Text Analysis Rubric, how would you score this response on a scale of 1-4? Why? 3
6. What is a recommendation you would give to the writer of this response?

Student Model Response

Silent Reading and Annotating

Stage 2: After a time, your students realize that they must work to adjust to the new culture. This work may be useful and students may experience a strong sense of dislocation. They may miss certain foods. They may spend a lot of time daydreaming during the period. Many students feel isolated, irritated, bewildered, depressed, or generally uncomfortable.

Those were the days when we dreamed of rivers and meat. The full moon nights were the worst! Worse than cold toilet seats and boiled tomatoes, worse than trying to will our tongues to curl around our false new names. We would snarl at one another for no reason. I remember how disorienting it was to look down and see two square-toed shoes instead of my own four feet. Keep your mouth shut, I repeated during our walking drills, staring straight ahead. Keep your shoes on your feet. Mouth shut, shoes on feet. Do not chew on your new penny loafers. Do not. I stumbled around in a daze, my mouth black with shoe polish. The whole pack was irritated, bewildered, depressed. We were all uncomfortable, and between languages. We had never wanted to run away so badly in our lives; but who did we have to run back to? Only the curled black grimace of the mother, holding his tawny head between his paws. Could we betray our parents by going back to them? After they'd given us the choicest part of the woodchuck, loved us at our hairless worst, nosed us across the ice floes and abandoned us at the Half-Way House for our own betterment?

BE SURE TO PAY SPECIAL ATTENTION TO THE LANGUAGE OF THE EPIGRAPH TO GUIDE YOUR READING AND ANNOTATION OF THE REST OF THE PASSAGE.

Text Dependent Questions

1. What are some changes that will happen in Stage 2 according to the Stage 2 epigraph?
2. What is "disorienting" about looking at the shoes for the narrator and what could *disorienting* mean?
3. What has "bewildered" the girls?
4. What does the word *bewildered* mean in this context?

Silent Reading and TDQ Whole Class 1