

ELA Instructional Unit

The Immortal Life of Henrietta Lacks: An Introduction to Jim Crow and the Great Migrations

Title	<i>The Immortal Life of Henrietta Lacks:</i> An Introduction to Jim Crow and the Great Migrations
Class	ELA, GLE 4–8 (Pre-ASE)
Time	21-30 hours (allowing time for completion of Final Project). The teaching and learning will take 2-3 weeks.

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Purpose	<p>In this unit students will experience the accomplishment of reading a chapter book while studying rich content that focuses on the Jim Crow and Great Migrations periods of American history.</p> <p>Personal connections help students learn history, and adult learners find a personal connection to the characters in <i>The Immortal Life of Henrietta Lacks</i>. This book also provides an excellent platform to teach about Jim Crow and the Great Migrations.</p>
Goals and Outcomes	<p>Students will read selected chapters from <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot. Students will use information from those chapters and other teacher-provided materials to learn American history, and examine social and political concepts related to Jim Crow and the Great Migration(s). Students will use their acquired understandings to create a narrative for a fictional character that illustrates how opportunity, choices and historical context influence personal outcomes.</p>
Essential Questions to Guide the Unit	<p>How do circumstances—like historical context, place of birth, civic frameworks and institutions (laws, schools, voting rights) ethnicity, family income and education—combine with personal choices to affect personal outcomes?</p> <p>What has been the African-American experience in America?</p>
Key Resource	<p>Book: <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot Lexile Level: 1140L; Rated: Grades 7–12.</p> <p>Upper level 7–8 readers will be able to read the selected chapters independently. Upper Level STAR groups can use the chapters for fluency. Middle level readers will need additional scaffolding and support. Vocabulary and comprehension assignments appropriate for STAR classes are included in the lesson plans.</p>

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Additional Resources	<p>Websites:</p> <ul style="list-style-type: none"> • Ferris College, <i>Jim Crow Museum of Racist Memorabilia</i> (http://www.ferris.edu/jimcrow/what.htm) • PBS, WNET, <i>The Rise and Fall of Jim Crow</i> (http://www.pbs.org/wnet/jimcrow/) • PBS, WGBH, <i>The American Experience, Jim Crow</i> (http://www.pbs.org/wgbh/americanexperience/freedomriders/issues/jim-crow-laws) • The African-American Migration Experience (http://www.inmotionaame.org/) • The Great Migration: The African-American Exodus from the South (https://priceconomics.com/the-great-migration-the-african-american-exodus/) <p>Teacher-Created Materials (at https://www.sabes.org/curriculumELA)</p> <ul style="list-style-type: none"> • Vocabulary and comprehension exercises • Timelines and related exercises • Scenario exercises
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STANDARDS—Priority CCR-ELA Anchor Standards, level-specific	
Reading	<p>R.1.C: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>R.1.D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.2.D: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>R.7.D: Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p>
Writing	<p>W.3.B-D: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.7.C: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.7.D: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
Speaking & Listening	<p>L.2.D: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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UNIT OBJECTIVES—By the end of this unit, students will be able to:		
Content Objectives:		
<ol style="list-style-type: none"> 1. Create a timeline of the black experience in America from slavery to the Great Migration(s). 2. Analyze the geography of the pre-Civil War and post-Civil War periods in America with a focus on Jim Crow and the Great Migrations. 3. Explain the intents behind Jim Crow laws. 4. Explain the range and types of Jim Crow laws. 5. Explain the general factors that influence migration and immigration. 6. Analyze the factors that led to the Great Migration(s). 		
ELA Objectives:		
<ul style="list-style-type: none"> • Identify and use relevant materials from original and secondary sources to construct character narrative. 		
ASSESSMENT—demonstration of meeting the learning objectives		
Culminating	By the end of this unit, students will demonstrate their learning by writing a narrative for a fictional character who is born in the rural, Jim Crow south and migrates to the urban north. (see Final Project assignment sheet.)	
Evaluation	Learning will be evaluated by: <ul style="list-style-type: none"> • using checklists to assess task completion • using rubrics to assess understanding of content • using rubrics to assess performance on CCR Standards 	
Other Evidence	The unit journal, project organizers, and ELA worksheets will provide other evidence of learning.	
SUGGESTED SEQUENCE OF LESSONS AND ACTIVITIES		
Lesson 1	Introduction to <i>The Immortal Life of Henrietta Lacks</i>	Personal Narrative, Medical Research Scenario, Book Structure
Lesson 2	<i>The Immortal Life of Henrietta Lacks</i> , Chapter One: The Exam	Introduction to Jim Crow
Lesson 3	Timeline and Geography	Timeline of African-Americans in America, Pre-Civil War Maps, Great Migration Maps
Lesson 4	<i>The Immortal Life of Henrietta Lacks</i> , Chapter Two: Clover	Jim Crow and The Great Migrations
Final Project	Narrative Writing	
VOCABULARY	Vocabulary lists are included with the lessons.	