

## ELA Instructional Unit

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

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

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| <b>Purpose</b>                               | <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>   |
| <b>Goals and Outcomes</b>                    | <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> |
| <b>Essential Questions to Guide the Unit</b> | <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>  |
| <b>Key Resource</b>                          | <p>Book: <b><i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</b><br/>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.<br/>Middle level readers will need additional scaffolding and support.<br/>Vocabulary and comprehension assignments appropriate for STAR classes are included in the lesson plans.</p>  |

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| <b>Additional Resources</b> | <p>Websites:</p> <ul style="list-style-type: none"> <li>• Ferris College, <i>Jim Crow Museum of Racist Memorabilia</i> (<a href="http://www.ferris.edu/jimcrow/what.htm">http://www.ferris.edu/jimcrow/what.htm</a>)</li> <li>• PBS, WNET, <i>The Rise and Fall of Jim Crow</i> (<a href="http://www.pbs.org/wnet/jimcrow/">http://www.pbs.org/wnet/jimcrow/</a>)</li> <li>• PBS, WGBH, <i>The American Experience, Jim Crow</i> (<a href="http://www.pbs.org/wgbh/americanexperience/freedomriders/issues/jim-crow-laws">http://www.pbs.org/wgbh/americanexperience/freedomriders/issues/jim-crow-laws</a>)</li> <li>• The African-American Migration Experience (<a href="http://www.inmotionaame.org/">http://www.inmotionaame.org/</a>)</li> <li>• The Great Migration: The African-American Exodus from the South (<a href="https://priceconomics.com/the-great-migration-the-african-american-exodus/">https://priceconomics.com/the-great-migration-the-african-american-exodus/</a>)</li> </ul> <p>Teacher-Created Materials (at <a href="https://www.sabes.org/curriculumELA">https://www.sabes.org/curriculumELA</a>)</p> <ul style="list-style-type: none"> <li>• Vocabulary and comprehension exercises</li> <li>• Timelines and related exercises</li> <li>• Scenario exercises</li> </ul> |
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| <b>STANDARDS—Priority CCR-ELA Anchor Standards, level-specific</b> |  |
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| <b>Reading</b>   | <p><b>R.1.C:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>R.1.D:</b> 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><b>R.2.D:</b> 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><b>R.7.D:</b> 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> |
| <b>Writing</b>   | <p><b>W.3.B-D:</b> 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><b>W.7.C:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.7.D:</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>   |
| <b>Speaking &amp; Listening</b>                                    | <p><b>L.2.D:</b> 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:  |   |  |
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| <b>Content Objectives:</b>  |   |  |
| <ol style="list-style-type: none"> <li>1. Create a timeline of the black experience in America from slavery to the Great Migration(s).</li> <li>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.</li> <li>3. Explain the intents behind Jim Crow laws.</li> <li>4. Explain the range and types of Jim Crow laws.</li> <li>5. Explain the general factors that influence migration and immigration.</li> <li>6. Analyze the factors that led to the Great Migration(s).</li> </ol> |   |  |
| <b>ELA Objectives:</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Identify and use relevant materials from original and secondary sources to construct character narrative.</li> </ul>   |   |  |
| ASSESSMENT—demonstration of meeting the learning objectives   |   |  |
| <b>Culminating</b>  | 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.)                        |  |
| <b>Evaluation</b>   | Learning will be evaluated by: <ul style="list-style-type: none"> <li>• using checklists to assess task completion</li> <li>• using rubrics to assess understanding of content</li> <li>• using rubrics to assess performance on CCR Standards</li> </ul> |  |
| <b>Other Evidence</b>   | 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   |  |
| <b>VOCABULARY</b>   | Vocabulary lists are included with the lessons.   |  |