

Total Time: 3.5–5 hours

Prep

1. Download or have available the following files:

<http://americanradioworks.publicradio.org/features/remembering/index.html> (51:27)

<https://www.youtube.com/user/jimcrowmuseum> (22:48)

2. Materials and Additional Resources

- Student Journals for the Unit (Ongoing)
- *The Warmth of Other Suns*, Isabel Wilkerson (Lexile: 1160). Links to various editions here: <https://www.worldcat.org/title/warmth-of-other-suns-the-epic-story-of-americas-great-migration/oclc/477270924>
- Two stacks of index cards in two different colors, or something similar: post-its, poker chips, etc. The important part is two colors.

Orientation

1. Remind students of the unit topic. Orient them to the focus of the day’s lesson and how it fits in with the unit.

Action: Jim Crow Scenario + *The Immortal Life of Henrietta Lacks* Chapter One Vocabulary

Total 45 Minutes

Set Up

1. Have two stacks of index cards in two different colors. (or something similar: post-its, poker chips, etc. The important part is two colors.) Ask students to take an index card when they enter the room. You need multiple students in each of your two groups. If that doesn’t happen organically, intervene to make it happen.
2. Have students **fill out the K and W Columns** for Jim Crow KWL..... **5 minutes**
3. When you are ready to begin the lesson, regroup students based on their index card. Have one group sit in a less favorable spot (the back, the side, etc.) Have the other group sit in a more favorable location.
4. **Pre-teach vocabulary** for *The Immortal Life of Henrietta Lacks*, Chapter One..... **25 minutes**

A quadrant chart can be helpful for this. A sample from the STAR resources is included with the materials for this lesson.

- a. The favored group gets clean copies of the vocabulary, one per student.
- b. The un-favored (discriminated-against) group gets messed up copies, and not enough to go around. (The messed up copies are made by Xeroxing through multiple sheets of plastic.)
- c. If any students in the un-favored group protest, ask them to be patient, and assure them that having the class learn about how the vocabulary lesson went for them is part of the teaching and learning for the day.

5. Have students make a **journal entry** in their HELA journals about the lesson. **15 minutes**

Guiding questions:

- Describe what the teacher did for vocabulary teaching for each group. (Relate the set-up as well as they can.)
- Identify which group they were in (favored or discriminated against).
- Record any feelings they have about the exercise. How being in the group they were in affect their ability to follow the lesson/understand the vocabulary?
- Debrief: Have students share some of what they wrote if they want to.

HELA Chapter One

1. **Read Chapter One**..... **45 minutes**

GLE 6-8 can read the chapter independently. STAR classes may want to use Collaborative Oral Reading for that level. For the lower levels, have a fluent reader like the teacher read it out loud, or use the audio book.

- Have students write answers to the Chapter 1 Study Guide questions.

2. **Listen to the Jim Crow Audio Links** **15 minutes or more**

Go to (either or both):

(will depend on how much of the audio you listen to)

American Public Radio: <http://americanradioworks.publicradio.org/features/remembering/index.html> (51:27)

(0:00-3:48 is a good introduction)

Transcript: <http://americanradioworks.publicradio.org/features/remembering/transcript.html>

Jim Crow Museum: <https://www.youtube.com/user/jimcrowmuseum> (22:48)

(0:00-4:03 is a good introduction)

If you use the American Radioworks documentary, explain how **centuries** work:

The documentary begins, “For much of the 20th century....”

Students usually don’t know that this means the years from 1901-2000. (i.e. The first century was from 1-100, the second century was from 101-200, etc.)

3. Review the definitions of **discrimination** and **segregation**. Debrief with students to emphasize a working definition of Jim Crow:

Legal discrimination and segregation, and the system that was set up to support it. “Jim Crow was not just a character or a set of ‘laws’, it was a system that built upon itself to create and sustain a society with a racial hierarchy.”

Reread *The Immortal Life of Henrietta Lacks*: Chapter One 45 minutes

1. Use the Jim Crow Organizer to pick out examples of Jim Crow from the text. If additional scaffolding/support is needed, have students work together to identify the first instance in the chapter and go over it as a group before having students work independently.
2. Have students complete Chapter One, Vocabulary Exercise #1
3. Have students make an entry in their HELA Journals that connects the Jim Crow Scenario (i.e. the class set-up when the vocabulary was introduced) to the Jim Crow experience.

Guiding Question for the Journal Entry: What elements of a Jim Crow-style of system can you identify in the scenario that was used to introduce the Chapter One vocabulary?

Jim Crow Laws and Customs Research 60 minutes

1. Remind students that they will be creating a final project involving a character who experiences Jim Crow laws. It’s time to do some research about their character.
2. Have students choose the Southern state their character will begin their life in.
3. Have students record a minimum of 3-5 Jim Crow laws/customs from that state.

Resource link: <http://www.pbs.org/wnet/jimcrow/themap/index.html>

This interactive resource requires the Flash player. As of 2019 it is no longer actively maintained, but the Jim Crow law maps still work.

Other Resources for Jim Crow laws by state:

<https://www.ferris.edu/HTMLS/news/jimcrow/pdfs-docs/origins/jimcrowlaws.pdf>

https://en.wikipedia.org/wiki/List_of_Jim_Crow_law_examples_by_state

CLOSURE: Complete the L Column of the Jim Crow KWL..... 5 minutes or less**Enhancements for Differentiation**

1. HELA Chapter One Vocabulary Assignment #2
2. HELA Chapter One Comprehension Questions

A note about reading *The Immortal Life of Henrietta Lacks* with students:

The book is graded at Lexile 1140. Chapter one (or any of the non-medical, non-science [tier 3 word dense] chapters) will be at an appropriate level for a STAR 7-8+ fluency group with any appropriate EBRI strategy (collaborative oral reading, echo reading, marked phrase boundaries, etc.)