

ELA LESSON PLAN: The Immortal Life of Henrietta Lacks, Lesson TWO

Lesson Title, Overview	Jim Crow (lesson #2 of 4)	
Unit	<i>The Immortal Life of Henrietta Lacks:</i> An Introduction to Jim Crow and the Great Migrations	
Lesson Length	5–7 hours, over 3–4 sessions	
Class	ELA, Pre-ASE/GLE 4–8, STAR, CCRSAE C & D	
Created by	Ric Nudell, Aliza Ansell	
STAGE 1 – PLANNING for DESIRED RESULTS		
LESSON OBJECTIVES — <i>By the end of this lesson, students will be able to:</i>		
<ul style="list-style-type: none"> • Explain Jim Crow in its historical context. • Accurately retell Jim Crow laws from a chosen state. • Cite specific examples of Jim Crow laws found in <i>The Immortal Life of Henrietta Lacks</i>, Chapter 1. • Accurately use vocabulary introduced in this lesson. 		
Level-Specific CCR Standards that support and align with the Lesson Objectives	CCRSAE Instructional Shifts addressed in this lesson	
<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>W.7.C: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <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>	<p><input checked="" type="checkbox"/> Practice with complex text and its academic language</p> <p><input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts.</p> <p><input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction.</p>	
Guiding Question	Prior Knowledge Needed	
How did living during the Jim Crow period impact opportunities and out-comes for African-Americans?	None	
STAGE 2 – EVIDENCE of LEARNING		
<i>Ways that students and I will know the extent to which objectives have been met:</i>		
<ul style="list-style-type: none"> • Students will make a journal entry following the Jim Crow scenario. • Students will complete KWL Chart for Jim Crow. • Students will accurately complete the Chapter One HELA Study Guide. • Students will accurately complete the Jim Crow Chapter One organizer. • Students will accurately complete the Chapter One Vocabulary Exercises. • Students will accurately complete the Final Project Organizer section related to Jim Crow and the southern state of origin for their character. 		

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STAGE 3 – ACTION	
INTRODUCTION — <i>Why is this important for students to learn? (hook, connection, relevance)</i>	
Understanding history/historical experience is relevant to help us understand how we arrived here—in our circumstances, in our time—and to help analyze how our choices might affect where we will end up. Understanding the African American experience from slavery to today is an important part of understanding American history. Jim Crow and the Great Migrations are two big themes in that history.	
MAIN ACTIVITIES <i>Each activity listed here is described in detail in the Lesson Narrative Guide, with times and materials.</i>	
<p>PRE-ASSESSMENT: K and W Completion of Jim Crow KWL Chart</p> <p>Activate a Personal Connection:</p> <ul style="list-style-type: none"> • Jim Crow Scenario/Chapter One Vocabulary Introduction <p>Read Chapter One (First Reading) of <i>The Immortal Life of Henrietta Lacks</i></p> <ul style="list-style-type: none"> • Complete the Study Guide <p>Listen to the Jim Crow Audio Links</p> <ul style="list-style-type: none"> • Journal Entry: Definition of Jim Crow <p>Read Chapter One (Second Reading) of <i>The Immortal Life of Henrietta Lacks</i></p> <ul style="list-style-type: none"> • Complete the Jim Crow Organizer <p>Research Jim Crow Laws and Customs</p> <ul style="list-style-type: none"> • Complete Final Project Jim Crow Section Organizer <p>CLOSING: Students complete the L Column of the Jim Crow KWL.</p>	<p>Materials</p> <ol style="list-style-type: none"> 1. Jim Crow KWL Chart 2. Index Cards 3. Chapter One Vocabulary Sheets (two versions) 4. Student Journals 5. Chapter One Vocabulary Exercises 6. Chapter One Study Guide 7. (Student Journals) 8. HELA Jim Crow Organizer 9. Final Project Organizer
Notes to Teachers:	
<p><i>Scaffolding provided in the lesson sections should be adequate for GLE 7-8 readers. GLE 4-6 readers will benefit from listening to the chapter either when a fluent reader reads, or using the audio book.</i></p> <p><i>The CCRSAE-ELA Instructional Shifts are evidenced through completing the Chapter One study guide, the Chapter One Jim Crow Organizer, and the Final Project Organizer, which require use of content-rich non-fiction sources (the book and web sites.)</i></p>	

After teaching this lesson, add a *Reflection* on what to remember when teaching it again, including what adaptations you would make.

Useful documents on the SABES website:

[“Standards-Aligned Classroom”](#), [“Instructional Planning Guide for ELA”](#), [“Three Key Shifts”](#)