

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

<b>Lesson Title, Overview</b>	<b>Introduction to the Great Migrations</b> (lesson #4 of 4)	
<b>Unit</b>	<i>The Immortal Life of Henrietta Lacks:</i> <b>An Introduction to Jim Crow and the Great Migrations</b>	
<b>Lesson Length</b>	3 hours, over 2–3 sessions	
<b>Class</b>	ELA, Pre-ASE/GLE 4–8, STAR, CCRSAE C & D	
<b>Created by</b>	Ric Nudell, Aliza Ansell, Kristi Kaepfel	
<b>STAGE 1 – PLANNING for DESIRED RESULTS</b>		
<b>LESSON OBJECTIVES</b> — <i>By the end of this lesson, students will be able to:</i>		
<ul style="list-style-type: none"> <li>• Accurately describe the push-pull factors that influence human migration.</li> <li>• Accurately explain the push-pull factors that influenced the Great Migrations.</li> <li>• Accurately identify push-pull factors that influenced the Lacks family decision to move.</li> <li>• Accurately use tier two vocabulary drawn from <i>The Immortal Life of Henrietta Lacks</i>, Chapter Two.</li> </ul>		
<b>Level-Specific CCR Standards that support and align with the Lesson Objectives</b>	<b>CCRSAE Instructional Shifts addressed in this lesson</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>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> <p><b>L.6.C:</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases</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 <b>evidence</b> from literary and informational texts.</p> <p><input checked="" type="checkbox"/> <b>Build knowledge</b> through content-rich nonfiction.</p>	
<b>Guiding Question</b>	<b>Prior Knowledge Needed</b>	
What factors led to the Great Migrations?	None	
<b>STAGE 2 – EVIDENCE of LEARNING</b>		
<i>Ways that students and I will know the extent to which objectives have been met:</i>		
<ul style="list-style-type: none"> <li>• Students accurately complete the migration push-pull worksheets.</li> <li>• Students will accurately complete <i>The Immortal Life of Henrietta Lacks</i> “Chapter Two Study Guide”.</li> <li>• Students will accurately complete the Great Migrations section of their final project Character Template organizer.</li> </ul>		

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<b>STAGE 3 – ACTION</b>	
<b>INTRODUCTION</b> — <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.	
<b>MAIN ACTIVITIES</b> <i>Each activity listed here is described in detail in the <b>Lesson Narrative Guide</b>, with times and materials.</i>	
<p><b>PRE-ASSESSMENT:</b> None</p> <p><b>Immigration/Migration: Push-Pull Factors</b></p> <ul style="list-style-type: none"> <li>• Explicitly teach migration/immigration/emigration in terms of push-pull factors. Any current stories about refugees or immigration issues can form a timely connection.</li> <li>• Have students complete the two push-pull worksheets. It makes sense to separate completion of the sheets with teaching/discussion/examples since the content of the sheets is similar.</li> <li>• Have students complete the Great Migration push-pull worksheet.</li> </ul> <p><b>The Immortal Life of Henrietta Lacks—Chapter Two, 1<sup>st</sup> Reading</b></p> <ul style="list-style-type: none"> <li>• Introduce the Chapter Two vocabulary</li> <li>• Students read Chapter Two</li> <li>• Students complete the Chapter Two study guide.</li> </ul> <p><b>The Immortal Life of Henrietta Lacks—Chapter Two, 2<sup>nd</sup> Reading</b></p> <ul style="list-style-type: none"> <li>• Students re-read Chapter Two.</li> <li>• Students fill out a Jim Crow Organizer.</li> <li>• Students fill out a Great Migrations Organizer.</li> <li>• Students complete a vocabulary exercise.</li> <li>• Students will complete the Great Migrations section of their Final Project Organizer.</li> </ul>	<p><b>Materials</b></p> <ol style="list-style-type: none"> <li>1. Push-pull scenario worksheets (2)</li> <li>2. Great Migration push-pull worksheet</li> <li>3. Chapter Two Vocabulary guide</li> <li>4. <i>The Immortal Life of Henrietta Lacks</i> (Chapter Two)</li> <li>5. Chapter Two study guide</li> <li>6. Jim Crow Organizer</li> <li>7. Great Migrations Organizer</li> <li>8. vocabulary exercise</li> <li>9. Final Project Organizer</li> </ol>
<b>Notes to Teachers:</b>	
<p><b>Differentiation and Scaffolding:</b> Normal STAR differentiation should be used. Some students will read the chapter independently and use it for fluency practice. Other students will listen to the chapter. Some direct teaching about push-pull and immigration is needed to provide scaffolding.</p> <p><b>CCRSAE Instructional Shifts:</b> Students are reading <i>The Immortal Life of Henrietta Lacks</i> which is “content-rich non-fiction.” They are using information from the text on their final project to demonstrate understanding of Jim Crow and the Great Migrations.</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”](#)