

Lesson Guidance 10	
<b>Grade</b>	10
<b>Unit</b>	3
<b>Selected Text(s)</b>	The Immortal Life of Henrietta Lacks, Chapters 12 and 13
<b>Duration</b>	Approx 1-2 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will understand how Skloot uses literary devices to draw attention to Henrietta's humanity.

Students will understand how the NFIP, HeLa cells, and the Tuskegee Institute all worked together to help eradicate polio.

<p><b>CCSS Alignment</b></p>	<p><u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<p>Ask students to respond to the following question: Why did Skloot choose to include the scenes from Henrietta's funeral?</p>
<p><b>Knowledge Check</b> <i>What do students need to</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"> <li>Knowledge of text thus far</li> </ul>



*know in order to access the text?*

**Key Terms** (*domain specific terms to analyze the text*)

- **situational irony:** when something is done to bring about an intended result and the opposite result happens
- **imagery:** visually descriptive language
- **mood:** the overall feeling of a scene for the reader created by the author (the overall emotional atmosphere of a literary work)

**Vocabulary Words** (*words found in the text*)

- **terminal:** forming the end of something
- **uremia:** blood poisoning
- **inoculate:** treat with a vaccine to produce immunity against a disease

**Core Instruction**

*Text-centered questions and ways students will engage with the text*

**Opening Activity:**

Play the trailer from the Henrietta Lacks film. What argument is this trailer making about Henrietta and her life?

 The Immortal Life of Henrietta Lacks Trailer #1 (2017) | Movieclips Trailers

**Content Knowledge:**

These chapters continue to explore the life of Henrietta Lacks, but also makes the bridge between how her cells went from George Gay's lab to being massed produced and becoming the infamous HeLa cells. Teach the vocabulary words **as they appear on the text**.

**Small Group Reading:**

Chapters 12 and 13 will be read in short chunks to help students identify the key information presented in the chapters. Create opportunities for students to share their ideas.

Define the term **situational irony** for students. Ask students to read the first three paragraphs of Chapter 12 in their small groups and respond to the following questions:

- How did a representative from Hopkins convince Day to collect cells by doing an autopsy? How is the representative's statement about Day's children an example of situational irony?

Define the term **imagery** for students. Ask students to read the remainder of the page 90 and the partial paragraph at the top of 91 and respond to the following questions:

- How does Skloot use imagery to demonstrate to the reader Henrietta's humanity? (red toe nails). Why is it important to remember that people are an important part of medical advancements?

Define the term **mood** for students. Ask students to read the remainder of Chapter 12 and describe the mood surrounding Henrietta's funeral and the day she was buried.

[ELD Interacting with the Text](#)

### Shared Reading:

Read pages 93-97 of Chapter 13 to or with students. Ask students to use the [Somebody/Wanted/But/SoThen](#) strategy in order to help students understand how the HeLa factory was created using Henrietta's cells. Students can track their ideas on the charts while reading or complete the chart whole group after reading. The goal is to support students with understanding how the HeLa factory came to be and the role the Tuskegee Institute played.

Teach the definition of the words **as they appear in the text**.

**Somebody:** *The NFIP*

**Wanted:** *to conduct the largest field trial for the polio vaccine*

**But:** *the monkeys they wanted to test on were too expensive for the amount of testing needed to be conducted.*

**So:** *Gey and William Scherer realized that infecting the reproduced HeLa cells with the vaccine would produce the results the NFIP needed*

**Then:** *the NFIP created a HeLa Distribution Center at the Tuskegee Institute to create HeLa cultures that were alive, healthy, and could be shipped safely across the country to prove the Salk vaccine was effective.*


### Formative Assessment:

Ask students to respond to the following question: Why did Skloot choose to include the scenes from Henrietta's funeral?

### Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> N/A
Writing	<a href="#">Pattan Writing Scope and Sequence</a> Quality of Writing I. Focus II. Content

### Additional Supports

<a href="#">ELD Practices</a>  ELD ELA Tasks an...	<a href="#">See in Lesson Guidance: ELD Interacting with the Text</a>
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access



<a href="#"><u>MTSS Practices</u></a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access