

Lesson Guidance 2	
Grade	10
Unit	3
Selected Text(s)	The Immortal Life of Henrietta Lacks, Prologue
Duration	Approx 1 day

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

Learning Goal(s) <i>What should students understand about today's selected text?</i>	
Students will gain an understanding of the point of view and author's purpose in writing the novel, as well as how the novel is a piece of creative nonfiction.	
CCSS Alignment	<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.RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</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>
End of lesson task <i>Formative assessment</i>	Skloot describes how little information was available about Henrietta and her life prior to her beginning her research for the novel. Why do you think this drove Skloot to want to research Henrietta and her story? How do you think her perspective and point of view will impact the story?
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background knowledge</p> <ul style="list-style-type: none"> Understanding of the author's motivation in writing this text Background on HeLa cells and their importance to the medical/scientific community <p>Key terms (domain specific terms to analyze the text)</p> <ul style="list-style-type: none"> point of view: the position from which something or someone is observed author's purpose: reason for or intent in writing. An author's purpose



may be to amuse the reader, to persuade the reader, to inform the reader, or to satirize a condition.

- **creative nonfiction:** piece of writing that is focused on story, meaning it has a narrative plot with an inciting moment, rising action, climax and denouement, just like fiction. However, it is a story based in truth and is an accurate retelling of the author's life experiences.
- **first person point of view:** The narrator is a character in the story, may be unreliable (not relating the literal truth about events)
- **third person limited narration:** the narrator is not a character in the story but reflects the viewpoint of one character. Thoughts and feelings of other characters may be ambiguous or unclear.

Vocabulary Words

- **mitosis:** the process by which a cell replicates its chromosomes and then segregates them, producing two identical nuclei in preparation for cell division
- **nucleus:** the positively charged central core of an atom, consisting of protons and neutrons and containing nearly all its mass
- **cytoplasm:** the material or protoplasm within a living cell, excluding the nucleus

Core Instruction

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

Opening Activity:

We must not see any person as an abstraction.
Instead, we must see in every person a universe with its own secrets,
with its own treasures, with its own sources of anguish,
and with some measure of triumph.

—ELIE WIESEL

from *The Nazi Doctors and the Nuremberg Code*

What idea is Wiesel trying to convey about what it means to be human?

ELD Preparing the Learner

Content Knowledge:

Review the premise of the book and its focus on the story behind the HeLa cells. Point out the differences between the genres of historical fiction and nonfiction. Define “creative nonfiction,” a genre in which all facts are accurate and verifiable, but presented in a creative way that emphasizes storytelling through the use of scenes, dialogue, and other techniques more often found in fiction. Discuss the differences between creative nonfiction and traditional journalism. Discuss the methods by which a nonfiction writer is able to recreate dialogue and recount descriptions of historical events and locations.

Discuss point of view and how it relates to the novel. Skloot writes in a third person limited narrator and keeps herself out of the story as much as possible in order to fully develop Deborah and the rest of the main figures and the family. For sections that are directly related to her time with Deborah and the Lacks family,

Skloot writes in first person. Discuss how students believe this shift in perspectives will alter how the story of Henrietta Lacks is told.

The vocabulary words for today's lesson are scientific terms. Review the word as needed before teaching the lesson. Also consider briefly explaining the words as they appear in the text.

Shared Reading:

As a class, begin reading the epigraph and prologue (The Woman in the Photograph) as a whole group, pausing to answer questions and clarify content. Remind students that the prologue is written in first person by Rebecca, but that the novel will switch back and forth between first and third person as she presents Henrietta's story. Use the following questions to guide student thinking:

1. How is Henrietta's picture described? What names have been attributed to her?
2. The author uses several similes to describe cells. What simile does she use to describe the way a cell looks? What simile does she use to explain the functions of the different parts of a cell? What do these similes suggest about biology?
3. What is mitosis? What beneficial biological processes involve mitosis?
4. What happens when there is a mistake during the process of mitosis?
5. According to Defler, how important was the discovery of HeLa cells?
6. How does Skloot describe Henrietta's family's reaction to her cells?

ELD Interacting with the Text

Student Discourse:

Have students work with a partner to complete a Think-Pair-Share. In their pairs, students should discuss the following questions and be prepared to share out their responses.

1. Why do they think there was no information available about Henrietta Lacks and her story?
2. Look at pages 6-7 and describe the ways that Deborah and Rebecca's lives become intertwined.
3. How do you think the different perspectives of Deborah and Rebecca will impact how Henrietta's story is told? Whose perspective is more legitimate in your opinion? Why?

Formative Assessment:

Have students respond to the following prompt in a well written paragraph:

Skloot describes how little information was available about Henrietta and her life prior to her beginning her research for the novel. Why do you think this drove Skloot to want to research Henrietta and her story? How do you think her perspective and point of view will impact the story?

ELD Extending Understandings

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)

Sentence Comprehension

[Juicy Sentence](#) protocol with sample sentence



	"Her light brown skin is smooth, her eyes still young and playful, oblivious to the tumor growing inside of her - a tumor that would leave her give children motherless and change the future of medicine." (p.1)..
Writing	Pattan Writing Scope and Sequence Quality of Writing I. Focus

Additional Supports	
ELD Practices ☰ ELD ELA Tasks an...	See in Lesson Guidance: ELD Preparing the Learner, Interacting with the Text, and Extending Understandings
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access