

Lesson Guidance 20	
Grade	10
Unit	3
Selected Text(s)	The Immortal Life of Henrietta Lacks; Chapter 33
Duration	Approx 2-3 days

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

Learning Goal(s)

What should students understand about today's selected text?

Students will perform a close reading of Chapter 33 of The Immortal Life of Henrietta Lacks and will analyze and interpret historical research about public institutions for mental health.

CCSS Alignment

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.9-10.1

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.

End of lesson task *Formative assessment*

Deborah is looking for information that may be upsetting to her, but she still wants to find it. Why do you think she wants to find this information so badly? Will it help her to know more? Why or why not? If you were in her situation, do you think you would want to have this potentially upsetting information? Why or why not?



Knowledge Check

What do students need to know in order to access the text?

Background knowledge

- Students should have a firm understanding of the idea of immortal cells, a continuously dividing set of cells used in medical research derived from a single human cell.
- Public Psychiatric Hospitals - previously known as lunatic asylums or insane asylums and currently referred to as mental health units or behavioral health units are hospitals or wards specializing in the treatment of severe mental disorders, such as schizophrenia, bipolar disorder, and major depressive disorder.

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

- **imagery:** visually descriptive language
- **historical document:** original documents that contain important historical information about a person, place, or event and can thus serve as primary sources as important ingredients of the historical methodology
- **primary source:** immediate, first-hand accounts of a topic, from people who had a direct connection with it.
- **secondary source:** one step removed from primary sources, though they often quote or otherwise use primary sources. They can cover the same topic, but add a layer of interpretation and analysis

Vocabulary Words *(words found in the text)*

- **archivist:** a person responsible for collecting, organizing, preserving maintaining original material

Core Instruction

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

Note for Instructors: Be advised that this chapter and the materials in this lesson explicitly detail the violent mistreatment of the people with disabilities. Please review the materials closely before teaching them and make the best decision for your class about how the materials will be used. The use of the word “Negro” will also need to be contextualized and discussed before it is used in class.

Opening Activity:

Photograph Analysis: Students will study and analyze the 2 images for at least two minutes. Students will form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible. Then students will use the chart on their handout to list people, objects, and activities in the photograph. Based on what students have observed in the photographs, they will list three things you might infer from these photographs. Students will then answer three analysis questions about each photograph.

Content Knowledge:

Students will be introduced to the concept of [HIPPO for Historical Secondary Documents](#). Review the concepts of **primary source** and **secondary source** as needed. Pre-teach vocabulary words as needed.

Mystery Envelopes Stations:



Students will be divided into 5 groups. Pass out to each student the 5 copies of the [HIPPO Written Document Analysis Sheet](#). Students will rotate between 5 stations. At each station will be copies of a secondary source document on the history of mental hospitals in the United States in manila envelopes. Students will spend time reading and analyzing each document. After all the groups have rotated through each station they will join in a plenary discussion beginning with the prompt, “How does the fate of Elsie Lacks, Henrietta’s disabled daughter, who died at the Crownsville Hospital for the Negro Insane of Maryland, illustrate the importance of consent in medical ethics?”

Article 1: A Brief History of Mental Illness and the U.S. Mental Health Care System.pdf

Article 2: A home way from home.pdf

Article 3: Historic mental hospital closes - Washington Times.pdf

Article 4: History of Psychiatric Hospitals • Nursing, History, and Health Care • Penn Nursing.pdf

Article 5: Out of an Insane Asylum.pdf

Shared Reading:

Read chapter 33 “The Hospital for the Negro Insane” out loud to or with students, pausing to ensure students understand the answers to the following questions:

1. Does the title of this chapter evoke an emotional response from you? Why do you think Skloot chose this title?
2. Compare the connotations of the name “Crownsville” with the name “Hospital for the Negro Insane.” What do you think the directors were trying to achieve when they renamed the facility?
3. Why did Deborah and Skloot travel to Crownsville?
4. Why was Skloot surprised by the appearance of Crownsville? What do you think she expected to find?
5. Who is Paul Lurz? Which comments of his foreshadow that something terrible happened to Elsie?
6. Why were the hospital’s medical records from the 1950s and earlier disposed of?
7. What part of Elsie’s medical records did Lurz have? Why had he saved patients’ medical records? Why was he surprised that he had Elsie’s records in particular?
8. Skloot carefully describes the photograph of Elsie. What specific things can you infer about Elsie’s treatment based on the photograph’s description?
9. How does Deborah demonstrate that she is in control when her right to view Elsie’s records is questioned?
10. Describe conditions at the hospital during the time period when Elsie was a patient there.
11. Compare and contrast the medical research likely performed on Elsie with Gey’s research and Southam’s research. Does some medical research seem “more wrong”? Why do you think you feel that way?
12. What does Deborah’s comment to Lurz that “if you gonna go into history, you can’t do it with a hate attitude” tell you about the type of person she is?
13. How did Deborah initially react to the news about her sister? How did her reaction evolve after she had a chance to dwell on the picture and process the disturbing information she had been given?
14. Skloot ends this chapter with Deborah deciding to finally give her access to Henrietta’s medical records. Explain why this moment is significant.

[ELD Interacting with the Text](#)

Formative Assessment:

Deborah is looking for information that may be upsetting to her, but she still wants to find it. Why do you think she wants to find this information so badly? Will it help her to know more? Why or why not? If you were in her situation, do you think you would want to have this potentially upsetting information? Why or why not?

[ELD Extending Understandings](#)

Optional Extension Activity:

Students will read the article [“How Could It Not Be Haunted?” The Haunted Hospital as Historical Record and Ethics Referendum.](#) by Dayle Delancey. Students will discuss the hauntings of these hospitals both literal and figurative and in the article Delancey contends that “the public has not only memorialized those patient populations whom historical instances of purported abuse, neglect, and maltreatment once marginalized, but has also given those patients voice, agency, and, by extension, a measure of justice.” and what that means for Elsie and Deborah Lacks and Rebecca Skloot.

Deborah is haunted by both the lack of knowledge that she has about her sister Elsie and the knowledge she gains after visiting Crownsville Hospital and talking to Paul Lurz. What do you think of the connection between Elsie Lacks and haunted hospitals?

Students will then respond to the following questions: What was your reaction to the description of the conditions and studies being done at Crownsville back in the 1950s? Paul Lurz said, “Sometimes learning can be just as painful as not knowing.” Do you think that was true for Deborah? Can you think of situations where this has been true in your own life?

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “As we drove to Clover, each time we stopped, Deborah leapt from the car, clutching the new photo of her sister and thrusting it into the face of every person we met: a woman on a street corner, the man pumping our gas, a pastor at a small church, our waitress.” (p.277)
Writing	Pattan Writing Scope and Sequence Purposes of Writing III. Opinion/Argument Writing

Additional Supports

ELD Practices ELD ELA Tasks and Scaffolding Directions	ELD 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
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