

Lesson Guidance 9	
Grade	10
Unit	3
Selected Text(s)	The Immortal Life of Henrietta Lacks, Chapter 11
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 understand how the author characterizes Henrietta as a wife, mother and relative as she describes Henrietta's death.	
CCSS Alignment	<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.9-10.2</u> 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.</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>
End of lesson task <i>Formative assessment</i>	<p>Ask students to independently draft a response to the following Keystone style constructed response question:</p> <p>Explain the impact Henrietta had on those around her. Use information from the chapter to support your explanation.</p>
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"> Knowledge of cervical cancer and the serious impact it can have on a woman. <p>Key Terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> anecdote: a short amusing or interesting story about a real incident or person (a story with a point) characterization: the techniques an author uses to build understanding of a character <p>Vocabulary Words (<i>words found in the text</i>)</p> <ul style="list-style-type: none"> deficit: the amount by which something is too small. analgesics: an analgesic drug; a painkiller

- **disoriented:** having lost one's sense of direction

Core Instruction

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

Note for Instructors: *This Chapter focuses on the final days of Henrietta before she dies and includes occasionally graphic descriptions of the pain she experienced before she died. Be mindful of how students may react to an explicit discussion of death and the impact that death has on a family and a community. Read the chapter closely before instruction to be aware of these moments and mitigate the impact properly.*

Opening Activity:

In Chapter 10, Henrietta's cousin Cootie calls Henrietta a "very good condition person" (p.81). What do you think he means when he says this? What makes someone a "very good condition person"?

Shared Reading:

Lead students through the reading of Chapter 11. While reading, draw attention to the ways in which Skloot characterizes Henrietta as she prepares to die. Define the vocabulary words as they appear in the text.

Small Group Reading and Writing:

Move students into groups and ask them to make a list of the anecdotes Skloot shares in the chapter that describe the impact Henrietta had on those around her. Use [two column notes](#) or a class note take system. Summarize the anecdote and state what this anecdote tells us about Henrietta's character and the impact she had on those around her.

Formative Assessment/Constructed Response:

Ask students to independently draft a response to the following Keystone style constructed response question:

Explain the impact Henrietta had on those around her. Use information from the chapter to support your explanation.

[Writing a Keystone Style Prompt](#)

[ELD Extending Understandings](#)

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)

Sentence Comprehension

[Juicy Sentence](#) protocol with sample sentence



	N/A
Writing	Pattan Writing Scope and Sequence Quality of Writing: II: Content: C: Select content to achieve purpose D: Write using domain specific vocabulary

Additional Supports	
ELD Practices ☰ ELD ELA Tasks an...	See in Lesson Guidance: ELD 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