

Lesson Guidance 22	
Grade	10
Unit	3
Selected Text(s)	The Immortal Life of Henrietta Lacks, Chapter 38
Duration	Aprox 1 Day

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

Learning Goal(s)

What should students understand about today's selected text?

Students will identify key words and phrases that highlight the tone of this chapter.
Students will be able to synthesize main ideas and key details from *The Immortal Life of Henrietta Lacks* by concluding their reading of the novel.

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.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.RI.9-10.6

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.

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

Chapter 38 focuses on the theme of death and an attempt to erase the past. This is highlighted through the disappearance of Henrietta's home town,



	Clover, as well as the death of her daughter, Deborah. How do the words and phrases in this chapter reinforce the foreboding tone associated with death and the attempt to erase the past of Henrietta Lacks? Cite textual evidence to support your response.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Clover, Henrietta's hometown • Henrietta Lacks' story and family information Key terms (<i>domain specific terms to analyze the text</i>) • 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. • characterization: the techniques an author uses to build understanding of a character • diction: the word choice and style of language used by an author or character • tone: attitude of the author or narrator towards events or character Vocabulary Words (<i>words found in the text</i>) • quintuple bypass: the most intricate heart bypass surgery and includes all five of the major arteries feeding the heart. • anesthesia: insensitivity to pain, especially as artificially induced by the administration of gasses or the injection of drugs before surgical operations. • itemize: break down (a whole) into its constituent parts. • razed: completely destroy (a building, town, or other site).

Core Instruction

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

Opening Activity:

What significance does Clover hold in the story of Henrietta Lacks?

***You may wish to ask students to revisit Chapter 2, "Clover" Chapter 10, "The Other Side of the Tracks"**

Content Knowledge:

This chapter reinforces feelings of erasure and death with the demise of Clover, Henrietta's hometown and ultimately the death of Deborah. As you are reading this chapter, direct students to key words and phrases that help to contribute to the tone of this chapter. It may be helpful to provide students with a graphic



organizer to track their ideas as you do a whole class read-aloud. Some examples may include:

- “Clover was gone.” (305)
- “...what remained of the town of Henrietta’s youth” (305)
- Corpse (306)
- Vanishing (306)
- “Death just following us and this story everywhere we go,” she’d say. (306)
- “People was always tryin to keep them down and stop them from doing what they want just like people always doin with me and the story about my mother.” (309)

. Shared Reading:

Read this chapter as a whole group, pausing at various intervals to answer clarifying questions where necessary. Use the following questions to help guide students’ understanding:

1. What string of events in 2009 suggests that, if Skloot had not begun researching Henrietta’s story a decade earlier, it may have been lost forever?
2. At the time of this book’s publication, how had the lives of Henrietta’s great- and great great-grandchildren been affected by Skloot’s research, and by the knowledge and understanding of Henrietta’s contribution to science?
3. Skloot begins and ends the book with Deborah’s voice. How does this choice impact the reader’s experience of the story?

Review the definition of the vocabulary words **as they appear in the text**.

ELD Interacting with the Text

Student Discourse:

Put students into small groups. Now that they know about the demise of Clover and the death of one of the most prominent characters, Deborah, allow them time to discuss how the disappearance of Clover was a premonition of things to come with the untimely death of Deborah. Allow students the chance to share their words and phrases they collected during reading with their groups. After small group discussion, come back together as a whole group. Share the words and phrases students compiled. Revisit the idea of diction for students and brainstorm as a class possible words to describe the tone of this final chapter. Students may have different interpretations, so it’s crucial to allow them this time to share their ideas.

Formative Assessment:

After the student discourse, allow students the opportunity to independently draft their responses.

The prompt is as follows:

Chapter 38 focuses on the theme of death and an attempt to erase the past. This is highlighted through the disappearance of Henrietta’s home town, Clover, as well as the death of her daughter, Deborah. How do the words and phrases in this chapter reinforce the foreboding tone associated with death and the attempt to erase the past of Henrietta Lacks? Cite textual evidence to support your response.

ELD Extending Understanding



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 I. Focus II. Content

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