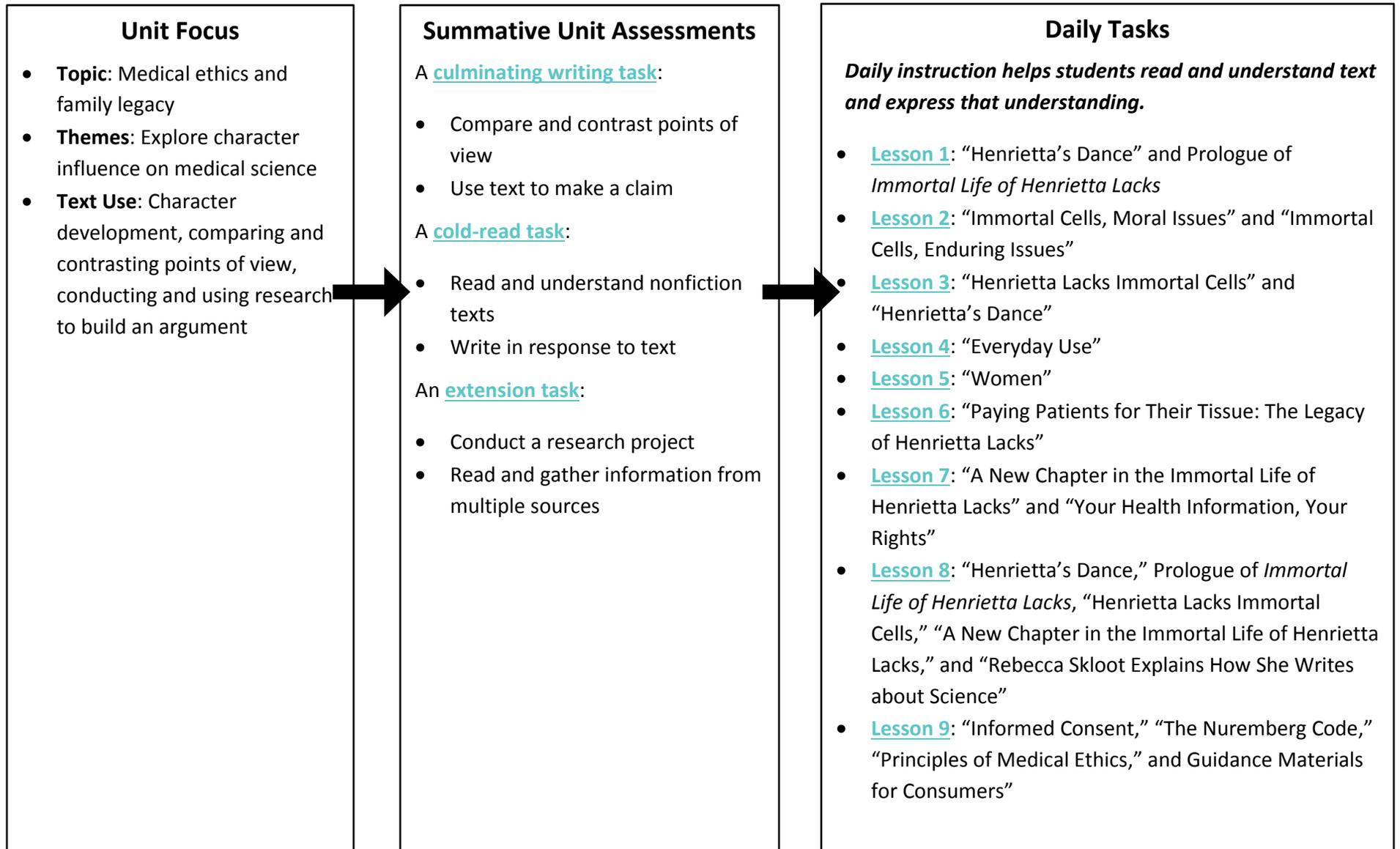


UNIT: “HENRIETTA’S DANCE”

<p>ANCHOR TEXT “Henrietta’s Dance,” Rebecca Skloot (Informational)</p> <p>RELATED TEXTS <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • “Everyday Use,” Alice Walker (Short Story) • “Women,” Alice Walker (Poem) <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • Prologue from <i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot • “Henrietta Lacks’ ‘Immortal’ Cells” from <i>Smithsonian Magazine</i>, Sarah Zielinski • “‘Immortal’ Cells, Moral Issues” from <i>The Baltimore Sun</i>, Ruth R. Faden and “Immortal Cells, Enduring Issues” from <i>Johns Hopkins Magazine</i>, Dale Keiger • “Paying Patients for their Tissue: The Legacy of Henrietta Lacks” from <i>Science</i>, Robert D. Truog, Aaron S. Kesselheim, Steven Joffe • “A New Chapter in the Immortal Life of Henrietta Lacks” from <i>National Geographic</i>, Marc Silver <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • Henrietta and David Lacks from <i>Smithsonian Magazine</i> (Photograph) • Photographs from “Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal,” Denise Watson • The Sunflower Quilting Bee at Arles, Faith Ringgold (Art) • “Your Health Information, Your Rights,” US Department of Health and Human Services, Office for Civil Rights (Video) 	<p>UNIT FOCUS</p> <p>Students consider the importance of leaving a legacy and the myriad ways that we can leave a legacy, through our language, our families, or even our cells. Students also explore the issue of ownership and ethics of medical research. This set pairs well with biology¹ and civics, allowing students to contextualize and extend content learned in other courses.</p> <p>Text Use: Character development, compare and contrast points of view, conduct and use research to build an argument</p> <p>Reading: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, RI.9-10.10</p> <p>Writing: W.9-10.1a-e, W.9-10.2a-f, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10</p> <p>Speaking and Listening: SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6</p> <p>Language: L.9-10.1a-b, L.9-10.2a-c, L.9-10.3a, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6</p> <p>CONTENTS</p> <p>Page 170: Text Set and Unit Focus</p> <p>Page 171: “Henrietta’s Dance” Unit Overview</p> <p>Pages 172-174: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 175: Instructional Framework</p> <p>Pages 176-189: Text Sequence and Sample Whole-Class Tasks</p>
--	--

¹ There are many texts that are better suited for use in Biology: video of HeLa cells containing scientific vocabulary (<http://vimeo.com/9581140>), annotated video of HeLa cells dividing (http://www.youtube.com/watch?v=2mOroGqJ_Uk), an article by Rebecca Skloot about the art of writing about science (<https://www.byliner.com/read/rebecca-skloot/the-science-of-storytelling>), and a documentary on the science and history behind HeLa cells (<http://topdocumentaryfilms.com/the-way-of-all-flesh/>). The Random House Teacher’s Guide for *The Immortal Life of Henrietta Lacks* (<http://rebeccaskloot.com/wp-content/uploads/2011/03/RHsklootTeachersGuideLORES.pdf>) provides some topics specific for discussion and writing in science class.

“Henrietta’s Dance” Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Prior to writing the task, have students watch the following video: <http://www.youtube.com/watch?v=nsDkAwjiT1Q#t=294>.

The Immortal Life of Henrietta Lacks begins with the following quotation from Elie Wiesel from *The Nazi Doctors and the Nuremberg Code*: “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.”

Compare and contrast the way Rebecca Skloot tells Henrietta’s story with how others in the scientific community or media have portrayed Henrietta and her situation. Skloot’s version is found in “[Henrietta’s Dance](#),” the [prologue](#) from *The Immortal Life of Henrietta Lacks*, and the both interviews (“[Henrietta Lacks’ ‘Immortal’ Cells](#)” and “[A New Chapter in the Immortal Life of Henrietta Lacks](#)”). What details are emphasized in various accounts? (RI.9-10.7) Evaluate the effectiveness of Skloot’s style in portraying Henrietta’s story as being as much about the people as it is about the science. (RI.9-10.3, RI.9-10.4, RI.9-10.6, L.9-10.5a-b)

Teacher Note: Students should formulate a thesis statement that clearly evaluates how effective Skloot is at portraying Henrietta Lacks as a person rather than as an abstraction. The thesis statement should be supported by precise claims and provide clear reasons and evidence to support the claims. (W.9-10.1a) Students should be required to cite evidence from each text in order to fully develop their analyses. (RL.9-10.1, W.9-10.1b, W.9-10.2b, W.9-10.9b) To strengthen their writing, students generate multiple drafts of their essays, responding to feedback from the teacher and peers to produce clear and coherent claims, evidence, and commentary that are appropriate to the task, purpose, and audience. (W.9-10.1c-e, W.9-10.4, W.9-10.5, W.9-10.10) Students can be required to use parallel structure (L.9-10.1a) and to include various types of phrases and clauses (L.9-10.1b) studied in the unit for assessment of developing language use skills. If time allows, students produce their final drafts using technology (typing essays in MLA format and uploading their essays to a class blog). (W.9-10.6, L.9-10.3a)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Medical ethics and family legacy • Themes: Explore character influence on medical science • Text Use: Character development, comparing and contrasting points of view, conducting and using research to build an argument 	This task assesses: <ul style="list-style-type: none"> • Comparing and contrasting points of view • Using text to make a claim 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) Express understanding of text: <ul style="list-style-type: none"> • Lesson 5 • Lesson 8 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK³

Read “[A New Chapter in the Immortal Life of Henrietta Lacks](#)” by Marc Silver independently and watch “[Your Health Information, Your Rights](#)” from the US Department of Health and Human Services, Office for Civil Rights. Then **answer** a combination of multiple-choice and constructed-response questions⁴ about the text, using evidence for all answers. Sample questions:

1. Summarize the interview “A New Chapter in the Immortal Life of Henrietta Lacks.” What is a central idea of the article? (RI.9-10.2, RI.9-10.10, W.9-10.10)
2. Based on information provided in the video and the interview, explain how the Lacks family’s right to privacy has been violated. (RI.9-10.1, RI.9-10.7, W.9-10.9b, W.9-10.10, SL.9-10.2)
3. According to Rebecca Skloot in the interview, how is Henrietta Lacks’s legacy affecting her family? (RI.9-10.2, RI.9-10.10, W.9-10.10)
4. List two critiques Skloot has for the science community. What changes does she suggest for improving the situation for the future? (RI.9-10.1, RI.9-10.3, W.9-10.9b, W.9-10.10)
5. What is the purpose of the video “Your Health Information, Your Rights”? How do the structure and elements of the video (including the use of words and images) reveal the purpose? (RI.9-10.4, RI.9-10.6, L.9-10.5b) How effective is the video at achieving its purpose? (SL.9-10.2, SL.9-10.3, W.9-10.10)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none">• Topic: Medical ethics and family legacy• Themes: Explore character influence on medical science• Text Use: Character development, comparing and contrasting points of view, conducting and using research to build an argument	<p>This task focuses on:</p> <ul style="list-style-type: none">• Reading and understanding nonfiction texts• Writing in response to text	<p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks)• Lesson 2 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 5• Lesson 6• Lesson 7 (use this task)

³ Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

⁴ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁵

In coordination with biology classes, have students select a disease (e.g., polio, measles, yellow fever, plague, cancer, HIV/AIDS) and research the following:

1. The history of the disease
2. Changing theories surrounding the disease (e.g., causes, cures)
3. Innovators who've made a difference in its diagnosis, treatment, cure, or eradication

Then, have students create a brief written proposal for investigating and presenting information about the disease. **(W.9-10.10)** For example, students who select yellow fever could propose to read *Fever 1793* by Laurie Halse Anderson, research the disease, and create a multimedia presentation that explains how the novel uses or adapts historical details to achieve an intended purpose. Other students may choose to produce a traditional research report with a short presentation explaining the topics above.

Review the proposals with students to ensure they are viable plans. **(W.9-10.5)**

Provide time for students to conduct research, write their reports, and/or prepare and deliver their presentations. **(W.9-10.2a-f, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.1a-b, L.9-10.2a-c, L.9-10.3a, L.9-10.6)**

Teacher Note: Review [lesson 9](#) for additional scaffolding and guidance on how to prepare and support students with this prompt. Videos to support students in writing about science include "[How to Write about an Event in History](#)"⁶ and "[How Fannie Flagg and Hurricane Carter Shaped *The Immortal Life of Henrietta Lacks*](#)," both featuring Rebecca Skloot describing the historical and fictional models for her novel about Henrietta Lacks.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: Medical ethics and family legacy• Themes: Explore character influence on medical science• Text Use: Character development, comparing and contrasting points of view, conducting and using research to build an argument	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Conducting a research project• Reading and gathering information from multiple sources	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks)• Lesson 2 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 4 (sample tasks)• Lesson 9 (use this task)

⁵ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁶ <http://www.youtube.com/watch?v=MbwdPS8DMuA>

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>Henrietta and David Lacks from <i>Smithsonian Magazine</i> (Photograph)</p> <p>“Henrietta’s Dance,” Rebecca Skloot</p> <p>Prologue from <i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot</p>	<p>TEXT DESCRIPTION: The picture is a photo of Henrietta Lacks and her husband, David. “Henrietta’s Dance” provides an overview of Henrietta’s story. The prologue presents a similar overview, but also includes information about Rebecca Skloot and why she chose to write about Henrietta.</p> <p>TEXT FOCUS: All three texts provide an overview of Henrietta’s story and provide opportunities to examine the way information is presented and to evaluate the argument, point of view, and purpose of the author.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read both articles in pairs after viewing the photograph. Then they analyze the articles and begin creating a timeline to be completed by Lesson 5.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students view the photograph of Henrietta and David Lacks from <i>Smithsonian Magazine</i>. Write the name “Henrietta Lacks” on the board. • Have students read “Henrietta’s Dance” and the Prologue from <i>The Immortal Life of Henrietta Lacks</i>. (RI.9-10.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Provide student pairs with 2 three-column graphic organizers to summarize each text. Ask the pairs to: (column 1) Identify each claim or point made in the order it is made; (column 2) describe how each claim or point is developed and refined by particular phrases, sentences, paragraphs, or sections; and (column 3) identify the connections made between claims. (RI.9-10.1, RI.9-10.3, RI.9-10.5) • Prompt students to reread each text independently and circle words and phrases that reveal the author’s attitude toward the subject of the text. (RI.9-10.4) Then ask students to share what they highlighted with their partner and determine a tone (or multiple tones if there is a shift) of each text based on the gathered evidence. (RI.9-10.1) • In pairs, have students determine a central idea of each text and assess whether the author’s reasoning is valid and the evidence sufficiently supports the author’s claims. Identify places in each text where additional information is needed to fully understand the claims that are being made. (RI.9-10.2, RI.9-10.8) Determine whether additional information is provided in one text that supports claims being made in the other text. (SL.9-10.2)

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have each pair compare the information and claims gathered from both texts. Then determine and explain the author’s purpose for each based on the evaluation of the author’s tone, claims, and evidence. (RI.9-10.6) Ask students to evaluate which text more effectively achieves the intended purpose. Have them identify what most contributed to the effectiveness (e.g., the imagery in one text is more vivid, the evidence is more relevant, or the explanation is more thorough) and explain their assessment in writing, using evidence from the text. (RI.9-10.4, RI.9-10.6, RI.9-10.8, W.9-10.1a-c, W.9-10.9b, W.9-10.10) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students create a timeline that begins with the removal of Henrietta’s tissue sample and traces the scientific and medical breakthroughs that have been made possible as a result of HeLa cells. (SL.9-10.2) Have students explain how HeLa cells were used in each situation. (RI.9-10.7, W.9-10.10) Students should work on this timeline throughout the unit. It will likely require some independent research, in which students locate additional information about the medical breakthroughs, such as dates and the use of HeLa cells. (W.9-10.7, W.9-10.8) (Teacher Note: An example of a completed timeline is available here⁹.)
<p>LESSON 2:</p> <p>“Immortal’ Cells, Moral Issues” from <i>The Baltimore Sun</i>, Ruth R. Faden</p> <p>“Immortal Cells, Enduring Issues” from <i>Johns Hopkins Magazine</i>, Dale Keiger</p>	<p>TEXT DESCRIPTION: These two articles offer a current perspective on the issues surrounding the use and distribution of human tissue for research without first gaining consent.</p> <p>TEXT FOCUS: The article by Ruth Faden is shorter and provides a quick overview of the issues that are explored in greater depth by Dale Keiger. Both articles introduce the larger topic of informed consent and the moral and ethical issues surrounding Henrietta’s story. They present the science and ethics in a more clinical way, whereas Skloot focuses more on telling a human story while weaving in science. The different approaches develop central ideas and reveal the authors’ purpose.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students create a class list of the critical issues surrounding Henrietta’s situation and discuss whether the issues are matters of law, ethics, or morality. This list will be kept and updated throughout the unit. Students read the Faden text as a class to get an initial overview and add to the class list. Students then read the Keiger article in pairs, studying the vocabulary and having a discussion comparing the different approaches each author takes to provide information about Henrietta.</p>

⁹ http://www.wired.com/2010/01/st_henrietta/

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Prior to reading the texts, review the summaries from the previous lesson as a class. Create a class list of critical issues surrounding HeLa cells, including the source from which the issue was raised (e.g., the definition and value of life and identity in scientific research, informed consent, paying people for their living parts). Label each issue as a matter of ethics/law, civil rights, or morals. Discuss the differences in reasoning based on legality (e.g., criminal cases vs. civil cases; doing what is “right” based on human code vs. doing what is legally required). Draw on student knowledge from Civics and reference foundational US documents (e.g, the Bill of Rights, the US Constitution and state constitutions, criminal codes) for the discussion. (RI.9-10.8, RI.9-10.9) • Read aloud “‘Immortal’ Cells, Moral Issues.” Add any new critical issues to the class list and/or revise the labels. Add evidence or quotations from the article to support the labels. • Then have students read “Immortal Cells, Enduring Issues” in pairs. (RI.9-10.10) • While reading, have students define words in context (e.g., <i>metastasized, ravaged, malignancies/malignant, culture, robust, resonated, interwoven, harbors, skepticism, dovetailed, assertion, retrospective, informed consent, lingering, clause, accumulate, stringent, hamstring, altruistic, disclosure, anonymized, repository, impending, compensated/compensation, articulated, suppressed, premise, presupposes, lucrative, sentiment</i>). (L.9-10.4a) Ask students to reread the sentences, and explain the meaning of the word and how the word is being used in the sentence (i.e., determine the part of speech based on its affix or placement in the sentence). (L.9-10.4a,b,d; L.9-10.6) Then verify the meaning and part of speech of the words using a dictionary. (L.9-10.4c) Record the connections, part of speech, and various associations of the word on a semantic map.¹⁰ <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Review the class chart of critical issues and determine the top three issues addressed in the article “Immortal Cells, Enduring Issues.” (Add any issues as needed.) Divide the class into pairs or small groups and assign each group an issue. Ask each group to write a summary¹¹ explaining the issue based on the evidence presented in the article. (RI.9-10.1, RI.9-10.2, RI.9-10.7, W.9-10.2a-f, W.9-10.9b, W.9-10.10, SL.9-10.1a-b, SL.9-10.2) • Have each group present the summary to the class, make suggestions for revising or adding to the class chart, and lead a question-and-answer session about the issue. (SL.9-10.1a-d, SL.9-10.4, SL.9-10.6)

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Conduct a discussion focused on Henrietta Lacks. Possible questions include: <ul style="list-style-type: none"> ○ What do we know about Henrietta Lacks? ○ What information from these articles is reflected in the two texts by Skloot? ○ Why do you think those details are the ones repeatedly provided in articles about Henrietta? (RI.9-10.7) ○ Do the critical issues surrounding her case overshadow her life story? Why might science reporters sensationalize the issues? ○ What are the results of fear of or lack of understanding about science? (RI.9-10.3) ○ Is there value in knowing about Henrietta’s life and that she was a real person? (RI.9-10.2) <p>Prompt students to use accountable talk¹² throughout the discussion. (SL.9-10.1a-d, SL.9-10.6)</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Provide time for students to continue to create their timelines begun in lesson 1. (RI.9-10.7, W.9-10.7, W.9-10.8, W.9-10.10, SL.9-10.2) (Teacher Note: An example of a completed timeline is available here¹³.)
<p>LESSON 3:</p> <p>“Henrietta Lacks’ ‘Immortal’ Cells” from <i>Smithsonian Magazine</i>, Sarah Zielinski</p> <p>Photographs from “Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal,” Denise Watson</p> <p>“Henrietta’s Dance,” Rebecca Skloot</p>	<p>TEXT DESCRIPTION: The interview from <i>Smithsonian Magazine</i> presents additional information about Henrietta Lacks from Skloot’s perspective. The photographs are of where Henrietta grew up, her family, and her cells in laboratories.</p> <p>TEXT FOCUS: The focus of these texts is on getting to know more about Henrietta’s family and their opinions and emotions surrounding the situation with HeLa cells. The pictures provide a different view of Henrietta’s life and family and enable students to consider how viewing the photographs alters their understanding of the situation. (RI.9-10.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read the articles and view the photographs. Then they create a list of the people involved in Henrietta’s story and learn more about the process Skloot used to develop the human side of Henrietta’s story. Students also have time to work on their timelines.</p>

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹³ http://www.wired.com/2010/01/st_henrietta/

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the articles and view the photographs independently. (RI.9-10.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have each student create a chart in his or her notes that lists Henrietta’s immediate family and their relationship to her. (Teacher Note: A list of her family is available here.¹⁴) Then, review each text read in the unit and record descriptions of pictures and words, phrases, details, and quotations (direct or paraphrased) that reveal aspects of each person. (RL.9-10.3, RI.9-10.7) For each piece of evidence listed, make sure students include a proper citation. (W.9-10.8) Prompt students to review their charts to identify contradictory or incomplete information. • Have students determine which articles provided the most information and/or which articles provided contradictory or incomplete information about the family members. Watch this video¹⁵ in which Skloot explains how she used index cards to develop characters. Then briefly discuss as a class how the amount and type of information revealed reflects the central ideas and rhetorical purpose of each article. (RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.8) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Provide time for students to continue to create their timelines begun in lesson 1. (RI.9-10.7, W.9-10.7, W.9-10.8, W.9-10.10, SL.9-10.2) (Teacher Note: An example of a completed timeline is available here¹⁶.)
<p>LESSON 4:</p> <p>“Everyday Use,” Alice Walker</p> <p>The Sunflower Quilting Bee at Arles, Faith Ringgold</p>	<p>TEXT DESCRIPTION: This short story by Alice Walker introduces students to legacy and the values of different generations. The eldest daughter, Dee, has constructed a life for herself that conflicts with the life her mother and younger sister. While Mama begins the story feeling inadequate, she begins to find value in her perspective and takes ownership of her identity.</p> <p>TEXT FOCUS: The focus of this text is on legacy. When Dee chooses progress and appearance over honoring her personal history, she is portrayed as self-serving. Henrietta’s story is one of legacy, in that she is not alive to see her impact. While her children were kept in the dark for many years, they are now being given opportunities to take part in their mother’s legacy.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read “Everyday Use” independently, study the vocabulary, and complete a series of tasks. Then students write a timed essay and work with a peer to improve the quality of their essay. Students also have time to work on their timelines.</p>

¹⁴ http://rebeccaskloot.com/wp-content/uploads/2011/03/HenriettaLacks_RGG_characters.pdf

¹⁵ <http://www.youtube.com/watch?v=cesAeYt21os#t=126>

¹⁶ http://www.wired.com/2010/01/st_henrietta/

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Everyday Use” independently. (RL.9-10.10) • While reading, have students define words in context (e.g., <i>cowering, homely, tottering, mercilessly, nature, ream, enveloped, rifling, furtive, sidle, scalding, recompose, stout</i>). (L.9-10.4a) Ask them to reread the sentences, and explain the meaning of the word and how the word is being used in the sentence (i.e., determine the part of speech based on its affix or placement in the sentence). (L.9-10.4a,b,d; L.9-10.6) Then verify the meaning and part of speech of the words using a dictionary. (L.9-10.4c) Record the connections, part of speech, and various associations of the word on a semantic map.¹⁷ <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students work independently to complete the following: <ul style="list-style-type: none"> ○ Create a T-chart with Mama on the left side and Dee on the right side. Reread the text. On each side of the chart, list quotations (direct or paraphrase), details, and inferences drawn from the story that reveal each character’s traits and motivations. Below the chart, provide a brief written explanation of the conflict between the two characters. (RL.9-10.1, RL.9-10.3) ○ Compare and contrast the way the narrator dreams of being to the way she is in real life. What does this daydream tell us about how Mama perceives her relationship with Dee, and how does this manipulation of time and sequence increase tension in the story? (RL.9-10.5) ○ What is the significance of Mama being the narrator? How would the story be different if it were told from Dee’s point of view? How do the choice of narrator and her point of view contribute to the development of a theme of the text? (RL.9-10.2, RL.9-10.3) ○ In paragraph 14, Dee is described as “rifling” through Mama’s trunk. How does the use of this word reveal Mama’s attitude toward Dee’s actions? (RL.9-10.3, L.9-10.5b) ○ Reread the following quotation from the text: “Maggie can’t appreciate these quilts!” [Dee] said. “She’d probably be backward enough to put them to everyday use.” What value does each character place on things for “everyday use,” like the quilts or the churn? How do Mama and Maggie’s reactions reveal what they think about Dee’s complaint? What is the significance of this quotation given the title of the story? (RL.9-10.1, RL.9-10.2, RL.9-10.3)

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ View The Sunflower Quilting Bee at Arles Ringgold painting and accompanying label. Given this additional context, describe the symbolism of the quilt. Consider other objects, people, or events that repeat or are emphasized in the Walker story. What might these symbolize? How does the symbolic meaning of these objects contribute to the development of a theme or meaning in “Everyday Use”? (RL.9-10.2, L.9-10.5a-b) ○ Reread the last sentences of the story: “Maggie smiled; maybe at the sunglasses. But a real smile, not scared. After we watched the car dust settle I asked Maggie to bring me a dip of snuff. And then the two of us sat there just enjoying, until it was time to go in the house and go to bed.” Interpret the meaning of these sentences. How does the end of the story contrast the beginning of the story? What caused this change? Explain how this paragraph develops a theme of the text. (RL.9-10.1, RL.9-10.2, RL.9-10.3) <p>SAMPLE TASK: Access a student-directed study guide for “Everyday Use” here.¹⁸ It includes tasks for multiple readings of the text and an additional writing prompt.</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a timed essay in response to the following prompt: In “Everyday Use,” Mama and Maggie undergo a change as the result of a visit by Dee. (RI.9-10.3) Select either Mama or Maggie and describe how the character develops over the course of the text. In your description, include how the character’s transformation develops a theme of the text. (RL.9-10.2) Use evidence from the text to support your description, including direct quotes and page numbers. (RL.9-10.1, W.9-10.1a-e, W.9-10.9a, W.9-10.10) • Following the timed writing, divide students into pairs. Have them swap their essays and have them: <ol style="list-style-type: none"> 1. Identify and underline the thesis or main claim of their partner’s essay. 2. Next to each body paragraph, write a one-sentence summary. (RI.9-10.2) Determine how the ideas of the body paragraphs are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay. (RI.9-10.3) 3. Underneath each summary sentence, list the evidence used in that paragraph (e.g., direct quotation, paraphrased quotation, key details from the text). 4. Assess the quality of the evidence and how well it supports the thesis and ideas of the paragraph. Place a plus sign next to relevant evidence and logical reasoning and a minus sign next to irrelevant evidence or false reasoning. (RI.9-10.8)

¹⁸ <http://www.k-state.edu/english/baker/english251/sg-Walker-EU.htm>

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 5. Review the sentence structure and offer suggestions for increasing the complexity by adding more phrases and clauses and using parallel structure. (This may require a brief mini-lesson in which the teacher models how this can be done.) (L.9-10.1a-b) 6. Circle strong vocabulary words in the text and note any unnecessary repetitions. (L.9-10.6) 7. Edit the essay for spelling mistakes and use of proper punctuation. (L.9-10.2a-c) 8. Return the essays to their owner and have students review the feedback. Allow students to rewrite their essays, revising sentences and strengthening their arguments based on the feedback. (W.9-10.4, W.9-10.5) <ul style="list-style-type: none"> • Continue to provide time for students to continue to create their timelines begun in lesson 1. (RI.9-10.7, W.9-10.7, W.9-10.8, W.9-10.10, SL.9-10.2) (Teacher Note: An example of a completed timeline is available here¹⁹.)
<p>LESSON 5:</p> <p>“Women,” Alice Walker</p>	<p>TEXT DESCRIPTION: “Women” by Alice Walker describes the role of strong African American women in society—who endured struggles and persevered to leave a legacy for future generations.</p> <p>TEXT FOCUS: Similar to voice of Mama in “Everyday Use” and the role Henrietta Lacks has played in modern science, this poem describes the sacrifices African American women have made to secure rights, freedoms, and opportunities they had never experienced. The emphasized words create a rhythm that sounds like a march across time and can be used to illustrate progression. (RL.9-10.5) The concepts of leaving a legacy and immortality are approached in the literary and informational texts of the units. (RL.9-10.2, RI.9-10.2)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the poem being read aloud. Then they analyze the poem and share their completed timelines from Lesson 1. Students discuss similar themes between “Everyday Use,” “Women,” and Henrietta Lacks’s story, and then participate in a Socratic seminar about legacy and immortality.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read “Women” aloud so students can hear the rhythm of the poem. Have them make initial observations about the structure and pacing of the poem: What words stand alone? What cadence do the short sentences create? • Ask students to read the poem independently and analyze it using TP-CASTT²⁰ to determine a theme. (RL.9-10.2, RL.9-10.4, RL.9-10.10, L.9-10.5a-b)

¹⁹ http://www.wired.com/2010/01/st_henrietta/

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students share with a small group their completed timeline begun in lesson 1. Determine as a group how their timelines represent a part of Henrietta’s legacy and write an explanatory statement. • Have students work in pairs to discuss the themes of “Everyday Use,” “Women,” and the story of Henrietta Lacks. (RL.9-10.2, RI.9-10.2, RI.9-10.7) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a Socratic seminar.²¹ Provide students with the following description and quotations²² and provide them time to answer the questions and locate evidence from the various texts of the unit. <p>Rebecca Skloot ends <i>The Immortal Life of Henrietta Lacks</i> with the following conversation with Deborah, Henrietta’s daughter: “[Deborah] stroked Davon’s hair. ‘I don’t know how I’m going to go,’ she said. ‘I just hope it’s nice and calm. But I tell you one thing. I don’t want to be immortal if it mean living forever, cause then everybody else just die and get old in front of you while you stay the same, and that’s just sad.’ Then she smiled. ‘But maybe I’ll come back as some HeLa cells like my mother, that way we can do good together out there in the world.’ She paused and nodded again. ‘I think I’d like that.’”</p> <p>In the case of HeLa, there is literal immortality, but Deborah’s quote raises questions about spiritual immortality as well.</p> <p>Now read the following quotations from scientists who participated in <i>The Way of All Flesh</i>, a documentary on HeLa cells by Adam Curtis:</p> <ul style="list-style-type: none"> • “I can know the cause of lots of things. I know the cause of the tides, but I can’t stop them. I know the cause of hurricanes, but I can’t stop them. I know the current causes of death, and even if I can prevent some of the current causes of death, I cannot stop death. It’s here to stay. All flesh is as the grass.” Richard Lewontin, genetics professor at Harvard University • “HeLa will live forever, perhaps. The dance of HeLa continues. They are all dancing out there somewhere along the line and they’re still on the stage somewhere, I’m sure. The stage is very broad and wide and the curtain by no means has gone down on them and the music plays on.” Walter Nelson-Rees, research geneticist at UC Berkeley <p>What is the nature of immortality and legacy? While our bodies might cease to exist, do we continue to</p>

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² Adapted from the Random House Teacher’s Guide for *The Immortal Life of Henrietta Lacks* (<http://rebeccaskloot.com/wp-content/uploads/2011/03/RHsklootTeachersGuideLORES.pdf>)

TEXT SEQUENCE	TEXT USE
	<p>live on past our death? Be prepared to discuss these ideas, citing evidence from texts we've read in this class. (RL.9-10.1, RI.9-10.1, SL.9-10.2)</p> <p>Have the students form two concentric circles. Ask the inner circle to discuss their answers to the questions for eight minutes using accountable talk²³ and providing evidence for their ideas. (SL.9-10.1a-b, SL.9-10.4) While the inner circle discusses, have each student in the outer circle evaluate the point of view, reasoning, and use of evidence of a student in the inner circle. (SL.9-10.3) Have students in the outer circle record their thoughts using a platform like TodaysMeet.²⁴ (W.9-10.6) After the eight-minute discussion, swap the inner and outer circles and repeat the process.</p> <ul style="list-style-type: none"> Review the class list of critical issues surrounding HeLa cells. Add to or revise any of the issues based on the two literary texts ("Everyday Use" and "Women"). (RI.9-10.7) Continue to discuss the differences in reasoning based on legality (e.g., criminal cases vs. civil cases; doing what is "right" based on human code vs. doing what is legally required). Draw on student knowledge from Civics and reference foundational US documents (e.g., the Bill of Rights, the US Constitution and state constitutions, criminal codes) for the discussion. (RI.9-10.8, RI.9-10.9)
<p>LESSON 6:</p> <p>"Paying Patients for Their Tissue: The Legacy of Henrietta Lacks," <i>Science</i>, Robert D. Truog, Aaron S. Kesselheim, Steven Joffe</p>	<p>TEXT DESCRIPTION: This article explores the unintended consequences of sharing revenue with patients who provide tissues for research. It presents a credible and logical argument.</p> <p>TEXT FOCUS: This article offers a counterclaim to Henrietta's story and the idea that her family is owed compensation for the use of Henrietta's cells and the profits that resulted from their use. As students consider the burden of the Lacks family's poverty and the many years in which HeLa cells were used without their knowledge, this article presents another perspective for consideration.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the article read aloud as they follow along. In groups, students evaluate the argument and rhetorical appeals of particular sections, and then share their analysis with the class. Students then participate in a discussion about the moral and ethical challenges that Henrietta's story presents.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Read aloud the article as students follow along. The reasoning in this article is much more technical than the other texts, so students will likely require support in breaking down each of the points made by the authors.

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁴ <https://todaysmeet.com/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • After reading the text once, have students skim the text and highlight or circle transition words that signal organization (e.g., <i>first, second, third, finally, nevertheless</i>). How do the authors appeal to the audience with this organization? (RI.9-10.3, RI.9-10.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign groups different sections of the text²⁵ to reread and summarize using a three-column graphic organizer: (1) Identify each claim made in the order it is made; (2) describe how each claim is developed by particular phrases, paragraphs, or sections; and (3) identify the connections between claims. (RI.9-10.1, RI.9-10.3, RI.9-10.5) • Have students determine the main claim of the section and assess whether the authors’ reasoning is valid and the evidence sufficiently supports the claims. Identify places in each text where additional information is needed to fully understand the claims. (RI.9-10.2, RI.9-10.8) Discuss how the authors attempt to achieve credibility. (RI.9-10.6) • Ask each group to present their analysis of their section to the class. (SL.9-10.1a, SL.9-10.4, SL.9-10.6) • As a class, determine and explain the authors’ purpose based on the evaluation of the authors’ claims, evidence, and use of rhetorical appeals. (RI.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Review the class list of critical issues surrounding HeLa cells. Add to or revise any of the issues based on this text. Continue to discuss the differences in reasoning based on legality (e.g., criminal cases vs. civil cases; doing what is “right” based on human code vs. doing what is legally required). Draw on student knowledge from Civics and reference foundational US documents (e.g., the Bill of Rights, the US Constitution and state constitutions, criminal codes) for the discussion. (RI.9-10.8, RI.9-10.9) As part of the discussion, consider the following questions: <ul style="list-style-type: none"> ○ What should patients be asked to consent to if the fruits of the research are unpredictable? Should they be compensated if, years or decades later, institutions, scientists, or drug companies benefit financially? ○ Should each and every subsequent or conceivable use of human tissue require a separate consent from patients or their families? ○ How do we protect patient privacy in such situations? Is protecting privacy essential if it slows down the progress made for science?

²⁵ Section 1: Introduction and Conclusion; Section 2: “Property Rights in Human Tissue”; Section 3: *Consent* under “Investigators’ Obligations to Individuals from Whom They Seek Tissue for Research”; Section 4: *Compensation for effort and burden* under “Investigators’ Obligations to Individuals from Whom They Seek Tissue for Research”; Section 5: *Rights to revenue streams* under “Investigators’ Obligations to Individuals from Whom They Seek Tissue for Research”

TEXT SEQUENCE	TEXT USE
<p>LESSON 7:</p> <p>“A New Chapter in the Immortal Life of Henrietta Lacks” from <i>National Geographic</i>, Marc Silver</p> <p>“Your Health Information, Your Rights,” US Department of Health and Human Services, Office for Civil Rights (Video)</p>	<p>TEXT DESCRIPTION: This interview describes how the National Institute of Health has invited members of the Lacks family to discuss the continued use of the genome project that mapped HeLa cells. The video describes Health Insurance Portability and Accountability Act (HIPAA) law and a patient’s right to privacy.</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 8:</p> <p>“Henrietta’s Dance,” Rebecca Skloot</p> <p>Prologue from <i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot</p> <p>“Henrietta Lacks’ ‘Immortal’ Cells” from <i>Smithsonian Magazine</i>, Sarah Zielinski</p> <p>“A New Chapter in the Immortal Life of Henrietta Lacks” from <i>National Geographic</i>, Marc Silver</p> <p>Rebecca Skloot Explains How She Writes about Science²⁶</p>	<p>TEXT DESCRIPTION: The only new text is a video in which Skloot explains her theory about writing about science—it is as much about the story as it is about the science.</p> <p>TEXT FOCUS: Students are asked to use several texts in the unit to support the anchor text and respond to the Culminating Writing Task. The video supports student understanding of the Wiesel quotation and provides context for responding to the writing prompt.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>

²⁶ <http://www.youtube.com/watch?v=nsDkAwjiT1Q#t=294>

TEXT SEQUENCE	TEXT USE
<p>LESSON 9:</p> <p>Informed Consent,²⁷ American Cancer Society</p> <p>The Nuremberg Code,²⁸ US Department of Health and Human Services, Office for Human Research Protections</p> <p>Principles of Medical Ethics,²⁹ American Medical Association</p> <p>Guidance Materials for Consumers,³⁰ US Department of Health and Human Services, Office for Civil Rights</p>	<p>TEXT DESCRIPTION: This task can be used in preparation for or as the Extension Task.</p> <p>TEXT FOCUS: As an extension to the topics of the unit, students investigate the history of scientific experimentation on humans in the United States and/or the history and causes of diseases through the Extension Task.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students research the various laws, principles, and ethical codes for medical treatment and research.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Have students read the medical ethics standards. (RI.9-10.10) While reading, have the groups review the class list of critical issues created throughout the unit to determine which standards are laws and which are just codes of conduct. Update the class list as necessary. • Divide class into pairs or small groups. Provide each pair or group with a medical case. Case studies with discussion questions are available here³¹ or through Lesson 1 of the attached unit (below). Teacher Note: <i>Make sure to review the case studies and select the ones that are most appropriate for your students.</i> • Ask pairs or groups to read the case study. (RI.9-10.10) • Work together as a group to determine the most ethical and legal course of action, pulling evidence and support from the standards read at the beginning of the lesson. As necessary, encourage students to research any other laws that are relevant to their case, such as mandatory reporting laws and organ donation. (W.9-10.7, W.9-10.8, W.9-10.9b, W.9-10.10, SL.9-10.1a-d, SL.9-10.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have each group create a short multimedia presentation, which summarizes the issues of the case, presents their opinions, and incorporates supporting evidence using proper citations. (W.9-10.8, SL.9-10.1a, SL.9-10.4, SL.9-10.5, SL.9-10.6)

²⁷ <http://www.cancer.org/acs/groups/cid/documents/webcontent/003014-pdf.pdf>

²⁸ <http://www.hhs.gov/ohrp/archive/nurcode.html>

²⁹ <http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/principles-medical-ethics.page>

³⁰ <http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html>

³¹ <http://www.scu.edu/ethics/publications/submitted/cirone/medical-ethics.html>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • During each presentation, have students take notes, integrating information and developing an understanding of the presented cases. (SL.9-10.2) Have them use a class-generated rubric³² to evaluate each speaker’s content, presentation style, and point of view, including evaluating the credibility and accuracy of the information and identifying any fallacious reasoning or distorted evidence. (SL.9-10.3) Then, following each speech, prompt students to ask questions and engage in discussion about the various cases. (SL.9-10.1 c-d, SL.9-10.6) • Finally, conduct a whole-class discussion based on the following questions: <ul style="list-style-type: none"> ○ How have scientists located humans to research? ○ Why do scientists find it necessary to conduct research on human beings? ○ How has the development of HeLa cells changed the way research can be conducted? ○ What attempts have been made to govern the way this research is conducted, and how successful have these attempts been? <p>SAMPLE TASK: Access a unit, <i>The Science and Ethics of Humans in Research</i>.³³ Lesson 1 of the attached unit contains case studies that can be used for this task. The remaining portions of the unit could be taught in Biology class as a way to coordinate across the content areas.</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>

³² Sample: http://bie.org/object/document/9_12_presentation_rubric_ccss_aligned

³³ https://www.nwabr.org/sites/default/files/NWABR_Humans_in_Research6.13.pdf