

10.3.1

Lesson 7

Introduction

In this lesson, students reread and analyze *The Immortal Life of Henrietta Lacks*, pages 164–169 from “First I heard about it was, she had that cancer” to “I think I would have killed him myself.” In this excerpt, the Lacks family expresses distrust of Johns Hopkins Hospital and Skloot unfolds a series of events that validates the Lacks family’s distrust of the medical community. Students analyze how Skloot unfolds credible and relevant evidence to support the perspective of the Lacks family. For the lesson assessment, students complete a Quick Write, demonstrating their understandings of the impact of the order in which the ideas and events are presented in this excerpt.

As they read and analyze the text, students also continue to surface research topics/issues using the Surfacing Issues Tool, and are introduced to the Exploring a Topic Tool, in which they articulate their reasons for selecting various topics/issues to explore. For homework, students complete the Exploring a Topic Tool and preview the text excerpt from 10.3.1 Lesson 8 by reading and annotating pages 179–181 from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” for emerging and developing central ideas.

Standards

Assessed Standard(s)	
RI.9-10.3	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.
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- What is the impact of the order in which Skloot unfolds events and ideas in this passage?

High Performance Response(s)

A High Performance Response should:

- Explain how Skloot unfolds events and ideas in this passage (e.g., substantiating the Lacks family's claims by providing evidence about historical, unethical medical practices in relation to the African-American community, then describing the injustices of Johns Hopkins Hospital itself, and finally including further claims from the Lacks family about Hopkins Hospital).
- Discuss the impact of the order of events and ideas (e.g., Skloot opens the chapter with the Lacks family's claims about their negative perspective of Hopkins Hospital. Skloot uses historical instances of white doctors trying "new surgical techniques" and the exhuming of black corpses for research to demonstrate that there is a historical basis for the Lacks family's distrust. Skloot transitions from the "night doctors" evidence to evidence concerning Hopkins Hospital conducting unethical research such as exposing "children to lead." Skloot further unfolds ideas to show that "Hopkins Hospital certainly isn't pristine" which further validates the Lacks family, and chooses to end the excerpt with further claims from the Lacks family about Henrietta and Hopkins Hospital that are also grounded in fact, "They took them [cells] and didn't ask").

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- tactics (n.) – modes or procedures for gaining advantage or success
- exhumed (v.) – removed a body from the place where it was buried
- anesthesia (n.) – loss of sensation, especially of pain, induced by drugs; called general anesthesia when consciousness is lost
- peril (n.) – something that is likely to cause injury, pain, harm, or loss
- abducted (v.) – took (someone) away from a place by force
- discretion (n.) – the power or right to decide or act according to one's own judgment; freedom of judgment or choice
- predisposition (n.) – tendency to a condition or quality, usually based on the combined effect of genetic and environmental factors

- abatement (n.) – suppression or termination
- exploited (v.) – used (someone or something) in a way that helps you unfairly

Vocabulary to teach (may include direct word work and/or questions)

- pristine (adj.) – in perfect condition: completely clean, fresh, or neat

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.3, W.9-10.9.b • Text: <i>The Immortal Life of Henrietta Lacks</i>, pp. 164–169 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Exploring a Topic Activity 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 45% 4. 15% 5. 20% 6. 5%

Materials

- Student copies of the Surfacing Issues Tool (refer to 10.3.1 Lesson 3)
- Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
- Copies of the Exploring a Topic Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.3.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.

	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for the lesson: RI.9-10.3. Inform students that in this lesson, they analyze the impact of the order in which Skloot unfolds the events and ideas in this portion of text. Additionally, students begin to explore different surfaced issues/topics and consider their own interest in further researching specific issues/topics.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their homework from the previous lesson. The homework from the previous lesson was the following: “Preview the text from 10.3.1 Lesson 8 and annotate for central idea (CI) from ‘But Day didn’t want to talk about Henrietta’s life’ to ‘I think I would have killed him myself’ (pp. 164–169).”

- ▶ Students take out their homework.

Instruct students to choose four annotations that best exemplify emerging and developing central ideas and discuss with a partner.

💬 Student responses may include:

- (CI) next to “Back then they did things . . . Especially to black folks. Johns Hopkins was known for experimentin on black folks” (p. 165). This statement reveals the central idea about the African-American community not trusting Hopkins’ motivations.
- (CI) next to “we had to be *on the steps*, or Hopkins might get us” (p. 165). The Lacks family grew up in fear of Hopkins, as it was used as a threat to keep children near the house, further revealing their distrust of Hopkins as a central idea.
- (CI) next to “Those sheets eventually gave rise to the white hooded cloaks of the Ku Klux Klan” (p. 166). This piece of evidence further develops the idea of discord between Hopkins and their treatment of the black community.
- (CI) next to the paragraph that begins “Because of this history, black residents near Hopkins” (p. 166). Skloot is pointing out that Hopkins was built to benefit Baltimore’s poor, but black residents have believed that it was built so that scientists could continue to experiment on

- black people. This supports the idea of a disconnect between the medical community and the African-American community.
- (CI) next to the paragraph that begins “But today when people talk about” (p. 168). This paragraph suggests that people in Baltimore believe that of all the bad conduct of Hopkins regarding the African-American community, the Lacks family’s story is the worst.
 - (CI) next to the sentence “If our mother so important to science, why can’t we get health insurance?” (p. 168). This further develops the idea of science profiting from HeLa cells and the family not profiting or benefitting from their own mother’s cells and her contribution to science.

① This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Activity 3: Reading and Discussion

45%

Instruct students to take out their Surfacing Issues Tools. Ask students to continue to record potential topics for research as they read and discuss this portion of *The Immortal Life of Henrietta Lacks*. Remind students to record the issues and key details of the issue on their Surfacing Issues Tools.

- ▶ Students read and discuss, and note issues for research that appear in the reading.

Encourage students to share surfaced issues during the lesson.

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct student pairs to read from page 164 “But Day didn’t want to talk about Henrietta’s life” to page 165 through “we had to be on the steps, or Hopkins might get us” and answer the following questions before sharing out with the class. Remind students to annotate the text as they discuss, and as they identify research topics/issues in the text, to note them on their Surfacing Issues Tools while discussing the issues in pairs.

① If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson.

- ▶ Students read, discuss the questions, annotate the text, and record possible research topics/issues in pairs.

① Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading including: *tactics*, *exhumed*, *anesthesia*, *peril*, *abducted*, *discretion*, *predisposition*, *abatement*, and *exploited*.

Why did Day agree to let Hopkins do an autopsy?

☞ Student responses may include:

- Day's cousin said "it wouldn't hurt none" (p. 164) and he agreed.
- Hopkins lied about what they were doing with Henrietta's body "never said nuthin about . . . growin no cells" (p. 164).
- Day trusted the doctors to do what was right "you got to go by what they say" (p. 165).
- Day wanted to help his children "in case they came down with cancer" (p. 165).

What does Bobbette mean when she says "I wouldn't even go there [Hopkins] to get my toenails cut"?

☞ Bobbette means that she has no trust in Hopkins; she says they were "Snatchin people" (p. 165) and Sonny said they were "experimentin on black folks" (p.165). Bobbette learned from an early age to be fearful of Hopkins: "When it got dark and we were young, we had to be *on the steps*, or Hopkins might get us."

Lead a brief whole-class discussion of student responses.

Instruct students to read from page 165, "The Lackses aren't the only ones who heard from a young age" to page 167 "free care to the poor, many of them black" and answer the following questions before sharing out with the class. Remind students to annotate the text as they discuss, and as they identify research topics/issues in the text, to note them on their Surfacing Issues Tools while discussing the issues in pairs.

- ▶ Students read, discuss the questions, annotate the text, and record possible research topics/issues in pairs.

① This particular section of text may be sensitive for students, as it presents several dehumanizing aspects of how early medical professionals treated African-Americans, especially when slavery was legal. Consider reviewing classroom norms and expectations for the sensitive nature of this academic discussion.

What are two examples of the "disturbing truths" (p. 165) behind the story of the night doctors?

☞ Doctors would perform tests on black slaves, experimenting with drugs and "new surgical techniques, often without using anesthesia" (p. 166). There were also instances of black bodies being "exhumed from graves for research" (p. 166) and sent to schools to be used for classes.

What is the impact of the "disturbing truths" (p. 165) Skloot provides about the night doctors?

- These examples demonstrate that night doctors were more than just “scare tactics” (p. 166) and there was inhumane treatment of the black community for medical research. The examples provide concrete evidence that warrants the Lacks family’s distrust of white doctors and hospitals.

Summarize Hopkins’ letter to the board of trustees. What was the purpose of the Hopkins Hospital?

- The Hopkins letter said that anyone, “without regard to sex, age, or color” who was sick should be treated without paying for help. The purpose of the hospital was to “help those who otherwise couldn’t get medical care” (p. 166).

How does the evidence in this section impact the Lacks family’s claims about Johns Hopkins Hospital?

- If doctors were testing drugs on slaves and shipping corpses in turpentine barrels (p. 166) this contributes to an old “oral history” (p. 165) of distrust and provides credible evidence to support the Lacks family’s distrust of Johns Hopkins Hospital even though it was “built for the benefit of Baltimore’s poor” (p. 166).

Lead a brief whole-class discussion of student responses.

Instruct students to read page 167, from “But the history of Hopkins Hospital certainly isn’t pristine” to page 169 “I think I would have killed him myself” and answer the following questions before sharing out with the class. Remind students to annotate the text as they discuss, and as they identify research topics/issues in the text, to note them on their Surfacing Issues Tools while discussing the issues in pairs.

- Students read, discuss the questions, annotate the text, and record possible research topics/issues in pairs.

Why is the history of Hopkins hospital not pristine when it comes to black patients? What could pristine mean in this context?

- ① Consider providing students with the following definition: *pristine* means “in perfect condition: completely clean, fresh, or neat.”

- Students write the definition of *pristine* on their copy of the text or in a vocabulary journal.
- The history of Hopkins is not *pristine* because they did research on patients without their consent, “to look for a genetic predisposition to criminal behavior” (p. 167) as well as research that was harmful to patients “researchers had knowingly exposed their children to lead,” (p. 168).

- ☛ Since Hopkins was not *pristine* it could mean in good condition or perfect because Skloot contrasts the “millions of dollars in free care to the poor” (p. 167) with the awful research conducted by doctors at Hopkins.

According to Bobbette, what “really would upset Henrietta” (p. 169)? How is this connected to the examples Skloot provides of Hopkins’ history with the black community?

- ☛ Bobbette claims that the most upsetting part of their situation is that “Dr. Gey never told the family anything” (p. 169). The lack of information as well as consent “She didn’t donate nothing” (p. 169) connects all the examples Skloot provides about Hopkins. In the 1969 case the researchers “didn’t get consent” (p. 167) which violated the patients’ “civil rights” (p. 167). In the case of the lead study the Department of Health and Human Services determined that the consent forms did not give enough information about the “different levels of lead abatement in the homes” (p. 168).

What are the alternate perspectives about Johns Hopkins hospital? Which perspective does Skloot validate in this excerpt?

- ☛ Student responses should include:
 - There are positive and negative perspectives about Johns Hopkins hospital presented in this excerpt. John Hopkins, the man, believed in free medical care and “helping black children” (p. 167), it also has “one of the top medical schools in the country” (p. 167). On the other hand, there is the perspective of the black community regarding Hopkins; that they were only “potential research subjects” (p. 166) and that “black people were disappearing cause Hopkins was experimenting on them” (p. 169).
 - Skloot validates the perspective of the Lacks family; though Skloot does not provide examples of when Hopkins “abducted black people” (p. 165) she does provide examples of research that violated the rights of mostly black research subjects. The blood samples to look for “criminal behavior” (p. 167) as well as the lead abatement study in which “all families involved were black” (p. 168). Skloot also does not provide any current information about positive work being done by Hopkins, only instances of research that *exploited* the black community.

① **Differentiation Consideration:** Ask students to consider what evidence about Hopkins Skloot does not include in this excerpt.

Lead a brief whole-class discussion of student responses.

① Consider asking students to identify some issues using the Surfacing Issues Tool. Issues that can be surfaced are: lack of consent for research, doctor-patient confidentiality violations, and research on a genetic predisposition for a social ill.

Activity 4: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

What is the impact of the order in which Skloot unfolds events and ideas in this passage?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent prompt.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 5: Exploring a Topic Activity

20%

Instruct students to take out all of their completed Surfacing Issues Tools for reference during this activity. Explain that in this activity, students choose 2–3 areas of investigation based on the issues explored and inquiry questions generated in the previous lessons.

Distribute the Exploring a Topic Tool. Remind students that they have explored several issues, generated inquiry questions for these topics, and now they begin to identify areas of investigation for research. Explain that while early research discussions produce many topics, now they are narrowing their investigation by focusing on specific aspects of the topic, known as areas of investigation. Through discussions and pre-searches, students focus on more specific questions and topics that they continue to investigate. Explain that students are going to explore aspects of their research topics/issues and look for different opinions about the issue.

- ▶ Students listen.

Post or project the Exploring a Topic Tool to model the three sections/boxes in the tool. Explain that each of the three sections serve a specific purpose to guide their investigation. In each section, students should include a well-articulated statement or a question. Encourage students to move beyond the text to areas of investigation that Henrietta Lacks' story has provoked thus far. Explain to students that a sample issue for this investigation is "research without consent."

Inform students that the first box on the Exploring a Topic Tool identifies a focus for investigation within the issue. Here, students describe an area within the topic/issue that they would like to know more about. For the second box, students consider why they are curious about this particular area of investigation and how it may connect to the original issue. For the third box, students express their

potential area of investigation as a question or problem. Explain to students that since conducting research requires asking questions, their pre-searches begin with a question that eventually leads to other questions.

- ▶ Students follow along and copy column one onto their tool.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to work on column two of the Exploring a Topic Tool, completing the three boxes around their 2–3 areas of investigation. Remind students to choose their own topics, not the one used for modeling.

Also, instruct students to preview the excerpt from 10.3.1 Lesson 8, by reading and annotating for emerging or developing central ideas from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” (pp. 179–181). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- ▶ Students follow along

① This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Homework

Complete the Exploring a Topic Tool, remembering to choose your own topic, not the one used for modeling. Also, preview the excerpt from 10.3.1 Lesson 8 by reading and annotating for emerging or developing central ideas from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” (pages 179–181). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Model Surfacing Issues Tool

Name:		Class:		Date:	
Issue		Page Number(s)		Key Information about the Issue from the Text	
Informed Consent		167		A researcher who did not get consent sent young boys' genetic testing results to state and juvenile courts, to identify genetic predispositions for criminal behavior. "The researcher didn't get consent."	
Doctor-Patient Confidentiality		167		Because the researcher did not get consent, the "American Civil Liberties Union filed suit, claiming the study violated the boys' civil rights and breached confidentiality of doctor-patient relationships."	
Research on a genetic predisposition for a social ill		167		The boys' blood was being tested for a genetic marker that would brand them criminals. Most of these 7,000 neighborhood children came from "poor black families," revealing the racial and economic injustice behind the study.	
Research on stolen dead bodies		166		Corpses had been removed from graves without consent for years, and many medical schools continued to accept bodies. "The bodies sometimes arrived, a dozen or so at a time, in barrels labeled turpentine."	

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Name Topic



POTENTIAL AREA OF INVESTIGATION 2	POTENTIAL AREA OF INVESTIGATION 3	POTENTIAL AREA OF INVESTIGATION 4
<p>In a few words, describe what you would like to know more about within the topic:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>In a few words, describe what you would like to know more about within the topic:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>In a few words, describe what you would like to know more about within the topic:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Explain why you are interested in this:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Explain why you are interested in this:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Explain why you are interested in this:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Express your potential area of investigation as a question or problem:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Express your potential area of investigation as a question or problem:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Express your potential area of investigation as a question or problem:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Name Topic **Informed Consent**



Write a brief account of the class conversation about the topic, describing what you know at this point about some of its aspects:

We talked about Southam's studies when he injected people with cancer cells, and in this chapter, slaves were used for experimentation. Also, in the chapter 17 discussion of Southam's studies, prisoners were used as test subjects. I know that informed consent requires that the subject understand the full possible effects of the experimentation and agree to them.

POTENTIAL AREA OF INVESTIGATION 1

In a few words, describe an area within the topic that you would like to know more about:

I would like to know what rights a person has if he or she is used for research without consent.

Explain why you are interested in this area of the topic:

I think it would be terrible to be experimented on without knowledge, as was the case with Henrietta Lacks. I want to know if there are any laws or if this has happened to anyone else and what they were able to do about it.

Express your potential area of investigation as a question or problem:

What rights do people have if they are used for experimentation or research without their consent?

Name Topic **Informed Consent**

POTENTIAL AREA OF INVESTIGATION 2	POTENTIAL AREA OF INVESTIGATION 3	POTENTIAL AREA OF INVESTIGATION 4
<p>In a few words, describe what you would like to know more about within the topic:</p> <p>I would like to know if minors (people under age 18) can give informed consent, or if only their parents or guardians can.</p>	<p>In a few words, describe what you would like to know more about within the topic:</p> <p>I know that prisoners cannot give consent, but what rules apply to them? I wonder if all prisoners can be recruited for trials, or just some prisoners who have done very bad things.</p>	<p>In a few words, describe what you would like to know more about within the topic:</p> <p>I want to know if people who are mentally incapacitated can give informed consent.</p>
<p>Explain why you are interested in this:</p> <p>I want to know if parents can decide that a child can be experimented on, and at what age a child or minor can make his or her own decisions about participating.</p>	<p>Explain why you are interested in this:</p> <p>I think it would be unfair to make all prisoners participate without informed consent because some inmates have not committed serious crimes, and that is not fair. I wonder if the severity of the crime is taken into account.</p>	<p>Explain why you are interested in this:</p> <p>I want to know if people who have low IQs or people who have Alzheimer's or other diseases that affect the brain are able to make decisions for themselves because it does not seem like a good idea.</p>
<p>Express your potential area of investigation as a question or problem:</p> <p>What rules or laws apply to the informed consent of minors?</p>	<p>Express your potential area of investigation as a question or problem:</p> <p>What rules or laws apply to the informed consent of prisoners?</p>	<p>Express your potential area of investigation as a question or problem:</p> <p>What rules or laws apply to the informed consent of mentally incapacitated people?</p>