

10.3.1

Lesson 8

Introduction

In this lesson, students read *The Immortal Life of Henrietta Lacks* (pp. 179–183) from “On a hazy day in 1973, in a brown brick row house” to “‘we would like to have that blood from you people.’” This excerpt describes how the Lacks family found out about HeLa and how the research community made use of the Lacks family’s DNA to untangle a cell-culture contamination problem. Students read and analyze the text and work to identify a central idea based on specific details. Students also continue tracing possible research issues using the Surfacing Issues Tool. Students demonstrate their learning in a Quick Write about how Skloot uses specific details to further develop and refine a central idea.

Students are introduced to the pre-search process in this lesson. Students engage in a pre-search activity in which they begin gathering sources for research in future lessons and begin developing their proficiency for posing general and specific questions. Students use the Pre-Search Tool to record relevant information about the sources they find (title, location, author’s name, and how the source relates to the topic). During this activity, students develop the ability to find relevant sources independently, as well as to navigate through a wide pool of potential research sources. This activity confirms that there are multiple perspectives around students’ identified debatable research topics/issues to warrant further research. For homework, students continue with their pre-searches and find three additional potential sources.

Standards

Assessed Standard(s)	
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.
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)
<p>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.</p> <ul style="list-style-type: none"> How does Skloot use specific details in this section to further develop and refine a central idea in the text?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a developing central idea in the text (e.g., violation of privacy, the value of informed consent, or the effect of racial or cultural isolation). Include specific details that develop and refine the central idea (e.g., the researchers' assumptions about the Lacks family's knowledge about the family's DNA research, such as Hsu's statement about how "They are pretty intelligent" and "Everybody talking about HeLa back then," as well as McKusick's claim that "there was no effort to explain anything in great detail" and how the researchers planned to use the Lacks family's blood without acquiring informed consent, such as when Hsu says, "We are not doing some kind of medical research").

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> autopsy (n.) – an examination of a dead body to find out the cause of death deduce (v.) – to use logic or reason to form a conclusion or opinion about something; to decide (something) after thinking about the known facts receptive (adj.) – able or quick to receive knowledge, ideas, etc.
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.2, W.9-10.9.b Text: <i>The Immortal Life of Henrietta Lacks</i> (pp. 179–183) 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Quick Write Pre-Search Activity Closing 	<ol style="list-style-type: none"> 5% 15% 10% 30% 15% 20% 5%

Materials

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

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 this lesson: RI.9-10.2. Inform students that in this lesson they consider how Skloot develops and refines a central idea in the text. Additionally, students begin to pre-search using topics that are interesting to them and locating sources that reveal different claims or perspectives on their research topics/issues.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their homework from the previous lesson: Complete the Exploring a Topic Tool. Preview the following lesson's excerpt 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 or developing central ideas (CI).

- ▶ Students take out their homework.

Instruct students to talk in pairs about the potential areas of investigation that they identified. Then ask volunteers to share out with the class.

- ▶ In pairs and then with the class, students share potential areas of investigation.

- 🗨 Student responses vary based on the individual research they have conducted. See the Model Exploring a Topic Tool in 10.3.1 Lesson 7 for possible student responses.

Instruct students to examine their annotations from the homework and choose two that best exemplify emerging or developing central ideas. Instruct student pairs to complete a Turn-and-Talk about two exemplar annotations.

- ▶ Student pairs examine their annotations from pages 179–181 and discuss two that best exemplify emerging or developing central ideas.
- 🗨 Students responses may include:
 - CI next to “‘What?!’ Bobbette yelled, jumping up from her chair. ‘What you mean you got her cells in your lab?’” (p. 180), noting how angry and violated Bobbette seems in this passage, which suggests the central idea of violation of privacy and its harmful effects.
 - CI next to “‘I ordered them from a supplier just like everybody else’” (p. 180). This further supports the medical community’s dishonesty since the researchers who used the cells had knowledge and access to the cells, while the family lacks knowledge of the cell’s existence.
 - CI next to the paragraph that begins “Gardenia’s brother-in-law told Bobbette” (p. 180). This further reveals the idea of the medical community’s lack of communication with the family.

The brother-in-law is talking about contamination of the cells, while Bobbette just wants to know why no one ever told her about her mother-in-law's cells.

- CI near the paragraph that begins "Lawrence called the main switchboard at Hopkins" (p. 181). This further reveals the lack of communication between the Lacks family and the medical community.

- ① Consider tracking one or more central idea on chart paper and add to the list as the lesson continues.
- ① Circulate around the room to monitor the pair discussions. Listen for students discussing the annotations above in support of emerging and developing central ideas from the text including: violation of privacy, informed consent, or cultural isolation (as the medical community is isolated from the African American community, an idea that emerges in the text analysis from 10.3.1 Lesson 7).
- ① This focused annotation supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Activity 3: Masterful Reading

10%

Explain to students that they are first going to listen to a Masterful Reading of the entire excerpt, from "Soon after Lawrence called Hopkins, in June 1973" to "we would like to have that blood from you people" (pp. 181–183). Instruct students to follow along as the excerpt is read masterfully.

- ▶ Students follow along, reading silently.

Explain to students that in this lesson they focus on how the central ideas that emerged or developed in pages 179–181 are further refined and developed by the information in the rest of the excerpt.

- ▶ Students listen.

Activity 4: Reading and Discussion

30%

Instruct students to take out their Surfacing Issues Tools. Explain that they will 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, as well as the key details about the issue from the text on their Surfacing Issues Tools.

- ▶ Students take out their Surfacing Issues Tracking Tool. As they read and discuss, they note issues for research that appear in the reading. Encourage them to share these 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 reread from “Soon after Lawrence called Hopkins, in June 1973” (p. 181) to “As soon as you get back to Baltimore, get this done” (p. 182) and answer the following questions before sharing out with the class.

- ① Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading, including: *autopsy*, *deduce*, and *receptive*.

Remind student pairs to annotate the text while discussing the following questions.

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

Why did the researchers need the Lacks family to be involved in solving the contamination problem?

- 💬 The HeLa cells were getting into other cultures and making them impure. Then “someone pointed out that the whole mess could be sorted out if they found genetic markers specific to Henrietta” (p. 181). The researchers needed DNA and blood from the Lacks family to identify specific markers that helped them to “identify which cell were hers and which weren’t” (p. 181).
- ① Rather than explain how genetic markers work, encourage students to use the text to build a general sense of how the contaminating cells would be identified.
- ① **Differentiation Consideration:** If students have never heard of DNA, ask students if they have similar features to their family members. Students who are genetically related to their family members (not adopted) may be able to point out specific common traits. Explain that cells within a family have similar traits. Ask students how cells with similar traits could potentially help identify the HeLa cells.

What does McKusick offer to do in this section?

- 💬 McKusick offers to retrieve and share the family’s medical records and get blood drawn from the family members in order to study their DNA. “As a physician on staff, McKusick had access to their medical records and contact information” (p. 181).

How does this action relate to a developing central idea in this excerpt?

- 💬 McKusick plans to get “access to their medical records and contact information” (p. 181) by using his status “as a physician on staff” (p. 181). It further develops a central idea of privacy violations (doctor-patient confidentiality) between the Lacks family and the Hopkins medical staff.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “McKusick didn’t give Hsu instructions for explaining the research” to “‘get this blood drawn,’ I did it” (p. 182) and answer the following question before sharing out with the class. Remind students to annotate the text during the evidence-based discussion.

Why did Hsu follow McKusick’s directions?

☞ Student responses may include:

- She says, “he was a famous, famous man” and “he trained most of the other famous medical geneticists in the world” (p. 182). This shows that she was in awe of Dr. McKusick and did not think to question his methods.
- She says, “When Dr. McKusick said, ‘You go back to Baltimore, get this blood drawn,’ I did it” (p. 182), revealing that she had to listen to her superior and not question him.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from, “When Hsu got home from the conference” to “‘we would like to have that blood from you people’” (pp. 182–183) and answer the following questions before sharing out with the class. Remind students to annotate the text during the evidence-based discussion.

- ① Hsu uses the word *receptible*, which is not a word in English. What Hsu likely meant was *receptive*, which means able or quick to receive knowledge, ideas, etc.

For what purpose did Day say the researchers wanted blood from him and his children?

- ☞ Day says, “They wanted to come test my children see if they got that cancer killed their mother” (p. 182). He thought they would be testing the family for cancer.

Reread what Hsu says to the family about the genetic research. Highlight words for which you might need thorough explanation in order to understand fully McKusick and Hsu’s research.

- ☞ Student responses may include HLA antigen, genetic marker profile, *deduce*, Henrietta Lacks genotype.

What did Day understand about what Hsu said? Why did he agree to give his blood?

- ☞ Day understood almost none of what Hsu said because of their strong language barriers. “Hsu’s accent was strong, and so was Day’s—he spoke with a Southern country drawl so thick his own children often had a hard time understanding him” (p. 183). He also would not have been able to understand the technical language she was using. “Day wouldn’t have understood the concept of immortal cells or HLA markers coming from anyone” (p. 183). However, “he did what he’d always done when he didn’t understand something a doctor said: he nodded and said yes” (p. 183).

How does McKusick seem to feel about getting informed consent from the Lacks family?

- 💬 McKusick does not seem concerned about the lack of informed consent because he says, “I suspect there was no effort to explain anything in great detail” (p. 183). McKusick also dismisses Day’s understanding of what was said and explains what should have been said to the Lacks family: “Your mother had cancer, the cells from that cancer have been growing all over the place and studied in great detail, in order to understand that better, we would like to have that blood from you people.”

① **Differentiation Consideration:** Consider reminding students that *informed consent* was defined in 10.3.1 Lesson 5 and they should reference the 10.3.1 Unit Glossary for the definition if necessary.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write**15%**

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

How does Skloot use specific details in this section to further develop and refine a central idea in the text?

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 Quick Write prompt.

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

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.

- 💬 See the High Performance Response at the beginning of the lesson.

Activity 6: Pre-Search Activity**20%**

Now that students have developed their inquiry questions for two to three areas of investigation (Exploring a Topic Tool from 10.3.1 Lesson 7), instruct them to use one of these questions to guide preliminary research into one area of investigation. Inform students that the nature of this lesson’s pre-search is not to fully answer their inquiry questions, but to ensure there is enough source material to begin doing more in-depth research and that there are multiple perspectives on the research topic/issue.

Ask students to also use this lesson's pre-search exercise to refine their inquiry questions before beginning more detailed research. Finally, instruct students to use this pre-search to confirm their interest in the topic, as well as the direction in which their question leads them.

- ▶ Students listen.

Distribute the Pre-Search Tool and instruct students to use the Pre-Search Tool to record general information about the sources they find, including title, location, author's name, and how the source relates to the topic. Explain to students that this process helps them keep track of their sources.

- ▶ Students examine the Pre-Search Tool and listen.

Instruct students to use the resources available to them (the Internet, library, librarian/media specialist, etc.) to begin independently searching for sources. Inform students that, at this point, they should not read closely and annotate the sources they find; instead, they should record general information on the Pre-Search Tool and read enough of the potential source to confirm that it is relevant. The students' goal should be to confirm that there is enough available information on this topic to warrant further research.

- ① Remember to use the school's resources to support this process. Consider coordinating with the school's librarian/media specialist in advance to ensure computer access and support for students during the entire inquiry process.
- ① Explain to students that the librarian/media specialist has a broad knowledge of media resources, and they can help students locate an array of resources appropriate to their research.

As they search, students should consider:

- Do these sources point your research in a different direction?
- After reading through several potential sources, how could you refine your inquiry question to sharpen your research?
- Do any of these sources make you curious about something else?
- ① Consider the school's resources and model a search for sources about doctor-patient confidentiality. (In the absence of a computer in class, prepare a presentation in advance, or coordinate with the school's librarian/media specialist in advance to ensure computer access for students.)
- ▶ Students follow along.

Instruct students to record basic information about the sources they identify using the Pre-Search Tool.

- ① Consider taking students to the school library to use the physical and technological resources available to them there. Encourage students to discuss their pre-searches with a librarian/media specialist.

Pause for questions and clarification. Circulate and assist students as they conduct their pre-search.

- ▶ Students conduct their pre-searches.

① **Differentiation Consideration:** If students are not prepared to begin searching independently, or if they would benefit from working in pairs, consider organizing students by topic into small groups of two to four. Students may work alongside one another and share with the group the sources they find individually. This model may help students articulate general information about the source as they explain it to the rest of the group.

- ▶ Students use the resources available to them to begin independently searching for sources, recording what they find on the Pre-Search Tool.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue with their pre-search by finding three more potential sources and recording the following information on additional copies of the Pre-Search Tool: title, location, author's name, and how the source relates to the topic.

- ▶ Students follow along.

Homework

Continue with your pre-search. Find three more potential sources and record the following information on additional copies of the Pre-Search Tool: title, location, author's name, and how the source relates to the topic.

Pre-Search Tool

Name:		Class:		Date:	
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Source Notes	How does this source connect to your potential area of investigation?
Source #1 Title: Location: Author:	
Source #2 Title: Location: Author:	
Source #3 Title: Location: Author:	

Is there enough source information to research this potential area of investigation?

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Model Pre-Search Tool

Name:		Class:		Date:	
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Source Notes	How does this source connect to your potential area of investigation?
Source #1 Title: Ten Uses for Your Body after You Die Location: http://www.cnn.com/ Author: Elizabeth Cohen	My issue is about using dead bodies in research. This source describes different ways your body can be used for science after you die. This does not present an issue, but I could focus on one of these ten ideas and investigate whether it is a good use of a dead body.
Source #2 Title: Gruesome Tests on Cadavers Betray Donors Location: http://www.scu.edu/ Author: Michael Meyer	This article describes how some dead bodies donated to science were blown up with land mines and some body parts were illegally sold. This fits with my topic because it shows the negative side of donating your body to science.
Source #3 Title: Origins of Exhibited Cadavers Questioned Location: http://www.npr.org/templates/story/story.php?storyId=5637687 Author: Neda Ulaby	This source describes the exhibit Body Worlds that used dead bodies cut up as an exhibit in science museums. This talks about bodies preserved by plastination and shown in science museums as teaching tools. Some bodies may have come from prisons and mental institutions and some are unclaimed bodies.

Is there enough source information to research this potential area of investigation?

Yes, but there is a lot of medical information that is too difficult to read.

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