

10.3.1

Lesson 10

Introduction

In this lesson, students continue reading *The Immortal Life of Henrietta Lacks*, from “In 1976—the same year Mike Rogers” to “it’s market value was estimated to be \$3 billion” (pp. 199–201). This portion of text introduces the story of John Moore, whose cells were used without his knowledge to develop the cell line Mo, after he received treatment for cancer. Students compare this story to that of Henrietta Lacks. The lesson assessment is a Quick Write that asks students how this excerpt further refines a central idea in the text.

After reading, students continue with their pre-searches, using the Pre-Search Tool to collect relevant information about the sources they find. Students also use their vocabulary journals to capture unfamiliar words they encounter as they search. Students receive direct instruction around authors’ perspectives, and are asked to begin considering authors’ perspectives as they search for sources. For homework, students find three more potential sources and record information on the Pre-Search Tool.

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.
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
L.9-10.4.a, c, d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer 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 this portion of text to further refine a central idea?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea in the text (e.g., patient consent, cell line development, etc.). Identify similarities between Moore's story and Lacks' story (e.g., both had cells being used to create a valuable cell line, neither one knew their tissue was being used to create valuable cell lines, etc.). Describe the evolving nature of patient consent in cell-line development as detailed in Moore's specific case (e.g., Moore realized his cells were being used and refused to continue granting the doctors access to his cell line: "Moore thought that was odd . . . when a nurse handed him a new consent form").

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> malignant (adj.) – (of a tumor) characterized by uncontrolled growth; cancerous, invasive, or metastatic severed (v.) – separated (a part) from the whole, as by cutting or the like voluntarily (adv.) – done, made, brought about, undertaken, etc. of one's own accord or by free choice heirs (n.) – people who inherit or have a right of inheritance in the property of another following the latter's death cremation (n.) – consumption by fire; process of burning
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> bulged (v.) – swelled or bent outward; filled to capacity obtained (v.) – gained possession of; acquired

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.2, RI.9-10.5, L.9-10.4.a, c, d Text: <i>The Immortal Life of Henrietta Lacks</i> (pp. 199–201) 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Quick Write Pre-Searches and Perspective Closing 	<ol style="list-style-type: none"> 5% 10% 40% 10% 30% 5%

Materials

- Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
- Student copies of the 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)
- Student copies of Pre-Search Tool (refer to 10.3.1 Lesson 8)

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 the assessed standards for this lesson: RI.9-10.2 and RI.9-10.5. Explain that in this lesson, students continue reading *The Immortal Life of Henrietta Lacks*, page 199 from “In 1976—the same year Mike Rogers” to “its market value was estimated to be \$3 billion” (pp. 199–201). Students consider how this excerpt further refines a central idea in the text. Students also continue with their pre-searches and vocabulary journals (refer to 10.3.1 Lesson 9).

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk about one source they found during their pre-searches for homework. In addition, instruct students to share 2–3 words (from the vocabulary journal) they found in those sources, and explain how those words function in context.

- ① Consider collecting the students’ research homework to assess students’ research progress.

- ▶ Students Turn-and-Talk about the sources they found for homework, and 2–3 words within those sources.

💬 Student responses will vary depending on their individual areas of investigation and sources.

- ① Consider giving students a structure to follow when discussing the vocabulary words. For example, display the following sentence starters to support students in their vocabulary discussions: The word I found is _____. I found it in _____ source, related to my area of investigation, which is _____. In the source, this word serves the purpose of _____.

- ① Consider circulating to ensure that students have chosen Tier II or III words that will build understanding within and across topics.

- ① Consider reminding students of the strategies inherent in the standards L.9-10.4.a, c, d.

Activity 3: Reading and Discussion

40%

Instruct students to form pairs. Post or project each set of questions for students to discuss.

Instruct students to read from “In 1976—the same year Mike Rogers” to “its market value was estimated to be \$3 billion” (pp. 199–201) and answer the following questions before sharing out with the class. Remind students to annotate the text as they engage in discussion.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

- ① Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today's reading including: *malignant*, *severed*, *voluntarily*, *cremation*, and *heirs*.
- ① Consider instructing students to use the Surfacing Issues Tool to continue surfacing issues from the text, if students' areas of investigation are yielding inadequate research results or they are growing disinterested in their selected research topics/issues.

Why did Moore think his “job was killing him” (p. 199)?

- ☞ Because he was working very long, hard hours as a surveyor in Alaska, and he assumed this was causing his gums to bleed, his belly to swell, and bruises to develop on his body.

What caused his spleen to “bulge(d) like an overfilled inner tube,” (p. 199)? What might *bulged* mean in this context?

- ☞ He had “hairy-cell leukemia” (p. 199). *Malignant* blood cells in his spleen caused it to *bulge* or get bigger.
- ① Consider providing students with the following definition: *bulged* means “swelled or filled to capacity.”
 - ▶ Students write the definition of *bulged* on their copy of the text or in a vocabulary journal.

What was *severed* from Moore’s body? Why?

- ☞ His spleen, because Golde said this was the best way to treat the cancer (p. 199).

What does *severed* mean in this context?

- ☞ It means removed or separated from the body.

What did the consent form Moore signed give the hospital the right to do with his spleen?

- ☞ The consent form allowed the hospital to “dispose” of the spleen “by *cremation*” (p. 199).

What did Moore think was “odd” about Golde’s behavior after the surgery?

- ☞ He thought it was odd that Golde wanted him to continue coming to Los Angeles from Seattle for tests, and that he would pay for his flights and “put him up in style” at a nice hotel (p. 200).

What would it mean for someone to “*voluntarily* grant . . . all rights” they have over their cells to someone else (p. 200)?

- ☞ It means they would choose to let someone else decide what to do with their cells.

In addition to the rights over individual cells, what rights does the consent form grant the University of California?

- It grants the University rights over any “potential product . . . developed from the blood and/or bone marrow *obtained*” from the patient (p. 200).

① **Differentiation Consideration:** To ensure comprehension, consider having students paraphrase the consent form on page 200.

What does *obtained* mean in this context?

- Obtained* means that they got or acquired the blood and bone marrow.

① If students struggle, consider providing the following definition: *obtained* means “gained possession of; acquired.”

By circling “do” on the consent form, what did Moore give the University of California the right to do?

- By circling “do” on the consent form, Moore gave up all his rights and allowed the University of California to make a product from his cells, blood, and/or bone marrow (p. 200).

Why did Moore ask Golde if “any of the follow-up work he was doing had commercial value,” (p. 200)?

- Because if there was commercial value, he did not want to give up the rights to his cells and allow Golde to make money on products developed from his tissue.

What did the lawyer find when Moore had him investigate Golde?

- The lawyer “found that Golde had devoted much of the seven years since Moore’s surgery to developing and marketing a cell line called ‘Mo’” from Moore’s cells (p. 201).

Why did Moore feel “like a piece of meat” (p. 201)?

- Because Golde was using him to develop a cell line and make money, and he thought it was “dehumanizing to be thought of as Mo” (p. 201).

How much money was Golde going to make from the Mo cell line?

- During the lawsuit, the value of the cell line was “estimated to be \$3 billion” (p. 201).

Lead a brief whole-class discussion of student responses.

Ask the following questions to discuss as a whole class:

Consider what you know of Moore’s story so far. How is it similar to Henrietta Lacks’ story?

- Student responses may include:

- The doctor developed a product from Moore's cells without his knowledge.
- The doctor was going to patent the cell line and sell it to make money.
- Moore almost gave up all the rights he and his *heirs* had to his cells.

Look back at the consent form on page 31. How is it similar to or different than the one on page 200?

- The consent form on page 31 only gives doctors permission to “perform any operative procedures . . . they may deem necessary in the proper surgical care” of the patient. The consent form on page 200 gives doctors’ explicit permission to create and sell products based on a patient’s cells.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

10%

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

How does Skloot use this portion of text to further refine a central idea?

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 this lesson.

Activity 5: Pre-Searches and Perspective

30%

Instruct students to take out their Pre-Search Tool. Explain that students will continue searching for sources related to their inquiry questions.

- ▶ Students take out their Pre-Search Tool.

Explain to students that while researching topics such as cell ownership and patient consent, it is very likely that they will find authors with different perspectives. Explain that a perspective is how someone understands an issue, including his/her relationship to and analysis of the issue. Explain that an author’s perspective is like an iceberg, because only a small portion of it appears in the text. Much of the

perspective is often buried beneath what is visible or explicit in the text. Skloot has a perspective that informs her retelling of Lacks story, but she often remains neutral and journalistic in her writing. Inform students that an argumentative text—like those they might find during their pre-searches—will most likely have a more explicit perspective.

- ▶ Students listen.

- ① Students may need more clarification around perspective. If necessary, allow time for students to ask questions to clarify their understanding.

Instruct students to consider an author's perspective while reading, and include a sentence or two briefly summarizing what they believe to be an author's perspective on the Pre-Search Tool. To do this, students should ask themselves: What do I know about the author? What do I know about the publication? What does the author explicitly say in the text? Can I infer a perspective based on the author's tone, language, and approach?

- ▶ Students listen.

- ① **Differentiation Consideration:** If students require more modeling for comprehension, consider offering an example perspective summary using today's excerpt. Skloot's objective, reportorial tone makes it difficult to determine a distinct perspective, but the fact that she decides to embed the Moore story within that of Lacks' story suggests that she is calling into question the integrity of doctors who deliberately under-inform their patients for the sake of scientific inquiry.

Instruct students to continue with their pre-searches.

- ▶ Students continue with pre-searches, using the Pre-Search Tool to support them.

- ① Consider taking the 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 media specialist or librarian.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue with their pre-searches. Ask students to find three more potential sources and record the following information on the Pre-Search Tool: author's name, topic, source, location, and general content/key ideas. Instruct students to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.

- ▶ Students listen.

- ① Consider distributing more Pre-Search Tools if necessary.

Homework

Continue with your pre-searches. Find three more potential sources and record the following information on your Pre-Search Tool: author's name, topic, source, location, and general content/key ideas. Be sure to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.