

10.3.1

Lesson 13

Introduction

In this lesson, the first in a series of two lessons, students engage in an evidence collection activity using *The Immortal Life of Henrietta Lacks*, in order to prepare for a discussion in the following lesson (Lesson 14) about the text’s various claims and evidence. This lesson focuses on understanding central ideas and evidence in informational text, as well as developing claims for future argument writing. Additionally, this lesson develops students’ proficiency for gathering and synthesizing evidence from a text.

Students work collaboratively in groups to identify textual evidence from *The Immortal Life of Henrietta Lacks* to support a claim from the text. Each student records information on an Evidence Identification Tool as the culmination of the group work in this lesson. This tool helps to identify the evidence used to support various claims in the text and allows students to see a clear path of support for the author’s central ideas. The completion of this tool serves as the assessment for this lesson. Students’ group work provides a foundation of evidence for Lesson 14’s discussion activity.


10.3.1 Lesson 13 and 10.3.1 Lesson 14 scaffold to the End-of-Unit Assessment in Lesson 15, in which students write a multi-paragraph essay examining how Skloot introduces and develops the analysis of a central idea throughout the text. This two-lesson series expands student understanding of central ideas in the text as students analyze the various claims Skloot presents, while allowing them to examine different portions of the larger text in a new context. In doing so, it supports the End-of-Unit Assessment and further investigation by establishing the relationship between text and evidence. For homework, students continue with their pre-searches to develop potential sources for future argument writing.

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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
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> <p>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</p> <p>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.</p> <p>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).</p>

Assessment

Assessment(s)
<p>The learning in this lesson will be captured through the completion of the Evidence Identification Tool. Students submit a completed Evidence Identification Tool during the lesson’s closing.</p> <p> The Evidence Identification Tool will serve as the assessment for this unit.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • See the Model Evidence Identification Tool located at the end of the lesson. <p>Use the following criteria to assess individual student’s Evidence Identification Tool:</p> <ul style="list-style-type: none"> • Does the textual evidence provided support the text’s claim? • Is the textual evidence provided relevant and sufficient? • Does the student correctly identify the purpose of this supporting evidence?

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading or a research lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

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, SL.9-10.1, L.9-10.4.a, c, d Text: <i>The Immortal Life of Henrietta Lacks</i> 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Identifying Claims and Evidence in the Text Evidence Identification Tool Activity and Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 20% 60% 5%

Materials

- Copies of the Evidence Identification 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	Plain text indicates teacher action.

symbol	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 W.9-10.9.b. In this lesson, students engage in an evidence collection activity using *The Immortal Life of Henrietta Lacks* in order to prepare for a discussion in the following lesson (10.3.1 Lesson 14). Students work collaboratively in groups to identify textual evidence from *The Immortal Life of Henrietta Lacks* to support a central claim from the text. Each student records information on an Evidence Identification Tool as the culmination of the group work in this lesson. The completion of this tool will serve as the assessment for this lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out the homework from the previous lesson. The previous lesson's homework prompt was: Continue with your pre-searches. Find three more potential sources and record the following information on the Pre-Search Tool: author's name, topic, source, location, publication date, and general content/key ideas. Consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool. Continue adding to your vocabulary journal when appropriate.

Ask students to work in pairs and share one or two potential sources they found for homework. Instruct students to first articulate their inquiry question and then briefly explain how each source relates to that question.

- ▶ Student pairs share the potential sources they found for homework.
- ☞ Student responses will vary based on their individual research questions and research conducted. Students should use the language of the Pre-Search Tool in discussion.

Activity 3: Identifying Claims and Evidence in the Text

20%

This part of the lesson is a whole-class discussion about how to identify claims and supporting evidence in the text. Explain that the goal of this discussion is to encourage students to think about what claims they can identify in the text that they have read, and what evidence is provided in the text to support these claims. Remind students of the work they have done with the Surfacing Issues Tool. This tool provides an ideal gateway into the many claims of the text. Ask students the following questions:

How do you define an issue in a text?

- 🗨️ An issue is an important aspect of human society for which there are many different opinions about what to think or do.

As you have explored this text, what are some issues that have surfaced?

- 🗨️ Student responses should include:
 - Do individuals own their tissue?
 - Is it right to use humans in experiments without their knowledge?
 - Should doctors be able to profit from research on patients?
 - Does patient privacy and consent hinder medical advancement?
 - Are black patients treated differently than white patients?

- ① If students struggle to identify issues in the text, consider guiding them through sourcing an issue from the Surfacing Issues Tool, or directly providing them with an issue from the above list to model ideal responses.

Once students have developed a list of rich and substantial issues, continue the discussion by asking the following questions to bring students to a deeper understanding of perspective and claim. The purpose of these questions is to scaffold towards sourcing evidence by understanding a writer's perspective.

How is a claim distinct from a perspective?

- 🗨️ A claim is someone's stance on what to do or think about a clearly defined issue based on their perspective and understanding of it. In argument-based essays, the writer's claim may be expressed as a thesis. A perspective is how someone understands an issue, including his or her relationship to and analysis of the issue.

How would you use an issue to create a claim?

- 🗨️ By taking a position on the issue.

How would you transform one of the issues above to form a claim?

- 🗨️ Student responses should include:
 - An individual does not own their tissue after it leaves his or her body.
 - It is never acceptable for doctors to use humans for experiments without their knowledge.
 - Doctors should be able to profit from research.
 - Patients of color are treated differently than white patients.

- ① Consider reminding students of the previous work done to clarify the role of a claim in a text in 10.3.1 Lesson 6.

Explain the concept of counterclaims and opposing evidence to students. Explain that a counterclaim is a statement that opposes another claim. It is often paired with opposing evidence that calls into question the proof used by a claim. A simple way to think about counterclaims is by considering claims that are opposed to one's own. Model the following progression from issue to claim to counter claim for students to deepen their understanding of the concepts.

- Issue: Do individuals own their tissue?
- Claim: Patients should be paid for all tissue that is removed from their body for research.
- Counterclaim: Patients no longer own tissue once it leaves their body.

Ask students the following question:

What other claims might challenge the stated claim of “Patients should be paid for all tissue that is taken from their body for research?”

💬 Student responses may include:

- As long as doctors tell patients what they are doing, it is all right for them to use patient tissue.
- It would be too expensive to pay patients for their tissue.
- Doctors are the ones making discoveries so they have a right to profit off of discoveries.

Explain to students that the following activity will take place over two lessons and involves both the research component in this lesson and the culminating discussion in the next one (Lesson 14).

- ▶ Students listen.

Distribute the Evidence Identification Tool. Since this is the first time students are encountering this tool, briefly review the tool with students. Explain that this tool is a way for them to collect and analyze evidence in the text and draw connections between the evidence they collect to support a claim Skloot presents in the text.

- ▶ Students examine the Evidence Identification Tool.

① Consider reminding students that the claims Skloot presents in the text are associated with the various central ideas that have been discussed in previous text analysis lessons. For example, the claim that an individual does not own his or her tissue after it leaves the body is associated with the central idea of tissue ownership.

Remind students of the criteria used to evaluate evidence in informational text: identifying what claim the evidence supports, identifying how the evidence is relevant to the claim, and explaining whether or

not the evidence is sufficient to support the claim. Students gain a deeper understanding of what makes an ideal piece of supporting evidence by examining how pieces of evidence support a claim and how relevant and sufficient each piece of evidence is.

- ① Consider reminding students of the work done in 10.3.1 Lesson 6 with relevant and sufficient evidence.

Inform students that this tool comprises their assessment for this lesson and that they will submit their tools at the close of this lesson.

- ① See the model tool at the end of this lesson for clarification on the layout and use of the Evidence Identification Tool.
- ① If necessary, consider modeling one example of a text-based claim and evidence before students begin working on this tool in their groups.

Lead students through an explanation of the components of this tool.

Explain to students that the goal of the upcoming activity is to source three separate pieces of evidence from the text, two of which support the chosen claim of their group and one piece of evidence that might be used to challenge this claim. Students identify evidence and then write a statement connecting the evidence to the claim. Students should analyze all of the excerpts from this unit for evidence. Encourage students to work together in their groups to vet various pieces of textual evidence and evaluate whether they are relevant and sufficient to support or counter the claim.

- ① Consider spending a moment to clarify the role of counterevidence for students. Completing the tool does not require students to develop a counterclaim to the one their group is researching but some groups might find it helpful to develop a counterclaim as a starting point for sourcing counterevidence.
- ① Identifying counterevidence build students' skills in working with counterclaims. This scaffolding will help students as they research and write arguments, specifically when focusing on W.9-10.1.a and W.9-10.1.b.
 - ▶ Students follow along on their copies of the Evidence Identification Tool.

Activity 4: Evidence Identification Tool Activity and Assessment

60%

Instruct students to take out their annotated excerpts of *The Immortal Life of Henrietta Lacks*, and all discussion notes, tools, and Quick Writes from the unit for the Evidence Identification Tool activity.

- ▶ Students take out their materials.

Designate 4–5 students per group for this activity. These will serve as the home groups for the jigsaw activity in the next lesson (Lesson 14). Explain that in this activity, students are preparing for a jigsaw

discussion in the following lesson by doing research in home groups on a text-based claim. In the culminating discussion (occurring in the following lesson) students will be expected to represent their text-based claim in expert groups as well as respond to counterclaims and answer clarifying questions.

- ▶ Students form home groups.

Instruct each home group to select a claim from the text. Selected claims should have the required depth of evidence to support the completion of an Evidence Identification Tool.

- ▶ Student groups select a claim from the text and fill out the claim section of their Evidence Identification Tool.
- ① If necessary, consider assigning a claim to each group from the list of examples in the previous activity (Identifying Claims and Evidence in the Text).
- ① Consider reminding students of their previous work with standard SL.9-10.1, which requires that students participate in collaborative discussions, building on each other's ideas and expressing their own clearly and persuasively.

Instruct student groups to focus on identifying supporting evidence for their claim in the text. This information should be used to complete each student's individual Evidence Identification Tool. Students should work together to find as many supporting pieces of evidence as possible, focusing on how relevant and sufficient the evidence is. Prompt students to discuss in their groups the connections between these pieces of evidence and the purpose(s) the evidence serves in the text, in order to draft a connection statement.

- ▶ Students work in groups to complete the Evidence Identification Tool.

Remind students that the Evidence Identification Tool will aid in identifying and analyzing evidence that can be used in the following lesson's writing activity, in support of W.9-10.9.b.

- ▶ Student listen.
- ① Circulate during the activity to address student questions or concerns.
- ① **Differentiation Consideration:** If groups struggle with finding evidence for their claim, consider asking the following questions:
 - Where in the excerpts did we encounter this issue?
 - What examples does the text use when talking about this issue?
 - Why does Skloot use these examples in talking about this issue?

Collect completed Evidence Identification Tools from students as the assessment for this lesson.

- ▶ Students turn in completed Evidence Identification Tools.

Activity 5: 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 a Pre-Search Tool: author's name, topic, source, location, publication date, and general content/key ideas. Instruct students to continue to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool. Finally, instruct students to continue adding to their vocabulary journal when appropriate.

- ① In preparation for the activity in 10.3.1 Lesson 14, students will need access to their discussion notes, tools, and Quick Writes from the unit. Ensure that students have access to these materials. If students have been keeping their own notes via a portfolio or other tool, instruct students to bring this to class for Lesson 14.
- ① Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.
 - ▶ Students follow along.

Homework

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

Evidence Identification Tool

Name:		Class:		Date:	
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Claim:

Evidence	How does the evidence support the claim?
Counter Evidence	How does the evidence counter the claim?

Model Evidence Identification Tool

Name:		Class:		Date:	
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Claim: Patients of color are treated differently than white patients.

Evidence	How does the evidence support the claim?
<p>Johns Hopkins used the tissue of black patients without their consent for various purposes.</p> <p>“Hopkins, with its large indigent black population, had no dearth of clinical material.” (p. 30)</p>	<p>Doctors viewed patients’ tissue as fair game for experimentation and studies. In particular, they used the large population of poor, black patients who came to Hopkins for free treatment.</p>
<p>John Moore’s doctor sought permission from him to use his cells and Moore was able to obtain legal counsel and publicity for his plight.</p> <p>“That’s when Moore sent the form to a lawyer” & “The public didn’t realize there was big money in cell lines.” (pp. 199–204)</p>	<p>Although the time periods are different, it is important to note the difference with which Moore was treated and the options available to him (i.e., a lawyer and national publicity). Skloot is clearly drawing a comparison between the two cases to illustrate Henrietta’s mistreatment.</p>
Counter Evidence	How does the evidence counter the claim?
<p>Henrietta received radium cancer treatment that was standard for hospitals nationwide.</p> <p>“like hospitals nationwide, Hopkins treated all invasive cervical carcinomas with radium” (pp. 31–32)</p> <p>The Johns Hopkins center was specifically established with a charter to treat all patients the same, “Without regard to sex, age, or color” (pp. 166–167).</p>	<p>This indicates a certain level of equality in medical treatment. In some cases, a doctor sees only a sick patient and does not alter the treatment plan based on the color of their skin.</p>