

10.3.1

Lesson 15

Introduction

In this final lesson of the unit, the End-of-Unit Assessment, students complete a two-part assessment. First, students synthesize and compose a multi-paragraph response examining how Skloot unfolds an analysis of a central idea throughout *The Immortal Life of Henrietta Lacks*. Second, students reflect on the research process begun in this unit by writing about two to three areas of investigation that emerged from *The Immortal Life of Henrietta Lacks*, explaining how and from where the areas emerged.

This lesson asks students to apply standards RI.9-10.2, RI.9-10.3, W.9-10.2.b, d, e, W.9-10.9, L.9-10.1, and L.9-10.2 as they examine the unfolding of a central idea's analysis throughout the text. This lesson also assesses students' comprehension of the research process that has been introduced in this unit. Students use their areas of investigation to guide the research in the following unit. For homework, students continue to read sources found during pre-searches and identify, record, and use vocabulary strategies to define unknown words in their vocabulary journal.

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.9-10.3	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.
W.9-10.2.b, d, e	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>

	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.9	Draw evidence from literary or information texts to support analysis, reflection and research.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessment

Assessment(s)
<p>Student learning is assessed via the End-of-Unit Assessment. Students respond to the following prompts, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Part 1: Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea? Part 2: Articulate two to three areas of investigation and where they emerge from the text. <p>① Part 1 is assessed using the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist. Part 2 is assessed using the Area Evaluation Checklist.</p>
High Performance Response(s)
<p>Part 1</p> <p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify and explain a central idea from Skloot's text (e.g., patient rights, tissue ownership, the conflict of science and human wellbeing, the ethical considerations of experimentation). Include evidence from the text, making clear connections between the details selected and the statements made. Examine Skloot's unfolding of the identified central idea's analysis through specific textual details. <p>Student responses may include:</p> <ul style="list-style-type: none"> The idea of patients' rights and whether they are sufficient to protect individuals in modern society is a central claim that Skloot develops early in the text. It starts with the how Henrietta is

treated and how her cells are taken without her consent.

- Skloot develops a number of examples that examine the idea of patients' rights. The development of the HeLa cell line is directly contrasted to the story of John Moore. Both serve as examples where current rights and regulations did not protect the patients.
- The text makes it clear that the rights of individuals in relation to science and experimentation are confusing and ill-defined. Between Lacks, Moore, and the experiments of Chester Southam, it is apparent that new legal protections may be needed.

Part 2

A High Performance Response should:

- Identify clearly two or three areas of investigation and reference their appearance in the text (e.g., Who owns tissue once it is removed from an individual? How have patients' rights changed as science has advanced?).
- Provide areas of investigation that are distinct from one another.

Student responses vary based on individual research. Student responses may include:

- The questions of who owns tissue once it's removed from the body and whether or not doctors can profit from this tissue are two areas of investigation that emerge from the text. These first appear in the case of Henrietta Lacks but are often refined by Skloot both in relation to the other cases she cites and as direct questions.
- Who owns our tissue and what can be done with it, with or without our consent, comes up again and again throughout the excerpts read. Skloot connects many of these ideas together in the chapter "Illegal, Immoral, and Deplorable" which provides in rapid-fire fashion a number of serious examples of patients' rights.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- 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, RI.9-10.3, W.9-10.2.b, d, e, W.9-10.9, L.9-10.1, L.9-10.2 Text: <i>The Immortal Life of Henrietta Lacks</i> 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 10.3.1 End-of-Unit Assessment Part 1: <i>The Immortal Life of Henrietta Lacks</i> 10.3.1 End-of-Unit Assessment Part 2: Areas of Investigation Closing 	<ol style="list-style-type: none"> 5% 10% 50% 30% 5%

Materials

- Copies of the 10.3.1 End-of-Unit Assessment for each student
- Copies of the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist for each student
- Student copies of the Surfacing Issues Tool (refer to 10.3.1 Lesson 3)
- Student copies of the Evidence Identification Tool (refer to 10.3.1 Lesson 13)
- Student copies of the Exploring a Topic Tool (refer to 10.3.1 Lesson 7)
- Copies of the Area Evaluation Checklist for teacher use only

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 standards for this lesson: RI.9-10.2, RI.9-10.3, W.9-10.9, L.9-10.1, and L.9-10.2. Inform students that they are going to complete a two-part End-of-Unit Assessment: A multi-paragraph response analyzing the development and refinement of a central idea in *The Immortal Life of Henrietta Lacks*, paying close attention to how Skloot unfolds an analysis of this central idea. Students are also to analyze 2–3 areas of investigation that have emerged throughout their reading of *The Immortal Life of Henrietta Lacks*.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to form pairs and Turn-and-Talk to discuss their review of the Skloot text and their annotations, as well as their notes from the previous lesson's Jigsaw discussion, in preparation for the End-of-Unit Assessment.

- ▶ Students form pairs and discuss their review of the Skloot text, annotations, and the previous lesson's Jigsaw discussion notes.
- ① Students are held accountable for the second part of the previous lesson's homework (to review the Surfacing Issues Tool and Pre-Search Tool) when they articulate 2–3 areas of investigation in Activity 4.

Activity 3: 10.3.1 End-of-Unit Assessment Part 1: *The Immortal Life of Henrietta Lacks*

50%

Explain to students that because it is a formal writing task, the 10.3.1 End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone. Remind students to practice the skills outlined in W.9-10.4, to which they were introduced in Module 10.1.3 Lesson 8.

- ① If necessary, consider reviewing the components of W.9-10.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.

Instruct students to write a multi-paragraph response to the following prompt:

Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea?

Remind students to use the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

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

Ask students if they have remaining questions about the assessment prompt.

Distribute and review the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist.

Remind students as they write to refer to their notes, tools, and annotated text from the previous lessons.

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

Activity 4: 10.3.1 End-of-Unit Assessment Part 2: Areas of Investigation 30%

Instruct students to write a multi-paragraph response to the following prompt:

Articulate 2–3 areas of investigation and where they emerge from the text.

Remind students to use the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

Ask students if they have remaining questions about the assessment prompt.

Inform students that they may use their Surfacing Issues Tool, Evidence Identification Tool, and notes to assist them with composing this portion of the End-of-Unit Assessment. Students should use their notes from the Skloot text to describe how the area of investigation emerged from the text. Remind students that they already have all the information needed to answer this prompt; referencing these tools provides support for students in their synthesis of this information.

① The Evidence Identification Tool may be useful to students as a reminder of topics that they have previously investigated.

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

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read the sources they found during their pre-searches and identify, record, and define unknown vocabulary using their vocabulary journals. Ask students to check the definitions for at least five unknown vocabulary words. Remind students to be prepared to discuss this vocabulary and the definitions they found for these words in the following lesson.

① The vocabulary journal was introduced in 10.3.1 Lesson 9.

- ▶ Students follow along.

Homework

Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words. Be prepared to discuss these words and their definitions in the following lesson.

10.3.1 End-of-Unit Assessment: Part 1

Part 1: Text-Based Response

Your Task: Rely on your close reading of *The Immortal Life of Henrietta Lacks* to write a well-crafted multi-paragraph response to the following prompt.

Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea?

Your writing will be assessed using the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist.

Guidelines

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RI.9-10.2; RI.9-10.3, W.9-10.2.b, d, e, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.2 and RI.9-10.3 because it demands that students:

- Determine a central idea of a text and analyze in detail 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.
- 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.

This task measures W.9-10.2.b, d, e because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of

the topic.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.3.1 End-of-Unit Assessment: Part 2

Part 2: Articulating Areas of Investigation

Your Task: Rely on your Surfacing Issues Tool and Exploring a Topic Tool along with your notes from *The Immortal Life of Henrietta Lacks* to write a well-crafted multi-paragraph response to the following prompt.

Articulate two to three areas of investigation and where they emerge from the text.

Your writing will be assessed using the Area Evaluation Checklist.

Guidelines

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: W.9-10.9

Commentary on the Task:

This task measures W.9-10.9 because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures W.9-10.2 and W.9-10.2 b, d, e because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.3.1 End-of-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis The extent to which the response determines and analyzes central idea(s) clearly and accurately in order to respond to the task and support an analysis of the text. CCSS.ELA-Literacy.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.	Determine a central idea from the text and analyze its development by providing precise and sufficient examples of the central idea's emergence and refinement using specific details.	Determine a central idea from the text and analyze its development by providing relevant and sufficient examples of the central idea's emergence and refinement using specific details.	Determine a central idea from the text and analyze its development by undeveloped or insufficient but relevant examples of the central idea's emergence and refinement using specific details.	Fail to identify and/or explain a central idea from the text. Provide no examples or irrelevant and insufficient examples of the central idea's emergence and refinement.
Content and Analysis The extent to which the response analyzes how the author unfolds an analysis clearly and accurately in order to respond to the task and support an analysis of the text. CCSS.ELA-Literacy.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.	Explain how the author unfolds an analysis or series of ideas or events; effectively analyze how the details are ordered, introduced, and developed.	Explain how the author unfolds an analysis or series of ideas or events; accurately analyze how the details are ordered, introduced and developed.	Explain how the author unfolds an analysis or series of ideas or events; provide a partial analysis of how the details are ordered, introduced and developed.	Fail to demonstrate analysis through specific textual details. Provide little to no analysis of how the details are ordered, introduced, and developed.
Command of Evidence and Reasoning The extent to which the response presents relevant and sufficient evidence from the text to develop the topic and uses examples appropriate to the audience's knowledge. CCSS.ELA-Literacy.W.9-10.2.b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develop the response with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develop the response with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Partially develop the response with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic.	Do not develop the response with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Coherence, Organization, and Style The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic. CCSS.ELA-Literacy.W.9-10.2.d d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic.	Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic.	Inconsistently use domain-specific vocabulary to manage the complexity of the topic.	Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic.
Coherence, Organization, and Style The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline. CCSS.ELA-Literacy.W.9-10.2.e e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline.	Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity.	Use inconsistent style and tone with some attention to formality and objectivity.	Lack a formal style, using language that is basic, imprecise, or contextually inappropriate.
Control of Conventions The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate control of conventions with essentially no errors, even with sophisticated language.	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.	Demonstrate partial control of conventions with some errors that hinder comprehension.	Demonstrate little control of conventions with frequent errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.3.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Identify a central idea from the text and analyze its development? (RI.9-10.2)	<input type="checkbox"/>
	Provide examples of the emergence and refinement of the central idea using specific details? (RI.9-10.2)	<input type="checkbox"/>
	Include a summary of the text to frame the development and refinement of the central idea? (RI.9-10.2)	<input type="checkbox"/>
	Examine how an author unfolds an analysis or series of events using specific textual details? (RI.9-10.3)	<input type="checkbox"/>
	Provide an accurate analysis of how the details are ordered, introduced and developed? (RI.9-10.3)	<input type="checkbox"/>
	Include thorough evidence from the text, making clear connections between the details selected and the statements made? (RI.9-10.3)	<input type="checkbox"/>
Command of Evidence and Reasoning	Present ideas clearly and consistently, making effective use of relevant and sufficient evidence to support analysis, reflection, and research? (W.9-10.2.b, W.9-10.9)	<input type="checkbox"/>
Coherence, Organization, and Style	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

Area Evaluation Checklist

Name:		Class:		Date:	
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Area Evaluation Checklist		✓	Comments
I. COHERENCE OF AREA What is the area of investigation?	The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.	<input type="checkbox"/>	
II. SCOPE OF AREA What do you need to know to gain an understanding of the area of investigation?	The questions necessary to investigate for gaining an understanding require more than a quick review of easily accessed sources. The questions are reasonable enough so that the researcher is likely to find credible sources that address the issue in the time allotted for research.	<input type="checkbox"/>	
III. RELEVANCE OF AREA TO ARGUMENT Are there multiple claims that compose the area of investigation?	The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.	<input type="checkbox"/>	
IV. INTEREST IN AREA Why are you interested in this area of investigation?	The researcher is able to communicate genuine interest in the area of investigation. Gaining an understanding of the area would be valuable for the student.	<input type="checkbox"/>	

Evaluate the strength of your selected area of investigation. Explain whether you plan to use this as your final topic and explain why or why not.

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