

## 10.3.2

## Lesson 1

## Introduction

In this first lesson of the unit, students are formally introduced to the research unit and continue the research process they began in 10.3.1. The teacher provides an overview of the research process and engages students in vetting their two to three possible areas of investigation from 10.3.1 Lesson 15, in order to select a research topic/area of investigation to explore throughout the unit.


Students begin the lesson by learning more about the research process and constructing the Research Portfolio, which they use to house all research they conducted in 10.3.1 and the research materials that are distributed and gathered in this unit. Next, using the Area Evaluation Checklist, students vet their two to three possible areas of investigation that they previously refined in 10.3.1 Lesson 15, and independently select a research topic/area of investigation. The lesson concludes with a Quick Write in which students discuss their specific research topic/area of investigation and how they selected it using the Area Evaluation Checklist to vet the possible areas of investigation. For homework, students use the Pre-Search Tool from 10.3.1 to search for two sources related to the research topic/area of investigation they draft in this lesson. Students prepare to discuss how the two sources connect to the research topic/area of investigation in the following lesson, 10.3.2 Lesson 2.

## Standards

Assessed Standard(s)	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.
L.9-10.4.a, c, d	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. <ul style="list-style-type: none"> <li>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.</li> </ul>

	<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>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"> <li>Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation.</li> </ul> <p> The Quick Write is assessed using the Area Evaluation Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Describe the specific area of investigation and the factors that helped the student narrow his or her choice (e.g., I chose the topic of tissue ownership because it had the most sources available and has a large scope for argument-based research.).</li> <li>Explain how the criteria in the Area Evaluation Checklist support the evaluation of topics (e.g., The Area Evaluation Checklist helped me evaluate the topic by asking me to consider whether the topic led to more questions. This topic is strong enough to support further inquiry through questions such as, “What happens to tissue once it is removed from the body?” and “When do patients relinquish the right to their tissue?”).</li> <li>Explain how the chosen area of investigation supports a research-based argument (e.g., There are different perspectives on the topic: Some think that researchers should own excised and donated tissues, and some think that ownership should revert to the patient, so I can argue for one of these perspectives or perhaps identify another.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

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

- None.\*

\*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.7, W.9-10.4, L.9-10.4.a, c, d</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Introduction to Research Process and Resources</li> <li>Vetting Areas of Investigation</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>15%</li> <li>10%</li> <li>25%</li> <li>35%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Copies of the 10.3 Common Core Learning Standards Tool for each student
- Students' two to three areas of investigation (refer to 10.3.1 Lesson 15)
- Student copies of the Area Evaluation Checklist (at least three blank copies) (refer to 10.3.1 Lesson 15)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)
- Binders or electronic folders (for the Research Portfolio)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>

	<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

15%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.7. In this lesson, students learn more about the research process. They construct the Research Portfolio to house all research they previously conducted in 10.3.1 and the research materials that are distributed and gathered in this unit. Next, using the Area Evaluation Checklist, students vet their two to three possible areas of investigation that they previously refined in 10.3.1 Lesson 15, and independently select a specific research topic/area of investigation. The lesson concludes with a Quick Write in which students discuss their research topic/area of investigation and how they selected it using the Area Evaluation Checklist to vet the possible areas of investigation.

- ▶ Students look at the agenda.

Distribute copies of the 10.3 Common Core Learning Standards Tool to each student. Explain that students continue to work on mastering the skills described in the Common Core State Standards (CCSS) throughout this new module and the rest of the year.

- ▶ Students listen and examine the 10.3 Common Core Learning Standards Tool.

❗ It may be helpful to explain to students that at the beginning of lessons, they are introduced to new standards as necessary, as in Modules 10.1 and 10.2.

Inform students that in this lesson they begin to work with a new standard: W.9-10.7. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.9-10.7.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about this standard.

💬 Student responses should include:

- Students conduct research for short and long projects.
- Students use research to answer a question or solve a problem.
- Students expand or limit the inquiry based on the project or the research topic.
- Students read and put together multiple sources on the subject, showing what they understand about the subject based on what they learned from the sources.

- ① If students have completed the Grade 9 Module 3 ELA Curriculum and/or the Odell Education Research for Deepening Understanding Core Proficiency Unit, consider a brief review of this standard versus a full-class discussion.

Provide students with the following definitions: *sustained* means “kept up or continued, as an action or process,” and *self-generated* means “made without the aid of an external agent; produced spontaneously.”

- ▶ Students write the definitions of *sustained* and *self-generated* in a vocabulary journal.

Ask students to consider the meaning of *inquiry* in the context of the standard.

💬 Students responses may include:

- The standard is about conducting research, which means looking for information.
- The verb is “to inquire,” which means to look for information.

- ① Consider providing students with the following definition: *inquiry* means “the act of seeking information by questioning,” and explain that the research process taught in this unit is based on *inquiry* and that questioning plays a vital role in exploring a specific research topic/area of investigation.

- ▶ Students write the definition of *inquiry* in a vocabulary journal.

Ask students what it means to “*synthesize* multiple sources.”

💬 The standard says that you synthesize multiple sources in order to demonstrate “understanding of the subject under investigation.” To really understand a subject from more than a single source you have to compare, discuss, draw conclusions from multiple sources; this is likely to be what *synthesize* means.

- ① Consider providing students with the following definition: *synthesize* means “to combine into a single unit or unified entity or thing,” and explain to students that after plenty of research, they draw conclusions or *synthesize* the research to make claims about the research topic/area of investigation. However, this action happens near the end of the unit, after plenty of research and analysis has been conducted.

- ▶ Students write the definition of *synthesize* in a vocabulary journal.

- ① Consider pointing out that the prefix *syn-* means “with” or “together.” Discuss how this prefix relates to the larger meaning of the word *synthesize*.

## Activity 2: Homework Accountability

**10%**

Inform students that during 10.3.2, they are not assessed on their Accountable Independent Reading. Instead, homework is an extension of the learning from the lesson. Students are expected to conduct research activities outside of class. Students build a volume of independent reading as they read multiple sources and refine and deepen their understanding of their research topic/area of investigation. Remind students to continue to record new vocabulary words in their vocabulary journals when conducting independent searches for homework.

- ▶ Students listen.

- ① Consider distributing the assessed 10.3.1 End-of-Unit Assessment to each student for review purposes. Consider meeting with students who struggled with the End-of-Unit Assessment to provide extra support. A formal review of the 10.3.1 End-of-Unit Assessment is not conducted here to allow for time in evaluation and selection of a research topic/area of investigation.
- 

Instruct student pairs to take out their homework from the previous lesson and discuss two to three vocabulary words they identified and explain how they function in the context of the source discovered in their pre-searches.

- ▶ Student pairs take out their homework and discuss two to three vocabulary words and how they function in the context of the source.

☞ Student responses will vary by sources.

- ① 10.3.1 Lesson 15 homework was as follows: 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.
- ① Consider reminding students of the strategies inherent in the standards L.9-10.4.a, c, and d.
- ① **Differentiation Consideration:** 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 \_\_\_\_\_. This word serves this purpose in the source: \_\_\_\_.
- ① Consider circulating to ensure that students are picking Tier II or III words that would build understanding within and across topics.
- ① Consider collecting the homework to assess students' research progress.

### Activity 3: Introduction to Research Process and Resources

25%

Explain to students that in 10.3.2 they continue the research process they began in 10.3.1. Additionally, students use a set of tools that help them organize and synthesize the information they gather across sources.

Remind students that in 10.3.1 they engaged in surfacing issues and narrowing those issues into two to three possible areas of investigation. Inform students that in 10.3.2, they narrow the two to three possible areas of investigation into a specific debatable issue that is known as a research topic or area of investigation. Students then refine this research topic/area of investigation further by developing a problem-based question to guide the research and use the gathered evidence to inform and develop a perspective on the issue.

Begin by discussing the nature of inquiry-based research. Explain to students that researchers follow a general *iterative* (cyclical or repetitive) process and use tools and strategies to find, analyze, and organize information from sources that they read. Effective researchers follow the data, which enables them to consider multiple perspectives. Researchers conduct research to discover new information, develop new ideas, and draw conclusions along the way. Reiterate that students should not go into the research with pre-established claims on a given research topic, but should keep an open mind and evaluate all the evidence as they engage in research.

Explain to students that there are multiple steps in the process and many of the steps are repeated; this type of research is not a sequential list of steps but a cyclical and iterative process during which new directions and paths can be created at different points in the process.

- ▶ Students listen.

Provide students with the following definition: *iterative* means “involving repetition relating to an operation or procedure,” so they understand the research process is not a linear process, but has parts that may repeat based on answers, evidence, and conclusions discovered along the way.

- ▶ Students write the definition of *iterative* in a vocabulary journal.

Explain to students that research is a form of exploration. They are taught to use skills like asking questions, conducting inquiries, and gathering reliable information. They learn how to organize, make connections, and analyze the information they gather. These processes show students how to deepen their understanding of a specific research topic/area of investigation. Through exploration, students develop a problem-based question to explore multiple arguments and finally develop a central claim of their own about an issue.

- ▶ Students listen.

① **Differentiation Consideration:** Consider informing students that they already know of at least one researcher, Rebecca Skloot, whose research about the Lacks family and the HeLa cells serves multiple purposes. Ask students the following question:

**What multiple purposes does Skloot’s research serve?**

💬 Student responses may include:

- Skloot uses her research to help the Lacks family and others understand what happened to Henrietta and to reveal reasons for why the Lacks family should have some control over how HeLa cells are used or the financial proceeds from the cells' use.
- She uses research to expand on the issue of informed consent, considering arguments about the greater good and science, and how informed consent can impede research. However, informed consent protections also lead to privacy and ownership of biological information and material considerations.
- Skloot uses research to provide multiple examples of similar cases so the reader can develop his or her own central claims regarding the book's tissue ownership issues.
- Skloot uses research to cement her own understandings of some of the issues involved, including reading articles that are directly related to her topic for background knowledge, and revealing the depth of her research by presenting the facts, characters, and issues involved with Henrietta's cells and HeLa.
- Skloot acts like a detective, researching to dig deeper into issues that she does not fully understand and working to form a larger picture of the topic, even meeting with primary source subjects who take her down different paths.

- ① Consider reminding students about how Skloot's research process was initiated by a spark of interest during a Biology class. (The text captures her arriving at her initiation of inquiry/generating of inquiry questions on page 4 of the Prologue.)

---

Inform students that throughout the research process they are expected to use a structured organizational system for annotating, recording notes, analyzing sources, and sorting information. As students work through the research steps, they construct a Research Portfolio consisting of various tools, handouts, checklists, and sources that guide, store, and organize their research and analysis. Explain the sections of the Research Portfolio:

- Section 1: Defining an area of investigation – This section stores all the work you do exploring the topic and choosing a research topic/area of investigation.
- Section 2: Gathering and Analyzing Information – This section stores all the information you gather throughout your investigation. It also stores your notes and analysis of sources.
- Section 3: Drawing Conclusions – This section stores your evidence-based claims about inquiry questions and inquiry paths, and the evidence-based perspective that you come to at the end of your inquiry.
- Section 4: Discarded Material – This section stores all the sources and analysis that you have discarded throughout your investigation. The purpose of this section is to keep a record of discarded materials until the end of the research process in case you change your mind and want to use them.



- ① Consider displaying the Research Portfolio sections for students to see.

Distribute binders and instruct students to create the four sections of the Research Portfolio and place all the research material from 10.3.1 into section 1.

- ▶ Students follow along and organize their Research Portfolios.

- ① Consider using a form of electronic folders or other technological media to house and manage the Research Portfolio contents. Teachers who choose to use Google Drive and/or other cloud-based online organizational formats should consider displaying sample folders for all students to see.

## Activity 4: Vetting Areas of Investigation

**35%**

Inform students that they are to narrow down the two to three areas of investigation they crafted in the 10.3.1 Lesson 15 End-of-Unit Assessment into a research topic/area of investigation that guides their inquiry for the rest of the unit. Explain to students that they should use the Area Evaluation Checklist to vet their areas of investigation, so they can craft and select a research topic/area of investigation that sustains effective research for the duration of the unit.

- ▶ Students listen.

Distribute students' two to three possible areas of investigation from the 10.3.1 Lesson 15 End-of-Unit Assessment.

- ▶ Students examine their possible areas of investigation.

- ① The 10.3.1 Lesson 15 End-of-Unit Assessment Part 2 prompt was as follows: "Articulate in writing two to three areas of investigation and describe how and where each area emerged from the Skloot text."

Inform students that throughout 10.3.2, "Tissue Ownership" is the research topic/area of investigation to be used for modeling the research process. Explain to students that by using the Area Evaluation Checklist, they select their final research topics/areas of investigation from their 10.3.1 areas of investigation. Inform students that this research topic/area of investigation is a model only and not an exemplary response to follow or mimic. Remind students they are required to follow their own inquiries as established by the research topic/area of investigation they select in this lesson.

- ▶ Students listen.

- ① Distribute at least two to three blank copies of the Area Evaluation Checklist. Students need to complete a checklist for each area of investigation from the 10.3.1 Lesson 15 End-of-Unit Assessment.

- ▶ Students examine their blank Area Evaluation Checklist.

Show students how to use the Area Evaluation Checklist using the following three areas of investigation. Model three sample areas of investigation that may have been included in a student response from 10.3.1 Lesson 15:

- Area of investigation: Tissue Ownership
- Area of investigation: Informed Consent
- Area of investigation: Genetic Basis for Criminal Behavior

▶ Students listen.

① Consider displaying the three model areas of investigation for students to see. Remind students that their areas of investigation are different from these, but they should have two to three of their own listed on their 10.3.1 End-of-Unit Assessment responses.

Model for students how to use the Area Evaluation Checklist to *vet* one of the model areas of investigation just discussed.

Provide students with the following definition: *vet* means “to appraise, verify, or check for accuracy, authenticity, or validity.” Students are to appraise their two to three areas of investigation using the Area Evaluation Checklist. Inform students the first area of investigation to be modeled for vetting is the one about tissue ownership.

- ▶ Students listen and follow along with the modeling.
- ▶ Students write the definition of *vet* in a vocabulary journal.

① Consider displaying the Area Evaluation Checklist for students to see the modeling.

Explain to students that the first part of the Area Evaluation Checklist calls for the researcher to articulate clearly his/her area of investigation in a way that others understand and that makes sense. The area of investigation should demonstrate that the researcher has a coherent vision of his/her area of investigation. For example, “My area of investigation is tissue ownership.”

- ▶ Students listen and follow along with the modeling.

Explain to students that the second part of the Area Evaluation Checklist calls for the researcher to think about what thoughtful questions are necessary in order to deeply explore the area of investigation. These questions should allow for extensive research of the area of investigation but with available resources that are credible or academic in nature. Some of these questions may include:

- For what research purposes are human tissues used?
- How does a researcher get consent from a patient to use his or her tissues in research?
- Does a researcher need consent from the family to take tissues from someone if the person is no longer living?
- When unnecessary tissues are removed from the body, what happens to them?

- ① Although these sample questions are focused on a scientific issue, consider reminding students they can draw on a wide range of other types of issues from *The Immortal Life of Henrietta Lacks*, such as civil rights, medical concerns, legal precedents, or ethics.
- ① Explain to students that they discuss source credibility further in 10.3.2 Lesson 3.

Explain to students that the questions above allow for interesting and rich research in the area of investigation and contribute to a deeper understanding about it.

- ▶ Students listen and follow along with the modeling.

- ① Consider engaging students in the model vetting process by asking for additional questions that would lead to an understanding of the model area of investigation.

Explain to students that the third part of the Area Evaluation Checklist calls for an explanation of how the area of investigation is relevant to a larger topic and if it supports argument. Remind students that at the beginning of the research process, while reading Skloot's text, *The Immortal Life of Henrietta Lacks*, one of the surfaced issues was the focus on how her cells were taken without telling her. It was from the broad topic of stolen tissues that the area of investigation was derived, especially after the cases of John Moore and Ted Slavin were described. The question of who owns the tissue that has been removed from a person seems unclear, and one that may support multiple claims since it was never resolved in the text.

- ▶ Students listen and follow along with the modeling.

Explain to students that the fourth part of the Area Evaluation Checklist calls for the researcher to illustrate the reason for his/her curiosity and why the topic is valuable to explore. Explain to students that a researcher may be interested in this topic because in the *Immortal Life of Henrietta Lacks*, once Henrietta's cells and the Lacks family's blood were removed, the Lacks family had no control over how they were used, which raises questions of what is fair or ethical.

- ▶ Students listen and follow along with the modeling.

The last section asks students to evaluate their answers in the previous boxes and determine whether they want to select this research topic/area of investigation as their focus for research. Ask students what it means to evaluate the strength of an area of investigation.

💬 Student answers may include:

- Determine if there are multiple claims about the topic.
- Decide whether there is enough about the area of investigation to investigate.
- Determine whether there is a basic understanding of the topic.
- Ensure there is interest in the topic.

- ① "Area of investigation" and "research topic" are used synonymously throughout the unit.

Next, model for students how to evaluate and select the potential area of Investigation by writing on the bottom of the Area Evaluation Checklist. Remind students to use the tools from 10.3.1 to support their answers in this section: “During my pre-searches, I found many sources that support different central claims on this issue. I learned some of the background knowledge to support my understanding of this issue, and recorded important terms, such as tissue, cell line, royalties, and lymphocytes in my vocabulary journal. This issue is unresolved and is worth investigating, and I am interested in finding out more about it. I plan to select ‘tissue ownership’ as my area of investigation.”

- ▶ Students follow along with the modeling.

- ① Remind students that a research topic/area of investigation provides multiple claims about a debatable issue.
- ① Consider modeling how to vet one of the other two model areas of investigation from 10.3.1 Lesson 15. Students may benefit from seeing multiple areas of investigation vetted to craft the richest research topics/areas of investigation possible.

---

Instruct students to vet their two to three areas of investigation from the 10.3.1 Lesson 15 End-of-Unit Assessment independently, using the Area Evaluation Checklist.

- ▶ Students independently vet their areas of investigation from the 10.3.1 End-of-Unit Assessment using the Area Evaluation Checklist.

Circulate around the room to monitor students’ progress.

- ① Students need one Area Evaluation Checklist for each area of investigation.

Explain to students that they should now decide which vetted area of investigation produces the richest and most interesting research topic/area of investigation for exploration/research. Instruct students to examine their Area Evaluation Checklists for each area of investigation.

- ▶ Students examine the Area Evaluation Checklist and select an area of investigation.

Lead a share out of students’ various research topics/areas of investigation.

- 💬 Student responses may include:

- I became interested in the topic of informed consent because of Henrietta Lacks’ story. My big question is how do we know if consent is informed or not? Based on this, I have narrowed down the topic and done some pre-searches, which reveal multiple claims on this issue.
- My topic is about determining a genetic basis for criminal behavior. There are multiple claims about issues related to this topic, including whether it is right to target a population for criminal behavior and what the value of finding such a gene would be. There are several

- sources in my pre-searches to support this topic, and I have a good understanding of this topic because I annotated some of the sources in my research journal.
- During my pre-searches, I found many sources that support different central claims on this issue. I learned some of the background knowledge to support my understanding of this issue, and recorded important terms, such as *tissue*, *cell line*, *royalties*, and *lymphocytes* in my vocabulary journal. This issue is unresolved and is worth investigating, and I am interested in finding out more about it. I plan to select “tissue ownership” as my area of investigation.
- ① Consider displaying students’ names and research topics/areas of investigation so that students can identify and reach out for support from peers working with related research topics/areas of investigation.

### Activity 5: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt. Remind students to practice the skills outlined in W.9-10.4, to which they were introduced in 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.

**Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation.**

Instruct students to use the Area Evaluation 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 Area Evaluation Checklist.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Pre-Search Tool from 10.3.1 to search for two sources related to the research topic/area of investigation they drafted in the lesson. Students prepare to discuss how the two sources connect to the research topic/area of investigation for the following lesson, 10.3.2 Lesson 2.

- ▶ Students follow along.

## Homework

Use the Pre-Search Tool from 10.3.1 to search for two sources related to the research topic/area of investigation you drafted in the lesson. Prepare to discuss how the two sources connect to the research topic/area of investigation for the following lesson, 10.3.2 Lesson 2.

## 10.3 Common Core Learning Standards Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
--------------	--	---------------	--	--------------	--

CCS Standards: Reading—Informational		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.9-10.1.a.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			
W.9-10.1.a	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>			



CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1.b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1.c	<p>Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1.d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.  d. 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.9-10.1.e	Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.  e. Provide a concluding statement or section that follows from and supports the argument presented.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L.9-10.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>			
L.9-10.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L.9-10.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			
L.9-10.2.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  b. Use a colon to introduce a list or quotation.			
L.9-10.2.c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Spell correctly.			

## Model Area Evaluation Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
--------------	--	---------------	--	--------------	--

Area Evaluation Checklist		✓	Comments
<b>I. COHERENCE OF AREA</b> 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"/>	Ownership of and control over how tissue is used once it is removed from the body
<b>II. SCOPE OF AREA</b> 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"/>	Quite a few questions would work for this area of investigation, including: What happens to tissue once it is removed from the body? When do patients relinquish the right to their tissue?
<b>III. RELEVANCE OF AREA TO ARGUMENT</b> 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"/>	There are several claims about tissue ownership. Some think that researchers should own it, and some think that ownership should revert to the patient.
<b>IV. INTEREST IN AREA</b> 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"/>	My mother had surgery and I wonder what happened to her tissues. I think this is a common situation for many people and these questions need to be asked.

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.

I plan to use this as my final topic because I have found many perspectives and claims on this issue and there are many questions that need to be answered about this topic. Also, the area of investigation is related to the larger topics surfaced in the Skloot text and I am very interested in learning more about the issue because it does not have a defined answer at this point.

From Area Evaluation Checklist, by Odell Education, [www.odelleducation.com](http://www.odelleducation.com). Copyright (2012) by Odell Education. Modified in partnership with permission under an Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>.