## Module Overview

### Researching Multiple Perspectives to Develop a Position

| Texts | Unit 1: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot  
Unit 2: Student research sources vary.  
Students choose texts for research based on their individual research topic/area of investigation.  
Model Research Sources:  
• “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park  
• “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing  
• “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe  
• “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt  
• “Human Tissue For Sale: What are the Costs?” by Deborah Josefson  
• “My Body, My Property” by Lori B. Andrews  
• “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo  
Unit 3: Student research sources vary*  
*By Unit 3, students have chosen texts for research based on their individual problem-based question. |
| Number of Days in Module | 43 (including Module Performance Assessment) |

### Introduction

In Module 10.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 10.1 and 10.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which will serve as the early foundation of what will ultimately become a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence.
Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

In 10.3.1, students closely read selected excerpts from a nonfiction text, focusing on how the author unfolds an analysis of central ideas. Additionally, the text serves as a springboard to research, with students surfacing and tracking potential research topics, regarding medicine, ethics, and scientific research as they emerge from the text.

In 10.3.2, students continue the research process begun in 10.3.1. Students begin to learn and engage in this iterative, non-linear process by pursuing research topics/areas of investigation. They also begin to deepen their understanding by using guiding inquiry questions and evaluating multiple texts’ arguments. Students use this inquiry-based process to gather, assess, read, and analyze sources. In the latter half of the unit, students then take those sources and begin to organize and synthesize research findings to establish a perspective about a specific problem-based question.

In 10.3.3, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research position on the page. The end product of this unit is a final draft of a research-based argument paper that articulates a perspective gleaned from research throughout Module 10.3. The writing cycle—in which students self-edit, peer review, and continually revise their work—serves as the primary framework for this unit.

**Literacy Skills & Habits**

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based conversations about text
- Conduct independent searches and assess sources for credibility, relevance, and accessibility
- Develop, refine, and select inquiry questions for independent research
- Collect and organize evidence from research to support analysis in writing
- Identify and evaluate arguments and claims in a text
- Generate an evidence-based perspective from research
- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Craft a research-based argument paper
English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

<table>
<thead>
<tr>
<th>CCS Standards: Reading – Literature</th>
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<tbody>
<tr>
<td>RL.9-10.1</td>
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<td>RL.9-10.4</td>
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<td>RL.9-10.10</td>
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<tr>
<th>CCS Standards: Reading – Informational Text</th>
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<tbody>
<tr>
<td>RI.9-10.1</td>
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<td>RI.9-10.4</td>
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<td>RI.9-10.10</td>
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<tr>
<th>CCS Standards: Writing</th>
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<tbody>
<tr>
<td>W.9-10.9.a-b</td>
</tr>
</tbody>
</table>
| | a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a
play by Shakespeare"]).

b. **Apply grades 9–10 Reading standards** 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”).

<table>
<thead>
<tr>
<th><strong>W.9-10.10</strong></th>
<th>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</th>
</tr>
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**CCS Standards: Speaking & Listening**

<table>
<thead>
<tr>
<th><strong>SL.9-10.1</strong></th>
<th>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</th>
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**CCS Standards: Language**

<table>
<thead>
<tr>
<th><strong>L.9-10.4.a-d</strong></th>
<th>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <strong>analyze</strong>, <strong>analysis</strong>, <strong>analytical</strong>; <strong>advocate</strong>, <strong>advocacy</strong>).</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
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</table>

**Module-Specific Standards**

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

**Assessed Standards**

<table>
<thead>
<tr>
<th><strong>CCS Standards: Reading – Literature</strong></th>
<th>None.</th>
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<tbody>
<tr>
<td><strong>CCS Standards: Reading – Informational Text</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>RI.9-10.1.a</strong></td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says</td>
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<tr>
<td>RI.9-10.2</td>
<td>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.</td>
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<tr>
<td>RI.9-10.3</td>
<td>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.</td>
</tr>
<tr>
<td>RI.9-10.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
</tr>
<tr>
<td>RI.9-10.5</td>
<td>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).</td>
</tr>
<tr>
<td>RI.9-10.6</td>
<td>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
</tr>
<tr>
<td>RI.9-10.8</td>
<td>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.</td>
</tr>
</tbody>
</table>

**CCS Standards: Writing**

W.9-10.1.a-e 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.

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.

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.

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.
<table>
<thead>
<tr>
<th>W.9-10.2.b, d, e</th>
<th>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.</th>
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<tbody>
<tr>
<td>b.</td>
<td>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.</td>
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<td>d.</td>
<td>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
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<tr>
<td>e.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>W.9-10.5</td>
<td>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.</td>
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<tr>
<td>W.9-10.7</td>
<td>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.</td>
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<tr>
<td>W.9-10.8</td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.9.b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>b.</td>
<td>Apply grades 9–10 Reading standards 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”).</td>
</tr>
</tbody>
</table>

**CCS Standards: Speaking & Listening**

<p>| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>SL.9-10.5</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
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<tr>
<td>SL.9-10.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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**CCS Standards: Language**

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>L.9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>L.9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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</tbody>
</table>
| L.9-10.3.a | 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.  
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |
| L.9-10.6 | 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. |

**Addressed Standards**

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

**CCS Standards: Reading – Literature**

None.

**CCS Standards: Reading – Informational Text**

None.

**CCS Standards: Writing**

None.
<table>
<thead>
<tr>
<th>CCS Standards: Speaking &amp; Listening</th>
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<tr>
<td>SL.9-10.1.a, c</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td></td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td></td>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<tr>
<td>L.9-10.1.a</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td></td>
<td>a. Use parallel structure.</td>
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<tr>
<td>L.9-10.2.a, b, c</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td></td>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
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<td></td>
<td>b. Use a colon to introduce a list or quotation.</td>
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<tr>
<td></td>
<td>c. Spell correctly.</td>
</tr>
<tr>
<td>L.9-10.3</td>
<td>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.</td>
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<tr>
<td>L.9-10.4.a, c, d</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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).</td>
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</table>
L.9-10.5.a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
---|---
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Module Performance Assessment

In this four-lesson Module Performance Assessment, students enhance their research from the module by using technology to publish a podcast. The assessment presents a departure from the module’s research and writing focus by allowing students an opportunity to showcase their learning in a different format: an oral presentation. Each student produces his or her own five-minute podcast and also participates in a forum to discuss reactions to their podcasts with an audience of at least three other students/staff/community members. Students do not simply reproduce, but enrich their research-based argument papers through the strategic use of digital media to enhance understanding of their findings, reasoning, and evidence.

Following the podcast, students have an opportunity to reflect on their research and choose effective pieces to share with an audience; additionally, this forum allows students to engage with an audience about their research, using the written paper and podcast for support.

Prompt

Over the course of this module, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research, and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper.

PROMPT

Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, an audience of at least three peers, adults, or a mix of both, will listen to your podcast, and the audience will offer different perspectives or counterclaims and questions they have about the research presented. As a culminating event for this module, you are going to discuss the “audience” reactions to your podcast in a small group discussion forum.
This Performance Assessment utilizes oral presentation technology, such as Voice Thread, Garage Band, or Audacity to create a podcast. In the case of Voice Thread, students can comment on peers’ presentations directly on the site. With traditional technology used to record podcasts, students will listen to presentations and reserve discussion for the small group forums (to be held on the module’s final days).

Though this Performance Assessment assumes podcast technology, other forms of self-publication are equally valid. Depending on the resources available, consider having students create a multimedia document within Microsoft Word, a multimedia PDF, or a multimedia document in Google Drive.

The last two days of this Module Performance Assessment follow a small group discussion format. Teachers are encouraged to invite adults, including other staff and community members, to participate in these small groups by listening to student podcasts and then engaging in the discussions that follow.

Process

The Module Performance Assessment requires students to synthesize salient information from their research-based argument papers according to the time and content requirements of the assessment. Additionally, students take into consideration any teacher feedback they may have received during the preparation of their research-based argument paper so that the organization, development, substance, and style of the end product is appropriate for the purpose, audience, and task. Students prepare the content for the presentations, familiarize themselves with the podcast technology to be used, and record/upload their presentations. The podcast should not be simply an oral version of students’ research papers, but should instead enhance analysis, leveraging the flexibility of digital media to offer a dynamic lens through which to understand their research and add interest to it. Finally, students discuss the podcast with an “audience” composed of peers, adults, or a mix of both, who offer their reactions, perspectives, and questions about the research presented.

See the 10.3 Introduction to Research Module for ELA/Literacy for suggestions about preparing students for this assessment over the course of the module.

Lesson 1

Based on the Module Performance Assessment prompt, students prepare scripts for their podcasts. Instruct students to produce a five-minute podcast that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to conceptualize their research-based argument papers from a written document to an oral presentation. The presentations cannot be simply a reading
of their papers, but should make strategic use of the audio podcast format to enhance understanding of their findings, reasoning, and evidence. Explain that the podcast medium affords them the opportunity to select the most effective or dynamic pieces of their research to share orally. Explain that this assessment, while different because it incorporates technology and oral presentation practices, is also metacognitive in nature, and therefore a way to build upon and refine knowledge of the research.

① Consider showing students guidelines for podcast scripting from http://www.nmsu.edu/ (search terms: writing podcast script).

① Remind students of the 10.3.3 Lesson 11 homework (Listen to the first 22 minutes, 7 seconds of the Science Weekly podcast featuring an interview with Rebecca Skloot, author of The Immortal Life of Henrietta Lacks. Use the Speaking and Listening Rubric to assess the podcast for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. The podcast may be found at the following link: http://www.theguardian.com/science/blog/audio/2010/jun/21/science-weekly-podcast-henrietta-lacks-rebecca-skloot). Explain that the homework has a twofold purpose: It serves as an exemplar for this Module Performance Assessment, and it introduces a new part of the Speaking and Listening Rubric that will be used to evaluate students’ podcasts. Completion of this homework is necessary to ensure students are prepared for the Module Performance Assessment.

① Students may wish to produce their podcasts individually or work in pairs to produce podcasts that follow an interview-type format. In the case of the latter, one student would be the interviewee, while the student whose paper is being discussed would be the interviewee. Students would then switch roles for the subsequent podcast. In both podcasts, the student serving as interviewee would be the individual responsible for preparing the script of that particular podcast.

Lesson 2

Students complete podcast scripts and then spend time orienting to the podcast technology selected for their class. Certain technologies may require students to set up an account, as is the case with Voice Thread, but regardless of technology used, all students should spend time familiarizing themselves with the technology and practicing their presentations. When preparation is complete, students record their podcasts.

Lesson 3

Students divide into groups of 4–5 audience members and listen to the podcasts of each of their group members. While listening, audience members note their own perspectives, counterclaims, or questions they may have regarding the research shared in the podcast using the Podcast Audience Tool. After each podcast, the group has a brief 5-8 minute discussion about the podcast.

Lesson 4
Students continue the small group discussion forums with the same small groups from the previous lesson. After each student presenter finishes the forum, the audience members evaluate the podcast and student presenter’s contributions to the forum by using the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6.

To introduce diversity in perspective, teachers are encouraged to include adults (additional staff, community members, etc.) in student discussion groups.

Texts

**Unit 1:**


**Unit 2:**

Students choose texts for research based on their individual research question/problem.

Model Research Sources:

- “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park ([http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/](http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/))
- “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing ([http://voiceofsandiego.org/](http://voiceofsandiego.org/))

**Unit 3:**

Student research sources vary*

*By Unit 3, students have chosen texts for research based on their individual problem-based question.

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### 10.3 Module-at-a-Glance Calendar

<table>
<thead>
<tr>
<th>Text</th>
<th>Days</th>
<th>Literacy Skills and Habits</th>
<th>Assessed and</th>
<th>Assessments</th>
</tr>
</thead>
</table>

File: 10.3 Overview Date: 4/18/14 Classroom Use: Starting 4/2014
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[http://creativecommons.org/licenses/by-nc-sa/3.0/](http://creativecommons.org/licenses/by-nc-sa/3.0/)
| Unit 1: | 15 | • Read closely for textual details.  
• Annotate texts to support comprehension and analysis.  
• Engage in productive evidence-based discussions about text.  
• Collect and organize evidence from texts to support analysis in writing.  
• Analyze text and multimedia.  
• Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.  
• Use vocabulary strategies to define unknown words.  
• Identify potential issues/topics for research within a text.  
• Use questioning to guide research.  
• Conduct pre-searches to validate sufficiency of information for exploring potential research topics.  |
| --- | --- | --- |
| **The Immortal Life of Henrietta Lacks** (Rebecca Skloot) |  | RI.9-10.2  
RI.9-10.3  
RI.9-10.4  
RI.9-10.5  
RI.9-10.6  
RI.9-10.8  
W.9-10.2.b, d, e  
W.9-10.9.b  
L.9-10.1  
L.9-10.2  
W.9-10.4  
SL.9-10.1.a, c  
L.9-10.2.a  
L.9-10.4.a, c, d  
L.9-10.5.a  |
| **End-of-Unit:** Students complete a two-part short writing assessment.  
**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. |
## Unit 2:

**Student research sources vary.**

Students choose texts for research based on their individual research topic.

**Model Research Sources:**

1. “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park
2. “Do We Own Our Own Bodily Tissues?” by Margaret Ng Thow Hing
4. “Tissue Banks

| 13 | • Assess sources for credibility, relevance, and accessibility.  
• Conduct independent searches using research processes, including planning for searches, assessing sources, annotating sources, recording notes, and evaluating arguments.  
• Develop, refine, and select inquiry questions for research.  
• Develop and continually assess a research frame to guide independent searches.  
• Collect and organize evidence from research to support analysis in writing.  
• Develop claims about inquiry questions, inquiry paths, and problem-based questions using specific textual evidence from the research.  
• Develop an evidence-based perspective from the synthesized research. |
| --- | --- |
| RI.9-10.1.a  
RI.9-10.8  
W.9-10.7  
W.9-10.8  
W.9-10.9  
W.9-10.1.b  
W.9-10.4  
SL.9-10.1  
L.9-10.4.a, c, d |

**End-of-Unit:**

Students turn in a completed Research Portfolio, including their Research Journals.

**Evidence-Based Perspective:**

Additionally, students compose a one-page synthesis of their personal conclusions and perspective derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tool to express their perspective on their respective problem-based question.
Trigger Worry About Ownership Issues” by Charlie Schmidt

5. “Human Tissue For Sale: What are the Costs?” by Deborah Josefson


7. “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo

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<thead>
<tr>
<th><strong>Unit 3:</strong></th>
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<tr>
<td><strong>Student texts (research sources) vary</strong></td>
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<td>*By Unit 3, students have chosen texts for research based on their individual problem-based question.</td>
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<td></td>
<td>• Collect and organize evidence from argument research to support analysis in writing.</td>
<td>W.9-10.1.a-e</td>
<td>End-of-Unit: Students are assessed on the final draft of their argument-based research paper and its alignment to the criteria of an argument text (W.9-10.1.a-e). The final draft should include multiple claims supported by valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td></td>
<td>• Analyze, synthesize, and organize evidence-based claims.</td>
<td>W.9-10.4</td>
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<td>• Write effective introduction, body, and conclusion paragraphs for an argument-based research paper.</td>
<td>W.9-10.5</td>
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<td>• Use proper citation methods in writing.</td>
<td>W.9-10.9</td>
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<td>L.9-10.1</td>
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<td>L.9-10.3.a</td>
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<td>L.9-10.6</td>
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<td>L.9-10.1.a</td>
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<td></td>
<td>L.9-10.2.a-c</td>
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<td></td>
<td></td>
<td>SL.9-10.1</td>
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</tbody>
</table>
- Edit for a variety of purposes including using semicolons, colons, and correct spelling.
- Use formal style and objective tone in writing.
- Write coherently and cohesively.

**Note:** Bold text indicates targeted standards that will be assessed in the module.
Introduction

In the first unit of Module 10.3, students continue to work on skills, practices, and routines introduced in Modules 10.1 and Module 10.2: reading closely, annotating text, and evidence-based discussion and writing, especially through questioning, focused annotation, and an independent analysis of text. In addition, students begin the inquiry-based research process.

In this unit, students read excerpts from Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*. The text serves two primary functions: first, students analyze how Skloot unfolds and draws connections between key events and ideas in the text while developing and refining her central ideas; and second, the text is a seed text that students use to surface and explore potential research topics. Students identify and track these topics, which become springboards to the inquiry-based research process that continues in the following unit. Additionally, students are introduced to posing and refining inquiry questions about their topic for the purpose of guiding their initial research. In preparation for writing a research-based argument paper in 10.3.3, students begin to analyze authors’ perspectives and arguments during their early research, while also beginning to work on developing initial claims themselves.

There is one formal assessment in this unit. At the end of the unit, students engage in 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* excerpts (RI.9-10.2, RI.9-10.3, W.9-10.2. b, d, e, L.9-10.1, L.9-10.2). In part two, students reflect on the research process begun in this unit by writing about two or three areas of investigation that emerged from *The Immortal Life of Henrietta Lacks*, explaining how and from where the areas emerged (W.9-10.9). These areas of investigation are the foundation for the research process that fully develops in 10.3.2.
Note: This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they independently read *The Immortal Life of Henrietta Lacks* for homework. Additionally, students are expected to read outside sources as they explore potential areas of investigation for research.

**Literacy Skills and Habits**

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based discussions about text.
- Collect and organize evidence from texts to support analysis in writing.
- Collect and organize evidence from texts to support claims made in writing.
- Use vocabulary strategies to define unknown words.
- Identify potential topics for research within a text.
- Use questioning to guide research.
- Conduct pre-searches to validate sufficiency of information for exploring potential topics.
- Delineate arguments and explain relevant and sufficient evidence.
- Analyze perspectives in potential research texts.

**Standards for This Unit**

<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for Reading</th>
<th>None.</th>
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</thead>
<tbody>
<tr>
<td><strong>CCS Standards: Reading — Literature</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>CCS Standards: Reading — Informational Text</strong></td>
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<tr>
<td>RI.9-10.2</td>
<td>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.</td>
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<tr>
<td>RI.9-10.3</td>
<td>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.</td>
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<tr>
<td>RI.9-10.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of</td>
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<tr>
<td>RI.9-10.5</td>
<td>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).</td>
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<tr>
<td>RI.9-10.6</td>
<td>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
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<tr>
<td>RI.9-10.8</td>
<td>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.</td>
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</tbody>
</table>

**CCS Standards: Writing**

| W.9-10.2 b, d, e | 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. |
| | d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| | 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.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.9-10.9.b | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| | b. Apply grades 9-10 Reading standards 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”). |

**CCS Standards: Speaking & Listening**

| SL.9-10.1.a, c | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| | a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other |
Research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

### CCS Standards: Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>L.9-10.2.a</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
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<tr>
<td>L.9-10.4.a, c, d</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>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</td>
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<tr>
<td>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.</td>
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<td>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).</td>
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<tr>
<td>L.9-10.5.a</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<td>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
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Note: Bold text indicates targeted standards that will be assessed in the unit.
Unit Assessments

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<tr>
<th>Ongoing Assessment</th>
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<td>Standards Assessed</td>
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<td>Description of Assessment</td>
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<th>End-of-Unit Assessment</th>
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<tr>
<td>Standards Assessed</td>
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<tr>
<td>Description of Assessment</td>
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Unit-at-a-Glance Calendar

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<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Learning Outcomes/Goals</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 1–4</td>
<td>In this first lesson of the unit and module, students are introduced to the module’s focus: inquiry-based research to build evidence-based arguments. Students begin reading and analyzing the Prologue of <em>The Immortal Life of Henrietta Lacks</em>, focusing on the connection between Henrietta Lacks and the scientific advancement provided by the research of her “immortal” cells. This excerpt focuses on the connections Skloot draws between Henrietta Lacks, as a person, and the scientific advancement her cells supported.</td>
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<tr>
<td>Lesson</td>
<td>Text</td>
<td>Learning Outcomes/Goals</td>
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<tr>
<td>2</td>
<td><em>The Immortal Life of Henrietta Lacks, pp. 27–33</em></td>
<td>In this lesson, students read and analyze another excerpt from <em>The Immortal Life of Henrietta Lacks</em>, in which Skloot further surfaces ideas and events related to the story of Henrietta Lacks and her “contribution” to human tissue research. Students analyze the text through reading and evidence-based discussions, with specific attention paid to how Skloot unfolds the series of events and ideas by using a Tracking Events and Ideas Tool.</td>
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<tr>
<td>3</td>
<td><em>The Immortal Life of Henrietta Lacks, pp. 63–66</em></td>
<td>In this lesson, students continue to read and analyze <em>The Immortal Life of Henrietta Lacks</em>, focusing on how Skloot provides a narrative account of Henrietta’s deteriorating health. In small groups, students explore the care Henrietta receives from the Johns Hopkins medical staff through analysis of Skloot’s specific word choice and purposeful use of language. Additionally, students begin the research process by learning how to surface issues and pose inquiry questions using a Surfacing Issues Tool and Posing Inquiry Questions Handout.</td>
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<tr>
<td>4</td>
<td><em>The Immortal Life of Henrietta Lacks, pp. 93–102</em></td>
<td>In this lesson, students read another excerpt from <em>The Immortal Life of Henrietta Lacks</em>, building their understanding of central ideas present in the text as they examine the history of HeLa through the lens of scientific discovery. Students discuss their understanding in pairs and continue to surface issues in the text for the purpose of research. Students also continue to generate, refine and select inquiry questions to guide their research.</td>
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<tr>
<td>5</td>
<td><em>The Immortal Life of Henrietta Lacks, pp. 127–136</em></td>
<td>In this lesson, students continue to read and analyze another excerpt from <em>The Immortal Life of Henrietta Lacks</em>, in which Skloot describes cases of HeLa cell misuse and explores issues of informed consent and human experimentation. Students explore this passage through a series of questions and discussion, in which they analyze how Skloot supports a perspective through description and use of language. Students continue to surface issues that emerge from the text and record these issues on their Surfacing Issues Tool.</td>
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<tr>
<td>Lesson</td>
<td>Text</td>
<td>Learning Outcomes/Goals</td>
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<td>6</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 127–136</td>
<td>In this lesson, students reread the excerpt from the previous lesson, focusing on identifying and delineating one of Skloot’s claims, and assessing whether it is relevant and sufficient to support the claim. Students group identify and delineate one of Skloot’s claims and evaluate evidence that she uses in pages 127–136 to support her claim. Students participate in collaborative group discussion and synthesize their findings on the Lesson 6 Evidence Collection Tool.</td>
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<tr>
<td>7</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 164–169</td>
<td>In this lesson, students continue reading an excerpt from <em>The Immortal Life of Henrietta Lacks</em>, focusing on the Lacks family’s distrust of Johns Hopkins Hospital and the history of unethical medical practices conducted against the African-American community. Students analyze how Skloot unfolds credible and relevant evidence to support the perspective of the Lacks family. Students also continue searching for topics/issues using the Surfacing Issues Tool, and are introduced to the Exploring a Topic Tool, in which they consider their own reasons for selecting various topics to further explore in research.</td>
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<td>8</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 179–183</td>
<td>In this lesson, students read and analyze an excerpt from the text that describes how the Lacks family discovers the HeLa cells, and how the research community makes use of the Lacks family’s DNA to untangle a cell culture contamination problem. Students read and analyze the text, and work to identify a central idea based on specific details. Students are introduced to the pre-search process and the Pre-Search Tool.</td>
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<tr>
<td>9</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 194–198</td>
<td>In this lesson, students analyze an excerpt in which Skloot describes how the family struggles to understand the public information regarding the HeLa cells. Students continue to build their understanding of how specific sections of text develop, and refine specific ideas that have emerged in the larger text. Students also continue to pre-search topics/issues that interest them and gather potential sources for their research. Students begin the vocabulary journal.</td>
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<td>Lesson</td>
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<td>Learning Outcomes/Goals</td>
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<tr>
<td>10</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 199–201</td>
<td>In this lesson, students examine an excerpt that introduces the story of John Moore, whose cells were used to develop the cell line Mo, without his knowledge, after he received treatment for cancer. Students compare this story to that of Henrietta Lacks through text analysis. After reading, students learn about the concept of perspective and continue with their pre-searches.</td>
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<tr>
<td>11</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 201–206</td>
<td>In this lesson, students continue to examine the excerpt that details the court hearings of John Moore and presents multiple perspectives on the issue of cell tissue ownership. Students consider how the information in this excerpt impacts their developing understanding of tissue ownership. Students continue to conduct pre-searches for homework.</td>
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<tr>
<td>12</td>
<td><em>The Immortal Life of Henrietta Lacks</em>, pp. 245–247; 261–267</td>
<td>In this lesson, students read two excerpts. The first describes Skloot’s encounter with Zakariyya (Henrietta’s son), when he discusses his anger with the Hopkins’ scientists. The second describes a visit that Skloot, Deborah, and Zakariyya make to Hopkins to meet a scientist, who ends up being surprisingly kind to the Lacks family. Students consider how this excerpt affects Zakariyya’s ideas about the medical community. Students continue to pre-search areas of investigation or homework.</td>
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<tr>
<td>13</td>
<td><em>The Immortal Life of Henrietta Lacks</em> (all excerpts)</td>
<td>In this lesson, students engage in an evidence collection activity using <em>The Immortal Life of Henrietta Lacks</em>, in order to prepare for a discussion in the following lesson about the text’s various claims and evidence. The focus of this lesson is on understanding claims 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.</td>
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<td>Lesson</td>
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<tr>
<td>14</td>
<td>The Immortal Life of Henrietta Lacks (all excerpts)</td>
<td>In this lesson, students build upon the evidence collection work done in the previous lesson by engaging in a group discussion that validates their understanding of evidence used to support claims found in <em>The Immortal Life of Henrietta Lacks</em>. Within expert groups, students take turns presenting their claim and evidence to the other members of their group, allowing time for counterclaims and clarifying questions. As an assessment, students write a paragraph response that synthesizes their understanding of supporting evidence with their ability to identify a claim in the text, and determine whether the evidence provided is relevant and sufficient.</td>
</tr>
<tr>
<td>15</td>
<td>The Immortal Life of Henrietta Lacks (all excerpts)</td>
<td>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 <em>The Immortal Life of Henrietta Lacks</em>. In part two, students reflect on the research process begun in this unit by writing about two or three areas of investigation that emerged from <em>The Immortal Life of Henrietta Lacks</em>, explaining how and from where the areas emerged.</td>
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**Preparation, Materials, and Resources**

**Preparation**

- Read and annotate excerpts from *The Immortal Life of Henrietta Lacks*.
- Review the Short Response Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

**Materials and Resources**

- Chart paper
- Copies of the text *The Immortal Life of Henrietta Lacks*
• Writing utensils including pencils, pens, markers, and highlighters
• Methods for collecting student work: student notebooks, folders, etc.
• Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
• Copies of handouts and tools for each student: see Materials list in individual lesson plans
• Copies of the 10.3.1 End-of-Unit Text Analysis Rubric and Checklist
• Copies of the Short Response Rubric and Checklist
• Self-stick notes for students (optional)
• Copies of the Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a, c for each student
• Copies of the 10.3.1 Unit Glossary
## Introduction

In this first lesson of the unit and module, students are introduced to the focus of the module: building evidence-based arguments through inquiry-based research. Students listen to a Masterful Reading of an excerpt from the prologue of Rebecca Skloot’s *The Immortal Life of Henrietta Lacks*, focusing on the connections Skloot makes between Henrietta Lacks the person and the scientific advancement her cells supported.

In Unit 1, students begin learning about a specific approach to research that is developed and completed throughout Units 2 and 3. This module addresses research as an iterative, non-linear process, designed to develop students’ skills in crafting evidence-based arguments on issues of interest. In this unit, students read and analyze a seed text, *The Immortal Life of Henrietta Lacks*, to identify topics that spark inquiry and provide entry points into the research process with which they engage throughout the module. The intent of this unit is to model how to initiate a process of inquiry-based research using texts that are rich enough to provide claims, counterclaims, and foster varying points of argumentation. In this research module, students are expected to read and analyze sources during in-class work and for homework.

In this lesson, students begin reading and analyzing the prologue of *The Immortal Life of Henrietta Lacks* (pp. 1–4) from “There’s a photo on my wall of a woman I’ve never met” to “There has to be more to the story.” Students focus on the connection between Henrietta Lacks and the scientific advancement provided by the research of her “immortal” cells. The assessment in this lesson is a Quick Write prompt: How does Skloot unfold events in this excerpt and what connections does she draw among these events? For homework, students preview pp. 27–33 from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” and annotate for evidence of Skloot’s strategic unfolding of events and ideas.

## Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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</thead>
<tbody>
<tr>
<td>RI.9-10.3</td>
</tr>
<tr>
<td>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.</td>
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</table>
Addressed Standard(s)

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Description</th>
</tr>
</thead>
</table>
| W.9-10.9.b  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  b. Apply grades 9–10 Reading standards 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”). |
| L.9-10.4.a  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
  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. |

Assessment

Assessment(s)

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.

- How does Skloot unfold events in this excerpt and what connections does she draw among these events?

Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.

High Performance Response(s)

A High Performance Response should:

- Describe how Skloot unfolds events in this excerpt (e.g., Skloot first introduces readers to Henrietta Lacks, then she discusses the scientific/medical impact made by Henrietta’s cells, and finally Skloot shares how she personally became interested in Henrietta’s story).

- Explain the connections Skloot draws among the events (e.g., Skloot introduces Henrietta Lacks, the person, with the statement, “There’s a photo on my wall of a woman I’ve never met . . . ”(p.1) and then discusses her cells and their profound medical and scientific contributions by saying, “I’ve spent years staring at that photo, wondering . . . what she’d think about cells from her cervix living on forever—bought, sold, packaged and shipped by the trillions to laboratories all around the world”(pp.1–2). Skloot then highlights these contributions before sharing with readers how she personally connects to the story of Henrietta and her cells by discussing, “I first learned about HeLa cells and the woman behind them in 1988, thirty-seven years after her death, when I was sixteen and sitting in a community college biology class”(p.2). Skloot then returns readers to Henrietta, the human being, as she is left wondering about Henrietta’s personal story.).
### Vocabulary

#### Vocabulary to provide directly (will not include extended instruction)

- **cervix (n.)** – any neck-like part, especially the constricted lower end of the uterus
- **chemotherapy (n.)** – the treatment of disease by means of chemicals that have a specific toxic effect upon disease-producing microorganisms or that selectively destroy cancerous tissue
- **cloning (n.)** – the process of producing a clone (a cell, cell product, or organism that is genetically identical to the unit or individual from which it was derived)
- **gene mapping (n.)** – any of a number of methods used to construct a model of the linear sequence of genes of a particular chromosome
- **in vitro fertilization (n.)** – a specialized technique by which an ovum, especially a human one, is fertilized by sperm outside the body, with the resulting embryo later implanted in the uterus for gestation
- **herpes (n.)** – any of several diseases caused by herpes virus, characterized by eruption of blisters on the skin or mucous membranes
- **influenza (n.)** – an acute, commonly epidemic disease, occurring in several forms, caused by numerous rapidly mutating viral strains and characterized by respiratory symptoms and general prostration
- **hemophilia (n.)** – any of several X-linked disorders, symptomatic chiefly in males, in which excessive bleeding occurs owing to the absence or abnormality of a clotting factor in the blood
- **Parkinson’s disease (n.)** – a common neurologic disease believed to be caused by deterioration of the brain cells that produce dopamine, occurring primarily after the age of 60, characterized by tremors, especially of the fingers and hands, muscle rigidity, shuffling gait, slow speech, and a masklike facial expression
- **lactose digestion (n.)** – the process of digesting a disaccharide that is present in milk
- **sexually transmitted disease (n.)** – any disease characteristically transmitted by sexual contact
- **appendicitis (n.)** – inflammation of the vermiform appendix
- **genome (n.)** – a full set of chromosomes; all the inheritable traits of an organism
- **workhorse (n.)** – person or thing that works tirelessly at a task, assumes extra duties, etc.

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

- **immortal (adj.)** – not mortal; not liable or subject to death

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1. Due to the volume of Tier 3/discipline-specific vocabulary in this text, students will be provided with a 10.3.1 Unit Glossary in this lesson.
Lesson Agenda/Overview

Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: RI.9-10.3, W.9-10.9.b, L.9-10.4.a</td>
<td></td>
</tr>
<tr>
<td>• Text: <em>The Immortal Life of Henrietta Lacks</em> (pp. 1–4)</td>
<td></td>
</tr>
</tbody>
</table>

Learning Sequence:

1. Introduction of Lesson Agenda 1. 10%
2. Homework Accountability 2. 5%
3. Masterful Reading 3. 20%
4. Reading and Discussion 4. 50%
5. Quick Write 5. 10%
6. Closing 6. 5%

Materials

- Copies of the Short Response Rubric and Checklist for each student
- Copies of the 10.3.1 Unit Glossary for each student

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
</tr>
<tr>
<td>--------</td>
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<tr>
<td>10%</td>
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<tr>
<td>no symbol</td>
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</tbody>
</table>
Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.3. Today, students experience a new text called *The Immortal Life of Henrietta Lacks* through a Masterful Reading of a small excerpt and begin the process of reading pages 1–4 closely from “There’s a photo on my wall of a woman I’ve never met” to “There has to be more to the story” to determine how the author unfolds key events and draws connections between them.

- Students look at the agenda.

Share with students that the focus of this module is to engage in an inquiry-based, iterative process for research to build evidence-based arguments. Inform students that they are to explore topics that have multiple claims and perspectives by gathering and analyzing research to establish a central claim of their own and to generate an evidence-based perspective. This serves as the foundation of a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence. Students’ writing is strengthened through a strategic process of editing and revision.

Share with students the End-of-Unit Assessments and the Module Performance Assessment. Inform students that their work over the next several weeks should prepare them for these assessments. Briefly introduce the unit and the text: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Inform students that this unit focuses on reading and analyzing excerpts from the book to consider the development of central ideas and authorial purpose and choices through specific textual details. Additionally, students begin the research process by surfacing and tracking issues, generating inquiry questions, examining central and supporting claims, identifying areas of investigation, and analyzing arguments using Skloot’s text as the initial resource.

- Students listen.

Activity 2: Homework Accountability 5%

Explain to students that the Accountable Independent Reading requirement is suspended during this module. Instead, for Unit 1 reading homework, students periodically preview *The Immortal Life of Henrietta Lacks*, while also beginning to research by independently reading possible sources for a variety of topics that arise from the Skloot text. Explain to students that in Unit 2, the volume of independent reading comes from students’ searches related to their research topic/problem-based question. Students read a variety of academic sources to deepen their understanding of their research topic/problem-based question.

- Students listen.
Activity 3: Masterful Reading

Have students listen to a Masterful Reading of *The Immortal Life of Henrietta Lacks* (pp. 1–4) from “There’s a photo on my wall of a woman I’ve never met” to “There has to be more to the story.” Instruct students to read along in their text.

1. The term “HeLa” is pronounced hee lah.
   - Students follow along, reading silently.

After the Masterful Reading, ask students to independently write down initial reactions and questions they have about the text. Give students 3–5 minutes to write down initial reactions and questions.

- Student questions may include:
  - What made Henrietta’s cells immortal?
  - How did her cells help in the treatment of medical diseases and conditions?
  - Have her cells helped cure any diseases or conditions?
  - What happened to the five children she left motherless?
  - Why are her cells in laboratories all over the world?
  - What was significant about the code name HeLa?

1. Assure students that any question related to the text is valid. If students are struggling with questions, encourage them to think about unknown vocabulary, textual details that seem confusing, or any information they still want to know from the text after this initial reading.

Ask students to share out their initial questions. Record the questions on the board or on chart paper. Share with students that it is okay to have questions as they engage in a complex text and that questions like these initiate the inquiry-based research process. As students read, they can look for answers, or be mindful of what questions remain unanswered.

- Students share out their initial questions.

1. Continue to return to these initial questions as Unit 1 progresses, addressing the answers as they emerge from the text or research.

Activity 4: Reading and Discussion

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

Inform students that they are to reread closely the first four pages of *The Immortal Life of Henrietta Lacks* and analyze how Skloot unfolds and draws connections between key events.

- Students listen.
Distribute the 10.3.1 Unit Glossary. Inform students that as they read the text excerpts in this unit, they may come across many unfamiliar discipline-specific words. Explain that the 10.3.1 Unit Glossary provides many of these definitions and is a reference for students to use while reading and analyzing the text. Explain to students that many of these words are examined further as they identify issues for research in subsequent lessons.

- Students examine the 10.3.1 Unit Glossary.

1. Instruct students to consult the 10.3.1 Unit Glossary as they read and analyze today’s text excerpt.
   The terms that can be found in today’s reading include: cervix, chemotherapy, cloning, gene mapping, in vitro fertilization, herpes, influenza, hemophilia, Parkinson’s disease, lactose digestion, sexually transmitted disease, appendicitis, genome, and workhorse.

Instruct student pairs to reread pp. 1–2 from “There’s a photo on my wall of a woman I’ve never met” to “sold, packaged, and shipped by the trillions to laboratories around the world” and answer the following questions before sharing out with the class. Students can also box any unfamiliar words at this time.

1. Remind students to take notes and annotate the text as they engage in the following evidence-based discussion. This annotation supports students’ engagement with W.9-10.9.b, which focuses on the use of textual evidence in writing.

1. Consider reviewing the annotation codes previously taught in Module 10.1, including:
   - Put a question mark next to a section you are questioning (?).
   - Write in the margin at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
   - Use an exclamation point for areas that remind you of another text, strike you in some way, or surprise you (!).
   - Star ideas that seem important or that may support your thesis writing later (*).
   - Box or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
   - Add an arrow to make connections between points.

In paragraph 1, how does Skloot connect Henrietta and the future of medicine?

- Henrietta and the future of medicine are connected by the tumor growing inside her, according to Skloot’s statement “a tumor that would leave her five children motherless and change the future of medicine” (p. 1).

How has Henrietta been identified in pictures that have appeared “hundreds of times in magazines and science textbooks” (p. 1)? What is the impact of how Henrietta has been identified?

- Student responses may include:
She is usually identified by another name, “Helen Lane” (p. 1) or “she has no name at all” (p. 1). She is usually called HeLa, “the code name given to the world’s first immortal human cells – her cells” (p. 1).

The impact is that Henrietta is not identified as a person but by her cells’ “code name” (p. 1), revealing that science is more important than the human being behind the cells.

To whom does the abbreviation HeLa refer?

HeLa refers to “Henrietta Lacks” (p. 1).

What does Skloot mean when she describes HeLa cells as “immortal” (p. 1)? Cite evidence from the text to support your understanding of the word “immortal”.

Skloot says Henrietta’s cells are “immortal” (p. 1), and then wonders what Henrietta would think about cells from her cervix living on forever” (p. 2), so immortal refers to something that will never die or something that just keeps going on in some way.

To ensure student understanding of the meaning of immortal, contrast it with the word mortal and discuss how the two words are opposite in meaning.

Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread pages 2–3, from “I’ve tried to imagine how she’d feel knowing that her cells” to “our tissues—muscle, bone, blood—which in turn make up our organs” and discuss the following question before sharing out with the class.

How have Henrietta’s cells “helped with some of the most important advances in medicine” (p. 2)?

Skloot shares that Henrietta’s cells went up in space to help study zero gravity and helped with medical advances including “the polio vaccine, chemotherapy, cloning, gene mapping, in vitro fertilization” (p. 2).

Polio vaccine is defined and further explored in 10.3.1 Lesson 4.

Lead a brief whole-class discussion of student responses.
Instruct student pairs to read the paragraphs, “I first learned about HeLa cells and the woman behind them” (p.2) to “They make up all our tissues — muscle, bone, blood — which in turn make up our organs” (p.3) and discuss the following question before sharing out with the class.

What events occur in these paragraphs, and how are they connected?

- The events that occur provide readers with an understanding of the path that brought Skloot to Henrietta and Henrietta’s cells. Skloot talks about the genesis of her research on HeLa cells by stating “I first learned about HeLa cells and the woman behind them in 1988, thirty-seven years after her death, when I was sixteen and sitting in a community college biology class” (p. 2), and goes on to detail the circumstances that brought her to that class saying “I was taking Defler’s class for high-school credit” (p. 2), and the content that led to her first hearing the name Henrietta Lacks, stating about her instructor “he wanted us to understand . . . that cells are amazing things” (p. 3).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “Under the microscope, a cell looks a lot like a fried egg” to “where he wrote two words in enormous print: HENRIETTA LACKS” (p. 3) and discuss the following question before sharing out with the class.

How does Skloot further develop connections between cells and cancer in this passage?

- After describing the detailed parts of a cell, cell division, and the role cells play in various body processes, Skloot says “All it takes is one small mistake anywhere in the division process for cells to start growing out of control . . . Just one enzyme misfiring, just one wrong protein activation, and you could have cancer”(p. 3).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “Henrietta died in 1951 from a vicious case of cervical cancer” to “There has to be more to the story” (pp. 3–4) and discuss the following questions before sharing out with the class.

What made Henrietta’s cells different from any other previously studied cells?

- Skloot states “Scientists had been trying to keep human cells alive in culture for decades, but they all eventually died. Henrietta’s were different: they reproduced an entire generation every twenty-four hours, and they never stopped” (p. 4). Her cells are the first immortal cells grown in a laboratory.
What connects Henrietta to almost any cell culture lab in the world?

Henrietta’s cells are grown in almost every research lab. Skloot shares that her instructor said “If we went to almost any cell culture lab in the world . . . we’d probably find millions—if not billions—of Henrietta’s cells in small vials on ice” (p. 4).

Consider discussing the word meaning of culture in this context. In biology, culture is used to describe growing microorganisms or tissues in a controlled or defined medium or nutritive substance. Students encounter this word again in 10.3.1 Lesson 4.

How does Skloot relate Henrietta’s cells to guinea pigs and mice?

Student responses may include:

- After listing all the ways Henrietta’s cells were part of research, Skloot states, “Like guinea pigs and mice, Henrietta’s cells have become the standard laboratory workhorses” (p. 4).
- Like guinea pigs and mice, Henrietta’s cells have been used for a wide variety of scientific research.
- Her cells, despite doing amazing things for science and medicine, have now become cogs in the research machine, no different from guinea pigs and mice.

Differentiation Consideration: If students struggle, consider discussing how guinea pigs and mice are frequently used for testing in various kinds of research. Additionally, instruct students to reference the 10.3.1 Unit Glossary for the meaning of the word workhorse (a person or thing that works tirelessly at a task, assumes extra duties, etc.).

What is the impact of Skloot including Defler’s final quote “She was a black woman” (p. 4)?

Skloot wants readers to connect the science of the HeLa cells to an actual person, specifically “a black woman” (p. 4).

Summarize the key events unfolded in today’s excerpt, from “There’s a photo on my wall of a woman I’ve never met” to “There has to be more to the story” (pp. 1–4).

Student responses should include:

- Skloot begins by introducing the picture on her wall and the name Henrietta Lacks so we know the person first before learning about her cells (p. 1). (E.g., “There’s a photo on my wall of a woman I’ve never met, its left corner torn and patched together with tape.”)
- She details many of the scientific contributions made possible by the study of Henrietta’s cells (p. 3). (E.g., “. . . helped with some of the most important advances in medicine.”)
- She explains how she became interested in the story of Henrietta’s cells and explains cell structure and function (pp. 2–3). (E.g., “I first learned about HeLa cells and the woman behind them in 1988, thirty-seven years after her death.”)
The excerpt ends with Skloot refocusing the story on Henrietta and what her story might be besides her cells (p. 4). (E.g., “That’s it? That’s all we get? There has to be more to the story.”)

Lead a brief whole-class discussion of student responses.

**Activity 5: Quick Write**

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

**How does Skloot unfold events in this excerpt and what connections does she draw among these events?**

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.

1. Display the prompt for students to see, or provide the prompt in hard copy.
   - Students independently answer the prompt, using evidence from the text.
   - See the High Performance Response at the beginning of this lesson.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to preview *The Immortal Life of Henrietta Lacks* (pp. 27–33) from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” and annotate for evidence of Skloot’s unfolding of a series of events and ideas.

1. This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.
2. Remind students to use the annotation codes introduced in Modules 10.1 and 10.2.
   - Students follow along.

**Homework**

Preview *The Immortal Life of Henrietta Lacks* (pp.27–33) from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” and annotate for evidence of Skloot’s unfolding of a series of events and ideas.
# Short Response Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Assessed Standard: ________________________________

<table>
<thead>
<tr>
<th>Inferences/Claims</th>
<th>2-Point Response</th>
<th>1-Point Response</th>
<th>0-Point Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Includes valid inferences or claims from the text</td>
<td>Includes inferences or claims that are loosely based on the text</td>
<td>Does not address any of the requirements of the prompt or is totally inaccurate</td>
</tr>
<tr>
<td></td>
<td>Fully and directly responds to the prompt</td>
<td>Responds partially to the prompt or does not address all elements of the prompt</td>
<td></td>
</tr>
</tbody>
</table>

| Analysis | Includes evidence of reflection and analysis of the text | A mostly literal recounting of events or details from the text | The response is blank |

| Evidence | Includes relevant and sufficient textual evidence to develop response according to the requirements of the quick write | Includes some relevant facts, definitions, concrete details and/or other information from the text to develop an analysis of the text according to the requirements of the quick write | The response includes no evidence from the text |

| Conventions | Uses complete sentences where errors do not impact readability | Includes incomplete sentences or bullets | The response is unintelligible or indecipherable |

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# Short Response Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</thead>
</table>

**Assessed Standard:** ______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Does my writing...</th>
<th>Did I...</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include valid inferences and/or claims from the text?</td>
<td>Closely read the prompt and address the whole prompt in my response?</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Clearly state a text-based claim I want the reader to consider?</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Confirm that my claim is directly supported by what I read in the text?</td>
<td>✗</td>
</tr>
<tr>
<td>Develop an analysis of the text?</td>
<td>Did I consider the author’s choices, impact of word choices, the text’s central ideas, etc.?</td>
<td>✗</td>
</tr>
<tr>
<td>Include evidence from the text?</td>
<td>Directly quote or paraphrase evidence from the text?</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Arrange my evidence in an order that makes sense and supports my claim?</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Reflect on the text to ensure the evidence I used is the best evidence to support my claim?</td>
<td>✗</td>
</tr>
<tr>
<td>Use complete sentences, correct punctuation, and spelling?</td>
<td>Reread my writing to ensure it means exactly what I want it to mean?</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Review my writing for correct grammar, spelling, and punctuation?</td>
<td>✗</td>
</tr>
</tbody>
</table>
## 10.3.1 Unit Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Introduced Where in the Text (Page Number)</th>
<th>Lesson #</th>
</tr>
</thead>
<tbody>
<tr>
<td>cervix</td>
<td>(n) – any neck-like part, especially the constricted lower end of the uterus</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>chemotherapy</td>
<td>(n.) – the treatment of disease by means of chemicals that have a specific toxic effect upon disease-producing microorganisms or that selectively destroy cancerous tissue</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>cloning</td>
<td>(n.) – the process of producing a clone (a cell, cell product, or organism that is genetically identical to the unit or individual from which it was derived)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>gene mapping</td>
<td>(n.) – any of a number of methods used to construct a model of the linear sequence of genes of a particular chromosome</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>in vitro fertilization</td>
<td>(n.) – a specialized technique by which an ovum, especially a human one, is fertilized by sperm outside the body, with the resulting embryo later implanted in the uterus for gestation</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>genome</td>
<td>(n.) – a full set of chromosomes; all the inheritable traits of an organism</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>herpes</td>
<td>(n.) – any of several diseases caused by herpes virus, characterized by eruption of blisters on the skin or mucous membranes</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>influenza</td>
<td>(n.) – an acute, commonly epidemic disease, occurring in several forms, caused by numerous rapidly mutating viral strains and characterized by respiratory symptoms and general prostration</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>hemophilia</td>
<td>(n.) – any of several X-linked disorders, symptomatic chiefly in males, in which excessive bleeding occurs owing to the absence or abnormality of a clotting factor in the blood</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Parkinson’s disease</td>
<td>(n.) – a common neurologic disease believed to be caused by deterioration of the brain cells that produce dopamine, occurring primarily after the age of 60, characterized by tremors, especially of the fingers and hands, muscle rigidity, shuffling gait, slow speech, and a masklike facial expression</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>lactose digestion</td>
<td>(n.) – the process of digesting a disaccharide that is present in milk</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>sexually transmitted disease</td>
<td>(n.) – any disease characteristically transmitted by sexual contact</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>appendicitis</td>
<td>(n.) – inflammation of the vermiform appendix</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>workhorse</td>
<td>(n.) – a person or thing that works tirelessly at a task, assumes extra duties, etc.</td>
<td>4</td>
<td>1</td>
</tr>
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<td>Definition</td>
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</tr>
<tr>
<td>biopsy</td>
<td>(n.) – the removal for diagnostic study of a piece of tissue from a living body</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>epidermoid carcinoma</td>
<td>(n.) – cancer that begins in squamous cells (squamous cells are thin, flat cells that look like fish scales, and are found in the tissue that forms the surface of the skin, the lining of the hollow organs of the body, and the lining of the respiratory and digestive tracts.)</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>menopause</td>
<td>(n.) – the period of permanent cessation of menstruation, usually between the ages of 45–55</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>endometriosis</td>
<td>(n.) – the presence of uterine lining in other pelvic organs, especially the ovaries, characterized by cyst formation, adhesions, and menstrual pains</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>gynecology</td>
<td>(n.) – the branch of medical science that deals with the health maintenance and diseases of women, especially of the reproductive organs</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>pipette</td>
<td>(n.) – a slender graduated tube used in a laboratory for measuring and transferring liquids from one container to another</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>hysterectomy</td>
<td>(n.) – excision of the uterus</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>indigent</td>
<td>(adj.) – needy, poor, impoverished</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Introduced Where in the Text (Page Number)</td>
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</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>deaith</td>
<td>(n.) – an inadequate supply; scarcity; lack</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>radioactiive</td>
<td>(adj.) – of, pertaining to, exhibiting, or caused by radioactivity</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>dilated</td>
<td>(v.) – made wider or larger; caused to expand</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>catheter</td>
<td>(n.) – a flexible or rigid hollow tube employed to drain fluids from body cavities or to distend body passages</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>deception</td>
<td>(n.) – the act of deceiving (misleading by false appearance or statement)</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>specimen</td>
<td>(n.) – a sample of a substance or material for examination or study</td>
<td>66</td>
<td>3</td>
</tr>
<tr>
<td>polio</td>
<td>(n.) – shortened form of poliomyelitis; a serious disease that affects the nerves of the spine and often makes a person permanently unable to move particular muscles</td>
<td>93</td>
<td>4</td>
</tr>
<tr>
<td>vaccine</td>
<td>(n.) – a substance that is usually injected into a person or animal to protect against a particular disease.</td>
<td>93</td>
<td>4</td>
</tr>
<tr>
<td>autoclave</td>
<td>(n.) – a heavy vessel for conducting chemical reactions under high pressure</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Introduced Where in the Text (Page Number)</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>incubators</td>
<td>(n.) – apparatus in which media inoculated with microorganisms are cultivated at a constant temperature</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>proteins</td>
<td>(n.) – any of various naturally occurring extremely complex substances that consist of amino-acid residues joined by peptide bonds; contain the elements carbon, hydrogen, nitrogen, oxygen, usually sulfur, and occasionally other elements (as phosphorus or iron); and include many essential biological compounds (as enzymes, hormones, or antibodies)</td>
<td>97</td>
<td>4</td>
</tr>
<tr>
<td>optimal</td>
<td>(adj.) – most favorable</td>
<td>97</td>
<td>4</td>
</tr>
<tr>
<td>hardy</td>
<td>(adj.) – capable of enduring hardship; strong</td>
<td>97</td>
<td>4</td>
</tr>
<tr>
<td>metabolism</td>
<td>(n.) – the chemical processes by which a plant or animal uses food, water, etc., to grow and heal and to make energy</td>
<td>98</td>
<td>4</td>
</tr>
<tr>
<td>culture medium</td>
<td>(n.) – a liquid or solidified nutrient material suitable for the cultivation of microorganisms</td>
<td>99</td>
<td>4</td>
</tr>
<tr>
<td>inoculation</td>
<td>(n.) – introduction of (the causative agent of disease) into the body of (a person or animal), in order to induce immunity</td>
<td>127</td>
<td>5</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Introduced Where in the Text (Page Number)</td>
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<tr>
<td>immune systems</td>
<td>(n.) – a diffuse, complex network of interacting cells, cell products, and cell-forming tissues that protects the body from pathogens and other foreign substances, destroys infected and malignant cells, and removes cellular debris</td>
<td>128</td>
<td>5</td>
</tr>
<tr>
<td>lymph nodes</td>
<td>(n.) – any of the glandlike masses of tissue in the lymphatic vessels containing cells that become lymphocytes through which lymph passes to be filtered and cleaned</td>
<td>128</td>
<td>5</td>
</tr>
<tr>
<td>refrain</td>
<td>(n.) – a phrase or verse recurring at intervals in a song or poem</td>
<td>129</td>
<td>5</td>
</tr>
<tr>
<td>diagnosis</td>
<td>(n.) – the process of determining by examination the nature and circumstances of a diseased condition</td>
<td>130</td>
<td>5</td>
</tr>
<tr>
<td>dissecting</td>
<td>(v.) – cutting apart (an animal body, plant, etc.) to examine the structure, relation of parts, or the like</td>
<td>131</td>
<td>5</td>
</tr>
<tr>
<td>ethical boundaries</td>
<td>(n.) – the limits of accepted principles of right and wrong that govern the conduct of a profession</td>
<td>132</td>
<td>5</td>
</tr>
<tr>
<td>civil courts</td>
<td>(n.) – courts of law in which civil cases (private and civilian affairs) are tried and determined</td>
<td>132</td>
<td>5</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Introduced Where in the Text (Page Number)</td>
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<tr>
<td>inalienable rights</td>
<td>(n.) – that which is due to anyone by just claim, legal guarantees, moral principles, etc., and cannot be transferred to another without consent (e.g., rights of liberty or of speech)</td>
<td>134</td>
<td>5</td>
</tr>
<tr>
<td>abducted</td>
<td>(v.) – took (someone) away from a place by force</td>
<td>165</td>
<td>7</td>
</tr>
<tr>
<td>tactics</td>
<td>(n.) – modes or procedures for gaining advantage or success</td>
<td>166</td>
<td>7</td>
</tr>
<tr>
<td>exhumed</td>
<td>(v.) – removed a body from the place where it was buried</td>
<td>166</td>
<td>7</td>
</tr>
<tr>
<td>anesthesia</td>
<td>(n.) – loss of sensation, especially of pain, induced by drugs; called general anesthesia when consciousness is lost</td>
<td>166</td>
<td>7</td>
</tr>
<tr>
<td>peril</td>
<td>(n.) – something that is likely to cause injury, pain, harm, or loss</td>
<td>167</td>
<td>7</td>
</tr>
<tr>
<td>discretion</td>
<td>(n.) – the power or right to decide or act according to one's own judgment; freedom of judgment or choice</td>
<td>167</td>
<td>7</td>
</tr>
<tr>
<td>predisposition</td>
<td>(n.) – tendency to a condition or quality, usually based on the combined effect genetic and environmental factors</td>
<td>167</td>
<td>7</td>
</tr>
<tr>
<td>abatement</td>
<td>(n.) – suppression or termination</td>
<td>168</td>
<td>7</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Introduced Where in the Text (Page Number)</td>
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<tr>
<td>exploited</td>
<td>(v.) – used (someone or something) in a way that helps you unfairly</td>
<td>168</td>
<td>7</td>
</tr>
<tr>
<td>autopsy</td>
<td>(n.) – an examination of a dead body to find out the cause of death</td>
<td>181</td>
<td>8</td>
</tr>
<tr>
<td>deduce</td>
<td>(v.) – to use logic or reason to form a conclusion or opinion about something; to decide (something) after thinking about the known facts</td>
<td>183</td>
<td>8</td>
</tr>
<tr>
<td>receptive</td>
<td>(adj.) – able or quick to receive knowledge, ideas, etc.</td>
<td>183</td>
<td>8</td>
</tr>
<tr>
<td>*Hsu uses the word receptible, which is not a word in English. What Hsu likely meant was receptive.</td>
<td></td>
<td></td>
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<tr>
<td>biotech [biotechnology]</td>
<td>(n.) – the use of living organisms or other biological systems in the manufacture of drugs or other products or for environmental management, as in waste recycling; includes the use of bioreactors in manufacturing, microorganisms to degrade oil slicks or organic waste, and genetically engineered bacteria to produce human hormones</td>
<td>194</td>
<td>9</td>
</tr>
<tr>
<td>crossed</td>
<td>combined characteristics of two different types of individuals</td>
<td>196</td>
<td>9</td>
</tr>
<tr>
<td>malignant</td>
<td>(adj.) – (of a tumor) characterized by uncontrolled growth; cancerous, invasive, or metastatic</td>
<td>199</td>
<td>10</td>
</tr>
<tr>
<td>severed</td>
<td>(v.) – separated (a part) from the whole, as by cutting or the like</td>
<td>199</td>
<td>10</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Introduced Where in the Text (Page Number)</td>
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<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>cremation (n.)</td>
<td>consumption by fire; process of burning</td>
<td>199</td>
<td>10</td>
</tr>
<tr>
<td>voluntarily (adv.)</td>
<td>done, made, brought about, undertaken, etc. of one’s own accord or by free choice</td>
<td>200</td>
<td>10</td>
</tr>
<tr>
<td>heirs (n.)</td>
<td>people who inherit or have a right of inheritance in the property of another following the latter’s death</td>
<td>200</td>
<td>10</td>
</tr>
<tr>
<td>patent (n.)</td>
<td>the exclusive right granted by a government to an inventor to manufacture, use, or sell an invention for a number of years</td>
<td>201</td>
<td>11</td>
</tr>
<tr>
<td>pharmaceutical companies (n.)</td>
<td>companies that manufacture and sell medicinal drugs</td>
<td>202</td>
<td>11</td>
</tr>
<tr>
<td>legislation (n.)</td>
<td>a law or body of laws enacted</td>
<td>204</td>
<td>11</td>
</tr>
<tr>
<td>incentive (n.)</td>
<td>something that encourages a person to do something or work harder</td>
<td>205</td>
<td>11</td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students read and analyze The Immortal Life of Henrietta Lacks, pp. 27–33 from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” in which Skloot further surfaces ideas and events related to the story of Henrietta Lacks and her “contribution” to human tissue research. Students analyze the text through reading and evidence-based discussions, with specific attention paid to how Skloot unfolds the series of events and ideas, describing the advent of the study that immortalizes Henrietta’s cells, using both science and Henrietta’s narrative to provide the account.

Analysis and evidence-based discussions inform students’ completion of the lesson assessment, the Tracking Events and Ideas Tool. Specifically, the tool helps students represent how the science behind human tissue research and the story of Henrietta Lacks converge to create the first immortal line of human cells. For homework, students craft a 1–2 paragraph response explaining how the events and ideas communicated in the reading (including the order in which they were introduced and the connections drawn between them) work together to shape the culminating event of the excerpt based on students’ analysis of the Tracking Events and Ideas Tool.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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<tbody>
<tr>
<td>RI.9-10.3</td>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
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<tbody>
<tr>
<td>W.9-10.9.b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td></td>
<td>b. Apply grades 9–10 Reading standards 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”).</td>
</tr>
</tbody>
</table>
L.9-10.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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.

Assessment

Assessment(s)

Student learning is assessed via the Tracking Events and Ideas Tool at the end of the lesson. Students use the tool to help them analyze how Skloot unfolds the events leading to the culminating event in this excerpt, including the order in which the points are made and the connections that are drawn between them.

The Tracking Events and Ideas Tool serves as the assessment for this lesson.

High Performance Response(s)

A High Performance Response should:

- See Model Tracking Events and Ideas Tool for student responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- biopsy (n.) – the removal for diagnostic study of a piece of tissue from a living body
- epidermoid carcinoma (n.) – cancer that begins in squamous cells. (Squamous cells are thin, flat cells that look like fish scales, and are found in the tissue that forms the surface of the skin, the lining of the hollow organs of the body, and the lining of the respiratory and digestive tracts.)
- menopause (n.) – the period of permanent cessation of menstruation, usually between the ages of 45–55
- endometriosis (n.) – the presence of uterine lining in other pelvic organs, especially the ovaries, characterized by cyst formation, adhesions, and menstrual pains
- gynecology (n.) – the branch of medical science that deals with the health maintenance and diseases of women, especially of the reproductive organs
- pipette (n.) – a slender graduated tube used in a laboratory for measuring and transferring liquids from one container to another
- hysterectomy (n.) – excision of the uterus
• indigent (adj.) – needy, poor, impoverished
• dearness (n.) – an inadequate supply; scarcity; lack
• radioactive (adj.) – of, pertaining to, exhibiting, or caused by radioactivity
• dilated (v.) – made wider or larger; caused to expand
• catheter (n.) – a flexible or rigid hollow tube employed to drain fluids from body cavities or to distend body passages

Vocabulary to teach (may include direct word work and/or questions)
• heckled (v.) – to harass (a public speaker, performer, etc.) with impertinent questions, gibes, or the like; badger
• consent (v.) – to permit, approve, or agree

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
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<tr>
<td>• Standards: RI.9-10.3, W.9-10.9.b, L.9-10.4.a</td>
<td></td>
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<tr>
<td>• Text: The Immortal Life of Henrietta Lacks, pp. 27–33</td>
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<tr>
<td>Learning Sequence:</td>
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<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
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<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. Masterful Reading</td>
<td>3. 10%</td>
</tr>
<tr>
<td>4. Reading and Discussion</td>
<td>4. 40%</td>
</tr>
<tr>
<td>5. Tracking Events and Ideas Tool and Assessment</td>
<td>5. 25%</td>
</tr>
<tr>
<td>6. Closing</td>
<td>6. 10%</td>
</tr>
</tbody>
</table>

Materials
• Copies of the Tracking Events and Ideas Tool for each student
• Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
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</thead>
<tbody>
<tr>
<td>Symbol</td>
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<tr>
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</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>no symbol</td>
</tr>
<tr>
<td>Bold text indicates questions for the teacher to ask students.</td>
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<tr>
<td>Italicized text indicates a vocabulary word.</td>
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<td>▶</td>
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<td>➔</td>
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<td>🔢</td>
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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.3. In this lesson, students read *The Immortal Life of Henrietta Lacks*, pages 27–33 from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” and analyze how Skloot unfolds her analysis of ideas and events surrounding the genesis of HeLa. Students apply their analysis to track the unfolding of events, the order in which points are made, and ideas and the connections that are drawn between them using a Tracking Events and Ideas Tool.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their homework from the previous lesson where they were asked to preview *The Immortal Life of Henrietta Lacks*, pages 27–33 from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” and annotate for evidence of Skloot’s unfolding of a series of events and ideas.

Direct students to choose 3–4 annotations that best exemplify Skloot’s unfolding of a series of events and ideas, and complete a Turn-and-Talk in pairs.

- Students take out their homework and discuss 3–4 annotations in pairs.

- In keeping with varied references throughout *The Immortal Life of Henrietta Lacks*, this unit may refer to The Johns Hopkins Hospital as: Hopkins, Johns Hopkins, Johns Hopkins Hospital, or The Johns Hopkins Hospital.
Student annotation may include:

- Star next to the first paragraph from “After her visit to Hopkins, Henrietta went about life” to “Epidermoid carcinoma of the cervix, Stage I” noting when Henrietta finds out she has cancer (p. 27).
- Star next to the lines in paragraph two from “By chance, when Henrietta showed up at Hopkins” to “cervical cancer, and how best to treat it” acknowledging the debate over what qualifies as cervical cancer and how best to treat it (p. 27).
- Star near the paragraph that begins with “In 1951, most doctors in the field” and ends with “but his critics called it extreme and unnecessary” noting discord between the way TeLinde and the rest of the medical community treat cervical cancer during this time period (p. 28).
- Star by the paragraph that begins with “Diagnosing carcinoma in situ had only been possible” and ends on page 29 with “and cervical cancer would be almost entirely preventable” explaining the advances in cancer detection facilitated by the development of the Pap smear (p. 28–29).
- Star next to the paragraph that begins “At that point, more than 15,000 women” and ends with “they often didn’t know how those changes should be treated” noting the prevailing confusion of cervical cancer diagnosis and the lack of patient knowledge at the time (p. 29).
- Star next to the paragraph that begins with “Not long before Henrietta’s first exam” and ending with “to see how many initially had carcinoma in situ” detailing TeLinde’s plan for research and setting the stage for the convergence of Henrietta’s life and science (p. 29).
- Exclamation point next to the lines “Like many doctors of his era, TeLinde often used patients” and continuing on to page 30 ending with “large indigent black population, had no dearth of clinical material” for setting up the issues of race and informed consent that develop through the remainder of the excerpt (p. 29–30).
- Star next to the lines beginning with “In addition to that study, TeLinde thought” and ending with “something never done before—he could compare all three” noting TeLinde’s need for a vehicle to validate his hypothesis (p. 30).
- Star near the sentence beginning with “The Geys were determined to grow the first immortal human cells” noting the Geys background interest in the research they would partner in with TeLinde (p. 30).
- Exclamation point next to the sentence beginning with “And TeLinde began collecting samples from any woman” noting the events that tie Henrietta into TeLinde and Gey’s research (p. 30).
- Star near the last paragraph from “One nurse placed the Brack plaques on a stainless” to “staff dressed in white gowns, hats, masks, and gloves” noting the separate treatment of African-American patients (p. 32).
- Star next to the lines “But first—though no one had told Henrietta that TeLinde was collecting” reinforcing the lack of consent regarding Henrietta’s tissue (p. 33).
Star the quote from Henrietta’s chart that read “Henrietta Lacks . . . Biopsy of cervical tissue . . . Tissue given to Dr. George Gey” noting that records were kept of the tissue given to researchers despite nothing being said to Henrietta or her family (p. 33).

Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit Assessment and Performance Assessment, which focus on the development of central ideas.

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

Activity 3: Masterful Reading

Have students listen to a Masterful Reading of The Immortal Life of Henrietta Lacks, from “After her visit to Hopkins, Henrietta went about life as usual” to “They were sure Henrietta’s cells would die just like all the others” (pp. 27–33).

- Students follow along, reading silently.

This section introduces potentially charged issues, like the treatment of African-Americans in mid-twentieth century America, as well as the motives behind medical research, and the notion of tissue collection. Sensitivity to the emotional climate in the classroom for this and subsequent lessons may necessitate more lengthy or directed discussions.

Activity 4: Reading and Discussion

Explain that the focus of this lesson is to analyze how Skloot unfolds her analysis of ideas and events, including the connections she draws between them.

- Students listen.

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct student pairs to reread from “After her visit to Hopkins, Henrietta went about life as usual” to “But few in the field believed him” (pp. 27–28) and answer the following question before sharing out with the class.

- Students form pairs and reread pages 27–28.

In paragraph 1, “Jones” is mentioned as the individual who received Henrietta’s biopsy results. “Jones” refers to Dr. Howard Jones, the gynecologist who first saw Henrietta at Johns Hopkins gynecology clinic.

Encourage student pairs to annotate and take notes on the evidence-based discussion.
Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading, including: biopsy, epidermoid carcinoma, menopause, endometriosis, gynecology, pipette, hysterectomy, indigent, dearth, radioactive, dilated, and catheter.

Why does Skloot use the words “by chance” to describe Henrietta going to Johns Hopkins gynecology clinic on page 27?

Skloot uses the words “by chance” because she wants readers to understand it was the perfect time for Henrietta to go to Johns Hopkins with her specific health problem. She states: “By chance, when Henrietta showed up at Hopkins complaining of abnormal bleeding, Jones and his boss, Richard Wesley TeLinde, were involved in a heated nationwide debate over what qualified as cervical cancer and how best to treat it” (p. 27). All of these variables (time, place, people, and circumstance) came together “by chance” to propel science in a new direction.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “Cervical carcinomas are divided into two types” to “needed aggressive treatment, so their cancer didn’t become invasive” (pp. 28–29) and discuss the following question before sharing out with the class.

What was TeLinde’s motivation for research?

TeLinde wanted “to prove that women with carcinoma in situ needed aggressive treatment” (p. 29) just like invasive carcinoma patients received. According to Skloot, “He argued that this would drastically reduce cervical cancer deaths” (p. 28). He also wanted doctors to know how to correctly interpret Pap smear results and to establish appropriate treatment protocol in order to “minimize . . . ‘unjustifiable hysterectomies’” (p. 29).

Consider reviewing Skloot’s definition of carcinoma in situ, “which derives from the Latin for ‘cancer in its original place’.”

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “Not long before Henrietta’s first exam, TeLinde presented his argument” to “who happened to walk into Hopkins with cervical cancer. Including Henrietta” (pp. 29–30) and discuss the following questions before sharing out with the class.
Why does TeLinde return to Hopkins to plan a study?
- TeLinde plans the study after he is heckled off the stage when he presents “his argument about carcinoma in situ to a major meeting of pathologists” (p. 29).

What words (synonyms) could replace heckled in this context?
- Heckled could mean laughed at, jeered, or booed.

Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

Instruct student pairs to refer to the text from “Like many doctors of his era, TeLinde” to “large indigent black population, had no dearth of clinical material” (pp. 29–30) and highlight or circle the different terms used to reference human beings in this paragraph.
- Student responses should include:
  - patients
  - research subjects
  - black population
  - clinical material

What cumulative impact do these word choices have on understanding the doctors’ perspective? Why might doctors have had this perspective?
- Doctors viewed people more scientifically than humanly, and justified their behavior based on a patient’s inability to pay. Skloot notes that “Like many doctors of his era, TeLinde often used patients from the public wards for research, usually without their knowledge” (p. 29) and goes on to say: “Many scientists believed that since patients were treated for free in the public wards, it was fair to use them as research subjects as a form of payment” (p. 30).

Explain the connections between TeLinde’s research and the research of George Gey.
- Skloot notes that if TeLinde “could prove that carcinoma in situ and invasive carcinoma looked and behaved similarly in the laboratory he could end the debate, showing that he’d been right all along” (p. 30). Skloot also notes that George Gey and his wife “were determined to grow the first immortal human cells” (p. 30). She further explains the relationship between TeLinde and George Gey by writing, “So when Telinde offered him a supply of cervical cancer tissue in exchange for trying to grow some cells, Gey didn’t hesitate” (p. 30). TeLinde needed Gey so he could prove his point and change cervical cancer diagnosis/treatment methods. Gey needed TeLinde to supply him with cell tissue so he could grow the first immortal human cells.
Explain the connection between Henrietta and the research of TeLinde and Gey.

Henrietta went to Johns Hopkins for treatment at the same time TeLinde had partnered with Gey, so her tissue was collected for research like “any woman who happened to walk into Hopkins with cervical cancer” (p. 30).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “On February 5, 1951, after Jones got Henrietta’s biopsy report” (p. 31) to “They were sure Henrietta’s cells would die just like all the others” (p. 33), and discuss the following questions before sharing out with the class.

What was the importance of the “Operation Permit” Henrietta signed on page 31?

Henrietta was agreeing to “any operative procedures and under any anesthetic either local or general that they may deem necessary” (p. 31).

What could the word consent mean?

Consent means to agree with something or approve it.

Differentiation Consideration: Consider discussing the language of the Operation Permit if students struggle with the previous two questions.

Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

The word consent is important in this text and will be explored further in subsequent text-analysis lessons. The topic of informed consent will surface and be discussed as a possible research topic later in the unit. Students should become familiar with this key word as they progress through the module; consider additional practice with this word in other contexts, if possible.

What is Henrietta not told about during her “first treatment” (pp. 32–33)?

Henrietta is not told that tissue samples will be taken from her cervix. Skloot writes that while “no one had told Henrietta that TeLinde was collecting samples or asked if she wanted to be a donor . . . Wharton picked up a sharp knife and shaved off two dime-sized pieces of tissue from Henrietta’s cervix” (p. 33).

How does this information connect to the Operation Permit Henrietta signed when she was admitted for treatment?
She consented to “any operative procedures” deemed “necessary in the proper surgical care and treatment” (p. 31) of her cancer in the Operation Permit, but she neither knew about nor gave consent to tissue donation during her treatment.

What connections does Skloot further develop between Henrietta, TeLinde, and George Gey in this section of text?

Henrietta’s life intersects with the research of TeLinde and Gey after a doctor shaves off pieces of her cervix tissue and has a resident take “the dish with the samples to Gey’s lab” (p. 33).

Lead a brief whole-class discussion of student responses.

Activity 5: Tracking Events and Ideas Tool and Assessment 25%

Distribute the Tracking Events and Ideas Tool.

- Students examine the Tracking Events and Ideas Tool.

Explain to students that this tool helps them analyze how Skloot unfolds the events and ideas leading to the culminating event in this excerpt, including the order in which the points are made and the connections that are drawn between them. Ask students the following questions:

What are the two series of events addressed simultaneously throughout this excerpt?

- Henrietta’s story of going to Johns Hopkins for cancer treatments and TeLinde and Gey’s converging research on cervical cancer and immortal cell development.

What is the culminating event in this excerpt?

- Dr. Wharton takes Henrietta’s tissue, without her consent, and gives it to George Gey for research purposes.

Explain to students that by using this tool, they trace the series of key events and ideas Skloot unfolds in this excerpt that lead up to the culminating event. Students should focus on the order in which the events and ideas are unfolded and the connections Skloot draws between them.

- Students listen.

Explain to students that the tool is divided into two columns where they are to track information according to how it appears in the excerpt. In the left column, students track events and ideas related to one series of events and ideas in the text; in the right column, students track events and ideas related to another series of events and ideas in the text. Both columns lead to the culminating event that occurs at the end of the excerpt where the columns merge.

- Students individually complete the Tracking Events and Ideas Tool.
Activity 6: Closing

Display and distribute the homework assignment. For homework, instruct students to craft a 1–2 paragraph response explaining how the events and ideas communicated in the reading (including the order in which they were introduced and the connections between them) work together to shape the culminating event of the excerpt based on their analysis of the Tracking Events and Ideas Tool.

Ask students to use this lesson’s vocabulary wherever possible in their written responses.

- Students follow along.

Homework

Based upon today’s Masterful Reading and text analysis, and upon completion of the Tracking Events and Ideas Tool, write 1–2 paragraphs explaining how the events and ideas communicated in the excerpt (including the order in which they were introduced and the connections between them) work together to shape the culminating event. Use the lesson’s vocabulary wherever possible in your written response.
## Tracking Events and Ideas Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
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<p>| Events and Ideas #1: _____________________ | Events and Ideas #2: _____________________ |</p>
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<th>(include page numbers where information is found)</th>
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**Culminating Event/Page Number**
## Model Tracking Events and Ideas Tool

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### Events & Ideas #1: Scientific Research
*(include page numbers where information is found)*

- Debate about what qualifies as cervical cancer and how to best treat it (p. 27)
- TeLinde’s theory (1951) about carcinoma in situ made possible by Pap smear test (p. 28)
- TeLinde wants to minimize “unjustifiable hysterectomies” by documenting what was not cancer and to prove carcinoma in situ needs aggressive treatment (p. 29)
- TeLinde’s argument about carcinoma in situ rejected by peers so he plans a study to determine if carcinoma in situ leads to invasive cervical cancer (p. 29)
- TeLinde (with Jones’s help) finds that 62% of invasive cervical cancers began as carcinoma in situ. TeLinde then wants to find a way to grow living samples from normal and cancerous cervical tissues to compare and prove he had been right (p. 30)
- TeLinde calls George Gey, head of tissue culture research at Hopkins; they agree to a partnership that provides Gey with the tissue samples he needs for his attempts to grow the first line of immortal human cells (p. 30)
- TeLinde begins collecting cells from any woman with cervical cancer seeking healthcare at Johns Hopkins (p. 30)

### Events and Ideas #2: Henrietta’s Story
*(include page numbers where information is found)*

- Dr. Jones gets Henrietta’s pathology report: Epidermoid carcinoma of the cervix, stage I (Henrietta’s cervical cancer diagnosis) (p. 27)
- Henrietta arrives at Hopkins in 1951 (p. 28)
- Patients from public wards used for research without their knowledge. Many doctors believe that this is fair use since “patients were treated for free” (pp. 29-30)
- Henrietta goes to Johns Hopkins for her first cancer treatment and signs an Operation Permit, consenting to the surgical care she will receive (p. 31)
- Henrietta’s cancer is treated with topical radium, the standard cancer treatment of the time (p. 32)
- While Henrietta is under anesthesia for the radium treatment, her doctor removes two tissue samples from her cervix, without her knowledge or consent to be a tissue donor (p. 33)

### Culminating Event/Page Number

- Henrietta’s cervical tissue is taken without her consent and delivered to George Gey’s lab (p. 33)
Introduction

In this lesson, students continue to read and analyze pp. 63–66 of *The Immortal Life of Henrietta Lacks* from “In early June, Henrietta told her doctors several times that she thought” to “she was glad her pain would come to some good for someone.” In this portion of the text, Skloot provides a narrative account of Henrietta’s deteriorating health and her interactions with the medical staff at Johns Hopkins Hospital.

This lesson’s excerpt is a departure from the scientific focus of previous excerpts, instead offering students a deeper connection to the text by revealing the suffering endured by Henrietta during her cancer treatment in 1951. In small groups, students explore the care Henrietta received from the medical staff through analysis of Skloot’s specific word choice and purposeful use of language. The lesson assessment asks students to analyze the cumulative impact of specific word choices made by Skloot to advance her purpose. Additionally, students begin the research process by learning about the Surfacing Issues Tool, which initiates the process of identifying potential areas of inquiry, and the Posing Inquiry Questions Handout, which guides students through the process of generating, selecting, and refining good inquiry questions. Both the Surfacing Issues Tool and the Posing Inquiry Questions Handout revisit research skills students began to develop in Module 9.3. For homework, students complete a short research assignment to discover more about the Tuskegee syphilis studies.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.4</th>
<th>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</th>
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<tr>
<td>RI.9-10.6</td>
<td>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
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<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>W.9-10.9.b</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
</table>
|                       | b.        | Apply grades 9–10 Reading standards 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”

| L.9-10.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
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. |

**Assessment**

**Assessment(s)**

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.

- How does the cumulative impact of specific word choices and phrases advance Skloot’s purpose in this excerpt?

**Differentiation Consideration:** If students struggle, consider providing specific phrases such as “miserable specimen” or “benevolent deception” to support their responses.

**High Performance Response(s)**

A High Performance Response should:

- Explain that Skloot’s purpose in the chapter is to depict the indifferent and detached treatment Henrietta receives from the medical community during the final stages of her illness.

- Cite specific word choices and/or phrases that advance Skloot’s purpose (e.g., Skloot cites phrases such as “miserable specimen,” used by doctors to describe Henrietta, and “benevolent deception,” to describe the concept of doctors withholding information from patients, along with “doctors knew best” to describe patients’ trust in their physicians. She further conveys the racial implications of the time with, “it was understood that black people didn’t question white people’s professional judgment.” Skloot also shares how Henrietta continued to go to doctors with “discomfort” and how they repeatedly sent her away citing “No evidence of recurrence” until the end of her illness when her need for medical care surpassed the ability to treat her).

**If students infer that Skloot’s purpose is to reveal the medical community’s bigoted treatment of Henrietta during her cancer treatment, they must provide sufficient textual evidence to support the inference.**
Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- deception (n.) – the act of deceiving (misleading by false appearance or statement)
- specimen (n.) – a sample of a substance or material for examination or study

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

- benevolent (adj.) – characterized by expressing goodwill or kindly feelings; charitable
- vain (adj.) – ineffectual or unsuccessful; futile

Lesson Agenda/Overview

Student-Facing Agenda | % of Lesson
--- | ---
Standards & Text: | 1.
- Standards: RI.9-10.4, RI.9-10.6, W.9-10.9.b, L.9-10.4.a | 5%
- Text: *The Immortal Life of Henrietta Lacks*, pp. 63–66 | 10%
Learning Sequence: | 2.
1. Introduction of Lesson Agenda | 15%
2. Homework Accountability | 35%
3. Masterful Reading | 10%
4. Reading and Discussion | 20%
5. Quick Write | 5%
6. Surfacing Issues and Posing Inquiry Questions | 5%
7. Closing | 10%

Materials

- Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.3.1 Lesson 1)
- Copies of the Surfacing Issues Tool for each student
- Copies of the Posing Inquiry Questions Handout for each student
Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<tr>
<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
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<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
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<tr>
<td>▶</td>
<td>Indicates student action(s).</td>
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<tr>
<td>🔴</td>
<td>Indicates possible student response(s) to teacher questions.</td>
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<tr>
<td>📚</td>
<td>Indicates instructional notes for the teacher.</td>
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Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.4 and RI.9-10.6. In this lesson, students read *The Immortal Life of Henrietta Lacks*, (pp. 63–66) and analyze the cumulative impact of specific word choices the author makes in advancing her purpose. Students then apply their analysis of this reading and previously analyzed excerpts to begin surfacing potential research issues while also posing inquiry questions about those potential research issues.

- Students look at the agenda.

Activity 2: Homework Accountability

Instruct students to take out their written responses to the previous lesson’s homework prompt and Turn-and-Talk with a classmate about two ways in which the events and ideas work together to shape the culminating event.

- Student responses may include:
  - The Pap smear informed and furthered TeLinde’s research.
  - TeLinde partnered with George Gey to research cell tissue at the same time Henrietta went to Johns Hopkins for treatment.
  - TeLinde scraped Henrietta’s cell tissue because he collected “samples from any woman who happened to walk into Hopkins with cervical cancer. Including Henrietta” (p. 30).

Activity 3: Masterful Reading

Have students listen to a Masterful Reading of *The Immortal Life of Henrietta Lacks*, pp. 63–66.
Students follow along, reading silently.

1. In the first paragraph on page 65 “Sadie, Margaret, and Day” are mentioned. Sadie and Margaret are Henrietta’s cousins. Day is short for David, Henrietta’s husband.

Activity 4: Reading and Discussion

Instruct students to form small groups of 3–4. Post or project each set of questions below for students to discuss.

Instruct student groups to reread pages 63–64 from “In early June, Henrietta told her doctors several times” to “She is obviously in pain. He sent her home to bed” and answer the following questions before sharing out with the class:

1. Remind students to take notes or annotate the text as they engage in the evidence-based discussion that follows. This annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

1. Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading, including deception and specimen.

Instruct students to underline each time Skloot references a statement from the medical profession about Henrietta’s condition and circle Henrietta’s responses or feelings about her health.

עי Student responses should include:

Underlined:
- “but they found nothing wrong with her” (p. 63)
- “No evidence of recurrence. Return in one month.” (p. 63)
- “The patient states that she feels fairly well . . . however she continues to complain of some vague lower abdominal discomfort” (p. 63)
- “the doctor told her she was fine” (p. 64)
- “No evidence of recurrence. Return in one month.” (p. 64)
- “The patient looks chronically ill. She is obviously in pain.” (p. 64)

Circled:
- “She thought the cancer was spreading, that she could feel it moving through her” (p. 63)
- “however she continues to complain of some vague lower abdominal discomfort” (p. 63)
- “she went back to Hopkins saying that the ‘discomfort’ she’d complained about” (p. 64)
- “The pain made it hard to walk. She went back to Hopkins.” (p. 64)
- “Three days later, when she returned complaining once again of pain” (p. 64)
Why does Skloot include repeated references to both Henrietta’s health and the doctor’s responses?

Skloot shows that despite the symptoms Henrietta was experiencing, she was not questioning her doctors; the prevailing opinion of the time was “Doctors knew best and most patients didn’t question that” (p. 63). Henrietta’s concerns were not taken seriously until, after repeated visits to Johns Hopkins for help, one doctor found “a ‘stony hard’ mass” (p. 64) when he pressed on her abdomen. Skloot writes, “Only weeks after a previous entry had declared her healthy, one of the doctors wrote, ‘The patient looks chronically ill’” (p. 64).

Based on Skloot’s explanation of “benevolent deception” on page 63, what is meant by the word benevolent in this context?

Skloot explains the term “benevolent deception” as a “common practice” whereby “doctors often withheld even the most fundamental information from their patients, sometimes not giving them any diagnosis at all. They believed it was best not to confuse or upset patients with frightening terms they might not understand, like cancer” (p. 63). Based on this explanation, benevolent means to do something with the intent to be nice or charitable.

It may be necessary to provide students with the definition of deception for this discussion.

Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

How does Skloot’s description of the time period further develop the idea that Henrietta might have “deferred to anything her doctors said” (p. 63)?

Skloot explains, “This was 1951 in Baltimore, segregation was law, and it was understood that black people didn’t question white people’s professional judgment” (p. 63). Skloot explains, “Many black patients were just glad to be getting treatment” (p. 63–64).

Why might Skloot have included this historical description when explaining Henrietta’s declining health?

Skloot wants to show that race may have played a role in Henrietta’s doctors not heeding her health warnings early on. Even though Skloot says “All we can know for sure are the facts of Henrietta’s medical records” (p. 64), she continues to point out Henrietta’s repeated attempts to communicate her “discomfort” (pp. 63–64) with the doctors continuing to note “No evidence of recurrence” (pp. 63–64).

Lead a brief whole-class discussion of student responses.
Instruct student groups to reread all of page 65, from “Until that point, no one except Sadie, Margaret, and Day” to “her cells died immediately in culture” and answer the following questions before sharing out with the class.

**How does Skloot distinguish what the doctors knew and what they told the Lacks family?**

- The Lacks family “didn’t realize she was dying. They thought the doctors were still trying to cure her” (p. 65) while at the same time doctors were just trying to “ease the pain until her death” (p. 65) with increasing amounts of radiation.

**What words or phrases does Skloot use to communicate Henrietta’s decline in health?**

- Student responses may include:
  - “They could hear Henrietta from a block away, wailing for the Lord to help her” (p. 65)
  - “stone-hard tumors filled the inside of her abdomen” (p. 65)
  - “In view of the rapid extension of the disease process the outlook is quite poor” (p. 65)
  - “Henrietta couldn’t walk from the house to the car” (p. 65)
  - “Patient has been complaining bitterly of pain and she seems genuinely miserable” (p. 65)

**How does the description of Henrietta’s treatment on page 66, help you understand the meaning of the word *vain* in this context?**

- Skloot says “Her doctors tried in vain to ease her suffering” (p. 66) and goes on to describe all of the medicines doctors gave Henrietta to help relieve her pain that did not help her, so *vain* in this context means that their efforts did not work.

**What phrase did doctors use to describe Henrietta on page 66?**

- Doctors call her a “miserable specimen.”

The word *specimen* can be defined as “a sample of a substance or material for examination or study.”

**Why might the doctor use that word to refer to a patient?**

- The doctor did not relate to Henrietta as a person but as something to be studied.

**What is the impact of the word *specimen* in describing Henrietta?**

- It creates a sense of distance or detachment on behalf of the medical staff who try to help her and see their efforts fail. Skloot shares that someone wrote in Henrietta’s chart: “As far as I can see we are doing all that can be done” (p. 66).

Lead a brief whole-class discussion of student responses.
Activity 5: Quick Write 10%

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

How does the cumulative impact of specific word choices and phrases advance Skloot’s purpose in this excerpt?

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.

1. Display the prompt for students to see, or provide the prompt in hard copy.
   - Students independently answer the prompt, using evidence from the text.
   - See the High Performance Response at the beginning of this lesson.

Activity 6: Surfacing Issues and Posing Inquiry Questions 20%

Share with students that they have been reading and analyzing texts (in this and previous modules) for several purposes, including developing skills in evidence-based discussion and writing. Explain that this type of reading and writing also fosters skills necessary to build evidence-based arguments around a problem-based question for research.

For the purposes of this and subsequent lessons, the text analysis is about analyzing the text itself, based on the standards, and about surfacing topics that are potentially interesting and rich to research. These initial topics begin the inquiry process. As the process unfolds, aspects of the topics develop as questions are posed and refined and pre-research is conducted.

- Students listen.

Explain to students that as they initiate the process of inquiry and research, they begin to contemplate issues surfaced in *The Immortal Life of Henrietta Lacks*. The term *issue* can be defined as: An important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question.

Distribute the Surfacing Issues Tool to students and ask them to brainstorm 3–4 issues that have surfaced in their initial reading of the excerpts from *The Immortal Life of Henrietta Lacks*.

- Students record issues in the left column on the Surfacing Issues Tool.

- Student responses may include the following:
  - Human tissue research
  - Racial issues in medical care
  - Consent for tissues to be used in medical research
The evolution of cancer treatment

Lead a brief class share-out about issues surfaced. Students should record the page number location of the issue in the text and a description of key information related to the issue.

- Students share issues surfaced and record the page number and description of key information related to the issue on the Surfacing Issues Tool.

Instruct students to keep out their Surfacing Issues Tool. Inform students they will continue to record topics in this way in future lessons, and that today they begin to use these topics to generate inquiry questions as they begin the process of building evidence-based arguments around research. Explain that during this research process, they use inquiry questions to guide their research and analysis.

1. This process is recurring and students continue to surface new questions as they acquire information about their research topics.

- Students listen.

Inform students that *The Immortal Life of Henrietta Lacks* is used to generate sample topics/issues for research in this module. Explain that Skloot touches on many topics/issues throughout the first excerpts of *The Immortal Life of Henrietta Lacks*. Of these, they use human tissue research as a sample topic/issue to generate inquiry questions as a class.

- Students listen.

1. All research topics should be issues that garner multiple perspectives and claims.

Distribute the Posing Inquiry Questions Handout to students. Inform them that they are to focus on generating inquiry questions that they select and refine in later lessons. At this stage, the inquiry questions are meant to guide an initial exploration of a topic or issue that is surfaced from the text. Instruct students to read the Generating Questions portion of the handout.

- Students read the Generating Questions portion of the handout.

Explain to students that by using the questions on the handout concerning each individual topic, it is possible to come up with a wide variety of inquiry questions. Remind students to consider what they find interesting and what they would like to know more about when they are generating questions. Explain to students at this stage it is best to brainstorm as many questions as possible.

- Students listen.

Display the human tissue research topic for students and the example inquiry question:

**How is human tissue research beneficial in disease prevention?**

Explain to students that based on the “What other topics/issues is it connected to or associated with?” prompt from the handout, this is an open-ended inquiry question. Ask students to volunteer potential inquiry questions for the issue of human tissue research.
Student responses may include:
- What is defined as human tissue?
- Where did human tissue research originate?
- What is the history of human tissue research?
- What are the major aspects of human tissue research?
- Who are experts in human tissue research?
- Who is affected by human tissue research?
- Who profits from human tissue research?

Instruct students to form pairs, choose a topic from the Surfacing Issues Tool, and generate five inquiry questions for that topic/issue.

Student responses vary depending on the potential research topic/issue but may include:
- Topic: Race issues in medical care
- Inquiry Questions:
  - What is the history of racial issues in medical care?
  - Who has been most affected by racial issues in medical care?
  - What are major aspects of race in medical care?
  - What are important advances in racial issues concerning medical care?
  - In what way do racial issues in medical care reflect racial issues in society?

Activity 7: Closing

Display and distribute the homework assignment. For homework, instruct students to conduct a web search, finding resources about the history of the Tuskegee syphilis studies. Instruct students to come to class prepared to discuss the nature of this study as well as the resources that assisted with comprehension and understanding. These resources should include common online reference materials and other online resources such as audio and video.

- Students follow along.

Homework

Conduct a web search to discover more about the Tuskegee syphilis studies conducted at the Tuskegee Institute. Summarize the study in your own words. How do the resources you found help you understand this study?

Be prepared to discuss the nature of this study as well as the resources you found. These resources should include common online reference materials and other online resources such as audio and video.
## Surfacing Issues Tool

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</thead>
<tbody>
<tr>
<td>Human tissue research</td>
<td>2, 4, 30</td>
<td>Henrietta’s cells are the first immortal human cells and have been used for a wide variety of medical and scientific purposes (pp. 2, 4). George Gey works to develop the first line of immortal human cells (p. 30).</td>
</tr>
<tr>
<td>Race issues in medical care</td>
<td>30, 63–64</td>
<td>Scientists often used black patients from Johns Hopkins for research in lieu of receiving payment for medical services, usually without their knowledge (p. 30). Black patients in public wards did not question white people’s professional judgment, but there is no way of knowing if Henrietta’s treatment would have been different if she had been white (pp. 63–64).</td>
</tr>
<tr>
<td>Consent for tissues to be used in medical research</td>
<td>29, 31, 33</td>
<td>Patients from public wards were often used for research without their knowledge (p. 29). Henrietta signed a consent form for operative procedures, but not for the donation of her tissue for research (pp. 31, 33).</td>
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<tr>
<td>The evolution of cancer treatment</td>
<td>27–30, 32–33</td>
<td>TeLinde wanted to prove that carcinoma in situ could become invasive cervical cancer so that the non-invasive cancers could be treated more aggressively (pp. 27–30). Cancer in the mid-twentieth century was treated with radium (pp. 32–33).</td>
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Posing Inquiry Questions Handout

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**Generating Questions**

In this module, *The Immortal Life of Henrietta Lacks* is a starter or "seed text" that helps generate potential topics and issues that drive the research process. Issues and topics that are surfaced in the text will be used to pose inquiry questions. These inquiry questions will help illuminate different potential areas of investigation within a research topic. When generating inquiry questions, it is often a good idea to brainstorm as many as possible before selecting and refining the richest ones. Here are several to help you get started:

- How is the topic defined?
- What are its major aspects?
- Where did it originate?
- What are its causes and implications?
- What is its history?
- What other topics/issues is it connected to or associated with?
- What are its important places, things, people, and experts?

**Selecting and Refining Questions**

Once the brainstorming process is completed, it is important to review and select the strongest questions generated. Use these questions to assist with selecting and refining the strongest inquiry questions:

**Are you genuinely interested in answering your question?**

There is a lot of work involved in research, and genuine interest motivates the research process. The best questions are about things that are interesting to individual researchers and what they consider to be valuable information.

**Can your question truly be answered through your research?**

Some questions are unanswerable (Are there aliens on Jupiter?) or take years to answer (What are the long-term effects of sleep loss on a person’s health?). A suitable inquiry question is realistic and researchable within the timeframe available.
Is your question clear? Can you pose your question in a way that you and others understand what you are asking?

Effective inquiry questions are straightforward and not confusing. If the question has two parts, it may be better to separate the parts to form two new questions.

What sort of answers does your question require?

Questions that can be answered with a simple “yes” or “no” generally do not make good inquiry questions. An inquiry question should support plenty of investigation that may even lead to multiple answers, and more questions. For example, the question “What are the characteristics of a cancer cell?” could lead to asking questions about how these characteristics are defined and when they were first discovered.

Do you already know what the answer is?

Suitable inquiry questions are actually questions that cannot be answered immediately. The research process involves inquiry, finding more information about a question, and developing a perspective based on the evidence discovered and this cannot happen if the question is already answered or too simplistic. For example, there is a big difference between the questions “How many types of cancer are there?” (an easily answered question that requires little research) and “What is the history of cancer research?” (a question that would require a lot of research).

From Posing Inquiry Questions Handout, by Odell Education, www.odelleducation.com. Copyright (20132) by Odell Education. Modified in partnership with permission under an Attribution-NonCommercial 3.0 Unported license: http://creativecommons.org/licenses/by-nc/3.0/.
Introduction

In this lesson, students continue to read *The Immortal Life of Henrietta Lacks*, pp. 93–102. In this excerpt, Skloot reveals the scientific advancements made possible by the HeLa cells, as well as the birth of the human biological materials industry.

Students continue to build their understanding of central ideas present in this text as they examine the history of HeLa through the lens of scientific discovery. Students discuss their understanding in pairs and continue to surface issues in the text for the purpose of research. Students also continue to generate, refine, and select inquiry questions that guide their research. The assessment is a Quick Write that requires students to analyze the development of a central idea in this text and use specific details to support their answers.

For homework, students preview the text from 10.3.1 Lesson 5 and annotate from “As HeLa grew like crabgrass in laboratories around the world” to “In fact, research flourished. And much of it involved HeLa” (pp. 127–136).

Standards

**Assessed Standard(s)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.2</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Addressed Standard(s)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| W.9-10.9.b | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  b. Apply grades 9–10 Reading standards 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"). |
| 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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
Assessment

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.

- Determine a central idea in this excerpt and analyze how specific details about HeLa cells contribute to its development.

High Performance Response(s)

A High Performance Response should:

- Determine a central idea present in this text (e.g., HeLa’s positive contributions to scientific development including the scientific discoveries made possible by HeLa cells, the development of a vaccine for polio using HeLa, the beginning of the “first industrial-scale, for-profit cell distribution center,” and dramatic improvements to the field of tissue culture).

- Select details to illustrate the development of that central idea (e.g., the polio vaccine production forced Gey to develop a way to “make sure cells could survive long trips.” The large scale production and shipping method made it possible for many scientists to have access to the cells and presented opportunities for many scientific discoveries such as the “cloning of individual cells.”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- polio (n.) – shortened form of poliomyelitis; a serious disease that affects the nerves of the spine and often makes a person permanently unable to move particular muscles
- vaccine (n.) – a substance that is usually injected into a person or animal to protect against a particular disease
- autoclave (n.) – a heavy vessel for conducting chemical reactions under high pressure
- incubators (n.) – apparatus in which media inoculated with microorganisms are cultivated at a constant temperature
- proteins (n.) – any of various naturally occurring extremely complex substances that consist of amino-acid residues joined by peptide bonds; contain the elements carbon, hydrogen, nitrogen, oxygen, usually sulfur, and occasionally other elements (such as phosphorus or iron); and include many essential biological compounds (such as enzymes, hormones, or antibodies)
- optimal (adj.) – most favorable
• hardy (adj.) – capable of enduring hardship; strong
• metabolism (n.) – the chemical processes by which a plant or animal uses food, water, etc. to grow and heal and to make energy
• culture medium (n.) – a liquid or solidified nutrient material suitable for the cultivation of microorganisms

 cultura was defined in 10.3.1 Lesson 1.

Vocabulary to teach (may include direct word work and/or questions)
• susceptible (adj.) – open, subject, or unresistant to some stimulus, influence, or agency

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
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<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: RI.9-10.2, W.9-10.9.b, SL.9-10.1</td>
<td></td>
</tr>
<tr>
<td>• Text: The Immortal Life of Henrietta Lacks, pages 93–102</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1.  5%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 15%</td>
</tr>
<tr>
<td>3. Reading and Discussion</td>
<td>3. 45%</td>
</tr>
<tr>
<td>4. Generating and Refining Inquiry Questions</td>
<td>4. 20%</td>
</tr>
<tr>
<td>5. Quick Write</td>
<td>5. 10%</td>
</tr>
<tr>
<td>6. Closing</td>
<td>6. 5%</td>
</tr>
</tbody>
</table>

Materials

• Student copies of the Surfacing Issues Tool (refer to 10.3.1 Lesson 3)
• Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
• Student copies of the Posing Inquiry Questions Handout (refer to 10.3.1 Lesson 3)
• Student copies of the Short Response Rubric and Checklist (refer to 10.3.1 Lesson 1)
Learning Sequence

### How to Use the Learning Sequence

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<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td>▸</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>❓</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>☑</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

### Activity 1: Introduction of Lesson Agenda  5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.2. Explain that today students continue reading and analyzing pages 93–102 of *The Immortal Life of Henrietta Lacks*, focusing on the development of a central idea. Students also track potential research issues, as well as generate and refine further inquiry questions for research purposes.

▸ Students look at the agenda.

### Activity 2: Homework Accountability  15%

Instruct students to Turn-and-Talk with a classmate about the information they found for homework related to the Tuskegee syphilis study.

☑  **Differentiation Consideration:** Consider leading a brief whole-class discussion in order to clarify the history of the study and provide students an opportunity to discuss their findings and opinions as a group before pair discussion.

☑  This is a highly sensitive, racially charged issue; however, addressing this study is crucial to understanding the issues present in this text. Consider establishing and modeling classroom norms and expectations for a respectful and critical approach to sensitive topics in an academic context.

▸ Students Turn-and-Talk with a classmate, discussing the information they found for homework.

❖ The Tuskegee syphilis study was a scientific study done in Alabama. In this study, African-American men who had syphilis were not given medicine to treat the syphilis when it became available by white doctors, but were observed to see if the effects of syphilis were different between African-Americans and white Americans. Many of the men in the study died from syphilis.
Ask students:

**How did the resources you found help you understand these terms?**

- Student pairs discuss the resources they found and how it helped them understand the Tuskegee syphilis study.
- Student responses vary depending on the resource but may include:
  - This article ("Tuskegee Syphilis Study") on Science Museum ([www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)) helped me understand the study because it presents a brief account of what happened to the men and gives the dates of when the study started and ended. It also mentions that some of the men who were a part of the study were not allowed to be drafted and fight in World War II.

### Activity 3: Reading and Discussion 45%

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

Instruct students to take out their Surfacing Issues Tools, and reread *The Immortal Life of Henrietta Lacks*, from “Not long after Henrietta’s death, planning began” to “were conducting the infamous Tuskegee syphilis studies” (pp. 93–97) and answer the following questions before sharing out with the class.

1. If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson.

Direct student pairs to also annotate the text, surface issues, and record their answers in writing. Remind students to record issues for research as they read on their Surfacing Issues Tool.

1. Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading including: polio, vaccine, autoclave, incubator, culture medium, hardy, optimal, proteins, and metabolism.

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

1. For potential student issues surfaced for this reading see the Model Surfacing Issues Tool at the end of this lesson.

**What was the problem with Salk’s polio vaccine? How did HeLa solve this problem?**

- There needed to be “millions of neutralization tests” (p. 93), which cost a lot of money because “monkeys were expensive” (p. 94). HeLa cells could be easily grown on a massive scale, which
was cheaper than buying monkeys; “HeLa cells weren’t limited by space . . . it would solve the mass production problem” (p. 94–95).

What is the significance of HeLa cells being “more susceptible to the virus than any other cultured cells” (p. 95)?

Scientists needed to see if “the virus would infect the cells” (p. 94), to figure out if the vaccine worked. Since HeLa is “more susceptible” it meant that the virus would infect the cell faster and results would be seen quickly.

What is the meaning of the word susceptible (p. 94)?

HeLa needed to be “susceptible to poliovirus” (p. 94) in order to be effective for testing. Susceptible might mean easily affected by a virus.

How did Gey play a role in proving the polio vaccine effective?

Gey gave away a vial of HeLa cells in a shipping experiment and that allowed the Tuskegee Institute to mass-produce HeLa cells to prove the vaccine's effectiveness: “It was the first-ever cell production factory, and it started with a single vial of HeLa that Gey had sent Schrerer in their first shipping experiment, not long after Henrietta's death” (p. 96).

What contrast does Skloot present at the end of pages 93–97? How does the homework assignment concerning the Tuskegee syphilis study deepen your understanding of this contrast?

Remind students to refer to the research they completed for homework.

Skloot contrasts “Black scientists and technicians . . . cells from a black woman” (p. 97) of the Tuskegee Institute with the Americans who benefited from the polio vaccine, “most of them white” (p. 97). The research on the Tuskegee syphilis study deepens this contrast because not only were black scientists working to help white patients, but at the same institute there were white scientists actively doing harm to black patients.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read The Immortal Life of Henrietta Lacks, from “At first the Tuskegee Center supplied HeLa cells” to “which glassware and test-tube stoppers were least toxic to cells” (pp. 97–99) and answer the following questions before sharing out with the class. Also direct student pairs to annotate the text and record the answers in writing. Remind students to record potential issues for research as they read on the Surfacing Issues Tool.

What made HeLa cells an “optimal (most favorable) tool” (p. 97) for studying cell behavior?
HeLa cells could be used to study “any number of things in culture” (p. 97) and shared “many basic characteristics with normal cells” (p. 97), but they “produced results faster” (p. 97).

**How did HeLa cells allow scientists to view “spontaneous transformation”?**

Researchers used HeLa to develop “methods for freezing cells” (p. 98), and since they could freeze cells they could look at “identical cells at different points in time” (p. 98). Spontaneous transformation is the point at which a “normal cell . . . became malignant” (p. 98) and by freezing cells, researchers could see when this happened.

**Why was standardization of materials and methods important for scientific study? Provide two examples of how HeLa cells contributed to standardization.**

Standardization was important because an experiment “isn’t considered valid if others can’t repeat the work” (p. 99). HeLa cells were used to develop the “first standardized culture medium,” as well as test which glassware were “least toxic to cells” (p. 99).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read *The Immortal Life of Henrietta Lacks*, from “Only then, for the first time, could researchers around the world” to “But none grew in quantities like HeLa” (pp. 99–102) and answer the following questions before sharing out with the class. Also direct student pairs to annotate the text and record answers in writing. Remind students to record potential issues for research as they read on the Surfacing Issues Tool.

**Why was it necessary to clone HeLa cells?**

Scientists wanted to clone individual cells because they “often behave differently” (p. 99) even if they are from the same cluster. Scientists needed to clone cells in order to use and understand each of their “unique traits” (p. 100).

**What was the “fortunate mistake”? How did this contribute to scientific understanding?**

The “fortunate mistake” was an accidental mixing of a liquid with “HeLa and a few other cells” (p. 100) that allowed scientists to see all the chromosomes clearly. This allowed scientists to know exactly “how many chromosomes people were supposed to have,” and allowed scientific discovery in the field of “chromosomal disorders” (p. 100).

**How was Microbiological Associates “an absolute revolution in the field” (p. 101)? Use evidence from the text to support your answer.**
Microbiological Associates and Samuel Reader were the first to create a “for-profit cell distribution center” (p. 101). They used HeLa cells to create a “multibillion-dollar industry” (p. 101) because no one had the “time or ability” (p. 100) to grow HeLa cells in large amounts.

How does the quote, “HeLa was a workhorse: it was hardy (capable of enduring hardship; strong), it was inexpensive, and it was everywhere” (p. 97) help develop the central ideas in this portion of text?

Since HeLa was “a workhorse” (p. 97) and “hardy” (p. 97), it was able to produce results quickly and “made several important scientific advances” (p. 98). One of these advancements was helping scientists understand “how many chromosomes people were supposed to have” (p. 100). HeLa cells were “inexpensive” (p. 97) and many scientists wanted them for experiments, “but few had the time or ability to grow them” (p. 100) so instead scientists just bought them. The demand for HeLa was so great it helped launch a “multibillion-dollar industry” (p. 101), which started with Samuel Reader’s “Cell Factory” (p. 101).

Remind students they have been introduced to workhorse in 10.3.1 Lesson 1 and instruct them to consult the Unit 10.3.1 Unit Glossary for a definition.

Lead a brief whole-class discussion of student responses.

Activity 4: Generating and Refining Inquiry Questions 20%

Explain to students that in this lesson, they continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students that in the previous lesson, they were introduced to generating and refining inquiry questions to support rich inquiry and research. Instruct students to first form heterogeneous groups of four or five, and ask each group to generate five inquiry questions based on the issues recorded in this lesson. Instruct students to use the selecting and refining process introduced in the previous lesson to select their strongest inquiry questions. Instruct students to refer to their Posing Inquiry Questions Handout as they generate, refine, and select inquiry questions.

Consider reminding students of the skills inherent in the substandards of SL.9-10.1, to which students were previously introduced.

Remind students that the process of selecting and refining inquiry questions helps them identify the strongest questions for further inquiry.

Students form groups and generate and refine inquiry questions.

Student responses vary depending on the topic, inquiry questions, and refining process, but may include:

- Issue: Cell cloning
Inquiry questions: 1. What is the history of cell cloning? 2. What are the major aspects of cell cloning? 3. What else is cell cloning associated with? 4. What have been the implications or discoveries made possible by cell cloning? 5. Who are the scientists who first grew cell clones?

Through selecting and refining inquiry questions, student groups identify their strongest questions to guide their initial searches in subsequent lessons.

**Activity 5: Quick Write**

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

Determine a central idea in this excerpt and analyze how specific details about HeLa cells contribute to its development.

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.

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

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

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to read and annotate from “As HeLa grew like crabgrass in laboratories around the world” to “In fact, research flourished. And much of it involved HeLa” (pp. 127–136). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- Students follow along.

**Homework**

Read and annotate from “As HeLa grew like crabgrass in laboratories around the world” to “In fact, research flourished. And much of it involved HeLa” (pp. 127–136). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.
## Model Surfacing Issues Tool

<table>
<thead>
<tr>
<th>Issue</th>
<th>Page Number(s)</th>
<th>Key Information About the Issue from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloning cells</td>
<td>99–100</td>
<td>Cell cloning was used because HeLa came from “a cluster of cells” and scientists wanted to grow and study traits of individual cells. The advancements made with cell cloning “helped lead to many later advances.”</td>
</tr>
<tr>
<td>Racial inequality</td>
<td>96–97</td>
<td>Black scientists and technicians were studying and using cells “from a black woman” to help save the lives of millions of white Americans.</td>
</tr>
<tr>
<td>Biological materials industry</td>
<td>100–101</td>
<td>There was a great demand for HeLa cells and Microbiological Associates began producing HeLa cells in large quantities and made millions of dollars.</td>
</tr>
<tr>
<td>Polio vaccine</td>
<td>93–97</td>
<td>HeLa cells were used for “neutralization tests” because they were cheap, easy to produce, and very susceptible to the poliovirus.</td>
</tr>
</tbody>
</table>

10.3.1 Lesson 5

Introduction

In this lesson, the first in a series of two lessons, students read and analyze pp. 127–136 of The Immortal Life of Henrietta Lacks. In this excerpt, Skloot describes cases in which HeLa cells were misused and explores issues of informed consent and human experimentation.

Students explore this passage through a Masterful Reading and a series of questions and discussions, in which they analyze how Skloot supports a perspective through description and use of language. Students continue to surface issues that emerge from the text and record them on their Surfacing Issues Tool. The assessment in this lesson is a Quick Write prompt: Analyze how Skloot uses examples in this portion of text to advance her purpose.

For homework, students select and refine inquiry questions they generated in this lesson. Students also respond to a writing prompt that requires them to compare the representation of HeLa cells in this lesson’s excerpt with how they were represented in the previous lesson’s text (pp. 93–97).

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine an author’s point of view or purpose in a text and analyze how an author</td>
<td>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
</tr>
<tr>
<td>uses rhetoric to advance that point of view or purpose.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>W.9-10.9.b</th>
</tr>
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<tbody>
<tr>
<td>Draw evidence from literary or informational texts to support analysis, reflection,</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>and research.</td>
<td>b. Apply grades 9–10 Reading standards 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”).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>L.9-10.4.a</th>
<th>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)

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.

- Analyze how Skloot uses examples in this portion of text to advance her purpose.

High Performance Response(s)

A High Performance Response should:

- Determine Skloot’s purpose in this portion of text (e.g., the importance of informed consent and the need to protect patient rights).

- Provide specific examples that advance Skloot’s purpose (e.g., human experimentation by Nazi doctors, Southam’s cancer experiments with HeLa cells on prisoners and cancer patients, Southam’s trial).

- Describe how the details advance Skloot’s purpose (e.g., Skloot gives the example of the horrible cases of “human experimentation” conducted by Nazi doctors such as “dissecting people alive” to demonstrate that patients should have rights and be protected. These horrific experiments led to the Nuremberg Code, which said “The voluntary consent of the human subject is essential” but it was not a law and provided no protection for patients in the United States, where “The bills were repeatedly voted down.” The Nuremberg Code is the reason three doctors would not participate in Southam’s cancer experiments and consequently called the study “illegal, immoral, and deplorable.”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- inoculation (n.) – introduction of (the causative agent of disease) into the body of (a person or animal), in order to induce immunity

- immune system (n.) – a diffuse, complex network of interacting cells, cell products, and cell-forming tissues that protects the body from pathogens and other foreign substances, destroys infected and malignant cells, and removes cellular debris

- lymph nodes (n.) – any of the glandlike masses of tissue in the lymphatic vessels containing cells that become lymphocytes through which lymph passes to be filtered and cleaned

- refrain (n.) – a phrase or verse recurring at intervals in a song or poem

- diagnosis (n.) – the process of determining by examination the nature and circumstances of a diseased condition
- dissecting (v.) – cutting apart (an animal body, plant, etc.) to examine the structure, relation of parts, or the like
- ethical boundaries (n.) – the limits of accepted principles of right and wrong that govern the conduct of a profession
- civil courts (n.) – courts of law in which civil cases (private and civilian affairs) are tried and determined
- inalienable rights (n.) – that which is due to anyone by just claim, legal guarantees, moral principles, etc., and cannot be transferred to another without consent (e.g., rights of liberty or of speech)

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

- informed consent (n.) – a patient’s consent to a medical or surgical procedure or to participation in a clinical study after being properly advised of the relevant medical facts and the risks involved
- human experimentation (n.) – a test or procedure carried out on a person under controlled conditions to determine the validity of a theory or make a discovery

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<tr>
<td>3. Masterful Reading</td>
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<td>4. Reading and Discussion</td>
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<tr>
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<td>6. Closing</td>
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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)
Learning Sequence

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</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.6. Explain that in this lesson students listen to a Masterful Reading and analyze pages 127–136 of The Immortal Life of Henrietta Lacks, focusing on Skloot’s purpose and how she advances that purpose in this portion of text. Additionally, students track potential research issues, as well as generate further inquiry questions based on the issues surfaced in the text.

▶ Students look at the agenda.

Activity 2: Homework Accountability

Instruct students to Turn-and-Talk with a classmate about the previous lesson’s homework (preview the following lesson’s text) and annotate from “As HeLa grew like crabgrass in laboratories around the world” to “In fact, research flourished. And much of it involved HeLa” (pp. 127–136).

▶ Students Turn-and-Talk with a classmate, discussing the reading and annotations.

✉️ Student responses may include:

- Star near “He told them he was testing their immune systems; he said nothing about injecting them with someone else’s malignant cells” (p. 128) – this seems like an important detail because the doctor did not tell his patients what he was doing.
- Star near “The deception was for his benefit . . . to participate in his study if they’d known what he was injecting” (p. 130) – this relates to the previous idea and also seems connected to the excerpt title: “Illegal, Immoral, and Deplorable.”
- Box around “human experimentation” (p. 131) – this seems like an important vocabulary term.
o Star near “Every human being has an inalienable right to determine what shall be done with his own body” (p. 134) – this is taking a firm perspective about the testing that was happening.

o Box around “inalienable” (p. 134) – this is part of the opposite perspective to Southam’s and seems like an important word because it is connected with “rights” (p. 134).

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

**Activity 3: Masterful Reading**

20%

Begin a Masterful Reading of the entire excerpt from “As HeLa grew like crabgrass in laboratories” to “In fact, research flourished. And much of it involved HeLa” (pp. 127–136). Instruct students to follow along silently in their text as they listen to a Masterful Reading.

- Students follow along, reading silently.

**Activity 4: Reading and Discussion**

45%

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

① Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading: inoculation, immune system, lymph nodes, refrain, diagnosis, dissecting, ethical boundaries, civil courts, and inalienable rights.

Instruct students to take out their Surfacing Issues Tool. Explain that students should record any potential research issues after each portion of text is read, and record two inquiry questions for each issue they surface in the text.

① For potential surfaced issues from this portion of text, see the Model Surfacing Issues Tool at the end of this lesson.

Instruct student pairs to reread from “As HeLa grew like crabgrass in laboratories” to “that could someday lead to a cancer vaccine” (pp. 127–129), annotate their texts, and answer the following questions before sharing out with the class.

**What was the purpose of Southam’s experiment?**

- Southam started his experiments because he wanted to understand cancer, whether it started as “a virus or an immune system deficiency” (p. 128). Southam was also worried about the safety of scientists, and he thought HeLa might “infect the scientists” (p. 127) who were working with the cells.
Review the following portion of text on page 128: “Within hours, the patients’ forearms grew red and swollen” to “Henrietta’s cancer cells metastasized to her lymph nodes.” What inferences can you make about the effects of the experiments on the health of the first test subjects?

Skloot writes that the tumors “returned again, and again” (p. 128) and in one case “Henrietta’s cancer cells metastasized to her lymph nodes” (p. 128). The way Skloot describes the condition of these patients makes it seem like their health had gotten worse.

Why did Southam choose prisoners as test subjects?

Southam used prisoners because they had “cooperated in several other studies” (p. 128) and they were “being used for research of all kinds” (p. 129) and were considered a “vulnerable population” (p. 129) because they could not give “informed consent” (p. 129). They are considered vulnerable because they may lack education that would help give them informed consent.

Consider providing students with the following definition: informed consent means “a patient’s consent to a medical or surgical procedure or to participation in a clinical study after being properly advised of the relevant medical facts and the risks involved.”

Students write the definition of informed consent on their copy of the text or in a vocabulary journal.

How does Skloot’s description of the experiments on prisoners help make meaning of informed consent?

Skloot describes experiments that sound awful like “X-raying testicles” (p. 129) or being “infected with a potentially deadly disease” (p. 129). If prisoners were “unable” (p. 129) to give informed consent then it probably means they did not know much about the experiments.

Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

What is the effect of Skloot’s use of the word refrain to describe the prisoner’s quotes?

Skloot quotes the prisoners saying they want to “pay back a little bit” (p. 129) and that these experiments “the wrong I have done . . . this might make a right on it” (p. 129); her use of the word refrain means this kind of phrase was repeated over and over and they were motivated mostly by guilt.

How do Skloot’s details of Southam’s patients contribute to her perspective about informed consent in this specific study?
Skloot describes the prisoners as a “vulnerable population” (p. 129) and the first subjects were “about a dozen other cancer patients” (p. 128) as well as “terminally ill” (p. 129). Skloot’s details about Southam saying “nothing about . . . malignant cells” (p. 128) as well as the description of the size and frequency of the cancerous nodules as “two centimeters” (p. 128) contribute to her perspective of supporting informed consent.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “In the coming years, Southam injected HeLa” to “They also knew about the famous Nuremberg Trials” (pp. 129–131) and answer the following questions before sharing out with the class.

Remind students to continue to surface issues for research and generate inquiry questions.

**Why did Southam believe he was actually testing patients for cancer?**

- Southam believed that by “timing the rejection rate” (p. 130) of HeLa cells he could tell which subjects actually had cancer. The patients who “reject the cells more slowly” (p. 130) were likely to have cancer.

**What did Southam consider to be “responsible clinical practice” (p. 130)?**

- Southam believed that doctors should not cause “unnecessary fear” (p. 130) and that being informed about the study would be too “emotionally disturbing” (p. 130) to the uninformed patient. They would think that their “diagnosis is cancer” (p. 130) when he believed he was not actually giving anyone cancer.

**What is the impact of Skloot’s insertion of “(rightly or wrongly)” (p. 130) into Southam’s quote?**

- Skloot’s insertion impacts Southam’s claim because she is questioning whether it was right or wrong that his test would “suggest” (p. 130) to patients that they may have cancer.

**What claim does Skloot make about Southam’s “deception” (p. 130)?**

- Skloot claims that Southam did not fully explain his study and it “was for his benefit” (p. 130), since his patients may have “refused to participate” (p. 130).

**What is the effect of Skloot’s reference to “the research Nazis had done on Jewish prisoners” (p. 131) in connection with Southam’s study? How does this reference advance her purpose in this portion of text?**

- Skloot’s reference to the “research Nazis had done” (p. 131) relates Southam’s study with one of the worst cases of human treatment in human history, therefore making Southam seem
horrible. The doctors would not “conduct research on patients without their consent” (p. 130) and Skloot’s purpose in this text so far is to reinforce the importance of informed consent.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “Sixteen years earlier, on August 20, 1947” to “an empty formality. With this we cannot agree” (pp. 131–134) and answer the following questions before sharing out with the class.

Remind students to continue to surface issues for research and generate inquiry questions.

1. Consider providing students with the following definition: human experimentation means “a test or procedure carried out on a person under controlled conditions to determine the validity of a theory or make a discovery.”
   - Students write the definition of human experimentation on their copy of the text or in a vocabulary journal.

Why does Skloot choose this section of the Nuremberg Code?

- Skloot quotes the part of the Nuremberg Code that talks about “voluntary consent” (p. 131) being necessary for human experimentation—testing research on humans. Skloot uses this portion of the code to advance her purpose that informed consent is important when experimenting on people. Skloot also notes there were “rules protecting laboratory animals” (p. 131) but not for “humans until Nuremberg” (p. 131).

Why did the Nuremberg Code never pass as a law in the United States?

- The Nuremberg Code was “essentially, a list of recommendations” (p. 131) and did not become a law in the United States because there was “fear of interfering with the progress of science” (p. 131).

Why was Southam free from the informed consent ruling in civil court?

- This ruling did not apply to Southam because he was a researcher, not a physician, and the ruling stated that a physician “violates his duty” (p. 132) if he or she does not provide informed consent, but in Southam’s case “subjects weren’t the researcher’s patients” (p. 132).

What can you infer from Southam’s statement that “it seemed stupid to take even a little risk” (p. 134)?

- This statement means that Southam knew that injecting HeLa cells was potentially harmful because he “didn’t inject himself” (p. 134).
How did Southam’s lawyer support the claim that Southam did not participate in “unprofessional conduct” (p. 134)?

Many doctors said “they’d been conducting similar research for decades” (p. 134). Southam’s lawyer’s claim was supported by the testimony of the other doctors; they thought his practices were “ethical in the field” (p. 134).

Explain the two perspectives present in the case brought before the Board of Regents. Which perspective supports Skloot’s purpose?

The first perspective in this case was that Southam was doing what all doctors did in the field: “it was unnecessary to disclose all information” (p. 134). Southam did what was “ethical in the field” (p. 134) so he did not consider his actions wrong. The Attorney General’s perspective argued that it was a part of people’s inalienable rights “to be fearful and frightened and thus say NO” (p. 134). Skloot has been advocating for informed consent in this text: “Informed consent focused on what doctors were required to tell their patients” (p. 132). The Attorney General’s perspective supports Skloot’s purpose.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread from “Their decision called for more specific guidelines” to “In fact research flourished. And much of it involved HeLa” (pp. 134–136) and answer the following questions before sharing out with the class.

Remind students to continue to surface issues for research and generate inquiry questions. Additionally, students discuss their answers to the following questions and annotate the text in pairs.

Compare the cases of Bertil Bjorklund and Southam. What happened to each scientist? Which case brought about change in scientific practices?

Student responses should include:

- Both scientists had been giving “patients intravenous injections” (p. 133) but Bjorklund also injected himself.
- Both scientists were punished. Bjorklund was “expelled from his laboratory” (p. 133). Southam was put on probation for a year, though shortly thereafter “Southam was elected president of the American Association for Cancer Research” (p. 135).
- Even though Southam’s punishment was easier, it caused the NIH to implement “one of the largest research oversight changes in the history of experimentation on humans” (p. 135).

Lead a brief whole-class discussion of student responses.
Activity 5: Quick Write 15%

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

Analyze how Skloot uses examples in this portion of text to advance her purpose.

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.
- 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 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to select and refine three of the inquiry questions they generated in this lesson. Also, instruct students to respond to the following prompt:

What conclusions can you draw between the representation of HeLa in this excerpt (“Illegal, Immoral, and Deplorable”) versus the representation of HeLa in “The HeLa Factory”?

Ask students to use this lesson’s vocabulary wherever possible in their written responses.

- Students follow along.

Homework

Refine your inquiry questions and select three from the questions generated in this lesson. Respond in writing to the following prompt:

What conclusions can you draw between the representation of HeLa in this excerpt (“Illegal, Immoral, and Deplorable”) versus the representation of HeLa in “The HeLa Factory”?
## Model Surfacing Issues Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Issue</th>
<th>Page Number(s)</th>
<th>Key Information about the Issue from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southam’s cancer experiments</td>
<td>127–136</td>
<td>Southam injected HeLa cells into patients without telling them because “he didn’t want to cause any unnecessary fear.” This example includes informed consent and human experimentation.</td>
</tr>
<tr>
<td>The Nuremberg Code</td>
<td>131</td>
<td>This example is about a code of medical ethics made after Nazi doctors were put on trial. The code called for “voluntary consent” when performing human experimentation. It was not a law, just “a list of recommendations.”</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>128–136</td>
<td>Most medical researchers thought it was “unnecessary to disclose all information to research subjects.” This lead to experiments on “vulnerable populations” like prisoners.</td>
</tr>
<tr>
<td>Human experimentation</td>
<td>131–136</td>
<td>Nazi doctors had done “unthinkable research on Jews” and the Nuremberg Code was set to provide protection for human subjects. This was not a law and many researchers conducted dangerous experiments on people.</td>
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</tbody>
</table>

**Introduction**

In this lesson, students closely reread a paragraph of *The Immortal Life of Henrietta Lacks* on page 130, in which Skloot makes several claims about immoral research. Students analyze the rest of the excerpt for evidence in support of Skloot’s claims. This lesson focuses on identifying and delineating one of Skloot’s claims, and evaluating how relevant and sufficient Skloot’s evidence is in supporting the claim.

Students explore the paragraph on page 130 through the lens of identifying and delineating one of Skloot’s claims. Next, students participate in guided practice to determine what qualifies as relevant and sufficient evidence to support a claim. The assessment in this lesson is the Lesson 6 Evidence Collection Tool that requires student groups to identify and evaluate evidence that Skloot uses in pages 127–136 to support her claim. Students participate in collaborative group discussion and synthesize their findings on the Lesson 6 Evidence Collection Tool. For homework, students preview the following lesson’s text and annotate from “But Day didn’t want to talk about Henrietta’s life” to “I think I would have killed him myself” (pp. 164–169).

**Standards**

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.8</th>
<th>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.</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Addressed Standard(s)</th>
<th>W.9-10.9.b</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>b.</td>
<td>Apply grades 9–10 Reading standards to literary nonfiction (e.g., &quot;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&quot;).</td>
</tr>
<tr>
<td></td>
<td>SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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Assessment

Assessment(s)

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.

- Evaluate Skloot's claim in paragraph 4 on page 130, and determine whether the evidence in the rest of the excerpt is relevant and sufficient to support her claim.

① Students should write their Quick Write responses directly on the Lesson 6 Evidence Collection Tool.

High Performance Response(s)

A High Performance Response should:

- See Model Lesson 6 Evidence Tool for High Performance Responses

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- inoculation (n.) – introduction of (the causative agent of disease) into the body of (a person or animal), in order to induce immunity
- immune system (n.) – a diffuse, complex network of interacting cells, cell products, and cell-forming tissues that protects the body from pathogens and other foreign substances, destroys infected and malignant cells, and removes cellular debris
- lymph nodes (n.) – any of the glandlike masses of tissue in the lymphatic vessels containing cells that become lymphocytes through which lymph passes to be filtered and cleaned
- refrain (n.) – a phrase or verse recurring at intervals in a song or poem
- diagnosis (n.) – the process of determining by examination the nature and circumstances of a diseased condition
- dissecting (v.) – cutting apart (an animal body, plant, etc.) to examine the structure, relation of parts, or the like
- ethical boundaries (n.) – the limits of accepted principles of right and wrong that govern the conduct of a profession
- civil courts (n.) – courts of law in which civil cases (private and civilian affairs) are tried and determined
- inalienable rights (n.) – that which is due to anyone by just claim, legal guarantees, moral principles, etc., and cannot be transferred to another without consent (e.g., rights of liberty or of...
Students were given these terms in 10.3.1 Lesson 5.

Vocabulary to teach (may include direct word work and/or questions)
- informed consent (n.) – a patient’s consent to a medical or surgical procedure or to participation in a clinical study after being properly advised of the relevant medical facts and the risks involved
- human experimentation (n.) – a test or procedure carried out on a person under controlled conditions to determine the validity of a theory or make a discovery

Lesson Agenda/Overview

Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
</tr>
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<tbody>
<tr>
<td>• Standards: RI.9-10.8, SL.9-10.1, W.9-10.9.b</td>
</tr>
</tbody>
</table>

Learning Sequence:
1. Introduction of Lesson Agenda | 1. 5%
2. Homework Accountability | 2. 10%
3. Identifying and Delineating Arguments | 3. 30%
4. Evidence Collection Tool Small Group Activity | 4. 40%
5. Quick Write | 5. 10%
6. Closing | 6. 5%

Materials
- Copies of the Lesson 6 Evidence Collection Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.3.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no</td>
<td>Plain text indicates teacher action.</td>
</tr>
</tbody>
</table>
Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.8. Explain that in this lesson, students review argumentation, delineate an argument in Skloot’s text by identifying claims, and learn about relevant and sufficient evidence. Students analyze a paragraph of *The Immortal Life of Henrietta Lacks* on page 130, with a focus on how Skloot supports her argument in pages 127–136 of the text.

- Students look at the agenda.

- Students were introduced to argumentation in Modules 9.4 and 10.2.

Activity 2: Homework Accountability 10%

Instruct students to Turn-and-Talk with a classmate and briefly share two inquiry questions they refined and selected for homework.

- Students Turn-and-Talk with a classmate, discussing their inquiry questions.

- Student responses may include:
  - What are other important cases of human experimentation?
  - What have been the benefits of human experimentation?

Instruct students to Turn-and-Talk with a classmate about the writing prompt they completed for homework (What conclusions can you draw between the representation of HeLa in this excerpt (“Illegal, Immoral, and Deplorable”) versus the representation of HeLa in “The HeLa Factory”?).

- Students Turn-and-Talk with a classmate, discussing their answer to the previous lesson’s prompt.

- In “Illegal, Immoral, and Deplorable” doctors experimented on cancer patients using HeLa cells and caused “HeLa tumors” (p. 128). HeLa cells were used in dangerous ways on people. In “The HeLa Factory” HeLa cells are used for scientific discovery; in one case “to help stop polio” (p. 93) by being used to test a vaccine. This polio vaccine was developed using HeLa and “helped save the lives of millions of Americans” (p. 97).
Activity 3: Identifying and Delineating Arguments

Instruct students to independently reread the paragraph on page 130 from “But Southam wasn’t their doctor, and he wasn’t withholding upsetting health information” to “to use the hospital’s patients for his research” (p. 130).

- Students independently reread the paragraph on page 130.

Explain to students that in this lesson they will identify and delineate Skloot’s claim in this paragraph. Explain to students that delineating means describing precisely in words, and to delineate an argument means “to trace or outline the argument’s central and supporting claims.” For example, in the text, Skloot makes a central claim that doctors and researchers opposed laws “regulating human experimentation” (p. 131). To delineate Skloot’s argument further would be to identify supporting claims, such as the doctors’ fear such laws would interfere with “the progress of science” (p. 131).

- Students follow along.

① Consider reminding students of their previous work with RI.9-10.8 in Module 10.2.

① The texts in this module do not support instruction around false statements or fallacious reasoning.

Instruct students to briefly Turn-and-Talk with a classmate and discuss what Skloot’s central claim (the main point of her argument) might be in this paragraph, citing evidence, before engaging in a whole-class discussion.

- Students Turn-and-Talk.

Lead a brief whole-class discussion of student responses.

- Student responses may include:
  - Southam would have continued his experiments indefinitely: “Southam probably would have continued doing this for years” (p. 130).
  - Southam lied and did not explain his experiments because patients may not have agreed: “The deception was for his benefit” (p. 130).

Explain to students that in order to determine Skloot’s central claim in this paragraph, the issue encompassing her claim also needs to be identified. Ask students to volunteer an answer to this question:

Based on the Surfacing Issues Tool and reading from the previous lesson, what is the issue?

- The issue is about informed consent because the “patients might have refused” (p. 130) if Southam hadn’t been “withholding information” (p. 130).

Display the claim and issue for students. Explain to students that in addition to determining the claims in an argument, another part of delineating an argument is evaluating the evidence used to support those
claims. It is important that the evidence used is both relevant, which means “related to the issue in an appropriate way,” and sufficient, which means “adequate for the purpose, or enough.” Relevant evidence is connected to the claim and sufficient evidence thoroughly reinforces the claims in an argument (central and/or supporting claims). One piece of powerful evidence may be sufficient to support a claim, or several pieces of evidence may be collectively sufficient to support a claim.

1. Students have an opportunity to record the issue and claim on the Evidence Collection Tool later in this lesson.

1. **Differentiation Consideration:** Consider reminding students that evidence supports claims and claims support a central claim within an argument.

   - Students follow along.

Display Skloot’s claim and two examples of textual evidence:

Claim: Southam lied and did not explain his experiments because patients may not have agreed: “The deception was for his benefit” (p. 130).

1. “He chose the Ohio prison because its inmates had cooperated in several other studies without resistance” (p. 128).
2. “When Southam reported his results, the press hailed them as a tremendous breakthrough that could someday lead to a cancer vaccine” (p. 129).

1. **Differentiation Consideration:** Consider reminding students that evidence refers to the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.

Instruct students to briefly Turn-and-Talk with a classmate about which piece of evidence is more relevant to the claim, and how that evidence supports the claim.

   - Students Turn-and-Talk.

Lead a brief whole-class discussion of student responses.

   - The second piece of evidence is more relevant because it gives an example of how “the deception” (p. 130) benefited Southam.

**Activity 4: Evidence Collection Tool Small Group Activity 40%**

Display and distribute the Lesson 6 Evidence Collection Tool. Instruct students to form heterogeneous groups of 4–5 for this activity. Explain to students that they will use this tool to identify and evaluate evidence that Skloot uses in pages 127–136 of *The Immortal Life of Henrietta Lacks*, and assess whether the evidence is relevant and sufficient to support her claim. Instruct students to identify evidence in the excerpt, cite the page number, and evaluate if this evidence supports Skloot’s claim.
Students form heterogeneous groups and examine the tool.

Instruct student groups to copy the issue and claim discussed in the previous activity on the appropriate portions of the Lesson 6 Evidence Collection Tool. Ask student groups to briefly discuss the following question before sharing out with the whole class:

**Based on Skloot’s claim and the issue, what sort of evidence will be relevant?**

Student groups briefly discuss.

Lead a brief whole-class discussion of student responses.

- Relevant evidence will relate to the issue of informed consent as well as Southam’s experiments.

Remind students that as they are identifying evidence and rereading, they should think about the purpose of the activity: to identify and evaluate evidence Skloot uses in this excerpt to support her claim.

Display the first “Evidence” portion of the Model Lesson 6 Evidence Collection Tool for students. Ask student groups to record the modeled evidence, discuss briefly in their groups, and record the outcome of their discussion on their Lesson 6 Evidence Collection Tool. Ask students:

**How does this evidence contribute to Skloot’s claim? Is it relevant and sufficient?**

Student groups briefly discuss and evaluate the evidence.

- Student responses may include:
  - This evidence contributes to Skloot’s claim because it explains the facts in the legal system Southam used to avoid telling his patients what he was doing.
  - This evidence directly addresses the issue of informed consent and includes Southam, which directly supports Skloot’s claim.

1. **Differentiation Consideration:** If student groups struggle with evaluating the model piece of evidence, consider revising this activity by engaging in a modeled think-aloud and directing students to follow along with the modeling.

Remind students to discuss as a group the merits or faults of each piece of evidence identified in the text before recording their thoughts on their tool. Remind students this is a collaborative discussion as outlined in SL.9-10.1. Explain to students that after they have analyzed the evidence, they will synthesize their conclusions about Skloot’s claim on the second side of the Lesson 6 Evidence Collection Tool.

1. Consider reminding students of the structure of collaborative discussion and skills inherent in the substandards of Standard SL.9-10.1, to which students were previously introduced.

Instruct student groups to begin. Circulate around the room as students work in their groups and answer any questions that arise.
Student groups identify and evaluate evidence pertaining to Skloot’s claim.

See the Model Lesson 6 Evidence Collection Tool at the end of this lesson for sample student responses.

**Activity 5: Quick Write**

Instruct students to respond briefly in writing on the second side of the Lesson 6 Evidence Collection Tool to the following prompt:

**Evaluate Skloot’s claim in paragraph 4 on page 130, and determine whether the evidence in the rest of the excerpt is relevant and sufficient to support her claim.**

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.

Transition to the independent Quick Write.

Students independently answer the prompt using evidence from the text.

See the High Performance Responses on the Model Lesson 6 Evidence Collection Tool (side 2).

Collect the Model Lesson 6 Evidence Collection Tool for assessment purposes.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to preview the following lesson’s text and annotate for central idea (CI) from “But Day didn’t want to talk about Henrietta’s life” to “I think I would have killed him myself” (pp. 164–169). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Students follow along.

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

**Homework**

Preview the following lesson’s text and annotate for central idea (CI) from “But Day didn’t want to talk about Henrietta’s life” to “I think I would have killed him myself” (pp. 164–169). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.
## Lesson 6 Evidence Collection Tool (Side 1)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Issue:**

**Claim:**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>How does this evidence contribute to Skloot’s claim (is this evidence relevant and sufficient)?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>
Lesson 6 Evidence Collection Tool (Side 2)

Name: 

Class: 

Date: 

Directions: Now that you have gathered and evaluated evidence in the text and discussed how relevant and sufficient it is, evaluate Skloot’s claim in a brief response to the following prompt:

Evaluate Skloot’s claim in paragraph 4 on page 130, and determine whether the evidence in the rest of the excerpt is relevant and sufficient to support her claim.
### Model Lesson 6 Evidence Collection Tool (Side 1)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Issue:** Informed Consent

**Claim:** Southam lied and did not explain his experiments because patients may not have agreed, “The deception was for his benefit” (p. 130).

<table>
<thead>
<tr>
<th>Evidence</th>
<th>How does this evidence contribute to Skloot’s claim (is this evidence relevant and sufficient)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Informed consent focused on what doctors were required” to “it might apply to research like Southam’s” (p. 132).</td>
<td>This evidence contributes to Skloot’s claim because it explains the facts in the legal system Southam used to avoid telling his patients what he was doing.</td>
</tr>
<tr>
<td>“He [Southam] told them [patients] he was testing” to “nothing about injecting them with someone else’s malignant cells” (p. 128).</td>
<td>This evidence is extremely relevant because it is the first instance where Southam started his experiments and used HeLa. Not only does he not tell the patients about the malignant cells but he says it is something completely different.</td>
</tr>
<tr>
<td>“soon after the end” to “was elected president of the American Association for Cancer Research” (p. 135).</td>
<td>Southam was promoted to a prestigious position because of his experiments. This is relevant because it shows how greatly he benefited from his experiments.</td>
</tr>
<tr>
<td>“the patients in the study wouldn’t have been capable of giving informed consent” to “one had advanced Parkinson’s disease” (p. 133).</td>
<td>This supports Skloot’s claim because it shows that the experiments targeted those who could not fully understand what was happening to them. They were unable to comprehend informed consent and were extremely vulnerable.</td>
</tr>
<tr>
<td>“Because of that ‘phobia and ignorance,’ Southam wrote, he didn’t tell patients” to “he didn’t want to cause any unnecessary fear” (p. 130).</td>
<td>This evidence is somewhat relevant because it presents Southam’s perspective and because Skloot uses his words “phobia and ignorance” (p. 130) to demonstrate that his reasoning was not as valid as looking out for the patient’s wellbeing.</td>
</tr>
</tbody>
</table>
Model Lesson 6 Evidence Collection Tool (Side 2)

Name:  
Class:  
Date:  

Directions: Now that you have gathered and evaluated evidence in the text and discussed how relevant and sufficient it is, evaluate Skloot's claim in a brief response to the following prompt:

Evaluate Skloot's claim in paragraph 4 on page 130, and determine whether the evidence in the rest of the excerpt is relevant and sufficient to support her claim.

自卑 A High Performance Response should:
  o Delineate Skloot’s claim in this portion of text (e.g., Identifying the examples of Southam’s cancer research, the supporting evidence that suggests Southam benefited from the research, why Southam did not give informed consent, etc.).
  o Evaluate Skloot’s claim synthesizing the evidence gathered (e.g., It is clear that Southam lied to his patient because “he said nothing about injecting them with someone else’s malignant cells” and, as a result of this research, was eventually elected as “president of the American Association for Cancer Research.” This demonstrates that Southam directly benefited from the research, and may not have benefited in this way if he had told patients what was in the “saline solution.”)
  o Determine whether the evidence is relevant and sufficient to support Skloot’s claim (e.g., Skloot gives a sufficient amount of evidence to support her claim that Southam lied for his own benefit: “When Southam reported his results the press hailed them as a tremendous breakthrough.” Skloot also uses relevant examples, such as the Nazi doctors and the Nuremberg Trials, to develop the importance of “ethical boundaries” in the medical profession. Southam was testing on patients who “wouldn’t have been capable of giving informed consent.”)
Introduction

In this lesson, students reread and analyze *The Immortal Life of Henrietta Lacks*, pages 164–169 from “First I heard about it was, she had that cancer” to “I think I would have killed him myself.” In this excerpt, the Lacks family expresses distrust of Johns Hopkins Hospital and Skloot unfolds a series of events that validates the Lacks family’s distrust of the medical community. Students analyze how Skloot unfolds credible and relevant evidence to support the perspective of the Lacks family. For the lesson assessment, students complete a Quick Write, demonstrating their understandings of the impact of the order in which the ideas and events are presented in this excerpt.

As they read and analyze the text, students also continue to surface research topics/issues using the Surfacing Issues Tool, and are introduced to the Exploring a Topic Tool, in which they articulate their reasons for selecting various topics/issues to explore. For homework, students complete the Exploring a Topic Tool and preview the text excerpt from 10.3.1 Lesson 8 by reading and annotating pages 179–181 from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” for emerging and developing central ideas.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>RI.9-10.3</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th></th>
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<tbody>
<tr>
<td>W.9-10.9.b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>b.</td>
<td>Apply grades 9–10 Reading standards to literary nonfiction (e.g., &quot;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&quot;).</td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)

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.

- What is the impact of the order in which Skloot unfolds events and ideas in this passage?

High Performance Response(s)

A High Performance Response should:

- Explain how Skloot unfolds events and ideas in this passage (e.g., substantiating the Lacks family’s claims by providing evidence about historical, unethical medical practices in relation to the African-American community, then describing the injustices of Johns Hopkins Hospital itself, and finally including further claims from the Lacks family about Hopkins Hospital).

- Discuss the impact of the order of events and ideas (e.g., Skloot opens the chapter with the Lacks family’s claims about their negative perspective of Hopkins Hospital. Skloot uses historical instances of white doctors trying “new surgical techniques” and the exhuming of black corpses for research to demonstrate that there is a historical basis for the Lacks family’s distrust. Skloot transitions from the “night doctors” evidence to evidence concerning Hopkins Hospital conducting unethical research such as exposing “children to lead.” Skloot further unfolds ideas to show that “Hopkins Hospital certainly isn’t pristine” which further validates the Lacks family, and chooses to end the excerpt with further claims from the Lacks family about Henrietta and Hopkins Hospital that are also grounded in fact, “They took them [cells] and didn’t ask”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- tactics (n.) – modes or procedures for gaining advantage or success
- exhumed (v.) – removed a body from the place where it was buried
- anesthesia (n.) – loss of sensation, especially of pain, induced by drugs; called general anesthesia when consciousness is lost
- peril (n.) – something that is likely to cause injury, pain, harm, or loss
- abducted (v.) – took (someone) away from a place by force
- discretion (n.) – the power or right to decide or act according to one’s own judgment; freedom of judgment or choice
- predisposition (n.) – tendency to a condition or quality, usually based on the combined effect of genetic and environmental factors
• abatement (n.) – suppression or termination
• exploited (v.) – used (someone or something) in a way that helps you unfairly

Vocabulary to teach (may include direct word work and/or questions)
• pristine (adj.) – in perfect condition: completely clean, fresh, or neat

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: RI.9-10.3, W.9-10.9.b</td>
<td></td>
</tr>
<tr>
<td>• Text: <em>The Immortal Life of Henrietta Lacks</em>, pp. 164–169</td>
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</table>

Learning Sequence:
1. Introduction of Lesson Agenda                       1. 5%
2. Homework Accountability                              2. 10%
3. Reading and Discussion                               3. 45%
4. Quick Write                                          4. 15%
5. Exploring a Topic Activity                           5. 20%
6. Closing                                              6. 5%

Materials
• Student copies of the Surfacing Issues Tool (refer to 10.3.1 Lesson 3)
• Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
• Copies of the Exploring a Topic Tool for each student
• Student copies of the Short Response Rubric and Checklist (refer to 10.3.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<tr>
<td>Bold text</td>
<td>indicates questions for the teacher to ask students.</td>
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Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for the lesson: RI.9-10.3. Inform students that in this lesson, they analyze the impact of the order in which Skloot unfolds the events and ideas in this portion of text. Additionally, students begin to explore different surfaced issues/topics and consider their own interest in further researching specific issues/topics.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their homework from the previous lesson. The homework from the previous lesson was the following: “Preview the text from 10.3.1 Lesson 8 and annotate for central idea (CI) from ‘But Day didn’t want to talk about Henrietta’s life’ to ‘I think I would have killed him myself’ (pp. 164–169).”

- Students take out their homework.

Instruct students to choose four annotations that best exemplify emerging and developing central ideas and discuss with a partner.

- Student responses may include:
  - (CI) next to “Back then they did things . . . Especially to black folks. Johns Hopkins was known for experimenting on black folks” (p. 165). This statement reveals the central idea about the African-American community not trusting Hopkins’ motivations.
  - (CI) next to “we had to be on the steps, or Hopkins might get us” (p. 165). The Lacks family grew up in fear of Hopkins, as it was used as a threat to keep children near the house, further revealing their distrust of Hopkins as a central idea.
  - (CI) next to “Those sheets eventually gave rise to the white hooded cloaks of the Ku Klux Klan” (p. 166). This piece of evidence further develops the idea of discord between Hopkins and their treatment of the black community.
  - (CI) next to the paragraph that begins “Because of this history, black residents near Hopkins” (p. 166). Skloot is pointing out that Hopkins was built to benefit Baltimore’s poor, but black residents have believed that it was built so that scientists could continue to experiment on
black people. This supports the idea of a disconnect between the medical community and the African-American community.

- (CI) next to the paragraph that begins “But today when people talk about” (p. 168). This paragraph suggests that people in Baltimore believe that all the bad conduct of Hopkins regarding the African-American community, the Lacks family’s story is the worst.

- (CI) next to the sentence “If our mother so important to science, why can’t we get health insurance?” (p. 168). This further develops the idea of science profiting from HeLa cells and the family not profiting or benefitting from their own mother’s cells and her contribution to science.

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

**Activity 3: Reading and Discussion**

Instruct students to take out their Surfacing Issues Tools. Ask students to continue to record potential topics for research as they read and discuss this portion of *The Immortal Life of Henrietta Lacks*. Remind students to record the issues and key details of the issue on their Surfacing Issues Tools.

- Students read and discuss, and note issues for research that appear in the reading.

Encourage students to share surfaced issues during the lesson.

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct student pairs to read from page 164 “But Day didn’t want to talk about Henrietta’s life” to page 165 through “we had to be on the steps, or Hopkins might get us” and answer the following questions before sharing out with the class. Remind students to annotate the text as they discuss, and as they identify research topics/issues in the text, to note them on their Surfacing Issues Tools while discussing the issues in pairs.

1. If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson.
   - Students read, discuss the questions, annotate the text, and record possible research topics/issues in pairs.

1. Instruct students to consult the 10.3.1 Unit Glossary for the terms found in today’s reading including: tactics, exhumed, anesthesia, peril, abducted, discretion, predisposition, abatement, and exploited.
Why did Day agree to let Hopkins do an autopsy?

- Student responses may include:
  - Day’s cousin said “it wouldn’t hurt none” (p. 164) and he agreed.
  - Hopkins lied about what they were doing with Henrietta’s body “never said nuthin about . . . growin no cells” (p. 164).
  - Day trusted the doctors to do what was right “you got to go by what they say” (p. 165).
  - Day wanted to help his children “in case they came down with cancer” (p. 165).

What does Bobbette mean when she says “I wouldn’t even go there [Hopkins] to get my toenails cut”?

- Bobbette means that she has no trust in Hopkins; she says they were “Snatchin people” (p. 165) and Sonny said they were “experimentin on black folks” (p.165). Bobbette learned from an early age to be fearful of Hopkins: “When it got dark and we were young, we had to be on the steps, or Hopkins might get us.”

Lead a brief whole-class discussion of student responses.

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Instruct students to read from page 165, “The Lackses aren’t the only ones who heard from a young age” to page 167 “free care to the poor, many of them black” and answer the following questions before sharing out with the class. Remind students to annotate the text as they discuss, and as they identify research topics/issues in the text, to note them on their Surfacing Issues Tools while discussing the issues in pairs.

- Students read, discuss the questions, annotate the text, and record possible research topics/issues in pairs.

This particular section of text may be sensitive for students, as it presents several dehumanizing aspects of how early medical professionals treated African-Americans, especially when slavery was legal. Consider reviewing classroom norms and expectations for the sensitive nature of this academic discussion.

What are two examples of the “disturbing truths” (p. 165) behind the story of the night doctors?

- Doctors would perform tests on black slaves, experimenting with drugs and “new surgical techniques, often without using anesthesia” (p. 166). There were also instances of black bodies being “exhumed from graves for research” (p. 166) and sent to schools to be used for classes.

What is the impact of the “disturbing truths” (p. 165) Skloot provides about the night doctors?
These examples demonstrate that night doctors were more than just “scare tactics” (p. 166) and there was inhumane treatment of the black community for medical research. The examples provide concrete evidence that warrants the Lacks family’s distrust of white doctors and hospitals.

Summarize Hopkins’ letter to the board of trustees. What was the purpose of the Hopkins Hospital?

- The Hopkins letter said that anyone, “without regard to sex, age, or color” who was sick should be treated without paying for help. The purpose of the hospital was to “help those who otherwise couldn’t get medical care” (p. 166).

How does the evidence in this section impact the Lacks family’s claims about Johns Hopkins Hospital?

- If doctors were testing drugs on slaves and shipping corpses in turpentine barrels (p. 166) this contributes to an old “oral history” (p. 165) of distrust and provides credible evidence to support the Lacks family’s distrust of Johns Hopkins Hospital even though it was “built for the benefit of Baltimore’s poor” (p. 166).

Lead a brief whole-class discussion of student responses.

Instruct students to read page 167, from “But the history of Hopkins Hospital certainly isn’t pristine” to page 169 “I think I would have killed him myself” and answer the following questions before sharing out with the class. Remind students to annotate the text as they discuss, and as they identify research topics/issues in the text, to note them on their Surfacing Issues Tools while discussing the issues in pairs.

- Students read, discuss the questions, annotate the text, and record possible research topics/issues in pairs.

Why is the history of Hopkins hospital not pristine when it comes to black patients? What could pristine mean in this context?

1. Consider providing students with the following definition: pristine means “in perfect condition: completely clean, fresh, or neat.”

- Students write the definition of pristine on their copy of the text or in a vocabulary journal.

- The history of Hopkins is not pristine because they did research on patients without their consent, “to look for a genetic predisposition to criminal behavior” (p. 167) as well as research that was harmful to patients “researchers had knowingly exposed their children to lead,” (p. 168).
Since Hopkins was not pristine it could mean in good condition or perfect because Skloot contrasts the “millions of dollars in free care to the poor” (p. 167) with the awful research conducted by doctors at Hopkins.

According to Bobbette, what “really would upset Henrietta” (p. 169)? How is this connected to the examples Skloot provides of Hopkins’ history with the black community?

Bobbette claims that the most upsetting part of their situation is that “Dr. Gey never told the family anything” (p. 169). The lack of information as well as consent “She didn’t donate nothing” (p. 169) connects all the examples Skloot provides about Hopkins. In the 1969 case the researchers “didn’t get consent” (p. 167) which violated the patients’ “civil rights” (p. 167). In the case of the lead study the Department of Health and Human Services determined that the consent forms did not give enough information about the “different levels of lead abatement in the homes” (p. 168).

What are the alternate perspectives about John Hopkins hospital? Which perspective does Skloot validate in this excerpt?

Student responses should include:

- There are positive and negative perspectives about Johns Hopkins hospital presented in this excerpt. John Hopkins, the man, believed in free medical care and “helping black children” (p. 167), it also has “one of the top medical schools in the country” (p. 167). On the other hand, there is the perspective of the black community regarding Hopkins; that they were only “potential research subjects” (p. 166) and that “black people were disappearing cause Hopkins was experimenting on them” (p. 169).

- Skloot validates the perspective of the Lacks family; though Skloot does not provide examples of when Hopkins “abducted black people” (p. 165) she does provide examples of research that violated the rights of mostly black research subjects. The blood samples to look for “criminal behavior” (p. 167) as well as the lead abatement study in which “all families involved were black” (p. 168). Skloot also does not provide any current information about positive work being done by Hopkins, only instances of research that exploited the black community.

Differentiation Consideration: Ask students to consider what evidence about Hopkins Skloot does not include in this excerpt.

Lead a brief whole-class discussion of student responses.

Consider asking students to identify some issues using the Surfacing Issues Tool. Issues that can be surfaced are: lack of consent for research, doctor-patient confidentiality violations, and research on a genetic predisposition for a social ill.
Activity 4: Quick Write

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

What is the impact of the order in which Skloot unfolds events and ideas in this passage?

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 prompt.
- 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 text.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Exploring a Topic Activity

Instruct students to take out all of their completed Surfacing Issues Tools for reference during this activity. Explain that in this activity, students choose 2–3 areas of investigation based on the issues explored and inquiry questions generated in the previous lessons.

Distribute the Exploring a Topic Tool. Remind students that they have explored several issues, generated inquiry questions for these topics, and now they begin to identify areas of investigation for research. Explain that while early research discussions produce many topics, now they are narrowing their investigation by focusing on specific aspects of the topic, known as areas of investigation. Through discussions and pre-searches, students focus on more specific questions and topics that they continue to investigate. Explain that students are going to explore aspects of their research topics/issues and look for different opinions about the issue.

- Students listen.

Post or project the Exploring a Topic Tool to model the three sections/boxes in the tool. Explain that each of the three sections serve a specific purpose to guide their investigation. In each section, students should include a well-articulated statement or a question. Encourage students to move beyond the text to areas of investigation that Henrietta Lacks’ story has provoked thus far. Explain to students that a sample issue for this investigation is “research without consent.”

Inform students that the first box on the Exploring a Topic Tool identifies a focus for investigation within the issue. Here, students describe an area within the topic/issue that they would like to know more about. For the second box, students consider why they are curious about this particular area of investigation and how it may connect to the original issue. For the third box, students express their
potential area of investigation as a question or problem. Explain to students that since conducting research requires asking questions, their pre-searches begin with a question that eventually leads to other questions.

- Students follow along and copy column one onto their tool.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to work on column two of the Exploring a Topic Tool, completing the three boxes around their 2–3 areas of investigation. Remind students to choose their own topics, not the one used for modeling.

Also, instruct students to preview the excerpt from 10.3.1 Lesson 8, by reading and annotating for emerging or developing central ideas from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” (pp. 179–181). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- Students follow along

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

**Homework**

Complete the Exploring a Topic Tool, remembering to choose your own topic, not the one used for modeling. Also, preview the excerpt from 10.3.1 Lesson 8 by reading and annotating for emerging or developing central ideas from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” (pages 179–181). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.
## Model Surfacing Issues Tool

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Date</th>
<th>Issue</th>
<th>Page Number(s)</th>
<th>Key Information about the Issue from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informed Consent</td>
<td>167</td>
<td>A researcher who did not get consent sent young boys’ genetic testing results to state and juvenile courts, to identify genetic predispositions for criminal behavior. “The researcher didn’t get consent.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doctor-Patient Confidentiality</td>
<td>167</td>
<td>Because the researcher did not get consent, the “American Civil Liberties Union filed suit, claiming the study violated the boys’ civil rights and breached confidentiality of doctor-patient relationships.”</td>
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<td></td>
<td>Research on a genetic predisposition for a social ill</td>
<td>167</td>
<td>The boys’ blood was being tested for a genetic marker that would brand them criminals. Most of these 7,000 neighborhood children came from “poor black families,” revealing the racial and economic injustice behind the study.</td>
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<td></td>
<td></td>
<td></td>
<td>Research on stolen dead bodies</td>
<td>166</td>
<td>Corpses had been removed from graves without consent for years, and many medical schools continued to accept bodies. “The bodies sometimes arrived, a dozen or so at a time, in barrels labeled turpentine.”</td>
</tr>
</tbody>
</table>

Write a brief account of the class conversation about the topic, describing what you know at this point about some of its aspects:

In a few words, describe an area within the topic that you would like to know more about:

Explain why you are interested in this area of the topic:

Express your potential area of investigation as a question or problem:
Name.................................................................Topic.................................................................

<table>
<thead>
<tr>
<th>POTENTIAL AREA OF INVESTIGATION 2</th>
<th>POTENTIAL AREA OF INVESTIGATION 3</th>
<th>POTENTIAL AREA OF INVESTIGATION 4</th>
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<tbody>
<tr>
<td>In a few words, describe what you would like to know more about within the topic:</td>
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<td>In a few words, describe what you would like to know more about within the topic:</td>
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<table>
<thead>
<tr>
<th>Explain why you are interested in this:</th>
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<tr>
<th>Express your potential area of investigation as a question or problem:</th>
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<th>Express your potential area of investigation as a question or problem:</th>
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</table>

EXPLORING A TOPIC
Write a brief account of the class conversation about the topic, describing what you know at this point about some of its aspects:

We talked about Southam’s studies when he injected people with cancer cells, and in this chapter, slaves were used for experimentation. Also, in the chapter 17 discussion of Southam’s studies, prisoners were used as test subjects. I know that informed consent requires that the subject understand the full possible effects of the experimentation and agree to them.

Explain why you are interested in this area of the topic:

I think it would be terrible to be experimented on without knowledge, as was the case with Henrietta Lacks. I want to know if there are any laws or if this has happened to anyone else and what they were able to do about it.

Express your potential area of investigation as a question or problem:

What rights do people have if they are used for experimentation or research without their consent?
<table>
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<tr>
<th>POTENTIAL AREA OF INVESTIGATION 2</th>
<th>POTENTIAL AREA OF INVESTIGATION 3</th>
<th>POTENTIAL AREA OF INVESTIGATION 4</th>
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</thead>
</table>
| **In a few words, describe what you would like to know more about within the topic:**
I would like to know if minors (people under age 18) can give informed consent, or if only their parents or guardians can. | **In a few words, describe what you would like to know more about within the topic:**
I know that prisoners cannot give consent, but what rules apply to them? I wonder if all prisoners can be recruited for trials, or just some prisoners who have done very bad things. | **In a few words, describe what you would like to know more about within the topic:**
I want to know if people who are mentally incapacitated can give informed consent. |

| **Explain why you are interested in this:**
I want to know if parents can decide that a child can be experimented on, and at what age a child or minor can make his or her own decisions about participating. | **Explain why you are interested in this:**
I think it would be unfair to make all prisoners participate without informed consent because some inmates have not committed serious crimes, and that is not fair. I wonder if the severity of the crime is taken into account. | **Explain why you are interested in this:**
I want to know if people who have low IQs or people who have Alzheimer’s or other diseases that affect the brain are able to make decisions for themselves because it does not seem like a good idea. |

| **Express your potential area of investigation as a question or problem:**
What rules or laws apply to the informed consent of minors? | **Express your potential area of investigation as a question or problem:**
What rules or laws apply to the informed consent of prisoners? | **Express your potential area of investigation as a question or problem:**
What rules or laws apply to the informed consent of mentally incapacitated people? |
Introduction

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

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

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed Standard(s)</td>
<td>W.9-10.9.b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., &quot;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&quot;)</td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)

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.

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

High Performance Response(s)

A High Performance Response should:

- Identify a developing central idea in the text (e.g., violation of privacy, the value of informed consent, or the effect of racial or cultural isolation).

- Include specific details that develop and refine the central idea (e.g., the researchers’ assumptions about the Lacks family’s knowledge about the family’s DNA research, such as Hsu’s statement about how “They are pretty intelligent” and “Everybody talking about HeLa back then,” as well as McKusick’s claim that “there was no effort to explain anything in great detail” and how the researchers planned to use the Lacks family’s blood without acquiring informed consent, such as when Hsu says, “We are not doing some kind of medical research”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- autopsy (n.) – an examination of a dead body to find out the cause of death
- deduce (v.) – to use logic or reason to form a conclusion or opinion about something; to decide (something) after thinking about the known facts
- receptive (adj.) – able or quick to receive knowledge, ideas, etc.

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

- None.
## Lesson Agenda/Overview

### Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: RI.9-10.2, W.9-10.9.b</td>
<td></td>
</tr>
<tr>
<td>• Text: <em>The Immortal Life of Henrietta Lacks</em> (pp. 179–183)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Sequence:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 15%</td>
</tr>
<tr>
<td>3. Masterful Reading</td>
<td>3. 10%</td>
</tr>
<tr>
<td>4. Reading and Discussion</td>
<td>4. 30%</td>
</tr>
<tr>
<td>5. Quick Write</td>
<td>5. 15%</td>
</tr>
<tr>
<td>6. Pre-Search Activity</td>
<td>6. 20%</td>
</tr>
<tr>
<td>7. Closing</td>
<td>7. 5%</td>
</tr>
</tbody>
</table>

### Materials

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

### Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
<td>Type of Text &amp; Interpretation of the Symbol</td>
</tr>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td><em>Italicized text</em></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td>▶</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🎨</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📜</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>
Activity 1: Introduction of Lesson Agenda  
5%

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

- Students look at the agenda.

Activity 2: Homework Accountability  
15%

Instruct students to take out their homework from the previous lesson: Complete the Exploring a Topic Tool. Preview the following lesson’s excerpt by reading and annotating pages 179–181 from “On a hazy day in 1973, in a brown brick row house” to “Lawrence hung up and didn’t know who else to call” for emerging or developing central ideas (CI).

- Students take out their homework.

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

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

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

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

- Student pairs examine their annotations from pages 179–181 and discuss two that best exemplify emerging or developing central ideas.

- Students responses may include:
  - CI next to “‘What?!’ Bobbette yelled, jumping up from her chair. ‘What you mean you got her cells in your lab?’” (p. 180), noting how angry and violated Bobbette seems in this passage, which suggests the central idea of violation of privacy and its harmful effects.
  - CI next to “‘I ordered them from a supplier just like everybody else’” (p. 180). This further supports the medical community’s dishonesty since the researchers who used the cells had knowledge and access to the cells, while the family lacks knowledge of the cell’s existence.
  - CI next to the paragraph that begins “Gardenia’s brother-in-law told Bobbette” (p. 180). This further reveals the idea of the medical community’s lack of communication with the family.
The brother-in-law is talking about contamination of the cells, while Bobbette just wants to know why no one ever told her about her mother-in-law’s cells.

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

1. Consider tracking one or more central idea on chart paper and add to the list as the lesson continues.

2. Circulate around the room to monitor the pair discussions. Listen for students discussing the annotations above in support of emerging and developing central ideas from the text including: violation of privacy, informed consent, or cultural isolation (as the medical community is isolated from the African American community, an idea that emerges in the text analysis from 10.3.1 Lesson 7).

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

**Activity 3: Masterful Reading**

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

- Students follow along, reading silently.

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

- Students listen.

**Activity 4: Reading and Discussion**

Instruct students to take out their Surfacing Issues Tools. Explain that they will continue to record potential topics for research as they read and discuss this portion of *The Immortal Life of Henrietta Lacks*. Remind students to record the issues, as well as the key details about the issue from the text on their Surfacing Issues Tools.

- Students take out their Surfacing Issues Tracking Tool. As they read and discuss, they note issues for research that appear in the reading. Encourage them to share these surfaced issues during the lesson.

Instruct students to form pairs. Post or project each set of questions below for students to discuss.
Instruct student pairs to reread from “Soon after Lawrence called Hopkins, in June 1973” (p. 181) to “As soon as you get back to Baltimore, get this done” (p. 182) and answer the following questions before sharing out with the class.

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

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

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

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

- The HeLa cells were getting into other cultures and making them impure. Then “someone pointed out that the whole mess could be sorted out if they found genetic markers specific to Henrietta” (p. 181). The researchers needed DNA and blood from the Lacks family to identify specific markers that helped them to “identify which cell were hers and which weren’t” (p. 181).

1. Rather than explain how genetic markers work, encourage students to use the text to build a general sense of how the contaminating cells would be identified.

1. **Differentiation Consideration:** If students have never heard of DNA, ask students if they have similar features to their family members. Students who are genetically related to their family members (not adopted) may be able to point out specific common traits. Explain that cells within a family have similar traits. Ask students how cells with similar traits could potentially help identify the HeLa cells.

**What does McKusick offer to do in this section?**

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

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

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

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

**Why did Hsu follow McKusick’s directions?**

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

Lead a brief whole-class discussion of student responses.

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

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

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

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

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

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

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

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

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

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

Lead a brief whole-class discussion of student responses.

**Activity 5: Quick Write** 15%

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

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

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

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

Transition to the independent Quick Write.

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

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

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

- Students listen.

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

- Students examine the Pre-Search Tool and listen.

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

1. Remember to use the school’s resources to support this process. Consider coordinating with the school’s librarian/media specialist in advance to ensure computer access and support for students during the entire inquiry process.

2. Explain to students that the librarian/media specialist has a broad knowledge of media resources, and they can help students locate an array of resources appropriate to their research.

As they search, students should consider:

- Do these sources point your research in a different direction?
- After reading through several potential sources, how could you refine your inquiry question to sharpen your research?
- Do any of these sources make you curious about something else?

1. Consider the school’s resources and model a search for sources about doctor-patient confidentiality. (In the absence of a computer in class, prepare a presentation in advance, or coordinate with the school’s librarian/media specialist in advance to ensure computer access for students.)

- Students follow along.

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

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

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

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

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

### Activity 7: Closing 5%

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

 Students follow along.

### Homework

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Source Notes**

<table>
<thead>
<tr>
<th>Source #1</th>
<th>How does this source connect to your potential area of investigation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Author:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Source #2</th>
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<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
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</tr>
<tr>
<td>Author:</td>
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</table>

<table>
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<tr>
<th>Source #3</th>
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<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Author:</td>
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</tbody>
</table>

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

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### Model Pre-Search Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Source Notes</th>
<th>How does this source connect to your potential area of investigation?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source #1</strong></td>
<td>My issue is about using dead bodies in research. This source describes different ways your body can be used for science after you die. This does not present an issue, but I could focus on one of these ten ideas and investigate whether it is a good use of a dead body.</td>
</tr>
</tbody>
</table>
Author: Elizabeth Cohen |
| **Source #2** | This article describes how some dead bodies donated to science were blown up with land mines and some body parts were illegally sold. This fits with my topic because it shows the negative side of donating your body to science. |
| Title: Gruesome Tests on Cadavers Betray Donors | Location: [http://www.scu.edu/](http://www.scu.edu/)  
Author: Michael Meyer |
| **Source #3** | This source describes the exhibit Body Worlds that used dead bodies cut up as an exhibit in science museums. This talks about bodies preserved by plastination and shown in science museums as teaching tools. Some bodies may have come from prisons and mental institutions and some are unclaimed bodies. |
Author: Neda Ulaby |

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

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

In this lesson, students continue to read *The Immortal Life of Henrietta Lacks*, from “Various spokespeople for Johns Hopkins, including at least one past university president” to “But there was no such federal oversight at the time” (pp. 194–198). In this excerpt, Skloot describes how the family struggles to understand public information regarding the HeLa cells.

Students continue to build their understanding of how specific sections of text develop and refine specific ideas that have emerged in the larger text. Students discuss their analysis in pairs and also continue to pre-search topics/issues that interest them and gather potential sources for their research. The assessment is a Quick Write that requires students to identify how a specific section of text develops and refines ideas in the larger portion of the text. For homework, students continue to use the Pre-Search Tool to record relevant information about the sources they find, and begin adding vocabulary to their vocabulary journals.

**Standards**

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Addressed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.5</td>
<td>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).</td>
</tr>
<tr>
<td>W.9-10.9.b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td></td>
<td>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., &quot;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&quot;).</td>
</tr>
<tr>
<td>L.9-10.2.a</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
</tr>
</tbody>
</table>
L.9-10.4.a, c, d  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- 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.
- 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.
- 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)**

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.

- How does the section on page 197 from “On March 25, 1976, when Mike Rogers’s Rolling Stone article” to “of Henrietta’s DNA that scientists could use to help identify HeLa cells in culture” develop and refine Skloot’s ideas in this excerpt?

**High Performance Response(s)**

A High Performance Response should:

- Identify several ideas in the excerpt that are developed or refined by the identified section of text (e.g., racial injustice, privacy violations, continued disconnect between the medical community and the Lacks family).
- Analyze how the author’s ideas are developed or refined in the excerpt (e.g., the increase in racial tensions during this time period, such as “the Black Panthers . . . protesting what they saw as a racist health system” and the Tuskegee study, and how this historical background further develops the racial injustices previously explored in the text; the family’s lack of knowledge concerning the use of their blood drawn by McKusick and Hsu to “create a map of Henrietta’s DNA” in a study that included the family’s genetic markers published without consent, again furthering ideas of privacy violations; continued disconnect between the medical community and the Lacks family; and lack of informed consent).
### Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- biotech [biotechnology] (n.) – the use of living organisms or other biological systems in the manufacture of drugs or other products or for environmental management, as in waste recycling; includes the use of bioreactors in manufacturing, microorganisms to degrade oil slicks or organic waste, and genetically engineered bacteria to produce human hormones
- crossed (v.) – combined characteristics of two different types of individuals

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

- quantify (v.) – to find or calculate the quantity or amount of something
- prosperity (n.) – the state of being successful, usually by making a lot of money

### Lesson Agenda/Overview

#### Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards: RI.9-10.5, W.9-10.9.b, L.9-10.2.a, L.9-10.4a, c, d</td>
<td>1. 5%</td>
</tr>
<tr>
<td>Text: The Immortal Life of Henrietta Lacks, pp. 194–198</td>
<td>2. 10%</td>
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</tbody>
</table>

**Learning Sequence:**

1. Introduction of Lesson Agenda 1. 5%
2. Homework Accountability 2. 10%
3. Reading and Discussion 3. 40%
4. Quick Write 4. 15%
5. Vocabulary Journal Introduction 5. 25%
6. Closing 6. 5%

### Materials

- Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.3.1 Lesson 1)
- Copies of the vocabulary journal for each student (Optional)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)

1. The vocabulary journal is optional. Students may write their vocabulary in a notebook rather than on the vocabulary journal.
Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<td>Bold text indicates questions for the teacher to ask students.</td>
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<td>▸</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🗣</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>🔍</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda  5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.5. In this lesson, students consider how specific sections of text develop and refine specific ideas that have emerged in the larger text by reading and answering questions and annotating the text. Finally, students are introduced to the vocabulary journal to capture new and unfamiliar words in their potential sources as they complete pre-searches for homework.

- Students look at the agenda.

Activity 2: Homework Accountability  10%

Ask students to work in pairs and share the 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. The students’ responses vary based on the individual research they conducted.

Now ask students to discuss in pairs how the source is relevant to the inquiry question. Remind students that *relevant* means “closely connected to their question.”

- To review the definition and explanation of *relevant*, refer to 10.3.1 Lesson 6.
- Consider collecting the homework to assess students’ research progress.

- Student responses vary based on their individual research topics/questions and research conducted. Student responses may include:
  - My question was, “What privacy rights should patients expect?” The source I found is related to this question because it discusses the HIPAA Privacy Rule that gives doctors who
are both medical researchers and private physicians some guidelines about what they can keep private and what they can share.

1. A Model Pre-Search Tool is included at the end of this lesson.

### Activity 3: Reading and Discussion 40%

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

Instruct student pairs to read from “Various spokespeople for Johns Hopkins, including at least one past university president” to “popular cell lines in the world, that number is surely significant” (p. 194) and answer the following questions before sharing out with the class. Remind student pairs to annotate the text as they engage in the following evidence-based 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: biotech and crossed.

Why does Skloot quote prices per vial of HeLa products and the number of patents made with HeLa?

- She is showing how much money is made from HeLa cells by different for-profit and nonprofit companies. “What we do know is that today, Invitrogen sells HeLa products that cost anywhere from $100 to nearly $10,000 per vial” (p. 194).

Why can Skloot not quantify the professional gain made by scientists? What does quantify mean?

- She cannot quantify the professional gain because it is not in price per vial or in a number of patents. Quantify means “to add up or to represent in numbers.”

1. If students struggle with the word quantify, ask them to think of another word with the root “quant” (quantity). Guide them to see that quantity means “amount” and the suffix “ify” means to “make into.” Therefore, quantify means “to find or calculate the quantity or amount of something.”

Skloot begins this section with Hopkins’ claims that “Hopkins never made a cent off HeLa cells.” How is this statement refined by the information that follows?

- Skloot’s statements about the “many for-profit cell banks and biotech companies,” (p. 194) such as Microbiological Associates, and later Invitrogen and Bio Whittaker, did profit tremendously from the HeLa cells, even if they were given away for free.
Skloot implies that Hopkins’ profit is not limited to how much Gey sold the cells for, but to the “professional gain” that the HeLa cells and associated research has provided for many medical community members.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read from “Lawrence and Sonny knew none of this” to “and gave them to customers at Lawrence’s store” (pp. 194–195) and answer the following question before sharing out with the class. Remind student pairs to annotate the text as they engage in the following evidence-based discussion.

**What is the effect of including the information about the Lacks family right after the information about HeLa profits?**

Student responses may include:

- It serves to highlight the disconnect between the Lacks family and the medical community. “Lawrence and Sonny knew none of this” (p. 194).
- It underscores the lack of control the Lacks family has over the HeLa cells and how they are used. “...they made handouts about Henrietta Lack’s family being owed their due, and gave them to customers at Lawrence’s store” (p. 195).

Ask students to look more closely at the five paragraphs about Deborah on pages 195–197. Instruct student pairs to read and annotate the Deborah-focused section from “Deborah wanted nothing to do with fighting Hopkins” (p.195) to “least they can do is give her credit for it” (p. 197) to identify ideas that are developed or refined in this section.

- Student pairs annotate pages 195–197 for ideas that are developed or refined in this section.

Inform students that there is one section of text that shows a journal entry by Deborah. Explain that they should not try to analyze the grammatical errors, but instead look carefully at what Deborah is saying. Explain that they should think about why Skloot decided to include the whole journal entry instead of just summarizing what Deborah wrote. You may want to ask students:

- When would you decide to use someone’s exact words instead of just paraphrasing what they said?
- What kind of information is in a journal entry? Why might that kind of information be significant?
When students finish, instruct them to examine the annotation from pages 195–197 and choose two annotations that best illustrate ideas that are developed or refined in this section.

- Students examine annotation from pages 195–197 and choose two annotations that best illustrate ideas that are developed or refined.

Instruct students to complete a Turn-and-Talk with a classmate about their two annotations, specifically discussing why the annotation best illustrates ideas that are developed or refined in this section.

- Annotation discussed may include:
  - Exclamation point next to “I was brought up to be quiet, no talking, just listen” (p. 195). This may be included to show how the Lacks family has dealt with authority, including the medical community, which may make them more vulnerable (p. 195).
  - Star next to “You see I am trying to relive that day in my mind.” This part shows the human story of Henrietta—the one of a dying woman and a troubled family, which supports the idea that the invasion of her body at that time for research added insult to injury. Additionally, this part shows the injury Hopkins committed against Henrietta did not stop with Henrietta, but the pain and damage continues with Deborah (p. 195).
  - Star next to “the side for Black’s only, oh yes, I know.” This suggests that Deborah understood the segregation her mother faced at Johns Hopkins (p. 195).
  - Exclamation point next to “No No No. Robbed self” (p. 196). “Robbed self” could mean that Henrietta herself was robbed, but it could also apply to her—they robbed her of her mother and of herself. Skloot may have included this to show how violated Deborah feels and to show why the issue is important to Deborah. This also shows that she feels disconnected from her mother and lacks control to change her situation (p. 196).
  - Star next to the paragraph that begins “The more Deborah struggled to understand her mother’s cells” This section shows that even though Deborah is reading the biology textbooks, she fundamentally misunderstands how cells work. She believes that her mother can feel pain in each of these cells or will somehow be present spiritually in a genetically crossed species. This shows that Deborah is still disconnected from the medical community that has taken charge of her mother’s cells and legacy (p. 196).
  - Star near the sentence “But what bothered her most was the fact that so many scientists and journalists around the world continued to call her mother Helen Lane.” Skloot titled the chapter, “Least They Can Do,” which indicates that this is an important idea. Skloot may be reinforcing the idea that Hopkins did not even do the “least” thing, which was to give credit to Henrietta for her remarkable cells (p. 197).

Circulate around the room to monitor the pair discussion. Listen for students to discuss the above annotation.

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

Instruct student pairs to read from “On March 25, 1976, when Mike Rogers’ Rolling Stone article” to “one of the most important tools in medicine. This was big news” (p. 197) and answer the following questions before sharing out with the class. Remind students to annotate the text while engaging in the evidence-based discussion.

Why does Henrietta flee north for prosperity? What clues help you figure out the meaning of prosperity?

Henrietta went north to get a better life, so prosperity means “a better life” or “more money or opportunities.” The clues are that she left a life of “slavery and sharecropping,” so she went north to leave that life behind and seek opportunities.

Look carefully at the sentence from “News of the Tuskegee study was still fresh” to “impossible to ignore.” What is the effect of using semicolons instead of simply writing three separate sentences?

The semicolons connect the events (Tuskegee, Black Panthers, and Henrietta’s story) more closely and show how they all happened around the same time, which adds to the impact of the racial implications of Henrietta’s story.

Remind students of their work with semicolons in Module 10.3.1 in relation to standard L.9-10.2.a. Instruct students to use a highlighter to mark semicolons in the text. Explain that a semicolon is used to connect independent but related ideas in a sentence, and how its use is different from that of a colon.

Remind students of their work with the Tuskegee syphilis study in 10.3.1 Lesson 4.

What structural choices does Skloot make to show that Henrietta’s story was “big news”?

Student responses may include:

- Skloot uses repetition of the words white and black to reinforce the racial tensions of the time period as a reason for why Henrietta’s story was popular.
- Skloot uses provocative words to show the story’s popularity with the public including: True story, mainstream media, explosive, protesting, racist, impossible, ignore, contaminating, one drop, black blood, uncredited. Skloot uses this language to illustrate the extreme racial tensions of the time and how the time period fuels the impact of the journal article.
- Skloot also juxtaposes the racial issues of the past and present to reveal the story’s popularity: “It was a story of white selling black, of black cultures ‘contaminating’ white
ones with a single cell in an era when a person with ‘one drop’ of black blood had only recently gained the legal right to marry a white person” (p. 197).

Explain to students that mainstream media is a collective term for the largest and most popular news programs and newspapers.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read from “Rogers’s article caught the attention of several other journalists” to “no such federal oversight at the time” (pp. 197–198) and answer the following question before sharing out with the class. Remind students to annotate the text while engaging in the evidence-based discussion.

What information is being shared with the public about the Lacks family? What is the impact of this shared information?

There are two types of media described here. Newspapers and magazines “published articles about Henrietta, ‘one of the pivotal figures in the crusade against cancer.’” The idea is that Henrietta Lacks and her family were finally getting credit for the cells. However, McKusick also published a map of “forty-three different genetic markers present in DNA from Day and two of the Lacks children,” (p. 197) which, it is explained, is a violation of the Lacks family’s privacy.

Lead a brief whole-class discussion of student responses.

**Activity 4: Quick Write**

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

How does the section on page 197 from “On March 25, 1976, when Mike Rogers’s Rolling Stone article” to “of Henrietta’s DNA that scientists could use to help identify HeLa cells in culture” develop and refine Skloot’s ideas in this excerpt?

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.

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

Transition to the independent Quick Write.
Activity 5: Vocabulary Journal Introduction

Share with students that the research process exposes them to new vocabulary through the reading of a wide variety of academic texts. Instruct students to keep track of vocabulary learned by using a vocabulary journal. Ask students to use the vocabulary journal to record their reflections on the strategies employed to learn the vocabulary.

- Students listen.

1. Because the following lessons in this module are designed to support students’ research, the vocabulary journal ensures the application of vocabulary strategies modeled thus far.

Explain to students that the vocabulary they track in their vocabulary journal features words they come across in their searches that are proving to be an obstacle to understanding the text. Additionally, the words should fit into one of two categories. One category is words that are found across multiple texts, in a variety of classes; these are words that might appear in all of their content classes like science, math, English, and social studies. Examples are words like consent, relevant, and assess. The second category of words is vocabulary that is specific to one content area or class. These are words like HLA markers, somatic, and genome. Ask students to record in their vocabulary journal any difficult words that may fit into one of the categories above.

- Students listen.

1. Share with students the purpose of differentiating between these words: one type of words are those they are likely to encounter often with texts as they proceed with the remainder of high school, college, and their civic lives; the other type are words that may be specific to the domain of their research. For example, quantify, culture, and revenue are words that they may see in their arts, science, and social studies texts; lead abatement, pharmaceutical, and serum are words they may encounter in a science article that would be a potential source related to their area of investigation.

- Students listen.

1. Remind students that the volume of unknown words should not prove such an obstacle that the text is largely inaccessible. The Potential Sources Tool (refer to 10.3.2 Lesson 3) should vet for this type of issue.

Share with students the following strategies that can be employed to determine the meaning of unknown words or phrases:

- 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.
• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical). How do changes in prefixes and suffixes affect word meaning?

• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

• Verify the meaning of the word or phrase (by checking the inferred meaning in context or in a dictionary).

Inform students that etymology can be an important part of learning vocabulary. Etymology is the study of the origin of words and the way in which their meanings have changed throughout history.

➢ Students listen.

① Consider displaying the strategies for students to see.

① Consider reviewing how to use reference materials (dictionaries, glossaries, thesauruses) to determine word meaning if students need more support.

① These strategies come directly from standards L.9-10.4a-d. Consider drawing students’ attention to their application of standards L.9-10.4.a, c, d by using context to make meaning of a word; consulting reference materials to clarify its precise meaning; verifying the preliminary determination of its meaning.

Instruct students how to complete the vocabulary journal when it is assigned for homework by explaining the questions for each word (“Describe where you encountered the word/phrase in the research and why it is problematic”; “Explain how you tried to figure out the meaning of the word/phrase”; “Confirm the word’s meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.)”).

➢ Students listen.

① Consider instructing students to use notebooks or additional paper for the vocabulary journal. The notebook or additional paper can be kept in the Research Portfolio throughout the research process in 10.3.2.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to continue with their pre-search by finding three more potential sources and recording the following information: source, title, location, author’s name, and relationship to topic using the Pre-Search Tool. Instruct students to begin their vocabulary journals by using the strategies introduced in the lesson.

➢ Students follow along.
The Pre-Search activity helps to develop students’ ability to find relevant sources on their own, as well as to navigate through a wide pool of potential research sources. This activity also helps students to confirm that there is enough information available about their topic to warrant further research.

**Homework**

Continue with your pre-search. Find three more potential sources and record the following information: source, title, location, author’s name, and relationship to topic, using the Pre-Search Tool. Add vocabulary to your vocabulary journal based on the strategies introduced in class.
## Vocabulary Journal

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<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Response</strong></th>
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</table>

Describe where you encountered the word/phrase in the research and why it is problematic.

Explain how you tried to figure out the meaning of the word/phrase in context.

Confirm the word’s meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.).

<table>
<thead>
<tr>
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## Model Vocabulary Journal

<table>
<thead>
<tr>
<th>Word: human genome</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe where you encountered the word/phrase in the research and why it is problematic.</td>
<td>I saw it in the first article and I did not know what it meant. It is part of the main point of the article.</td>
</tr>
</tbody>
</table>

| Explain how you tried to figure out the meaning of the word/phrase in context. | I know what gene means, and genome seems to be similar to that. |

| Confirm the word’s meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.). | The dictionary says, “one haploid set of chromosomes with the genes they contain; broadly: the genetic material of an organism” so it appears to be all the genes that make up a person. |

<table>
<thead>
<tr>
<th>Word: conjoined</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe where you encountered the word/phrase in the research and why it is problematic.</td>
<td>The word was in an article about twins.</td>
</tr>
</tbody>
</table>

| Explain how you tried to figure out the meaning of the word/phrase in context. | I know that it has the word joined in it, and I know that the prefix con can mean together, but I did not know if the twins were together before they were born or after. |

| Confirm the word’s meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.). | The definition said, “being, coming, or brought together so as to meet, touch, overlap, or unite” but that did not help. So I searched “conjoined twins” and that said, “twins that are physically united at some part or parts of their bodies at the time of birth” so it means twins that are physically connected after they are born. |
## Model Pre-Search Tool

<table>
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<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

### Source Notes

<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
<th>Location</th>
<th>Author</th>
</tr>
</thead>
</table>

### How does this source connect to your potential area of investigation?

- **Source #1**
  - **Title:** “Genetic Basis for Crime: A New Look”
  - **Author:** Patricia Cohen
  - My topic is testing for a genetic predisposition for criminal behavior. This article says that now that the human genome has been sequenced, some researchers are thinking about looking for criminal behavior in genes.

- **Source #2**
  - **Title:** “Twin Mystique”
  - **Location:** [http://www.tampabay.com/](http://www.tampabay.com/)
  - **Author:** John Barry
  - Twin studies are important to this topic because they have the same genetic material, so shared behaviors show a genetic predisposition. This article describes how conjoined twins who have been separated are being studied to see if both twins display similar social behaviors and life choices after separation.

- **Source #3**
  - **Title:** “A Vision of the Future”
  - **Location:** [http://www.pbs.org/](http://www.pbs.org/)
  - **Author:** Steven I. Friedland
  - This article describes how some places might use DNA fingerprinting to figure out if you have a predisposition to criminal behavior. Also, genetic disorders are being considered in trials, so being able to verify a criminal tendency might be effective for the legal system.

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

Yes, there is. I was able to find different perspectives on this issue.
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

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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</table>
| 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). |

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
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| L.9-10.4.a, c, d      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases
based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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)

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.

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

High Performance Response(s)

A High Performance Response should:

- 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)

- 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)

- bulged (v.) – swelled or bent outward; filled to capacity
- obtained (v.) – gained possession of; acquired
Lesson Agenda/Overview

<table>
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<tr>
<th>Standards &amp; Text:</th>
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<tr>
<td>• Standards: RI.9-10.2, RI.9-10.5, L.9-10.4.a, c, d</td>
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<tr>
<td>• Text: <em>The Immortal Life of Henrietta Lacks</em> (pp. 199–201)</td>
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Learning Sequence:
1. Introduction of Lesson Agenda                                               1. 5%
2. Homework Accountability                                                      2. 10%
3. Reading and Discussion                                                        3. 40%
4. Quick Write                                                                  4. 10%
5. Pre-Searches and Perspective                                                   5. 30%
6. Closing                                                                      6. 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)

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Activity 1: Introduction of Lesson Agenda

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

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.

2. 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 ____________.

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

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

Activity 3: Reading and Discussion

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.*

② 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.

③ 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).

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.

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**

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.

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**

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**

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.
10.3.1 Lesson 11

Introduction

In this lesson, students continue to read *The Immortal Life of Henrietta Lacks*, from “Nothing biological was considered patentable until a few years before Moore’s lawsuit” to “We want everybody in the world to know about my mother” (pp. 201–206). This excerpt details the court hearings of John Moore and presents multiple perspectives on the issue of cell tissue ownership. As an assessment, students respond to a Quick Write that asks them to consider how the information in this excerpt impacts their developing understanding of tissue ownership.

For homework, students continue to search for sources, describe the authors’ perspective (if apparent), and add to their vocabulary journal.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.2</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9-10.5.a, a</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
<td></td>
</tr>
<tr>
<td>L.9-10.4.a, c, d</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <em>grades 9–10 reading and content</em>, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
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</tbody>
</table>
Assessment

Assessment(s)

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.

- How does the new information presented in this excerpt impact your understanding of tissue ownership?

① Differentiation Consideration: Use the blank Perspective Tracking Tool during the lesson sequence for scaffolding towards this assessment.

High Performance Response(s)

A High Performance Response should:

- Describe the perspectives of the courts and many scientists (e.g., that requiring patient consent for cell line development would ultimately “put an end to medical progress”), as well as the perspectives of the Lacks family and Moore (e.g., that doctors need to acquire consent from their patients before developing marketable cell lines with their tissue).
- Discuss the complexity of tissue ownership (e.g., Slavin selling his blood for money, Moore being the first to “stake a claim to his own tissue,” and the final statement on the issue: “When tissues are removed from your body, with or without your consent, any claim you might have had to owning them vanishes” (p. 205)).
- Explain how this information impacts one’s understanding of the many facets of tissue ownership (e.g., patient consent, medical research progress, monetary incentives, etc.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- patent (n.) – the exclusive right granted by a government to an inventor to manufacture, use, or sell an invention for a number of years
- pharmaceutical companies (n.) – companies that manufacture and sell medicinal drugs
- legislation (n.) – a law or body of laws enacted
- incentive (n.) – something that encourages a person to do something or to work harder

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

- smug (adj.) – contentedly confident of one’s ability, superiority, or correctness
Lesson Agenda/Overview

### Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: RI.9-10.2, L.9-10.5.a, L.9-10.4.a, c, d</td>
<td></td>
</tr>
<tr>
<td>• Text: <em>The Immortal Life of Henrietta Lacks</em>, pp. 201–206</td>
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</tbody>
</table>

**Learning Sequence:**

1. Introduction of Lesson Agenda  1. 5%
2. Homework Accountability        2. 10%
3. Reading and Discussion         3. 60%
4. Quick Write                    4. 20%
5. Closing                        5. 5%

### Materials

- Student copies of the 10.3.1 Unit Glossary (refer to 10.3.1 Lesson 1)
- Copies of the Perspective Tracking Tool for each student (Optional)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)

### Learning Sequence

**How to Use the Learning Sequence**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td>Italicized</td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td>▲</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🗣</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>🗣</td>
<td>Indicates instructional notes for the teacher.</td>
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</tbody>
</table>

Activity 1: Introduction of Lesson Agenda  5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.2. In this lesson, students continue reading *The Immortal Life of Henrietta Lacks*, beginning on page 201 “Nothing
biological was considered patentable until,” and ending on page 206 “We want everybody in the world to know about my mother.” Students consider how the new information presented in this excerpt impacts their understanding of tissue ownership.

- Students look at the agenda.

**Activity 2: Homework Accountability 10%**

Instruct students to Turn-and-Talk about the sources they found during their pre-searches for homework. Instruct students to explain the perspective(s) of one or two of the authors, if the perspective is apparent, and offer 2–3 pieces of evidence to support that perspective.

- Students Turn-and-Talk about the sources they found for homework, and the perspective(s) of the authors of those sources, if apparent.

- Student responses will vary based on their individual areas of investigation, as well as the different sources they have found.

**Activity 3: Reading and Discussion 60%**

Instruct students to form pairs. Post or project the questions below for students to discuss.

1. Consider instructing students to continue to surface issues from the text to investigate during their research using the Surfacing Issues Tool, if students’ areas of investigation are yielding inadequate research results or they are growing disinterested in their selected research topics/issues.

2. **Differentiation Consideration:** Consider instructing students to use the Perspective Tracking Tool to note facets of the various perspectives emerging in this portion of text. This will help students keep track of all the information and details conveyed in this excerpt, and support their responses to the Quick Write assessment prompt.

Instruct student pairs to read from page 201 “Nothing biological was considered patentable until” to page 206 “We want everybody in the world to know about my mother.”

Remind student pairs to annotate the text as they engage in the following evidence-based 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: patent, pharmaceutical companies, legislation, incentive.
Why was Ananda Mohan Chakrabarty’s patent request first denied?

- It was denied “on the grounds that no living organism could be considered an invention” (p. 201).

How did his lawyer argue for (and win) the patent?

- They argued that Chakrabarty’s bacteria “only existed because he’d altered them using ‘human ingenuity’” (p. 201). In other words, they said he invented the bacteria using naturally occurring organisms.

Why would Moore have benefited from knowing the value of his cells before Golde patented them?

- Moore’s cells were valuable for creating vaccines and drugs to treat diseases, so pharmaceutical companies “were willing to pay enormous sums to work with his cells” (p. 202). If he had known, he could have sold them himself and made money. Instead, Golde did not tell him, so Golde himself made the money (p. 202).

How is the case of Slavin different from Moore’s case?

- “Slavin’s doctor—unlike Moore’s—told him his body was producing something extremely valuable” (p. 202). Slavin sold his blood cells to pharmaceutical companies himself and made the profit (p. 202).

Why could Moore not sell his own cells?

- It “would have violated Golde’s patent” (p. 203). It was against the law.

What was Moore “the first” to do?

- Moore was “the first person to legally stake a claim to his own tissue” (p. 203) and bring a doctor to court to “sue for profits and damages” (p. 203).

Why did “scientists worldwide” panic (p. 203) when Moore filed a lawsuit against Golde?

- They “worried that patients would block the progress of science by holding out for excessive profits” (p. 203). They thought patients would spend so much time negotiating that researchers would not be able to conduct research efficiently.

In your own words, describe the sides of this issue as presented in the paragraph on page 204 that begins “Scientists, lawyers, ethicists.”

- Some people wanted to make it illegal for doctors to patent patients’ cells without telling the patients first and offering them money; others said that this would be so complicated that it would “put an end to medical progress” (p. 204).
What was “ironic” about the judge’s citation of the HeLa cell line “as a precedent for what happened with the Mo cell line” (p. 204)?

The judge said that since nobody sued over HeLa cells, it meant that they did not care, and Moore was “unusual in his objections” (p. 204). It is ironic because the judge’s assumption was in sharp contrast to the reality: there was no lawsuit over HeLa because no one knew the cells were taken in the first place, not because they did not care.

Consider providing students with the following definition (as the word is used in this context: irony means “unexpected”).

What was the final verdict of the Supreme Court of California on Moore’s case?

The Court decided that “When tissues are removed from your body, with or without your consent, any claim you might have had to owning them vanishes” (p. 205).

What did the court say “ruling in Moore’s favor might” (p. 205) do? Explain this in your own words.

The court said that ruling in Moore’s favor would “‘destroy the economic incentive’” (p. 205) to do research. This means that if Moore won, doctors would not be motivated to make money and do research that is good for people. And, that it might “‘hinder research by restricting access to the necessary raw materials’” (p. 205).

How were scientists “smug” (p. 205) about the court ruling?

The dean of Stanford University School of Medicine said if patients objected to the use of their tissues, “‘I guess you could sit there with your ruptured appendix and negotiate’” (p. 206).

What does smug mean in this context?

Smug means “confident of one’s superiority or correctness.”

Differentiation Consideration: If students struggle with the meaning of the word smug, consider posing the following question:

Describe the tone of the statement, “I guess you could sit there with your ruptured appendix and negotiate” (p. 206).

The tone of the statement is sarcastic and condescending.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

Instruct students to respond briefly in writing to the following prompt:
How does the new information presented in this excerpt impact your understanding of tissue ownership?

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 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: Closing

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. Tell 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.

- Students follow along.

① Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.

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. 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.
Perspective Tracking Tool (Optional)

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Who says/asserts this perspective?</th>
<th>What information or details are related to this perspective?</th>
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</table>

**Directions:** As you discuss today’s text excerpt, write down the various perspectives that are discussed. Then, write down who says/asserts this perspective and what related information or details they include when discussing the perspective.
Model Perspective Tracking Tool (Optional)

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Who says/asserts this perspective?</th>
<th>What information or details is related to this perspective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Chakrabarty’s victory opened up the possibility of patenting” to “which didn’t occur naturally outside the body.” (p. 201)</td>
<td>Supreme Court</td>
<td>Biological items are now considered patentable.</td>
</tr>
<tr>
<td>“So in 1984, Moore sued Golde” to “his tissues and sued Golde for stealing them.” (p. 203)</td>
<td>Moore</td>
<td>Moore is the “first person to legally stake a claim to his own tissue and sue for profits and damages.”</td>
</tr>
<tr>
<td>“patients would block the progress of science” to “cells that weren’t worth millions like Moore’s.” (p. 203)</td>
<td>Research Community</td>
<td>The research community’s perspective is that allowing patients to profit from their cells will hinder scientific advancement.</td>
</tr>
<tr>
<td>“When tissues are removed from your body” to “you might have had to owning them vanishes.” (p. 205)</td>
<td>Supreme Court</td>
<td>“When you leave tissues in a doctor’s office” to “anyone can take your garbage and sell it.” (p. 205) This is the “definitive statement” on the issue.</td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students read two excerpts from *The Immortal Life of Henrietta Lacks*. The first is on pages 245–247 from “I think my birth was a miracle” to “didn’t deserve her help as far as I’m concerned.” This excerpt describes Skloot’s encounter with Zakariyya (Henrietta’s son), when he discusses his anger with the Hopkins scientists. The second excerpt is on pages 261–267 from “‘Okay’ Christoph said, looking at Deborah. ‘It must be pretty hard’” to “her arm around me and said, ‘Girl, you just witnessed a miracle.’” In this excerpt, Skloot describes a visit that she, Deborah, and Zakariyya make to Hopkins to meet a scientist, who ends up being surprisingly kind to the Lacks family. After reading and discussion, students respond to a Quick Write that asks them to consider how this excerpt affects Zakariyya’s ideas about the medical community. For homework, students continue with their pre-searches, adding vocabulary to their journals when appropriate.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Addressed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.5</td>
<td>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).</td>
</tr>
<tr>
<td>W.9-10.9.b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td></td>
<td>b. Apply grades 9–10 Reading standards 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”).</td>
</tr>
<tr>
<td>L.9-10.4.a, c, d</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
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<td>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</td>
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<td>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.</td>
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</tbody>
</table>
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)

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.

- What “miracle” happens in this portion of text, and what effect does it have on the idea that “what them doctors did was wrong” (pp. 245–246)?

High Performance Response(s)

A High Performance Response should:

- Describe how Zakariyya is calm at the end of the chapter, touches Christoph’s shoulder (then Skloot’s) and says “Thank you,” (p. 267).

- Explain why this event may have happened, why it is important, and why Deborah calls it a “miracle” (e.g., Christoph is the first doctor to validate the family’s desire to claim some amount of ownership over Henrietta’s cells; the “miracle” is Zakariyya’s simple gesture of thanking Skloot and Christoph, or Zakariyya’s transformation from the first excerpt to the second one; the “miracle” is Christoph’s kindness, or what Zakariyya learns about Henrietta, or the simple act of seeing Henrietta’s cells in person). Students do not need to explain every possibility, but should back up their reasoning with evidence from the text.

- Discuss how Christoph does not embody the portrait of the medical community Zakariyya paints in the first excerpt, and how this seems to impact the Lacks family’s concept of the medical community.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.

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

- vials (n.) – very small glass or plastic containers used for perfumes, medicines, etc.

- contamination (v.) – the state of being made impure or unsuitable by contact or mixture with something unclean, bad, etc.
Lesson Agenda/Overview

Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: RI.9-10.5, W.9-10.9.b, L.9-10.4.a, c, d</td>
<td></td>
</tr>
</tbody>
</table>

Learning Sequence:
1. Introduction of Lesson Agenda 1. 5%
2. Homework Accountability 2. 10%
3. Reading and Discussion 3. 65%
4. Quick Write 4. 15%
5. Closing 5. 5%

Materials

- Student copies of the Surfacing Issues Tool (refer to 10.3.1 Lesson 3)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td></td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td></td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td></td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.5. In this lesson, students engage with two excerpts from *The Immortal Life of Henrietta Lacks*. The first is on pages 245–247 from “I think my birth was a miracle” to “didn’t deserve her help as far as I’m concerned.” The
second excerpt is on pages 261–267 from “Okay Christoph said, looking at Deborah. ‘It must be pretty hard’” to “her arm around me and said, ‘Girl, you just witnessed a miracle.’”

- Students look at the agenda.

**Activity 2: Homework Accountability** 10%

Instruct students to Turn-and-Talk about the sources they found during their pre-searches for homework. Tell students to share three new words they added to their vocabulary journals, as well as a short description of any perspectives they noticed, if the perspectives are apparent in the sources.

- Students Turn-and-Talk about the sources and three new words they found for homework, and explain the perspective of the authors of those sources, if apparent in the sources.

- Student responses will vary by their individual research.

**Activity 3: Reading and Discussion** 65%

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

Instruct student pairs to read from page 245 (at “I think my birth was a miracle”) to page 247 (at “didn’t deserve her help as far as I’m concerned”), 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 excerpts for the lesson.

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

1. **Differentiation Consideration:** Consider encouraging students to surface issues from the text (using the Surfacing Issues Tool) if they are struggling to find enough research for a previously selected area of investigation, or if they are becoming disinterested in their research topic.

**Why does Zakariyya think his “birth was a miracle” (p. 245)?**

- When he was born, his mother—Henrietta Lacks—was “full of tumors” and very sick, but he was born unharmed and healthy (p. 245).

**Why does Zakariyya think what the “doctors did was wrong” (p. 246)? What support does he give for this statement?**

- He says they stole her cells without her permission and made money off of them. He is angry because now the Lacks family is “‘po’ as po’,” when they should have made money off of Henrietta’s cells (p. 246).
As Zakariyya points out, many doctors argue that Henrietta’s cells helped many people. What is his response to this claim?

- Zakariyya says that even though the cells helped many others, they did not help the Lacks family, and they did not help Henrietta. Now, he says, they “can’t even go see a doctor cause [they] can’t afford it,” but the people who “stole” her cells are rich because of it (pp. 246–247).

How would you describe Zakariyya’s emotions in this passage? Why?

- He is irritable and angry. He curses and yells a lot, he “snap[s] back,” and he stands over Skloot, “yelling” about George Gey (p. 246).

Based on his tone and what he says in this passage, what is Zakariyya’s opinion of doctors?

- Zakariyya hates the people who “stole” Henrietta’s cells, and thinks that if God “wants to provide a disease cure, He’d provide a cure of his own, it’s not for man to tamper with” (p. 246). He says that if George Gey “were here right now, I’d kill him dead” (p. 246). Zakariyya clearly does not like or trust doctors, especially the ones involved with the removal of Henrietta’s cells or HeLa.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read from page 261 (at “‘Okay’ Christoph said, looking at Deborah. ‘It must be pretty hard’”) to page 267 (at “her arm around me and said, ‘Girl, you just witnessed a miracle’”) and answer the following questions before sharing out with the class.

1. To contextualize this portion of text, consider telling students that Skloot, Deborah (Henrietta’s daughter), and Zakariyya (Henrietta’s son) are visiting Hopkins Hospital to see Henrietta’s cells in person. Cristoph is the doctor who is showing them the cells.

How are the HeLA cells contained? What are vials?

- The cells are contained in a very cold freezer in “thousands of inch-tall plastic vials” (p. 262). Vials are small containers used to hold liquid.

Why are the cells stored in an “extra room” all by themselves (p. 262)?

- To avoid contamination from other substances.

What does contamination mean in this passage?

- Contamination means that another substance gets into the cells or the cells get into another substance causing impurity or ruining the cells.
What does Zakariyya do as Christoph is explaining how cells work?

- Zakariyya turns up his hearing aid and leans in (p. 264).

How is Zakariyya’s behavior different in this passage compared to the first passage?

- He is much less angry; he is quiet, calm, and interested. When Christoph shows them the cells on the screen, Zakariyya stares like he has “gone into a trance” (p. 265).

What does Christoph say that stuns Deborah?

- Christoph says that he thinks “Hopkins pretty much screwed up” (p. 266).

Explain the nature and tone of Christoph’s interaction with Deborah and Zakariyya.

- Christoph is very kind to both Deborah and Zakariyya; he patiently explains how cells work, and shows them their mother’s cells. He says, “I don’t blame you for being angry” (p. 266), and agrees with them that they “should get the money. At least some of it” from the HeLa profits, (p. 267). Overall, he is very kind to them, unlike other scientists with whom they have interacted.

How would you characterize Deborah and Zakariyya’s reaction to Christoph?

- Both of them seem shocked and “stunned” (p. 266) by his point of view and how kind and welcoming Christoph is; Deborah is more understanding with Christoph than with others at Hopkins: “Deborah looked like she wanted to hug him. ‘This is amazing,’ she said, shaking her head and looking at him like he was a mirage” (p. 266).

What is Christoph’s perspective about how HeLa profits should be handled? How does he compare cells to oil (p. 267)?

- Christoph thinks that the Lacks family should be getting “at least some” of the profits from Henrietta’s cells. He says “Why not treat valuable cells like oil . . . When you find oil on somebody’s property it doesn’t automatically belong to them, but they do get a portion of the profits” (p. 267).

What does Zakariyya do before leaving the hospital?

- He “reach[es] up and touch[es] Christoph on the back” and thanks him (p. 267). Then he does the same thing to Skloot.

How do Deborah and Skloot react to this?

- They stand “in silence,” and Deborah says, “Girl, you just witnessed a miracle” (p. 267).
Lead a brief whole-class discussion of student responses.

Instruct student pairs to discuss the following question and write a brief response on a separate sheet of paper before sharing out with the class.

Describe Zakariyya in the first and second excerpt in this lesson.

- In the first excerpt, Zakariyya is very loud and angry with the medical community, and he curses a lot: “It’s the highest degree of disrespect. That’s why I say I hope he burn in hell.” In the second excerpt, he is calmer and gentler. He “lean[s] close,” to listen to Christoph explain cells (p. 264), and he is silent most of the visit. When he does begin to “[yell] something about George Gey,” he quickly stops when Deborah “thump[s] her cane on his toe” (p. 266). Overall, Zakariyya seems taken aback by Christoph’s kindness.

Activity 4: Quick Write

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

What “miracle” happens in this portion of text, and what effect does it have on the idea that “what them doctors did was wrong” (pp. 245–246)?

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.
- 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: Closing

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.

- Students listen.

1. Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.

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 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.
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

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.2</th>
<th>W.9-10.9.b</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td></td>
<td></td>
<td>b. Apply <em>grades 9–10 Reading standards</em> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning...”</td>
</tr>
</tbody>
</table>
is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Addressed Standard(s)**

<table>
<thead>
<tr>
<th>SL.9–10.1</th>
<th>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9–10.4.a, c, d</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
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</table>

**Assessment**

**Assessment(s)**

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.

The Evidence Identification Tool will serve as the assessment for this unit.

**High Performance Response(s)**

A High Performance Response should:

- See the Model Evidence Identification Tool located at the end of the lesson.

Use the following criteria to assess individual student’s Evidence Identification Tool:

- 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)
- 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:
- Standards: RL.9-10.2, W.9-10.9.b, SL.9-10.1, L.9-10.4.a, c, d
- Text: The Immortal Life of Henrietta Lacks
Learning Sequence:
1. Introduction of Lesson Agenda | 1. 5%
2. Homework Accountability | 2. 10%
3. Identifying Claims and Evidence in the Text | 3. 20%
4. Evidence Identification Tool Activity and Assessment | 4. 60%
5. Closing | 5. 5%

Materials
- Copies of the Evidence Identification Tool for each student

Learning Sequence

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<td>no</td>
<td>Plain text indicates teacher action.</td>
</tr>
</tbody>
</table>
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?

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.

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.

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.

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.

See the model tool at the end of this lesson for clarification on the layout and use of the Evidence Identification Tool.

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.

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.

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

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

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
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</table>

#### Claim:

<table>
<thead>
<tr>
<th>Evidence</th>
<th>How does the evidence support the claim?</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Counter Evidence</th>
<th>How does the evidence counter the claim?</th>
</tr>
</thead>
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</table>
## Model Evidence Identification Tool

### Claim:
Patients of color are treated differently than white patients.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>How does the evidence support the claim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johns Hopkins used the tissue of black patients without their consent for various purposes.</td>
<td>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.</td>
</tr>
<tr>
<td>“Hopkins, with its large indigent black population, had no dearth of clinical material.” (p. 30)</td>
<td></td>
</tr>
<tr>
<td>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. “That’s when Moore sent the form to a lawyer” &amp; “The public didn’t realize there was big money in cell lines.” (pp. 199–204)</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Counter Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>How does the evidence counter the claim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henrietta received radium cancer treatment that was standard for hospitals nationwide. “Like hospitals nationwide, Hopkins treated all invasive cervical carcinomas with radium” (pp. 31–32)</td>
<td>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.</td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students build upon the evidence collection work done in 10.3.1 Lesson 13 by engaging in a group discussion that validates their understanding of evidence used to support central claims presented in the text, *The Immortal Life of Henrietta Lacks*. Students use the evidence collected in 10.3.1 Lesson 13 to engage in a Jigsaw activity during which they discuss their understanding of supporting evidence for a claim made in the text. Within expert groups, students take turns presenting their claim and evidence to the other members of their group, allowing time for counterclaims and clarifying questions. During each group discussion, students record additional evidence for use in the lesson assessment.

As an assessment, students write a one-paragraph response that synthesizes their understanding of supporting evidence with their ability to identify a claim presented in the text and determine whether the evidence provided is relevant and sufficient. This lesson directly supports the End-of-Unit Assessment by deepening students’ understanding of claims in the text, as well as the ways in which Skloot shapes and refines these central ideas. For homework, students review their Evidence Identification Tool and their annotations—as well as notes from today’s discussion activity—in preparation for the End-of-Unit Assessment. Additionally, students review the Surfacing Issues Tool and the Pre-Search Tool to prepare to articulate two to three areas of investigation and where they emerge from *The Immortal Life of Henrietta Lacks*.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W.9-10.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

| Addressed Standard(s) | SL.9-10.1.a, c | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. |
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

L.9-10.4.a, c, d

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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)

Student learning is assessed via a writing prompt at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Compose a one-paragraph response that examines one of the claims discussed in the discussion activity today. Examine and support this claim using relevant and sufficient evidence found in the text.

High Performance Response(s)

A High Performance Response should:

- Include a clearly defined claim from the text (e.g., It is never acceptable for doctors to use humans for experiments without their knowledge; Doctors should be able to profit from research; An individual does not own their tissue after it is removed from their body.).

- Cite textual evidence that is both relevant and sufficient to support the claim.
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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
</tr>
<tr>
<td>• Standards: RI.9-10.2, W.9-10.9, SL.9-10.1.a, c, L.9-10.4.a, c, d</td>
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</tr>
<tr>
<td>• Text: The Immortal Life of Henrietta Lacks</td>
<td></td>
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<tr>
<td>Learning Sequence:</td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. Central Claim and Evidence Discussion Activity</td>
<td>3. 55%</td>
</tr>
<tr>
<td>4. Lesson Assessment</td>
<td>4. 20%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>5. 10%</td>
</tr>
</tbody>
</table>

Materials

- Student copies of the Surfacing Issues Tool (refer to 10.3.1 Lesson 3)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)
- Copies of the Speaking and Listening Rubric and Checklist for standard SL.9-10.1.a, c for each student
Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td><strong>Bold text</strong></td>
<td>Indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td><em>Italicized text</em></td>
<td>Indicates a vocabulary word.</td>
</tr>
<tr>
<td>▼</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>📝</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📝</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.2 and W.9-10.9. Inform students that today they use the material that they gathered in 10.3.1 Lesson 13 in a culminating discussion activity. Students engage in an evidence-based discussion on the claim and evidence they researched in 10.3.1 Lesson 13. As their assessment, students write a one-paragraph response that synthesizes their understanding of supporting evidence with their ability to identify a claim in the text and determine whether the evidence provided is relevant and sufficient.

▶ Students look at the agenda.

Activity 2: Homework Accountability

Instruct students to take out the homework from the previous lesson: “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.”

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework. Instruct students to articulate the strategies they used to figure out the meaning of the vocabulary words.

📝 Student responses vary based on the individual research.

Remind students to discuss how they used the strategies of L.9-10.4.a, c, and d, as introduced in 10.3.1 Lesson 9.
Activity 3: Central Claim and Evidence Discussion Activity 55%

Instruct students to take out their annotated excerpts of *The Immortal Life of Henrietta Lacks*, and all discussion notes, tools, and Quick Writes from 10.3.1. Distribute students’ completed Evidence Identification Tool from 10.3.1 Lesson 13. Explain to students that they are going to draw upon their collected evidence to support their group discussions and the lesson assessment.

- Students take out their materials and listen.

Explain to students that they are going to form small groups with one delegate from each of the groups from 10.3.1 Lesson 13 and present the claim they researched, which students worked to develop in those previous groups. Each group should be made up of representatives from the 10.3.1 Lesson 13 groups (i.e., one student representing a claim on patient rights; one student representing a claim on tissue ownership; and so on). Students take turns acting as the “expert presenter” for their claim, allowing other students in the group to challenge their claim and evidence and to ask clarifying questions.

- Students listen.

Inform students that the discussion is structured formally, such that each student follows a set of steps to ensure that the claims and evidence that they have gathered are thoroughly explored. Each student presenter should follow these steps:

- Present the claim your group worked on and the supporting evidence.
- Each student in the group who is not presenting poses a counterclaim or rebuttal to the presenter’s claim and supporting evidence.
- The presenting student addresses the counterclaims and rebuttals.
- Each student who is not presenting asks any additional clarifying questions.
- The student presenter answers these questions.

1. To aid student understanding, model an ideal exchange within a group to support students’ understanding of the discussion method.

- Students listen.

Instruct students to form small groups and begin the discussion. Remind students to keep the strategies of SL.9-10.1.a, c in mind as they engage in the evidence-based discussion.

- Students form small groups and engage in the discussion.

1. Students were introduced to SL.9-10.1.a, c in Module 10.1.

Circulate to monitor the small groups’ progress and adherence to the established activity format.
Consider informally assessing SL.9-10.1, using the Speaking and Listening Rubric during the Jigsaw discussion.

- Small groups engage in structured discussion.
- Student responses should include:
  - The claim found in the text
  - How the evidence supports this claim
  - What counterclaims exist to this claim
  - Clarifying questions

**Activity 4: Lesson Assessment**

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

**Compose a paragraph response that examines one of the claims discussed in the discussion activity today. Examine and support this claim using relevant and sufficient evidence found in the text.**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the prompt.
- 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: Closing**

Display and distribute the homework assignment. For homework, instruct students to review their Evidence Identification Tool and their annotations—as well as notes from today’s discussion activity—in preparation for the End-of-Unit Assessment. Additionally, instruct students to review the Surfacing Issues Tool and their Pre-Search Tool. Inform students that the End-of-Unit Assessment is a two-part writing assessment:

**Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea?**
Articulate two to three areas of investigation and where they emerge from the text.

- Students follow along.

1. It may be important to inform students that the text-based claims examined in 10.3.1 Lesson 13 and this lesson are associated with Skloot’s central ideas in the text.

**Homework**

Review your annotations and notes on *The Immortal Life of Henrietta Lacks*—as well as notes from today’s discussion activity—in preparation for the End-of-Unit Assessment. Additionally, review the Surfacing Issues Tool and Pre-Search Tool.
Speaking and Listening Rubric

Assessed Standard: SL.9-10.1.a, c

Comprehension and Collaboration

<table>
<thead>
<tr>
<th>Preparation SL.9-10.1.a</th>
<th>2-Point Participation</th>
<th>1-Point Participation</th>
<th>0-Point Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates strong evidence of preparation; student draws on preparation by referring to strong and thorough evidence from text(s).</td>
<td>Student demonstrates some evidence of preparation; student refers to some evidence from text(s).</td>
<td>Student demonstrates no evidence of preparation; student does not refer to evidence from text(s).</td>
<td></td>
</tr>
</tbody>
</table>

Responsiveness to Others SL.9-10.1.c

<table>
<thead>
<tr>
<th>Responsiveness to Others SL.9-10.1.c</th>
<th>2-Point Participation</th>
<th>1-Point Participation</th>
<th>0-Point Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds well to others by often engaging in the following: propels conversation by relating discussion to broader ideas and themes; actively incorporates others; clarifies, verifies, or challenges ideas or conclusions.</td>
<td>Student responds to others, occasionally engaging in the following: propels conversations by relating discussion to broader ideas and themes; incorporates others; clarifies, verifies, or challenges ideas or conclusions.</td>
<td>Student does not respond to others, rarely engaging in the following: propels conversations; incorporates others; clarifies, verifies, or challenges ideas or conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
## Speaking and Listening Checklist

**Assessed Standard:** SL.9-10.1.a, c

**Comprehension and Collaboration**

<table>
<thead>
<tr>
<th></th>
<th>Did I…</th>
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</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Prepare for the discussion by reading all the necessary material, annotating my text(s), and organizing my notes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refer to strong evidence from my text(s) and notes during the discussion?</td>
<td></td>
</tr>
<tr>
<td><strong>Responsiveness to Others</strong></td>
<td>Connect comments from the discussion to broader ideas and themes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actively include others in the discussion?</td>
<td></td>
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<tr>
<td></td>
<td>Clarify and/or respectfully challenge others’ ideas?</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.2</td>
<td>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.</td>
</tr>
<tr>
<td>RI.9-10.3</td>
<td>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.</td>
</tr>
</tbody>
</table>
| W.9-10.2.b, d, e     | 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.  
  
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or information texts to support analysis, reflection and research.</td>
</tr>
<tr>
<td>L.9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L.9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>

**Addressed Standard(s)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>

**Assessment**

**Assessment(s)**

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.

- 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.

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.

**High Performance Response(s)**

**Part 1**

A High Performance Response should:

- 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. Student responses may include:
- 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

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<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• Text: The Immortal Life of Henrietta Lacks</td>
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</tr>
<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. 10.3.1 End-of-Unit Assessment Part 1: The Immortal Life of Henrietta Lacks</td>
<td>3. 50%</td>
</tr>
<tr>
<td>4. 10.3.1 End-of-Unit Assessment Part 2: Areas of Investigation</td>
<td>4. 30%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>5. 5%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
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<tbody>
<tr>
<td><strong>Symbol</strong></td>
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</table>
Activity 1: Introduction of Lesson Agenda

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

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.

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*

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.

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

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 RL.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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Responses at this Level</th>
<th>3 – Responses at this Level</th>
<th>2 – Responses at this Level</th>
<th>1 – Responses at this Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Determine a central idea from the text and analyze its development by providing undeveloped or insufficient but relevant examples of the central idea’s emergence and refinement using specific details.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Content and Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Explain how the author unfolds an analysis or series of ideas or events; effectively analyze how the details are ordered, introduced, and developed.</td>
<td>Explain how the author unfolds an analysis or series of ideas or events; accurately analyze how the details are ordered, introduced and developed.</td>
<td>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.</td>
<td>Fail to demonstrate analysis through specific textual details. Provide little to no analysis of how the details are ordered, introduced, and developed.</td>
</tr>
<tr>
<td><strong>Command of Evidence and Reasoning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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**Note:**

File: 10.3.1 Lesson 15 Date: 4/18/14 Classroom Use: Starting 4/2014

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<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.W.9-10.9</th>
<th>Coherence, Organization, and Style</th>
<th>Control of Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>The extent to which the response includes and uses precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</td>
</tr>
<tr>
<td></td>
<td>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>Demonstrate control of conventions with essentially no errors, even with sophisticated language.</td>
</tr>
<tr>
<td></td>
<td>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic.</td>
<td>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</td>
</tr>
<tr>
<td></td>
<td>Inconsistently use domain-specific vocabulary to manage the complexity of the topic.</td>
<td>Demonstrate partial control of conventions with some errors that hinder comprehension.</td>
</tr>
<tr>
<td></td>
<td>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic.</td>
<td>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</td>
</tr>
</tbody>
</table>

- 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: ____________________________

<table>
<thead>
<tr>
<th>Does my writing...</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Identify a central idea from the text and analyze its development? (RI.9-10.2)</td>
<td>☐</td>
</tr>
<tr>
<td>Provide examples of the emergence and refinement of the central idea using specific details? (RI.9-10.2)</td>
<td>☐</td>
</tr>
<tr>
<td>Include a summary of the text to frame the development and refinement of the central idea? (RI.9-10.2)</td>
<td>☐</td>
</tr>
<tr>
<td>Examine how an author unfolds an analysis or series of events using specific textual details? (RI.9-10.3)</td>
<td>☐</td>
</tr>
<tr>
<td>Provide an accurate analysis of how the details are ordered, introduced and developed? (RI.9-10.3)</td>
<td>☐</td>
</tr>
<tr>
<td>Include thorough evidence from the text, making clear connections between the details selected and the statements made? (RI.9-10.3)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Command of Evidence and Reasoning</strong></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Coherence, Organization, and Style</strong></td>
<td></td>
</tr>
<tr>
<td>Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Control of Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)</td>
<td>☐</td>
</tr>
</tbody>
</table>
## Area Evaluation Checklist

### Name:  
### Class:  
### Date:  

<table>
<thead>
<tr>
<th>Area Evaluation Checklist</th>
<th>☑</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. COHERENCE OF AREA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the area of investigation?</td>
<td>The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>II. SCOPE OF AREA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you need to know to gain an understanding of the area of investigation?</td>
<td>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.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>III. RELEVANCE OF AREA TO ARGUMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there multiple claims that compose the area of investigation?</td>
<td>The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>IV. INTEREST IN AREA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why are you interested in this area of investigation?</td>
<td>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.</td>
<td>☐</td>
</tr>
</tbody>
</table>

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.

From Area Evaluation Checklist, by Odell Education, [www.odelleducation.com](http://www.odelleducation.com). Copyright (2013) by Odell Education. Modified in partnership with permission under an Attribution-NonCommercial 3.0 Unported license: [http://creativecommons.org/licenses/by-nc/3.0/](http://creativecommons.org/licenses/by-nc/3.0/).
10.3.2 Unit Overview

“Engaging in an Inquiry-Based, Iterative Research Process to Write Arguments”

Students choose texts for research based on their problem-based question.

Model Research Sources:

- “A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice Park (Source #1)
- “Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing (Source #2)
- “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim and Steven Joffe (Source #3)
- “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt (Source #4)
- “Human Tissue for Sale: What Are the Costs?” by Deborah Josefson (Source #5)
- “My Body, My Property” by Lori B. Andrews (Source #6)
- “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo (Source #7)

<table>
<thead>
<tr>
<th>Texts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Lessons in Unit</td>
<td>13</td>
</tr>
</tbody>
</table>

Introduction

In this unit, students continue the research process begun in Unit 1. Students begin to deeply engage in this iterative, non-linear process with the goal of deepening students’ understanding of topics and issues that may lead to argument writing. Students continue to learn how to use the inquiry-based research process to gather, assess, read, and analyze sources, while organizing and synthesizing research to develop claims and counterclaims about a specific problem-based question.

Students are formally introduced to the research process by creating a Research Portfolio and learning about the Student Research Plan, a roadmap for students to reflect on their ongoing research progress.
and next steps. Students vet areas of investigation, developed in Unit 1, to focus on a specific research topic/issue. From there, students learn how to develop specific inquiry questions and choose credible, relevant, and accessible sources by planning for searches, assessing sources, annotating sources, taking notes, and evaluating arguments effectively.

Through these inquiry steps, students create a problem-based question and an initial research frame that guides independent searches. Using the reading skills developed in previous modules and the source assessment skills introduced in this unit, students conduct independent research by using inquiry questions to explore and deepen their understanding of their specific problem-based question. As the research process continues, students continually revisit the research frame to analyze their research direction and focus, while assessing and making changes as necessary. As this cyclical and iterative research process evolves, students begin to organize and synthesize their data, make claims about inquiry paths, and eventually the problem-based question itself.

Additionally, students are exposed to the fundamentals of argument-based writing through the examination and delineation of arguments. Students work to identify the effective components of argument-based writing and begin to expand their understanding of effective argument writing by establishing counterclaims opposing their claims.

There is one formal assessment in this unit; however, students continually reflect on their research progress by journaling about their research progress and next steps using a Research Journal. The End-of-Unit Assessment asks students to develop an Evidence-Based Perspective by writing a one-page synthesis of their personal conclusions and perspective derived from the research (W.9-10.7, W.9-10.9).

**Note:** This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they read multiple sources and refine and deepen their understanding of their inquiry topic and later, problem-based question.

**Literacy Skills & Habits**

- Assess sources for credibility, relevance, and accessibility.
- Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument.
- Develop, refine, and select inquiry questions for research.
- Develop and continually assess a research frame to guide independent searches.
- Collect and organize evidence from research to support analysis in writing.
- Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research.
- Develop counterclaims in opposition to claims.
### Standards for This Unit

#### CCS Standards: Reading

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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). |
| RI.9-10.8   | 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. |

#### CCS Standards: Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| W.9-10.1.b  | 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.  
  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. |
| W.9-10.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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. |
| 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. |
| W.9-10.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
**CCS Standards: Speaking & Listening**

| 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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |

**CCS Standards: Language**

| L.9-10.4. a, c, d | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
- 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). |

**Note:** Bold text indicates standards that will be assessed in the unit.

**Unit Assessments**

<table>
<thead>
<tr>
<th>Ongoing Assessment</th>
<th>RI.9-10.1a, RI.9-10.8, W.9-10.7, W.9-10.8, W.9-10.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Assessed</td>
<td>Varies by lesson but may include completed research tools, responses to Quick Write prompts focused on developing research skills, and vocabulary learned through research as tracked in the vocabulary journal.</td>
</tr>
</tbody>
</table>

| End-of-Unit Assessment | W.9-10.7, W.9-10.9 |
Description of Assessment

- Students write a one-page synthesis of their developing perspective derived from their research. Students draw on the research evidence collected to express their Evidence-Based Perspective on their problem-based question.

Unit-at-a-Glance Calendar

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Learning Outcomes/Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students are formally introduced to the research unit and construct a Research Portfolio to house all research previously conducted in Unit 1 and the research materials distributed and gathered in this unit. Additionally, students vet their 2–3 possible areas of investigation (from Unit 1, Lesson 15) to identify a research topic/area of investigation for use throughout the unit.</td>
</tr>
<tr>
<td>2</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students work to generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in Unit 1. In this lesson, they learn how to craft specific inquiry questions for their selected research topic/area of investigation developed in the previous lesson. Students engage in a research process check-in during which they review the Student Research Plan Handout. Students also review inquiry questions from Unit 1 and generate, vet, and refine specific inquiry questions for their research topic/area of investigation using a Specific Inquiry Questions Checklist.</td>
</tr>
<tr>
<td>3</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students learn how to select inquiry questions, plan search locations, and use key words and phrases to conduct effective and efficient research. Additionally, students learn how to formally assess sources for credibility, accessibility, and relevance.</td>
</tr>
<tr>
<td>4</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students continue to develop their research skills as they learn how to closely read important sources for selected inquiry questions, using annotation and note taking. Students are introduced to additional annotation codes and a Taking Notes Tool.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Text</td>
<td>Learning Outcomes/Goals</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students learn how to evaluate an evidence-based argument. Students work to develop their ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments.</td>
</tr>
<tr>
<td>6</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students construct a frame (Research Frame Tool) to guide their research by establishing inquiry paths that allow them to explore various aspects of their research topic/area of investigation. Students group their inquiry questions thematically, establish a problem-based question, and formally plan their research using the Research Frame Tool.</td>
</tr>
<tr>
<td>7</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students begin conducting searches independently using the Research Frame and associated search tools. This lesson is the first of three lessons during which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research while continually assessing sources for credibility and usefulness in answering inquiry questions.</td>
</tr>
<tr>
<td>8</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students continue to conduct searches independently using the Research Frame as a guide, with the associated search tools. This lesson is second in a series of three lessons focusing on the independent search process. It builds on the previous lesson by focusing students on determining if the research surfaced is sufficient to address established inquiry paths and questions, and adjusting the search accordingly. Additionally, students read sources closely, analyzing details and ideas, and taking notes for each source to determine how it addresses inquiry questions and paths.</td>
</tr>
<tr>
<td>9</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students continue to conduct searches independently. This lesson is the last in a series of three lessons focused on conducting searches independently. Students assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students make final decisions about their research direction by revising their Research Frame accordingly.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Text</td>
<td>Learning Outcomes/Goals</td>
</tr>
<tr>
<td>--------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students analyze and synthesize their research to make claims about inquiry questions within an inquiry path. Students complete at least two Forming Evidence-Based Claims Tools for all inquiry paths on the Research Frame. These initial claims are the foundation for the Evidence-Based Perspective students will develop in Lesson 13.</td>
</tr>
<tr>
<td>11</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>In this lesson, students organize, analyze, and synthesize their claims (Forming Evidence-Based Claims Tools) from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame. This work directly prepares students for developing and writing an Evidence-Based Perspective (End-of-Unit Assessment) in Lesson 13. Students build on the claims created in the previous lesson to develop comprehensive claims that reflect a deeper understanding of the inquiry paths and the problem-based question itself.</td>
</tr>
<tr>
<td>12</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students choose one claim from the previous lesson to form a counterclaim in opposition to that claim. Students identify evidence to support their counterclaims and record that information on the Forming Counterclaims Tool before engaging in a peer review. Students use the Evidence-Based Claims Criteria Checklist to evaluate a peer’s counterclaim.</td>
</tr>
<tr>
<td>13</td>
<td>Students choose texts for research based on their individual research question/problem.</td>
<td>Students complete the End-of-Unit Assessment by conducting a final review of the Research Portfolio and writing an Evidence-Based Perspective based on the research outcomes from the unit. Students submit the final Research Portfolio and the Evidence-Based Perspective. The Evidence-Based Perspective is assessed using a rubric based on the Research Portfolio content.</td>
</tr>
</tbody>
</table>

**Preparation, Materials, and Resources**

**Preparation**

- Identify and contact the media specialist/librarian/person best positioned to assist students with conducting research.
- Reserve computer lab or classroom with technology and Internet access for all students.
• Read and annotate model sources (see page 1).

**Materials/Resources**

• Binders or Electronic Folders (for the Research Portfolio)
• Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
• Copies of handouts and tools for each student: see Materials list in individual lesson plans
• Highlighters
• Copies of the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric.
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

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.7</td>
</tr>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.4</td>
</tr>
<tr>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>L.9-10.4.a, c, d</td>
</tr>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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)

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.

- 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.

➊ The Quick Write is assessed using the Area Evaluation Checklist.

High Performance Response(s)

A High Performance Response should:

- 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.).

- 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?”).

- 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.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*
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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: W.9-10.7, W.9-10.4, L.9-10.4.a, c, d</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 15%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. Introduction to Research Process and Resources</td>
<td>3. 25%</td>
</tr>
<tr>
<td>4. Vetting Areas of Investigation</td>
<td>4. 35%</td>
</tr>
<tr>
<td>5. Quick Write</td>
<td>5. 10%</td>
</tr>
<tr>
<td>6. Closing</td>
<td>6. 5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>indicates questions for the teacher to ask students.</td>
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</tbody>
</table>
Activity 1: Introduction of Lesson Agenda

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.
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.

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.

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.

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  

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.

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.
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.

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.

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.

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.

② Students listen and follow along with the modeling.

③ 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.”

② 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?
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.

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.

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.

“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.
  2. 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

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

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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<table>
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<tr>
<th>CCS Standards: Reading—Informational</th>
<th>I know what this is asking and I can do this.</th>
<th>This standard has familiar language, but I haven’t mastered it.</th>
<th>I am not familiar with this standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.1.a.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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</tr>
<tr>
<td>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</td>
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<tr>
<td>CCS Standards: Writing</td>
<td>I know what this is asking and I can do this.</td>
<td>This standard has familiar language, but I haven’t mastered it.</td>
<td>I am not familiar with this standard.</td>
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<tr>
<td>W.9-10.1</td>
<td>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.</td>
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</table>
| W.9-10.1.a             | 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.  
  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. | | |
<table>
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<tr>
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<tr>
<td>W.9-10.1.b</td>
<td>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. 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.</td>
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<tr>
<td>CCS Standards: Writing</td>
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| W.9-10.1.c            | 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.  
  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. | | |
<table>
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<tr>
<td>W.9-10.1.d</td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>W.9-10.1.e</td>
<td>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.</td>
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<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td>CCS Standards: Writing</td>
<td>I know what this is asking and I can do this.</td>
<td>This standard has familiar language, but I haven't mastered it.</td>
<td>I am not familiar with this standard.</td>
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<tr>
<td>W.9-10.5</td>
<td>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.</td>
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<tr>
<td>W.9-10.7</td>
<td>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.</td>
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<tr>
<td>CCS Standards: Writing</td>
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<tr>
<td>W.9-10.8</td>
<td>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.</td>
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<tr>
<td>CCS Standards: Language</td>
<td>I know what this is asking and I can do this.</td>
<td>This standard has familiar language, but I haven’t mastered it.</td>
<td>I am not familiar with this standard.</td>
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<tr>
<td>L.9-10.3.a</td>
<td>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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <em>MLA Handbook</em>, Turabian’s <em>Manual for Writers</em>) appropriate for the discipline and writing type.</td>
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<tr>
<td>L.9-10.6</td>
<td>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.</td>
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<tr>
<td>CCS Standards: Language</td>
<td>I know what this is asking and I can do this.</td>
<td>This standard has familiar language, but I haven’t mastered it.</td>
<td>I am not familiar with this standard.</td>
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<tr>
<td>L.9-10.2.a</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td></td>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
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<tr>
<td>L.9-10.2.b</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td></td>
<td>b. Use a colon to introduce a list or quotation.</td>
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<tr>
<td>L.9-10.2.c</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td></td>
<td>c. Spell correctly.</td>
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## Model Area Evaluation Checklist

<table>
<thead>
<tr>
<th>Area Evaluation Checklist</th>
<th>✓</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. COHERENCE OF AREA</strong></td>
<td></td>
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</tr>
<tr>
<td>What is the area of investigation?</td>
<td>The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.</td>
<td>Ownership of and control over how tissue is used once it is removed from the body</td>
</tr>
<tr>
<td><strong>II. SCOPE OF AREA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you need to know to gain an understanding of the area of investigation?</td>
<td>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.</td>
<td>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?</td>
</tr>
<tr>
<td><strong>III. RELEVANCE OF AREA TO ARGUMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there multiple claims that compose the area of investigation?</td>
<td>The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.</td>
<td>There are several claims about tissue ownership. Some think that researchers should own it, and some think that ownership should revert to the patient.</td>
</tr>
<tr>
<td><strong>IV. INTEREST IN AREA</strong></td>
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<tr>
<td>Why are you interested in this area of investigation?</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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/](http://creativecommons.org/licenses/by-nc/3.0/).
Introduction

In this lesson, students learn how to generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in 10.3.1, but in this lesson, they learn how to craft specific inquiry questions for their selected research topics/areas of investigation developed in the 10.3.2 Lesson 1.

In the beginning of the lesson, students engage in a research process check-in during which they review the Student Research Plan Handout, which serves as a guide to the research process and a place to reflect on next steps. Next, students review inquiry questions from 10.3.1 and help generate inquiry questions for their peers’ research topics/areas of investigation. Individually, students use a Specific Inquiry Questions Checklist to vet the inquiry questions brainstormed by their peers and finalize a list of at least five specific inquiry questions that guide their research. For the lesson assessment, students select and submit their two strongest questions. For homework, students continue to craft, vet, and refine five additional specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

Standards

Assessed Standard(s)

| 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). |
| 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)

| 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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
Assessment

Assessment(s)

Student learning is assessed via the specific inquiry questions they generate during this lesson that guide their research.

๑ The inquiry questions developed depend on students’ specific research topics/areas of investigation. Students’ two specific inquiry questions are evaluated using the Specific Inquiry Questions Checklist criteria.

High Performance Response(s)

A High Performance Response should:

• Align to the criteria detailed in the Specific Inquiry Questions Checklist. See Model Specific Inquiry Checklist for High Performance Response.

๑ The Specific Inquiry Checklist serves as the assessment for this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

• None.*

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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
</tr>
<tr>
<td>• Standards: RI.9-10.1.a, W.9-10.7, SL.9-10.1</td>
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</tbody>
</table>

Learning Sequence:

1. Introduction of Lesson Agenda 1. 5%
2. Homework Accountability 2. 10%
3. Student Research Plan 3. 5%
4. Inquiry Questions Review 4. 10%
5. Small Group Brainstorm 5. 25%
6. Vetting Specific Inquiry Questions 6. 20%
7. Finalizing Specific Inquiry Questions and Assessment 7. 20%
8. Closing 8. 5%

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Student Research Plan Handout for each student
- Copies of the Specific Inquiry Questions Checklist for each student

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
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<tr>
<td></td>
<td>Italicized text indicates a vocabulary word.</td>
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<tr>
<td>▶</td>
<td>Indicates student action(s).</td>
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<tr>
<td>⬅</td>
<td>Indicates possible student response(s) to teacher questions.</td>
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<tr>
<td>🗂</td>
<td>Indicates instructional notes for the teacher.</td>
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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.1.a and W.9-10.7. In this lesson, students learn how to generate specific inquiry questions to frame their research. First, students engage in a research process check-in where they overview the Student Research Plan Handout. Then students work in small groups to help generate inquiry questions for their peers’ research topics/areas of investigation. Using the Specific Inquiry Questions Checklist to vet the brainstormed inquiry questions, students finalize a list of at least five specific inquiry questions to guide their research. Students turn in two of these specific inquiry questions for assessment purposes.

- Students look at the agenda.
Remind students of their work with W.9-10.7 in 10.3.2 Lesson 1.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: RI.9-10.1.a. Instruct 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 RI.9-10.1.a.

Instruct students to talk in pairs about what they think the standard and substandard mean. Lead a brief discussion about these standards.

Student responses may include:

- Students use factual questions to research a subject
- Students ask questions that help them interpret what they read
- Students ask questions about evaluating what they read and to help them learn more about the topic

Explain that this standard is assessed because as part of today’s lesson, students generate and craft a variety of inquiry questions including factual, interpretive, and evaluative questions. As necessary, explain to students that factual means “based on or restricted to facts”; interpretive means “serving to explain or provide the meaning of”; and evaluative means “serving to determine the significance, worth, or quality of.”

- Students write the definitions of factual, interpretive, and evaluative in a vocabulary journal.

Explain that later in the lesson, students craft specific inquiry questions that explore their topics through these types of questions.

- Students listen.

Activity 2: Homework Accountability 10%

Direct students to take out the Pre-Search Tool from the previous lesson’s homework. Instruct students to talk in pairs about two sources they discovered relating to the research topic/area of investigation and explain how the two sources connect to the research topic/area of investigation.

Student responses vary based on individual research questions and research conducted, but may include:

- My area of investigation is cloning. I found one source called “Cloning Stem Cells: What Does it Mean?” from CNN.com. The source said that researchers could clone new embryos from stem cells. Because embryos contain tissue that has not yet differentiated, this could give rise to new cell lines. Another source is from the U.S. government that explains what cloning is and how it works.
I am researching doctor-patient confidentiality. One of the sources I found gave me a lot of background information, including the fact that doctor-patient privilege is a state law and not all states have it. It seems that doctor-patient confidentiality is important for the mental health argument in gun control laws. The question is whether doctors have to report a patient’s mental health status before the patient can get a gun. That took me to another source on Psych Central about doctor-patient confidentiality regarding gun laws.

Activity 3: Student Research Plan

Explain that students track the research process at the beginning of most lessons to ensure they understand the research steps, have no outstanding questions or concerns, and are making progress in their research. Instruct students to take out their Research Portfolios from 10.3.2 Lesson 1.

- Students listen and take out their Research Portfolios.

Distribute the Student Research Plan Handout to each student. Explain that this plan helps them track their research progress by describing the research process outcomes they should see at each step. Remind students that the research process is iterative, like a flowchart, as the Student Research Plan Handout indicates. There are specific steps that are “completed,” but many steps in the process need to be repeated or revisited because research develops and builds on itself and can lead to different paths that may need to be explored.

- Students listen and examine the Student Research Plan Handout.

1. Note that students are asked to reflect on the specific language of the research standards (W.9-10.7 and W.9-10.8) related to the plan’s multiple parts, to ensure that they are tracking their own progress in meeting the research standards and implementing the standards’ skills during the research process.

1. Remind students of the definition of the word iterative (“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.

Instruct students to examine Part 1 of the Student Research Plan Handout. Remind them that some of these research processes were conducted in 10.3.1.

- Students examine the Student Research Plan Handout.

1. The research processes addressed in Part 1 of the Student Research Plan Handout are completed in this lesson and students journal about their research progress and next steps in 10.3.2 Lesson 3.

Instruct students to file the Student Research Plan Handout in the front of the Research Portfolio in section 1.

- Students file their Student Research Plan Handouts.
Activity 4: Inquiry Questions Review 10%

Instruct students to do a Turn-and-Talk to review inquiry questions (taught in 10.3.1) by answering the following question.

What are key components of effective inquiry questions?

- Student responses may include:
  - The questions should lead to rich and relevant knowledge and information
  - They should be questions you want to answer
  - They are questions that can be explored through research
  - They should be questions that are clear or easily understood
  - The questions should lead to more questions
  - They are questions to which you do not already know the answer

Differentiation Consideration: If students need help with this review, instruct them to refer to the Posing Inquiry Questions Handout from 10.3.1 Lesson 3.

Consider reminding students of the language of standard RI.9-10.1.a discussed in the lesson opening. The inquiry questions they develop should seek answers regarding facts, explanation/understanding, and evaluation. Several inquiry questions should be developed in each of these categories.

Differentiation Consideration: Consider writing notes from the discussion for students to see and apply during the small group brainstorm.

Remind students that they posed inquiry questions in 10.3.1 as an exploratory process to identify general areas of interest and confirm that a topic or area of investigation could be supported through research. The questions were more general in nature. The role and nature of the inquiry questions change now that students have established a research topic/area of investigation. The questions become more specific, serving as the “frame” to guide the exploration of the research topic/area of investigation. Explain to students that the focus of the following activity, the small group brainstorm, is to generate inquiry questions. Students should try to think about specific inquiry questions but the goal of the brainstorm is to generate a large number of questions. Later in the lesson, students vet the questions for specificity.

- Students listen.

Remind students that in this module, they are asked to write a research-based argument paper on an issue. They have selected a research topic/area of investigation, but by the end of 10.3.2, they have crafted a problem-based question to explore through research. Ask students the following question:

How might asking inquiry questions about an issue be the same or different from what has been discussed previously in this unit?
Student responses may include:

- Inquiry questions about an issue might guide an exploration of the issue’s various claims.
- Inquiry questions might identify which parts of the issue have strong claims, supported by evidence, while also helping to identify which parts of the issue may not be useful or debatable.
- Inquiry questions can lead you to perspectives on the issue that you may not have considered.

Remind students of the definition of issue. An issue is an important aspect of human society for which there are many different opinions about what to think or do. Issue was taught in 10.3.1 Lesson 3.

Remind students that they need to identify an issue to research. Compare two possible issues to show which might be a better fit for research-based argument exploration: “why doctors need human tissue for research,” and “whether patients should be paid for excised tissue.” Both of these topics are important aspects of human society. However, “why doctors need human tissue for research” is not an issue because it does not include many different opinions about what to think or do. “Whether patients should be paid for excised tissue” does elicit many different opinions and suggestions about that topic and this can lead to more interesting and exploratory inquiry questions.

Share with students the model research topic/area of investigation from 10.3.2 Lesson 1: tissue ownership.

- Students listen.

Instruct students to form pairs and Turn-and-Talk about three possible inquiry questions that might frame effective research for the model research topic/area of investigation.

Lead a share out of the possible inquiry questions and write them on the board or chart paper as examples for students to see.

Student responses may include:

- Can people sell their own tissues?
- What can happen to tissue once it is removed from the body?
- What are doctors and researchers supposed to do with body parts?
- What is involved in organ donation?
- For what kind of research is human tissue used?

At this point in the lesson, the sample student responses do not need to be ideal inquiry questions. Later in the lesson, students vet questions and refine them into stronger and more specific inquiry questions that yield more than yes/no answers.
**Activity 5: Small Group Brainstorm**

Inform students they are going to participate in a small group brainstorm to help them generate inquiry questions that explore as many potential aspects of their individual research topic/area of investigation as possible. The goal is for each student to walk away from the brainstorm with a plentiful volume of questions that can later be condensed and refined to frame their specific research topic/area of investigation. Remind students that the questions could be seeking factual answers, explanation, understanding, evaluation, or a combination of some or any of these.

Explain the directions for the small group brainstorm. Each student in the small group presents his or her research topic/area of investigation to the group. The group then generates as many inquiry questions as possible for that student’s research topic/area of investigation. The student presenting a research topic/area of investigation records all the questions the group has brainstormed. The process continues until all students have presented their individual research topics/areas of investigation and the rest of the group has brainstormed questions.

- Students listen.

1. Consider reminding students that in this lesson, they continue the work of collaborative discussion outlined in SL.9-10.1, taught in previous modules.

Instruct students to transition into small groups and complete the inquiry question brainstorm for each student in the group.

- Student questions vary; questions brainstormed depend on the student’s individual research questions/problems.

1. **Differentiation Consideration:** Students learned about crafting and refining inquiry questions in 10.3.1. However, if students struggle during the small group activity to brainstorm effective inquiry questions, consider using the Specific Inquiry Questions Checklist when circulating to support students who are struggling. Recommend that students consider the checklist’s criteria when brainstorming possible inquiry questions.

1. Encourage students to build on and borrow questions from each other as they brainstorm. Many research topics may be related since all of the students generated their areas of investigation from the Skloot text in 10.3.1.

1. Consider reassuring students that they should not worry about the specificity of the questions right now; for the purpose of the small group brainstorm, students need to help their peers generate as many inquiry questions as possible for their research topics/areas of investigation.

1. Consider placing students in small groups that should remain consistent throughout the module. It may be helpful to form groups ahead of time to maximize the range of different research topics and questions within each group. (For example, one group might consist of a student researching genetic
predisposition for genetic behavior, a student looking at racial disparities in health outcomes, and a student exploring the issue of research on prisoners and vulnerable populations.) The goal of these groups is to create small communities of inquiry/research teams that provide support and are accountable to each other. Students should know about their teammates’ research topics/areas of investigation. Students should share claims and evidence that arise from their individual inquiries and learn from each other’s research processes, which they may potentially use to refine their own research topics/areas of investigation and inquiry questions.

Activity 6: Vetting Specific Inquiry Questions

Transition students into a whole-class structure and distribute the Specific Inquiry Questions Checklist to each student. Explain to students that in this part of the lesson they use the Specific Inquiry Questions Checklist to vet, select, and refine at least five specific inquiry questions from the previous small group brainstorm activity.

- Students listen and examine the Specific Inquiry Questions Checklist.

Model for students how to use the Specific Inquiry Questions Checklist using a question brainstormed in the Inquiry Questions Review Activity (Activity 4).

Instruct students to look at the first question:

Can people sell their own tissues?

Model for students how to evaluate the question using the Specific Inquiry Questions Checklist.

In relation to this question, instruct students to look at criterion number 1: “Does the question have an appropriate scope or purpose? Does it focus on an important aspect of the research topic/area of investigation?” Explain to students that this question does relate to the research topic/area of investigation and focuses on an aspect of the research topic/area of investigation because it goes directly to the heart of the topic: tissue ownership. If people are allowed to sell their tissues, they own their tissues until they sell them, at which point they become someone else’s property.

Instruct students to look at criterion number 2 on the Specific Inquiry Questions Checklist: “Is the question useful? Will it lead to meaningful inquiry?” Explain to students that the question is useful, but it may not lead to further inquiry. If the answer is no, for example, the inquiry would end.

Instruct students to look at criterion number 3: “Is the question answerable through research?” Explain to students that this is answerable through research. We could find information about whether or not it is legal in different places to sell our own tissues.

Instruct students to look at criterion number 4: “Is your question understandable or clear?” Explain to students that the question is clear and understandable because it is a simple, straightforward question that requires a factual response.
Instruct students to look at criterion number 5: “Does your question require multiple answers and possibly more questions?” Explain to students that the question requires a yes/no answer and not multiple answers and so it does not fit this criterion.

Instruct students to look at criterion number 6: “Is your question’s answer unknown to you?” Explain to students that the answer is partially known. Some people can sell their tissues to egg and sperm banks; however, it is currently unknown whether other tissues can be sold. Also, some people, like Ted Slavin, could sell their tissues, but some, like John Moore, could not.

Ask students the following question:

How could you rephrase this question to be an inquiry question for which you do not already have the answer?

- Student answers may include:
  - What kinds of tissues can people sell?
  - Where can people sell their tissues?
  - What are some ethical issues with selling human tissues?
  - What kinds of tissues can people sell while they are still alive?

Point out that the original question could be answered by yes or no. Model for students how to tailor the inquiry question to make it more specific, to focus on an aspect of the research topic/area of investigation, and to make it require more than a yes/no answer. Explain to students that a way to alter the question is to think about the type of answers they want to get. Beginning a question with the word *can* requires the answer to be yes or no. Changing the beginning of the question can alter the answer they receive: “How do people sell their tissues?” Revising the question in this way also leads to more inquiry.

- Students follow along.

Guide students through the Specific Inquiry Questions Checklist to vet the next inquiry question (“What kinds of human tissue are used by researchers?”) by having them check off the appropriate categories on their checklist.

- Students independently practice vetting the new inquiry question by using the Specific Inquiry Questions Checklist.

- See the Model Specific Inquiry Questions Checklist for possible student responses.

**Differentiation Consideration:** If students need more support, consider having students practice in pairs vetting another question from the Inquiry Questions Review (Activity 4).
Activity 7: Finalizing Specific Inquiry Questions and Assessment  

Instruct students to individually examine their list of inquiry questions generated from the small group brainstorm activity and use the Specific Inquiry Questions Checklist to select, vet, and refine at least five specific inquiry questions for assessment.

1. This process is appropriate for a lesson assessment because students previously crafted and refined inquiry questions in 10.3.1.

Instruct students to choose two of the richest or strongest specific inquiry questions and copy the questions on a separate sheet of paper.

- Students complete the inquiry question assessment.

1. Assess each student’s two specific inquiry questions using the language of the Specific Inquiry Questions Checklist to provide feedback.

1. **Differentiation Consideration**: If students struggle with choosing the richest or strongest specific inquiry questions, instruct them to think about choosing the inquiry questions that might lead to the richest inquiry or multiple sources of information.

Collect each student’s two specific inquiry questions.

Instruct students to file their five specific inquiry questions in section 1 of their Research Portfolios (“Defining an Area of Investigation”).

- Students file their questions in their Research Portfolios.

1. The Specific Inquiry Checklist serves as the assessment for this lesson.

Activity 8: Closing  

Display and distribute the homework assignment. For homework, instruct students to continue crafting, vetting, and refining five more specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

- Students follow along.

**Homework**

Continue crafting, vetting, and refining five more specific inquiry questions for your research topic/area of investigation using the Specific Inquiry Questions Checklist.
## Student Research Plan Handout

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<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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### Research Process

#### Part 1: Initiating Inquiry
- Generates, selects, and refines inquiry questions to explore topics.
- Develops 2–3 research topics/areas of investigation from the research topic exploration.
- Develops inquiry questions about areas of investigation.
- Conducts pre-searches of areas of investigation.
- Arrives at a research-based topic by vetting areas of investigation.
- Generates specific inquiry questions for the research topic/area of investigation.

<table>
<thead>
<tr>
<th>Process Outcomes</th>
<th>Associated Materials</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>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.</td>
</tr>
<tr>
<td>Surfacings Issues Tool</td>
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<tr>
<td>Posing Inquiry Questions Handout</td>
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<tr>
<td>Exploring a Topic Tool</td>
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<tr>
<td>Pre-Search Tool</td>
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<tr>
<td>Area Evaluation Checklist</td>
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<tr>
<td>Specific Inquiry Questions Checklist</td>
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</tbody>
</table>

#### Part 2: Gathering Information
- Plans for searches by determining key words/phrases and finding credible and relevant sources.
- Assesses sources for how credible, relevant, and accessible they are.
- Annotates sources and records notes that help answer the inquiry questions.

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Potential Sources Tool</td>
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<tr>
<td>Assessing Sources Handout</td>
<td>-</td>
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<tr>
<td>Taking Notes Tool</td>
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<tr>
<td>Research Frame</td>
<td>-</td>
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</tr>
<tr>
<td>Conducting Independent Searches Checklist</td>
<td>-</td>
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<tr>
<td>Evidence-Based Arguments Checklist</td>
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© 2014 Public Consulting Group. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License http://creativecommons.org/licenses/by-nc-sa/3.0/
| Evaluates arguments using an evidence-based arguments checklist. | Conducts searches independently. | 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. |
| Builds an initial Research Frame with a problem-based question to guide independent searches. | Conducts searches independently. | |
| Part 3: Organizing and Synthesizing Inquiry | Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths. | Forming Evidence-Based Claims Tool |
| Further organizes, connects, and synthesize evidence-based claims about inquiry paths and the problem-based question. | Organizing Evidence-Based Claims Tool | Organizing Evidence-Based Claims Tool |
| Reviews and synthesizes the research to develop a written evidence-based perspective. | Evidence-Based Claims Criteria Checklist | Evidence-Based Claims Criteria Checklist |
Specific Inquiry Questions Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</thead>
</table>

Research Question/Problem (Area of Investigation):

Question #1:
Question #2:
Question #3:
Question #4:
Question #5:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)</td>
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<td></td>
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<tr>
<td>2. Is the question useful? Will it lead to meaningful inquiry?</td>
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<tr>
<td>Criteria</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Q5</td>
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<tr>
<td>3. Is the question understandable or clear?</td>
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<tr>
<td>4. Is the question answerable through research?</td>
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<tr>
<td>5. Does the question require multiple answers and possibly more questions?</td>
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<td></td>
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<tr>
<td>6. Is your question’s answer unknown to you?</td>
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</table>

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Model Specific Inquiry Questions Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Research Topic/Area of Investigation: tissue ownership

Question #1: Can people sell their tissues?

Question #2: What kinds of human tissue are used by researchers?

Question #3: What can happen to removed human tissue from the body?

Question #4: Is tissue donation related to organ donation?

Question #5: How can stolen tissues affect a family?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)</td>
<td>Yes, it does relate. It focuses on a key aspect of the issue of tissue ownership.</td>
<td>Yes. I need to answer this question to be able to explain the issues involved in human tissue research.</td>
<td>Yes, this can help me understand what happens to tissue once it is removed from the body.</td>
<td>Yes, tissue donation and organ donation are treated differently, and I want to know why.</td>
<td>The effect of how a relative’s body is used after death is not that important to the scope.</td>
</tr>
<tr>
<td>2. Is the question useful? Will it lead to meaningful inquiry?</td>
<td>No. If the answer is no, inquiry ends.</td>
<td>This may be useful, but I am not sure it leads to more inquiry. I might just have a list at the end.</td>
<td>Maybe. I think this leads to different cases that describe what happens to tissue when removed during surgery.</td>
<td>Yes, it is useful, but it is a yes/no question, so I have to revise.</td>
<td>This question does not relate directly to tissue ownership, but it may be helpful in understanding the issue.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Q5</td>
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<td>----------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>3. Is the question answerable through research?</td>
<td>Yes, it can be answered through research.</td>
<td>Yes, it can be answered through research.</td>
<td>Yes, it can be answered through research.</td>
<td>Yes, it can be answered through research.</td>
<td>No, this is harder to research. I might need to revise.</td>
</tr>
<tr>
<td>4. Is the question understandable or clear?</td>
<td>Yes, it is understandable and clear because it asks for a factual answer.</td>
<td>Yes, it is understandable and clear because it asks a factual question.</td>
<td>No. I think I need to revise to “What can happen to human tissue once it is removed from the body?”</td>
<td>Yes, it is understandable and clear because it asks for an interpretive or evaluative answer.</td>
<td>Yes, it is understandable because it asks for an evaluative answer, but it may be hard to research.</td>
</tr>
<tr>
<td>5. Does the question require multiple answers and possibly more questions?</td>
<td>No, it only has one answer. I need to rephrase it.</td>
<td>Yes, there are likely to be many answers to this question and it leads to questions about ownership within those uses.</td>
<td>Yes, it has many possible answers and leads to more questions about how removed tissue is used.</td>
<td>Yes, this is likely to be a complicated answer with different facets.</td>
<td>Yes, this may have different answers, but it might not lead to more useful questions.</td>
</tr>
<tr>
<td>6. Is your question’s answer unknown to you?</td>
<td>It is partially known. I know that some tissues can be sold but I want to know about others.</td>
<td>Yes, I do not know the answer.</td>
<td>Yes, I do not know the answer.</td>
<td>Yes, I do not know the answer.</td>
<td>No, I know how the stolen tissue affected the family of Henrietta Lacks.</td>
</tr>
</tbody>
</table>

From Research Criteria Matrix, by Odell Education, www.odelleducation.com. Copyright (2013) by Odell Education. Adapted with permission under an Attribution-NonCommercial 3.0 Unported license: [http://creativecommons.org/licenses/by-nc/3.0/](http://creativecommons.org/licenses/by-nc/3.0/).
Introduction

In this lesson, students continue to refine inquiry questions as they begin to frame their research by planning for independent searches. Students learn how to select inquiry questions, plan search locations, and use key words and phrases to conduct effective and efficient research. Additionally, students learn how to assess sources formally for credibility, accessibility, and relevance.

Students begin the lesson by engaging in a research project check-in during which they review their Student Research Plans and informally journal about their research progress and next steps. They then learn how to effectively plan for searches by following a demonstration on how to select inquiry questions that focus research, how to determine the optimal location for finding resources, and how to choose key words or phrases that elicit an efficient search. From there, students discuss how these steps can contribute to finding credible, accessible, and relevant sources using the Assessing Sources Handout. Students then search for credible, accessible, and relevant sources using key words or phrases from their selected inquiry question and record source information on the Potential Sources Tool. Throughout the lesson, teachers and students are encouraged to collaborate with librarians/media specialists as partners in the research process.

The learning in this lesson is assessed via a Quick Write that asks students why the three categories discussed in the Assessing Sources Handout (credibility, accessibility, and relevance) are important to consider when examining potential sources. For homework, students use the Potential Sources Tool to record and evaluate information about three potential sources and explain how two of those sources meet the criteria for being credible, accessible, and relevant.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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<tbody>
<tr>
<td><strong>W.9-10.8</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
Addressed Standard(s)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.7</td>
<td>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.</td>
</tr>
</tbody>
</table>

Assessment

Assessment(s)

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.

- Why are the three categories discussed in the Assessing Sources Handout (credibility, accessibility, and relevance) important to consider when examining potential sources?

① Students should use the verbiage of the Assessing Sources Handout to support their response.

① Student responses are assessed using the Assessing Sources Handout.

High Performance Response(s)

A High Performance Response should:

- Articulate that each category is an important aspect of effective and efficient research (e.g., the categories ensure a source is: high in quality or an authority on the topic, based on publisher, publication date, author, and source type (credibility); interesting and comprehensible according to a student’s ability (accessibility); and related to the research topic and purpose in an appropriate way, while being adequate in scope and richness (relevance)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

<table>
<thead>
<tr>
<th>Standards:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards: Standards: W.9-10.8, W.9-10.7</td>
<td></td>
</tr>
<tr>
<td>Model Source Text: “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park (<a href="http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/">http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/</a>)</td>
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</tbody>
</table>

Learning Sequence:

1. Introduction of Lesson Agenda 1. 10%
2. Homework Accountability and Research Project Check-In 2. 10%
3. Planning for Searches 3. 25%
4. Assessing Sources 4. 40%
5. Quick Write 5. 10%
6. Closing 6. 5%

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Assessing Sources Handout for each student
- Copies of the Potential Sources Tool for each student (several copies)
- Electronic white board/document camera (optional)

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td>Italicized text</td>
<td>Italicized text indicates a vocabulary word.</td>
</tr>
<tr>
<td>Indicates student action(s).</td>
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File: 10.3.2 Lesson 3 Date: 4/18/14 Classroom Use: Starting 4/2014
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Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.8. Explain that students begin with a research project check-in during which they examine their Student Research Plans and informally journal about their research progress and next steps. They then learn how to effectively plan for searches through a demonstration of how to select inquiry questions that focus research, how to determine the optimal location for finding resources, and how to choose key words or phrases that elicit an efficient search. From there, students discuss how these steps can contribute to finding credible, accessible, and relevant sources. Students then search for these sources using key words or phrases from their selected inquiry question and record notes on their Potential Sources Tool.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.9-10.8. 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.9-10.8.

Instruct students to talk in pairs about what they think the standard means. Ask students to consider in their responses how the standard relates to their current research work. Lead a brief discussion about the standard.

- Student responses should include:
  - We are starting our own research and this standard is about gathering information from multiple sources to conduct the research.
  - Authoritative looks like the word authority, so it must mean that the information is from a credible or academic source. The research has to come from a location that has authority regarding the topic.
  - Each source should be assessed to see if it corresponds to our research topics/areas of investigation. The source needs to be relevant, which means it should examine an aspect of the research topic/area of investigation or the research topic/area of investigation itself.
  - It is important not to cheat or plagiarize (say that an idea is ours when it is not).

- Consider providing students with the following definitions: authoritative means “substantiated or supported by documentary evidence and accepted by most authorities in a field”; plagiarism means “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one’s own, as by not crediting the original author.” Students were introduced to the definition of relevant in 10.3.1 Lesson 6.
Students write the definitions of authoritative and plagiarism in a vocabulary journal.

In the following unit, 10.3.3, students learn more about the importance of and how to use citations to avoid plagiarism when they write.

If students have completed the Odell Education: Research to Deepen Understanding unit, or grade 9 Module 3, then consider a review of this standard rather than a full-length discussion.

Explain to students that the standard W.9-10.8 works together with W.9-10.7 to guide the inquiry-based research conducted in this unit.

- Students listen

Standard W.9-10.7 was introduced in 10.3.2 Lesson 1. Consider engaging students in a brief discussion of the relationship between W.9-10.8 and W.9-10.7.

Activity 2: Homework Accountability and Research Process Check-In

10%

Instruct students to take out their 10.3.2 Lesson 2 homework. Instruct students to talk in pairs about how they refined their five specific inquiry questions using the Specific Inquiry Questions Checklist Tool.

- Student responses vary, but may include:
  - I used the Specific Inquiry Questions Checklist Tool to narrow my initial five inquiry questions by making them more specific, complex, and eliciting rich responses that cannot be answered with yes/no. For example, I started out with the question: “Can people sell their own tissues?” While this question is specific, it is also a yes/no question, and therefore limits the scope of inquiry. I revised the question to “Why should people be able to sell their own tissues?”

- Consider asking students: What role do questions play in the research process?

Instruct students to take out the Student Research Plan in the front of their Research Portfolio. Remind students that they received the Student Research Plan in the previous lesson. Explain that the purpose of the plan is to help students track their research progress by informally assessing completed research activities and planning next steps in a research journal. Remind students that the research process is iterative (repeating) and cyclical (repeating or recurring in cycles), as the Research Plan suggests; there are specific steps that are not “completed” after one time. Journaling about the research process helps students track where they are in this iterative research process. Additionally, journaling helps students reflect on all the research skills that compose standards W.9-10.7 and W.9-10.8.

- Students listen.
Instruct students to focus on Part 1 of the Student Research Plan and write a few sentences in their research journals about their research progress and next steps based on the process outcomes described in Part 1. Instruct students to use the language of the research standards (W.9-10.7 and W.9-10.8) when writing their journal responses.

Student responses vary, but may include:

- I was able to narrow down the various topics surfaced in Skloot’s text to a few areas of investigation that I thought were worth exploring. I quickly realized with my pre-searches that researching areas like the history of cell tissue research might not be personally interesting to me and did not lend itself to as many inquiry questions. Instead, I chose to investigate the major aspects of the use and selling of cell tissue because it is going to provide many paths to explore, as revealed in my variety of specific inquiry questions that I was able to develop in 10.3.2 Lesson 2.

① Consider having students write in a notebook or on a separate sheet of paper for the research journal. Students can file the research journal in the Research Portfolio, along with the vocabulary journal.

① While students are writing, consider distributing the 10.3.2 Lesson 2 assessment with feedback so students can use this information for the reflection journal. Then students may file the assessment in their Research Portfolios for later use.

① The purpose of the research journal is to hold students accountable to the research process. Fidelity to the process is vital if students are to conduct effective and efficient research. Providing students with an opportunity to reflect on the research process helps them build a foundation for inquiry that takes place in subsequent modules.

① The W.9-10.7 language aligns to Part 1 of the Student Research Plan includes: “Conduct short as well as more sustained research projects to answer a question (including a self-generated question)”

Instruct students to file the Student Research Plan in the front of their Research Portfolio and to organize 10.3.2 Lesson 2’s homework and assessment in section 1.

- Students file their research and homework information.

**Activity 3: Planning for Searches**

Explain to students that they are ready to plan for effective searches to conduct formal research now that they have established a research topic/area of investigation and crafted specific inquiry questions.

Inform students that when planning for effective inquiry-based research, there are several steps to follow:
• Select a focus inquiry question
• Determine where to look for sources
• Choose key words or phrases to begin the search

Share with students that effective and efficient searches begin with a focus. The type of research they are conducting in this unit is inquiry-based so the specific inquiry questions students develop for the overarching research topic/area of investigation guides the research focus. Explain to students that the first step in planning for productive searches is to select an inquiry question to focus the research.

Explain to students the following guidelines for selecting inquiry questions to focus research:

• Move from general inquiry questions to specific
• Move from questions that are easily answered to more complex questions with more interesting answers
• As needed, group like questions into themes or categories
• Remember that the questions can always evolve as knowledge and understanding deepens

Students listen.

Model for students how to select inquiry questions by displaying the following three model questions, focused on tissue ownership, for students to see:

What are doctors and researchers supposed to do with excised body tissue?

What are some ethical issues concerning the selling of human tissues?

What kinds of tissues can people sell while they are still alive?

Explain to students that the question “What are some ethical issues concerning the selling of human tissues?” is the best question to focus the research first because it is specific enough to generate concrete answers, but general enough to generate rich information. The first question may be too broad and general, while the third question focuses exclusively on what a person can sell while “still alive,” and so may be too specific as a starting point.

Students examine the three model questions and follow along.

Explain that the second step in planning an effective search is to determine the best locations (physical or virtual) for finding the information about the selected inquiry question. Give students the following considerations to help them select and locate the right sources:

• What is my area of inquiry and where could I find sources? For example, if I am looking at tissue ownership, then the field is medical science. I can search in either that section of the library or an online source or website that specializes in the field.
- What type of sources should I be looking for based on the type of information I want? For example, if I am looking for details about tissue ownership, I should investigate medical or science professional organizations, journals, or reports. If I am looking for information about an individual’s experience with the issue of tissue ownership, I could look at news, science, or advocacy websites.

1 Encourage students to enlist the assistance of a librarian/media specialist as they determine the best location(s) to find information.

Explain that the third step in planning an effective search is selecting the best key words and phrases for the online search. To determine what key words and phrases to use, instruct students to first consider their research topic/area of investigation. Specifically, they must consider the actual words they use to describe what that is. They should also consider the inquiry question itself. Both their research topic/area of investigation and the inquiry question contain words, concepts, and phrases students can use to begin searching.

- Students listen and follow along.

Demonstrate an online search with key words, concepts, or phrases using the model question:

**What are some of the ethical issues concerning the selling of human tissues?**

Based on this question and the previous discussion about selecting key words/phrases, this question could lead us to use phrases like “selling human tissue” and “human tissue ethics.” The inquiry question, coupled with our stated research topic/area of investigation (“tissue ownership”) brings additional phrases such as “tissue ownership” and “tissue research.”

- Students listen.

Conduct two model searches as described below, and display the online search results for students to see. Instruct students to take brief notes on the results.

- Enter the search phrase: “selling human tissue”
- Examine results of the search
- Change the search phrase: “human tissue ethics”
- Examine results of the search

- Students listen and take notes.

1 Consider using an electronic white board or document camera to display the search results.

1 Consult with a school librarian/media specialist for additional search phrase ideas if needed.

Instruct student pairs to discuss the following question:

**Are these search results going to produce effective research?**
Alternate between the two searches, giving students an opportunity to compare results. Provide students with time to take brief notes.

- Students look at the searches and discuss the question.

Lead a brief discussion of the question.

- Student responses vary, but may include:
  - Both searches appear to offer potential sources because of the quality of where the sources come from. Search results came from a variety of places but these seem like interesting sources and many sources are appearing, which means we are on the right path. The first search yielded results from scientific organizations and governmental research groups, like the National Disease Research Interchange, the Medical Research Council, and the National Institutes of Health. The second search produced articles from periodicals such as the New England Journal of Medicine, the Medical Law Review, the New York Times, and the Journal of Lancaster General hospital.

① As an option for students who may want to investigate more complex texts, searches can be conducted using Google Scholar.

Inform students that substituting a key word with a synonym (a “word that means the same”) or a similar word leads to more and sometimes different results. For example, enter the search words: human tissue “rights” instead of “ownership.”

- Students listen.

**Activity 4: Assessing Sources**

Explain to students that they have begun to establish an understanding of the importance of planning for efficient searches. They now focus on assessing potential sources for credibility, accessibility, and relevance. Explain that it is important to assess potential sources first before reading closely in order to maximize research, and avoid wasting time on resources that do not contribute to deeper understanding.

Distribute the Assessing Sources Handout to students and ask them to read it.

- Students read the Assessing Sources Handout.

Ask student pairs to discuss the following questions:

**What are the three categories used to evaluate every potential source?**

- The handout evaluates potential sources for credibility, accessibility (and interest level), and relevance (including richness).
Remind students that in the 10.3.1 pre-searches they identified a variety of sources. In this lesson, they narrow their searches by looking for credible, accessible, and relevant sources for a specific research topic/area of investigation, while being mindful of the steps for planning effective and efficient research as discussed earlier in the lesson.

Direct students to look at the heading of the first section of the Assessing Sources Handout, “Assessing a Source Text’s Credibility.” Define the word credibility (form of the word credible) as “the quality of being believable or worthy of trust.” Explain to students that sources with credibility are those that have proven their worth through multiple reviews from other authorities in the field, and extensive research on a topic. Credible sources have employed the same inquiry methods of research that the students are currently conducting. Explain further that when considering credibility, the handout takes into account a source’s publisher, publication date, author, and type, as each being an important component in evaluating for credibility. Explain these factors are important because a source becomes less credible if it comes from a profit-based group, has outdated information, or is written by someone without expertise in the field.

- Students listen.

Direct students’ attention back to the model searches conducted earlier in the lesson using the search phrase “human tissue research.” Select two sources to open. Model for students how to quickly scan a web page and assess the credibility of each—without having to read the source in entirety—using the Assessing Sources Handout. Reinforce that students need to pay particular attention to details about the publisher (and possible connections to the topic), the date of publication, the author’s credentials (and connections to the topic), and the type of source.

- Students reference the Assessing Sources Handout, scan the displayed source, and discuss the source’s credibility.

1. Point out to students that the first items listed on a search results page are often paid advertisements, separated only subtly from the rest of the results.

1. Ideally, the two model sources selected exemplify one credible source and one unreliable source so students can assess the differences.

1. Advise students to ask the teacher, librarian, or media specialist if they are not certain about the credibility of a source.

1. Refer back to the search page and inform students of the differences between web addresses that end in .org, .com, .gov, and .edu. These are referred to as “top level domains.” Discuss that .org, .gov, and .edu websites can often be considered credible because they come from non-profit, government, or education organizations respectively and typically provide more objective information that is not profit-driven, as can be the case with .com addresses. This is not a rule, however, and credibility cannot be judged solely on a website’s top-level domain.
Direct students to look at the second section of the Assessing Sources Handout underneath “Assessing a Source Text’s Accessibility and Interest Level.” Define the term accessible as “easy to approach or use”. Explain to students that accessible sources are those that are comprehensible based on a reader’s background knowledge and understanding. Additionally, accessible sources should be interesting to the reader and align with established inquiry questions. Open one of the model sources used in the previous exercise and discuss as a group how it meets or does not meet the criteria for being accessible.

- Students reference the Assessing Sources Handout, scan the source, and discuss accessibility of the source.

① Make sure students understand that evaluating a source for accessibility is more subjective in nature, depending on an individual’s reading ability and interest level. If after reading two paragraphs of the source, a student cannot comprehend the information or has no interest in what is being communicated, it may be considered inaccessible for that student.

Direct students to look at the third section of the Assessing Sources Handout underneath “Assessing a Source Text’s Relevancy and Richness.” Define the term relevance (form of the word relevant) as “relating to a subject in an appropriate way.” Explain that relevant sources are those that are related to the inquiry question and provide accurate, useful, and rich information on the topic with connections to other sources. Relevant sources should further a researcher’s purpose and provide well-supported information. Open the model source used in the previous exercise and discuss as a group how it meets or does not meet the criteria for being relevant.

- Students reference the Assessing Sources Handout, scan the source, and discuss the relevance of the source.

Based on the information learned from the Assessing Sources Handout, ask students to think of examples of sources that might not be credible, accessible, or relevant.

 alunos responses may include:

- Wikipedia might not be a credible source because it is a crowd-sourced website to which many people who may not have expertise or authority on the topic can contribute.
- High-level scholarly articles written for professionals might be inaccessible because the text could be too complex to understand.
- A source that is twenty years old and only marginally relates to the topic might not be relevant because the information it contains may no longer be accurate.

Explain to students that as a group the class now practices assessing a model source (“A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice Park) for credibility, accessibility, and relevance. Display the Potential Sources Tool to students and instruct them to read it.
Students review the Potential Sources Tool.

The model source “A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice Park is available online through http://time.com.

Briefly highlight the components of the tool and explain that it is used to record basic information about all potential sources and evaluate usefulness according to credibility, accessibility, and relevance.

Students listen.

Consider using a model source from one of the searches conducted earlier in the lesson for consistency purposes.

Display the Alice Park model source for reference as use of the Potential Sources Tool is demonstrated.

At the top of the page, after “Topic” write “Tissue Ownership.” After “Area of Investigation,” also write “Tissue Ownership.” On the top left, number the source (begin with 1). Then record the following information about the source:

- **Title:** A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?
- **Location:** [http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/](http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/)
- **Author:** Alice Park
- **Text Type (e.g., article, interview transcript, essay, etc.):** Internet article from http://time.com
- **Publication Date:** 2012

Read aloud the first two paragraphs of the model source, then record pertinent information in the box labeled “General Information/Key Ideas/Personal Comments” as students watch. Explain that this box is intended to capture a researcher’s initial reactions about a source.

- **General Information/Key Ideas/Personal Comments:** This article considers a person being able to make money by selling their bone marrow due to a recent U.S. appeals court decision making it legal to do so. The article also points out how helpful this decision is for thousands of sick patients who need bone marrow transplants. Then it begs the question: “What other body parts might next be up for sale?”

Students listen and follow along.

Explain that the final box, “Connections to Inquiry Paths” is a space for tracking how a given source connects to other related aspects of research, and is used as their research develops further in the process.

Finally, assess the model source for its *credibility, relevance, and accessibility* in the check boxes at the bottom of the box, talking through the rating process so students can hear the mental processing used for making accurate evaluations, using the Assessing Sources Handout as a guide. This article’s *credibility*
can be rated as “High” because it comes from a reliable, objective source, and references court documents and experts in the field of medical science. The article’s relevance/richness can be rated as “High” because it deals specifically with the issue of tissue ownership and related ethics. The article’s accessibility/interest can be rated as “High” because it is written in a manner that I can read and is easily understandable for people outside the medical science profession.

1. Students are not expected to read the text closely at this point. The purpose of this tool is to help students locate useful sources again later.

2. A completed Model Potential Sources Tool is included at the end of the lesson; consider distributing it to students for support as they begin independent searching.

Activity 5: Quick Write

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

Why are the three categories discussed in the Assessing Sources Handout (credibility, accessibility, and relevance) important to consider when examining potential sources?

Remind students to use the Assessing Sources Handout 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.

See the High Performance Response at the beginning of this lesson.

1. Students’ assessed responses to this lesson’s Quick Write informs their work in the next lesson, 10.3.2 Lesson 4. Collect student responses to redistribute in the next lesson.

Activity 6: Closing

Display and distribute the homework assignment. Distribute an additional copy of the Potential Sources Tool to students. For homework, instruct students to conduct their own searches using an inquiry question they have crafted and vetted for specificity and complexity from 10.3.2 Lesson 2. Remind them to think about the most productive places to look for research, as well as the optimal key words to enter in search engines. Instruct students to reference the Assessing Sources Handout as they search.

In addition, instruct students to use the Potential Sources Tool to record and evaluate information regarding three more potential sources and explain how two of those sources meet the criteria for being
credible, accessible, and relevant. Ask students to use this lesson’s vocabulary wherever possible in their written responses.

▶ Students follow along.

Differentiation Consideration: Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/ such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students’ reading levels.

Homework

Continue the preliminary research process using an inquiry question to focus your search. Use the Potential Sources Tool to record and evaluate three more potential sources. On the back of the tool, explain how two of those sources meet the criteria for being credible, accessible, and relevant using the Assessing Sources Handout as a guide. Use this lesson’s vocabulary wherever possible in your written response.
# Assessing Sources

## Assessing a Source Text’s Credibility

Look at the information you can find about the text in the areas below, and consider the following questions to assess a source text’s credibility:

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Date</th>
<th>Author</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the publisher’s relationship to the topic area?</td>
<td>• When was the text first published?</td>
<td>• What are the author’s qualifications/credentials relative to the topic area?</td>
<td>• What type of text is it: explanation, informational article, feature, research study, op/ed, essay, argument, other?</td>
</tr>
<tr>
<td>• What economic stake might the publisher have in the topic area?</td>
<td>• How current is the information on the topic?</td>
<td>• What is the author’s personal relationship to the topic area?</td>
<td>• What is the purpose of the text with respect to the topic area?</td>
</tr>
<tr>
<td>• What political stake might the publisher have in the topic area?</td>
<td>• How does the publishing date relate to the history of the topic?</td>
<td>• What economic/political stakes might the author have in the topic area?</td>
<td></td>
</tr>
</tbody>
</table>

## Assessing a Source Text’s Accessibility and Interest Level

Consider your initial experience in reading the text, how well you understand it, and whether it seems interesting to you:

<table>
<thead>
<tr>
<th>Accessibility to you as a Reader</th>
<th>Interest and Meaning for you as a Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Am I able to read and comprehend the text easily?</td>
<td>• Does the text present ideas or information that I find interesting?</td>
</tr>
<tr>
<td>• How do the text’s structure and formatting either help or hinder me in reading it?</td>
<td>• Which of my Inquiry Paths will the text provide information for?</td>
</tr>
<tr>
<td>• Do I have adequate background knowledge to understand the terminology, information, and ideas in the text?</td>
<td>• Which inquiry questions does the text help me answer? How?</td>
</tr>
</tbody>
</table>

## Assessing a Source Text’s Relevance and Richness

Using your Research Frame as a reference, answer the following questions:

<table>
<thead>
<tr>
<th>Relevance to Topic &amp; Purpose</th>
<th>Relevance to Area of Investigation</th>
<th>Scope and Richness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What information does the text provide on the topic?</td>
<td>• How is the text related to the specific area I am investigating?</td>
<td>• How long is the text and what is the scope of the topic areas it addresses?</td>
</tr>
<tr>
<td>• How might the text help me accomplish the purpose for my research?</td>
<td>• Which of my paths of inquiry might the text provide information for?</td>
<td>• How extensive and supported is the information it provides?</td>
</tr>
<tr>
<td>• Does the text provide accurate information?</td>
<td>• Which inquiry questions might the text help me address? How?</td>
<td>• How does the information in the text relate to other texts?</td>
</tr>
</tbody>
</table>
## Area of Investigation

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Title:</th>
<th>Location:</th>
<th>Publication Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Author:</td>
<td>Text Type:</td>
<td></td>
</tr>
</tbody>
</table>

**General Content / Key Ideas / Personal Comments:**

Credibility: [ ] High [ ] Medium [ ] Low
Relevance/Richness: [ ] High [ ] Medium [ ] Low
Accessibility/Interest: [ ] High [ ] Medium [ ] Low

Connection to Inquiry Paths:

---

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Title:</th>
<th>Location:</th>
<th>Publication Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Author:</td>
<td>Text Type:</td>
<td></td>
</tr>
</tbody>
</table>

**General Content / Key Ideas / Personal Comments:**

Credibility: [ ] High [ ] Medium [ ] Low
Relevance/Richness: [ ] High [ ] Medium [ ] Low
Accessibility/Interest: [ ] High [ ] Medium [ ] Low

Connection to Inquiry Paths:

---

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Title:</th>
<th>Location:</th>
<th>Publication Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Author:</td>
<td>Text Type:</td>
<td></td>
</tr>
</tbody>
</table>

**General Content / Key Ideas / Personal Comments:**

Credibility: [ ] High [ ] Medium [ ] Low
Relevance/Richness: [ ] High [ ] Medium [ ] Low
Accessibility/Interest: [ ] High [ ] Medium [ ] Low

Connection to Inquiry Paths:
# Tissue Ownership

## Area of Investigation: Tissue Ownership

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Title: A Court Allows Payment for Bone Marrow: Should People Be Able to Sell Their Parts?</th>
<th>Location: Time.com</th>
<th>Publication Date: 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Author: Alice Park</td>
<td>Text Type: Internet Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Content / Key Ideas / Personal Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This article investigates the impact of a recent U.S. appeals court decision that allows individuals to legally sell their bone marrow. The article also points out how helpful this decision is for thousands of sick patients who need bone marrow transplants. Then it begs the question; &quot;What other body parts might up for sale next?&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Title: Do We Own Our Own Bodily Tissues?</th>
<th>Location: Voice of San Diego</th>
<th>Publication Date: 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>Author: Margaret Ng Thow Hing</td>
<td>Text Type: Internet article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Content / Key Ideas / Personal Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This article considers the similarity between a person’s personal belongings and his/her bodily tissue. It argues that “if someone takes our material possessions, it is considered theft or grounds for a civil action.....” but that “.....when it comes to our tissues, our rights are less clear.” It goes on to point out that our rights to privacy do not extend to excised body tissue.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Title: Paying Patients for Their Tissue: The Legacy of Henrietta Lacks</th>
<th>Location: Science</th>
<th>Publication Date: 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>Author: Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe</td>
<td>Text Type: Internet article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Content / Key Ideas / Personal Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This article begins with a brief description of the story of Henrietta Lacks and the immortal cell line that came from her. It points out that although the cell line became extremely lucrative, her family never received any compensation from it. The article then acknowledges that while this may appeal to people’s sense of fairness, “it requires critical examination before becoming accepted as precedent regarding payments to patients.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students continue to develop their research skills as they learn how to closely read important sources for selected inquiry questions using annotation and note taking.

Students begin the lesson by engaging in a research project check-in during which they review the Student Research Plan by journaling about their own research progress and next steps. Then, they participate in a discussion and modeling of how to use an inquiry question to annotate for information and how to record notes using the Taking Notes Tool. Independently, students continue to practice annotating and recording key information in the Taking Notes Tool.

Student learning in this lesson is assessed via a Quick Write prompt that asks students to select one annotation from a model source “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park and the corresponding entry on the Taking Notes Tool, and discuss how the information in the source and tool addresses a specific inquiry question(s). For homework, students annotate a source and take notes on the Taking Notes Tool for two additional sources identified in the Potential Sources Tool from 10.3.2 Lesson 3. Students also continue to record vocabulary from these preliminary searches in the vocabulary journal.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Addressed Standard(s)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)

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.

- Choose one of your independent annotations from the model source and the corresponding entry on the Taking Notes Tool and discuss how the information in the source and tool address a specific inquiry question(s).

High Performance Response(s)

A High Performance Response should:

- Cite an annotation (e.g., an underline beneath the sentence “A U.S. appeals court puts the price at about $3,000 in a ruling that now makes it legal to pay donors for their bone marrow tissue” and its corresponding Taking Notes Tool entry).

- Identify a specific inquiry question (e.g., “Who should own tissue once it is surgically removed from the body?”).

- Discuss the connection(s) between the annotation, the Taking Notes Tool entry, and the specific inquiry question (e.g., “By allowing individuals to be paid for their bone marrow tissue, this reference from the model source shows the establishment of a legal precedent for tissue ownership. If individuals can be compensated for their tissue, then logically, the court is saying that they own their tissue.”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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
---|---
**Standards & Text:**
- Standards: W.9-10.8, W.9-10.7
- Model Source Text: “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park

Learning Sequence:
1. Introduction of Lesson Agenda 1. 5%
2. Homework Accountability and Research Check-In 2. 15%
3. Annotating Sources and Taking Notes 3. 35%
4. Annotating Sources and Taking Notes Independently 4. 30%
5. Quick Write 5. 10%
6. Closing 6. 5%

Materials

- Student copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)
- Student copies of the Assessing Sources Handout (refer to 10.3.2 Lesson 3)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Student copies of the Student Research Plan (refer to 10.3.2 Lesson 2)
- Copies of the Taking Notes Tool for each student

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action. Bold text indicates questions for the teacher to ask students. Italicized text indicates a vocabulary word.</td>
</tr>
<tr>
<td>✔</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🎨</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>🎨</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>
Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.8. Explain that students begin the lesson by engaging in a research project check-in, during which they review the Student Research Plan by journaling about their own research progress and next steps. Using a model source, discuss and model how to use an inquiry question to annotate for information, including how to record notes using the Taking Notes Tool. Independently, students annotate a model source and record key information by completing a Taking Notes Tool.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

Instruct students to take out their homework from 10.3.2 Lesson 3. Instruct students to discuss in pairs how two of the additional sources they found meet the criteria for being credible, accessible, and relevant.

- Student responses vary depending on their individual search experience but should clearly articulate why two sources are high quality based on their ratings on the Potential Sources Tool. Student responses should use the language of the Assessing Sources Handout.

Lead a brief share out of student pair discussion.

- Consider collecting the homework to monitor students’ research progress.

Distribute the assessment and feedback from 10.3.2 Lesson 3. Instruct students to review teacher comments.

- Students examine the teacher’s feedback.

Ask students to take out the Student Research Plan from their Research Portfolios.

- The Student Research Plan should be located in the front of each student’s Research Portfolio.

Instruct students to review the Student Research Plan, Part 2, regarding the finding and assessing sources skills and examine the part of W.9-10.8 that corresponds to this process: “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.” Instruct students to use the homework from 10.3.2 Lesson 3 and the language of W.9-10.8.

- Instruct students to continue the Research Journal started in 10.3.2 Lesson 3; students can write on separate sheets of paper or in a notebook and keep the Research Journal in the Research Portfolio.
Students review the Student Research Plan and language of W.9-10.8.

Student responses vary by individual research topic/area of investigation but should use the language of the Student Research Plan, Part 2 (finding and assessing sources) and the language of W.9-10.8 when reflecting on their research progress and next steps.

Instruct students to file the Student Research Plan in the front section of the Research Portfolio and organize the tools from 10.3.2 Lesson 3 in Section 2: Gathering and Analyzing Information.

Ask students to keep their Potential Sources Tools from 10.3.2 Lesson 3 out for further reference.

- Students organize their resources.

**Activity 3: Annotating Sources and Taking Notes 35%**

Share with students that once relevant, credible, and accessible sources are identified, the next step in the research process is to read sources closely, with an eye toward selecting sources that further their research and help to answer the inquiry question guiding that specific search process.

- Students listen.

Inform students that reading closely for the purpose of gathering and analyzing information and evidence is done in two steps: annotating and taking notes. Both annotating and taking notes aid in further assessing the usefulness of each source.

- Students listen.

Remind students that a librarian/media specialist can be used as a resource throughout this unit.

Explain that annotating involves different actions depending on the type of source. Inform students that the focus text type in this module is informational text for researching argumentation, which necessitates similar annotation to literature but with additional codes.

Instruct students that when annotating informational texts they should look for:

- Key words and concepts
- Information that answers inquiry questions
- Initial impressions of the information
- Areas for possible further exploration
- Connections to other sources

- Students listen.

Explain that the same annotations used in previous modules are used in this module. Review the annotation codes from the previous modules:
• Put a question mark (?) next to a section you are questioning.
• Write in the margin or at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
• Use an exclamation point (!) for areas that remind you of another text, strike you in some way, or surprise you.
• Add an arrow (→) to make connections between points.
• Box words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
• Star (*) ideas that seem important, or may support your thesis writing later.
• Use the code CI to indicate a central idea.
  ▶ Students listen.
① Remind students that in addition to using the codes, it is important that they mark the text with their thoughts as they relate to the codes.

Introduce two new annotation codes specifically for informational text:
• Underline areas that represent major points. If a passage is too long to underline, use vertical lines in the margin.
• Use numbers in the margin to indicate a sequence of points to trace the development of an argument.
  ▶ Students listen.
① Consider displaying all annotation codes for students to see.

Display the model source: “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park. Read an excerpt of the article aloud from “How much would it take for you to consider selling your bone marrow?” to “Should we allow people to buy and sell human body parts?” (pp. 1–2).
  ▶ Students follow along, reading silently.

Ask students to annotate the first three paragraphs of this text excerpt from “How much would it take for you to consider selling your bone marrow” to “The U.S. Court of Appeals for the Ninth Circuit Agreed” (p. 1) for a specific inquiry question:

Who should own tissue once it is surgically removed from the body?

Model the annotation of the text by coding and writing thoughts directly on the text, pausing after each annotation and explaining the choice.
- Box around *marrow* because it is a word that may be unfamiliar.
- Exclamation point and underline the sentence “A U.S. appeals court puts the price at about $3,000 in a ruling that now makes it legal to pay donors for their bone marrow tissue” because the concept of paying someone for their tissue is reminiscent of issues raised in *The Immortal Life of Henrietta Lacks* and because it represents a major point in the issue of tissue ownership.
- Exclamation point near the question “What other body parts might be up for sale?” because it brings to mind *The Immortal Life of Henrietta Lacks* and the fact that her family was never paid for her tissue despite the lucrative business it provided and connects to the question of ownership because whomever owns the tissue can possibly sell it.
- Underline the phrase “the federal law banning the buying and selling of bodily organs” to acknowledge that a law exists that prevents this, which raises the question of how this law applies to human tissue.

1. **Differentiation Consideration:** Consider using another model source if this one does not fit individual student or class needs.

Instruct students to form small groups of three to four after they have individually read the displayed model text excerpt from “At the core of the plaintiffs’ argument” (p. 1) to “payments for blood or other fluids, such as plasma or semen” (p. 1) and practice annotating the paragraph. Remind students to mark their thinking directly on the source, next to their coding, and to keep the inquiry question in mind as they annotate for information:

**Who should own tissue once it is surgically removed from the body?**

- Students read and annotate using the model inquiry question.

1. **Differentiation Consideration:** Consider having students access the model source at [http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/](http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/).

1. Due to the sensitive nature of the model text excerpt, it may be necessary to remind students of norms and expectations when reading these types of academic texts. Consider using a different model text to teach annotation and note taking.

Lead a brief share out of the annotation practice to confirm that students identified important details, recorded initial impressions, established connections, and identified other areas of research.

- **Student responses may include:**
  - Vertical line beside the segment that begins with “At the core of the plaintiffs’ argument” and ends with “made marrow donation not much different than donating blood” (p. 1) which denotes a particularly important medical advancement that makes marrow donation very similar to blood donation, and which would place ownership in the hands of donors.
Star near the words “marrow cells should be considered a fluid like blood, rather than an organ” (p. 1) which further explains how medical advancements position bone marrow donation in a similar category with blood donation.

Explain that the next step in the research process is note taking. Using their annotations as guides, students organize and record information relevant to their research using the Taking Notes Tool.

- Students listen.

Distribute the Taking Notes Tool to each student. Encourage students to examine it and then ask:

**What is important about the three-column organization of this tool?**

- The three columns help to organize and make the information from the annotations easily accessible for later research.
- It may be helpful to explain that in the first column, “Ref” is short for “reference.”

Explain to students that the richest or most relevant annotations have corresponding entries on the Taking Notes Tool. Instruct students to follow along and fill in their tool while the Taking Notes Tool is modeled.

- Students follow along and enter the richest or most relevant information on their copy of the Taking Notes Tool.

At the top of the tool, ask students to write the inquiry question: “Who should own tissue once it is surgically removed from the body?” Instruct students to record the source number just as it appears on their Potential Sources Tool under the column marked “Ref.” In addition to the Potential Sources Tool source number, explain that the reference column needs to include precise information about where the annotation is located in the actual text. Model this for students by writing “Source #1 and Paragraph #1” (paragraph may be abbreviated “para.”) in the reference column. Remind students that when writing research papers, they have to cite sources. Having precise information about an annotation, including the page where it was found, makes the citation work in 10.3.3 much easier.

- Students follow along, recording the model information on their Taking Notes Tool.

Explain the next two columns of the tool by modeling how to record notes on the Taking Notes Tool. The Details column is used to record direct information from the text. For example, share with students that one rich and interesting detail stemming from the inquiry question “Who should own tissue once it is surgically removed from the body?” came from the section that described the U.S. appeals court decision that resulted in individuals being able to sell their bone marrow for about $3,000. Model for students by writing this textual detail in the Details column.

- Students follow along, recording the model information on their Taking Notes Tool.
Explain that the Comments section is for personal reactions and insights, as well as analysis about how a given source relates to the inquiry question or the overarching research topic/area of investigation. Based on the information already entered in the Detail column of the Model Taking Notes Tool, share with students comments such as “This is an important detail because it shows that if people can now be paid for donating bone marrow, it is logical to think they could also be paid for donating other body tissue.”

- Students follow along, recording the model information on their Taking Notes Tool.

1. Consider providing students with the following definition: *analysis* (form of the word *analyze*) means “to examine carefully and critically in detail so as to bring out the essential elements or give the essence of.”

- Students write the definition of analysis in a vocabulary journal.

Using their annotated model text, instruct each student group to complete another row on their Taking Notes Tool, addressing each of the three columns. When finished, direct student groups to discuss their entries.

- See Model Taking Notes Tool for sample student responses.

1. Explain to students that not every annotation needs to be recorded on the Taking Notes Tool. This two-step process of annotation and note taking provides students with an opportunity to choose the research information that is the most relevant or useful to the selected inquiry question. Some of the annotation, once it is read again, might not be as relevant or useful to the inquiry question as previously thought. Students should be encouraged to choose the most relevant and useful annotations to record on the Taking Notes Tool.

1. A copy of a completed model Taking Notes Tool is available at the end of the lesson.

1. Consider reminding students of the definition of *relevant*: “relating to a subject in an appropriate way.” Remind students of their work with this word in 10.3.1 Lesson 6.

**Activity 4: Annotating Sources and Taking Notes Independently 30%**

Instruct students to independently continue reading the displayed model excerpt from “U.S. Attorney General Eric Holder decided not to ask” (p. 1) to “Should we allow people to buy and sell human body parts?” (p. 2) annotating and taking notes as they read closely. Reading and analysis of the source should be driven by the inquiry question: “Who should own tissue once it is surgically removed from the body?”

- Students individually annotate the model text.

- Student responses may include:
Underlining the sentence that begins “In a concession to the spirit of NOTA, however, the compensation can’t,” because this modifies the original court decision and says payment cannot be in cash; instead, it has to come “in the form of a voucher.”

Underlining “the decision applies only to the nine states covered by the Ninth Circuit and only to bone marrow obtained through apheresis” noting that the court’s ruling does not apply to the majority of the country.

Numbering the sequence of an argument against the buying and selling of human tissue as follows: Number 1 by “Once we start paying for the parts we need, though, how far do we go?”; number 2 by “We don’t allow people to buy and sell human beings, that’s slavery”; and number 3 by “Should we allow people to buy and sell human body parts?”

When finished, students transfer their most relevant and useful annotations to their Taking Notes Tool.

Student responses vary. See Model Taking Notes Tool for student response formatting and examples.

Circulate to ensure students are annotating and selecting relevant and useful annotations to record on the tool.

Remind students to keep all annotated sources and the Taking Notes Tools in section 2 of the Research Portfolio.

Remind students that annotating sources and taking notes is also part of the research aspect of W.9-10.7.

Activity 5: Quick Write

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

Choose one of your independent annotations from the model source and the corresponding entry on the Taking Notes Tool and discuss how the information in the source and tool address a specific inquiry question(s).

Students listen and read the Quick Write prompt.

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 annotated source and Taking Notes Tool.

See the High Performance Response at the beginning of this lesson.
Activity 6: Closing

Display and distribute the homework assignment. Distribute additional copies of the Taking Notes Tool to each student. For homework, instruct students to annotate and take notes on a Taking Notes Tool for two more sources from the Potential Sources Tool in 10.3.2 Lesson 3. Additionally, students continue to record vocabulary from these preliminary searches in their Vocabulary Journals.

- Students follow along.
  1. Advise students to obtain hard copies of at least two of their potential sources found in the homework from 10.3.2 Lesson 3.

- Differentiation Consideration: Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/ such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students’ reading levels.

Homework

Annotate and take notes on your Taking Notes Tools for two sources identified in the Potential Sources Tool from 10.3.2 Lesson 3. Continue to record vocabulary from these preliminary searches in your vocabulary journal.
<table>
<thead>
<tr>
<th>REF.</th>
<th>DETAILS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source # and location in the source:</td>
<td>I record details, ideas, or information that I find in my sources that help me answer my inquiry questions:</td>
<td>I explain the reason why I think they are important, and write personal comments:</td>
</tr>
</tbody>
</table>


### Inquiry Question/Path

Who should own tissue once it is surgically removed from the body?

<table>
<thead>
<tr>
<th>REF.</th>
<th>DETAILS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1, p. 1, par. 1</td>
<td>A U.S. appeals court made it legal for people to sell their bone marrow, placing the marrow’s value at approximately $3,000.</td>
<td>If people can now be compensated for donating their bone marrow, it seems logical to think that they could also be paid for donating other body tissues.</td>
</tr>
<tr>
<td>Source 1, p. 1, par. 3</td>
<td>If people are paid to donate their bone marrow there will be a more reliable supply for individuals waiting for transplants.</td>
<td>It seems that both patients and donors will benefit greatly from this new court decision.</td>
</tr>
<tr>
<td>Source 1, p. 1, par. 4</td>
<td>Since 1984 the National Organ Transplantation Act (NOTA) has forbidden the buying and selling of human organs, including bone marrow, but new methods for extracting bone marrow have made it similar to donating blood.</td>
<td>As science advances medical techniques, our ideas of how to perceive bodily tissue have evolved.</td>
</tr>
<tr>
<td>Source 1, p. 1, par. 4</td>
<td>A new medical procedure to remove bone marrow is described and compared to blood and plasma donation. The article then states, &quot;NOTA doesn’t prohibit payment for blood or other fluids, such as plasma or semen.&quot;</td>
<td>This is an important detail because it shows there is already legal precedent for individuals owning their body fluid and being paid for it. If body tissue is made up of cells and body fluids are as well, why should people not own their excised tissues as they do their fluids?</td>
</tr>
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</table>
10.3.2 Lesson 5

Introduction

In this lesson, students learn how to evaluate an evidence-based argument. Students work to develop their ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments. This work prepares students to begin forming their own evidence-based arguments in 10.3.3.

Students begin the lesson by observing a teacher-led evaluation of a model argument using the Evidence-Based Arguments Checklist. Students then examine a number of evidence-based arguments in groups while examining the logic and quality of each argument using the Evidence-Based Arguments Checklist. Students are assessed via a completed Evidence-Based Arguments Checklist with student notes. For homework, students continue to develop their examination of argument by applying the Evidence-Based Arguments Checklist to two additional sources.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.9-10.8</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.9</td>
<td></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>W.9-10.7</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.1</td>
<td></td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>
Assessment

**Assessment(s)**

Student learning is assessed via completion of the Evidence-Based Arguments Checklist, which students submit along with their evaluation notes at the end of the lesson.

① The Evidence-Based Arguments Checklist serves as the assessment for this lesson.

**High Performance Response(s)**

A High Performance Response should:

- See the Model Evidence-Based Arguments Checklist.

Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- None.*

**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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
<td></td>
</tr>
<tr>
<td>- Standards: RI.9-10.8, W.9-10.9, W.9-10.7, SL.9-10.1</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Sequence:**

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Understanding Compelling Arguments
4. Introducing the Evidence-Based Arguments Checklist
5. Finding Compelling Arguments and Assessment
6. Closing

Materials

- Copies of the Evidence-Based Arguments Checklist for each student
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Chart paper

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
</tr>
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<tbody>
<tr>
<td><strong>Symbol</strong></td>
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<td>10%</td>
</tr>
<tr>
<td>no symbol</td>
</tr>
<tr>
<td><strong>Bold text</strong></td>
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<tr>
<td><strong>Italicized text</strong></td>
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<td>☀</td>
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Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.8 and W.9-10.9. Explain to students that in this lesson they are going to focus on developing an understanding of evidence-based arguments by first examining a model argument as a class, then by working in groups to complete an Evidence-Based Arguments Checklist. Students work collaboratively in groups to identify the components of a compelling argument. Students complete their Evidence-Based Arguments Checklist as the culmination of the group work in this lesson. This completed Evidence-Based Arguments Checklist serves 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: “Annotate and take notes on your Taking Notes Tools for two sources identified in the Potential Sources Tool from 10.3.2 Lesson 3. Continue to record vocabulary from these preliminary searches in your Vocabulary Journal.”

- Students take out their homework.

Instruct students to form pairs with a classmate for a Turn-and-Talk about the annotation and note taking processes. Specifically, instruct pairs to discuss two details from the close reading of at least one source by discussing how the details address a selected inquiry question.

- Students Turn-and-Talk about the details in one source and how they address a selected inquiry question.

Circulate during the Turn-and-Talk to monitor students’ discussions and consider collecting homework to monitor students’ research progress.

Lead a brief share out of students’ discussions.

- Student responses vary by individual research question/problem but may resemble:
  - In Source number 1, the author says, “But if the bone-marrow case starts changing that – and experts say it could – it might jump-start a dangerous trend in which lower-income groups were disproportionately targeted or incentivized to give up their marrow and people with rarer blood types demanded more money for their valuable cells” (par. 7). This connection helps to expand my research topic because it shows the issues or concerns with people selling their tissue, which relates to tissue ownership.
  - In Source number 1, the author documents many cases about patient rights and the different uses and varieties of tissue for sale but he does not cite any additional court cases beyond the Flynn case. I need to find other sources that better inform my research topic with diverse evidence.

Activity 3: Understanding Compelling Arguments 20%

Lead a discussion to develop the idea of compelling arguments for students. Explain to students that a thorough evaluation of an argument has two components: the examination of the objective strengths and weaknesses of the argument and the consideration of one’s own developing perspective on an issue. Remind students that an argument is a composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.

Provide students with the following definitions: compelling means “having a powerful and irresistible effect, requiring acute admiration, attention, or respect,” and evaluate means “to determine the worth or quality of a thing,” in this instance, the strength and effectiveness of the arguments presented.
Students write the definitions of *compelling* and *evaluate* in a vocabulary journal.

Use the following questions to review the work completed in 10.3.1 on argument, central claims, and perspective.

**What is perspective?**
- How one understands an issue, including his/her relationship to and analysis of the issue.

**What is a central claim?**
- An author or speaker’s main point about an issue in an argument.
  1. The central claim of an argument also may be called a thesis or a position (the author or speaker’s stance). The central claim also may imply the author or speaker’s point of view or purpose (RI.9-10.6).

**How is an argument related to a central claim?**
- Student responses should include:
  - A central claim is an author’s main point or statement about an issue.
  - An argument is the text as a whole and it is a composition of a series of precise claims supported by relevant and sufficient evidence and valid reasoning.
  - A person might use several supporting claims to defend his/her central claim.

**What is valid reasoning?**
- Valid reasoning is sound or logical relationships among ideas, including relationships among claims and relationships across evidence.
  1. **Differentiation Consideration:** If students struggle, consider providing definitions of each of the terms and leading discussion on the differences apparent in the terms.

Explain to students that some of the sources they have identified in preliminary searches contain one or more central claims and that the thorough evaluation of these central claims is important in determining the merit of the source and whether or not it can contribute to an understanding of the research topic/area of investigation. Guide students through the following questions to strengthen their understanding of arguments and how to evaluate them.

**What makes an argument effective?**
- Student responses should include:
  - Clearly stated claims.
  - Significant evidence that is relevant and sufficient to the argument’s claims.
  - A strong line of reasoning.
What might make an argument ineffective?

- Student responses should include:
  - It uses a confusing structure.
  - The evidence is unrelated and does not support the argument.
  - The argument ignores other perspectives.
  - The argument does not include effective reasoning, so relationships are missing among the evidence, supporting claims, and central claim.

**Differentiation Consideration:** If students struggle with the above questions, consider discussing with them a specific argument in *The Immortal Life of Henrietta Lacks* and what made it effective or ineffective. Specifically re-examine the excerpts “Illegal, Immoral, and Deplorable” and “Who Told You You Could Sell My Spleen?”.

**Activity 4: Introducing the Evidence-Based Arguments Checklist**

Introduce students to the Evidence-Based Arguments Checklist. Explain to students that they are going to use it to evaluate central claims, supporting claims, reasoning, and evidence in sources, so that they can gain a better understanding of compelling arguments.

- Students listen.

Lead students through an examination of the Evidence-Based Arguments Checklist, focusing on the various criteria present on the checklist.

- Students follow along.

Explain to students that the Evidence-Based Arguments Checklist is composed of four major sections that serve to evaluate an argument.

- Content and Analysis
- Command of Evidence
- Coherence and Organization
- Control of Language and Conventions

Explain to students that these four sections are the support structure of the argument. As a strong central claim is supported by strong supporting claims, a strong argument is supported by a strong content and analysis, command of evidence, coherence and organization, and control of language and conventions.

- Students listen.
Using the criteria of the Evidence-Based Arguments Checklist, examine the model argument and complete the checklist by modeling for students.

Display the model source, “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” from 10.3.2 Lesson 4 for students. Inform students that they are to use the Evidence-Based Arguments Checklist to evaluate the argument in this model source.

- Students listen.

1. The model source “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park can be accessed online at [http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/](http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/).

Explain to students that each section of the Evidence-Based Arguments Checklist consists of several smaller areas where students can indicate with a check mark if they find this item is present in the argument. Next to this is a section where students should provide additional notes on where they found this information in the text and how the author fulfills this section of the checklist.

- Students follow along on their Evidence-Based Arguments Checklist.

Explain to students that the purpose of completing the Evidence-Based Arguments Checklist is not to evaluate whether an argument passes or fails an examination by checking off boxes; instead it should be used to identify the sections in which the argument succeeds in providing a strong example of an evidence-based argument. By learning to identify effective components of an argument, students are able to strengthen their own work by searching for strong arguments in this unit and writing strong arguments in 10.3.3.

- Students listen.

Instruct students to examine the first section of the Evidence-Based Arguments Checklist: Content and Analysis. Explain to students that this section is further broken down into four subsections: Clarity and Relevance, Conformity to Sources, Understanding of the Issue, and Acknowledgement of Other Perspectives. The goal of these four subsections is to identify the strength of the author’s content by examining their use of varied sources and clear claims, and identifying if they possess a deep and thorough understanding of the issue supported by broad research. Instruct students to follow along on their Evidence-Based Checklist.

- Students follow along.

- Clarity and Relevance

Examine this section with students. Explain that each subsection has a sentence that explains what an ideal example of this technique would look like. For example, a well-executed example of Clarity and Relevance “purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.” Instruct students that they can use this as a guideline and reference for examining a text.
Explain to students that in the model text examined, the author does not put forward a strong central claim, as the article is not an argument. The absence of this purposefully stated central claim means that the check box should be left blank on the Evidence-Based Arguments Checklist.

Examine the comments sections with students. Inform students that this section is where they need to explain their reasoning for their observations and provide evidence when necessary. As some arguments might have subtle examples of each of these sections, it is essential that each student justify their choices in this section. The comment box provides students the opportunity to defend their decisions.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

1. Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.
   - Students follow along.

● Conformity to Sources

Examine this section with students. Inform students that a well-executed example of Conformity to Sources “presents a perspective that arises from ideas and evidence found in a range of diverse, credible and significant sources.” This section has two important meanings: the writer must present a perspective in the text, and must also provide a range of ideas and evidence that are different from one another, significant in their content, and credible. Instruct students that they can use this as a guideline and reference for examining a text.

1. Remind students of the word credible from 10.3.2 Lesson 3 (“worthy of belief or confidence; trustworthy”).

Inform students that Park presents a number of different sources that inform the perspective of the text. She includes several experts in different fields to represent different opinions on the subject. She also uses the statement of the court ruling to provide additional context. Because of the varied and deep selection of sources and the methods by which Park presents them, this component should be considered present in the text and indicated as such with a check mark.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

1. Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.
   - Students follow along.
Understanding of the Issue

Examine this section with students. Inform students that a well-executed example of Understanding of the Issue “presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.” Instruct students that they can use this as a guideline and reference for examining a text.

Inform students that in the model text examined, Park provides a large amount of information about organ and tissue donation. Although, as discussed earlier, she does not put forward a central claim, her questions and examples follow a clear, reasoned analysis as Park explores the implications of these changes in tissue donation. As the text fulfills the criteria of this component, it should be considered present in the text and indicated as such with a check mark.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

Acknowledgement of Other Perspectives

Examine this section with students. Explain that a well-executed example of Acknowledgement of Other Perspectives effectively “recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.” This means that the author achieves two important goals: they provide other claims in the argument and they effectively distinguish these claims from each other and from the central claim of the argument.

Explain to students that in the model text examined, the author successfully includes a variety of perspectives to deepen the reader’s understanding of the issue. Park also separates each perspective from both her writing and other presented perspectives by breaking up stated perspectives with paragraphs that provide valuable background information. As the text fulfills the criteria of this component, it should be considered present in the text and indicated as such with a check mark.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

Using this format, continue modeling the Evidence-Based Arguments Checklist using the Model Evidence-Based Arguments Checklist at the end of this lesson.
Students follow along.

1. **Differentiation Consideration:** Consider using the end of this section as an opportunity to field questions about the Evidence-Based Arguments Checklist and check in with students to gauge understanding of the tool in preparation for the following activity.

**Activity 5: Finding Compelling Arguments and Assessment**  

30%

Explain to students that they are now going to participate in an activity using the Evidence-Based Arguments Checklist. Students work in groups to evaluate at least two posted arguments by completing an Evidence-Based Arguments Checklist.

Post three to four model arguments around the classroom for students to examine.

1. Consider using the following model arguments or finding additional arguments that are better suited to students’ needs.
   - “Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing  
     [http://www.voiceofsandiego.org/]
   - “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt  
     [http://www.oxfordjournals.org/]
   - “Body of Research - Ownership and Use of Human Tissue” by R. Alta Charo  
     [http://www.nejm.org/]
   - “My Body, My Property” by Lori B. Andrews  
     [http://chicagotribune.com/]

Inform students that the following activity develops their understanding of how to evaluate arguments by asking them to work in groups to examine the posted arguments. Students examine the posted arguments and use the Evidence-Based Arguments Checklist to evaluate these arguments. In addition, students should provide textual evidence for their judgment by including where they found evidence of the arguments’ strengths/weaknesses in the comments section of the Evidence-Based Arguments Checklist.

- Students listen.

1. Consider posting arguments that contain varying levels of sophistication with regard to the Evidence-Based Arguments Checklist (i.e., arguments that fail to provide a command of evidence or sufficient analysis.)

Designate four to five students per group for this activity. Assign each group a posted argument and then instruct each group to move clockwise after the first half of this activity to examine the next model argument. Each group evaluates two posted arguments. Using the Evidence-Based Arguments Checklist, each student group should discuss the different arguments and collaborate to discover the strengths and weaknesses of each argument.
Student groups complete the Evidence-Based Arguments Checklist by circulating and evaluating at least two posted arguments.

1. Consider circulating during this activity to offer support and provide answers to any clarifying questions.

2. Remind students that evaluating arguments is also part of the research aspect of W.9-10.7.

3. 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.

Inform students that they should complete an Evidence-Based Arguments Checklist for each of their two assigned arguments and turn them in at the end of the lesson.

1. **Differentiation Consideration:** Depending on the skill level of the students, consider adjusting the number of argument evaluations required for this lesson assessment or assigning specific model arguments to specific groups.

### Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Ask students to include detailed comments and textual evidence to support their choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.

1. **Students follow along.**

1. **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/ such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students’ reading levels.

### Homework

Find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Include detailed comments and textual evidence to support your choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.
## Evidence-Based Arguments Checklist

<table>
<thead>
<tr>
<th>Argument Sections</th>
<th>Section Components</th>
<th>☐</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td><strong>Clarity and Relevance:</strong> Purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Conformity to Sources:</strong> Presents a perspective that arises from ideas and evidence found in a range of diverse, credible, and significant sources.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Understanding of the Issue:</strong> Presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Acknowledgement of Other Perspectives:</strong> Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Command of Evidence</td>
<td>Reasoning: Links evidence and claims together logically in ways that lead to the conclusions expressed in the central claim.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of Evidence: Supports the central claim and each supporting claim with valid inferences based on credible evidence.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument’s claims and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Coherence and Organization</td>
<td>Relationship Among Parts: Establishes clear and logical relationships between supporting claims and a central claim.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Control of Language and Conventions</td>
<td>Clarity of Communication: Is communicated clearly and coherently. The writer’s opinions are clearly distinguished from objective summaries and statements.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Choice/Vocabulary: Uses topic-specific terminology appropriately and precisely.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Style/Voice: Maintains a formal and objective tone appropriate to the intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrases accurately, referencing precisely where the evidence can be found.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Model Evidence-Based Arguments Checklist

<table>
<thead>
<tr>
<th>Argument Sections</th>
<th>Section Components</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td><strong>Clarity and Relevance:</strong> Purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.</td>
<td>☐ Although Park has a central claim (changing technology requires careful examination of tissue and organ sales in order to protect patients and society) it is not explicitly stated in this article. Park’s goal is to provide a board-informative piece and raise questions about the subject, not to make an evidence-based claim.</td>
</tr>
<tr>
<td></td>
<td><strong>Conformity to Sources:</strong> Presents a perspective that arises from ideas and evidence found in a range of diverse, credible and significant sources.</td>
<td>☑ Park presents a large number of sources and ideas in this piece. In fact, the whole article is a collection of connected ideas and expert opinions. Park chooses experts in the medical field to offer opinions about the issues she is discussing.</td>
</tr>
<tr>
<td></td>
<td><strong>Understanding of the Issue:</strong> Presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.</td>
<td>☑ The article brings together a broad understanding of the issues related to the sale of tissue. It starts by discussing the landmark court decision regarding the donating of bone marrow, then examines the changes that this evolving landscape of technology might bring about.</td>
</tr>
<tr>
<td></td>
<td><strong>Acknowledgement of Other Perspectives:</strong> Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.</td>
<td>☑ Park acknowledges several perspectives in this article while giving a broad overview of the issue. The opposing viewpoints of Dr. Robert Klitzman’s comments about the buying and selling of humans and Jeffery Kahn’s statement, “that the technology could potentially be groundbreaking” show Parks use of different claims. In addition, Park distinguishes these claims by interjecting informative and speculative paragraphs between them.</td>
</tr>
</tbody>
</table>
**Command of Evidence**

**Reasoning:** Links evidence and claims together logically in ways that lead to the conclusions expressed in the central claim.

- Park clearly uses a chain of reasoning to link the earlier ideas about tissue donation through to the idea of patients’ rights and the value of human life. Park also provides an important speculative route by building the idea of future concerns throughout the piece. This helps connect the idea of new technologies and organ donation with the speculative question that Park asks at the beginning of the text, “What other body parts might next be up for sale?”

**Use of Evidence:** Supports the central claim and each supporting claim with valid inferences based on credible evidence.

- This article is more of an opinion piece than an argument, so Park does not use much hard evidence to support her claims. Instead the article serves more as a survey of the available information while presenting different opinions and questions for the reader to ponder.

**Thoroughness and Objectivity:** Represents a comprehensive understanding of the issue where the argument’s claims and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence.

- The article represents a thorough examination of the issue. Park brings many different angles and viewpoints into play while raising a number of pertinent questions about tissue sale. This is achieved while maintaining a high level of journalistic impartiality.

**Coherence and Organization**

**Relationship Among Parts:** Establishes clear and logical relationships between supporting claims and a central claim.

- As the article does not have any particularly strong claims, the relationship between these claims is not well established.

**Effectiveness of Structure:** Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.

- The information of the piece is very well communicated and Park succeeds in presenting a compelling unfolding of information that draws the reader into the text.
<table>
<thead>
<tr>
<th>Control of Language and Conventions</th>
<th><strong>Clarity of Communication:</strong> Is communicated clearly and coherently. The writer’s opinions are clearly distinguished from objective summaries and statements.</th>
<th>✔ As the source is mainly journalistic, Park does not spend much time on her opinions. The separation that does exist between the objective summaries and Park’s input is clear however.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Choice/Vocabulary:</strong> Uses topic-specific terminology appropriately and precisely.</td>
<td>✔ The vocabulary is well chosen and not overwhelming. The technical term at the heart of the article, peripheral apheresis, is clearly and quickly defined for the reader.</td>
<td></td>
</tr>
<tr>
<td><strong>Style/Voice:</strong> Maintains a formal and objective tone appropriate to the intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.</td>
<td>✔ The source is written in an informal journalistic style and keeps that tone throughout. This keeps the writing of the article brisk and on point.</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Use of Evidence:</strong> Cites evidence in a responsible manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrases accurately, referencing precisely where the evidence can be found.</td>
<td>☐ The evidence that Park provides is mainly in the form of quotes and stated information. Park, however, does not provide clear paths for the facts that she does present.</td>
<td></td>
</tr>
<tr>
<td>Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.</td>
<td>✓ The writing in the article is consistent.</td>
<td></td>
</tr>
</tbody>
</table>

From Evidence-Based Arguments Criteria Checklist, by Odell Education, www.odelleducation.com. Copyright (2013) by Odell Education. Modified in partnership with permission under an Attribution-NonCommercial 3.0 Unported license: [http://creativecommons.org/licenses/by-nc/3.0/](http://creativecommons.org/licenses/by-nc/3.0/).
Introduction

In this lesson, students construct a frame using the Research Frame Tool to guide their research by establishing inquiry paths that allow them to explore various aspects of their research topics/areas of investigation. Students group their inquiry questions thematically and then formally plan their research using the Research Frame Tool.

Students begin the lesson by refining inquiry questions from Lesson 2, based on search results from Lessons 3–5. The teacher introduces the concept of inquiry paths by modeling how to group inquiry questions thematically. The teacher then shows students how to complete a Research Frame Tool as a way to plan research using grouped inquiry questions. For the lesson assessment, students organize, categorize, and refine their inquiry questions by inquiry paths and independently develop a detailed, organized Research Frame. Additionally, students craft a problem-based question based on the research topic/area of investigation and inquiry paths to guide the rest of their research. For homework, students will select one to two of their strongest inquiry questions to begin pursuing through independent research, following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) using the appropriate tools for each of the search activities. Additionally, students continue to add new vocabulary they have learned through the research process to the vocabulary journal.

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.9-10.8              | 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. |
L.9-10.4.a, c, d  

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 

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. 

b. 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. 

c. 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)

Student learning in this lesson is assessed via a completed Research Frame Tool, submitted during the lesson’s closing.

The Research Frame Tool serves as the assessment for this lesson.

High Performance Response(s)

A High Performance Response should:

- Provide high-level inquiry paths
- Provide a range of inquiry paths, encompassing content and coverage of the problem-based question
- Provide inquiry paths that are distinct from one another
- Provide inquiry paths that are equally important
- Provide questions within the inquiry paths that address appropriate scope and utility

See the Model Research Frame Tool located at the end of the lesson for sample student responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

<table>
<thead>
<tr>
<th>Standards:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards: W.9-10.7, W.9-10.8, L.9-10.4.a, c, d</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Sequence:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>5%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>10%</td>
</tr>
<tr>
<td>3. Inquiry Paths and the Research Frame</td>
<td>35%</td>
</tr>
<tr>
<td>4. Research Frame Tool and Assessment</td>
<td>40%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Materials

- Copies of the Research Frame Tool for each student
- Student Research Portfolios (refer to 10.3.2 Lesson 1)
- Student copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)
- Student copies of the Taking Notes Tool (refer to 10.3.2 Lesson 4)

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td>Italicized text</td>
<td>indicates a vocabulary word.</td>
</tr>
<tr>
<td>Indicates student action(s).</td>
<td></td>
</tr>
<tr>
<td>Indicates possible student response(s) to teacher questions.</td>
<td></td>
</tr>
<tr>
<td>Indicates instructional notes for the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.7. Explain that students begin the lesson by refining inquiry questions from Lesson 2, based on search results from
Lessons 3–5. Students learn how to complete a Research Frame Tool as a way to plan/frame research using grouped inquiry questions. Students then organize, categorize, and refine their inquiry questions by inquiry path and independently develop a detailed, organized Research Frame.

- Students look at the agenda.

**Activity 2: Homework Accountability** 10%

Instruct students to take out the homework from the previous lesson: Find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Include detailed comments and textual evidence to support your choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.

- Students take out their homework.

Instruct students to form pairs with a classmate for a Turn-and-Talk about the Evidence-Based Argument investigation. Instruct students to discuss how the checklist deepened their understanding of the argument within one of their sources, focusing on one specific section of the checklist.

- Students do a Turn-and-Talk about one specific section of the Evidence-Based Arguments Checklist and how it deepened their understanding of one of their source’s arguments.

- Student responses will vary depending on their research sources.

1. Consider circulating during the Turn-and-Talk to monitor students’ discussions.

1. Consider collecting the homework to monitor students’ research progress.

**Activity 3: Inquiry Paths and the Research Frame** 35%

Introduce students to the Research Frame. Explain that, based on what they learned about conducting independent searches (planning for searches, assessing sources, annotating sources/recording notes, and evaluating arguments), students will now construct a Research Frame to guide the independent searches they will do in the next three lessons (10.3.2 Lessons 7–9). The Research Frame is a formal plan or guide used to list potential inquiry paths and corresponding inquiry questions. Explain that before they can build the Research Frame, students need to refine the inquiry questions developed in Lesson 2 based on the research they have done thus far.

- Students listen.

Instruct students to take out their specific inquiry questions from Lesson 2.

1. The inquiry questions are located in Section 1 of the Research Portfolio.

Ask students to reflect on the preliminary searches conducted in Lessons 3–5 by considering the following guiding questions:
How do the preliminary search results affect your current inquiry questions?

What new inquiry questions are emerging as a result of the preliminary searches? What inquiry questions might need to be eliminated already?

How can the inquiry questions be refined to reflect the search results?

▶ Students listen.

Instruct students to apply the guiding questions just discussed and refine the specific inquiry questions from Lesson 2.

▶ Students work independently to refine their inquiry questions from Lesson 2.

◆ Student responses will vary by individual research topic/area of investigation.

① **Differentiation Consideration:** Consider referring students back to the vetting process for inquiry questions taught in Lesson 2 if students need more support.

Explain to students that the next step is to categorize the refined inquiry questions into inquiry paths. Explain that an inquiry path is an overarching problem or question that organizes your research questions.

▶ Students listen.

Explain that inquiry questions can be grouped thematically. Remind students that they should look for common themes or patterns among the various inquiry questions.

**What does thematically mean? Use the root word to guide you.**

◆ *Thematically* means according to topic, subject, or idea.

① **Differentiation Consideration:** If students cannot define the word *thematically* using the root, consider providing them with the root word *theme* and asking them how it helps define the word.

Explain to students that they must first group the questions thematically to create an inquiry path. Then they can label this inquiry path with an overarching question.

▶ Students listen.

Display the following model inquiry questions:

- Does a person have the right to sell his or her own tissue, cells, organs or DNA?
- Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?
- Have expanding patients’ rights slowed down medical progress?
- What kind of research is human tissue used for?
- Do advances in medicine justify the use of human subjects?
- Can a patient withhold use of their tissue even if study of that tissue might benefit society?
  - Students examine the model inquiry questions.

Model for students how to analyze the inquiry questions for common themes or patterns. Explain to students that the first three questions focus on the individual rights of patients. The last three questions seem to focus on medicine’s benefit to society. Suggest that the inquiry path for the first three questions might be: What rights do patients have to their tissue? Inform students that the inquiry path for the last three questions might be: Does society benefit from the use of human tissue and experiments?
  - Students follow along.

Instruct students to determine themes or patterns among their inquiry questions and categorize them accordingly. Instruct students to write possible inquiry path questions/problems for the categorized inquiry questions. Explain that, although students may be tempted to first come up with the path and then group their questions accordingly, this method would ignore the research they did and create paths that are not based on the research findings.
  - Students work independently to create and record inquiry paths from their inquiry questions.

① Students can do this by physically arranging questions on their desk or by taking notes.

Distribute Research Frame Tools to each student.
  - Students examine the Research Frame Tool.

Model for students how to complete the Research Frame Tool. On the top, under “Topic,” write “Tissue Ownership.” Explain to students that the Area of Investigation changes in this lesson. Before this lesson, students were exploring a general topic that was composed of multiple claims and issues. Inform students that in this lesson they are changing the research topic/area of investigation into a more specific and argumentative problem-based question. Explain to students that this problem-based question will focus their research for the rest of the unit and lead to an argument-based research paper in Unit 3.
  - Students follow along.

Direct students back to the Model Research Frame Tool and under “Area of Investigation” write the following problem-based question:
• Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body?

Explain to students that, based on the various inquiry paths and all the searches up to this point, this is the problem-based question that will yield the richest and most interesting areas of investigation for argument research.

  ▶ Students follow along.

① The area of investigation becomes the problem-based question on the Research Frame Tool.

Inform students that the next step is to group their inquiry questions thematically and then create an inquiry path with a title that is expressed in the form of a question or a problem. These inquiry paths should be distinct from each other but closely related, both to the area of investigation and each other.

Model how to begin completing the Research Frame Tool using the model inquiry questions and inquiry paths discussed above. Instruct students to label each inquiry path with a reference number once they have created a Research Frame. This reference number will be important in subsequent lessons for aligning various sources to one inquiry path.

  ▶ Students follow along.

Activity 4: Research Frame Tool and Assessment 40%

Instruct students to complete a Research Frame Tool independently by grouping or categorizing inquiry questions by themes or patterns, labeling each group with an inquiry path question or problem, and writing reference numbers for the inquiry paths. Additionally, instruct students to craft their problem-based question from their research topic and write on the Research Frame Tool.

Inform students that they will submit the Research Frame for assessment at the end of this lesson. When the Research Frames are returned in the next lesson, students will file them in Section 2: Gathering and Analyzing Information of their Research Portfolios.

  ▶ Students independently complete a Research Frame Tool.

① Consider circulating to offer students help with this task. Confirm that students understand each step and that they are grouping their inquiry questions thematically. Some students may be tempted to first come up with the path and then group their questions accordingly. Remind students that when they do that, they ignore their own research and their paths will not be grounded in their findings. Some students may still have problems organizing their questions; you may choose to group these students with classmates who are researching similar topics to work together to form inquiry paths.
Consider reminding students that the Research Frame is not static ("showing little or no change; lacking movement"). The Research Frame continues to evolve as the research evolves with future searches. Remind students this is the iterative and cyclical nature of inquiry-based research.

Consider reminding students that as they create the Research Frame, they are addressing aspects of W.9-10.8.

The Research Frame Tool serves as the assessment for this lesson.

Activity 5: Closing

Display and distribute the homework assignment. For homework, instruct students to select one to two of their strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) using the appropriate tools for each of the search activities. Additionally, students should continue to add new vocabulary learned through the research process to the vocabulary journal.

- Students follow along.

- Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.

Distribute additional search tools (Potential Sources Tool and Taking Notes Tool) for the homework.

Instruct students to select and copy one to two of their strongest inquiry questions from the Research Frame Tool and to record these on a separate sheet of paper to take home for homework purposes.

- Students select and copy one to two of their strongest inquiry questions from the Research Frame Tool.

Collect the Research Frame Tool for assessment purposes.

- See the High Performance Response for assessment criteria.

- Return research frames to students in the next lesson (10.3.2 Lesson 7).

Homework

Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the appropriate tools for each of the search activities. Additionally, continue to add new vocabulary learned through the research process to the vocabulary journal.
## Area of Investigation

<table>
<thead>
<tr>
<th>INQUIRY PATH</th>
<th>INQUIRY PATH</th>
<th>INQUIRY PATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference: IP #</td>
<td>Reference: IP #</td>
<td>Reference: IP #</td>
</tr>
<tr>
<td>Name this Inquiry Path in the form of a brief description or question:</td>
<td>Name this Inquiry Path in the form of a brief description or question:</td>
<td>Name this Inquiry Path in the form of a brief description or question:</td>
</tr>
<tr>
<td>List all the questions in this Inquiry Path:</td>
<td>List all the questions in this Inquiry Path:</td>
<td>List all the questions in this Inquiry Path:</td>
</tr>
</tbody>
</table>
# Patients Rights

## Area of Investigation
Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body?

<table>
<thead>
<tr>
<th>Reference: IP # 1</th>
<th>Reference: IP # 2</th>
<th>Reference: IP # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name this Inquiry Path in the form of a brief description or question: What rights do patients have?</td>
<td>Name this Inquiry Path in the form of a brief description or question: Who owns tissue, cells, organs and DNA?</td>
<td>Name this Inquiry Path in the form of a brief description or question: How does donation and compensation affect scientific research?</td>
</tr>
<tr>
<td>List all the questions in this Inquiry Path: How do patient’s rights affect tissue, cell and organ ownership?</td>
<td>List all the questions in this Inquiry Path: What rights do individuals have to their own genetic code?</td>
<td>List all the questions in this Inquiry Path: Are there medical or scientific benefits to limiting patient’s rights?</td>
</tr>
<tr>
<td>What is the history of patient rights?</td>
<td>How does payment for tissue, fluids and organs work?</td>
<td>Does the complex issue of tissue rights and donations prevent scientific advancement?</td>
</tr>
<tr>
<td>What cases have changed the state of patient’s rights?</td>
<td>In what cases can you refuse to give your tissue?</td>
<td>Are the ownership laws different for non-profit research organizations?</td>
</tr>
<tr>
<td>What patient’s rights are similar or dissimilar in different countries?</td>
<td>What happens to parts of your body that are removed?</td>
<td>How much money is made off of patient tissue?</td>
</tr>
<tr>
<td>How has new technology changed the landscape of patient’s rights?</td>
<td>What are the medical guidelines for how to treat patient tissue?</td>
<td>What will happen to scientific advancements if there is no profit in it?</td>
</tr>
<tr>
<td>How can patient rights infringe on scientific advancement?</td>
<td>If scientists base a discovery off of your tissue do they have a right to it?</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students begin conducting searches independently using the Research Frame (created in Lesson 6) and associated search tools. This lesson is the first of three lessons in which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research and continually assess sources for credibility and usefulness in answering inquiry questions.

This lesson is the first of three independent search lessons (10.3.2 Lessons 7–9) assessed using a Conducting Independent Searches Checklist. The Conducting Independent Searches Checklist serves as an assessment tool for the teacher while also focusing students on specific aspects of the search process for each independent search lesson. The teacher provides feedback on the two specific criteria from the Conducting Independent Searches Checklist for each of the three lessons. For this lesson, the focal criteria are 1 and 2. Lesson 8’s focal criteria are 3 and 4, and Lesson 9’s focal criteria are 5 and 6.

Students begin the lesson by engaging in a research process check-in during which they update their Student Research Plan. The teacher introduces students to the Conducting Independent Searches Checklist, and students conduct research using the steps that they were introduced to in previous lessons. For the lesson assessment, students turn in their completed research materials. For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) and add to the vocabulary journal the new vocabulary they have learned throughout the research process.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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<tbody>
<tr>
<td>W.9-10.8</td>
<td>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.</td>
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<tr>
<th>Addressed Standard(s)</th>
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<tr>
<td>W.9-10.7</td>
<td>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.</td>
</tr>
</tbody>
</table>
| L.9-10.4.a, c, d | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
| | 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)**

Student learning in this lesson is assessed via individual students’ completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

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 or other cloud-based online organizational formats should display sample folders for all students to see.

② The research tools are assessed using criteria 1 and 2 from the Conducting Independent Searches Checklist. Complete feedback for criteria 1 and 2 on the checklist for each student based on their research tools.

**High Performance Response(s)**

A High Performance Response should:

- Align to criteria 1 and 2 from the Conducting Independent Searches Checklist.

**Vocabulary**

**Vocabulary to provide directly (will not include extended instruction)**

- None.*

**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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
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<tr>
<td><strong>Standards:</strong></td>
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<tr>
<td>• Standards: W.9-10.8, W.9-10.7, L.9-10.4.a, c, d</td>
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<tr>
<td><strong>Learning Sequence:</strong></td>
<td>1. 5%</td>
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<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
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<tr>
<td>2. Homework Accountability and Research Check-In</td>
<td>2. 15%</td>
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<tr>
<td>3. Conducting Independent Searches Checklist</td>
<td>3. 15%</td>
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<tr>
<td>4. Independent Searches</td>
<td>4. 55%</td>
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<tr>
<td>5. Assessment</td>
<td>5. 5%</td>
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<tr>
<td>6. Closing</td>
<td>6. 5%</td>
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Materials

- Research Portfolios (refer to 10.3.2 Lesson 1)
- Student copies of the Research Plan (refer to 10.3.2 Lesson 2)
- Copies of the Conducting Independent Searches Checklist for each student
- Extra copies of the Research Frame Tool (refer to 10.3.2 Lesson 6)
- Extra copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)
- Student copies of the Assessing Sources Handout (refer to 10.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to 10.3.2 Lesson 4)
- Computers with Internet connection (one for each student)

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>Indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td><em>Italicized text</em></td>
<td>Indicates a vocabulary word.</td>
</tr>
<tr>
<td>▼</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>▪</td>
<td>Indicates possible student response(s) to teacher questions.</td>
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<tr>
<td>📚</td>
<td>Indicates instructional notes for the teacher.</td>
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</table>
Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.8. Students begin the lesson with a research process check-in during which they update their Student Research Plan. Students are then introduced to the Conducting Independent Searches Checklist, and conduct research using the steps they learned in previous lessons. This lesson is the first of three independent search lessons (10.3.2 Lessons 7–9) that are assessed using a Conducting Independent Searches Checklist, which focuses students on specific aspects of the search process for each independent searches lesson.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In 15%

Instruct students to take out the Lesson 6 homework: Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the respective tools for each of the search activities. Additionally, continue to add new vocabulary learned through the research process to the vocabulary journal.

- Students take out the Lesson 6 homework.

Instruct students to Turn-and-Talk with a classmate, discussing one credible and relevant source they found related to one of the inquiry questions and two new vocabulary words learned through the source.

- Student responses will vary by students’ individual problem-based questions. Student responses may include:
  - My question “Does a patient have rights to tissue that’s removed from their body?” led me to a source called “Do We Own Our Bodily Tissues?” in The Voice of San Diego. And, it is credible because the author is a medical expert and the information is relevant to my selected inquiry question because it discusses the various issues inherent in tissue ownership.
  - I learned fundamental means “forming a necessary base or core” and innumerable means “too many to be counted.”

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

Instruct students to take out the Student Research Plan from the front of their Research Portfolio.

- Students take out their Student Research Plans.
Return the previous lesson’s assessment, the Research Frame, with feedback to each student, and instruct students to examine the feedback.

- Students examine the feedback on the Research Frame.

Instruct students to review the Research Plan Part 2, where it discusses annotating and taking notes on sources, and building a Research Frame. Instruct students to use the previous lesson’s homework and assessment (Research Frame) to journal about their research progress and next steps.

- Students review the Research Plan Part 2, and use the previous lesson’s homework and assessment to journal about their research progress and next steps.

Student responses will vary by individual research question/problem-based question, but look for students to use the language of the Research Plan when reflecting on their research progress and next steps.

1. Instruct students to continue the Research Journal started in Lesson 2. Students can write on separate sheets of paper or in a notebook and keep the Research Journal in the Research Portfolio.

Instruct students to file the Research Plan in the front section of the Research Portfolio and organize the materials from the previous lesson in Section 2: Gathering and Analyzing Information.

- Students file the Student Research Plan in the front section of the Research Portfolio.

### Activity 3: Conducting Independent Searches Checklist 15%

Explain to students that this lesson begins a series of three lessons in which students conduct independent searches during class time and for homework. Inform students that each independent searches lesson (10.3.2 Lessons 7–9) has a different focus but includes all the steps of the research process taught in previous lessons.

- Students listen.

Display and distribute the Conducting Independent Searches Checklist. Explain to students that the Conducting Independent Searches Checklist synthesizes all the criteria for an effective search into one list. Explain to students that for each of the three independent searches lessons, students will focus on two criteria to assess their research progress. Inform students that for this lesson, criteria 1 and 2 are the focus. However, students should still consider all the research steps because all of the criteria are important in conducting effective research. Remind students that the skills necessary to meet the criteria have been taught throughout the previous lessons.

- Students examine the Conducting Independent Searches Checklist.

Instruct students to read the criteria in the Conducting Independent Searches Checklist and then Turn-and-Talk in pairs to consider the criteria’s specific actions and any questions or clarification needed. Instruct student pairs to answer the following questions before sharing out with the class.
Student responses will vary but listen for students to use the language of the Conducting Independent Searches Checklist while discussing.

What specific action is required for criterion 1, “Uses inquiry questions to drive research and identify sources”?

- The criterion’s action is that the inquiry questions should drive the research. We should be searching for sources that provide information related to our inquiry questions. The research is based on inquiry or answering questions to gain a deeper understanding of the problem-based question.

What specific action is required for criterion 2, “Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question”?

- This criterion is describing how to assess sources by using the Potential Sources Tool and Assessing Sources Handout introduced in earlier lessons. It is important to quickly get rid of any sources that are not credible, accessible, or relevant.

What specific action is required for criterion 3, “Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly”?

- This criterion’s action is describing how to assess the research and if there is enough to answer inquiry questions or address inquiry paths. Sometimes new questions emerge and some questions need to be eliminated based on the direction of the research. Sometimes additional sources need to be explored.

What specific action is required for criterion 4, “Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths”?

- This criterion’s action is about selecting key sources to read closely for information that addresses select inquiry questions and paths.

What specific action is required for criterion 5, “Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions”?

- This criterion’s action is about deciding which inquiry paths and questions have been addressed by the research and making decisions about which direction to go with the research.

What specific action is required for criterion 6, “Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths”? 
This criterion’s action is about annotating and taking notes on key sources, but also beginning to analyze those sources for how they answer the selected inquiry question. This criterion also contributes to changes in research direction that might take place.

1. Look for essential understanding of the criterion’s action, its nonlinear nature, and the repetitive practices that research calls for. Consider generating follow-up questions as necessary.

1. Students do not need to complete the Conducting Independent Searches Checklist; it is for assessment purposes only.

Lead a brief whole-class discussion of students’ responses and questions.

**Activity 4: Independent Searches**  55%

Instruct students to begin working on their independent searches. Remind students they will be assessed on criteria 1 and 2 on the Conducting Independent Searches Checklist. Remind students of the research steps (planning for searches, assessing sources, annotating, taking notes, and evaluating arguments). Remind students to organize all search materials in their Research Portfolios, Section 2.

Transition students to independent searches. Distribute extra Potential Sources Tools, Taking Notes Tools, and Research Frame Tools as needed to each student.

- Students do their independent searches, using the Research Frame and the steps from earlier lessons (planning for searches, assessing sources, annotating, taking notes, and evaluating arguments).

1. Consider displaying the search steps from 10.3.2 Lessons 3–5 for students to see.

1. Consider using the media center or library for this lesson so students have access to librarians or media specialists.

1. Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

1. Consider drawing students’ attention to their application of standard W.9-10.7, through the use of research skills necessary to complete this activity.

Circulate to support students as they engage in the research process. Ask students to consult the Conducting Independent Searches Checklist as a reminder of the components of the research process.

1. Place students in heterogeneous groups of four or five that remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share
claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

① Differentiation Consideration: Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/ such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students’ reading levels.

① Remind students to continue considering print and non-text media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from text.

Activity 5: Assessment

Collect the completed research tools from the lesson, including the Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- Students turn in the completed research tools from the lesson.

① Differentiation Consideration: For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:

Choose one central claim researched today. Identify the evidence that supports this claim and evaluate how the evidence is relevant and sufficient to the claim.

Activity 6: Closing

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument) and add to the vocabulary journal the new vocabulary learned through the research process.

- Students follow along.

① Distribute additional tools as needed. Students should bring to class annotated sources and completed research tools as evidence of their independent research.

① Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.
Homework

Continue conducting searches independently, following the steps taught in 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument) and add to the vocabulary journal any new vocabulary you learn through the research process. Bring to class annotated sources and completed research tools from your searches.
# Conducting Independent Searches Checklist

<table>
<thead>
<tr>
<th>Conducting Independent Searches Criteria</th>
<th>Teacher Feedback</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>2. Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.</td>
<td></td>
</tr>
<tr>
<td>3. Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.</td>
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<tr>
<td>4. Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths.</td>
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</tr>
<tr>
<td>5. Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions.</td>
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</tr>
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<td>6. Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths.</td>
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Introduction

In this lesson, students continue to conduct searches independently using the Research Frame as a guide, with the associated search tools. This is the second lesson of the independent search process and builds on the previous lesson by asking students to determine if the research surfaced is sufficient to address established inquiry paths and questions, while adjusting the search accordingly. Additionally, students read sources closely, analyze details and ideas, evaluate a source’s argument, and take notes for each source to determine how it addresses inquiry questions and paths.

Students begin by using the previous lesson’s assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. As a result, students update their Research Frames as needed. Students continue to independently research, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). For the lesson assessment, students turn in all completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame. For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) and add to the vocabulary journal any new vocabulary learned through the research process.

Standards

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L.9-10.4.a, c, d  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

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.

b. 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)

The learning in this lesson is assessed via individual students’ completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

① The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 10.3.2 Lesson 7). Complete feedback for criteria 3 and 4 on the checklist for each student based their research tools.

High Performance Response(s)

A High Performance Response should:

• Align to criteria 3 and 4 in the Conducting Independent Searches Checklist.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

• None.*

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

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**Learning Sequence:**
1. Introduction of Lesson Agenda
2. Homework Accountability and Research Check-In
3. Independent Searches
4. Assessment
5. Closing

| 1. | 5% |
| 2. | 25% |
| 3. | 60% |
| 4. | 5% |
| 5. | 5% |

**Materials**
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Extra copies of the Assessing Sources Handout (refer to 10.3.2 Lesson 3)
- Extra copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to Lesson 10.3.2 Lesson 4)
- Student copies of the current Research Frame (refer to 10.3.2 Lesson 6)
- Student copies of the Conducting Independent Searches Checklist (refer to 10.3.2 Lesson 7)
- Computers with Internet connection (one for each student)

**Learning Sequence**

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<td><strong>Symbol</strong></td>
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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.8. In this lesson, students use the previous lesson’s assessment (completed research tools), with teacher feedback, to assess their search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students continue to research independently, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). Additionally, students turn in all completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame to close the lesson.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In 25%

Instruct students to take out the independent research completed for the previous lesson’s homework and the Conducting Independent Searches Checklist from the previous lesson.

- Students take out their completed research and the Conducting Independent Searches Checklist.

Instruct students to Turn-and-Talk in pairs about criteria 1 and 2 on the Conducting Independent Searches Checklist by discussing two examples from the homework (independent research) that best exemplify these criteria.

- Student responses will vary based on their individual research but listen for students to use the language of criteria 1 and 2 from the Conducting Independent Searches Checklist.

1. Criterion 1 on the Conducting Independent Searches Checklist is “Uses inquiry questions to drive research and identify sources.” Criterion 2 is “Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.”

1. Students were introduced to the Conducting Independent Searches Checklist in the previous lesson.

1. Consider circulating during the discussion to monitor students’ research progress and hold students accountable for homework completion.

1. Consider drawing students’ attention to their application of standard W.9-10.7, through the use of research skills necessary to complete this activity.

Return to each student the previous lesson’s completed research tools (with teacher feedback on criteria 1 and 2 of Conducting Independent Searches Checklist). Instruct students to examine the materials.
Students examine teacher feedback on the previous lesson’s completed research tools.

Criteria 1 and 2 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 1 and 2 of the checklist, based on individual students’ completed research tools.

Remind students that this type of inquiry-based research is cyclical and nonlinear. Sometimes new paths develop and some paths are abandoned depending on the direction of the research. Instruct students to reflect on their research from the previous lesson’s homework and assessment by thinking about how their Research Frame should change or stay the same.

Instruct students to form pairs. Post or project the following questions for student pairs to discuss:

**Which inquiry paths deserve more attention and further development?**

**Which inquiry paths need to be discontinued or abandoned?**

**What new inquiry questions are emerging?**

**What new inquiry paths are emerging?**

Student responses will vary based on the individual students’ problem-based questions. However, listen for students to discuss changes, additions, and deletions to inquiry questions/paths.

Instruct students to independently revise/refine their Research Frames based on the previous pair reflection.

- Students independently revise/refine their Research Frame.

**Differentiation Consideration:** If students need additional support, consider modeling changes, additions, and deletions to the model Research Frame that was developed in Lesson 6.

**Differentiation Consideration:** Some students may not need to alter their Research Frames as a result of their research, provided the research is sufficient to support the current Research Frame. Consider having these students peer review each other’s Research Frames and research notes/tools to ensure no alterations are necessary.

Instruct students to organize and file all research and associated materials in the Research Portfolio (Section 2: Gathering and Analyzing Information).

- Students organize and file all research and associated materials.
Activity 3: Independent Searches

Remind students of the search steps from Lessons 3–5 (planning for searches, assessing sources, annotating sources, taking notes, and evaluating arguments). Inform students that at the end of this lesson they will submit their independent search materials to be assessed on criteria 3 and 4 on the Conducting Independent Searches Checklist.

Transition students to independent searches.

- Students work on independent searches.

  1. Consider displaying the search steps from 10.3.2 Lessons 3–5 for students to see.
  2. Consider using the media center or library for this lesson so students have access to librarians or media specialists.
  3. Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

Circulate around the room to support students as they engage in the research process. Consider using the Conducting Independent Searches Checklist to monitor students’ progress as they research.

- Students independently search for sources using their current Research Frame and the steps from 10.3.2 Lessons 3–5 (planning for searches, assessing sources, annotating sources, recording notes, and evaluating arguments).

  1. Place students in heterogeneous groups of four or five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

  2. **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/ such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist with regard to accessing these databases and creating filtered searches that support students’ reading levels.

  3. Remind students to continue considering print and media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from written text.
Activity 4: Assessment

Collect the completed research tools from the lesson, including the Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- Students turn in their completed research tools from the lesson.

1. **Differentiation Consideration:** For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:

   Write an evidence-based claim about an inquiry question researched in class using evidence found in your sources.

   Instruct students to look at the annotations in their sources and research tools to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses and to practice using specific language and domain-specific vocabulary.

Activity 5: Closing

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). Additionally, instruct students to add new vocabulary learned through the research process to their vocabulary journal.

- Students follow along.

1. Consider reminding students to use the vocabulary strategies in standards L.9-10.4.a, c, d when completing the vocabulary journal.

Homework

Continue conducting searches independently, following the steps taught in 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, add new vocabulary learned through the research process to the vocabulary journal.
Introduction

This lesson is the last in a series of three lessons focused on conducting searches independently. This lesson focuses on criteria 5 and 6 of the research process in the Conducting Independent Searches Checklist. As in Lesson 8, students use the previous lesson’s assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students update the Research Frame as needed. Students continue to research independently, using the steps taught in 10.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments).

For the lesson assessment, students turn in all completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame. For homework, students continue conducting searches independently, following the steps outlined in 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, students organize their research by inquiry paths in the Research Portfolio.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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</thead>
<tbody>
<tr>
<td>W.9-10.8</td>
<td>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.</td>
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</tbody>
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<th>Addressed Standard(s)</th>
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<tbody>
<tr>
<td>W.9-10.7</td>
<td>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.</td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)

Student learning in this lesson is assessed via individual students’ completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

① The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 10.3.2 Lesson 7). Complete feedback for criteria 5 and 6 on the checklist for each student based on their research tools.

High Performance Response(s)

A High Performance Response should:

- Align to criteria 5 and 6 in the Conducting Independent Searches Checklist.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tr>
<td>Standards &amp; Text:</td>
<td></td>
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<tr>
<td>• Standards: W.9-10.8, W.9-10.7</td>
<td></td>
</tr>
<tr>
<td>Learning Sequence:</td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
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<tr>
<td>2. Homework Accountability and Research Check-In</td>
<td>2. 20%</td>
</tr>
<tr>
<td>3. Independent Searches</td>
<td>3. 60%</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>4. 5%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>5. 10%</td>
</tr>
</tbody>
</table>
Materials

- Research Portfolios (refer to 10.3.2 Lesson 1)
- Student copies of the current Research Frame (refer to 10.3.2 Lesson 6)
- Extra copies of the Assessing Sources Handout (refer to 10.3.2 Lesson 3)
- Extra copies of the Potential Sources Tool (refer to 10.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to Lesson 10.3.2 Lesson 4)
- Student copies of the Conducting Independent Searches Checklist (refer to 10.3.2 Lesson 7)
- Computers with Internet connection (one for each student)

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
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<tr>
<td>❓</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📋</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and sharing the assessed standard for this lesson: W.9-10.8. In this lesson, students use the previous lesson’s assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students continue to research independently, using the steps previously taught in 10.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, students turn in all completed research tools from the lesson, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- Students look at the agenda.
**Activity 2: Homework Accountability and Research Check-In 20%**

Instruct students to take out the independent research completed for the previous lesson’s homework and the Conducting Independent Searches Checklist.

- Students take out their homework and Conducting Independent Searches Checklist.

Instruct students to Turn-and-Talk with a classmate about criteria 3 and 4 on the Conducting Independent Searches Checklist by discussing two examples from the homework (independent research) that best exemplify these criteria.

- Student responses will vary based on their individual research but listen for students to use the language of criteria 3 and 4 from the Conducting Independent Searches Checklist.

1. Criterion 3 on the Conducting Independent Searches Checklist is “Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.” Criterion 4 is “Reads sources closely, analyzes details and ideas, and takes notes for each source to determine how it addresses inquiry questions and paths.”

1. Students were provided with a Conducting Independent Searches Checklist in 10.3.2 Lesson 7.

1. Circulate during the pair discussion to monitor students’ research progress and to hold students accountable for homework completion.

1. Consider drawing students’ attention to their application of standard W.9-10.7, through the use of research skills necessary to complete this activity.

Instruct students to organize and file their research materials from the previous lesson’s homework and assessment in the Research Portfolio.

- Students organize and file their research materials in the Research Portfolio.

Return to each student the previous lesson’s completed research tools (with teacher feedback on criteria 3 and 4 of the Conducting Independent Searches Checklist). Instruct students to examine the materials.

- Students examine teacher feedback on the previous lesson’s completed research tools.

1. Criteria 3 and 4 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 3 and 4 of the checklist, based on individual students’ completed research tools.

Inform students that this is the final lesson on independent searches. Explain that, before doing more independent research in this lesson, students will reflect on the previous lesson’s homework and assessment materials, considering how their Research Frames should change or stay the same.
Students listen.

Instruct students to reflect individually on the following questions and revise or refine their Research Frame accordingly:

**What inquiry paths deserve more attention and further development?**

**What inquiry paths need to be discontinued or abandoned?**

**What new inquiry questions are emerging?**

**What inquiry questions can be discontinued or abandoned?**

- Students reflect on the previous questions and revise or refine their Research Frame accordingly.

1. Consider reminding students to use their completed research and teacher feedback, based on the assessments from Lessons 7 and 8 to support their revisions.

2. Students can write their revisions directly on the current Research Frame, on an additional Research Frame, or another sheet of paper.

3. **Differentiation Consideration:** Some students may not need to alter the Research Frame as a result of their research. Consider having these students peer review each other’s Research Frames and research notes/tools to ensure no alterations are necessary.

4. **Differentiation Consideration:** If students need more support, consider modeling for students how to revise or refine the Research Frame by using the Model Research Frame developed in 10.3.2 Lesson 6.

**Activity 3: Independent Searches**

Remind students of the search steps from 10.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, take notes, and evaluate arguments). Inform students that at the end of this lesson they will submit their independent search materials to be assessed on criteria 5 and 6 on the Conducting Independent Searches Checklist.

Transition students to independent searches.

- Students work on independent searches.

1. Consider displaying the search steps from 10.3.2 Lessons 3–5 for students to see.

1. Consider using the media center or library for this lesson so students have access to librarians or media specialists.
Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

Circulate around the room to support students as they engage in the research process. Consider using the Conducting Independent Searches Checklist to monitor student progress as they research.

- Students independently search for sources using a current Research Frame and the steps from 10.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).

Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

**Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through http://novelnewyork.org/, such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist with regard to accessing these databases and creating filtered searches that support students’ reading levels.

Remind students to continue considering print and non-text media when researching and to think about how visuals or auditory media can provide or demonstrate information in ways different from text.

**Activity 4: Assessment**

Collect the completed research tools from the lesson, including the Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- Students turn in the completed research tools from the lesson.

**Differentiation Consideration:** For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:
Identify a claim that counters a claim identified in 10.3.2 Lesson 7 or 10.3.2 Lesson 8. Identify the evidence that supports this counterclaim and evaluate how the evidence is relevant and sufficient to the counterclaim.

Instruct students to look at the annotations in their sources and research tools to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses and to practice using specific language and domain-specific vocabulary when responding.

**Activity 5: Closing**

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 10.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, evaluate arguments). Additionally, instruct students to organize the multiple sources and research tools by inquiry path in the Research Portfolio.

Explain to students how to organize the multiple sources and research tools by inquiry path in the Research Portfolio. Students should examine their current Research Frames and Research Portfolios, and then compile and organize all of their notes, annotated sources, and tools by inquiry path. Students can do this either by reorganizing Section 3 of the Research Portfolio by inquiry path, or by marking their notes, annotated sources, and tools by the inquiry path number that is located on the Research Frame. Remind students to put research information that is not useful or relevant in Section 4 of the Research Portfolio.

- Students follow along.

1. Section 3 of the Research Portfolio is the Drawing Conclusions Section. Section 4 of the Research Portfolio is the Discarded Material Section.

1. Students may have their own system for organizing their research materials by inquiry path. The goal is for students to organize their research materials by inquiry path so how that goal is achieved may look different for individual students.

1. This homework requires students to take home the Research Portfolio.

1. Distribute additional tools as needed. Students should bring in annotated sources and completed research tools as evidence of their independent research.

**Homework**

Continue conducting searches independently, following the steps taught in Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, organize your sources and research tools by inquiry path in the Research Portfolio.
Introduction

In this lesson, students analyze and synthesize their research to begin making claims about inquiry questions within an inquiry path. Students use at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame.

Students begin by choosing the inquiry path that yielded the richest research and narrowing the focus down to a single inquiry question. Students then skim their research associated with that inquiry question, including annotated sources and the Taking Notes Tools. Students highlight the pertinent evidence directly on the annotated sources or the Taking Notes Tools. Students then select details from the highlighted evidence to make claims about inquiry questions and inquiry paths by completing at least two Forming Evidence-Based Claims Tools. These initial claims are the foundation for the Evidence-Based Perspective that students will develop in Lesson 13. For the lesson assessment, students turn in their Forming Evidence-Based Claims Tools, which are assessed using the Evidence-Based Claims Criteria Checklist.

For homework, students continue the process introduced in this lesson by analyzing and synthesizing their research and completing at least two Forming Evidence-Based Claims Tools for every inquiry path on the Research Frame.

Standards

<table>
<thead>
<tr>
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<th>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.</th>
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<td>W.9-10.7</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>W.9-10.9</td>
<td></td>
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<td>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.</td>
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</tbody>
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Assessment

Assessment(s)
Student learning in this lesson will be assessed via at least two completed Forming Evidence-Based Claims Tools, to develop claims about one inquiry path.

1. The Forming Evidence-Based Claims Tools will be assessed using the Evidence-Based Claims Criteria Checklist.

High Performance Response(s)
Individual student tools will vary by the individual’s problem-based question. A High Performance Response should:

- Provide details that are important for answering the inquiry question (e.g., "Courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue.").

- A brief analysis of the meaning of the details and an explanation of the connections between them (e.g., These details suggest that it is not the patient but the tissue banks that control human tissue samples.).

- A claim based on the evidence and analysis (e.g., Tissue banks, not individuals, have control over tissue samples.).

1. See the Model Forming Evidence-Based Claims Tools at the end of the lesson for detailed model student responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- None.*

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.
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<tr>
<td>2. Homework Accountability and Research Check-In</td>
<td>2. 15%</td>
</tr>
<tr>
<td>3. Analyzing Research</td>
<td>3. 50%</td>
</tr>
<tr>
<td>4. Synthesizing Research and Lesson Assessment</td>
<td>4. 25%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>5. 5%</td>
</tr>
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Materials

- Completed Research Tools (refer to 10.3.2 Lesson 9)
- Copies of the Forming Evidence-Based Claims Tool for each student (at least six per student)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Highlighters (one for every student)

How to Use the Learning Sequence

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.7 and W.9-10.9. In this lesson, students choose an inquiry path that yielded rich research and then narrow down the focus to a single inquiry question. Students then review their research associated with that inquiry question, including annotated sources and the Taking Notes Tools. Students highlight the important evidence directly on the annotated sources or the Taking Notes Tools, and select details from the highlighted evidence to make claims about the inquiry questions and inquiry paths by completing the Forming Evidence-Based Claims Tools. These initial claims serve as the foundation for the Evidence-Based Perspective students develop in Lesson 13.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In 15%

Return to each student the previous lesson’s completed research tools (with teacher feedback on criteria 5 and 6 of the Conducting Independent Searches Checklist). Instruct students to examine the materials.

- Students examine teacher feedback on the previous lesson’s completed research tools.

1 Criteria 5 and 6 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 5 and 6 of the checklist, based on individual students’ completed research tools.

Instruct students to take out the homework from the previous lesson, including their completed research and the organized research from their Research Portfolios.

- Students take out their completed research and the organized research from the Research Portfolio.

1 The previous lesson’s homework was to continue conducting searches independently (following the steps taught in Lessons 3–5) and organize all research notes, annotated sources, and tools by inquiry path.

Instruct students to examine the organized Research Portfolio and previous lesson’s work, and Turn-and-Talk in pairs to discuss the following question:

Which inquiry paths from your Research Frame yielded the richest information from the source materials?

- Students Turn-and-Talk in pairs about which inquiry paths yielded the richest information from the source materials.

1 Consider providing students with the following definition: yielded means “gave forth or produced.”
Student responses may include:

- I noticed that I had several relevant and useful resources for Inquiry Path 1. These references provided some answers to each of the inquiry questions within this path. So, Inquiry Path 1 seems to be the richest path in terms of information across multiple sources.
- I noticed that I was able to answer several questions within each inquiry path but not address all the inquiry questions within one path. My research is scattered across multiple paths.

Circulate around the room to monitor student progress and hold students accountable for the previous lesson’s homework by listening for students to use evidence from their research.

Instruct students to take out the Student Research Plan from the front of the Research Portfolio, and examine Part 2: Gathering Information. Instruct students to write in their Research Journal about their research progress and next steps based on Part 2: Gathering Information. Instruct students to use the language of W.9-10.7 and W.9-10.8 that aligns to this section in their journal responses.

Student responses will vary by individual problem-based question but look for students to use the language of the Student Research Plan and evidence from their specific research.

The Student Research Plan and Research Journal were introduced in Lesson 2.

The language from W.9-10.7 that aligns with Part 2: Gathering Information includes “narrow or broaden the inquiry when appropriate.” The language from W.9-10.8 that aligns with Part 2: Gathering Information includes “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.”

Instruct students to organize and file the Student Research Plan, Research Journal, and the other homework and assessment materials in the Research Portfolio.

- Students organize and file their materials in their Research Portfolios.

Activity 3: Analyzing Research 50%

Explain to students that they have been focused on researching and analyzing sources for the individual questions in their inquiry paths. In this next step, students take a more global perspective on their research by returning to the Research Frame and analyzing their evidence across multiple sources to see if they can answer some of their inquiry questions. Inform students that the goal of this activity is to understand what the research says about each inquiry path now that the research is mostly complete.

- Students listen.
① After this lesson’s activities, some students may continue researching if they have not yet found enough evidence to directly support a claim about each inquiry path.

Instruct students to follow specific steps to analyze the research in order to think about their developing understanding about each inquiry path. Display and explain each step:

- Step 1: Review the Research Frame and analyze each inquiry path. Choose an inquiry path that surfaced the richest research across multiple sources. This inquiry path will now become your focus inquiry path.

- Step 2: Analyze the focus inquiry path and circle inquiry questions within the path that led to the most useful and relevant research.

- Step 3: Choose one of the circled inquiry questions and skim all the research associated with that one inquiry question, highlighting evidence and details that answer the chosen inquiry question. This step may include reading or skimming across multiple sources for one inquiry question.

- Alternative to Step 3: If five or more inquiry questions are circled within one inquiry path, an optional step is to choose the inquiry path question itself to reread, and analyze the research associated with that path.

- Step 4: Continue to repeat this process for as many questions as possible in each inquiry path (even for inquiry paths that did not yield the most interesting or rich research).
  
  - Students listen and examine the steps.

Display the Model Research Frame (from 10.3.2 Lesson 6) for students to see.

- Students examine the Model Research Frame.

① The Model Research Frame is located in Lesson 6 and has been used throughout the unit to model content for students.

Model for students how to follow the research analysis steps. Remind students that Step 1 is to “Review the Research Frame and analyze each inquiry path. Choose an inquiry path that surfaced the richest research across multiple sources. This inquiry path will now become your focus inquiry path.” Explain to students that after examining all the inquiry paths, you decided that the following two paths yielded the richest research: Inquiry Path 1 (What rights do patients have?) and Inquiry Path 2 (Who owns tissue, cells, organs and DNA?). Many of the resources addressed both of these paths. However, Inquiry Path 2’s questions led to the most relevant and useful information, so Inquiry Path 2 should be the focus path for this first analysis process.

- Students listen and follow along with the modeling.

Model for students how to complete Step 2, “Analyze the focus inquiry path and circle inquiry questions within the path that led to the most useful and relevant research.” Explain to students that you are examining the focus inquiry path (Inquiry Path 2) and all the questions within it, and thinking about the
independent searches previously conducted. Explain to students that the many inquiry questions within Inquiry Path 2 that were answered through research include the following: What happens to parts of your body that are removed? What are the medical guidelines for how to treat patient tissue? If scientists base a discovery off of your tissue, do they have a right to it? How does payment for tissue, fluids and organs work?

Circle the questions for students to see.

- Students listen and follow along with the modeling.

Explain to students that Step 3 in the research analysis process is to “choose one of the circled inquiry questions, skim all the research associated with the chosen inquiry question, and highlight evidence and details that answer the chosen inquiry question. This step may include reading across multiple sources for one inquiry question.” Explain to students that since four of the inquiry questions were circled on the Model Research Frame, the inquiry path question itself can be used as the question to focus the rereading and analysis of the associated research. Circle the inquiry path question, “Who owns tissue, cells and organs and DNA?”

- Students listen and follow along with the modeling.

Model for students how to use the inquiry path question itself (Who owns tissue, cells and organs and DNA?) to guide the research analysis. Demonstrate how to skim through a source to find, read, and highlight key evidence associated with the chosen inquiry question. Skim through Source 7, “Body of Research—Ownership and Use of Human Tissue,” and discuss which evidence to highlight for the chosen inquiry question.

- Students listen and follow along with the modeling.

Possible highlighted evidence to model from Source 7 “Body of Research—Ownership and Use of Human Tissue” is the following:

- “the question of whether we “own” our bodies must be answered soon: courts now face multiple controversies concerning the use of bits and pieces of bodies—and their derivatives—that are scattered among pathology laboratories, state hygiene laboratories, museums, archives, sperm banks, fertility clinics, and forensic DNA collections.”
- “But after the tissue has been properly excised, its use without the patient’s consent may be permitted under federal research regulations, if the patient’s identity is unknown or adequately obscured.”
- “Investigators and universities have argued that recognizing property rights in excised tissue would threaten their ability to use stored tissue samples effectively.”

Prior to this lesson, students have annotated and recorded notes on all their sources; they do not need to read every source closely again but can skim through for key evidence and details associated with the chosen inquiry question. Consider modeling how to skim if students struggle with this skill.
① The source “Body of Research—Ownership and Use of Human Tissue” is used to model how to find evidence related to specific inquiry questions. Feel free to use any source to model this skill.

Instruct students to look at their individual Research Frames and follow the first three steps of the research analysis process by choosing one inquiry path to focus on, circling inquiry questions, and finally choosing one focus inquiry question. Remind students to circle questions within the inquiry path that led to relevant and useful research.

- Students look at their individual Research Frames and choose a rich inquiry path to focus on, circle inquiry question(s) within the path, and choose one focus inquiry question.

① Again, students can choose the inquiry path question itself to guide their research analysis. It depends on how many inquiry questions were circed within one inquiry path. See the alternative to step 3 in the research analysis process above.

① Instruct students to use highlighters to highlight evidence and details that answer the chosen inquiry question. Remind students they are looking for how the multiple pieces of research answer the chosen inquiry question.

① Circulate while students are working to monitor their progress.

① Differentiation Consideration: If students struggle with the analysis process, consider modeling with an individual student’s chosen inquiry question to highlight evidence and details that answer the question.

Activity 4: Synthesizing Research and Lesson Assessment 25%

Introduce students to the Forming Evidence-Based Claims Tool, which is used to synthesize (combine) the highlighted evidence for their focus inquiry question. Explain to students that it is important to think about how the pieces of research connect, and what the research says about the focus inquiry question. Explain that this work helps students develop a deeper understanding of the research itself and its connections to the problem-based question. Inform students that this work is the foundation for developing a perspective about their problem-based question in subsequent lessons.

- Students listen.

① Consider reminding students of the following definition: *synthesize* means “to combine into a single or unified entity.”

Distribute at least six copies of the Forming Evidence-Based Claims Tool to all students.

- Students examine the Forming Evidence-Based Claims Tool.
Display a Model Forming Evidence-Based Claims Tool for all students to see. Model for students how to complete the top portion of the tool by writing the model source numbers, 7 and 4, and the model Inquiry Question, “Who owns tissue, cells and organs and DNA?”

- Students follow along with the modeling.

Instruct students to complete the top portion of their blank Forming Evidence-Based Claims Tool, writing their chosen inquiry question and the numbers of the sources they analyzed in the previous activity.

- Students complete the top portion of their blank Forming Evidence-Based Claims Tool.

1. The source numbers were labeled on the Potential Sources Tools and the Taking Notes Tools when students independently searched in 10.3.2 Lessons 7–9. These tools were introduced in 10.3.2 Lessons 3–5.

Model for students how to select details from the highlighted research analysis to complete the “Selecting Details” portion of the Forming Evidence-Based Claims Tool. Show students several highlighted pieces of evidence from Sources 7 and 4. Explain to students that they should choose the most important evidence that answers the focus inquiry question. Model for students how to choose the most important evidence from the highlighted evidence. Write these details on the Model Forming Evidence-Based Claims Tool for students to see. Explain to students that these specific examples all have to do with the ownership of tissue. These should include the following:

- “Courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue” (Source 7).
- “If left unregulated and to the whims of [donors], these highly prized biological materials would become nothing more than chattel going to the highest bidder” (Source 4).
- “As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish” (Source 4).

1. Model Source 7 is “Body of Research—Ownership and Use of Human Tissue” and model Source 4 is “Tissue Banks Trigger Worry About Ownership Issues.”

- Students listen and follow along with the model.

1. The sources “Body of Research—Ownership and Use of Human Tissue” and “Tissue Banks Trigger Worry About Ownership Issues” are used in the Model Forming Evidence-Based Claims Tool. Feel free to use any source to model using the Forming Evidence-Based Claims Tool.

Instruct students to analyze the highlighted evidence from their research and select the most important details to answer their chosen inquiry question. Instruct students to write the selected details in the “Selecting Details” section of the tool. Remind students to write the source’s number on the reference line so they do not separate the resource from the evidence.
Students analyze the highlighted evidence from their research and write the most important details on the Forming Evidence-Based Claims Tool.

Circulate and monitor student progress during this guided practice.

Model for students how to complete the “Analyzing and Connecting Details” section of the tool. Ask students to consider what the details say about the chosen inquiry question, and the connections that can be made among the details.

Model this thinking and write the following on the Model Forming Evidence-Based Claims Tool in the “Analyzing and Connecting Details” section for students to see: “These details suggest that it is not the patient but the tissue banks that control human tissue samples. Although there have been court cases regarding who owns human tissue, it would seem like it is not entirely decided at this point who should have the final say over tissue. Scientists and researchers are definitely against having individuals control their own tissue samples.”

Students follow along with the modeling.

Instruct students to practice on their own Forming Evidence-Based Claims Tool by thinking about their details and how they are connected in light of their chosen inquiry question. Instruct students to write their thinking in the “Analyzing and Connecting Details” section on the Forming Evidence-Based Claims Tool.

Students make connections between the important details and write these connections in the “Analyzing and Connecting Details” section on the tool.

Model for students how to develop a claim that answers the chosen inquiry question by completing the “Making a Claim” section of the Forming Evidence-Based Claims Tool. Ask students to think about what conclusions or answers they are developing based on their analysis. Write the following claim on the Model Forming Evidence-Based Claims Tool in the “Making a Claim” section for students to see: “Tissue banks, not individuals, have control over tissue samples.”

Students follow along with the modeling.

Instruct students to develop their own claims and write them on their tools in the “Making a Claim” section.

Students develop a claim in the “Making a Claim” section on the tool.

Explain to students that for the previous analysis, they chose only one inquiry question within the path, or the inquiry path question itself. They can now analyze the rest of their research evidence and develop more claims about their other inquiry questions.

Students listen.
Instruct students to review their focused inquiry path with the circled inquiry questions, and to continue to use the Forming Evidence-Based Claims Tool to develop claims about all the circled questions. Instruct students to begin developing claims for their focus inquiry path.

- Students use the Forming Evidence-Based Claims Tool to develop claims about the circled inquiry questions within the chosen inquiry path.

1. The Evidence-Based Claims Tool serves as the assessment for this lesson. Students must turn in at least two of them.

2. Remind students to follow the steps of analyzing the research and the process of synthesis for each Forming Evidence-Based Claims Tool outlined in Activity 3 of this lesson.

3. If students have chosen the inquiry path question itself, they should still be able to complete multiple Forming Evidence-Based Claims Tools, as they should have plenty of evidence to analyze and make a variety of claims about the inquiry path question itself. See the Model Evidence-Based Claim Tool responses at the end of the lesson for an example of this.

Instruct students to turn in two completed Forming Evidence-Based Claims Tools for assessment purposes.

- Students turn in two completed Forming Evidence-Based Claims Tools.

4. Assess the completed Forming Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to complete the process introduced in the lesson by organizing, analyzing, and synthesizing their research and using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame.

- Students follow along.

4. This homework requires students to take home the Research Portfolio.

Homework

Continue to complete the process introduced in the lesson by organizing, analyzing, and synthesizing your research, and using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame.
<table>
<thead>
<tr>
<th>Inquiry Question:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SEARCHING FOR DETAILS</th>
<th>I read the sources closely and mark words and phrases that help me answer my question.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SELECTING DETAILS</th>
<th>I select words or phrases from my search that I think are the most important for answering my question. I write the reference next to each detail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1 (Ref.:</td>
<td></td>
</tr>
<tr>
<td>Detail 2 (Ref.:</td>
<td></td>
</tr>
<tr>
<td>Detail 3 (Ref.:</td>
<td></td>
</tr>
</tbody>
</table>

<p>| ANALYZING AND         | What I think about the details and how I connect them: |</p>
<table>
<thead>
<tr>
<th>CONNECTING DETAILS</th>
<th>----------------------------------------------------------------</th>
</tr>
</thead>
<tbody>
<tr>
<td>I re-read parts of the texts and think about the meaning of the details and what they tell me about my question. Then I compare the details and explain the connections I see among them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAKING A CLAIM</th>
<th>My claim that answers my inquiry question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I state a conclusion I have come to and can support with evidence from the texts after reading them closely.</td>
<td></td>
</tr>
</tbody>
</table>

FORMING EVIDENCE-BASED CLAIMS
Inquiry Question: Who owns tissue, cells and organs and DNA?

**SEARCHING FOR DETAILS**
I read the sources closely and mark words and phrases that help me answer my question.

<table>
<thead>
<tr>
<th>Detail 1 (Ref.: 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail 2 (Ref.: 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;If left unregulated and to the whims of [donors], these highly prized biological materials would become nothing more than chattel going to the highest bidder&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Detail 3 (Ref.: 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish.&quot;</td>
</tr>
</tbody>
</table>

**SELECTING DETAILS**
I select words or phrases from my search that I think are the most important for answering my question. I write the reference next to each detail.

**ANALYZING AND CONNECTING DETAILS**
What I think about the details and how I connect them:
These details suggest that it is not the patient but the tissue banks that control human tissue samples. Although there has been court cases regarding who owns human tissue, it would seem like it is not entirely decided at this point who should have the final say over tissue. Scientists and researchers are definitely against having individuals control their own tissue samples.

**MAKING A CLAIM**
I state a conclusion I have come to and can support with evidence from the texts after reading them closely.

My claim that answers my inquiry question:
Tissue banks, not individuals, have control over tissue samples.
Inquiry Question: What happens to parts of your body that are removed?

SEARCHING FOR DETAILS
I read the sources closely and mark words and phrases that help me answer my question.

SELECTING DETAILS
I select words or phrases from my search that I think are the most important for answering my question. I write the reference next to each detail.

Detail 1 (Ref.: 5)
"Patients undergoing surgery at these medical centers will be asked to sign permission forms that enable the medical center to send left-over pathology specimens to biotechnology companies."

Detail 2 (Ref.: 5)
"Whereas vital organs have a finite life span and must be transplanted within hours, tissues such skin, corneas, tendon, bone, and heart valves can be harvested later and cryopreserved. Thus, more tissues than organs are donated. A good proportion of these body parts are processed and sold for profit and become such items as bone putty and collagen."

Detail 3 (Ref.: 6)
"If you’ve ever had a blood test or biopsy at a hospital, that tissue was in a pipeline to research and commercialization. The result was a genetic gold rush."

ANALYZING AND CONNECTING DETAILS
What I think about the details and how I connect them:
The details suggest that once tissue is taken from the body that is goes into tissue banks or is sent to biotechnology companies. These details also suggest that once the tissues are taken from the body and sent to a company there is a potential for them to be made into products that can be sold. In particular, the "genetic gold rush" detail suggests there is a lot of money to be made in this industry.

MAKING A CLAIM
I state a conclusion I have come to and can support with evidence from the texts after reading them closely.

My claim that answers my inquiry question:
Once tissue is removed from the body it is sent to tissue banks or biotechnology companies.
**Introduction**

In this lesson, students organize, analyze, and synthesize their claims using their Forming Evidence-Based Claims Tools from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame.

Students begin the lesson by organizing the claims they created in the previous lesson by physically arranging the Forming Evidence-Based Claims Tools according to the inquiry paths they address. Students analyze and make connections between these specific claims and the supporting evidence to develop comprehensive claims about each inquiry path. Students use Organizing Evidence-Based Claims Tools to write the comprehensive claims about each inquiry path. Students then work in small groups to peer review one Organizing Evidence-Based Claims Tool using an Evidence-Based Claims Criteria Checklist. For the lesson assessment, students synthesize the information from an Organizing Evidence-Based Claims Tool into a paragraph explaining the claim, the evidence that supports it, and how the claim supports a side of an issue from the problem-based question.

This work directly prepares students to develop and write an Evidence-Based Perspective for the End-of-Unit Assessment. Students build on the claims created in the previous lesson to develop comprehensive claims that reflect a deeper understanding of the inquiry paths and the problem-based question itself, and begin to develop a perspective on their issue. For homework, students review all of their Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise their claims.

**Standards**

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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<tbody>
<tr>
<td>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Addressed Standard(s)

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>

Assessment

Assessment(s)

Student learning in this lesson is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using an Organizing Evidence-Based Claims Tool from the lesson.

- Develop a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research.

① The Quick Write will be assessed using the Evidence-Based Claims Criteria Checklist.

High Performance Response(s)

Individual student claims will vary by the individual’s problem-based question. A High Performance Response should:

- Develop and explain a claim about an inquiry path or the problem-based question (e.g., the legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. This claim was developed using multiple pieces of evidence and demonstrates a perspective that is prevalent in the sources around the issue of tissue ownership: “tissue banks appear to have de facto ownership over sample inventories” (“Tissue Banks Trigger Worry About Ownership Issues”).

- Provide relevant and sufficient evidence from research to support the claim (e.g., “If you’ve ever had a blood test or biopsy at a hospital, that tissue was in a pipeline to research and commercialization. The result was a genetic gold rush” (“My Body, My Property”); “courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue” (“Body of Research—Ownership and Use of Human Tissue”)).
Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- None.*

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

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: W.9-10.9, W.9-10.7, W.9-10.4, SL.9-10.1</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
</tr>
<tr>
<td>2. Homework Accountability and Research Process Check-In</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. Organizing and Developing Comprehensive Claims</td>
<td>3. 40%</td>
</tr>
<tr>
<td>4. Peer Review: Assessing Claims</td>
<td>4. 25%</td>
</tr>
<tr>
<td>5. Quick Write</td>
<td>5. 15%</td>
</tr>
<tr>
<td>6. Closing</td>
<td>6. 5%</td>
</tr>
</tbody>
</table>

Materials

- Copies of the Organizing Evidence-Based Claims Tools for each student (one point, two point and three point)
- Model Research Frame (refer to 10.3.2 Lesson 6)
- Copies of Evidence-Based Claims Criteria Checklist for each student
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Student copies of Forming Evidence-Based Claims Tools (refer to 10.3.2 Lesson 10)
Learning Sequence

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.9 and W.9-10.7. Explain that in this lesson, students use the Organizing Evidence-Based Claims Tool to make comprehensive claims by identifying connections between the specific claims and evidence from the previous lesson (Forming Evidence-Based Claims Tools). Students then peer review one Organizing Evidence-Based Claims Tool using the Evidence-Based Claims Criteria Checklist. Finally, students synthesize the information from an Organizing Evidence-Based Claims Tool into a written paragraph. This work directly prepares students to develop and write an Evidence-Based Perspective for the End-of-Unit Assessment.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Process Check-In 10%

Return to each student the previous lesson’s assessment (two completed Forming Evidence-Based Claims Tools) to make claims about one inquiry question and ask students to take out their homework from the previous lesson (use at least two Forming Evidence-Based Claims Tools to make claims about each inquiry path).

- Students examine the previous lesson’s assessment and take out their homework.

Instruct students to take out the Student Research Plan and journal about their research progress and next steps in the research journal, based on the work completed in the previous lesson (Lesson 10). Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson: forming evidence-based claims about inquiry paths. Instruct students to use the language of W.9-10.7 that aligns with Part 3 of the Student Research Plan when writing their journal responses.
Students journal about their research progress and next steps.

Student responses will vary by individual problem-based question. Look for students to use the language of the Student Research Plan and W.9-10.7, as well as evidence from their research process for research journal responses.

The lesson assessment from the previous lesson required students to use two Forming Evidence-Based Claims Tools. Hand these tools back to each student with feedback. This assessment was evaluated using the Evidence-Based Claims Criteria Checklist.

The W.9-10.7 language that applies to Part 3: Organizing and Synthesizing Research includes: “synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”

While students are journaling about their research progress and next steps, circulate around the room to monitor students’ homework completion.

Instruct students to arrange all of their Forming Evidence-Based Claims Tools by inquiry path on their desks.

Students should have at least six Forming Evidence-Based Claims Tools, two for each inquiry path.

Students do not engage in pair discussion for homework accountability because they will work together on their Forming Evidence-Based Claims Tools later in the lesson.

Activity 3: Organizing and Developing Comprehensive Claims 40%

Explain that in this activity, students build on the claims-making process they started in the previous lesson by analyzing and synthesizing comprehensive claims about each inquiry path in the Research Frame. Students use the claims made in the previous lesson as a foundation to analyze and develop comprehensive claims for an entire inquiry path.

Students listen.

Provide students with the following definition: comprehensive means “of large scope, covering or involving much, inclusive.” Explain that in this lesson students combine the claims made in the previous lesson to create claims with a larger scope for each inquiry path. Explain that these new claims will be more global and will include multiple pieces of evidence.

Explain to students that synthesizing multiple pieces of evidence to develop comprehensive claims will allow students to create stronger claims because they are demonstrating that the claim is supported by sufficient evidence. These comprehensive claims will provide a foundation for
student’s Evidence-Based Perspective in the End-of-Unit Assessment. In addition, developing comprehensive claims across multiple sources is necessary for writing the central and supporting claims of the Research-Based Argument Paper in Unit 3 of this module.

At this point, students are making claims about their research. They will not begin to develop central claims until Unit 3, Lesson 1. For the End-of-Unit Assessment of this unit (10.3.2 Lesson 13), there are no central claims. Students just explain their developing perspective about the problem-based question.

Students listen.

Distribute a blank Organizing Evidence-Based Claims Two Point Tool to each student. Display the Model Research Frame for students to see. Instruct students to examine the Research Frame and read Inquiry Path 2: “Who owns tissue, cells and organs and DNA?”

Students examine the Organizing Evidence-Based Claims Two Point Tool and read Inquiry Path 2 on the Model Research Frame.

The Model Research Frame was created in 10.3.2 Lesson 6.

Explain to students that in the previous lesson, the class developed these two model claims about this inquiry path:

- Tissue banks, not individuals, have control over tissue samples.
- Once tissue is removed from the body, it is sent to tissue banks or biotechnology companies.

Students listen.

The Model Forming Evidence-Based Claims Tools used in this part of the lesson are located in the previous lesson, (Lesson 10).

The first claim was formally modeled in the previous lesson. The second claim was not formally modeled during the previous lesson, but was included as an additional example.

Explain that in this activity, students analyze and make connections between the claims they made about their inquiry questions (the work from the previous lesson). Students will organize, analyze, and make connections between the Forming Evidence-Based Claims Tools completed for each inquiry path to create a comprehensive claim on an Organizing Evidence-Based Claims Tool.

Students listen.

Model how to complete an Organizing Evidence-Based Claims Two Point Tool based on the model inquiry path discussed above (Who owns tissue, cells and organs and DNA?). Display the tool, and explain to students that the Two Point Tool is the most appropriate one to use because, in this case, they are working with two points (claims).
Explain to students that they can make a larger claim by connecting these two claims.

Continue modeling by writing one of the claims in the Point One section and the other in the Point Two section, and writing the supporting evidence for each point (claim).

① See the Model Organizing Evidence-Based Claims Two Point Tool at the end of the lesson.

Explain that students can connect these two claims to create a new claim, and model it. Write the new claim at the top of the tool: “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.”

→ Students follow along with the modeling.

Distribute blank Organizing Evidence-Based Claims Tools to each student, giving students the appropriate tool for the number of claims they have. Students should have one Organizing Evidence-Based Claims Tool for each inquiry path.

① Some students might use a Two or Three Point tool depending on how many claims they made about each inquiry path in the previous lesson. For example, if students completed three Forming Evidence-Based Claims Tools for one inquiry path, they should use a Three Point tool to connect the three claims into one comprehensive claim about the inquiry path. Remind students they may need to return to their sources if additional evidence is necessary to support their comprehensive claim.

Instruct students to use an Organizing Evidence-Based Claims Tool to develop a comprehensive claim about each inquiry path on their Research Frame. They should use the six Forming Evidence-Based Claims Tools they completed in the previous lesson. Remind students they have completed at least two of these tools for each inquiry path.

→ Students use their Organizing Evidence-Based Claims Tools to form comprehensive claims about each inquiry path.

① Circulate around the room to monitor student progress.

① Differentiation Consideration: Some students may be able to use an Organizing Evidence-Based Claims Tool to complete a comprehensive claim about the problem-based question, in addition to the inquiry paths.

Activity 4: Peer Review: Assessing Claims 25%

Explain that in this activity, students assess one of their claims using the Evidence-Based Claims Criteria Checklist. Students will work in small groups to assess whether one of the claims they developed on the Organizing Evidence-Based Claims Tool is appropriately supported.
Display and distribute the Evidence-Based Claims Criteria Checklist to all students.

- Students examine the Evidence-Based Claims Criteria Checklist.

Model how to use the Evidence-Based Claims Criteria Checklist by using it to assess the Model Organizing Evidence-Based Claims Tool created in the previous activity. Remind students of the model claim from the previous activity: “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.” Read through each criterion in the “Content and Analysis” section, check the boxes that apply, and write model comments. Explain and model the following:

- I can check the first box for the “Content and Analysis” section, Clarity of the Claim, because the claim is clearly stated and understandable. Clarity means “the state of being clear or transparent.”

- I can check the second box for the “Content and Analysis” section, Conformity to the Text, because I created the claim directly from the textual evidence and ideas I read. For example, the quote “If you’ve ever had a blood test or biopsy at a hospital, that tissue was in a pipeline to research and commercialization. The result was a genetic gold rush” directly supports my claim because it states what doctors do with tissue samples and the potential for large profits to be made in the biotechnology industry.

- I can check the third box for the “Content and Analysis” section, Understanding of the Topic, because my claim demonstrates sound thinking about the issue of tissue ownership and the problem-based question. The idea is not abstract and there is evidence to support it.

- Students listen and follow along with the modeling.

- Display the Evidence-Based Claims Criteria Checklist for all students to see.

- Differentiation Consideration: Consider pointing out to students that the word conformity means that the claim is based upon the text, as indicated by the phrase “directly based upon” in the checklist.

Ask students to give their assessment of the Model Organizing Evidence-Based Claims Tool for the next three sections of the Checklist: Command of Evidence, Coherence and Organization, and Thoroughness and Objectivity. Remind students to explain their thinking. Write students' thoughts on the Evidence-Based Claims Criteria Checklist that is displayed.

- Students assess the Model Organizing Evidence-Based Claims Tool as a whole class, using the next three sections of the Evidence-Based Claims Criteria Checklist as a guide.

- Student responses may include:

  - Command of Evidence: The claim has specific evidence supporting it, as demonstrated by the text quotes on the tool itself. Each piece of evidence can be used to directly support the claim. For example, the quote “As it stands now, tissue banks appear to have de facto
ownership over sample inventories and the right to use them as they wish” shows that researchers have control over tissue samples and can do whatever they want with the samples.

- Coherence and Organization: The specific points on the tool group the evidence; the evidence is easy to understand and follows a logical pattern, directly supporting each point and laying a clear foundation for the claim itself.
- Thoroughness and Objectivity: There are eight quotes, and each quote aims to support the overall claim and presents my perspective of the problem-based question. For example, the following quote from “My body, my property” demonstrates exactly what is possible for doctors to do with tissue samples they obtain from patients: “But before Moore's doctor undertook the surgery, he realized Moore's tissue had unique properties and began negotiating with a biotechnology company to market Moore's cells without his knowledge or consent” (Andrews, par. 4).

**Differentiation Consideration:** If students struggle with responses for Thoroughness and Objectivity, consider providing the following definitions: *thoroughness* means “complete; attentive to detail and accuracy” and *objectivity* means “the state or quality of not being influenced by personal feelings or prejudice.” Students will encounter the term *objective tone* in the next unit, Unit 3, when learning how to write objectively about research.

Instruct students to transition into small groups.

- Students form small groups.

Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students...
that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Explain to students that for this activity, each student gives one Organizing Evidence-Based Claims Tool to a peer in the small group to review using the Criteria Checklist. Each student should have one tool to review.

- Students exchange Organizing Evidence-Based Claims Tools with a peer within their group, and review them using the Evidence-Based Claims Criteria Checklist.

Direct students to return the tool they reviewed to their peer once the review is complete.

**Activity 5: Quick Write**

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

**Develop a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research.**

Instruct students to develop their written response from the Organizing Evidence-Based Claims Tools. Remind students to use the Evidence-Based Claims Criteria Checklist to guide their response. 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.
   - 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 the Organizing Evidence-Based Claims Tools and the Evidence-Based Claims Criteria Checklist to guide their responses.

- See the High Performance Response at the beginning of this lesson.
Activity 6: Closing

Display and distribute the homework assignment. For homework, instruct students to review all of their Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise their claims.

1. Remind students that revising the Organizing Evidence-Based Claims Tool might lead to a final round of research and analysis of annotated sources and Taking Notes Tools to find the most relevant and useful evidence possible.
   - Students follow along.

Homework

Review all of the Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise your claims.
<table>
<thead>
<tr>
<th>CLAIM:</th>
<th>Supporting Evidence</th>
<th>Supporting Evidence</th>
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<th>Point 1</th>
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<td>A</td>
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C            | D     | C             | D     |
| Supporting Evidence | Supporting Evidence | Supporting Evidence | Supporting Evidence |

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<tr>
<th>Claim:</th>
<th>Point 1</th>
<th>Point 2</th>
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<td>Supporting Evidence</td>
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<td>C</td>
<td>Supporting Evidence</td>
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(Reference: ) (Reference: ) (Reference: )
**Claim:**
The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.

<table>
<thead>
<tr>
<th>Point 1</th>
<th>Tissue banks, not individuals, have control over tissue samples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Supporting Evidence</td>
</tr>
<tr>
<td>&quot;Courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue.&quot;</td>
<td>(Reference: 7)</td>
</tr>
<tr>
<td>B</td>
<td>Supporting Evidence</td>
</tr>
<tr>
<td>&quot;If left unregulated and to the whims of [donors], these highly prized biological materials would become nothing more than chattel going to the highest bidder.&quot;</td>
<td>(Reference: 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Point 2</th>
<th>Once tissue is removed from the body it is sent to tissue banks or biotechnology companies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Supporting Evidence</td>
</tr>
<tr>
<td>&quot;Patients undergoing surgery at these medical centers will be asked to sign permission forms that enable the medical center to send left-over pathology specimens to biotechnology companies.&quot;</td>
<td>(Reference: 5)</td>
</tr>
<tr>
<td>B</td>
<td>Supporting Evidence</td>
</tr>
<tr>
<td>&quot;Whereas vital organs have a finite life span and must be transplanted within hours, tissues such as skin, corneas, tendon, bone, and heart valves can be harvested later and cryopreserved. Thus, more tissues than organs are donated. A good proportion of these body parts are processed and sold for profit and become such items as bone putty and collagen.&quot;</td>
<td>(Reference: 5)</td>
</tr>
</tbody>
</table>

| C | Supporting Evidence |
| "As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish." | (Reference: 4) |
| D | Supporting Evidence |
| "Catalona asked his patient-donors to write to Washington University requesting that their tissue samples be sent to his new place of employment. Washington University refused to send them, and a dispute arose about the patients’ right to control the tissue." | (Reference: 7) |

<p>| C | Supporting Evidence |
| &quot;If you’ve ever had a blood test or biopsy at a hospital, that tissue was in a pipeline to research and commercialization. The result was a genetic gold rush.&quot; | (Reference: 6) |
| D | Supporting Evidence |
| &quot;But before Moore’s doctor undertook the surgery, he realized Moore’s tissue had unique properties and began negotiating with a biotechnology company to market Moore’s cells without his knowledge or consent.&quot; | (Reference: 6) |</p>
<table>
<thead>
<tr>
<th>EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. CONTENT AND ANALYSIS</strong></td>
<td></td>
</tr>
<tr>
<td>An EBC is a clearly stated inference that arises from reading texts closely.</td>
<td></td>
</tr>
<tr>
<td>Clarity of the Claim: States a conclusion that you have come to after reading and that you want others to think about.</td>
<td></td>
</tr>
<tr>
<td>Conformity to the Text: Is based upon and linked to the ideas and details you have read.</td>
<td></td>
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<tr>
<td>Understanding of the Topic: Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.</td>
<td></td>
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<tr>
<td><strong>II. COMMAND OF EVIDENCE</strong></td>
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<tr>
<td>An EBC is supported by specific textual evidence and developed through valid reasoning.</td>
<td></td>
</tr>
<tr>
<td>Reasoning: All parts of the claim are supported by specific evidence you can point to in the text(s).</td>
<td></td>
</tr>
<tr>
<td>Use and Integration of Evidence: Uses direct quotations and examples from the text(s) to explain and prove its conclusion.</td>
<td></td>
</tr>
<tr>
<td>Thoroughness and Objectivity: Is explained thoroughly and distinguishes your claim from other possible positions.</td>
<td></td>
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<tr>
<td><strong>III. COHERENCE AND ORGANIZATION</strong></td>
<td></td>
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<tr>
<td>An EBC and its support are coherently organized into a unified explanation.</td>
<td></td>
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<tr>
<td>Relationship to Context: States where your claim is coming from and why you think it is important.</td>
<td></td>
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<tr>
<td>Relationships among Parts: Groups and presents supporting evidence in a clear way that helps others understand your claim.</td>
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<tr>
<td>Relationship to Other Claims: Can be linked with other claims to make an argument.</td>
<td></td>
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<tr>
<td><strong>IV. CONTROL OF LANGUAGE AND CONVENTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>An EBC is communicated clearly and precisely, with responsible use/citation of supporting evidence.</td>
<td></td>
</tr>
<tr>
<td>Clarity of Communication: Is clearly and precisely stated, so that others understand your thinking.</td>
<td></td>
</tr>
<tr>
<td>Responsible Use of Evidence: Quotes from the text accurately.</td>
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</table>
Introduction

In this lesson, students choose one claim from the previous lesson and form a counterclaim in opposition to that claim.

Students choose a claim they crafted in the previous lesson and decide through discussion with a classmate what kind of counterclaim would be most effective to counter the original claim. Students identify evidence to support their counter claims and record that information on the Forming Counterclaims Tool before engaging in a peer review. Students use the Evidence-Based Claims Criteria Checklist to evaluate a peer’s counterclaim. The assessment in this lesson is a Quick Write prompt: Develop a counterclaim opposing a claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and evaluate whether the original claim should be revised.

For homework, students review all of their Organizing Evidence-Based Claims Tools and create an additional counterclaim. Students revise their original claims, if necessary, based on the insight from their counterclaims, to develop stronger claims and prepare students for the next lesson’s End-of-Unit Assessment.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
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<tbody>
<tr>
<td>W.9-10.7</td>
<td>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.</td>
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<th>Addressed Standard(s)</th>
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<tr>
<td>W.9-10.1.b</td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
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</table>
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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Assessment**

**Assessment(s)**

Student learning in this lesson is assessed via a Quick Write. Students respond to the following prompt, using evidence from their research.

- Develop a counterclaim opposing a claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and evaluate whether the original claim should be revised.

**High Performance Response(s)**

A High Performance Response should:

- Articulate a counterclaim that provides an alternate perspective to the original claim (e.g., The legal issues associated with removed tissue should be defined to support doctors making a profit because it will improve research.).

- Provide sufficient evidence to support the counterclaim (e.g., “Although it is true that the patients have contributed ‘raw materials’ necessary for development of the cell line, it is the investigators, not the patients whose intellectual contributions lead to the creation of value.” (Truog, Kesselheim, and Joffe, p. 38)).

- Briefly evaluate the original claim by discussing the counterclaim and determine if the original claim should be revised or if the evidence and reasoning is sufficient (e.g., After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong in light of the counterclaim.).

1. See Model Forming Counterclaims Tool for a detailed model student response.

1. Individual student counterclaims will vary by the individual’s problem-based question.

**Vocabulary**

**Vocabulary to provide directly (will not include extended instruction)**

- None.*
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

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td>• Standards: W.9-10.7, W.9-10.1.b, SL.9-10.1</td>
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</table>

Learning Sequence:
1. Introduction of Lesson Agenda 10%
2. Homework Accountability and Research Process Check-In 10%
3. Developing Counterclaims 40%
4. Peer Review: Assessing Counterclaims 25%
5. Quick Write 10%
6. Closing 5%

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Forming Counterclaims Tool for each student (two per student)
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 10.3.2 Lesson 11)

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<td><strong>Bold text indicates questions for the teacher to ask students.</strong></td>
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<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
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</tbody>
</table>
Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.7. Explain that in this lesson, students continue to evaluate and strengthen their claims by learning how to craft counterclaims. As in the previous lesson, students participate in a peer review discussion to assess their counterclaims and students articulate a counterclaim for the lesson assessment.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.9-10.1.b. Ask students to individually read W.9-10.1.b on their tools and assess their familiarity with and mastery of the standard.

- Students read and assess their understanding of standard W.9-10.1.b.

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

- Student responses should include:
  - Develop claims and counterclaims with evidence.
  - Discuss the strengths and shortcomings of each claim and counterclaim.

Explain to students that the purpose of this lesson is to deepen their understanding of claims and counterclaims.

Activity 2: Homework Accountability and Research Check-In 10%

Return to each student their lesson assessment from the previous lesson (Develop a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research). Instruct students to take out their homework from the previous lesson (Review all of the Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist).

- Students examine the previous lesson’s assessment and take out their homework.

Instruct students to take out the Student Research Plan and journal about their research progress and next steps in the research journal, based on the work completed in the previous lesson (Lesson 11). Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson: making an evidence-based claim about an inquiry path or
problem based question. Instruct students to use the language of W.9-10.7 as it aligns to Part 3 of the Student Research Plan.

- Students journal about their research progress and next steps.
- Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the Student Research Plan and evidence from their research process for research journal responses.

1. The W.9-10.7 language that aligns to Part 3: Organizing and Synthesizing Research includes “synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”

1. While students are journaling about their research progress and next steps, circulate around the room to monitor students’ homework completion.

1. Students will use the previous lesson’s homework in the next activity.

1. The research journal was started in 10.3.2 Lesson 2 and will be completed in this lesson.

Activity 3: Developing Counterclaims

40%

Explain to students that along with making claims to support their argument they must also acknowledge counterclaims that oppose their claims. Creating a counterclaim to a claim provides a dialogue around an issue and acknowledges where there may be weaknesses in one’s own perspective. Crafting counterclaims is an opportunity to identify areas of improvement as well as acknowledge the multiple claims that can come from any problem-based question.

1. Consider reminding students of their work with counterclaims in 10.3.1 Lessons 13 and 14.

- Students listen.

Instruct students to take out the claim they wrote for the assessment from the previous lesson. Explain to students that there are a variety of ways of crafting a counterclaim. Display and distribute the Forming Counterclaims Tool and instruct students to write their original claims on the tool.

1. This is the claim from the previous lesson: The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.

- Students examine the tool and copy their original claims onto the tool.

Explain and model the various ways that one might respond to an argument that emerges from a different perspective. It is important to consider a variety of possible counterclaims, though some counterclaims are more effective than others. Model for students what types of counterclaim are effective:
• An effective counterclaim may explain why a claim is not relevant or compelling. For example, the claim “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery” is not relevant because it does not directly answer the problem-based question. It is also not a compelling claim because doctors do a lot of work and should be compensated for their research.

① Remind students that compelling has been defined in 10.3.2 Lesson 5.

• An effective counterclaim may explore the limitations of the claim. The model claim does not fully address the problem-based question because it does not cover what the legal issues are and the role of the patient when it comes to profiting from tissue ownership.

① Explain to students that limitations are “real or imaginary points beyond which a person or thing cannot go.” In the context of argument, limitations may be points the author does not consider or does not develop fully or effectively.

• An effective counterclaim may offer opposing evidence that is both sufficient and relevant to the issue and from a credible source. The statement “Usually these tissues are studied in-house as a means to aid in diagnosis, and often the tissue is shared with researchers from other departments and hospitals” supports an alternate perspective to the original claim that doctors always use tissue samples to make profits. This contrasts with the evidence for the original claim, which states that “Patients undergoing surgery at these medical centers will be asked to sign permission forms that enable the medical center to send left-over pathology specimens to biotechnology companies.”

① Remind students that writing a claim and a counterclaim require the same process, but require students to approach the issue from an opposite or divergent perspective. Using relevant and sufficient evidence is as important in writing a counterclaim as it is in writing a claim.

• An effective counterclaim may identify poor reasoning within the claim and a lack of logical evidence to support the claim. The original claim uses this evidence: “courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue,” but this evidence does not directly support the larger comprehensive claim because it does not mention anything about doctors profiting from tissue samples.

① Students listen and follow along with the modeling.

Instruct students to Turn-and-Talk in pairs about possible counterclaims to their original claim as well as what type of counterclaim approach would be effective for this claim

⑤ Students Turn-and-Talk to discuss a potential counterclaim.

⑤ Individual student responses will vary based on individual problem-based questions. A student response may include: My original claim was, ‘The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.” I think a good counterclaim would be, “The legal issues
that deal with removed tissue should be defined to support doctors making profits because it will improve research.”

Instruct students to copy their potential counterclaim onto the Forming Counterclaims Tool. Explain to students that, like any claim, this is subject to revision and review based on the evidence gathered. Direct students to the “Evidence” portion of the Forming Counterclaims Tool. Explain to students that this portion of the tool will be used to record evidence from their research in order to develop and support their counterclaim fairly. Model for students a potential piece of evidence to support a model counterclaim.

- If my counterclaim is, “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery,” I will review my research articles and identify evidence that supports this perspective. For example, the following evidence supports my counterclaim: “Although it is true that the patients have contributed ‘raw materials’ necessary for development of the cell line, it is the investigators, not the patients, whose intellectual contributions lead to the creation of value.”

  ▶ Students follow along with the modeling.

Instruct students to work on their Forming Counterclaims Tools, examining their research sources for evidence to support their counterclaim. Remind students that their command of evidence should also reflect the type of counterclaim they are crafting in response to the claim made in the previous lesson.

  ▶ Students work independently on the Forming Counterclaims Tool.

① To support students’ understanding, consider additional modeling on how to choose the most effective evidence for the type of counterclaim they formulated.

① Circulate around the room to monitor student progress.

Instruct students to look at the bottom portion of the Forming Counterclaims Tool. Explain to students that, after identifying supporting evidence for their counterclaims, they should briefly evaluate their original claim based on the counterclaim. Explain to students that the original claim may look weaker in light of the counterclaim, or the original claim may still be strong regardless of the alternate perspective. It may be necessary to improve the original claim if the counterclaim casts doubt on the original claim. Model for students an evaluation of an original claim based on a counterclaim:

- After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Forming this counterclaim made me realize that I should rely on the evidence from my sources, because the evidence more clearly supports my claim than the counterclaim. It may be helpful to define if patients or researchers or no one should profit from tissue samples in my original claim.

  ▶ Students follow along with the modeling.
Instruct students to complete the Evaluation of the Original Claim portion of the Forming Counterclaims Tool.

- Students complete the final portion of the tool.

Activity 4: Peer Review: Assessing Counterclaims 25%

Distribute the Evidence-Based Claims Criteria Checklist to all students.

- Students examine the Evidence-Based Claims Criteria Checklist.

1. Remind students they have used the Evidence-Based Claims Criteria Checklist in the previous lesson to assess their claims.

Instruct students to form small groups. They will work in their groups to assess if their counterclaim on the Forming Counterclaims Tool is appropriately supported.

- Students form small groups.

1. Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

1. Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students to give one of their Forming Counterclaims Tools to a peer in the small group, so that each student has one Forming Counterclaims Tool to review. Each student in the group should review a peer’s Forming Counterclaims Tool using the Criteria Checklist.

- Students exchange Forming Counterclaims Tools with a peer within their group, and review them with the group using the Evidence-Based Claims Criteria Checklist.

Direct students to return the Forming Counterclaims Tool to their peers once the review is complete.
Activity 5: Quick Write

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

**Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and evaluate whether the original claim should be revised.**

Instruct students to develop their written response from the Forming Counterclaims Tool. Remind students to use the Evidence-Based Claims Criteria Checklist to guide their response.

- 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 the Forming Counterclaims Tool and the Evidence-Based Claims Criteria Checklist to guide their response.

  📜 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

Display and distribute the homework assignment. For homework, instruct students to review all of their Organizing Evidence-Based Claims Tools and create an additional counterclaim using the Forming Counterclaims Tool. Instruct students to evaluate their original claims based on the insight from their counterclaim work, to develop stronger claims and prepare students for the next lesson’s End-of-Unit Assessment.

① Remind students that revising the Organizing Evidence-Based Claims Tool(s) may lead to a final round of research and analysis of annotated sources and Taking Notes Tools to find the most relevant and useful evidence possible.

- Students follow along.

**Homework**

Review all of the Organizing Evidence-Based Claims Tools and draft another counterclaim using the Forming Counterclaims Tool. Based on the counterclaim work, evaluate an original claim to prepare for the next lesson’s End-of-Unit Assessment.
Forming Counterclaims Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

Original Claim:  

Counterclaim:  

Evidence (ref. 3):  

Evidence (ref. 4):  

Evaluation of the Original Claim:
### Model Forming Counterclaims Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

Original Claim:
The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.

Counterclaim:
The legal issues associated with removed tissue should be defined to support doctors making a profit because it will improve research.

**Evidence (ref. 3):**
“Although it is true that the patients have contributed ‘raw materials’ necessary for development of the cell line, it is the investigators, not the patients whose intellectual contributions lead to the creation of value.” (Truog, Kesselheim, and Joffe, p. 38)

**Evidence (ref. 4):**
“The deciding judge agreed, writing in his March 31 opinion that the donors had relinquished their rights to the samples: “Medical research can only advance if access to [tissue samples] is not thwarted by private agendas.” (Schmidt, p. 1174)

Evaluation of the Original Claim:
After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong in light of the counterclaim. Forming this counterclaim made me realize that I should rely on the evidence from my sources, which more clearly supports my claim than the counterclaim. It may be helpful to define if patients or researchers or no one should profit from tissue samples in my original claim.
Introduction

In this final lesson of the unit, the End-of-Unit Assessment, students complete a final review of the Research Portfolio and write an Evidence-Based Perspective that synthesizes the evidence collection and research work completed in this unit. This lesson asks students to apply standards W.9-10.7 and W.9-10.9 as they craft a short response that displays understanding of their problem-based question as well as their ability to draw evidence from their sources to support research analysis.

Students begin the lesson by finalizing the Research Portfolio for assessment purposes. Students review all of the Organizing Evidence-Based Claims Tools from the previous lessons and discuss their developing perspectives on their problem-based questions in small groups. Next, students write an Evidence-Based Perspective (a one-page synthesis) using the Organizing Evidence-Based Claims Tools, supporting their perspectives with relevant evidence from the research. Students submit the finalized Research Portfolio and the Evidence-Based Perspective for assessment purposes. The Evidence-Based Perspective is assessed using a rubric based on the Research Portfolio content. For homework, students complete a vocabulary activity using the vocabulary journal work from the unit.

Standards

<table>
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<tr>
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<td>W.9-10.7</td>
<td>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.</td>
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<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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</table>

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<tr>
<th>Addressed Standard(s)</th>
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<td>W.9-10.1</td>
<td>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.</td>
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<tr>
<td>SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)

Student learning is assessed via an End-of-Unit Assessment that consists of the elements below.

- Evidence-Based Perspective: Students write a one-page synthesis that articulates a specific perspective that is derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express their perspective.
- Research Journal: This item is located in the Research Portfolio.

① This assessment will be evaluated using the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric.

High Performance Response(s)

A High Performance Response should:

- Meet the requirements of level 4 on the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric located at the end of the lesson.

① A sample model student response is at the end of this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

Standards:

- Standards: W.9-10.7, W.9-10.9, W.9-10.1, SL.9-10.1
Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability and Research Check-In
3. Developing an Evidence-Based Perspective
4. 10.3.2 End-of-Unit Assessment: Evidence-Based Perspective
5. Closing

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td>▶️</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🗣️</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📝</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Materials

- Student copies of the Organizing Evidence-Based Claims Tools (refer to 10.3.2 Lesson 11)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the 10.3.2 End-of-Unit Assessment for each student
- Copies of the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric for each student
- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and sharing the assessed standards for this lesson: W.9-10.7, W.9-10.9. In this lesson, students finalize the Research Portfolio for assessment purposes. Students then discuss their developing perspectives concerning their problem-based questions, using the Organizing Evidence-Based Claims Tools from the previous lesson. Finally, students write an Evidence-Based Perspective (a one-page synthesis) using the Organizing Evidence-Based Claims Tools developed in the previous lesson and supporting the perspective with relevant evidence from the research.

- Students look at the agenda.
Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standard: W.9-10.1. Ask students to individually read W.9-10.1 on their tools and assess their familiarity with and mastery of the standard.

- Students read and assess their understanding of standard W.9-10.1.

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

- Student responses should include:
  - Write arguments to analyze issues or texts.
  - Support claims with evidence and reasoning.

Explain to students that today’s work is on developing an evidence-based perspective, the first step in crafting an argument.

- Students listen.

**Activity 2: Homework Accountability and Research Check-In**

Instruct students to take out their homework from the previous lesson (Review all of the Organizing Evidence-Based Claims Tools and draft another counterclaim using the Forming Counterclaims Tool. Based on the counterclaim work, evaluate an original claim to prepare for the next lesson’s End-of-Unit Assessment).

Instruct students to Turn-and-Talk with a classmate about the counterclaims they drafted and how the counterclaim contributes to improvements of the original claim.

- Student responses may include:
  - After drafting my counterclaim about genetic ownership, I realized I had to choose better evidence to support some of my claims. My evidence did not always directly address the claims I made. For example, some of my evidence underneath the counterclaim “Humans have an inherent right to their own tissue” addressed only genetic information, so the claim was not fully supported by the evidence.
  - While researching my counterclaim, I realized that I did not incorporate all the written evidence in my original claim. For example, my claim that “Scientists should be able to pursue research that will benefit mankind” failed to include evidence from Point One about how to evaluate medical studies and their benefits. I had to expand the claim to make it more inclusive of all of the evidence.

① Consider circulating during the pair discussion to monitor students’ homework completion.
Instruct students to take out their Research Portfolios.

Inform students that later in this lesson, they will complete the last step in the Student Research Plan: Reviews and synthesizes the research to develop a written Evidence-Based Perspective (Part 3: Organizing and Synthesizing Inquiry). Instruct students to reread the Student Research Plan and use it as a guide to finalize all sections of the Research Portfolio. Instruct students to file all sources, annotated copies, notes, tools, and assessments in the Research Portfolio, except for the Organizing Evidence-Based Claims Tools from the previous homework activity, which they should keep out for now.

- Students file all sources, annotated copies, notes, tools, and assessments in the Research Portfolio.

The Research Portfolio sections are the following: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material.

Instruct students to place the Student Research Plan in the front of the portfolio. Instruct students to keep the Research Portfolio accessible because they may return to it during the rest of lesson.

Inform students that they will submit the Research Journal at the end of the lesson as part of the completed Research Portfolio.

- Students listen.

Activity 3: Developing an Evidence-Based Perspective

Remind students that through the research process they learned to use questioning and develop their ideas about various sources to deepen their understanding of a research topic/problem-based question. Students conducted inquiry for exploration, not to prove an established claim about a topic. Explain to students that now they have an opportunity to look at the claims made in the previous lesson and discuss their developing perspectives about their problem-based questions.

Consider reminding students of the following definition: perspective means “how one understands an issue, including his/her relationship to and analysis of the issue.”

Remind students of the work completed on argument and central claim in 10.3.2 Lesson 5. Provide students with the following definitions and display them for students to see: argument means “the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning” and central claim means “an author or speaker’s main point about an issue in an argument.” Explain to students that a central claim is the foundational claim and core of an argument. It could be considered a position or thesis on a topic.

Inform students they have already begun to develop an argument by analyzing the research and developing comprehensive claims about the inquiry paths and problem-based question. This lesson’s work, developing an evidence-based perspective, will help students develop a central claim that they will develop further and confirm in the following unit. Inform students that this lesson’s assessment asks
them to reflect on their current understanding of their problem-based question now that they have created claims about it.

- Students listen.

Instruct students to reflect on their claims from the previous lessons (Organizing Evidence-Based Claims Tools) using the guiding questions below. Ask students to take notes on a separate sheet of paper about each guiding question, as they reflect on the claims and the research process as a whole. Display the following guiding questions for students:

**How has your understanding of the problem-based question developed or deepened as a result of the research?**

**Based on your claims, what ideas can you connect and what do those connections tell you about the problem-based question?**

**Based on your claims, what are your overall views or opinions about the problem-based question?**

**How did the research lead you to these views or opinions?**

- Students reflect on their research by writing notes about each guiding question.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students to form small groups and discuss the guiding questions regarding their respective problem-based questions. Remind students to use specific evidence to support their conclusions or reflections about the research work. Additionally, remind students to take notes during the discussion for later use when writing the Evidence-Based Perspective.

- Student responses will vary based on individual student’s problem-based question. Examples of student responses may include:

  - I now understand how patients’ rights affect doctors as well as each patient. I found a number of historical examples of patients misunderstanding or misrepresenting doctors’ actions. The establishment of patients’ rights needs to respect both parties.
How we identify who has rights to tissues or genetic information is made much more complicated by patents and the ability to alter genetic information for certain purposes, like pest-resistant crops grown from GMOs.

① Circulate during student group discussions to monitor student progress.

① Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

Activity 4: 10.3.2 End-of-Unit Assessment: Evidence-Based Perspective 30%

Inform students they will now complete the 10.3.2 End-of-Unit Assessment by writing about their Evidence-Based Perspective in a one-page synthesis, using their research evidence and details for support.

Instruct students to use their Organizing Evidence-Based Claims Tools from the previous lessons and their discussion notes from the previous activity to write about their developing perspectives regarding their problem-based questions. Remind students that their perspectives must be supported with evidence elicited from the research, so they should use specific research from the Research Portfolio. Remind students that the focus for this writing is to develop a perspective on the research, not to summarize all of the research outcomes. Remind students to paraphrase and quote the evidence correctly when crafting the perspective.

① Students learned how to paraphrase and quote evidence correctly in Module 10.1.

Distribute the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric. Explain that the Evidence-Based Perspective Rubric should guide their writing.

- Students listen.

Transition students to writing the End-of-Unit Assessment.

- Students independently write an Evidence-Based Perspective for the End-of-Unit Assessment.

See the High Performance Response at the beginning of the lesson.
Activity 5: Closing

Instruct students to file the Organizing Evidence-Based Claims Tools from the previous activity in Section 3 of the Research Portfolio. Instruct students to remove the vocabulary journal from the Research Portfolio, which they need to keep for their homework.

Collect the Research Portfolios.

① Make sure students have the Research Journal in the Research Portfolio for assessment purposes.

Display and distribute the homework assignment. For homework, instruct students to complete the following vocabulary activity using the vocabulary journal from this unit:

Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In the first paragraph, discuss how the three to five words helped you better understand the problem-based question.

Next, choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process.

② Students follow along.

② See a sample student response of the homework in 10.3.3 Lesson 1 (Homework Accountability).

① Students will need the Research Portfolio in Unit 3 in order to write the research paper.

Homework

Complete the following vocabulary activity using the vocabulary journal from this unit.

Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand your problem-based question.

Next, choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.
10.3.2 End-of-Unit Assessment

Evidence-Based Perspective

Your Task: Write a one-page synthesis of your personal conclusions and perspective derived from your research. Draw on your research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express your perspective on your problem-based question.

Your writing will be assessed using the 10.3.2 End-of-Unit Evidence-Based Perspective Rubric.

Guidelines

Be sure to:

- Develop a perspective on the research, and not a summary of all the research outcomes.
- Support your perspective with relevant evidence from your research.
- Organize your perspective using the claims you developed on your Organizing Evidence-Based Claims Tools (based on your inquiry paths).
- Use specific research from your Research Portfolio to support your claim(s).
- 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.9-10.7; W.9-10.9

Commentary on the Task:

This task measures W.9-10.7 because it demands that students:

- 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

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

- Draw evidence from literary or informational texts to support analysis, reflection, and research
Model Evidence-Based Perspective

I became interested in learning more about tissue ownership because my mother once had surgery to remove a benign tumor. While we were reading *The Immortal Life of Henrietta Lacks*, I wondered whether my mother’s cells might be in a scientist’s lab somewhere, and what rights my mother or I would have to those cells if they were used for research we did not support. After I did some initial research on tissue ownership, I discovered that patients’ rights to their own tissues are limited, and that many researchers and scientists are against individuals retaining ownership or control of their tissue samples.

I learned through my research that legalities of tissue ownership should be clearly defined because doctors and researchers can profit from tissue taken from patients. Tissue banks, not individuals, have control over tissue samples due to court cases that have ruled in the tissue banks’ favor. In the article, “Body of Research” it was stated that “courts found that state law provided little basis for granting patients a property interest in their voluntarily donated, excised tissue.” There is an argument against allowing individuals to have control over their excised tissue. According to Schmidt, “If left unregulated and to the whims of [donors], these highly prized biological materials would become nothing more than chattel going to the highest bidder.” Instead, excised tissue can fall into the hands of tissue banks, which “appear to have de facto ownership over sample inventories and the right to use them as they wish.”

Once tissue is removed from the body, tissue banks are free to sell the tissue to biotechnology companies for profit. Patients do grant the tissue banks the rights to give or sell the leftover specimens to the biotechnology companies through permission forms. However, these tissues are not used only for medical research. In fact, according to Schmidt, “[a] good proportion of these body parts are processed and sold for profit and become such items as putty and collagen.” This means that anyone’s tissue can be accessed by biotechnology companies for profit.

I also think that granting researchers control of the tissues is not the answer. Granting rights to researchers can possibly incentivize them to do harm to patients and possibly lie or deceive patients, as happened with John Moore in *The Immortal Life of Henrietta Lacks*. According to Skloot, John Moore was deceived for years about his invaluable tissue while the doctor was able to retain a patent, allowing him to profit from Moore’s tissue. It also allows researchers to perform research that can violate the privacy of the donors, as happened with the Havasupai Indian tribe: “[they] were outraged to find that tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration.”

According to Schmidt, “What’s more, some genetic data obtained from publicly funded research will be posted online, making it available to insurance companies and others who would use it to the donor’s detriment.”

Finally, some tissues are sold already: sperm, eggs, blood, plasma, and hair can be sold, and in some cases, bone marrow can be sold as well. However, according to Park, “In a concession to the spirit of
NOTA, however, the compensation can't be in cash; it needs to be in the form of a voucher that can be applied to things such as scholarships, education, housing or a donation to a charity." This suggests that selling tissue is an ethical problem that must be addressed. Although this market seems to be operating well for many people, it might be better if tissue could only be donated, and not sold. That would mean changing the laws so no one can legally profit from the sale of body parts or fluids of any kind. People would donate their tissues if they wanted to, without any strings attached, and researchers could only use what was donated, and not buy any tissues.

### 10.3.2 End-of-Unit Evidence-Based Perspective Rubric

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Writing at this Level:</th>
<th>3 – Writing at this Level:</th>
<th>2 – Writing at this Level:</th>
<th>1 – Writing at this Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.W.9-10.7</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</td>
<td>Clearly states a question or problem; writer provides substantial evidence of sustained research examining a question or a problem.</td>
<td>Includes a clear question or a problem; writer provides some evidence of sustained research in response to a question or a problem.</td>
<td>Includes a question or a problem; writer’s research is limited and a question or a problem has a limited response.</td>
<td>Does not include a clear question or a problem and demonstrates almost no evidence of research.</td>
</tr>
<tr>
<td>Narrow or broaden the inquiry when appropriate.</td>
<td>Clearly narrows or broadens the inquiry while conducting research.</td>
<td>Some evidence of narrowing or broadening the inquiry while conducting research.</td>
<td>Demonstrates limited narrowing or broadening of inquiry while conducting research.</td>
<td>Conducts very little inquiry.</td>
</tr>
<tr>
<td>Synthesize multiple sources on the subject.</td>
<td>Successfully synthesizes multiple sources while addressing a question or a problem.</td>
<td>Provides some synthesis of sources while addressing a question or a problem.</td>
<td>Synthesis of sources is limited while addressing a question or a problem.</td>
<td>Does not synthesize sources or address a question or a problem.</td>
</tr>
<tr>
<td>Demonstrate understanding of the subject under investigation.</td>
<td>Demonstrates a deep understanding of the subject of research.</td>
<td>Demonstrates some understanding of the subject.</td>
<td>Demonstrates limited understanding of the subject.</td>
<td>Demonstrates vague understanding of the subject.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.W.9-10.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Extensively draws evidence from the informational texts that were read; uses the information to support analysis, reflection, and research.</td>
<td>Draws some evidence from informational texts that were read; uses some of the information to support analysis, reflection, and research.</td>
<td>Draws limited evidence from informational texts that were read; analysis limited.</td>
<td>Does not draw evidence from informational texts.</td>
</tr>
</tbody>
</table>
“Synthesizing Research and Argument Through the Writing Process”

<table>
<thead>
<tr>
<th>Text(s)</th>
<th>Student texts (research sources) will vary*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>*By Unit 3, students will have chosen texts for research based on their individual problem-based question.</td>
</tr>
<tr>
<td>Number of Lessons in Unit</td>
<td>11</td>
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</table>

**Introduction**

In this unit, students engage in the writing process with the goal of synthesizing and articulating their research into argument writing. The end product of this unit is a final draft of a research-based argument paper that articulates the arguments and conclusions gleaned from research throughout Module 10.3. In order to do this, students must synthesize and craft independent claims and conclusions from information across multiple texts and articulate their position in an organized, cogent, and formal argument essay. As part of this process, students engage in a writing cycle in which they self-edit, provide peer reviews, and continually revise their work. Students receive direct instruction on a myriad of topics related to the writing process, including:

- Creating outlines
- Organizing claims, counterclaims, and evidence in a logical manner
- Drafting effective introductions, body paragraphs, and conclusions
- Creating cohesion within and between paragraphs
- Using colons and semicolons
- Adhering to MLA citation conventions
- Writing in a formal, objective tone
- Adhering to conventions of argument writing
No new texts are introduced in this unit, which breaks from the pattern established in previous units. Instead, students focus on analyzing the sources they collected for their Research Portfolios in 10.3.2, delving more deeply into them as needed throughout the writing process.

The formal assessment for this unit is the final draft of the research-based argument paper. In the final lesson of this unit—after students have had the opportunity to outline, draft, revise, and edit their paper—students submit their final papers for assessment against the 10.3.3 Rubric and Checklist, which students use throughout the unit to facilitate their writing process.

**Literacy Skills and Habits**

- Collect and organize evidence from research to support analysis in writing.
- Analyze, synthesize, and organize evidence-based claims.
- Write effective introduction, body, and conclusion paragraphs for a research-based argument paper.
- Use proper MLA citation methods in writing.
- Edit for a variety of purposes, including using semi-colons, colons, and correct spelling.
- Use formal style and objective tone in writing.
- Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals).
- Write coherently and cohesively.

**Standards for This Unit**

<table>
<thead>
<tr>
<th>CCS Standards: Writing</th>
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<tbody>
<tr>
<td>W.9-10.1.a-e</td>
</tr>
<tr>
<td>a.</td>
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<tr>
<td>b.</td>
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<td></td>
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<tr>
<td><strong>c.</strong></td>
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<tr>
<td><strong>d.</strong></td>
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<tr>
<td><strong>e.</strong></td>
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<tr>
<td><strong>W.9-10.4</strong></td>
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<tr>
<td><strong>W.9-10.5</strong></td>
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<td><strong>W.9-10.7</strong></td>
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<td><strong>W.9-10.8</strong></td>
</tr>
<tr>
<td><strong>W.9-10.9</strong></td>
</tr>
</tbody>
</table>
## CCS Standards: Speaking & Listening

| 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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |

## CCS Standards: Language

| L.9-10.1.a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
- Use parallel structure. |
| L.9-10.2.a-c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
- Use a colon to introduce a list or quotation.  
- Spell correctly. |
| L.9-10.3.a | 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.  
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *A Manual for Writers*) appropriate for the discipline and writing type. |
| L.9-10.6 | 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. |

**Note:** Bold text indicates targeted standards that will be assessed in the unit.
## Unit Assessments

### Ongoing Assessment

<table>
<thead>
<tr>
<th>Standards Assessed</th>
<th>W.9-10.4, W.9-10.5, W.9-10.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Assessment</td>
<td>Varies by lesson but may include drafted portions of the essay with a focus on the specific goal of individual lessons (e.g., introduction development, cohesion within and between paragraphs, proper citation methods, and incorporation of peer and teacher feedback).</td>
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</table>

### End-of-Unit Assessment

<table>
<thead>
<tr>
<th>Standards Assessed</th>
<th>W.9-10.1.a-e, L.9-10.1, L.9-10.2, L.9-10.3.a, L.9-10.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Assessment</td>
<td>Students are assessed on the alignment of the final draft to the criteria of the 10.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguishing claims from alternate and opposing claims and using language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone.</td>
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</table>

## Unit-at-a-Glance Calendar

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Learning Outcomes/Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Portfolio Texts</td>
<td>Students are introduced to the process of drafting research-based argument papers. Students learn how to develop their research-based argument papers from the Evidence-Based Perspectives they completed in the previous unit (10.3.2 Lesson 13). Students organize their supporting claims and evidence for each claim in a well-reasoned manner, while analyzing the evidence that best</td>
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</table>
supports each claim to complete the Outline Tool.

<table>
<thead>
<tr>
<th></th>
<th>Research Portfolio Texts</th>
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<tbody>
<tr>
<td>2</td>
<td>Students continue to plan for their argument-based research papers by completing the Outline Tool introduced in the previous lesson. Students develop a counterclaim in opposition to their central claim developed in the previous lesson. Students address the strengths and limitations of their central claim by developing supporting claims for their counterclaim.</td>
</tr>
<tr>
<td>3</td>
<td>Students learn how to effectively integrate citation information into their writing to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn MLA conventions for in-text citation as well as for a Works Cited page. Students draft a Works Cited page.</td>
</tr>
<tr>
<td>4</td>
<td>Students begin writing their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their Outline Tools. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understandings of how to write an effective introduction.</td>
</tr>
<tr>
<td>5</td>
<td>Students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers.</td>
</tr>
<tr>
<td>6</td>
<td>Students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understandings of how transitional words and phrases connect ideas and contribute and shape reasoning by developing the closing statements of their research-based argument papers.</td>
</tr>
<tr>
<td>7</td>
<td>Students learn how to identify and use formal style and objective tone when writing their research-based argument papers. After receiving instruction on formal style and objective tone, students use the first drafts of their papers to participate in peer review.</td>
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</tbody>
</table>
and teacher conferences.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>8</td>
<td>Research Portfolio Texts</td>
<td>Students learn how to revise for formal tone and conventions in argument writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly. After receiving instruction on the norms and conventions of research-based argument writing, students use their first drafts to participate in peer review and teacher conferences.</td>
</tr>
<tr>
<td>9</td>
<td>Research Portfolio Texts</td>
<td>Students continue to edit and revise their papers. They are also introduced to semicolons as a way to join independent clauses and colons as a means of introducing quotes or lists. Students continue the peer review process for capitalization, punctuation, and spelling.</td>
</tr>
<tr>
<td>10</td>
<td>Research Portfolio Texts</td>
<td>Students participate in a peer review activity during which they offer constructive feedback to their classmates about their entire research-based argument papers. Students review their peers’ papers for elements of the W.9-10.1 standard and supporting standards (W.9-10.1 a-e) that have been introduced in this unit. Additionally, students peer review for English grammar and usage and writing conventions.</td>
</tr>
<tr>
<td>11</td>
<td>Research Portfolio Texts</td>
<td>In this last lesson of the unit, students work in class to finalize their research-based argument papers (End-of-Unit Assessments), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft’s alignment to the criteria of the 10.3.3 Rubric and Checklist.</td>
</tr>
</tbody>
</table>

### Preparation, Materials, and Resources

**Preparation**

- Review the 10.3.3 Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.
Materials/Resources

- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive white board, document camera, LCD projector, computers for individual students (for word processing)
- Copies of the 10.3.3 Rubric and Checklist
Introduction

In this lesson, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, and edit this paper over the course of the unit. Students learn how to develop their research-based argument paper from the Evidence-Based Perspective they completed in the previous unit (10.3.2 Lesson 13). Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin to construct an outline for the research-based argument paper. To complete the Outline Tool, students organize their supporting claims and evidence for each claim in a well-reasoned manner while analyzing the evidence that best supports each claim. Students are assessed on the central claim as well as the supporting claims from their outline.

For homework, students search for another source to gather stronger or more relevant evidence for a supporting claim on the Outline Tool and analyze how this evidence provides additional support to the supporting claim on the Additional Evidence Tool.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Standards Assessed (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.5</td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>Standards Addressed (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.1.a</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.7</td>
<td>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</td>
</tr>
</tbody>
</table>
when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Assessment

Assessment(s)

Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.

This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.

High Performance Response(s)

A High Performance Response should:

- Include a central claim and four supporting claims (e.g., Central claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue; Supporting Claim: Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue).

- Provide evidence for each supporting claim (e.g., “As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish” (Schmidt, par. 3)).

- Analyze the evidence for each supporting claim (e.g., This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might think they have ownership over their tissue).

- See the Model Outline Tool at the end of this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.
Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Standards:</th>
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<tbody>
<tr>
<td>• Standards: W.9-10.5, W.9-10.9, W.9-10.1.a, W.9-10.7</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction of Lesson Agenda</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
</tr>
<tr>
<td>3. Introduction to the Writing Process</td>
</tr>
<tr>
<td>4. Reasoning, Planning, and Organization</td>
</tr>
<tr>
<td>5. Outline Tool and Assessment</td>
</tr>
<tr>
<td>6. Closing</td>
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</tbody>
</table>

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Completed Evidence-Based Perspectives (refer to 10.3.2 Lesson 13)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Outline Tool for each student
- Copies of the Additional Evidence Tool for each student
- Student copies of Evidence-Based Claims Criteria Checklist (refer to 10.3.2 Lesson 11)

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
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<tbody>
<tr>
<td>Symbol</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td>10%</td>
</tr>
<tr>
<td>no symbol</td>
</tr>
<tr>
<td>Bold text</td>
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<tr>
<td>Italicized text</td>
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<td>▲</td>
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<td>◬</td>
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<td>①</td>
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</tbody>
</table>
Activity 1: Introduction of Lesson Agenda 10%

Begin by introducing the agenda and assessed standards for this lesson: W.9-10.5, W.9-10.9. In this lesson students are introduced to the writing process, the research-based argument paper, and the Outline Tool. Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin constructing an outline for the research paper. Students organize their supporting claims and evidence for each claim based on the synthesis work completed in 10.3.2. Students also analyze the evidence that supports each claim to develop a chain of reasoning to complete their Outline Tool.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with two new standards: W.9-10.1.a and W.9-10.5. Ask students to individually read W.9-10.1.a, and W.9-10.5 on their tools and assess their familiarity with and mastery of these standards.

- Students read and assess their familiarity with standards W.9-10.1.a and W.9-10.5.

Instruct students to talk in pairs about what they think the standard W.9-10.1.a means. Lead a brief discussion about the standard.

<table>
<thead>
<tr>
<th>Student responses should include:</th>
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<tbody>
<tr>
<td>- Write arguments to analyze issues or texts.</td>
</tr>
<tr>
<td>- Support claims with evidence and reasoning.</td>
</tr>
<tr>
<td>- Introduce claims and counterclaims, and clarify the difference between them.</td>
</tr>
<tr>
<td>- Connect all of the parts of an argument.</td>
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</table>

Explain to students that they will work with standard W.9-10.5 throughout this unit. Display the language of the standard:

- 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.

Explain that revising means “altering something already written or printed, in order to make corrections, improve, or update.”

- Consider asking students why they might need to revise a draft.

- Students write the definition of revising in their vocabulary journals.

Explain that students are assessed on this new standard, W.9-10.5, throughout this unit as they plan, revise, edit, and rewrite to conform to the purpose of a research-based argument paper. Ask students to individually reread standard W.9-10.5 and assess their familiarity with and mastery of the standard on the 10.3 Common Core Learning Standards Tool. Ask students to write down what they think are the large ideas in the standard and discuss in pairs. Lead a brief share out of the standard’s large ideas.
This standard is about planning writing, and making sure there is editing and rewriting for intended purpose and audience.

Activity 2: Homework Accountability

Instruct students to take out the homework from the previous lesson (10.3.2 Lesson 13): Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand the problem-based question. Next choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.

- Students take out the homework.

Instruct students to form pairs to share their vocabulary homework. Instruct student pairs to discuss both paragraphs, specifically how the selected research words supported understanding the problem-based question.

1. Remind students that as they work on drafting their research-based argument paper they will incorporate domain-specific vocabulary from their vocabulary journals.

- Students form pairs and discuss their vocabulary homework.

- Student responses will vary based on their individual research:
  
  - In the article “Human Tissue for Sale,” Deborah Josefsen writes, “Patients undergoing surgery at these medical centers will be asked to sign permission forms that enable the medical center to send left-over pathology specimens to biotechnology companies” (par. 1). I did not know what pathology or specimens meant in this sentence and but it probably had something to do with human tissue since the hospital was giving it away to companies. When I looked up the definitions I found that pathology means “a physical or mental abnormality that is caused by disease or disorder” and specimens means “in medicine, samples of tissue or bodily fluid, such as urine, used for analysis or diagnosis.” This helped deepen my understanding of this paragraph because it provided a more detailed explanation of what the hospitals were doing with the biotechnology companies. Other vocabulary words I recorded in my journal were genetic and sequence. In “My Body, My Property,” Lori Andrews writes, “it does not make sense to be able to patent a genetic sequence related to a disease” (par. 12). Based on the context, I think that genetic might mean something about genes. I was not able to think of a possible definition for sequence. Genetic means “of, concerning, caused by, or influenced by heredity, esp. by genes” and sequence means “a related or connected series” and another word similar to sequence is
chain, therefore a *genetic sequence* is a series of genes. This helped me fully understand Andrews's argument because she is saying no one should be allowed to own the origins of a disease.

There are a number of words in my vocabulary journal that have helped me understand the research process but these were particularly helpful: *iterative, credible, and inquiry*. The word *iterative* helped me understand that the research process is ongoing and there are times when I have to go back and do more research or generate more inquiry questions. The word *credible* is another word that enhanced my understanding of the research process because it made me realize that I need to find sources that are respected and provide researched evidence to make a strong argument. Finally, the word *inquiry* was important to the entire research process because I understand that I need to be constantly questioning in order to develop strong and thorough research.

**Activity 3: Introduction to the Writing Process**

Explain to students that the writing process is iterative, much like the research process in 10.3.2, which means that students will frequently reassess their work or their thinking to improve it. In this unit, students compose a formal research-based argument paper. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students they will draft, revise, peer review, and edit throughout this unit to create a well-crafted research-based argument paper.

1. Remind students that the word *iterative* was introduced in 10.3.2 and means “repeating.”

Provide students with the following definition: *draft* means “a first or preliminary form of any writing, subject to revision."

   - Students write the definition of *draft* in their vocabulary journals.

Explain that the research paper students complete in this unit is a formal argument, a composition of precise claims about an issue, including relevant and sufficient evidence, and valid reasoning. Advise students to keep in mind that the purpose of writing a research-based argument paper is to support their claims in an analysis of their chosen issue to persuade readers to accept their perspectives. Explain that students must also develop a central claim and support that claim using supporting claims and evidence.

   - Students listen.

1. Consider reviewing the skills inherent in W.9-10.7 and how they apply to writing a research-based argument paper.
For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the CCSS Appendix A (p. 23): “Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.”

Explain that the Evidence-Based Perspective students developed at the end of the last unit, 10.3.2, is the foundation for their research-based argument paper. Return to students their Evidence-Based Perspectives as well as their Research Portfolios. Explain that students should use their Evidence-Based Perspective to identify the claims and evidence they express in their paper. The research-based argument paper is a logical, well-reasoned, and coherent synthesis of students’ research and the argument they drew from their research.

Explain that a research-based argument paper has a formal structure: introduction, body paragraphs, conclusion, and works cited page. Inform students that they will focus on each of these parts in lessons throughout this unit to produce a final research-based argument paper for the End-of-Unit Assessment.

- Students listen.

**Activity 4: Reasoning, Planning, and Organization** 30%

Explain to students that this part of the lesson focuses on organizing their evidence and claims. Proper organization gives students a clear structure to follow when they begin writing. Explain that their problem-based questions will form the central claims of their research-based argument paper.

Instruct students to examine their Evidence-Based Perspective and their Research Frame, and briefly discuss in pairs the strongest or most interesting possible central claim that has emerged from their research.

- Students form pairs to discuss possible central claims for their research-based argument paper.

Remind students they were introduced to central claim in 10.3.1 Lesson 6.

Distribute the Outline Tool. Instruct students to record their problem-based questions on the tool. Remind students that they have recorded multiple answers to their problem-based questions in the Evidence-Based Perspective. Now they must distill one of these answers on their Outline Tool into a single sentence: a central claim. In order to distill the answer into a central claim, students should consider which perspective they have surfaced through the research process has the strongest evidence.
as well as an overarching claim they are interested in pursuing over the course of writing their paper. For example, if their problem-based question is “Who should own tissue or profit from tissue after it has been surgically removed from a patient’s body?” students should write an answer to this question based on the best-supported conclusions expressed in the Evidence-Based Perspective. In this example, this answer might be, “Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.”

1. Explain to students that the “Counterclaims” portion of the tool will be addressed in the following lesson.
   - Students write down their problem-based question and central claim on the Outline Tool.
   - Student responses will vary depending on the research.

   **Differentiation Consideration:** There may be some students at different stages of the research process at this point in the module. Some students may need more time or practice in developing a central claim that is supported by research and is interesting to write about. Consider modeling the Organizing Evidence-Based Claims Tools from 10.3.2 Lesson 11 to model how to craft a central claim that is supported by evidence and interesting to write about.

   Direct students’ attention back to the Outline Tool. Explain that claims and evidence should be ordered within their paper in a logical manner that clearly supports their central claim and demonstrates valid reasoning. Reasoning connects evidence to claims by explaining how the evidence supports the claim.

   Provide students with the following definition: reasoning means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

   - Students write the definition of reasoning in their vocabulary journals.

   Display the following claims for students:

   - **Central Claim:** Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.
   - **Claim:** Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.
   - **Claim:** Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples.
   - **Claim:** The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

   Explain to students that the claims need to be ordered in a way that effectively supports the central claim. Remind students that although some claims may be related to the central claim, they may not
reinforce a logical relationship to the central claim and may not work effectively to persuade the reader that the central claim being presented is correct. Ask students:

**Which claim in this sequence does not support the central claim?**

- “Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples” does not directly support the central claim because it only states who can profit and owns tissues.

**Differentiation Consideration:** This is a brief exercise in ordering claims in a logical, well-reasoned manner. Consider providing further instruction of logical conclusions from the information on the Purdue University Online Writing Lab (OWL) here: [http://owl.english.purdue.edu](http://owl.english.purdue.edu) (search terms: logical conclusions).

**Consider discussing W.9-10.1.a for further exploration of the concept of claims.**

Instruct students to retrieve all of the Organizing Evidence-Based Claims Tools they have in the Research Portfolio that align with their central claim. Display some potential questions for students to guide their organization of the tools from the Research Portfolio:

- Are my Evidence-Based Claims in a logical order?
- How do I link my claims from the Organizing Evidence-Based Claims Tools to best support the central claims?
- How can I transition from one claim to another to effectively show the reasoning and how it best supports the central claim?
  - Students follow along and read the guiding questions.

Instruct students to physically arrange their Organizing Evidence-Based Claims Tools on their workspace in an order that reflects where each claim would appear in the research paper.

**Differentiation Consideration:** The organizational structure in this lesson is not meant to be prescriptive, but rather model a way to potentially organize a research-based argument paper. If students require more explicit modeling or instruction around organization of argument papers, consider providing additional resources and tools to help students organize and structure their supporting claims and evidence.

**All Organizing Evidence-Based Claims Tools were completed in 10.3.2 Lesson 11.**
- Students organize their Organizing Evidence-Based Claims Tools on their workspace.

Instruct students to Turn-and-Talk briefly in pairs. Instruct students to discuss their answers to this question:
How does this order effectively support your central claim?

- Students Turn-and-Talk in pairs.

Differentiation Consideration: Students can also work with their pre-established 10.3.2 research teams for this activity.

- Student responses will vary based on their individual research questions/problems and research conducted.
- Student responses should identify how the order of their claims supports the central claim and how this order demonstrates strong reasoning.

Lead a brief share out of pair discussions. Ask students if anyone has changed their plan based on their classmate’s suggestions.

- Students briefly share out any changes.

Instruct students to independently copy onto their Outline Tool the order of their Evidence-Based Claims from the Organizing Evidence-Based Claims Tools onto the “Supporting Claims” portion of the Outline Tool. Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information. Instruct students to select the strongest evidence to support their claims.

- Students work independently on the “Supporting Claims” portion of the Outline Tool.
- See the Model Outline Tool for potential student responses.

Explain that the portion of the outline they have completed is the frame for the paper’s introduction (which introduces the central claim), the body (which presents the claims and evidence that support the central claim) and a brief restatement of their central claim (which is a starting point for their conclusions).

- Students listen.

Display one supporting claim of the Model Outline Tool for students. Explain that students need to use the evidence from their research to support each claim in the body of their paper (much like each claim in the paper supports the central claim), and copy the evidence onto the “Evidence” portion of the Outline Tool. Explain that students will write a brief explanation of how this evidence supports each claim in the “Reasoning” portion of the Outline Tool. Model the following evidence and analysis for students:

- The evidence that best supports the claim “The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family” is “When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product” (Andrews, par. 6).
• My reasoning (connecting the evidence to the claim) is: This evidence demonstrates how a patient felt after his tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.
  
  ▷ Students follow along with the modeling.

Inform students that this analysis is the starting point for each body paragraph and the foundation of the reasoning among the evidence in the research-based argument paper.

① Remind students that they have evidence recorded on their Organizing Evidence-Based Claims Tools. They should focus on expressing how that evidence best supports each of their supporting claims.

Instruct students to form pairs to discuss their ideas about which evidence on their Organizing Evidence-Based Claims Tools best supports the first claim on their Outline Tool. Then students complete the first “Evidence” and “Reasoning” portions of the Outline Tool. Remind students that the “Reasoning” is where students explain how the evidence supports the claim.

  ▷ Students discuss their ideas in pairs and fill in the first portion of the “Evidence” and “Reasoning” on the Outline Tool.
  
  • See the Model Outline Tool for examples of analysis of the evidence and how it supports the claim.

Activity 5: Outline Tool and Assessment

Inform students that they will submit their Outline Tool for this lesson’s assessment. The central claim, four evidence-based claims with one piece of evidence for each claim, and a brief analysis of that evidence will be assessed. Instruct students to record all claims on the “Supporting Claims” portion of the Outline Tool, all evidence on the “Evidence” portion of the Outline Tool and all analysis on the “Reasoning” portion of the Outline Tool.

Explain that the Evidence-Based Claims Criteria Checklist guides the evaluation of this assessment, and students should refer to their checklists while completing the instructed portion of the Outline Tool. Instruct students to identify one claim that could use additional or stronger evidence on this tool, as they need this information for homework.

① Consider reminding students of their previous work with the Evidence-Based Claims Criteria Checklist in 10.3.2 Lessons 11 and 12.

  ▷ Students complete the “Supporting Claims,” “Evidence,” and “Reasoning” portions of the Outline Tool.
Distribute the Additional Evidence Tool and instruct students to record one supporting claim that could use additional or stronger evidence on this tool.

- Students turn in their Outline Tool after recording a supporting claim on their Additional Evidence Tool.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and analyze how this evidence provides additional supports for their claim. Instruct students to then record their evidence and analysis on the Additional Evidence Tool.

1. Consider posting the Model Additional Evidence Tool as an exemplar along with the prompt.

- Students follow along.

**Homework**

For homework, search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tools from the Research Portfolio to support the analysis.
## Outline Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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### [Introduction]

**Problem-Based Question:**

**Central Claim:**

### [Body] Supporting Claim:

<table>
<thead>
<tr>
<th>Evidence:</th>
<th>Reasoning: <em>How does the evidence support your claim?</em></th>
</tr>
</thead>
</table>

Supporting Claim:

<table>
<thead>
<tr>
<th>Evidence:</th>
<th>Reasoning: <em>How does the evidence support your claim?</em></th>
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</table>

Supporting Claim:
<table>
<thead>
<tr>
<th>Evidence:</th>
<th>Reasoning: <em>How does the evidence support your claim?</em></th>
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<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>Supporting Claim:</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td>Reasoning: <em>How does the evidence support your claim?</em></td>
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<tr>
<td>Counterclaim (to the central claim):</td>
<td></td>
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<tr>
<td>Supporting Claim (for the counterclaim):</td>
<td></td>
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<tr>
<td>Evidence:</td>
<td>Reasoning: <em>How does this evidence support the counterclaim?</em></td>
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</table>
### Supporting Claim (for the counterclaim):

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Reasoning: How does this evidence support the counterclaim?</th>
</tr>
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</table>

[Conclusion]

### Restate Central Claim:

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Model Outline Tool

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<th>Class:</th>
<th>Date:</th>
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[Introduction]

**Problem-Based Question:** Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body?

**Central Claim:** Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.

[Body] **Supporting Claim:** Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue.

**Evidence:**

“As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish.” (Schmidt, par. 3)

**Reasoning:** How does the evidence support your claim?

This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might think they have ownership over their tissue.

**Supporting Claim:** The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

**Evidence:**

“When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product.” (Andrews, par. 6)

**Reasoning:** How does the evidence support your claim?

This evidence demonstrates how a patient felt after his tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.

**Supporting Claim:** The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.
### Evidence:
“tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson, par. 7)

### Reasoning:
**How does the evidence support your claim?**
This evidence shows the questionable activity involved in the tissue banking system. This is one way for doctors to profit and biotechnology companies to get access to human tissue samples. This is the sort of behavior that takes place when tissues can be sold for profit.

### Supporting Claim:
Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.

### Evidence:
“In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA.” (Andrews, par. 11)

### Reasoning:
**How does the evidence support your claim?**
This evidence supports the claim because it clearly states that there are large portions of people who do not want their unique DNA being used by companies. Since everyone’s DNA is unique this would violate their privacy because it would be clear where the genetic material came from and may disclose information about themselves or their family.

### Counterclaim (to the central claim):
1. The counterclaim portion of the tool will be modeled in Lesson 2.

### Supporting Claim (for the counterclaim):

### Evidence:

### Reasoning:
**How does this evidence support the counterclaim?**
### Supporting Claim (for the counterclaim):

**Evidence:**

**Reasoning:** *How does this evidence support the counterclaim?*

---

[Conclusion]

**Restate Central Claim:** In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell tissue.

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### Additional Evidence Tool

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<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

**Claim:**

**Source:**

**Evidence:**

**Reasoning:** *How does the evidence provide additional support for your claim?*
## Model Additional Evidence Tool

<table>
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<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

**Claim:** Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.


**Evidence:**
Andrews points out that some groups react with anger upon finding their donated tissues are in research that they don’t approve of. In a well-known example, members of the Havasupai Indian tribe were outraged to find that tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration.

**Reasoning:** How does the evidence provide additional support for your claim?
This evidence provides additional support because it presents a case where a whole group of people’s rights were clearly thrown aside for the purpose of using their tissue. If the tribe had been told the full extent of what was happening with the tissue then they might not have decided to donate their tissue. This is a good example of the dangers of ownership especially when it is not the people who had the tissue originally.
Introduction

In this lesson, students continue to plan for their research-based argument papers by completing the Outline Tool introduced in the previous lesson. Using the Outline Tool, students develop a counterclaim in opposition to their central claims developed in the previous lesson. Students address the strengths and limitations of their central claims by developing supporting claims for the counterclaim. For the lesson assessment, students complete the counterclaim portions of the Outline Tool, which is evaluated using the Evidence-Based Claims Criteria Checklist.

For homework, students conduct a search for another source to gather stronger or more relevant evidence for their counterclaim on the Outline Tool, and analyze how this evidence provides additional support for the counterclaim on the Additional Evidence Tool.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.5</td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.1.b</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.7</td>
<td>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</td>
</tr>
</tbody>
</table>
understanding of the subject under investigation.

Assessment

Assessment(s)

Student learning in this lesson is assessed via the counterclaims portion of the Outline Tool.

① This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.

High Performance Response(s)

A High Performance Response should:

• Include a counterclaim to the central claim as well as supporting claims for the counterclaim (e.g., All tissue should be available for an individual to sell if it does not endanger the individual’s life and would improve his or her financial situation; compensation is necessary to get tissue donations).

• Provide evidence for the supporting claims (e.g., “With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life” (Park, par. 6)).

• Include analysis and limitations of the evidence for the supporting claims (e.g., This evidence demonstrates that there is a high need for donors and a lack of people donating tissue for the purpose of organ transplants. If people were paid for their tissue, they would be much more willing to donate. Though this evidence shows that there are many people who require organ donations it does not say whether enough people have been made aware of this information. There could also be those who are suspicious given the confusing practices of tissue donation).

① See the Model Outline Tool and the annotated Evidence-Based Claims Criteria Checklist at the end of this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

• None.*

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

• None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.
Lesson Agenda/Overview

Student-Facing Agenda

Standards & Text:
- Standards: W.9-10.5, W.9-10.9, W.9-10.1.b, W.9-10.7

Learning Sequence:
1. Introduction of Lesson Agenda
2. Homework Accountability
3. Developing Counterclaims
4. Strengths and Limitations
5. Outline Tool and Assessment
6. Closing

<table>
<thead>
<tr>
<th>% of Lesson</th>
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<tbody>
<tr>
<td>5%</td>
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<td>15%</td>
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</table>

Materials

- Student copies of the Outline Tool (refer to 10.3.3 Lesson 1)
- Student copies of the Additional Evidence Tool (refer to 10.3.3 Lesson 1)
- Student copies of Evidence-Based Claims Criteria Checklist (refer to 10.3.2 Lesson 11)
- Annotated copies of Evidence-Based Claims Criteria Checklist (teacher use only – see end of lesson)
- Research Portfolio (refer to 10.3.2 Lesson 1)

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td>Italicized text</td>
<td>Italicized text indicates a vocabulary word.</td>
</tr>
<tr>
<td>📇</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🗣</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📋</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>
Activity 1: Introduction of Lesson Agenda 5%

Begin by introducing the agenda and assessed standards for this lesson: W.9-10.5 and W.9-10.9. Explain that in this lesson students are integrating additional evidence into their outline, developing counterclaims, and completing the Outline Tool.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to get out their Additional Evidence Tools from the previous lesson’s homework: Conduct a search to find another source to glean stronger or more relevant evidence for a claim on your outline and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool.

Ask students to form pairs to share what resource and evidence they found and recorded on the Additional Evidence Tool.

- Students form pairs and discuss the resource and evidence they found and recorded on the Additional Evidence Tool.

  Student responses will vary based on their individual research and outline.

① Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

Return the previous lesson’s assessment, the Outline Tool, to students. Instruct students to revise a claim on their Outline Tool, incorporating the additional evidence they found for homework.

- Students revise the Outline Tool.

Activity 3: Developing Counterclaims 25%

Direct students to the counterclaims portion of the Outline Tool. Explain to students that in this lesson, they will develop both counterclaims to their central claims and supporting claims for the counterclaim.

① Remind students that they developed counterclaims in the previous unit, 10.3.2 Lesson 12. Consider reviewing standard W.9-10.1.b and using the Forming Counterclaims Tool from 10.3.2 Lesson 12 to support student understanding in this lesson.

- Students follow along.
Explain to students that in order to present a balanced perspective in the research-based argument paper, it is necessary to develop fairly a counterclaim to an existing central claim. Incorporating a strong counterclaim in the research-based argument paper demonstrates to the audience that the writer has addressed opposing or divergent perspectives.

Display the model central claim and counterclaim portions of the Model Outline Tool. Ask students to briefly Turn-and-Talk in pairs to discuss the following question about the relationship between the claim and counterclaim.

What is the view of the counterclaim? How is it refuting the central claim?

- The counterclaim is that people should be able to sell their tissue if it will make their lives better. It is opposed to the idea in the central claim that there should be no profit made by anyone from selling their tissue.

Lead a brief whole-class discussion on student responses.

Instruct students to form pairs to review their central claims on the Outline Tool and form a counterclaim to their central claim. Remind students to refer to their Research Portfolios if necessary because over the course of their research, they have encountered opposing perspectives concerning their issues. Remind students that if they have several counterclaims to consider, they should think about which counterclaim would provide a more interesting or compelling exploration of the topic.

Consider directing students back to the model example to explain that a counterclaim stating that people have a right to profit from their own tissue is compelling because many people have the desire to make more money and there are no ethical issues around people determining the use of their own tissue. Additionally, some people may not profit from their tissue due to lack of informed consent (as in the case of Henrietta Lacks), while others who do know the value of their cells may be able to profit from their use.

- Students form pairs, review their Research Portfolio, and develop a counterclaim on their Outline Tool.
- Student responses will vary based on individual research. See the Model Outline Tool for a potential counterclaim.

Explain to students that presenting a counterclaim fairly means developing supporting claims and providing evidence as they would when developing a central claim.

- Students listen.

Display the following supporting claims for students.
Model Counterclaim: All tissue should be available for an individual to sell if it does not endanger the individual’s life and would improve his or her financial situation.

Claim: If an individual has a way to profit from their body, they can put themselves in a position to make a lot of money.

Claim: Compensation is necessary to get tissue donations.

Claim: Researchers should not be the only ones profiting from sale of human tissue.

Ask student pairs to discuss the following question:

Which of the claims best supports the counterclaim and why? Which supporting claim does not effectively support the counterclaim and why?

Consider reminding students that developing a chain of reasoning to support the counterclaim is the same as the exercise in 10.3.3 Lesson 1 in which they developed a chain of reasoning to support their central claim.

Student responses should include:

- Compensation is necessary to get tissue donations. Additionally, if an individual has a way to profit from their bodies they can put themselves in a position to make a lot of money, both validate the reasoning of the counterclaim. Both of these supporting claims are logical and sound because they could be supported by evidence.

- The claim about researchers not being the only ones to profit from tissue is a weaker claim that may not be supported by evidence.

Consider instructing students to review their Evidence-Based Claims Criteria Checklist in order to provide more scaffolding to determine if the claim and counterclaim are well developed.

Remind students that their claims in support of the counterclaim should use evidence from their Research Portfolios, and demonstrate reasoning. Explain to students that developing supporting claims for the counterclaim is part of the lesson assessment.

Students follow along.

Activity 4: Strengths and Limitations 15%

Explain to students that as they develop their counterclaims they are also assessing the strengths and limitations of the counterclaim in relation to their own central claim. While it is important to use the counterclaim to demonstrate an opposing perspective, ultimately the paper’s central claim is what is argued for and the counterclaim must be refuted. This demonstrates to the audience or reader that the central claim of the paper is the strongest perspective concerning the issue.
Provide students with the following definition: *refuted* means “proved to be false or in error.”

- Students write the definition of *refuted* in their vocabulary journals.

Explain to students that as they develop the supporting claims for the counterclaim, they will be questioning their original central claim. In the “Reasoning” portion of the Outline Tool for the supporting claims of the counterclaim, instruct students to consider how this evidence is limited compared to the evidence they have for their supporting claims for their central claim.

Display and discuss a model supporting claim for the counterclaim from the Model Outline Tool:

- The model supporting claim is “Compensation is necessary to get tissue donations.” The evidence supporting this claim is: “With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life.” (Park, par. 6).

- Provide reasoning to connect the evidence to the claim: This evidence demonstrates that there is a high need for donors and a lack of people donating tissue for the purpose of organ transplants. If people were paid for their tissue, they would be much more willing to donate.

- Explain how the evidence is limited in relation to the central claim: Though this evidence shows that there are a lot of people who require organ donations, it does not say whether enough people have been made aware of this information. There could also be those who are suspicious given the confusing practices of tissue donation.

Inform students that pointing out the limitations of the counterclaim’s evidence is like finding flaws or weaknesses in the evidence. It is important to do this thinking on the Outline Tool so students can easily integrate it into the paper in subsequent lessons.

- Students listen and follow along with the modeling.

1. Consider reminding students of the definition of *limitations* (“real or imaginary points beyond which a person or thing cannot go”), which was introduced in 10.3.2 Lesson 12.

**Activity 5: Outline Tool and Assessment**

Explain to students the Outline Tool is the lesson assessment. They will be assessed on the counterclaim as well as the supporting claims, evidence, and reasoning for the counterclaim. Instruct students to record the supporting claims for the counterclaim on the “Supporting Claim” portion of the Outline Tool, the evidence on the “Evidence” portion of the Outline Tool, and the reasoning on the “Reasoning” portion of the Outline Tool. Remind students that when completing the “Reasoning” portion of the Outline Tool that they should explain how the evidence supports the counterclaim and how the evidence is limited.
Inform students that the Evidence-Based Claims Criteria Checklist guides the evaluation of this assessment, and that students should refer to their checklists while completing their Outline Tool.

① Consider reminding students of the research writing skills inherent in W.9-10.7.

- Students complete the following portions of the Outline Tool: “Counterclaim,” “Supporting Claims (for the counterclaim),” “Evidence” and “Reasoning.”

Distribute the Additional Evidence Tool and instruct students to record their counterclaim on the Additional Evidence Tool.

- Students turn in their Outline Tool after recording their counterclaim on the Additional Evidence Tool.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a counterclaim on their outline, and analyze how this evidence provides additional support for their counterclaim. Instruct students to record their evidence and analysis on the Additional Evidence Tool.

- Students follow along.

**Homework**

For homework, search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool.
**Model Outline Tool**

<table>
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<th>Name:</th>
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[Introduction]

**Problem-Based Question:** Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?

**Central Claim:** Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.

[Body] **Supporting Claim:** Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue.

**Evidence:**

“As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish.” (Schmidt, par. 3)

**Reasoning:** How does the evidence support your claim?

This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might still think they have ownership over their tissue.

**Supporting Claim:** The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

**Evidence:**

“When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product.” (Andrews, par. 6)

**Reasoning:** How does the evidence support your claim?

This evidence demonstrates how a patient felt after their tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.
### Supporting Claim: The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.

**Evidence:**
“tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold.” (Josefson, par. 7)

**Reasoning:** How does the evidence support your claim?
This evidence shows the questionable activity involved in the tissue banking system. This is one way for doctors to profit and biotechnology companies to get access to human tissue samples. This is the sort of behavior that takes place when tissues can be sold for profit.

### Supporting Claim: Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information.

**Evidence:**
“In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA.” (Andrews, par. 11)

**Reasoning:** How does the evidence support your claim?
This evidence supports the claim because it clearly states that there are large portions of people who do not want their unique DNA being used by companies. Since everyone’s DNA is unique this would violate their privacy because it would be clear where the genetic material came from and may disclose information about themselves or their family.

### Counterclaim (to the central claim): All tissue should be available for an individual to sell if it does not endanger the individual’s life and would improve his or her financial situation.

**Supporting Claim (for the counterclaim):** Compensation is necessary to get tissue donations.
**Supporting Claim (for the counterclaim):** If an individual has a way to profit from their body, they can put themselves in a position to make a lot of money.

**Evidence:**

“With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life.” (Park, par. 6)

**Reasoning:** How does this evidence support the counterclaim?

This evidence demonstrates that there is a high need for donors and a lack of people donating tissue for the purpose of organ transplants. If people were paid for their tissue, they would be much more willing to donate.

Though this evidence shows that there are many people who require organ donations it does not say whether enough people have been made aware of this information. There could also be those who are suspicious given the confusing practices of tissue donation.

**Supporting Claim (for the counterclaim):** If an individual has a way to profit from their body, they can put themselves in a position to make a lot of money.

**Evidence:**

“Even if patients lack such property rights, there are many examples of individuals receiving financial compensation for donating tissue. A striking case was that of Ted Slavin, a man with hemophilia who developed extremely high antibody titer after contracting hepatitis B (4). When his physician informed him that his blood might be valuable to medical researchers, he was able to sell his serum for as much as $10,000 per liter, providing himself with a source of income for the rest of his life.” (Truog, Kesselheim, and Joffe, p. 37)

**Reasoning:** How does this evidence support the counterclaim?

This is an example of someone who was able to support himself for his entire life because of his blood. If he was not allowed to sell his tissue he never would have been able to make so much money and this evidence shows that there is a lot of money to be made from selling human tissue.

This example makes a good point about there being a potential for individuals to make a lot of money from their body. But this is not available to everyone and it is also likely that cases are very rare where people could make as much as Slavin from their tissue. There is the added problem of informed consent: what is to be done in such cases as Henrietta Lacks whose family did not have the benefit of the knowledge of the cells or their value? In order to profit as Slavin did it seems that it is even rarer to be
able to not only have tissue of this value but also to know its value and use it to make a profit.

**Conclusion**

**Restate Central Claim:** In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell tissue.

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## Model Additional Evidence Tool

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<th>Class:</th>
<th>Date:</th>
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**Counterclaim:** All tissue should be available for an individual to sell if it does not endanger the individual's life and would improve his or her financial situation.

**Source:** “A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” Alice Park, http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/.

**Evidence:**

“Still, the benefits of compensating people for providing cells like bone marrow—which the body replaces and which involves a relatively safe extraction—may be wide-reaching, as Flynn and the plaintiffs argue. ‘In some sense, this is a policy experiment, and it could potentially be groundbreaking,’ says Jeffrey Kahn, professor of bioethics and public policy at the Johns Hopkins Berman Institute of Bioethics.’ If we compensate donors who give by apheresis and more people end up receiving [blood-] stem-cell transplants, maybe we should think about this for other kinds of donations." (par. 8)

**Reasoning:** How does the evidence provide additional support for your counterclaim? What are the limitations of the evidence?

This evidence provides additional support for the counterclaim because it references procedures that are already taking place that are safe and compensate individuals for their tissue. If a professor of bioethics thinks that it is a good idea to pay for donations, then this is a strong piece of evidence to use to support the perspective of the counterclaim. This kind of transaction would benefit those who need donations and those who are giving the donations.

Not all tissues are like bone marrow. There could be potentially dangerous procedures practiced if compensation is the main reason individuals are donating tissue.
<table>
<thead>
<tr>
<th><strong>EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST</strong></th>
<th>□</th>
<th><strong>COMMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. CONTENT AND ANALYSIS</strong>&lt;br&gt;An EBC is a clearly stated inference that arises from reading texts closely.</td>
<td>✓</td>
<td>This counterclaim represents an alternate conclusion from the central claim.</td>
</tr>
<tr>
<td><em>Clarity of the Claim:</em> States a conclusion that you have come to after reading and that you want others to think about.</td>
<td>✓</td>
<td>This counterclaim is supported by evidence from research.</td>
</tr>
<tr>
<td><em>Conformity to the Text:</em> Is based upon and linked to the ideas and details you have read.</td>
<td>✓</td>
<td>There is supporting claims for this counterclaim and the synthesis of evidence demonstrates sound thinking.</td>
</tr>
<tr>
<td><em>Understanding of the Topic:</em> Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>II. COMMAND OF EVIDENCE</strong>&lt;br&gt;An EBC is supported by specific textual evidence and developed through valid reasoning.</td>
<td>✓</td>
<td>There is specific evidence to support the counterclaim.</td>
</tr>
<tr>
<td><em>Reasoning:</em> All parts of the claim are supported by specific evidence you can point to in the text(s).</td>
<td>✓</td>
<td>Evidence is used from research and is explained well to support the counterclaim.</td>
</tr>
<tr>
<td><em>Use and Integration of Evidence:</em> Uses direct quotations and examples from the text(s) to explain and prove its conclusion.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><em>Thoroughness and Objectivity:</em> Is explained thoroughly and distinguishes your claim from other possible positions.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>III. COHERENCE AND ORGANIZATION</strong>&lt;br&gt;An EBC and its support are coherently organized into a unified explanation.</td>
<td>✓</td>
<td>This counterclaim distinguishes an alternate perspective from the central claim and from other possible counterclaims.</td>
</tr>
<tr>
<td><em>Relationship to Context:</em> States where your claim is coming from and why you think it is important.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><em>Relationships among Parts:</em> Groups and presents supporting evidence in a clear way that helps others understand your claim.</td>
<td>✓</td>
<td>This counterclaim has supporting claims to provide additional coherence and clarity.</td>
</tr>
<tr>
<td><em>Relationship to Other Claims:</em> Can be linked with other claims to make an argument.</td>
<td>✓</td>
<td>Is linked as an alternate perspective to the central claim and also has supporting claims.</td>
</tr>
<tr>
<td><strong>IV. CONTROL OF LANGUAGE AND CONVENTIONS</strong>&lt;br&gt;An EBC is communicated clearly and precisely, with responsible use/citation of supporting evidence.</td>
<td>✓</td>
<td>This counterclaim is clear and does not have any errors.</td>
</tr>
<tr>
<td><em>Clarity of Communication:</em> Is clearly and precisely stated, so that others understand your thinking.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><em>Responsible Use of Evidence:</em> Quotes from the text accurately.</td>
<td>✓</td>
<td>The quotes are accurate and referenced correctly.</td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students learn how to effectively integrate citation information into their research-based argument paper to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn Modern Language Association (MLA) conventions for in-text citation as well as for a Works Cited page. Drafting the works cited page—which is integral to the creation of any research paper—will help students avoid plagiarism. For the lesson assessment, students are asked to complete a Works Cited page, referencing all sources gathered for their research-based argument paper.

For homework, students reference their Outline Tool from 10.3.3 Lessons 1 and 2, and insert in-text citation information for each piece of evidence listed.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.8</td>
<td></td>
</tr>
</tbody>
</table>

| L.9-10.3.a                 | 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.  
  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. |
|----------------------------|--------------------------------------------------------------------------------------------------|
Assessment

Assessment(s)

Student learning in this lesson is assessed via a Works Cited page.

① Use the MLA Citation Handout (at the end of the lesson) as well as the W.9-10.8 and L.9-10.3.a portions of the 10.3.3 Rubric and Checklist to evaluate this assessment. Make sure students are properly citing references using the MLA guidelines.

High Performance Response(s)

A High Performance Response should:

Demonstrate adherence to MLA formatting for a variety of source types. (e.g., Smith, Joe. “Joe Smith’s Theory of the Universe.” Universe Theories. 20 Apr. 1989: pp. 100–109. Print.)

① For more support, see the Works Cited page from the Sample Student Research-Based Argument Paper found in 10.3.3 Lesson 11.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

• None.*

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

• None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: W.9-10.4, L.9-10.3.a, W.9-10.8</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 10%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. Citation Methods</td>
<td>3. 35%</td>
</tr>
<tr>
<td>4. Lesson Assessment</td>
<td>4. 40%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>5. 5%</td>
</tr>
</tbody>
</table>
Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.1 Lesson 1)
- Student copies of the Additional Evidence Tool (refer to 10.3.3 Lesson 2)
- Copies of the MLA Citation Handout for each student
- Copies of the 10.3.3 Rubric and Checklist for each student

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td></td>
<td><strong>Bold text indicates questions for the teacher to ask students.</strong></td>
</tr>
<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td>▼</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>⊡</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>○</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.4 and L.9-10.3.a. In this lesson, students focus on proper citation methods in a research paper.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.3.a. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it. Explain that students are learning to incorporate MLA style citations into their writing in this unit.

- Students read and assess their familiarity with standard: L.9-10.3.a.

Instruct students to talk in pairs about what they think the standard and substandard means. Lead a brief discussion about these standards.

- Student responses may include:
  - Write and edit work so that it conforms to the MLA style.
  - Write in a manner that is appropriate for a given discipline and writing type.
Activity 2: Homework Accountability 10%

Instruct students to take out their Additional Evidence Tools from the previous lesson’s homework (10.3.3 Lesson 2): Conduct a search to find another source to glean stronger or more relevant evidence for a counterclaim on your outline and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tools from the Research Portfolio to support the analysis.

Ask students to form pairs and share one resource and one piece of evidence they found for homework.

- Students form pairs and discuss one resource and one piece of evidence from the Additional Evidence Tool.
- Student responses will vary based on their individual research and outline.

① Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

Activity 3: Citation Methods 35%

In this lesson, students learn how to cite information correctly within their papers. Remind students they have gathered information about their topic and have begun to organize it in a way that supports their central claim. Explain to students that although they are the authors of their own papers, they are drawing on several other authors in order to make their arguments. Remind students that failing to give other authors credit when referencing their work is called plagiarism.

Explain that plagiarism is taking someone else’s work or ideas and passing it off as one’s own. Plagiarism is an ethical offense, and can often result in serious consequences. Explain to students that in addition to disciplinary consequences, plagiarism is counter-productive to the learning process, as stealing someone else’s ideas will not build the deep understanding that results from learning on one’s own.

- Students listen.

① Students were introduced to the term plagiarism in 10.3.2 Lesson 3.

Explain to students that someone can plagiarize by copying and pasting the exact words from a source without citing the source. Plagiarism also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the central claim and evidence from another paper and writes it with different words, it is still plagiarism if the original source is not cited).

Inform students they can avoid plagiarism by always citing works properly. Proper citation gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: citation means “quoting or referencing a book, paper, or author.”

① Display the definition of citation.
Students write the definition of *citation* in their vocabulary journals.

Explain to students that there is a specific format for doing this, called MLA citation. Distribute the MLA Citation Handout. Ask students to look at the in-text citation portion of the handout first.

Students examine the in-text citation portion of the MLA Citation Handout.

Remind students that the information needed for proper citation is in their Potential Sources Tools, which they completed throughout Unit 2. Inform students that within their research-based argument papers, they should cite authors by providing in parentheses an author’s last name as well as a page number following the use of a quote, paraphrase, or idea. For example: “They became the first immortal human cells ever grown in a laboratory” (Skloot 4). Explain to students that if the author’s name already appears in the sentence, the parentheses can simply include a page number. For example, Skloot writes, “They became the first immortal human cells ever grown in a laboratory” (4). If the name of the author is unknown, they should provide a shortened version of the title instead. For example, “They became the first immortal human cells ever grown in a laboratory” (*Immortal* 4). This practice is useful for Internet articles and other sources in which the author may not be given direct credit. Explain to students that referencing sources within a document is called “in-text citations.” In-text citations provide readers with details about where information originated.

Students listen.

**Differentiation Consideration:** Students may require additional practice with the specific formatting of in-text citations. Consider extending this into a longer activity in which students practice citing quotes from and paraphrasing their sources.

Direct students’ attention to the second portion of the MLA Citation Handout under the heading “Works Cited Page.” Explain to students that a Works Cited page comes as the final page of a research paper and is a list of all the sources used to write the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source’s full bibliography information is listed. Ask students to look at the example on their handout and notice the formatting differences between different types of sources.

Students review the Works Cited examples on the handout.

Instruct students to Turn-and-Talk in pairs about the purpose of and difference between in-text citations and Works Cited pages.

In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper. The in-text citations are directly linked to the sources in the Works Cited page. The in-text citations are an abbreviated version of the source’s information that can be found in the Works Cited page and the in-text citations lead readers to the source’s full information in the Works Cited page.
Lead a brief whole-class discussion of student’s reflections on in-text citations and Works Cited pages.

1. Some students may think that a Works Cited page is the same thing as a bibliography. Tell students that indeed the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types necessitate different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication. Publisher, Year of Publication. Medium of Publication.

Then, draw students’ attention to the difference between this format and that of a website:

Editor, Author or Compiler Name (if available). Name of Site. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Students examine the different source formatting for a Works Cited page.

Lead a brief class discussion of the similarities and differences in the various source-dependent citation formats.

- Student responses may include:
  - Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
  - Website citations need to include the entire web address, the date of creation, and the date the information was accessed.
  - Instead of author information, motion picture citations list director information.

1. Given the wide variety of source types students may have compiled over the course of their research, citation instruction for each and every medium may require extensive work. Consider focusing primarily on books or web publications, providing students with information from the Purdue University Online Writing Lab (OWL) for reference when citing sources: [http://owl.english.purdue.edu](http://owl.english.purdue.edu) (search terms: MLA formatting). Alternatively, depending on the size of the class, consider providing individual instruction for students with atypical sources (e.g., radio interviews).

1. Information in this section adheres to MLA style.

1. Consider reviewing the citation skills inherent in W.9-10.8.
Activity 4: Assessment: Works Cited Page

Display and distribute the 10.3.3 Rubric and Checklist. Inform students that their research papers will be evaluated using the 10.3.3 Rubric. Explain to students that each part of this rubric is aligned to specific Common Core Standards that are targeted to assess components of argument writing as well as relevant language standards.

Inform students that the 10.3.3 Rubric and Checklist is a resource to which they will refer as they engage in the writing process throughout this unit. It is also the rubric that will guide teacher feedback and assessment. The first two pages of the handout are comprised of the 10.3.3 Rubric, which details four categories of assessed standards, a brief synthesis of what those categories entail, and a list of the standards contained in that category. Corresponding to each standard category are four levels of potential student response. The final page of the handout is a student checklist that corresponds with the rubric. Instruct students to briefly review the 10.3.3 Rubric and Checklist.

- Students follow along and review the 10.3.3 Rubric and Checklist.

Instruct students to gather all the sources they intend to use to write their research-based argument paper. Instruct students to work independently to create a Works Cited page for their paper, using the MLA Citation Handout and/or https://owl.english.purdue.edu/owl/resource/747/1/ as a guide. Instruct students to also refer to the L.9-10.3.a checklist in the 10.3.3 Rubric and Checklist.

- Students independently create their Works Cited pages.

1. Check in with students individually as they work, assisting as necessary.
2. Collect the Works Cited pages for assessment purposes.
3. Remind students that as they draft and revise their papers, sources used may or may not be listed in this initial draft of the Works Cited page. Explain that students will update this Works Cited page once they have published their final drafts to ensure all in-text citations match the sources listed in the final version of the Works Cited page.

Activity 5: Closing

Display and distribute the homework assignment. Ask students to take out the Outline Tool they created in 10.3.3 Lessons 1 and 2. For homework, instruct students to insert in-text citations for each source of evidence listed on their Outline Tool. Remind students these in-text citations should directly correspond with the Works Cited page they created for this lesson’s assessment.

- Students follow along.
Homework

Using your Outline Tool from 10.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed. Refer to the MLA Citation Handout for correct citation format.
# MLA Citation Handout

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## In-Text Citations

For in-text citations, use the following as examples:

- "They became the first immortal human cells ever grown in a laboratory" (Skloot 4).
- Skloot says that “They became the first immortal human cells ever grown in a laboratory” (4).

1. If the citation extends past one line, indent the second and subsequent lines ½-inch.

## Works-Cited Page

Below are the different citation methods for various forms of media:

### Book

**Basic format:**

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Type of Publication.

**Example:**


### Magazine/Journal

**Basic Format:**

Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Type of Publication.

**Example:**


### Website

**Basic Format:**

Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Type of Publication. Date of Access.

**Example:**


### Motion Picture

**Basic Format:**

*Title of Motion Picture*. Director. If relevant, list performers using ‘perf.’ to distinguish them from director. Distributor. Date of Release. Medium.

**Example:**

# 10.3.3 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Responses at this Level:</th>
<th>3 – Responses at this Level:</th>
<th>2 – Responses at this Level:</th>
<th>1 – Responses at this Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Analysis: <strong>The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text.</strong> (W.9-10.1.a, W.9-10.1.b)</td>
<td>Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims in an in-depth and insightful analysis. (W.9-10.1.a)</td>
<td>Introduce a precise claim and adequately distinguish the claim from alternate or opposing claims in an accurate analysis. (W.9-10.1.a)</td>
<td>Introduce a claim, but only partially or ineffectually distinguish the claim from alternate or opposing claims; analysis is somewhat unclear or confusing at times. (W.9-10.1.a)</td>
<td>Do not introduce a claim; analysis is mostly unclear or confusing. (W.9-10.1.a)</td>
</tr>
<tr>
<td>Command of Evidence and Reasoning: <strong>The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis.</strong> (W.9-10.1)</td>
<td>Support claims effectively and sufficiently by providing a wide range of relevant evidence. Use valid reasoning to establish clear relationships between and among claim(s) and evidence.</td>
<td>Support claims sufficiently by providing relevant evidence. Use valid reasoning to relate claims and evidence on a basic level.</td>
<td>Support claims partially by providing insufficient but relevant evidence, or evidence loosely related to the claim(s). Use some reasoning to partially relate claims and evidence; use unclear reasoning.</td>
<td>Present irrelevant and/or little or no evidence from the text. Demonstrate unclear, unfounded or little to no use of reasoning; fail to establish relationships between and among claim(s) and evidence.</td>
</tr>
<tr>
<td>Coherence, Organization, and Style: <strong>The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style, precise language and general academic and domain specific vocabulary acquired throughout the research process.</strong> (W.9-10.1.a, W.9-10.1.c, W.9-10.1.d, W.9-10.1.e, L.9-10.6)</td>
<td>Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all components. (W.9-10.1.a) Exhibit skilful use of words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.9-10.1.c) Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.1.d)</td>
<td>Exhibit basic organization of claims, counterclaims, evidence, and reasoning so as to create relationships among all components. (W.9-10.1.a) Exhibit basic use of words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.9-10.1.c) Establish a style and tone appropriate to the discipline; demonstrate consistent use of formality and objectivity. (W.9-10.1.d) Provide a concluding statement or</td>
<td>Exhibit partial organization of claims, counterclaims, evidence, and reasoning; relationships among all components are inconsistent and at times unclear. (W.9-10.1.a) Exhibit inconsistent use of words, phrases, and clauses to link sections of the text. (W.9-10.1.c) Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.1.d) Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and evidence.</td>
<td>Exhibit little organization of claims, counterclaims, evidence and reasoning; relationships among components are for the most part unclear. (W.9-10.1.a) Exhibit little or no use of words, phrases and clauses to link sections of the text. (W.9-10.1.c) Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.1.d) Provide a concluding statement that is unrelated to the claims presented</td>
</tr>
</tbody>
</table>
### Criteria

<table>
<thead>
<tr>
<th>4 – Responses at this Level:</th>
<th>3 – Responses at this Level:</th>
<th>2 – Responses at this Level:</th>
<th>1 – Responses at this Level:</th>
</tr>
</thead>
</table>
| **Control of Conventions:** The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling, and conforms to the guidelines in a style manual appropriate for the discipline and writing type. (L.9-10.6) | Provide a concluding statement or section that supports the argument presented and offers a new way of thinking about the issue. (W.9-10.1.e) Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process. (L.9-10.6) | section that supports the argument presented but does not offer a new way of thinking about the issue. (W.9-10.1.e) Demonstrate accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.9-10.6) | evidence verbatim or without significant variation. (W.9-10.1.e) Demonstrate partially accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.9-10.6) and/or provide no concluding statement. (W.9-10.1.e) Demonstrate little or inaccurate use of general academic and domain-specific words and phrases; do not exhibit acquisition of vocabulary through the research process. (L.9-10.6) |}

- 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.

### Assessed Throughout the Module (Research and Writing Process)

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
## 10.3.3 Checklist

### Assessed Standards:

<table>
<thead>
<tr>
<th>Does my writing...</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce precise claims and distinguish the claims from alternate or opposing claims? <em>(W.9-10.1.a)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Supply evidence to develop claims and counterclaims? <em>(W.9-10.1.b)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Address the strengths and limitations of the claims and counterclaims? <em>(W.9-10.1.b)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Anticipate the audience’s knowledge level and concerns? <em>(W.9-10.1.b)</em></td>
<td>☐</td>
</tr>
<tr>
<td><strong>Command of Evidence and Reasoning</strong></td>
<td></td>
</tr>
<tr>
<td>Support claims by providing a wide range of relevant evidence? <em>(W.9-10.1)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Use valid reasoning to demonstrate clear relationships between claims and evidence? <em>(W.9-10.1)</em></td>
<td>☐</td>
</tr>
<tr>
<td><strong>Coherence, Organization, and Style</strong></td>
<td></td>
</tr>
<tr>
<td>Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all the components of the argument? <em>(W.9-10.1.a)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Use words, phrases, and clauses effectively to create clear relationships among components of the argument? <em>(W.9-10.1.c)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Establish and maintain a formal style, using precise language and sound structure? <em>(W.9-10.1.d)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Provide a conclusion that supports the argument and offers a new way of thinking about the issue? <em>(W.9-10.1.e)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process? <em>(L.9-10.6)</em></td>
<td>☐</td>
</tr>
<tr>
<td><strong>Control of Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate control of standard English grammar conventions, with infrequent errors? <em>(L.9-10.1, L.9-10.2)</em></td>
<td>☐</td>
</tr>
<tr>
<td>Provide proper citation of quotes and paraphrases to avoid plagiarism? <em>(L.9-10.3a)</em></td>
<td>☐</td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students begin writing their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their Outline Tool. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understandings of how to write an effective introduction. The assessment in this lesson is the completed first draft introduction of the research-based argument paper. For homework, students draft the first body paragraph of their research-based argument papers.

Standards

<table>
<thead>
<tr>
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<tr>
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<th>Addressed Standard(s)</th>
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| W.9-10.1.a | 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.  
  a. Introduce precise claims(s), distinguish the claim(s) from alternative or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| L.9-10.6 | 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. |
Assessment

Assessment(s)

Student learning in this lesson is assessed via the first draft of the introduction for the research-based argument paper.

High Performance Response(s)

A High Performance Response should:

- Introduce readers to the topic in an engaging manner (e.g., Grave-robbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map).

- Effectively communicate the writer’s precise central claim (e.g., Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue).

- Distinguish the central claim from alternative or opposing claims (e.g., Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body?)

- Establish a path for the paper’s organization of supporting claims, evidence, counterclaims, and reasoning. (e.g., Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough?)

 dép For more examples, view a model introduction from the sample student research paper on page 7 of this lesson, or the Sample Student Research-Based Argument Paper in 10.3.3 Lesson 11.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.
Lesson Agenda/Overview

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<tr>
<td>• Text: “My Body, My Property” by Lori B. Andrews</td>
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<td><strong>Learning Sequence:</strong></td>
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<td>2. Homework Accountability</td>
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<td>3. Drafting an Introduction</td>
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<td>4. Analyzing Effective Introductions</td>
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<td>5. Assessment</td>
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<td>6. Closing</td>
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Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.1 Lesson 1)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Student copies of the Outline Tool (refer to 10.3.3 Lesson 1)

Learning Sequence

<table>
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<th>How to Use the Learning Sequence</th>
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Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the lesson agenda and assessed standard for this lesson: W.9-10.4. Inform students that in this lesson, they learn how to draft an effective introduction for the research-based argument paper.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.6. Ask students to individually read L.9-10.6 on their tools and assess their familiarity with and mastery of the standard.

- Students read and assess their understanding of standard L.9-10.6.

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

- Student responses should include:
  - Use domain-specific words and phrases.
  - Demonstrate vocabulary knowledge by using academic words to aid comprehension.

Explain to students that they will work with domain-specific language as they craft their research-based argument papers.

- Students have done significant work to gather domain-specific language in their vocabulary journals throughout this module. The introduction of this standard is designed to synthesize this work and prepare students to demonstrate mastery by using domain-specific language in the drafting of their research-based argument paper.

Activity 2: Homework Accountability

10%

Instruct students to take out their Outline Tools (used in Lessons 1 and 2), form pairs, and discuss their use of in-text citations. (The homework prompt from the previous lesson was: Using your Outline Tool from 10.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed.) Specifically, ask students to exchange Outline Tools with their classmate and examine one another’s use of in-text citations, identifying any formatting problems and inconsistencies.

- Students form pairs and review in-text citations for formatting problems and inconsistencies.

- Student responses will vary by individual sources.

- It may be necessary for students to refer to the MLA Citation Handout from 10.3.3 Lesson 3 for correct citation format.
Differentiation Consideration: As students begin drafting their research papers in this lesson, it may be necessary to review some of the building blocks for effective writing, including parts of speech complete sentences, and sentence complexity.

Activity 3: Drafting an Introduction

30%

Explain that with the completion of the outline, students can now begin drafting the research-based argument paper, starting with the introduction.

Explain that an introduction begins the research-based argument paper. The introduction should be interesting, to catch the reader’s attention, provide context for what will be covered in the research-based argument paper, and include the central claim and how it is distinguished from opposing claims. An effective introduction should be one to two paragraphs long, and written in a clear, organized fashion that establishes clear relationships among claims, counterclaims, reasons, and evidence. The introduction should state the central claim, which may be the last sentence of the introduction. Finally, explain to students that although they should mention their strongest supporting claims in the introduction, all of the evidence and reasoning that supports the claims will come as the body of the research paper unfolds.

Students listen.

Display W.9-10.1.a and the exemplar introduction from the article “My Body, My Property” by Lori B. Andrews, located at: http://chicagotribune.com/. Instruct students to read the substandard and consider its components (introduce a precise claim, distinguish it from opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence) as they review the exemplar introduction.

W.9-10.1.a was introduced in 10.3.3 Lesson 1.

Students read W.9-10.1.a and the exemplar introduction.

Ask students to Turn-and-Talk in pairs about how this introduction effectively exemplifies the components of W.9-10.1.a.

Student responses may include:

- The author introduces her precise claim in these sentences: “Commercialization of human material can get in the way of life-saving diagnosis and research. And it affects everyone.” (par. 3)
- She distinguishes it from opposing claims when she says, “the U.S. Supreme Court has made it clear that companies cannot own parts of people” (par. 2) and “human gene patents interfere with research and patient care” (par. 3).
- She establishes clear relationships among claims, counterclaims, reasons, and evidence throughout the introduction, and then she references those connections in the statement,
“There’s more at stake in these cases than just an esoteric slice of intellectual property law” (par. 3).

Now that students have an understanding of what comprises an effective introduction, ask them to discuss the following question in pairs.

**How is an introduction different than the body of an essay or paper?**

- An introduction is the first part of an essay or paper. The introduction should clearly communicate the central claim of the paper. It can also be the “hook” that grabs readers’ attention. The introduction should provide a high-level overview of the research-based argument paper without including all of the supporting and counterclaims to be detailed later in the body of the paper.

Explain that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader’s attention, but also makes clear the writer’s purpose. Writers can frame an introduction by describing a problem, posing a question, or piquing readers’ curiosity with interesting facts associated with the research. Introductions can also be crafted using an interesting story found during the course of the writer’s research.

Instruct students to discuss the following question about the exemplar introduction in pairs before discussing with the entire class.

**What method did the writer use to get the attention of the reader? Is this an effective method?**

- The writer mentioned the name of a famous movie star first (Angelina Jolie), and followed it with another [unknown] name (John Moore), and then she mentioned “the brain tissue of deceased children” (par. 1). Using the movie star’s name in relation with the other information anchors the reader’s interest, and creates the desire to read more to see how the three are connected.

**Differentiation Consideration:** Consider transitioning students into the pre-established research teams and have them brainstorm interesting ways to introduce their research paper. Allow each student to write a sample, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group and the group discusses each sample and how interesting or engaging it is and why.

**Activity 4: Analyzing Effective Introductions**

20%

Explain to students that in this activity they review two additional introductions with similar content: one exemplar and one ineffective introduction. Instruct students to look for ways the ineffective
introduction can be contrasted with the exemplar introduction. Remind students to keep the components of W.9-10.1.a in mind as they contrast the introductions.

- Students read and contrast both introductions.

1. **Differentiation Consideration:** If more structure is necessary to support analysis, consider instructing students to annotate each introduction (boxing/circling unfamiliar words or ideas, starring important or repeating ideas, writing a question mark by sections that they are questioning or confused by, writing an exclamation point by sections that strike or surprise them, underlining areas that represent major points, and numbering idea sequences that trace the development of an argument).

**Exemplar Introduction:**

Grave-robbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map. Not quite a horror movie, but a nightmare when it happened to Henrietta Lacks and her family: in 1951, doctors removed some of Henrietta’s cells without asking and grew the first line of immortal cells. The Lacks family was in the dark for decades about Henrietta’s cells, and what they learned over time was incomplete and misleading information that did nothing to help them understand what had been done to Henrietta and why. It is this fear of the unknown and a lack of understanding concerning medicine and science—that is, how human tissues are used or what can be created from them—that fuels a fear of mad scientists like those in horror films. Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body? Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.

**Ineffective Introduction:**

The Lacks family didn’t know for decades about Henrietta’s cells because doctors removed some of the cells without asking first and made them the first line of immortal cells. It was 1951. It makes people afraid of doctors when they don’t understand what is happening, and that is just like what happened with Henrietta’s family. No one told them about Henrietta’s cells for a long time and they should have so the Lacks family could have been protected from all the stress. They weren’t treated fairly. Henrietta’s cells were very important to science, but her family wasn’t, even though no one should actually be able to sell human tissue because it’s not clear who’s right and who’s wrong about it.

Instruct students to briefly discuss the two introductions, focusing on what makes the first one effective and the second one ineffective.

- Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions:
What makes the first introduction effective?

- Student responses may include:
  
  o The first introduction is effective because it begins by engaging the reader’s curiosity with the sentence “Grave-robbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares.” Even though the topic of the introduction is scientific in nature (human tissue ownership) the introduction does not begin by analyzing scientific data; it is more interesting and captures the interest of a general audience.
  
  o The introduction then provides context for what will be covered in the paper by connecting the first sentence with the story of Henrietta Lacks and the difficulties faced by her family concerning her stolen tissue.
  
  o It also touches on relationships between claims, counterclaims, reasoning, and evidence (“Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body?”), without providing details that will be presented later in the paper.
  
  o It culminates with clear communication of the central claim: “Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.”

Contrast the effective introduction with the second introduction; what makes it ineffective?

- Student responses may include:
  
  o The second introduction is ineffective because it does not grab the reader’s attention with an engaging, clearly written first sentence.
  
  o It does not provide a clear context for what will be discussed in the paper.
  
  o It is difficult to determine the claims, counterclaims, reasoning, and evidence that will be provided in the paper.
  
  o The central claim is long and confusing (“Henrietta’s cells were very important to science, but her family wasn’t, even though no one should actually be able to sell human tissue because it’s not clear who’s right and who’s wrong about it”). It is not clear if the paper will be about Henrietta’s family, her cells, or human tissue.

**Activity 5: Assessment 25%**

Instruct students to independently draft their own introductions for the lesson assessment. Remind students that this is a first draft, and while they should be focusing on the conventions established for
an effective introduction, they will edit and refine their writing in later lessons. Inform students that this assessment will be evaluated using W.9-10.1.a on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their introductions.

Transition students to the assessment.

- Students independently draft the introduction of their paper.

See the High Performance Response at the beginning of this lesson.

- Remind students that they should work to incorporate in their introductions the domain-specific words and phrases they have been acquiring through their research and vocabulary work.

- Consider having students email their introductions to the teacher, upload them to a cloud for teacher access, or hand in a copy on paper for the assessment.

- The process of writing a research paper will involve drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to draft the first body paragraph of the research-based argument paper using their Outline Tool to guide their writing. Inform students that they will receive instruction on crafting strong body paragraphs in subsequent lessons. This first body paragraph is a first draft, but should be a full paragraph using complete sentences and properly formatted in-text citations when evidence is referenced. It should clearly articulate the relevant information about the first claim presented on their Outline Tool and Additional Evidence Outline Tool.

- Students follow along.

**Homework**

For homework, draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first claim (as detailed in your Outline Tool) and include properly formatted in-text citations when referencing evidence.
Introduction

In this lesson, students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers.

Students begin by examining model paragraphs that demonstrate mastery of cohesion and transitional words and phrases. Students then have an opportunity to draft additional body paragraphs to improve their use of transitional words and phrases. Students are assessed based on the coherence of their drafts. For homework, students utilize the Connecting Ideas Handout to annotate one of their sources, paying close attention to the use of words and phrases that link sections of the text together.

Standards

<table>
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<th>Assessed Standard(s)</th>
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<td>L.9-10.1.a</td>
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Assessment

Assessment(s)

Student learning in this lesson is assessed via students’ use of transitional words and phrases to craft cohesion in two body paragraphs.

High Performance Response(s)

A High Performance Response should:

- Provide adequate and appropriate use of words, phrases and clauses to link sections of the text and create cohesion (e.g., patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy).

- Clarify the relationships between reasons and evidence by using transitional words and phrases. (e.g., So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation).

① For more examples, see the sample student research paper in 10.3.3 Lesson 11.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Students should be use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their argument research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

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Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Building Clear Sentences
4. Crafting Cohesion in Argument Writing
5. Drafting and Assessment
6. Closing

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<td>4. Crafting Cohesion in Argument Writing</td>
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Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Copies of the Connecting Ideas Handout for each student
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Students copies of the MLA Citation Handout (refer to 10.3.3 Lesson 3)

Learning Sequence

How to Use the Learning Sequence

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<td>Plain text indicates teacher action. Bold text indicates questions for the teacher to ask students. Italicized text indicates a vocabulary word.</td>
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<td>Indicates student action(s).</td>
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<td>Indicates possible student response(s) to teacher questions.</td>
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<td>Indicates instructional notes for the teacher.</td>
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Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standard for this lesson: W.9-10.4. Explain to students that in this lesson, they focus on improving their papers by deepening their understanding of how words and phrases can link together and reinforce the relationships between evidence, claims, and counterclaims within their papers. Students first participate in a class discussion about the use of transitional words and phrases. Students then have an opportunity to draft additional body paragraphs with attention to their use of transitional words and phrases.

- Students look at the agenda.
Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.9-10.1.c. Ask students to individually read W.9-10.1.c on their tools and assess their familiarity with and mastery of the standard.

- Students read and assess their understanding of standard W.9-10.1.c.

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

- Student responses should include:
  - Use words and phrases to connect sections of an essay.
  - Use words and phrases to make sure ideas flow together.
  - Use words and phrases to show the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.

Explain to students that this lesson focuses on creating cohesion as students draft their argument-based research paper.

**Activity 2: Homework Accountability 10%**

Instruct students to take out their homework from the previous lesson: Draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first supporting claim (as detailed in your Outline Tool) and include properly formatted in-text citations when referencing evidence.

Place students in pairs and instruct them to briefly look over one another’s citations and supporting claims in the paragraphs they drafted for homework. Students should provide both positive and constructive feedback where appropriate and highlight any errors in citation. Students should reference the MLA Citation Handout they received in the previous lesson, comparing their peers’ work to the examples in the handout.

- Students work in pairs to look over each other’s paragraphs they drafted for homework, and provide feedback on the supporting claims and citation.

- Student responses will vary by individual research but may include the following language:
  - The supporting claim you make in this paragraph is well supported by your evidence but your reasoning or explanation of how the evidence supports the claim is missing.
  - MLA guidelines require that you name the author of the article but you forgot to add the author’s name.
  - You might want to consider improving the reasoning you use to connect these two claims. The evidence presented is not strong enough to support it.
If students struggle, consider providing additional resources like Easybib.com to assist with citation formatting.

Activity 3: Building Clear Sentences

Explain to students that in the practice of argument writing, the strength of the paper is based upon the strength of their sentences. The primary goal of a sentence in formal writing is to provide the reader with information in a clear and understandable way. To craft clear and concise sentences reliably, students should focus on using similar phrases and clauses to support their text.

Display the following two sentences for students:

- Doctors failed to tell patients about their legal rights when it comes to their tissues.
- Frequently, in the world of scientific advancement, patients can be put in danger because of the increasingly complicated state of older legal practices and laws.

Lead a class discussion on the sample sentences using the following questions:

Which of these sentences is clearer and why?

- The first sentence is clearer. It communicates the point directly in simpler terms.

How does the order of the first sentence help its clarity?

- It starts with “Doctors failed” so it is easy to see what the sentence is about.

Explain to students that this sentence is an example of writing in the “active voice.” In a sentence using active voice, the “active” subject of the sentence is placed at the beginning of the sentence. Active voice is useful in argument writing because it gives the reader the most important information first, and then goes on to describe what is happening to this important subject. The use of active voice provides greater clarity for the reader and makes the sentence more forceful.

Students listen.

Consider providing this example of a sentence in passive voice if students need a contrast to assist their understanding: “Patients were not told about their legal rights in relation to their tissues.”

What words in the second sentence weaken its claim?

- The word “somewhat” makes it seem like this claim might not always be true.

Inform students that they should keep sentence structure in mind as they progress with their argument writing. As they develop the introduction, body and conclusion paragraphs throughout this unit, they should pay special attention to how they use different clauses, words and phrases to support a
compelling argument. Encourage students to periodically look back over the writing that they have completed to find ways to make their writing clearer and more coherent.

- Students listen.

Inform students that parallel structure is a rhetorical strategy commonly used in writing. Parallel structure improves clarity by establishing a pattern of language. Parallel structure often uses repetition of the same part(s) of speech and verb tenses. Lead the class in a discussion about parallel structure using the following questions.

① Students were introduced to parallel structure as a rhetorical technique (RI.9-10.6) in 10.2.1.

**What does the word parallel mean?**

- Having the same direction, course, or tendency.

① **Differentiation Consideration:** Consider connecting the idea of parallel structure in writing with the concept of parallel objects in mathematics. The idea of parallel lines being lines that always share the same properties and distance might assist student understanding of how components of writing can be parallel.

**What do you think the word parallel means in the context of writing?**

- Having parts or components that align, take the same direction, or repeat each other.

Display the following simple examples of parallel structure:

- **Not Parallel:** Gabe likes to camp, sing and dancing in the moonlight.
- **Parallel:** Gabe likes camping, singing and dancing in the moonlight.
- **Parallel:** Gabe likes to camp, sing and dance in the moonlight.

Explain to students that parallel structure is built by providing sentence structure that uses the same components repetitively to enforce an idea. In these examples, the sentences using parallel structure treat their components in the same way. In the example set, the three common terms are grouped together either as verbs or present participles to create a feeling of cohesion and to enhance the rhythm of the sentence. Encourage students to look for places to improve their use of parallel structure while they are drafting and revising their papers.

- Students listen.

① **To aid student understanding of parallel structure, consider reading these example sets aloud. This practice may support students’ understanding of parallel structure by allowing them to hear the effect of structure on the rhythm of the sentence.**

① **Differentiation Consideration:** Consider providing the examples of parallel structure before the discussion to allow students time to assess the sentences independently or in pairs.
Parallel structure is part of standard L.9-10.1.a. Consider reminding students of their work with parallel structure in 10.3.1 Lesson 10.

**Differentiation Consideration:** If necessary to support student work and understanding, consider spending additional time reviewing how to establish clarity through sentence structure. As 10.3.3 Lessons 4, 5, and 6 are focused on the technical crafting of the student research paper and feature extensive time for student drafting, this may be an ideal opportunity to pursue deeper instruction on crafting effective sentences.

**Activity 4: Crafting Cohesion in Argument Writing**

Introduce students to the ideas of *cohesion* and *transitions.* Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole, which, in the case of argument writing, serves to inform and convince the reader. Explain to students that *cohesion* is achieved by carefully demonstrating links between ideas. Provide students with the following definition: *cohesion* means “the state of uniting or sticking together.” Explain to students that achieving *cohesion* in their writing is the result of careful revision and editing.

Provide students with the following definition: *transition* means “a passage in a piece of writing that clearly links two topics or sections to each other.”

- Students record the definitions of *cohesion* and *transition* in their vocabulary journals.

Distribute the Connecting Ideas Handout. Briefly explain the handout to the class.

- Students examine the Connecting Ideas Handout.

A more in-depth examination of this handout appears after the examination of the two model paragraphs. Consider using this initial introduction to the handout as an opportunity to field any potential student questions.

Provide students with the following two examples, and ask them to consider which they think is more cohesive and logical.

**Sample 1:**

The current system does not provide adequate protection for the patient. The line between gift and sale can be complicated and often blurred to make money. The law prohibits trafficking in organs tissues, tissue banks regularly make a profit through the use of legal loopholes “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). People are paranoid about the use of their tissue according to Catalona: “patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them.” Legal issues that deal with human tissue taken during surgery patients must be clearly defined because doctors and researchers can take advantage of the tissue removed during surgery. Patients cannot claim ownership of tissue removed during surgery due to laws
on hazardous waste. Patients cannot benefit from their tissues. Patients must give their consent for the residual tissue to be used in research (Truog, Kesselheim and Joffe 37–38). When a patient dies, tissue donation is set aside for medical or research purposes, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). If patients give their consent for their tissue to be used for research purposes, they probably do not realize they are also donating tissue to be sold for profit. We should prevent any sale resulting from donated tissues during surgery or any medical situation.

Sample 2:

The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy (Schmidt 1174). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). So, even though dying patients donate or give consent for their tissues to be used in research, they probably do not realize they are also giving consent for donated tissues to be sold for profit. Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

This model body paragraph is located in the student sample research-based argument paper located in 10.3.3 Lesson 11.

After students have had time to consider the two paragraphs, lead a discussion on coherence and the differences between the two samples by using the following questions.

Which of these paragraphs is more cohesive and why?

- The second paragraph is more cohesive. The second paragraph provides only relevant information and presents it logically, so the reader can follow along without becoming confused.

Which of these paragraphs is less cohesive and why?

- The first paragraph is confusing to read. It jumps around and has unnecessary information. It seems like this information belongs in multiple paragraphs.
What specific words and phrases in the more cohesive paragraph contribute to its success?

- “These examples”
- “So,”
- “Additionally”
- “However”
- “For example”
- “Because”

① If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs that annotates the changes and improvements and the transitional words and phrases.

① Differentiation Consideration: If necessary to support student understanding, consider spending additional time discussing these words and phrases.

Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper. Instruct students to look at the Connecting Ideas Handout. Explain that the Connecting Ideas Handout provides a variety of transitional words to use in specific cases. To show how ideas are similar, students might use phrases like “in the same way” or “similarly.” Instruct students that these words can be used within a paragraph but also to connect two different paragraphs. Words like “furthermore” and phrases like “in addition” can be used to continue a line of reasoning or sustain a thought between paragraphs.

- Students listen and examine the handout.

Instruct students to form pairs. Present student pairs with the following two paragraphs and instruct them to examine how the paragraphs cohere from sentence to sentence and between paragraphs.

**Paragraph 1**

In addition to the problems surrounding the sale of tissue, granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information, as “individuals can be identified by genetic sequences numbering just 75 base pairs of DNA” (Schmidt). Consequently, a large section of the population objects to the patenting of their genetic information: “In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA” (Andrews). Despite these objections, the possible financial incentives are enough to encourage many for-profit companies to patent genetic codes aggressively: “If a biotech company could identify the sequence of a gene from your body, as Myriad Genetics did with the BRCA1 and BRCA2 breast cancer genes, it then had a 20-year monopoly where it could charge whatever it wanted for anyone to look at the gene’s sequence” (Andrews). Researchers
from universities are also incentivized to misuse and exploit individuals’ rights and privacy through their tissue and genetic information. Such is the case of the Havasupai Indian tribe from Arizona who are suing Arizona State University over a damaging misuse of their genetic information: “tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration” (Schmidt 1175). Profits and personal gain should not take precedent over an individual’s right to privacy, especially in relation to the unique genetic make-up of one’s own body.

Paragraph 2:

Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family. In a similar situation to Henrietta Lacks, a patient named John Moore also had his tissue removed, and his doctor created a cell line, all the while lying to Moore about what he was doing with the tissue. Andrews states, “When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product.” According to Catalona, “patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them.” He states that, “insurance companies . . . might refuse coverage to the donors or their children on the basis of inherited disease susceptibility” (Schmidt 1175). Even when confronted with standard tissue donation practices, like donating the tissues of a deceased relative, the majority of the population is against the sale of these tissues: “73 percent of the U.S. families asked to donate tissue from deceased relatives say that it is "not acceptable for donated tissue to be bought and sold, for any purpose" (Andrews). Although it is important to support scientific advancement and provide viable tissues for research and to aid people who need transplants or other procedures, it is also important to recognize the rights and dignity of both the patient and the patient’s families. It is clear that at the very least, the sale of tissue is harmful to the individual on a personal level.

1 These model body paragraphs are located in the sample research-based argument paper located in 10.3.3 Lesson 11.

Ask student volunteers the following question, using the Connecting Ideas Handout as a reference.

What words support transition and cohesion?

- Student responses should include words like “furthermore,” “In a similar situation,” and “although.”

Explain to students that the Connecting Ideas Handout is a resource to use as they write this research-based argument paper and beyond this unit as they continue to write formally. Instruct students to use the Categories column to direct their choice of transitional words and phrases as they write. For example, if they are looking to add more information about what they are talking about, they can look in the “Add Related Information” section and choose the word “furthermore” to help them connect their ideas.

- Students listen and examine the handout.
Explain to students that creating effective transitions is crucial to supporting their argument writing. Effective use of transitional words and phrases improves the logical presentation of information and is important to presenting a chain of reasoning in an understandable way. In addition to having concrete details and relevant examples to support a claim, the information has to be presented in a way that is appropriate to the audience’s knowledge of the topic. Explain that writing a research-based argument paper requires careful use of transitional words and phrases to guide the reader. Students should use these words and phrases to connect their claims and evidence in a chain of reasoning that convinces the reader of their central claim. In order to achieve this, students must present their findings and claims in an accessible, clear and cohesive manner, with each statement flowing into the next to build a united research-based argument. Remind students that arriving at a point of cohesion is the result of a process that involves several rounds of revision and editing.

Remind students of the work they have done with the identification of solid reasoning. Remind students of the definition of reasoning as it pertains to this module: “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

Activity 5: Drafting and Assessment 35%

Inform students that in this activity they will draft the rest of the body paragraphs for their papers, paying specific attention to the use of transitional words and phrases to build cohesion between and among the paragraphs. For the lesson assessment, students will submit two of these paragraphs. Inform students that they will be assessed on their use of transitional words and phrases to craft cohesion in two body paragraphs.

Direct students to turn to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for substandard W.9-10.1.c. Inform students that this assessment will be evaluated using substandard W.9-10.1.c on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their body paragraphs.

- Students read substandard W.9-10.1.c on the 10.3.3 Rubric and Checklist.

Differentiation Consideration: Consider instructing students to mark W.9-10.1.c on the 10.3.3 Rubric and Checklist to focus their attention on this standard only.

Instruct students to use the checklist as they are drafting, organizing, and adjusting their paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence. Inform students that they will be assessed according to this document when they submit the final draft of the paper.

- Students listen.

Instruct students to organize their paragraphs and make any adjustments to what they have written to ensure:
• There is cohesion and logic to their paragraphs.
• The information is presented in a way that effectively reinforces a claim made by the writer. Remind students that they may need to add concrete details, transition words, or delete sentences/passage to polish their paper.

Transition students to the assessment.

» Students work independently on their drafts to ensure cohesion and logical reasoning.

① As students work, walk around the class and address individual concerns.

Instruct students to submit two of the paragraphs they worked on in class, and assess the paragraphs for the use of transitional words/phrases and logical presentation of information.

» Students submit two paragraphs they worked on in class.

① Use the W.9-10.1.c section of the 10.3.3 Rubric and Checklist to assess the submitted paragraphs.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Connecting Ideas Handout to annotate one of the sources they have selected for their research-based argument paper, paying close attention to the use of words and phrases that link sections of the text together. Additionally students should briefly explain how the connecting ideas highlighted support the evidence and claims of the text.

Homework

For homework, select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.
## CONNECTING IDEAS
### USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and phrases that you can use for different purposes:

<table>
<thead>
<tr>
<th>ADD RELATED INFORMATION</th>
<th>GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA</th>
<th>MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD</th>
<th>COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR</th>
<th>CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• furthermore</td>
<td>• to illustrate</td>
<td>• that is to say</td>
<td>• in the same way</td>
<td>• nevertheless</td>
</tr>
<tr>
<td>• moreover</td>
<td>• to demonstrate</td>
<td>• in other words</td>
<td>• by the same token</td>
<td>• but</td>
</tr>
<tr>
<td>• too</td>
<td>• specifically</td>
<td>• to explain</td>
<td>• similarly</td>
<td>• however</td>
</tr>
<tr>
<td>• also</td>
<td>• for instance</td>
<td>• i.e., (that is)</td>
<td>• in like manner</td>
<td>• otherwise</td>
</tr>
<tr>
<td>• again</td>
<td>• as an illustration</td>
<td>• to clarify</td>
<td>• likewise</td>
<td>• on the contrary</td>
</tr>
<tr>
<td>• in addition</td>
<td>• for example</td>
<td>• to rephrase it</td>
<td>• in similar fashion</td>
<td>• in contrast</td>
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<tr>
<td>• next</td>
<td></td>
<td>• to put it another way</td>
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<td>• on the other hand</td>
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<td>• further</td>
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<td>• finally</td>
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<tr>
<td>EXPLAIN HOW ONE THING CAUSES ANOTHER</td>
<td>EXPLAIN THE EFFECT OR RESULT OF SOMETHING</td>
<td>EXPLAIN YOUR PURPOSE</td>
<td>LIST RELATED INFORMATION</td>
<td>QUALIFY SOMETHING</td>
</tr>
<tr>
<td>• because</td>
<td>• therefore</td>
<td>• in order that</td>
<td>• First, second, third…</td>
<td>• almost</td>
</tr>
<tr>
<td>• since</td>
<td>• consequently</td>
<td>• so that</td>
<td>• First, then, also, finally</td>
<td>• nearly</td>
</tr>
<tr>
<td>• on account of</td>
<td>• accordingly</td>
<td>• to that end, to this end</td>
<td>• probably</td>
<td>• probably</td>
</tr>
<tr>
<td>• for that reason</td>
<td>• thus</td>
<td>• for this purpose</td>
<td>• never</td>
<td>• never</td>
</tr>
<tr>
<td></td>
<td>• hence</td>
<td>• for this reason</td>
<td>• always</td>
<td>• always</td>
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<tr>
<td></td>
<td>• as a result</td>
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<td>• frequently</td>
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<td>• perhaps</td>
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<td>• maybe</td>
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<td>• although</td>
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</table>

*ODELL EDUCATION*
**10.3.3 Lesson 6**

**Introduction**

In this lesson, students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understanding of how transitional words and phrases connect ideas and contribute to an effective conclusion to the research-based argument paper.

Students begin the lesson by examining a model text conclusion in a teacher-led discussion. Students then have an opportunity to draft their research-based argument paper conclusions. This draft serves as the assessment for this lesson. For homework, students revise the body paragraphs of their draft papers to enhance the support for the conclusion.

**Standards**

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.1.c, e</td>
<td>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.</td>
</tr>
<tr>
<td>c.</td>
<td>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.</td>
</tr>
<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
</tbody>
</table>

| L.9-10.6 | 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. |
## Assessment

### Assessment(s)

Student learning is assessed via the first draft of the conclusion for the research-based argument paper.

### High Performance Response(s)

A High Performance Response should:

- Contain clear and coherent writing (e.g., tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue).
- Include evidence-based claims that are supported by the text (e.g., money and science should not mix, for the good of humanity).
- Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text (e.g., in every cell of a person’s body is a mirror of the human within whose body the cell began; as humans learn more about genetics and heredity, the mirror can reflect the donors’ children and parents).
- Provide a concluding section that supports the argument presented (e.g., in order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue).
- Include valid reasoning that follows from previous claims (e.g., because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual’s rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership).

For more support, see the sample student research paper in 10.3.3 Lesson 11.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.
Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: W.9-10.4, W.9-10.1.c, e, L.9-10.6</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>10%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>10%</td>
</tr>
<tr>
<td>3. Building to a Conclusion</td>
<td>30%</td>
</tr>
<tr>
<td>4. Drafting a Conclusion and Assessment</td>
<td>45%</td>
</tr>
<tr>
<td>5. Closing</td>
<td>5%</td>
</tr>
</tbody>
</table>

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the Connecting Ideas Handout (refer to 10.3.3 Lesson 5)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>▶ Bold text indicates questions for the teacher to ask students.</td>
<td></td>
</tr>
<tr>
<td>Italicized text indicates a vocabulary word.</td>
<td></td>
</tr>
<tr>
<td>🔗 Indicates student action(s).</td>
<td></td>
</tr>
<tr>
<td>🔗 Indicates possible student response(s) to teacher questions.</td>
<td></td>
</tr>
<tr>
<td>🔗 Indicates instructional notes for the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.4. Explain to students that in this lesson they examine the components of an effective conclusion and its place in the research-
based argument paper. Students first examine a model conclusion paragraph to deepen their understanding of the conclusion of a research-based argument paper. Students then have an opportunity to draft a conclusion paragraph that uses words, phrases, and clauses to create cohesion between and brings a conclusion to the argument presented. This draft of a conclusion serves as the assessment for this lesson.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standard: W.9-10.1.e. Ask students to individually read W.9-10.1.e on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard W.9-10.1.e.

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

- Student responses should include:
  - The standard is about providing a conclusion or final statement.
  - A conclusion should follow from the presented claims and support the presented argument.

Explain to students that they are going to further their understanding of how to craft an effective conclusion in this lesson.

- Students listen.

**Activity 2: Homework Accountability 10%**

Instruct students to take out the homework from the previous lesson, which was: “Select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.”

Instruct students to form pairs to briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas. Remind students to refer to their Connecting Ideas Handout as a resource for transitional words and phrases.

- Student pairs briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas.

- Student responses vary by their individual sources.
Activity 3: Building to a Conclusion 30%

Explain to students that the focus of today’s lesson is writing the conclusion for the research-based argument paper.

Display a definition of conclusion for students: conclusion means “the last main division of a formal discussion in speech or writing, usually containing a summing up of the points and a statement of opinion or decisions reached.” Explain to students that the conclusion of a research-based argument paper is the writer’s final opportunity to reinforce the argument and provide a convincing statement to the reader. A conclusion serves as a final statement that synthesizes the evidence provided in the paper and shows how this evidence supports the central claim.

Explain to students that an effective conclusion restates the central claim of the paper and briefly summarizes the supporting claims, evidence, and reasoning presented in the paper to reinforce that central claim. A conclusion should include a synthesis of any additional information that was uncovered in the course of the research of the paper that would inform a reader’s understanding of the issue.

- Students listen.

Present students with the following example of a model conclusion:

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person’s body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect the donors’ children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual’s rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.

The model conclusion is located in the sample student research-based argument paper located in 10.3.3 Lesson 11.

Ask students what they notice about the conclusion, discussing the following questions as a class:

How does this paragraph serve as a conclusion to the paper, and what claims are presented to the reader?

- It reminds the reader of the central claims of the paper, that the sale of human tissue has the potential to harm people and their families and that neither researchers nor patients should have the rights to sell their tissue.
How does the conclusion enhance or alter the initial central claim?

- The conclusion puts a much more forceful spin on the central claim, invoking both the privacy and dignity of all human beings and claiming that the central claim is not only morally correct but benefits humanity as a whole.

How does the conclusion emphasize the chain of reasoning explained in the body paragraphs of the essay?

- It restates some of the supporting claims of the paper, the problems with selling tissue, the dangers of a for-profit system, and the potential harm to individual’s rights and privacy.

What is similar about the conclusion and the introduction? What is different?

1. If needed, present students with the model introduction and have them reread it.

- The conclusion reiterates the personal harm that tissue sales can cause.

- It offers a much more conclusive set of statements. Many questions are posed in the introduction; the conclusion answers those questions.

Inform students that they are to begin drafting their conclusions in the following activity. Direct students to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for sub-standards W.9-10.1.c and W.9-10.1.e. Remind students to reference this checklist as they are drafting their conclusions. Encourage students to reference the Connecting Ideas Handout as they are writing their conclusions.

- Students read sub-standards W.9-10.1.c and W.9-10.1.e on the 10.3.3 Rubric and Checklist as well as examine the Connecting Ideas Handout.

Explain to students that the careful crafting of a conclusion is an essential part of their research-based argument papers. Building an effective conclusion allows students to deliver a strong, persuasive closing point that serves to reinforce a central claim. The concluding paragraph is a powerful synthesis of all of the evidence-based claims in the paper, combined with the final link of an effective chain of reasoning. It serves not only to remind the reader of all of the evidence presented in the paper but also to support the reasoning and overall claims of the writer. It is the writer’s last opportunity to present the central claim to the reader. Remind students that building an effective and convincing conclusion is the result of a process that involves significant revision and editing.

- Students follow along.
Activity 4: Drafting a Conclusion and Assessment  45%

Inform students that this assessment is evaluated using W.9-10.1.c, e on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they draft, organize, and adjust their conclusions for cohesion, clarity, and development of a claim.

- Students listen.

Ask students to organize their concluding paragraph and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their final statements.
- The information is presented in a way that effectively restates their central claim and summarizes supporting claims, evidence, and reasoning. Remind students that they may need to add concrete details or transition words, or delete sentences or passages to polish their conclusions.

Remind students that they should pay close attention to their use of domain-specific words and phrases. The accurate use of these words and phrases serves to improve the tone and content of their conclusions and paper as a whole.

- Students work independently on the drafts of their conclusions.

① As students work, circulate around the class and address individual concerns.

① Consider reminding students of the skills inherent in L.9-10.6, the standard that was introduced in 10.3.3 Lesson 4.

Ask students to submit the conclusions they worked on in class. Assess students’ use of transitional words/phrases and logical presentation of information.

- Students submit their conclusion paragraphs.

Activity 5: Closing  5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their body paragraphs to better support their concluding statements. Remind students to refer to substandards W.9-10.1.c, e on the 10.3.3 Rubric and Checklist to guide their revisions.

- Students follow along.
Homework

Review and revise your body paragraphs to better support your concluding statements and chain of reasoning. Refer to sub-standards W.9-10.1.c, e on the 10.3.3 Rubric and Checklist to guide your revisions.
Introduction

In this lesson, students learn how to identify and use formal style and objective tone when writing the research-based argument paper. After receiving instruction on formal style and objective tone, students use the first drafts of their papers to participate in peer review and teacher conferences. In this lesson, students are assessed on the effective integration of peer and teacher editing for formal style and objective tone in two body paragraphs.

For homework, students continue to revise the remainder of their research paper for formal style and objective tone.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.5</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
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</thead>
<tbody>
<tr>
<td>W.9-10.1.d</td>
<td>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.</td>
</tr>
<tr>
<td>SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>L.9-10.3</td>
<td>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.</td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)
Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.

High Performance Response(s)
A High Performance Response should:
- Demonstrate thoughtful consideration of feedback received in class.
- Incorporate formal style and objective tone into two body paragraphs (e.g., editing from “Selling people’s tissues is totally wrong because it’s going to make the family super worried and stressed out,” to “Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family”).

Refer to the sample research paper for further examples of formal style and objective tone.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- None.*

Vocabulary to teach (may include direct word work and/or questions)
- None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards: W.9-10.5, W.9-10.1.d, SL.9-10.1, L.9-10.3</td>
<td>10%</td>
</tr>
<tr>
<td>Learning Sequence:</td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>10%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>10%</td>
</tr>
<tr>
<td>3. Objective and Formal Tone</td>
<td>15%</td>
</tr>
<tr>
<td>4. Peer Review and Teacher Conference</td>
<td>40%</td>
</tr>
</tbody>
</table>
5. Lesson Assessment  5. 20%
6. Closing  6. 5%

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>no symbol</td>
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<td></td>
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<td>▶</td>
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<tr>
<td>⇥</td>
</tr>
<tr>
<td>📚</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda  10%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.5. Inform students that this lesson guides them in using formal style and objective tone for their research-based argument papers. Students engage in peer-review and teacher conferences for the purpose of revising their first drafts.

▶ Students look at the agenda.

📚 Remind students they were introduced to the standard W.9-10.5 in 10.3.3 Lesson 1.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool and read standard W.9-10.1.d. Explain to students that *norms* means standards or patterns and *discipline* means the branch of learning. In other words, students should use patterns of writing appropriate for the English Language Arts *discipline* in which they are writing. 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.9-10.1.d.

📚 Remind students to record the definitions of *norms* and *discipline* in their vocabulary journals.
Inform students that they focus on W.9-10.1.d today as they revise their first drafts, specifically the part of the standard addressing formal style and objective tone.

- Students listen.

**Activity 2: Homework Accountability 10%**

Instruct students to work in pairs and explain to their peers how their revised body paragraphs better support their concluding statements. Ask students to offer supportive feedback if they notice areas in need of improvement and refer to the W.9-10.1.c portion of the 10.3.3 Rubric and Checklist to guide their review.

- Students form pairs and take turns explaining how their revised body paragraphs better support their concluding statements, using the W.9-10.1.c portion of the 10.3.3 Rubric and Checklist to guide their discussions.

Instruct students to now read each other’s concluding paragraphs and make notes based on the W.9-10.1.e portion of the 10.3.3 Rubric and Checklist, and then discuss with each other why they made those notes.

- Student pairs read each other’s concluding paragraphs and make notes based on the W.9-10.1.e portion of the 10.3.3 Rubric and Checklist.

- Student responses vary based on their individual writing.

**Activity 3: Formal Style and Objective Tone 15%**

Share with students the importance in academic writing of maintaining a formal style. Inform students that a formal style is used for writing academic papers in college and the workplace. It is important when writing a research paper to use a formal style because it makes the paper appealing and accessible to a wide audience, in addition to establishing credibility. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don’t), abbreviations (e.g., gov’t), or slang (e.g., ain’t), unless they are directly quoting from a text that uses such words.

- Students listen.

① For further discussion of appropriate formal style, consider using:

Display two sentences for students:

- Selling people’s tissues is totally wrong because makes the family feel super worried and stressed out.
• The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

Ask student pairs to complete a brief Turn-and-Talk discussing which sentence is formal and which is informal. Ask students to explain how they know the differences between the two sentences.

- The first sentence is informal and the second is formal. The main difference is that the first sentence uses words like totally, it’s, and super. These words sound more casual, like someone is talking to a friend. The second sentence uses more formal and academic words like furthermore, dehumanizing, and exacts. These words make the second sentence seem as if it is from a source that has academic credibility.

1. **Differentiation Consideration:** Consider offering students some examples of informal vs. formal writing. Inform students that text messages and emails are usually informal, whereas formal writing is found in academic sources, like textbooks, or credible sources like newspapers and published research papers. Consider sharing with students the following source for further discussion of formal vs. informal style: http://blog.ezinearticles.com/2011/03/formal-vs-informal.html.

1. Consider drawing students’ attention to their application of standard L.9-10.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that along with using a formal style in their paper, it is equally important to use an objective tone. When writing with an objective tone, writers should avoid expressing their unverified personal opinions and focus on presenting the information and conclusions gathered from the research. Writing with an objective tone also means using the third person point-of-view (i.e., he, she, it, they, one) instead of the first person point-of-view (i.e., I, we) or the second person point-of-view (i.e., you).

1. Remind students to record the definition of objective tone in their vocabulary journals: objective means “a style of writing not influenced by personal feelings or opinions that is based on fact and makes use of the third person point-of-view.”

Display the following examples for students:

• Profits and personal gain should not take precedence over an individual’s right to privacy, especially in relation to the unique genetic makeup of one’s own body.

• I don’t think it’s fair at all for profits to be more important than somebody’s private life, because, I mean, come on, this is their body!

Ask student pairs to complete a brief Turn-and-Talk to discuss which sentence uses an objective tone.

- Students complete a Turn-and-Talk in pairs.

- The first sentence uses objective tone because it does not have “I” or “we” in the sentence. It makes a claim, but does it in a straightforward, unemotional way. The second sentence uses
phrases like “I don’t think it’s fair,” and “I mean, come on.” It sounds like someone is trying to convince a peer of his/her point of view.

Consider creating examples tailored to students' degree of experience and fluency with objective tone. Share with students the definition of subjective tone as “the style of writing that involves personal opinion and expression” and ask students to record the definition in their vocabulary journals.

Consider using the evidence-based perspective writing assignment as an example of an informal written assignment that uses the first person point-of-view and subjective tone.

Consider adding more practice with formal style and objective tone by instructing students to select and revise one or two sentences from their papers for formal style and objective tone. Students could then share their revised sentences in pairs for feedback.

**Activity 4: Peer Review and Teacher Conference**

Inform students that this portion of the lesson is for both peer review and a conference with the teacher. Assign students an individual time to meet with the teacher to receive feedback on their research paper.

Direct students to turn to the Coherence, Organization, and Style portion of the 10.3.3 Rubric and Checklist and look for substandard W.9-10.1.d. Remind students to refer to this checklist while reviewing and editing for formal style and objective tone. Remind students that in this lesson, they continue the work of collaborative discussion practices outlined in SL.9-10.1, to which students were introduced in previous modules.

The peer review and teacher conference continues in the following lesson, 10.3.3 Lesson 8.

- Students read W.9-10.1.d on their 10.3.3 Rubric and Checklist and discuss in pairs before beginning the review of their peer’s body paragraphs. Inform students they are only going to focus on the formal and objective tone elements of this substandard.

**Differentiation Consideration:** Consider instructing students to mark W.9-10.1.d on their 10.3.3 Rubric and Checklist to concentrate their focus on this substandard only.

Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their research paper.

- Students scheduled for individual conferences meet with the teacher.
These conferences provide an opportunity to support individual students throughout the writing process. Consider tailoring the conferences to meet individual student needs.

Instruct students who are not currently in an individual teacher conference to meet in their pre-established research teams for peer review while other students have their independent teacher conferences. Remind students to peer review for W.9-10.1.d using the relevant portion of the 10.3.3 Rubric and Checklist.

- Students gather for peer review.

**Activity 5: Lesson Assessment**

Instruct students to begin revising two body paragraphs independently, based on peer and teacher feedback regarding formal style and objective tone.

- Students revise the entire paper for formal style and objective tone for homework.

Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback. Inform students that this assessment is evaluated using the W.9-10.d portion of the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their conclusions.

- Students revise two of the body paragraphs of their paper based on peer and teacher feedback regarding formal style and objective tone.

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

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to review and revise all of the body of their research paper to ensure they are using formal style and objective tone. Remind students to refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide their revisions.

- Students follow along.

**Homework**

Review and revise your entire research paper for formal style and objective tone using W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide your review and revisions.
Introduction

In this lesson, students learn how to revise for formal tone and conventions in writing arguments. Students further explore W.9-10.1.d by learning how to incorporate argument norms and conventions into their writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly, applying the skills inherent in W.9-10.1.b. After receiving instruction on the norms and conventions of research-based argument writing, students use their first drafts to participate in peer review and teacher conferences. In this lesson, students are assessed on the effective integration of peer and teacher recommendations for revision around the use of argument norms and conventions in two body paragraphs. For homework, students continue to revise their research paper for argument norms and conventions.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Addressed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing,</td>
<td>W.9-10.1.b, d Write arguments to support claims in an analysis of substantive topics or</td>
</tr>
<tr>
<td>rewriting, or trying a new approach, focusing on addressing what is most significant</td>
<td>texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire</td>
</tr>
<tr>
<td>for a specific purpose and audience.</td>
<td>into areas of interest to formulate an argument.</td>
</tr>
<tr>
<td></td>
<td>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing</td>
</tr>
<tr>
<td></td>
<td>out the strengths and limitations of both in a manner that anticipates the audience’s</td>
</tr>
<tr>
<td></td>
<td>knowledge level and concerns.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms</td>
</tr>
<tr>
<td></td>
<td>and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions</td>
<td>L.9-10.6 Acquire and use accurately general academic and domain-specific words and</td>
</tr>
<tr>
<td>(one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics,</td>
<td>phrases, sufficient for reading, writing, speaking, and listening at the college and</td>
</tr>
<tr>
<td>texts, and issues, building on others’ ideas and expressing their own clearly and</td>
<td>career</td>
</tr>
<tr>
<td>persuasively.</td>
<td></td>
</tr>
</tbody>
</table>
readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment

Assessment(s)

Student learning in this lesson is assessed via effective incorporation of formal tone, norms, and conventions in two body paragraphs.

High Performance Response(s)

A High Performance Response should:

- Demonstrate revision to the paper, including removing weak qualifiers such as “I believe,” and “I think.”

- Ensure all claims are substantiated with fact (e.g., “Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy.” (Schmidt 1174))

- Ensure the opposite view is treated with thorough critical analysis, (e.g., “A monetary incentive could be extremely effective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and was able to sell a serum for as much as $10,000 per liter (37). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen.” (Josefson 303))

Refer to the sample research paper in 10.3.3 Lesson 11 for further examples of formal tone, norms, and conventions.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.
Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Standards:</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: W.9-10.5, W.9-10.1,b, d, SL.9-10.1, L.9-10.6</td>
<td></td>
</tr>
</tbody>
</table>

Learning Sequence:

1. Introduction of Lesson Agenda 1. 5%
2. Homework Accountability 2. 10%
3. Conventions of Research-Based Argument Writing 3. 20%
4. Peer Review and Teacher Conference 4. 40%
5. Lesson Assessment 5. 20%
6. Closing 6. 5%

Materials

• Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
• Copies of the Argument Conventions Checklist for each student

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td><strong>Bold text</strong></td>
<td>indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td><em>Italicized text</em></td>
<td>indicates a vocabulary word.</td>
</tr>
<tr>
<td>▶</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🎨</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>🧑‍🏫</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for the lesson: W.9-10.5. Inform students that this lesson guides them in using formal tone, norms and conventions for their research-based argument paper, focusing on the other aspects of W.9-10.1.d. Students engage in peer review and teacher conferences for the purpose of editing their first drafts for these norms and conventions.
Students look at the agenda.

**Activity 2: Homework Accountability** 10%

Ask students to briefly Turn-and-Talk in pairs and discuss two revisions to their research paper based on the feedback for formal style and objective tone in the previous lesson. Ask students to use the appropriate portion of the 10.3.3 Rubric and Checklist (W.9-10.1.d) from the previous lesson to guide their discussion.

- Students Turn-and-Talk in pairs and discuss two revisions they completed for homework.
- Student responses will vary based on their individual writing.

**Activity 3: Conventions of Research-Based Argument Writing** 20%

Share with students the importance of adhering to the *conventions* of research-based argument writing.

Provide students with the following definition: *convention* means “the rule, method, or practice established by usage; custom.”

- Students write the definition of *convention* in their vocabulary journals.

Explain to students that while formal and academic papers generally require the author to remain neutral in a research-based argument paper, the writer must take a firm stance and establish a specific perspective. While taking a firm stance on an issue, it is easy to slip away from formal style and objective tone and add phrases like “I feel,” “I believe,” or “I think,” in order to make a point. It is also easy to insert opinion that has no basis in fact (e.g., “My gut tells me patients should own the rights to their cells”). Both of these approaches should be avoided. Remind students that objective arguments are based in a well-rounded presentation of the facts, and not in the way the author “feels” or what the author “believes.” Explain to students that taking a stance is not the same as having a bias. A strong argument and stance naturally arises from an organized analysis of facts.

Instruct students to use strong academic language when they are writing an argument paper (e.g., “furthermore,” and “therefore”), and avoid weak phrases like “I believe,” “I feel,” or “I think.” In addition, it is important to cite experts who support students’ perspective, and who use evidence including facts and statistics to support their central and supporting claims. Explain that if the argument is sound, the facts alone should be enough to convince the reader. There is no need to use emotional appeals in a research-based argument.

Finally, explain to students that it is impossible to write an effective argument essay without addressing the opposite side of the issue. Consider the phrase, “The best defense is a good offense.” It is best to anticipate the opposite argument before it is made. Explain that the best way to do this is to present the opposing view (counterclaim) objectively, and critique it without emotion. Remind students that persuading an audience with facts instead of emotion adds credibility to the author and his/her
argument, thereby strengthening the argument. Ultimately, the goal should be to bring the reader to an intellectual conclusion.

- Students listen.

1. Remind students they have worked on developing counterclaims fairly to present an opposing point of view in 10.3.3 Lesson 2.

Display the following two passages for students:

- Donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

- Look, it’s clearly important to protect a patient’s rights (do I even need to explain why?), so we shouldn’t even try to sell their tissue, because it would make it way too easy to see the patient as a tool for profit. That should be obvious by now.

Ask student pairs to Turn-and-Talk briefly to answer the following question:

**Which sentence or passage better adheres to the conventions of argument writing? Why?**

- The first passage better adheres to the conventions of argument writing, because although it is making a claim, it is doing so clearly and without emotion. The second passage makes a claim, but in a very biased and emotional way. The second passage also treats the reader like s/he is not smart. Finally, the first passage is more formal, while the second passage is completely informal (“it’s,” “I”).

1. **Differentiation Consideration:** Consider discussing the impact of sentence structure and rhetorical devices in argument writing. Refer to 10.3.3 Lesson 5 for an overview of parallel structure and explain that parallel structure can be used to effectively and concisely demonstrate connections among ideas.

Distribute the Argument Conventions Checklist to students for reference. Inform students it details what was just covered in a checklist format, to serve as a reminder. Instruct students to use this checklist as they edit their papers for formal tone and conventions in argument writing. Instruct students to assess their papers for each of the qualities listed, and either check or leave blank the middle column. In the third column, students can make comments as reminders about how to edit their paper so it meets the listed conventions of argument writing.

- Students listen.
Activity 4: Peer Review and Teacher Conference

Inform students that this portion of the lesson is for both peer review and a conference with the teacher. Assign students an individual time for a teacher conference to receive feedback on their research-based argument paper.

Instruct students to form pairs and read the Content and Analysis, and Coherence, Organization, and Style portions of the 10.3.3 Rubric and Checklist. Instruct students to look for substandards W.9-10.1.b, d, focusing on the “norms and conventions” portion of the W.9-10.1.d substandard. Remind students to refer to this portion of the 10.3.3 Rubric and Checklist while revising their papers for argument writing conventions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

The peer review and teacher conference will continue in the following lesson.

Students read substandards W.9-10.1.b, d on the 10.3.3 Rubric and Checklist and discuss in pairs before beginning the peer review of their peer’s body paragraphs.

**Differentiation Consideration:** Consider instructing students to mark W.9-10.1.b, d on their 10.3.3 Rubric and Checklist to concentrate their focus on these substandards only.

Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their research-based argument paper.

Students scheduled for individual conferences meet with the teacher.

These individual conferences provide an opportunity to support individual students throughout the writing process. Consider tailoring the conferences to meet individual student needs.

Instruct students who are not currently in an individual teacher conference to meet in their pre-established research groups for peer review while other students have their independent teacher conferences. Remind students to focus on W.9-10.1.b and d for this peer review.

Students gather for peer review.

Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.
**Activity 5: Lesson Assessment**

Instruct students to independently revise two body paragraphs based on peer and teacher feedback for the norms and conventions of argument writing.

1. Students will revise the entire paper for the norms and conventions of argument writing for homework.

Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using W.9-10.1.d on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are working.

Transition students to the lesson assessment.

- Students revise two of the body paragraphs of their paper based on peer and teacher feedback for the norms and conventions of argument writing.

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

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**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to review and revise their entire research paper to ensure they are adhering to the conventions of argument writing throughout the paper. Remind students to refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide their revisions.

- Students follow along.

---

**Homework**

Review and revise your entire research paper to adhere to the conventions of argument writing. Refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide your revisions.
# Argument Conventions Checklist

<table>
<thead>
<tr>
<th>Argument Convention</th>
<th>Check Yes/No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Style/Objective Tone:</strong> Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Strong Academic Language:</strong> In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore,” and “therefore”). Does it avoid weak verbs (e.g., “I think”)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Addressing Other Sides:</strong> Does the paper effectively address all major sides of an issue? Is a counterclaim presented with valid reasoning and sufficient evidence?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>No Emotion:</strong> Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t is obvious yet?!“)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
## Model Argument Conventions Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Argument Convention</th>
<th>Check Yes/No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Style/Objective Tone:</strong> Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?</td>
<td>Yes ☑ No ☐</td>
<td>I accidentally used first person in a few places (“I”), and will remove it to make it more formal and objective.</td>
</tr>
<tr>
<td><strong>Strong Academic Language:</strong> In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore,” and “therefore”). Does it avoid weak verbs (e.g., “I think”)?</td>
<td>Yes ☑ No ☐</td>
<td>My paper could use stronger academic language in some places. For instance, I say, “But wait, there’s more,” when I could say, “Furthermore.”</td>
</tr>
<tr>
<td><strong>Addressing other sides:</strong> Does the paper effectively address all major sides of an issue? Is a counterclaim presented with valid reasoning and sufficient and relevant evidence?</td>
<td>Yes ☑ No ☐</td>
<td>My paper addresses sides of the issue I do not agree with and treats them fairly. For example, I discuss the potential benefits of the monetary incentives of selling tissue.</td>
</tr>
<tr>
<td><strong>No Emotion:</strong> Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t is obvious yet?!“)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?</td>
<td>Yes ☑ No ☐</td>
<td>My paper does not use strong emotion to make an argument, like “come on,” or “can’t you see that?”</td>
</tr>
</tbody>
</table>
Introduction

In this lesson, students continue to edit and revise their papers. Students are introduced to language standards L.9-10.2.a-c. Students are also introduced to semicolons as a way to join independent clauses, and colons as a means of introducing a quote or list, through the Colon and Semicolon Handout. Students continue the peer review process by editing for capitalization, punctuation, and spelling. The assessment in this lesson is based on editing revisions for capitalization, punctuation, and spelling based on peer feedback.

For homework, students continue to revise and edit their drafts in preparation for the following lesson’s final peer review and 10.3.3 Lesson 11 End-of-Unit Assessment.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Addressed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.5</td>
<td>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.</td>
</tr>
<tr>
<td>SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>L.9-10.2.a–c</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
</tr>
<tr>
<td></td>
<td>b. Use a colon to introduce a list or quotation.</td>
</tr>
<tr>
<td></td>
<td>c. Spell correctly.</td>
</tr>
</tbody>
</table>
Assessment

Assessment(s)
Student learning in this lesson is assessed via effective editing and revising for use of semicolons, colons, spelling, capitalization, and punctuation for two paragraphs.

High Performance Response(s)
A High Performance Response should:

- Incorporate colons and semicolons to strengthen writing where appropriate (e.g., “Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue”).

- Make minor grammatical and syntactical edits to the paper (e.g., from “In order to have, regardless of technology involved, clear guidelines, it shouldn’t be legal to sell tissue,” to “In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit”).

- Edit for spelling, capitalization, and punctuation (e.g., from “The legal issues dealing with patient’s rights to tissue removed during surgery needs to be defined so doctors and researchers can profit from tissue taken during surgery,” to “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- None.*

Vocabulary to teach (may include direct word work and/or questions)
- None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.
Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Standards &amp; Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards: W.9-10.5, SL.9-10.1, L.9-10.2.a-c</td>
</tr>
</tbody>
</table>

Learning Sequence:
1. Introduction of Lesson Agenda
2. Homework Accountability
3. Editing Instruction
4. Peer Review
5. Lesson Assessment
6. Closing

Materials
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Copies of the Colon and Semicolon Handout for each student

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td></td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and assessed standard of this lesson: W.9-10.5. Inform students that they are focusing on capitalization, punctuation, and spelling in this lesson and doing peer review in
preparation for the following lesson’s final peer review and the End-of-Unit Assessment in Lesson 11. Inform students that they are working with new standards in today’s class: L.9-10.2.a-c.

Explain that students will be assessed on these new standards (L.9-10.2.a-c) when they draft the final paper for their End-of-Unit Assessment. Ask students to individually reread L.9-10.2.a-c and assess their familiarity with and mastery of the standard on the 10.3 Common Core Learning Standards Tool. Ask students to write down what they think are the main points of the standard and discuss with a classmate.

Lead a share out of the standard’s main points.

- This standard is about the writing conventions of standard English capitalization, spelling, and punctuation, including colons and semicolons.

Remind students that the English language has specific rules for writing and that this standard is focused on using the rules correctly when writing.

- Students look at the agenda.

**Activity 2: Homework Accountability 10%**

Instruct students to Turn-and-Talk in pairs about two revisions they completed for homework based on the instruction and feedback around argument conventions from the previous lesson.

- Students Turn-and-Talk in pairs and discuss two revisions they made for homework.
- Student responses will vary based on their individual revisions.

**Activity 3: Editing Instruction 20%**

Inform students that they should always incorporate proper capitalization, spelling, and punctuation into their writing, and remind them that some of these conventions have been addressed in previous modules.

1. **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students reference, such as: https://owl.english.purdue.edu/ (search terms: capitalization; spelling conventions).

Distribute the Colon and Semicolon Handout to students. Explain that students can strengthen their writing and ability to communicate complex ideas by focusing on how to use semicolons and colons.

- Students examine the Colon and Semicolon Handout.
Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses.

Provide students with the following definition: *independent clause* means “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” This means that an *independent clause* communicates a complete thought and it is usually a simple sentence. Display for students the following example of an independent clause: “The table was long.”

- Students write the definition of *independent clause* in their vocabulary journals.

1. Students may need more support in understanding the components of a complete sentence in order to understand independent clauses.

Explain to students that they should use a semicolon to join a related independent clause and show they are related. Display the following example for students:

- “The table was long. It could seat 15 people”.

Now display the joined clauses:

- “The table was long; it could seat 15 people”.

Explain to students that it is possible to create two distinct sentences instead of conjoining the clauses with a semicolon, but since the ideas are linked, it makes sense to join them.

- Students follow along.

Explain to students that colons are another type of punctuation that are important in a research paper because a colon is used when introducing a quotation after an independent clause.

Display the following example for students:

- Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303).

- Students follow along.

Another use of colons is to introduce a list. Display the following example for students:

- It is legal to sell many kinds of cells: eggs, sperm, plasma, blood, breast milk, and hair.

1. **Differentiation Consideration:** Some students may have trouble immediately grasping the proper use of colons and semicolons. If students are struggling, work with them individually to write out 5–10 examples of the proper use of each type of punctuation.
Remind students to be mindful of their spelling, punctuation, and capitalization as well as their use of domain-specific vocabulary they have identified from the text and recorded in their vocabulary journals when editing.

- Students listen.

1. Instruction around independently identifying and addressing vocabulary has been established in 10.3.2 of this module.

Activity 4: Peer Review

Instruct students to work in pairs to continue to peer review their drafts for correct use of capitalization, punctuation, and spelling. Instruct students to look for instances in their classmate’s paper where a semicolon or colon should be used. Ask students to take out their 10.3.3 Rubric and Checklist. Direct students to turn to the Control of Conventions portion of the 10.3.3 Rubric and Checklist and look for standard L.9-10.2. Remind students to refer to this checklist during their peer review. Remind students they should be finalizing their draft in the next two lessons.

Explain to students that in this lesson, they continue the work of collaborative discussion strategies outlined in standard SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- Students get into pairs and read standard L.9-10.2 on their 10.3.3 Rubric and Checklist before continuing to revise their papers through peer review.

1. Consider completing any outstanding teacher conferences with students.

1. **Differentiation Consideration:** Consider instructing students to mark L.9-10.2 on the 10.3.3 Rubric and Checklist to concentrate their focus on this standard only.

1. Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Activity 5: Lesson Assessment

Instruct students to independently review and edit two paragraphs of their draft based on the peer review. Inform students that this assessment will be evaluated using L.9-10.2 on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are making their revisions.

Transition students to lesson assessment.
Students independently edit two paragraphs of their paper using L.9-10.2 on the 10.3.3 Rubric and Checklist.

**Activity 6: Closing**

Display and distribute the homework assignment. For homework, instruct students to make further edits to the entire draft of their paper. Remind students to refer to standard L.9-10.2 on the 10.3.3 Rubric and Checklist in preparation for final peer review in the following lesson.

- Students follow along.

**Homework**

Continue to edit your research papers using L.9-10.2 on the 10.3.3 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.
Colon and Semicolon Handout

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an independent clause. An independent clause contains both a subject and a verb, and can stand alone as a complete sentence.
  - Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303).

- Use a colon when introducing a list.
  - It is legal to sell many kinds of cells: eggs, sperm, plasma, blood, breast milk, and hair.

Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two independent clauses that are related to one another.
  - Hopkins’ purpose was to create a charity hospital; the hospital assisted people who were unable to afford medical treatment.

Further reference: The Purdue University Online Writing Lab (OWL): [http://owl.english.purdue.edu](http://owl.english.purdue.edu) (search terms: semi-colons, colons, quotation marks).
Introduction

In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about the entire research-based argument paper. Students review their peers’ papers for elements of the W.9-10.1 standard and supporting standards (W.9-10.1.a–e) that have been introduced in this unit. Additionally, students peer review for English grammar and usage and writing conventions. Students are assessed on their completion of the Peer Review Accountability Tool and the quality of the implementation of the peer revisions to their own papers. For homework, students continue to implement revisions based on peer feedback and complete the “Final Decision and Explanation” portion of peer feedback on the Peer Review Accountability Tool. Additionally, students read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.5</td>
</tr>
<tr>
<td>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.1.a–e</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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</td>
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</table>
| reasons and evidence, and between claim(s) and counterclaims. | 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.  
e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.9-10.2.a-c | 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.  
b. Use a colon to introduce a list or quotation.  
c. Spell correctly. |
| L.9-10.3.a | 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.  
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |

**Assessment**

**Assessment(s)**

Student learning in this lesson is assessed via:

- Implementation of peer review edits (from the Peer Review Accountability Tool) to the research-based argument paper
- Individual student responses to the peer editing on the Peer Review Accountability Tool (Final Decision and Explanation Column only).

① Students implementation of peer review edits are assessed using the relevant portion of the 10.3.3 Rubric and Checklist.
High Performance Response(s)

A High Performance Response should:

- Include thoughtful responses on Peer Review Accountability Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers’ concerns and suggestions.
- Effectively integrate at least one suggestion and/or revision, as appropriate, into the draft of the research-based argument paper.

See Model Peer Review Accountability Tool for more information.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their argument research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
</tr>
<tr>
<td>- Standards: W.9-10.5, W.9-10.1.a–e, SL.9-10.1, L.9-10.1, L.9-10.2.a-c, L.9-10.3.a</td>
<td></td>
</tr>
<tr>
<td>Learning Sequence:</td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
</tr>
<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. Peer Review Round Robin Instruction</td>
<td>3. 10%</td>
</tr>
<tr>
<td>4. Peer Review Round Robin</td>
<td>4. 50%</td>
</tr>
<tr>
<td>5. Lesson Assessment</td>
<td>5. 20%</td>
</tr>
<tr>
<td>6. Closing</td>
<td>6. 5%</td>
</tr>
</tbody>
</table>
Materials

- Sticky notes, colored pens or pencils, or computer-based peer review software (such as track changes in Microsoft Word or GoogleDocs editing tools)
- Copies of Peer Review Accountability Tool for each student
- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)

Learning Sequence

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</tr>
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<td>☝️</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda  5%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.5. In this lesson, students participate in a peer review of the entire research-based argument paper. Students read drafts of three of their classmates’ papers addressing specific elements of W.9-10.1.a-e, and several language standards and respond to their classmates using constructive criticism. Finally, students use their classmates’ constructive criticism to revise and improve their drafts.

▲ Students look at the agenda.

Activity 2: Homework Accountability  10%

Ask student volunteers to briefly share one or two grammatical edits they made for homework and to explain their decisions, referencing L.9-10.2 on their 10.3.3 Rubric and Checklist.

▲ Students share one or two grammatical edits with their peers and explain their decisions.

◀ Responses will vary based on individual students’ papers.

☝️ Students may have questions about grammar and usage, which, time-permitting, can be addressed during Homework Accountability.
Activity 3: Peer Review Round Robin Instruction 10%

Instruct students to get into their pre-established research teams. Students remain in these teams throughout the peer review process. Instruct students to take out their research-based argument paper drafts.

- Students get into their research groups and take out their research-based argument paper draft.

① Consider placing students into new groups instead of their pre-established research teams to provide a broader range of peer review for the students.

Explain to students that in this lesson, they continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- Students listen.

① Encourage students to keep in mind the Module Performance Assessment by considering the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students to number the paragraphs on their paper in the left margin. Explain that this helps students peer review one another’s work.

- Students number the paragraphs.

Explain to students that during this peer review process, they provide constructive criticism to their peers.

Consider providing students with the following definition: constructive criticism means “criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions.” Explain to students that constructive criticism helps them share advice with their peers in a positive and academic manner.

- Students listen.

① Remind students that they have been progressing toward this more formal peer review by participating in mini-peer reviews in previous lessons.

Ask students to Turn-and-Talk with their small group to discuss examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism.

- Student responses may include:
  - “This could be stronger if you add...”
  - “If you move this paragraph and this paragraph, it would...”
“This might make more sense if you explain...”
“Instead of this word, why not use...?”

Lead a share out of student responses.

Remind students that the word construct meaning “build”, is in constructive criticism. This means that students’ comments should always be intended to build a better paper. Students should add suggestions or comments that give the writer some way to fix the problem, instead of just identifying the problem. Consider providing non-examples of constructive criticism and showing how they can be made constructive (e.g., “This doesn’t make sense.” vs. “This might make more sense if you explain...”).

Explain to students that they will read three papers in three rounds of peer review looking for different elements of W.9-10.1.a-e, as well as some of the language standards they focused on in previous lessons.

Explain to students that, in college or in the working world, adults often have peers or colleagues review their writing before they submit their final draft. They may get a peer’s opinion on an important email draft, a business proposal, or a college thesis. Ask students to identify the value of having someone else read a research-based argument paper draft before it is submitted.

- Student responses may include:
  - A peer review can point out whether or not ideas make sense.
  - A reviewer can help the writer find convention or grammatical errors.
  - A reviewer can tell the writer where the central or supporting claims are weak or not convincing, or where additional evidence is needed.
  - Reviewing can show the writer where more background information is needed.
  - The reviewer can provide more precise words or specific terms to explain something.
  - A reviewer can help identify problems in formality or tone.

Explain that students will review three of their classmate’s papers, but for each round of feedback, they will focus on different standards that appear in the 10.3.3 Rubric and Checklist.

Display and explain the peer review process to students:

- During the first review, students read for the central claim, supporting claims, and counterclaims while also evaluating reasoning and evidence (W.9-10.1.a, W.9-10.1.b, and W.9-10.1.e).
- During the second review, students focus on transitions between sentences, paragraphs, and larger ideas and the paper’s overall cohesiveness (W.9-10.1.c and W.9-10.1.d).
- During the third review, students focus on formatting and conventions, including MLA format, formal style and objective tone, and mechanical and grammatical conventions (L.9-10.1, L.9-10.2.a-c and L.9-10.3.a).
• After the third and final review, writers revise their papers based on the peer feedback provided.
  ‣ Students examine the peer review process.

**Activity 4: Peer Review Round Robin**

Instruct students to pass their research-based argument paper drafts to the student on the right. They also need sticky notes and/or colored pens or pencils to aid in their review.

  ‣ Students pass their drafts to the peer on the right and gather necessary materials.

① It may be helpful, if students write directly on the papers or use sticky notes, to have students use different color pens or colored pencils or use color-coded sticky notes for clarity.

① Students can peer review using track changes in a word processing program. GoogleDocs and other document sharing programs have their own protocols for tracking changes. Make sure your students are prepared to use these tools before they begin modifying their peers’ drafts. Remind students to save their original documents with a different filename to safeguard against accidental deletions or corruption.

① If handwriting is a barrier to the peer editing process, allow students to read aloud their drafts to one another to provide clarity.

Distribute one Peer Review Accountability Tool to each student. Remind students that part of the assessed standard W.9-10.5 is to select the most significant change for revision concerning purpose and audience. Once the student reviewer completes each review, the student will add the most significant revision to their peer’s Peer Review Accountability Tool. Each reviewer uses one row of the tool per review.

  ‣ Students examine the Peer Review Accountability Tool.

Explain that during the first round of revision, peer reviewers focus on the strength of substandards W.9-10.1.a, W.9-10.1.b, and W.9-10.e. Instruct students to take out their copies of the 10.3.3 Rubric and Checklist and look at these substandards.

  ‣ Students look at substandards W.9-10.1.a, W.9-10.1.b, and W.9-10.e on their 10.3.3 Rubric and Checklist.

Instruct students to focus on these skills in this first round of review, as they add constructive criticism to their peer’s research-based argument paper draft.

Model identifying errors for substandards W.9-10.1.a, b, e, and adding constructive criticism using the sample student paper as the example.
• Explain that if the central claim is not stated precisely in a peer’s paper, it is a good idea to identify where in the introduction it would be most effectively stated.

• Explain to students that, if, in a peer’s paper, there is no counterclaim, a good suggestion would be to add a counterclaim. If possible, identify where the counterclaim would work best.

• If a claim is not strongly supported by evidence, suggest including more or diverse evidence as valuable constructive criticism.

1. Consider displaying the sample student paper for students to see the modeling. The sample student paper is located in 10.3.3 Lesson 11.

1. W.9-10.1.a was taught in 10.3.3 Lessons 1 and 4; W.9-10.1.b was taught in 10.3.3 Lesson 2 and reviewed in 10.3.3 Lesson 8; W.9-10.1.e was taught in 10.3.3 Lesson 6.

Ask students to name other suggestions, based on the W.9-10.1 a, b, e skills listed in the 10.3.3 Rubric and Checklist.

- Student responses may include:
  o Suggest a peer remove evidence that does not effectively support a claim
  o Propose that a peer rearrange claims or pieces of evidence to better support the argument
  o Identify limitations to a claim that are not mentioned in a paper, and suggest limitations that might be included
  o Suggest that the concluding statement tie more closely to the arguments presented

Instruct students to complete the first round of review, adding constructive feedback regarding substandards W.9-10.1 a, b, e. Circulate and support students, as necessary.

- Students review peer papers, adding constructive criticism in the margin, on sticky notes, or electronically.

Display the Model Peer Review Accountability Tool for all students to see. Model where Reviewers 1, 2, and 3 enter their most significant revision for the writer.

- Students listen, following along with the modeling.

Point to the first column, labeled “Original.” Explain that in this section, students write the paragraph number and a few words from the sentence to indicate where in the paper the revision needs to be made.

Inform students they need to determine the most significant revision regarding the standards analyzed in this first round of review.

Point to the second column, labeled “Peer Suggestion.” Explain that in this section, students make a suggestion for how to revise the paper. Note that because the expectation is to provide constructive
criticism, students must think about how they would revise the paper as if it were their own, and make that suggestion. For example, explain to students that if the writer did not include any counterclaim, it is not enough to just write “Add a counterclaim.” Instead, students should provide some suggestions of possible counterclaims.

- Students listen.

Allow peer reviewers time to select the most significant revision from this first round of review, and add it to the first row of the Peer Review Accountability Tool. Students should complete both the “Original” and the “Peer Suggestion” columns of the first row of the tool.

- Peer reviewers select the most significant revision and add it to the first row of the Peer Review Accountability Tool by completing the “Original” and “Peer Suggestion” columns of the first row of the tool.

Instruct students to pass the research-based argument papers to the right again, so each student has a new draft to peer review for the second round of review.

- Students pass papers and listen for instructions.

Inform students that during this second round of review, peer reviewers focus on the strength of substandards W.9-10.1.c and W.9-10.1.d.

- Students examine substandards W.9-10.1.c and W.9-10.1.d on the 10.3.3 Rubric and Checklist.

Remind students to focus on these skills as they add constructive criticism to their peer’s papers.

- Students listen.

1. W.9-10.1.c was taught in 10.3.3 Lessons 5 and 6, W.9-10.1.d was taught in 10.3.3 Lessons 7 and 8.

1. Remind students to reference the Connecting Ideas Handout in Lesson 5 of this unit for more support if needed.

Ask students to name suggestions of constructive criticism that would focus on these skills, based on the substandards W.9-10.1.c and W.9-10.1.d.

- Student responses may include:
  - Suggest a different transition word than what is provided to clarify the relationship between two ideas
  - Suggest a phrase be added to clarify the relationship between a claim and evidence
  - Identify portions of the text where the tone is less formal and suggest revisions
Instruct students to review their peers’ papers, adding constructive feedback based on substandards W.9-10.1.c and W.9-10.1.d. Allow students time to select the most significant revision and add it to the Peer Review Accountability Tool.

- Students review their peers’ papers and add constructive feedback for substandards W.9-10.1.c and W.9-10.1.d, select the most significant revision, and add it to the second row of the Peer Review Accountability Tool.

Circulate and support students, as necessary.

Instruct students to pass the papers to the right again, so each peer reviewer has a new draft to read for the third round of review.

- Students pass papers to the right and listen for instructions.

Explain to students that during this third round of review, peer reviewers focus on the strength of substandards L.9-10.2.a-c, L.9-10.3.a, and standard L.9-10.1.

- Students examine substandards L.9-10.2.a-c, and L.9-10.3.a and standard L.9-10.1 on their 10.3.3 Rubric and Checklist.

Remind students to focus on these skills as they add constructive criticism to their peers’ drafts.

- Students listen.

1. Consider displaying the student model paper to show criticism focused on these skills.

1. L.9-10.1 was taught in 10.3.3 Lesson 5; L.9-10.2.a-c were taught in 10.3.3 Lesson 9; and L.9-10.3.a was taught in 10.3.3 Lesson 3.

Ask students to suggest constructive criticism that would focus on these skills, based on the substandards L.9-10.2.a-c, L.9-10.3.a and standard L.9-10.1.

- Student responses may include:
  - Identify non-parallel structure and suggest a revision
  - Propose combining a series of short sentences through a semi-colon to add variety to the writing
  - Identify misspelled words and provide the correct spellings
  - Suggest the use of specific or precise terms relevant to the topic rather than general terms
  - Identify misuse of a colon or semicolon and suggest revisions
  - Identify places where MLA format is improperly applied and suggest corrections
Instruct students to review their peers’ papers, adding constructive feedback based on the focus standard L.9-10.1, and substandards L.9-10.2.a-c, and L.9-10.3.a. Allow students time to select the most significant revision and add it to the Peer Review Accountability Tool in the third row.

- Students review their peers’ papers, adding constructive feedback, and select the most significant revision and add it to the third row of the Peer Review Accountability Tool.

Circulate and support students, as necessary.

① Consider having students share out about the peer review process, identifying ways in which the process strengthens their writing and reading skills, and naming challenges inherent in the process.

**Activity 5: Lesson Assessment 20%**

Explain to students that when they receive the feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

- Students listen.

Remind students that they have three revisions that their peers have identified as the most significant on the Peer Review Accountability Tool. Instruct students to look at the “Final Decision and Explanation” section of the Peer Review Accountability Tool. Explain that in this section, each student decides whether he or she implements the feedback or not and explain why. Remind students that their responses will be assessed.

- Students examine the Peer Review Accountability Tool.

Instruct students to collect the draft paper and the Peer Review Accountability Tool from their peers.

- Students retrieve their draft papers and the Peer Review Accountability Tool that contain significant revisions from their peers.

Instruct students to read through all the constructive criticism carefully and to complete one row of the Peer Review Accountability Tool (Final Decision and Explanation) where they will implement the revision. Instruct students to implement the revision in the paper.

- Students complete one row of the Peer Review Accountability Tool individually, and implement the selected feedback into their papers.

① Consider modeling completing the Final Decision and Explanation section of the Peer Review Accountability Tool if students need support.

For the lesson assessment, students select and submit one piece of peer feedback as well as their drafts that show where and how they have implemented the feedback. Consider circulating and checking students’ revision work to hold them accountable for this lesson assessment.
Activity 6: Closing

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer feedback. Additionally, instruct students to read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson’s End-of-Unit Assessment.

- Students follow along.

Homework

Continue to implement revisions based on peer feedback. Additionally, read your drafts aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson’s End-of-Unit Assessment.
Peer Review Accountability Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
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<table>
<thead>
<tr>
<th>Original</th>
<th>Peer Suggestion</th>
<th>Final Decision and Explanation</th>
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<tbody>
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Model Peer Review Accountability Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Original</th>
<th>Peer Suggestion</th>
<th>Final Decision and Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 5, claim that “granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their genetic information.”</td>
<td>This claim is not supported well enough with quotes or evidence from the sources. It only contains reasoning.</td>
<td>I went back to my sources and added specific quotes from the texts to support the reasoning and the claim.</td>
</tr>
<tr>
<td>Paragraph 3, “drawing blood and plasma.”</td>
<td>These are not parallel. Suggestion: blood and plasma (no “drawing”)</td>
<td>Great catch! I changed to blood, plasma, breast milk, and hair to make them align for parallel structure.</td>
</tr>
<tr>
<td>Paragraph 2, first sentence.</td>
<td>There is a shift that detracts from the formal and objective tone of the rest of the paper.</td>
<td>I accepted the suggested change to correct the tone shift.</td>
</tr>
</tbody>
</table>
Model Sample Paper with Revisions

Grave-robbers, body snatchers, reanimated monsters, this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map. Not quite a horror movie, since it is a nightmare when it happened to Henrietta Lacks and her family: in 1951, doctors removed some of Henrietta’s cells without asking and grew the first line of immortal cells. The Lacks family was in the dark for decades about Henrietta’s cells, and what they learned over time was incomplete and misleading information that did nothing to help them understand what had been done to Henrietta and why. It is this fear of the unknown and a lack of understanding concerning medicine and science—that is, how human tissues are used or what can be created from them—that fuels a fear of mad scientists like those in horror films. Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body? Complications are inherent in profiting from tissues. Granting anyone the rights to sell human tissue is morally and ethically questionable. Researchers should not have rights to sell human tissue. Nor should patients have rights to sell human tissues.

If you have ever read the laws about ownership of tissue, you know that the law is very confusing and makes no sense. Even patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue. "As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish" (1174). Consent forms, or forms that patients complete and sign before or after surgery, can be overly complicated and written in legal language that is difficult to understand. As a result, patients may not comprehend what they are

Commented [R3_1]: Use a colon after “monsters” instead of a comma.

Commented [R2_2]: Need a different transition: may be, “horror movie, but it is...”

Commented [R2_3]: Revise these short sentences into one that uses a semi-colon. Suggestion: “Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.”

Commented [R3_4]: Tone shift. Suggest: “What the law says about ownership of tissue is already complicated and confusing.”

Commented [R3_5]: In-text citation is not formatted correctly. Need to say the author’s name in the sentence: “According to ____,”
agreeing to regarding their donated tissue. According to Wayne Grody, MD, quoted in Schmidt, “patient ownership could lead to the advent of daunting informed consent forms that might deter some individuals from donating samples” (1175). However, even if permission to use tissue is granted through consent forms, these forms may not clearly define who gets final ownership of donated tissues, thus affecting who can profit from the tissues if the tissues are sold. In the case of Dr. Catalona, tissue was collected by one researcher using a consent form provided by the university where he worked and when he moved to another university, many of his patients moved with him. However, the consent form did not provide enough information to make it clear that ownership of the tissue would be retained by the original university, forcing him to leave all the tissue samples behind, against the wishes of many of his patients, which is a clear example of how many legal consent forms do not cover the complex issues involving patient’s permission and transfer of legal ownership, and if there is not a clear idea of ownership, selling tissues can be even more confusing (Hing).

It is legal to sell eggs, sperm, drawing blood and plasma, breast milk, and hair (Park; Truog, Kesselheim, and Joffe 38). While it is currently illegal to sell, but legal to donate, internal organs, skin, corneas, bone, and bone marrow, it is legal to sell bone marrow extracted through peripheral apheresis (Park). This extraction process shows that “marrow cells should be considered a fluid like blood,” and therefore legal to sell (Park). As new technologies like these emerge, the issue of tissue ownership, sale, and donation grows more complicated because there are more distinctions being made about what kinds of tissues can be bought and sold. In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit.

The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. Patients cannot
claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy (Schmidt 1174). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). So, even though dying patients donate or give consent for their tissues to be used in research, they probably do not realize they are also giving consent for donated tissues to be sold for profit. Also, “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

In addition to the problems surrounding the sale of tissue, granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information, as “individuals can be identified by genetic sequences numbering just 75 base pairs of DNA” (Schmidt). A large section of the population objects to the patenting of their genetic information. Despite these objections, the possible financial incentives are enough to encourage many for-profit companies to patent genetic codes aggressively. Researchers from universities are also incentivized to misuse and exploit individuals’ rights and privacy through their tissue and genetic
information. Profits and personal gain should not take precedent over an individual’s right to privacy, especially in relation to the unique genetic make-up of one’s own body.

Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family. In a similar situation to Henrietta Lacks, a patient named John Moore also had his tissue removed, and his doctor created a cell line, all the while lying to Moore about what he was doing with the tissue. Andrews states, “When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product.” According to Catalona, “patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them.” He states that, “insurance companies...might refuse coverage to the donors or their children on the basis of inherited disease susceptibility” (Schmidt 1175). Even when confronted with standard tissue donation practices, like donating the tissues of a deceased relative, the majority of the population is against the sale of these tissues: “73 percent of the U.S. families asked to donate tissue from deceased relatives say that it is “not acceptable for donated tissue to be bought and sold, for any purpose” (Andrews). Although it seems like a good idea, the sale of tissue is harmful to the individual on a personal level.

Some might argue that all tissue should be available for an individual to sell if it does not endanger the individual’s life and would improve his or her financial situation. An often cited claim is that compensation is necessary to meet the demand for donated tissues: “With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life” (Park). A monetary incentive could be extremely affective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and
was able to sell a serum for as much as $10,000 per liter (37). Even if there is not a large sum to be made, there are other types of incentives that carry social benefits and would promote donation, such as the type cited in the Catalona decision: “a voucher that can be applied to things such as scholarships, education, housing or a donation to a charity” (Park). Though these incentives would convince a lot of people to donate samples, it would certainly be dangerous and skew donations towards those who might be thinking of earning some money quickly rather than thinking of their overall health. It is also important to keep in mind that “few individuals will contribute tissues that generate financial blockbusters” (Truog, Kesselheim, and Joffe 38). Without the ability to profit from specific tissues, doctors may also be more willing to reveal when tissues are valuable, and this would allow patients to decide how generous they want to be with their donations.

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person’s body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect that donors, children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual’s rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.
Introduction

In this last lesson of the unit, students work in class to finalize the research-based argument papers (End-of-Unit Assessment), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft’s alignment to the criteria of the 10.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguishing claims from alternate and opposing claims and using language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone. For homework, students listen to and assess a podcast in preparation for the Module Performance Assessment.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>W.9-10.1.a-e</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>a.</td>
<td>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.</td>
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<tr>
<td>b.</td>
<td>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.</td>
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<tr>
<td>c.</td>
<td>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.</td>
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<tr>
<td>d.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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</tr>
<tr>
<td>L.9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L.9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>
| L.9-10.3.a | 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.  
  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. |
| L.9-10.6 | 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. |

**Addressed Standard(s)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</td>
</tr>
<tr>
<td>W.9-10.8</td>
<td>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.</td>
</tr>
<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>
| L.9-10.1.a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Use parallel structure. |
| L.9-10.2.a–c | 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.  
  b. Use a colon to introduce a list or quotation.  
  c. Spell correctly. |
Assessment

Assessment(s)

End-of-Unit Assessment: Student learning in this lesson is assessed via the research-based argument paper.

① This assessment is evaluated using the 10.3.3 Rubric.

High Performance Response(s)

A High Performance Response should:

• Adhere to the criteria in the 10.3.3 Rubric and Checklist.

① See attached model research-based argument paper.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

• None.*

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

• None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: W.9-10.1.a–e, L.9-10.1, L.9-10.2, L.9-10.3.a, L.9-10.6, W.9-10.4, W.9-10.8, W.9-10.9, L.9-10.1.a, L.9-10.2.a–c</td>
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<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
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<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. 10.3.3 End-of-Unit Assessment: Final Research-Based Argument Paper</td>
<td>3. 80%</td>
</tr>
<tr>
<td>4. Closing</td>
<td>4. 5%</td>
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</tbody>
</table>
Materials

- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Copies of the 10.3.3 End-of-Unit Assessment for each student
- Copies of the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6 for each student

Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td>Bold text</td>
<td>Indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td><em>Italicized text</em></td>
<td>Indicates a vocabulary word.</td>
</tr>
<tr>
<td>▶️</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>⇐</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📥</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda 5%

Begin by introducing the lesson agenda and assessed standards in this lesson: W.9-10.1.a-e, L.9-10.1, L.9-10.2, L.9-10.3.a, and L.9-10.6. In this lesson, students complete their final draft of their research-based argument paper to be evaluated for the 10.3.3 End-of-Unit Assessment. Students work independently and hand in the final product at the end of class.

촉 | Students look at the agenda.

Activity 2: Homework Accountability 10%

Ask student volunteers to briefly share one or two edits they made for homework based on the peer review session and to explain their decisions by referencing the corresponding checklist(s) in their 10.3.3 Rubric and Checklist.

▶️ | Students share one or two edits made for homework.
촉 | Student responses will vary by individual research paper.
Activity 3: 10.3.3 End-of-Unit Assessment: Final Research-Based Argument Paper  

Instruct students to spend the remaining portion of the class completing the final draft of their research-based argument papers. Inform students that they may use their Research Portfolios, all checklists and rubrics used in this unit, and previous versions of their research-based argument papers with peer comments to guide the creation of the final draft. Advise students they should use this time to edit, polish, and/or rewrite as they see fit, using all the skills they have learned over the course of this unit. Students should also finalize their Works Cited page and format their paper according to MLA citation. Remind students that the final draft will be assessed using the 10.3.3 Rubric, and evaluated based on its alignment to the conventions of an argument text, including reference to citations as well as proof that the evidence-based central claim has developed from research and is supported by sufficient evidence.

- Students work independently to finalize their research-based argument papers.
  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.
  ① Remind students to use textual evidence to support their analysis as explained in W.9-10.9.
  ① Remind students to consider the instruction on semicolons, colons, and parallel structure (L.9-10.1.a and L.9-10.2.a, b, c) when finalizing their drafts.
  ① Remind students to cite sources properly as detailed in W.9-10.8.

Activity 4: Closing  

Display and distribute the homework assignment. For homework, instruct students to prepare for the module performance task by listening to a podcast featuring Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*. Explain that the homework has a twofold purpose: It serves as an exemplar for the module performance assessment, and it introduces a new Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6 that will be used to evaluate students’ podcasts in the module Performance Assessment.

Distribute the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. Instruct students to use this rubric to assess Rebecca Skloot’s podcast. Review the rubric with students and answer any questions students may have about it.

- Students examine the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6 and ask clarifying questions.
  ① Inform students that this rubric is similar to the Speaking and Listening Rubric for SL.9-10.1 to which they were introduced in Module 10.1.
Completion of this homework is necessary to ensure students are prepared for the module Performance Assessment.

**Homework**

10.3.3 End-of-Unit Assessment

Final Research-Based Argument Paper

Your Task: Rely on the evidence you have gathered to write the final draft of your research-based argument paper. In crafting your paper, include a precise central claim that is derived from your research and supported by relevant and sufficient evidence and valid reasoning. Be sure to use evidence from at least five of your identified sources, distinguishing claims from alternate and opposing claims. Use specific and objective language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Use your Research Portfolios, checklists and rubrics, and previous versions of your research-based argument paper with peer comments to guide the creation of your final draft.

Guidelines

Be sure to:

- Review your writing for alignment with all components of W.9-10.1.a–e.
- Establish your precise central claim about the problem-based question.
- Distinguish your central claim from alternate or opposing claims.
- Establish and organize the central claim, supporting claims, counterclaims, reasoning, and evidence.
- Develop supporting claims and counterclaims equally while explaining the strengths and limitations of both.
- Use relevant and sufficient evidence and valid reasoning from at least five of the sources to develop your argument.
- Identify the sources that you reference in MLA format.
- Organize your ideas in a cohesive and coherent manner that clarifies the relationships between supporting claims and reasoning, between reasoning and evidence, and between supporting claims and counterclaims.
- Maintain a formal and objective style of writing while attending to the norms and conventions of argument writing.
- Follow the conventions of standard written English.
- Accurately use general academic and domain-specific words and phrases appropriate to the subject of the research-based argument paper.
**CCRS: W.9-10.1.a–e**

**Commentary on the Task:**

This task measures W.9-10.1.a–e because it demands that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- 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.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

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.

This task measures L.9-10.3.a and L.9-10.6 because it demands that students:

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
- 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.
Model Final Research-Based Argument Paper

Grave-robbers, body snatchers, reanimated monsters: this is the stuff of horror films and nightmares. In the real world, human tissue can be removed from a body without consent and used to develop a cell line or genetic map. Not quite a horror movie, but a nightmare when it happened to Henrietta Lacks and her family: in 1951, doctors removed some of Henrietta’s cells without asking and grew the first line of immortal cells. The Lacks family was in the dark for decades about Henrietta’s cells, and what they learned over time was incomplete and misleading information that did nothing to help them understand what had been done to Henrietta and why. It is this fear of the unknown and a lack of understanding concerning medicine and science—that is, how human tissues are used or what can be created from them—that fuels a fear of mad scientists like those in horror films. Care must be taken to protect patients and their families from psychological trauma when tissues are removed from the body and used without consent for research or profit. But how much protection is enough? Who should own tissue, or profit from tissue after it has been surgically removed from a patient’s body? Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.

What the law tells people about ownership of tissue is already complicated and confusing. Even patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue. According to Schmidt, “As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish” (1174). Consent forms, or forms that patients complete and sign before or after surgery, can be overly complicated and written in legal language that is difficult to understand. As a result, patients may not comprehend what they are
agreeing to regarding their donated tissue. According to Wayne Grody, MD, quoted in Schmidt, “patient ownership could lead to the advent of daunting informed consent forms that might deter some individuals from donating samples” (1175). However, even if permission to use tissue is granted through consent forms, these forms may not clearly define who gets final ownership of donated tissues, thus affecting who can profit from the tissues if the tissues are sold. In the case of Dr. Catalona, tissue was collected by one researcher using a consent form provided by the university where he worked and when he moved to another university, many of his patients moved with him. However, the consent form did not provide enough information to make it clear that ownership of the tissue would be retained by the original university, forcing him to leave all the tissue samples behind, against the wishes of many of his patients (Hing). This is a clear example of how many legal consent forms do not cover the complex issues involving patient’s permission and transfer of legal ownership. And, if there is not a clear idea of ownership, then selling tissues can be even more confusing.

It is easy to understand how the problem of selling one’s own tissue becomes even more complicated due to the differences of what tissue is legal and illegal to sell. It is legal to sell cells from: eggs, sperm, plasma, blood, breast milk, and hair (Park; Truog, Kesselheim, and Joffe 38). While it is currently illegal to sell, but legal to donate, internal organs, skin, corneas, bone, and bone marrow, it is legal to sell bone marrow extracted through peripheral apheresis, a method that draws marrow through the blood (Park). This extraction process shows that “marrow cells should be considered a fluid like blood,” and therefore legal to sell (Park). As new technologies like these emerge, the issue of tissue ownership, sale, and donation grows more complicated because there are more distinctions being made about what kinds of tissues can be bought and sold. In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit.
The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery. Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy (Schmidt 1174). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen” (Josefson 303). So, even though dying patients donate or give consent for their tissues to be used in research, they probably do not realize they are also giving consent for donated tissues to be sold for profit. Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303). So, donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.

In addition to the problems surrounding the sale of tissue, granting researchers legal ownership of others’ genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information, as “individuals can be identified by genetic sequences numbering just 75 base pairs of DNA” (Schmidt). Consequently, a large section of the population objects to the patenting of their
genetic information: “In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA” (Andrews). Despite these objections, the possible financial incentives are enough to encourage many for-profit companies to patent genetic codes aggressively: “If a biotech company could identify the sequence of a gene from your body, as Myriad Genetics did with the BRCA1 and BRCA2 breast cancer genes, it then had a 20-year monopoly where it could charge whatever it wanted for anyone to look at the gene’s sequence” (Andrews). Researchers from universities are also incentivized to misuse and exploit individuals’ rights and privacy through their tissue and genetic information. Such is the case of the Havasupai Indian tribe from Arizona who are suing Arizona State University over a damaging misuse of their genetic information: “tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration” (Schmidt 1175). Profits and personal gain should not take precedent over an individual’s right to privacy, especially in relation to the unique genetic make-up of one’s own body.

Furthermore, the sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family. In a similar situation to Henrietta Lacks, a patient named John Moore also had his tissue removed, and his doctor created a cell line, all the while lying to Moore about what he was doing with the tissue. Andrews states, “When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product.” According to Catalona, “patients have grown increasingly worried that genetic information extracted from tissues could somehow be used against them” (Schmidt 1175). He states that, “insurance companies . . . might refuse coverage to the donors or their children on the basis of inherited disease susceptibility” (Schmidt 1175). Even when confronted with standard tissue donation practices, like
donating the tissues of a deceased relative, the majority of the population is against the sale of these tissues: “73 percent of the U.S. families asked to donate tissue from deceased relatives say that it is "not acceptable for donated tissue to be bought and sold, for any purpose" (Andrews). Although it is important to support scientific advancement and provide viable tissues for research and to aid people who need transplants or other procedures, it is also important to recognize the rights and dignity of both the patient and the patient’s families. It is clear that at the very least, the sale of tissue is harmful to the individual on a personal level.

Some might argue that all tissue should be available for an individual to sell if it does not endanger the individual’s life and would improve his or her financial situation. An often cited claim is that compensation is necessary to meet the demand for donated tissues: “With about 114,000 people waiting for organs in the U.S. alone on any given day, and only 3,300 donors, the urgent medical need runs up against moral standards of the value of human life” (Park). A monetary incentive could be extremely effective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and was able to sell a serum for as much as $10,000 per liter (37). Even if there is not a large sum to be made, there are other types of incentives that carry social benefits and would promote donation, such as the type cited in the Catalona decision: “a voucher that can be applied to things such as scholarships, education, housing or a donation to a charity” (Park). Though these incentives would convince a lot of people to donate samples, it would certainly be dangerous and skew donations towards those who might be thinking of earning some money quickly rather than thinking of their overall health. It is also important to keep in mind that “few individuals will contribute tissues that generate financial blockbusters” (Truog, Kesselheim, and Joffe 38). Without the ability to profit from specific tissues,
doctors may also be more willing to reveal when tissues are valuable, and this would allow patients to decide how generous they want to be with their donations.

Tissue is removed every day during surgical procedures such as liposuction, amputations, mastectomies, and even biopsies of healthy tissue. In every cell of a person’s body is a mirror of the human within whose body the cell began. As humans learn more about genetics and heredity, the mirror can reflect that donor’s children and parents, stretching farther back and forward in time, connecting biology to information that can support groundbreaking research or provide valuable capital that can be used in positive or negative ways. Because of the problems that are inherent in the selling of tissue, the dangers of turning a system that saves lives into a for-profit business, and the infringement on individual’s rights and liberties, it is clear that changes must be made to the way we handle tissue sale and ownership. In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell their tissue. Money and science should not mix, for the good of humanity.
Works Cited


Hing, Margaret Ng Thow. “Do We Own Our Own Bodily Tissues?” Voice of San Diego, 30 Apr., 2012. Web. 28 Feb. 2014.


### Speaking and Listening Rubric

**Assessed Standards: SL.9-10.4, SL.9-10.5, SL9-10.6**

#### Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Clarity SL.9-10.4</th>
<th>2-Point Participation</th>
<th>1-Point Participation</th>
<th>0-Point Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presents information with a high level of clarity, conciseness, and logic, such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are effectively appropriate to the purpose, audience, and task.</td>
<td>Presents information with a clarity, conciseness, and logic, such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are effectively appropriate to the purpose, audience, and task.</td>
<td>Presents information without clarity, conciseness, and logic, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task.</td>
</tr>
</tbody>
</table>

| Media Utilization SL.9-10.5 | Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence. | Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence. | Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence. |

| Speech SL.9-10.6 | Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation. | Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation. | Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation. |
# Speaking and Listening Checklist

**Assessed Standards: SL.9-10.4, SL.9-10.5, SL.9-10.6**

*Presentation of Knowledge and Ideas*

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Did I…</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare my podcast in a manner that ensures it is presented clearly, concisely, and logically so that my audience will be able to follow my line of reasoning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that my podcast’s organization, development, substance, and style are appropriate for my purpose, audience, and task?</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Utilization</th>
<th>Did I…</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make strategic use of digital media to add interest to my podcast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the technology to enhance my findings, reasoning, and evidence?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech</th>
<th>Did I…</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a command of formal English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand my assignment and adapt my speech accordingly to the task and the context of using podcast technology?</td>
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</table>
10.3 Performance Assessment

Introduction

In this four-lesson Module Performance Assessment, students enhance their research from the module by using technology to publish a podcast. The assessment presents a departure from the module’s research and writing focus by allowing students an opportunity to showcase their learning in a different format: an oral presentation. Each student produces his or her own five-minute podcast and also participates in a forum to discuss reactions to their podcasts with an audience of at least three other students/staff/community members. Students do not simply reproduce, but enrich their research-based argument papers through the strategic use of digital media to enhance understanding of their findings, reasoning, and evidence. Following the podcast, students have an opportunity to reflect on their research and choose effective pieces to share with an audience; additionally, this forum allows students to engage with an audience about their research, using the written paper and podcast for support.

Each of the four lessons is likely to last one class period. However, timing may vary depending on individual class schedules and student scaffolding needs.

This Performance Assessment is evaluated using the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.4</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td>SL.9-10.5</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
<tr>
<td>SL.9-10.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>

Addressed Standard(s)

None.
Prompt

Over the course of this module, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research, and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper.

PROMPT

Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, an audience of at least three peers, adults, or a mix of both, will listen to your podcast, and the audience will offer different perspectives or counterclaims and questions they have about the research presented. As a culminating event for this module, you will discuss the “audience” reactions to your podcast in a small group discussion forum.

① This Performance Assessment utilizes oral presentation technology, such as Voice Thread, Garage Band, or Audacity to create a podcast. In the case of Voice Thread, students can comment on peers’ presentations directly on the site. With traditional technology used to record podcasts, students will listen to presentations and reserve discussion for the small group forums (to be held on the module’s final days).

① Though this Performance Assessment assumes podcast technology, other forms of self-publication are equally valid. Depending on the resources available, consider having students create a multimedia document within Microsoft Word, a multimedia PDF, or a multimedia document in Google Drive.

① The last two days of this Module Performance Assessment follows a small group discussion format. Teachers are encouraged to invite adults, including other staff and community members, to participate in these small groups by listening to student podcasts and then engaging in the discussions that follow.
High Performance Response(s)

A High Performance Response should:

- Clearly articulate the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals).
- Reconceptualize the research-based argument paper to modify the written document into an oral presentation.
- Make strategic use of the audio podcast format to enhance understanding of findings, reasoning, and evidence.

Standard-Specific Demands of the Performance Assessment

This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 9–10.

Through deep engagement with texts and the research process, students have practiced delineating, evaluating, and making specific claims and arguments. Additionally, students have edited, revised, and refined their writing through the preparation and completion of a research-based argument paper. The learning throughout this module provided a solid foundation, enabling students to work independently and efficiently to craft a response to the Performance Assessment prompt.

This Performance Assessment requires students to reconceptualize their research-based argument papers and modify their written documents into oral presentations. The Performance Assessment demands that students present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; the podcast organization, development, substance, and style must also be appropriate to purpose, audience, and task (SL.9-10.4). The Performance Assessment further asks students to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (SL.9-10.5). Finally, this assessment requires students to adapt speech to both podcast and discussion forum contexts and tasks while demonstrating command of formal English (SL.9-10.6).

Process

The Module Performance Assessment requires students to synthesize salient information from their research-based argument papers according to the time and content requirements of the assessment. Additionally, students take into consideration any teacher feedback they may have received during the preparation of their research-based argument paper such that the organization, development, substance, and style of the end product is appropriate for the purpose, audience, and task. Students prepare the content for the presentations, familiarize themselves with the podcast technology to be
used, and record/upload their presentations. The podcast should not be simply an oral version of students’ research papers, but should instead enhance analysis, leveraging the flexibility of digital media to offer a dynamic lens through which to understand their research and add interest to it. Finally, students discuss the podcast with an “audience” composed of peers, adults, or a mix of both, who offer their reactions, perspectives, and questions about the research presented.

- See the 10.3 Introduction to Research Module for ELA/Literacy for suggestions about preparing students for this assessment over the course of the module.

Lesson 1

Based on the Module Performance Assessment prompt, students prepare scripts for their podcasts. Instruct students to produce a five-minute podcast that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to reconceptualize their research-based argument papers from a written document to an oral presentation. The presentations cannot be simply a reading of their papers, but should make strategic use of the audio podcast format to enhance understanding of their findings, reasoning, and evidence. Explain that the podcast medium affords them the opportunity to select the most effective or dynamic pieces of their research to share orally. Explain that this assessment, while different from a formal written exam because it incorporates technology and oral presentation practices, is also metacognitive in nature, and therefore a way to build upon and refine knowledge of the research.

- Consider showing students guidelines for podcast scripting from http://www.nmsu.edu/ (search terms: writing podcast script).

- Remind students of the 10.3.3 Lesson 11 homework: Listen to the first 22 minutes, 7 seconds of the Science Weekly podcast featuring an interview with Rebecca Skloot, author of The Immortal Life of Henrietta Lacks. Use the Speaking and Listening Rubric to assess the podcast for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6. The podcast may be found at the following link: http://www.theguardian.com/science/blog/audio/2010/jun/21/science-weekly-podcast-henrietta-lacks-rebecca-skloot. Explain that the homework has a twofold purpose: It serves as an exemplar for this Module Performance Assessment, and it introduces a new part of the Speaking and Listening Rubric that will be used to evaluate their podcasts. Completion of this homework is necessary to ensure students are prepared for the Module Performance Assessment.

- Students may wish to produce their podcasts individually or work in pairs to produce podcasts...
that follow an interview-style format. In the case of the latter, one student would be the interviewer, while the student whose paper is being discussed would be the interviewee. Students would then switch roles for the subsequent podcast. In both podcasts, the student serving as interviewee would be the individual responsible for preparing the script of that particular podcast.

**Lesson 2**

Students complete podcast scripts, then spend time orienting to the podcast technology selected for their class. Certain technologies may require students to set up an account, as is the case with Voice Thread, but regardless of technology used, all students should spend time familiarizing themselves with the technology and practicing their presentations. When preparation is complete, students record their podcasts.

**Lesson 3**

Students divide into groups of 4–5 audience members and listen to the podcasts of each of their group members. While listening, audience members note their own perspectives, counterclaims, or questions they may have regarding the research shared in the podcast on the Podcast Audience Tool. After each podcast, the group will have a 5–8 minute discussion about the podcast.

**Lesson 4**

Students continue the small group discussion forums with the same small groups from the previous lesson. After each student presenter finishes the forum, the audience members evaluate the podcast and the student presenter’s contributions to the forum by using the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6.

To introduce diversity in perspective, teachers are encouraged to include adults (additional staff, community members, etc.) in student discussion groups.
10.3 Module Performance Assessment

Text-Based Response

Your Task: Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, an audience of at least three peers, adults, or a mix of both will listen to your podcast, and offer different perspectives or counterclaims and questions they have about the research you presented. As a culminating event for this module, you will discuss the “audience” reactions to your podcast in a small group discussion forum.

Your response will be assessed using the Speaking and Listening Rubric for standards SL.9-10.4, SL.9-10.5, and SL.9-10.6.

Guidelines
Be sure to:
- Closely read the prompt.
- Organize your claims, evidence, and counterclaim.
- Prepare a podcast script that responds directly to all parts of the prompt.
- Demonstrate command of formal English when recording your podcast.

CCSS: SL.9-10.4, SL.9-10.5, and SL.9-10.6

Commentary on the Task:
This task measures SL.9-10.4 because it demands that students:
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

This task measures SL.9-10.5 because it demands that students:
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in
presentations to enhance understanding of findings, reasoning, and evidence and to add interest. This task measures SL.9-10.6 because it demands that students:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
## Podcast Audience Tool

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Directions:** Use the following tool to record your thoughts and reactions to the podcast.

**Presenter:**

**Research Topic:**

**Central Claim:**

<table>
<thead>
<tr>
<th>My perspective(s) on the information presented</th>
<th>My counterclaim(s) to the information presented</th>
<th>Questions I have about the information presented</th>
</tr>
</thead>
</table>
# Speaking and Listening Rubric

**Assessed Standards:** SL.9-10.4, SL.9-10.5, SL9-10.6

**Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Clarity SL.9-10.4</th>
<th>2-Point Participation</th>
<th>1-Point Participation</th>
<th>0-Point Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents information with a high level of clarity, conciseness, and logic, such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are effectively appropriate to the purpose, audience, and task.</td>
<td>Presents information with a clarity, conciseness, and logic, such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are appropriate to the purpose, audience, and task.</td>
<td>Presents information without clarity, conciseness, and logic, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Media Utilization SL.9-10.5</th>
<th>2-Point Participation</th>
<th>1-Point Participation</th>
<th>0-Point Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence.</td>
<td>Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence.</td>
<td>Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech SL.9-10.6</th>
<th>2-Point Participation</th>
<th>1-Point Participation</th>
<th>0-Point Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation.</td>
<td>Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation.</td>
<td>Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation.</td>
<td></td>
</tr>
</tbody>
</table>
## Speaking and Listening Checklist

**Assessed Standards:** SL.9-10.4, SL.9-10.5, SL9-10.6

**Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Did I...</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepare my podcast in a manner that ensures it is presented clearly, concisely and logically such that my audience will be able to follow my line of reasoning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure that my podcast’s organization, development, substance, and style are appropriate for my purpose, audience, and task?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Utilization</th>
<th>Did I...</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make strategic use of digital media to add interest to my podcast?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the technology to enhance my findings, reasoning, and evidence?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech</th>
<th>Did I...</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate a command of formal English?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand my assignment and adapt my speech accordingly to the task and the context of using podcast technology?</td>
<td></td>
</tr>
</tbody>
</table>