



6-12 ELA Unit Preparation Guide

Teacher: Y. Williamson
IG CLUE English I

Unit: Medical Mysteries: Leaving a Legacy
Anchor Text: Nonfiction
The Immortal Life of Henrietta Lacks
“Henrietta’s Dance” by Rebecca Skloot, Johns Hopkins Magazine (1100L)

Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.

Step 1: Unit Orientation	Step 2: Discuss the texts
<p>Read the Unit Overview Preview the Texts: Whole Group/Small Group/ Independent Learning</p> <p>In 1950, Henrietta Lacks, a young African American woman, entered the colored ward of the Johns Hopkins Hospital to begin treatment for cervical cancer. As she lay on the operating table, a sample of her cancerous cervical tissue was taken without her knowledge or consent and was developed into the ground-breaking HeLa cell line. In 1976, a similar situation occurred when John Moore was treated for cancer at the UCLA Medical Center. His cells were also taken without his knowledge or consent and used in the creation of a cell line, this one called “Mo.” In this unit, students will examine the details of these two controversial stories through a Power Point presentation, class discussion, reading, and more. Students will grapple with questions such as what level of property rights, if any, a person has to their own body and ultimately, how society should balance interests for the “greater good” with human rights in medical research and experimentation. This lesson will culminate with students participating in a court simulation in which they argue and decide the case of John Moore themselves, finally learning how and discussing how the actual Supreme Court of California ruled. Students express understanding of an author’s purpose and perspective by evaluating an author’s approach to revealing Henrietta Lacks’ story and exploring issues of ownership and ethics in medical research.</p>	<p>What is the relationship between the texts?</p> <p>Students read both literary and informational texts to understand the importance of leaving a legacy and the myriad ways that one may leave a legacy, for example, through language, families, or even cells.</p>
Step 3: Understand the Big Picture	Step 4: Understand the Task and Standard(s) Alignment

<p>What is the topic of the Unit?</p> <p>Ethical Implications of Patients' Rights Informed Consent Impact of Medical Research</p>	<p>What is the key learning for the whole group and small group performance tasks as they relate to the standards?</p> <p>Sharing ideas presented in the text Formulating questions about the text Debating concepts in the text Investigating and writing about topics Applying new ideas to the topics</p>
<p>Step 5: Understand how Students Show Mastery</p>	
<p>Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.</p> <p>Research: Group Collaboration, PowerPoint, Typed Research Paper, Verbal Presentation</p> <p>What is the key learning for the Performance-Based Assessment?</p> <p>Conduct research that answers a question (including a self-generated question) or solve a problem by narrowing the inquiry, synthesizing multiple sources on a disease, and demonstrating a new understanding of the disease under investigation.</p>	



6-12 ELA Weekly Lesson Preparation Guide

Teacher Name:	Grade:
Week of:	MyPerspectives Unit: ____ Lesson Numbers: ____

Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.

Planning Questions	Lesson _	Lesson _	Lesson _	Lesson _	Lesson _
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	Henrietta and David Lacks from Smithsonian Magazine (Photograph) Henrietta's Dance"	Henrietta and David Lacks from Smithsonian Magazine (Photograph) "Henrietta's Dance"	"Prologue" from The Immortal Life of Henrietta Lacks, Rebecca Skloot Chapter 1	"Prologue" from The Immortal Life of Henrietta Lacks, Rebecca Skloot Chapter 2	Tennessee Electronic Library Search the database for peer-reviewed article and case studies
2. What standard(s) are the primary focus of the lesson?	Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most	Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw	Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw	Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw	Reading: Informational Texts 9-10.RI.KID.1 Analyze what the text says explicitly and draw

<p>Textual Vocabulary ample-plenty idyllic - excellent litany – lengthiness meticulously-carefully relentless - determined</p>	<p>compelling textual evidence to support conclusions. 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RI.CS.4 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. 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. Speaking and Listening 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Writing 9-10.W.RBPK7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject,</p>	<p>inferences; cite the strongest, most compelling textual evidence to support conclusions. 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RI.CS.4 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. 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose. 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	and demonstrating a new understanding of the subject under investigation.	multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
3. Based on the objectives, what will students know and be able to do after the lesson?	SWBAT determine how an author develops claims to advance purpose in an informational article.	SWBAT analyze an author's style by determining the author's choices and purpose.	SWBAT analyze an author's style by describing the author's details, figurative language, syntax, and tone.	SWBAT compose a summary of a nonfiction text.	SWBAT generate questions to research and report medical advances for a specific disease.
4. What are the most important aspects of this text and how are questions focused on them? Students express understanding of an author's purpose and perspective by evaluating the approach to recounting a true story and exploring controversial issues. <i>Note the "Must Ask" questions that are crucial to the goal of communicating the essential understandings of the text and standard(s). These questions should represent part of your "Checks for Understanding" during the lesson.</i>	What kinds of text structure does the author use in writing? What is the author's purpose? (Persuade, Inform, or Entertain and which words indicate the purpose) What claims are presented in the article? What does Skloot want to persuade her audience to believe?	What are the author's choices in writing?	How does the author incorporate figurative language to convey details and tone?	Which words convey key concepts in the article?	What are recent breakthroughs documented in scientific research?
5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.	<i>The Immortal Life of Henrietta Lacks</i> examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, research peer-reviewed, scientific data, and present findings.	<i>The Immortal Life of Henrietta Lacks</i> examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, research peer-reviewed, scientific data, and present findings.	<i>The Immortal Life of Henrietta Lacks</i> examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, research peer-reviewed, scientific data, and present findings.	<i>The Immortal Life of Henrietta Lacks</i> examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, research peer-reviewed, scientific data, and present findings.	<i>The Immortal Life of Henrietta Lacks</i> examines several themes: classism, ethics, globalization morality, racism, sexism, technology and, human suffering . Students will be challenged to discuss these topics, research peer-reviewed, scientific data, and present findings.

6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?	Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.	Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.	Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.	Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.	Students engage in reading an informational article to enhance skills including thinking critically and communicating about complex topics for interactive problem-solving and researching.
7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?	Discussing Anticipation Guide	Discussing Text-related Questions	Discussing Text-related Questions	Discussing Text-related Questions	Researching disease breakthroughs
8. Note the questions you could ask within the lesson to probe students' answers and to ensure they are being precise with the evidence they are using.	What do you notice about the condition and color of the photograph? Why do you think the designer chose to use this photograph? What kinds of text structure does the author use in the writing? What is the author's purpose? (Persuade, Inform, or Entertain) Which words are clues to the purpose? What does the want to persuade her audience to believe?	How is the writing structured in comparison to previous texts?	What are examples of figurative language in the article? How may an original example of figurative language appear in the article?	How do the words convey mood and tone in the article? How do the words support claims for the reader to develop a position about the topic?	What are three questions may be composed about the research topic?
9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Write a Jeopardy Topic and a Question	Write a response to an Exit Slip	Write Baseball Pitch to toss to classmates.	Compose an Objective Analysis.	Compose a thesis statement.
10. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data?	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.	Students will engage in a digital check-in and checklist to assess textual comprehension.
Additional Considerations					
If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy	Students will engage in independent reading to prepare for discussion and writing in class.	Students will engage in independent reading to prepare for discussion and writing in class.	Students will engage in independent reading to prepare for discussion and writing in class.	Students will engage in independent reading to prepare for discussion and writing in class.	Students will engage in independent reading to prepare for discussion and writing in class.

you can use to maximize homework?					
What materials are needed to execute the lesson?	chart paper digital case studies highlighters markers photographs sketchbooks <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies highlighters markers sketchbooks photographs <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies highlighters markers photographs sketchbooks <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies highlighters markers sketchbooks photographs <i>The Immortal Life of Henrietta Lacks</i>	chart paper digital case studies highlighters markers sketchbooks photographs <i>The Immortal Life of Henrietta Lacks</i>