

Gossett Lesson Plans

Subject	9 th Grade Literature and Composition	Unit	Unit 4: Henrietta Lacks	Dates	11/20 – 12/10
Title	Lecture 51 <i>Henrietta Lacks VII: Kernels of Truth</i> (Tuesday 12/2 – Wednesday 12/3)	Lecture 52 <i>Henrietta Lacks VIII: Charlatans</i> (Thursday 12/4 – Friday 12/5)			
Common Core Standards	RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made. RI.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. RI.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.	L.6 Acquire and use accurately general academic and domain-specific words RI.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.			
Essential Questions	1. How do we define ethical and unethical in science and medical research? 2. How can injustice be corrected when a generation has passed? 3. Is it possible for an author to be a character in her own book? 4. How can science influence culture? 5. How can culture influence science?	1. How do we define ethical and unethical in science and medical research? 2. How can injustice be corrected when a generation has passed? 3. Is it possible for an author to be a character in her own book? 4. How can science influence culture? 5. How can culture influence science?			
Conceptual Questions	1. After rumors of night doctors plaguing black neighborhoods, what are the kernels of truth in the myths? Is there any veracity to the claim? 2. How do we retain our current trust in the medical system while being aware of past shortcomings?	1. How does Cofield take advantage of the Lacks family, as well as the court system at large? 2. Also, how would you help steer Deborah and the Lacks family to better understand the scientific breakthroughs that are so disconcerting to them?			
Do Now	Critical Thinking: Which of the following words is different from the others, and why? THEFT, WAIL, GROSS, LAKE, MILE (<i>Odd Word Out 116</i>)	Argument Analysis: What is wrong with the following argument? “Government is like business. And just as any sensible business should worry first and foremost about the bottom line, so should any sensible government.” (<i>The Business of Government 51</i>)			
Key Terms	Non-Fiction Terms: Author’s Purpose, Central Idea, Subject in Question, Topic, Historical Document, Journalism, Philosophy, Technical Writing Spotlight: Excerpt from <i>Medical Apartheid</i> by Harriet A. Washington	Non-Fiction Terms: Author’s Purpose, Central Idea, Subject in Question, Topic, Historical Document, Journalism, Philosophy, Technical Writing Spotlight: Excerpt from <i>Notes of a Native Son</i> by James Baldwin			
Grammar	Capitalization and Punctuation: Spotlight: Excerpt from <i>Medical Apartheid</i> by Harriet A. Washington	Capitalization and Punctuation: Spotlight: Excerpt from <i>Notes of a Native Son</i> by James Baldwin			
Work Period	In-Class Reading: 23: <i>It’s Alive</i> (179 – 190) (<i>Read Aloud</i>) 24: <i>Least They Can Do</i> (191-198) (<i>Partner Read</i>) 25: “ <i>Who Told You You Could Sell My Spleen?</i> ” (199-206)) (<i>Teacher Summary / Analysis of Primary Sources</i>) Possible Discussion Questions: 23: <i>It’s Alive</i> (179 – 190) 1. The title of this chapter contains an allusion to the classic horror movie <i>Frankenstein</i> . What does this allusion suggest about the tension between scientific discovery, and public perception and fear of such discoveries? 2. How did Bobette find out about HeLa? 3. How long had Henrietta been dead when her family found out that her cells were still alive? 4. Why did researchers want DNA samples from Henrietta’s family? 5. Did researchers explain why they wanted DNA samples to the Lacks family? Did the family give informed consent for the research done on those samples? 6. Why did the Lacks family think the doctors were taking their blood? 7. From a legal standpoint, how is the fact that the doctors failed to obtain consent prior to taking blood from the Lacks family in 1973 different from their initial failure to obtain consent from Henrietta in 1951? 8. What were some of Deborah’s fears and concerns after she found out that her mother’s cells were still alive? 9. Why did advances in genetic research necessitate establishing the legal requirement that doctors or researchers obtain informed consent documentation prior to taking DNA samples from patients for research? 10. Analyze the last paragraphs of this chapter. What does Hsu’s request reveal about her attitude towards the Lackses? What does Skloot reveal by ending the chapter with Hsu’s request? 24: <i>Least They Can Do</i> (191-198) 1. What motivated Michael Rogers to find the Lacks family? 2. How did Rogers discover Henrietta’s real name? 3. Describe Rogers’s interaction with the Lacks family. 4. Paraphrase the paragraph in Rogers’s article that the Lacks family found extremely upsetting. What conclusion did they draw about George Gey and Johns Hopkins? 5. What facts about George Gey’s life support the assertion that he never personally profited from the development of HeLa? 6. Explain how the sale of HeLa evolved into a business. Describe the extent to which the profits from that business are likely a direct result of the sale of HeLa cells. In what other ways do scientists, corporations, and individuals profit as a result of HeLa? 7. Why did Deborah begin researching her mother’s cells? What effect did her research have on her? 8. What information about the Lackses was published by McKusick and Hsu? Why is the publication of this information troubling from an ethical and legal standpoint? 9. Why do you think Skloot ends this chapter with the introduction of John Moore’s story?	In-Class Reading: 26: <i>Breach of Privacy</i> (207-211) (<i>Read Aloud</i>) 27: <i>The Secret of Immortality</i> (212-217) (<i>Teacher Summary / Analysis of Primary Sources</i>) 28: <i>After London</i> (218-231) (<i>Independent Reading</i>) Possible Discussion Questions: 26: <i>Breach of Privacy</i> (207-211) 1. Describe the changes that had taken place in the lives of Henrietta’s children by 1980. 2. Why did Zakariyya decide to participate in research studies at Johns Hopkins? What is ironic about his participation in these studies? 3. Why did Deborah choose not to request a copy of her mother’s medical records? 4. In spite of her deliberate decision to not read her mother’s medical records, Deborah Lacks still learned extremely upsetting details about her mother’s illness and autopsy. Describe how Deborah found out about her mother’s painful death. 5. How did Deborah react after reading about her mother’s death? 6. Explain why Gold’s journalism could be considered irresponsible and/or unethical. 7. What do Gold’s comments about his decision to publish private information without consulting the Lacks family reveal about his attitude toward them? 8. How have laws regarding medical privacy changed since the early 1980s? 28: <i>After London</i> (218-231) 1. What did Deborah hope would happen as a result of the BBC documentary? 2. What motivated Pattillo to organize the HeLa Cancer Control Symposium? 3. Carefully reread the speech Deborah gave at Morehouse College, paying particular attention to her repetition of the word “understanding.” Why do you think understanding HeLa was so important to Deborah? What obstacles does she mention as impeding her understanding? 4. How did the people in Turner Station react to the presence of the BBC film crew and news of Henrietta’s newfound “fame”? 5. What was ironic about the creation of Speed and Wyche’s Henrietta Lacks Foundation? 6. Why did Deborah agree to help Speed and Wyche with their museum project? 7. Describe the attempts Wyche made to get recognition for Henrietta and her family. 8. Analyze Johns Hopkins’s official response to Wyche’s letter. Do you feel that it is an appropriate response? What rhetorical strategies are used to counter Wyche’s appeal? 9. Describe Keenan Kester Cofield. Why did he get involved with the Lacks family? 10. How did Deborah discover the truth about Cofield? 11. What did Cofield do when he realized that the Lacks family had blocked his access to their family records? What were the results of his actions? 12. Explain Deborah’s fears regarding her sister, Elsie. 13. Summarize the events in Deborah’s life leading up to her initial contact with Rebecca Skloot. How do these events help explain Deborah’s initial reluctance to talk with Skloot? 14. At the end of this chapter, with Skloot’s phone call, the three narrative threads in the book come together as one, and from this point on, the story moves forward chronologically, no longer moving back and forth between different time periods. Why do you think Skloot structured the book this way?			

	<p>25: “<i>Who Told You You Could Sell My Spleen?</i>” (199-206)</p> <ol style="list-style-type: none"> 1. Summarize John Moore’s story. 2. Describe the lawsuit that set a legal precedent for patenting biological “products” such as cell lines. 3. Why did Ted Slavin start Essential Biologicals? 4. Why did scientists find the Moore lawsuit deeply troubling? 5. Summarize the pros and cons of giving patients legal ownership of their cells. 6. What was the Supreme Court of California’s decision regarding the Moore lawsuit? Summarize the reasoning behind the decision. 7. Do you agree with the court’s ruling? Explain your answer. 	
Closing	Research Skills: Review of annotated bibliography and works cited page.	Non-Fiction Key Terms: The damage that Keenan Kester Cofield does to the Lacks family is immeasurable. Let’s reexamine a figure that we read about before. Who is true <i>Zeitoun</i> ? Hero? Complicated man? Conman?
Extended Learning Activity	<p>Reflection Questions:</p> <p>A. In 1976, when Mike Rogers’s <i>Rolling Stone</i> article was printed, many viewed it as a story about race (Skloot 197). How do you think Henrietta’s experiences with the medical system would have been different had she been a white woman? What about Elsie’s fate?</p> <p>B. We now know how the readers of <i>Rolling Stone</i> in 1976 reacted to Henrietta’s story. How is the reaction different than how readers of Rebecca Skloot’s book have reacted when it was published in 2010? Also, how do you think readers of a newspaper or magazine would have reacted if a story had been written immediately after Henrietta’s death in 1951? When writing this response, imagine all the various reader groups that a newspaper or magazine might have.</p> <p>C. Think about John Moore and the patent that had been filed without his consent on his cells called “Mo” (Skloot 201). How do you feel about the Supreme Court of California ruling that states when tissues are removed from your body, with or without your consent, any claim you might have had to owning them vanishes?</p> <p>D. Integrate these answers into the annotated bibliography of your essay. Include Mike Roger’s <i>Rolling Stone</i> article and the Supreme Court of California’s ruling in your works cited page as primary sources.</p>	<p>Reading Assignment Finish 28: After London (218-231) (Independent Reading)</p> <p>Grammar Assignment Capitalization and Punctuation in excerpt from <i>Notes of A Native Son</i>.</p>
Reminders	Research Paper Approaching This tasks the students to synthesize all the supplementary texts about <i>Henrietta Lacks</i> into a research paper. It goes into the gradebook as Essay #8 – L49 to L57.	Research Paper Approaching This tasks the students to synthesize all the supplementary texts about <i>Henrietta Lacks</i> into a research paper. It goes into the gradebook as Essay #8 – L49 to L57.