

## 10.3.1

## Lesson 14

## 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

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

	<p>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.</p> <p>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.</p>
<p>L.9-10.4.a, c, d</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

## Assessment

<p><b>Assessment(s)</b></p>
<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>High Performance Response(s)</b></p>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• 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.).</li> <li>• Cite textual evidence that is both relevant and sufficient to support the claim.</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, W.9-10.9, SL.9-10.1.a, c, L.9-10.4.a, c, d</li> <li>Text: <i>The Immortal Life of Henrietta Lacks</i></li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Central Claim and Evidence Discussion Activity</li> <li>Lesson Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>55%</li> <li>20%</li> <li>10%</li> </ol>

## 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	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

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

10%

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.

① 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

**20%**

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.

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

**10%**

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*

	<b>2-Point Participation</b>	<b>1-Point Participation</b>	<b>0-Point Participation</b>
<b>Preparation</b> SL.9-10.1.a	Student demonstrates strong evidence of preparation; student draws on preparation by referring to strong and thorough evidence from text(s).	Student demonstrates some evidence of preparation; student refers to some evidence from text(s).	Student demonstrates no evidence of preparation; student does not refer to evidence from text(s).
<b>Responsiveness to Others</b> SL.9-10.1.c	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.	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.	Student does not respond to others, rarely engaging in the following: propels conversations; incorporates others; clarifies, verifies, or challenges ideas or conclusions.

## Speaking and Listening Checklist

**Assessed Standard: SL.9-10.1.a, c**

*Comprehension and Collaboration*

	Did I...	✓
<b>Preparation</b>	Prepare for the discussion by reading all the necessary material, annotating my text(s), and organizing my notes?	<input type="checkbox"/>
	Refer to strong evidence from my text(s) and notes during the discussion?	<input type="checkbox"/>
<b>Responsiveness to Others</b>	Connect comments from the discussion to broader ideas and themes?	<input type="checkbox"/>
	Actively include others in the discussion?	<input type="checkbox"/>
	Clarify and/or respectfully challenge others' ideas?	<input type="checkbox"/>