

**Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments**

**READING FOCUS : \_\_\_\_\_ Informational \_\_\_\_\_ (Literary or Informational)**

**THEME: Immortality and Ethics**

**ONE EXTENDED INFORMATIONAL TEXT: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot**

**SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:**

1. "Sympathy" Paul Lawrence Dunbar p. 292
2. "I Know Why the Caged Bird Sings" by Maya Angelou pg. 293
3. "Combing" by Gladys Cardiff pg 326
4. "Blues Ain't No Mockin Bird" by Toni Cade Bambara p. 571

**SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:**

1. "I Have a Dream" by Martin Luther King Jr.
2. from *Rosa Parks: My Story* p. 168
3. "Indian Tribe Wins Fight to Limit Research of Its DNA"  
<http://www.nytimes.com/2010/04/22/us/22dna.html?pagewanted=all>
4. "Propaganda and Social Fears Through Science Fiction" <http://thegoodthebadtheinsulting.blogspot.com/2012/05/propaganda-and-social-fears-through.html>

## SUPPLEMENTAL MATERIALS:

**Movies: *Hurricane*** The true story of Rubin "Hurricane" Carter, a boxer wrongly imprisoned for murder, and the people who aided in his fight to prove his innocence. Rebecca Skloot used this film as a model when she structured *The Immortal Life of Henrietta Lacks*. The film is rated R for violence and language – parent permission is required to view parts of this film per. Fulton County Schools policy

**Television: *Law and Order*** Season 20 Episode 21 "Immortal" – available for rental or downloadable via. any streaming service. This episode is "torn directly from the headlines" of Skloot's book – but she was not consulted and the Lacks family received no compensation or acknowledgement.

### Photography

A Mental Ward Exposed <http://www.npr.org/2009/12/30/122058404/a-mental-ward-exposed>

### Websites/Radio Programs/Interviews:

Author Web site: <http://rebeccaskloot.com/>

Lacks family Web site: <http://www.lacksfamily.com/>

*Radiolab* segment on the story of Henrietta Lacks and her children, featuring audio footage of Deborah Lacks talking about her mother's cells, and actual recordings of key scenes from the book:

<http://www.wnyc.org/shows/radiolab/episodes/2010/05/07/segments/150681>

*Fresh Air's* Terry Gross interviews the author: <http://www.npr.org/templates/story/story.php?storyId=123232331>

*CBS Sunday Morning* piece featuring interviews with the author, members of the Lacks family, and a representative from Johns Hopkins:

<http://www.cbsnews.com/video/watch/?id=6304949n&tag=related:photovideo>

Tavis Smiley interviews the author:

[http://www.pbs.org/kcet/tavissmiley/archive/201005/20100514\\_skloot.html](http://www.pbs.org/kcet/tavissmiley/archive/201005/20100514_skloot.html)

"Are We Alone?" public radio segment focusing on the science of HeLa cells:

[http://radio.seti.org/episodes/Cell\\_Cell](http://radio.seti.org/episodes/Cell_Cell)

"Company Towns after the Company Leaves Town" <http://www.npr.org/2011/11/14/142309098/company-towns-after-the-company-leaves-town>

Author appearance on *The Colbert Report*: <http://www.colbertnation.com/the-colbert-report-videos/267542/march-16->

2010/rebecca-skloot

Slate article about the *Law & Order* episode based on the book: <http://www.slate.com/id/2257189>

**Music:**

“Cat’s in the Cradle” by Harry Chapin <http://www.youtube.com/watch?v=igfi4DksIRY>

**You Tube:**

Rebecca Skloot discusses how the film *Hurricane* influenced her while writing *The Immortal Life of Henrietta Lacks*  
<http://www.youtube.com/watch?v=hXRhoA46-eA>

**WRITING FOCUS: \_\_Argumenative\_\_**

**ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**

*Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

**Select from the following prompts based on student interest and level:**

1. Very few secondary sources about Henrietta Lacks existed when Rebecca Skloot began searching for information about the woman behind HeLa. Discuss the various avenues that Skloot had to use to research the story. What practical lessons can you learn about how to approach a research question when secondary sources are not readily available? In what specific ways could Skloot’s reliance on primary sources have influenced the way she told Henrietta’s story?
2. As you were reading the book, how did you initially react to George Gey? Did learning that he did not personally profit from the discovery or distribution of HeLa change your opinion of him? Did the section on Gey’s own battle with cancer change your opinion of him? Should it have? How much accountability should a person have if the results of their actions are damaging but their intent was good? How do you think Gey should be remembered?
3. Analyze the chain of events that led to Henrietta’s identity being successfully concealed. Do you think that doctors were right to conceal her identity for so long? How might the story of HeLa and the Lacks family have been different if Henrietta was correctly identified and acknowledged shortly after her death? What role did journalists play in facilitating the release of Henrietta’s identity? In what way were ethical principles breached over the course of reporting on HeLa and the Lacks family? What ethical principles should guide the way that journalists research and present stories?

4. When Henrietta's story first appeared in the mainstream media in 1976, many viewed it as a story about race and racism. Do you feel that this is an appropriate interpretation? How do you think race, gender, and class influenced the events in the book and the circumstances of the Lacks family? In what ways might the story have been different if the first immortal cell line had been taken from someone of a different race, gender, or socioeconomic background?
5. Consider Deborah's comment on page 276: "Like I'm always telling my brothers, if you gonna go into history, you can't do it with a hate attitude. You got to remember, times was different." How does a person's cultural perspective influence the way history is recorded, taught, and studied? Why is it important to approach history from an objective point of view? What challenges to your objectivity do you think you might face as you study history as a college student? How will you maintain intellectual objectivity when faced with the study of historical events, people, or philosophies that might provoke a strong personal or emotional response?
6. Although a right to privacy is not explicitly mentioned in the Constitution, the Supreme Court has established that our personal privacy is inherently protected. Consider the numerous ways that the Lacks family's right to privacy was violated. How important is the right to privacy? Are there ever times when you think sacrificing this right is justified or necessary? How could your right to privacy be challenged by emergent technologies? How does legislation need to evolve to ensure that the right to privacy is protected in the 21<sup>st</sup> century?
7. There is often a tension between religious faith and science, with many making the assumption that the two are mutually exclusive. Explore the importance of both religious faith and scientific understanding in the lives of the Lacks family. How did religious faith help frame the Lacks family's response to and interpretation of the scientific information they receive about HeLa? How did Skloot's attitude towards the relationship between religious faith and science evolve as a result of her relationship with the Lacks Family? Did the book challenge any of your beliefs about faith and science?
8. After getting out of jail, Zakariyya Lacks participates in a number of research studies in exchange for monetary compensation. College students are often targeted for participation in studies or for the donation of biological materials such as blood, sperm, or eggs. Consider the debate over paying people for their participation in research studies or for the donation of biological materials. Would you be more likely to participate in a research study if you were financially compensated? Do you believe that people have a right to "sell" their body, tissues or organs? What ethical dilemmas could potentially result from financially compensating "donors" and research participants? At what point could compensation become coercive?
9. One of the arguments against giving people legal ownership of their tissues is summarized in the following quote from David Korn, vice provost for research at Harvard University: "I think people are morally obligated to allow their bits and pieces to be used to advance knowledge to help others. Since everybody benefits, everybody can accept the small risks of having their tissue scraps used in research." Do you believe that we have a moral or ethical responsibility to "offer" our biological materials for use and research by the medical community? How does the issue of profit complicate this argument? Under our current healthcare system, is it true that "everybody benefits" from the results of medical research?

10. Discuss the role of education in the book. How did learning about HeLa and their family history change the lives of Deborah and her brothers?
11. To date, no member of the Lacks family has been compensated financially for the use of Henrietta's cells. What factors could be inhibiting medical companies or research facilities from making a contribution in appreciation of Henrietta Lacks? What sort of compensation do you think the family deserves? Is recognition of the significance of their mother's contribution enough? If you were in the Lacks family's position, would you try to pursue legal action?

**(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)**

**NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT**

### **NARRATIVE/RESEARCH/ROUTINE WRITING**

**NARRATIVE - Narrative prompts are embedded within the unit. Additionally, teachers may choose one of the following research prompts for advanced students or classes:**

1. Skloot ends the book with a quote from Deborah about immortality. In the case of HeLa, there is literal immortality, but Deborah's quote raises questions about spiritual immortality as well. In classic and contemporary literature, what does it mean to be "immortal"? Analyze the various ways that Henrietta and Deborah achieve immortality.
2. Research the history of mental institutions in America. Explore the role that that journalists have played influencing public perception and creating changes in the way that the mentally ill are diagnosed and treated.
3. Research the history of scientific experimentation on humans in the United States. What types of experiments have been done, and how did researchers find test subjects? Why did scientists find it necessary to conduct research on human beings? How did the development of HeLa change the way research could be conducted? What attempts (ex. Nuremberg) were made to govern the way research was conducted and how successful were these attempts?
4. Research recent challenges related to the legality of the collection and use of tissue samples. Specific cases to consider include the lawsuit filed by the Havasupai tribe against Arizona State University, the lawsuit filed by Texas parents over the collection of samples of their newborn's blood, and the controversy over the University of California, Berkley's request that incoming freshman submit DNA samples.

5. Turner Station is a classic example of a company town. Using the history of Turner Station as a model, discuss the role that oil, automotive, steel, and coal industries have had, and continue to have, shaping the landscape of America. Focus your discussion on the economic, environmental, and long-term public health implications for local communities.
  
6. The narrative structure of the book is quite complex as the author had to weave together numerous narratives. To develop the structure, the author used both fiction narratives and film storyboarding as models, and lists the film *Hurricane* and the novel *Fried Green Tomatoes at the Whistle Stop Cafe* as sources of inspiration. Analyze the book's structure by comparing it to a work of fiction or film that uses the structure of a frame narrative.

**RESEARCH CONNECTION(S)**

**Right to Privacy    Medical Research    Jim Crow Laws    HeLa    Cells    George Guy    Johns Hopkins**

**ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**

- Annotate texts using one of the many note-taking techniques available
- Journal entries based on texts
- Graphic organizers and hand-outs to guide students to write and organize thoughts and ideas

**PLANS FOR ASSESSMENT 1:** *integrating reading selections from the unit into a writing task*

After reading Part One of *The Immortal Life of Henrietta Lacks*, examine literary works by African Americans that address the problems of segregation and discrimination (the excerpt from *Rosa Parks: My Story* and “I Have a Dream” by Rev. Martin Luther King Jr). Compare the experiences of Rosa Parks and Henrietta Lacks. How do you think each woman would have responded to Dr. King’s speech? How do you respond to the speech? Write an argumentative paper about whether or not you believe Dr. King’s dream has been fulfilled.

**SKILL BUILDING TASKS** *Note: tasks may take more than a single day.*

*Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION**

What are the characteristics of creative nonfiction? What sorts of sources does a nonfiction writer compose narratives about places or

events that they may have not experienced directly?

**Standards:**

**ELACC9-10RI5: 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).**

**ELACC9-10W1d: 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.**

**TASK:** Point out the differences between the genres of historical fiction and nonfiction. Define “creative nonfiction,” a genre in which all facts are accurate and verifiable, but presented in a creative way that emphasizes storytelling through the use of scenes, dialogue, and other techniques more often found in fiction. Discuss the differences between creative nonfiction and traditional journalism. Discuss the methods by which a nonfiction writer is able to recreate dialogue and recount descriptions of historical events and locations. Direct students to carefully examine the endnotes and foreword of the book, and discuss the specific steps and sources that the author used to ensure that the narrative account of Henrietta’s life is factual and accurate.

As a writing assignment, have students practice writing completely factual and objective narrative descriptions of historical locations or figures based on primary source documents such as photographs, eyewitness accounts, testimonies, and public records.

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**ESSENTIAL QUESTION – How can a single moment of inspiration change the direction of a person’s life?**

**Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**ELACC9-10RI4: 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).**

**TASK:**

**Watch the book trailer in which Rebecca Skloot discusses the inspiration for her book:**

**<http://www.youtube.com/watch?v=1vow1ePzuqo> - then read and discuss the Prologue to the book.**

## **Prologue: The Woman in the Photograph**

1. The author uses several similes to describe cells. What simile does she use to describe the way a cell looks? What simile does she use to explain the functions of the different parts of a cell? What do these similes suggest about biology?
2. What is mitosis? What beneficial biological processes involve mitosis?
3. What simile does Professor Defler use to describe mitosis?
4. What happens when there is a mistake during the process of mitosis?
5. According to Defler, how important was the discovery of HeLa cells?
6. As a high school student, Skloot began researching HeLa to find out more about Henrietta Lacks. Examine pages 5 and 6 and write down each step that Skloot took to begin her research.

**Writing/Journal Prompt:** Rebecca Skloot became interested in Henrietta's story after an off-hand remark from a college instructor. When she began researching Henrietta Lacks, do you think she had any idea where the story would lead her? As you approach your high school and later, your college classes, how can you prepare yourself to be open to unexpected inspiration?

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## **ESSENTIAL QUESTION – How do I draw conclusions from a primary document (such as a medical record)?**

### **Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**LACC9-10RI3: 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.**

### **Chapter One: The Exam**

1. How long did Henrietta wait between first telling her girlfriends that "something didn't feel right" and going to the doctor?
2. Why does Sadie think Henrietta hesitated before seeing a doctor?
3. What did the first doctor Henrietta saw assume the source of the lump on Henrietta's cervix was? What stereotype or cultural bias might his assumption be based upon?
4. Why did David Lacks take Henrietta to the public wards at Johns Hopkins instead of taking her to a closer hospital?
5. Explain what Jim Crow laws were.
6. Who was Henrietta's gynecologist?
7. **Review the notes on Henrietta's medical history found on page 16. Based on the objective details in her medical chart, what can you infer about Henrietta's life and personality?**



8. Based on her medical chart, how would you describe Henrietta's feelings about doctors?
9. What did Howard Jones find "interesting" about Henrietta's medical history? What does this finding suggest about Henrietta's cancer?

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**ESSENTIAL QUESTION – How does the use of imagery and details impact the tone of a passage?**

Standards:

**ELACC9-10W3: d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

**ELACC9-10RI4: 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).**

**TASK: Read and Discuss Chapter Two**

Chapter Two - Clover

1. How did Henrietta end up being raised by her grandfather, Tommy Lacks?
2. What are the connotations of the term "home-house"? What does this term suggest about the values of the Lackses?
3. How was Day related to Henrietta?
4. Skloot uses vivid imagery and details to describe Henrietta's childhood in Clover. Find a passage that you found particularly effective or memorable and explain why you selected it.
5. Henrietta did not grow up with lots of material possessions, and yet her childhood seems to have been very happy. What do you think the source of her happiness was?
6. Describe the relationship between Crazy Joe and Henrietta.
7. How old was Henrietta when she had her first child with Day?
8. What was different about Henrietta's second child, Elsie?
9. Compare the medical terms describing Elsie's condition with the terms used by Henrietta's friends and family. What are the connotations of the two sets of terms?
10. How did Pearl Harbor change life in Turner Station? 16. Contrast the working conditions for black and white workers at the Sparrow's Point Steel Mill.

Compare Henrietta's experience to the poems "**Sympathy**" **Paul Lawrence Dunbar p. 292** and "**I Know Why the Caged Bird Sings**" by **Maya Angelou pg. 293**. Which poem do you think she would relate to the most? Why?

Have students select a sentence from the pages describing Henrietta’s childhood that they found particularly evocative or moving. Ask them to answer the following questions about the sentence and share their responses with the class:

- Why did you select this sentence – did it remind you of someone or something you’ve experienced? Why do you like it.
- Explain something technical about how the sentence is constructed (ex. author’s use of imagery, author’s use of specific descriptive verbs or nouns, punctuation)

**Have students use the sentence they selected as mentor text to compose an equally descriptive sentence about their own childhood.**

**ESSENTIAL QUESTION – How do I choose a position on a controversial debate and share my opinion with others?**

**Standards:** ELACC9-10SL1: 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.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**TASK: Read and Discuss Chapter Three**

Chapter Three - Diagnosis and Treatment

1. How are cancers categorized?
2. Summarize Dr. TeLinde's position in the debate over the treatment of cervical cancer.
3. Explain how the development of the Pap smear improved the survival rate of women diagnosed with cervical cancer.
4. How did doctors justify using patients in public wards of hospitals as medical research subjects without their consent or financial compensation? Do you agree or disagree with their reasoning? Explain your answer.
5. How did TeLinde hope to prove that his hypothesis about cervical cancer was correct?
6. What was George Gey's position at Johns Hopkins?

7. Explain what an "immortal cell line" is.
8. Explain how the relationship between TeLinde and Gey resulted in Gey obtaining a tissue sample from Henrietta's tumor.

**Organize a class debate on the following questions:**

- Analyze the consent statement that Henrietta signed on page 31. Based on this statement, do you believe TeLinde and Gey had the right to obtain a sample from her cervix to use in their research?
- Do you think Henrietta would have given explicit consent to have a tissue sample used in medical research?

**ESSENTIAL QUESTION – How do I infer meaning from objective details?**

**Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**LACC9-10RI3: 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.**

**Task: Read and discuss Chapter Four - The Birth of HeLa**

1. Summarize the main obstacles Gey and his assistants faced in their effort to grow cells.
2. Where did the name "HeLa" come from?
3. Based on the descriptions of Gey found on pages 38-39, come up with three adjectives that best describe his personality.
4. Explain how Gey's roller-tube culturing technique works.
5. What happened to the HeLa cells that Mary cultured?
6. Gey made a choice to give away samples of HeLa to his colleagues almost immediately. Do you think this was a good decision? Explain your answer.
7. Once HeLa started growing, was Henrietta informed that her cells were being used in Gey's research?
8. What is being implied by the author's decision to use the term "birth" to describe the creation of HeLa?

**ESSENTIAL QUESTION – How do I infer meaning from objective details?**

Chapter Nine- Turner Station

7. How does Skloot proceed with her research when it becomes clear that Sonny Lacks is not going to meet with her?
8. Compare and contrast the Turner Station that Skloot visited in 1999 with the Turner Station that Henrietta experienced as a young woman.

9. What does the fact that the town still has "more than ten churches" suggest about the people in Turner Station?
  10. Who is Courtney "Mama" Speed, and how is she connected to Henrietta Lacks?
  11. What subjective conclusions can you make about Mama Speed based on the objective details on page 72?
  12. Make a prediction based on the foreshadowing regarding Mr. Cofield. What do you think Cofield did?
- What does Skloot realize after watching the BBC documentary about HeLa?**Task: Read and discuss Chapter Five**

#### Chapter Five – “Blackness Be Spreadin All Inside”

1. After her diagnosis and treatment, how did Henrietta behave? What can you infer about her personality based on this behavior?
2. According to her cousins, why did Ethel dislike Henrietta?
3. What was Elsie's early life like?
4. Why did Henrietta decide to place Elsie in the Hospital for the Negro Insane?
5. What specific details let the reader know that sending Elsie away was difficult for Henrietta?
6. Why do you think Henrietta chose not to tell people about her cancer diagnosis at first? What does this decision suggest about Henrietta's personality?
7. What important information did Henrietta's doctor fail to inform her of prior to the start of her cancer treatments? How did she react when she was told?

**ESSENTIAL QUESTION – Why are parent-child relationships important? How does the absence of a parent impact a person's life??**

**Standards:ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**

**b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**

**c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

**d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**ELACC9-10RI3: 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.**

**Task: Read and discuss Chapter Six**

Chapter Six – “Lady's On the Phone”

1. Explain who Roland Patillo is. How he is connected to both Henrietta Lacks and George Gey?
2. Paraphrase the information on page 50 describing the Tuskegee Syphilis study.
3. What do the Tuskegee syphilis study and the Mississippi Appendectomies suggest about the history of African Americans and medicine?
4. Why do you think Patillo agreed to help Rebecca Skloot contact Henrietta's family?
5. What does Patillo tell Skloot about Elsie Lacks?
6. How does Deborah Lacks initially respond to Skloot's request for information?
7. What sorts of questions does Deborah have about her mother?
8. How does David (Day) Lacks initially respond to Skloot's request for information?

**Read the poem “Combing” by Gladys Cardiff pg 326 and play the song “Cat’s in the Cradle” by Harry Chapin**

<http://www.youtube.com/watch?v=igfi4DksIRY>

have students connect the theme of the poem (the importance of being mothered/fathered ) to the questions Deborah has about her own mother. Ask students to imagine, or share, how the absence of a parent impacts a child. What is unique about mother/daughter and father/son relationships?

Have student compose a “Dear Mom” or “Dear Dad” letter – it can be fictional or based on their own experience. (Student may want to enter their letters in the annual Vox contest – link to the 2012 contest is below)

<http://www.voxteencommunications.org/contests/default.aspx>

**ESSENTIAL QUESTION – How does propaganda influence public opinion?**

**Standards:**

**ELACC9-10RI8: 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.**

**Task: Read and discuss the article “Propaganda and Social Fears Through Propaganda”**

<http://thegoodthebadtheinsulting.blogspot.com/2012/05/propaganda-and-social-fears-through.html>

## Read and discuss Chapter Seven

### The Death and Life of Cell Culture

1. What did Gey hope to accomplish with HeLa cells?
2. What did HeLa allow scientists to do for the first time?
3. Who was Alexis Carrel? Why did he win the Nobel Prize?
4. How did the media react to Carrel's announcement that he had grown immortal chicken heart cells?
5. What controversial beliefs did Carrel have?
6. **Give an example of propaganda that was used to fuel the public's fear and distrust of tissue culture.**
7. What details suggest that Carrel's claims about the immortal cell line were not scientifically sound?

Review of propaganda techniques:

<http://mason.gmu.edu/~amcdonal/Propaganda%20Techniques.html>

## ESSENTIAL QUESTION – How do I evaluate the truth of a claim?

### Standards:

**ELACC9-10RI8: 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.**

**ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**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.**

**e. Provide a concluding statement or section that follows from and supports the argument presented.**

### Task:

#### Read and discuss Chapter Eight - "A Miserable Specimen"

1. After her initial cancer treatment, what did Henrietta's doctors assume about the effectiveness of the radium therapy?
2. How did they react to Henrietta's intuitive conviction that the cancer was spreading inside of her?
3. In your own words, explain the paradox "benevolent deception".
4. When did the doctors realize that Henrietta had been correct about the growth of her cancer?

5. What objective details let the reader know that Henrietta was in extreme pain at this point in her illness?
6. What objective details let the reader know that Henrietta was a devoted and loving mother?
7. What does the choice of the term "miserable specimen" by her doctors reveal about their attitude towards Henrietta?

### **In Class Argumentative Writing Prompt**

While most accounts suggest that Henrietta never met George Gey or knew about HeLa, Laure Aurelian says that Gey recounted meeting with Henrietta prior to her death. Do you find this story believable? Use specific facts about Henrietta, Gey, and/or medical practice in the 1950's to support your opinion.

**ESSENTIAL QUESTION – How do I infer meaning from objective details? How does the loss of industry impact communities?**

### **Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**ELACC9-10RI3: 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.**

**ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

### **Task:**

**Listen to the story “Company Towns after the Company Leaves Town” <http://www.npr.org/2011/11/14/142309098/company-towns-after-the-company-leaves-town>**

### **Read and discuss Chapter Nine - Turner Station**

1. How does Skloot proceed with her research when it becomes clear that Sonny Lacks is not going to meet with her?
2. Compare and contrast the Turner Station that Skloot visited in 1999 with the Turner Station that Henrietta experienced as a young woman.
3. What does the fact that the town still has "more than ten churches" suggest about the people in Turner Station?
4. Who is Courtney "Mama" Speed, and how is she connected to Henrietta Lacks?
5. What subjective conclusions can you make about Mama Speed based on the objective details on page 72?
6. Make a prediction based on the foreshadowing regarding Mr. Cofield. What do you think Cofield did?
7. What does Skloot realize after watching the BBC documentary about HeLa?

**ESSENTIAL QUESTION – How do I infer meaning from objective details?**

**Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.**

**ELACC9-10RI2: 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.**

**ELACC9-10RI3: 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.**

**Task:**

**Read and discuss Chapters Ten-Twelve**

13. Explain the meaning of the idiom "the other side of the tracks".
14. What do the names of the creek and river suggest about life in Lacks Town?
15. How was Cootie related to Henrietta?
16. What illness did Cootie have as a child?
17. Cootie seems to know and understand a little bit about HeLa cells, but he believes that Henrietta's spirit is still present in her cells. What does Cootie believe about the reason that HeLa cells were used to develop a polio vaccine?
18. Where does Cootie think Henrietta's cancer came from?

Chapter Eleven – “The Devil of Pain Itself”

1. Describe the progression of Henrietta's cancer in the eight months between her diagnosis and death.
2. Why did doctors stop giving Henrietta blood transfusions?
3. What did Henrietta's friends and family do when they found out that she needed blood? Why do you think were they willing to sacrifice to help her?
4. What was Henrietta's final request? What does this request tell you about her?

Chapter Twelve - The Storm

1. Why did Henrietta's doctors need to ask permission to remove tissue samples after her death? How did Day initially respond to their request?
2. What made Day change his mind about allowing the autopsy?
3. What did Mary, Gey's assistant, realize when she saw Henrietta's painted toenails? How was the timing of this realization ironic?
4. What happened when the family started to bury Henrietta's body?



5. Henrietta's cousin says that Henrietta "was tryin to tell us somethin with that storm". What do you think she could have been saying?

**ESSENTIAL QUESTION – How do I synthesize and redeliver information to a specific audience?**

**Standards:**

ELACC9-10SL1: 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.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELACC9-10SL4: 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.

ELACC9-10SL5: 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.

**Task:**

**NOTE TO TEACHERS: THIS IS A MULTI-DAY LESSON AND INCLUDES A COLLABORATIVE PROJECT**

**For Chapters 13-29 – Divide the class into groups of two partners (you can adjust the number of chapters used for this activity to reflect the population of your class – you may choose to do less or more chapters this way – or to have some students work alone or in larger groups)**

The middle section of the book will be read using a modified jigsaw protocol. <http://olc.spsd.sk.ca/de/pd/instr/strats/jigsaw/>

Assign one chapter to each group of students. Students will be responsible for presenting the information in their assigned chapter to the class. You may want to differentiate the chapters based on student interest (i.e. assign the science-centered chapters to students interested in careers STEM)

**It is critical that class presentations be scheduled and delivered in chronological order.**

Students will create presentations that incorporate the following elements:

- An objective summary of the chapter presented using digital media (iMovie, Windows Movie Maker, Power Point)
- An accompanying one-page handout to be given to their classmates.
- Some sort of assessment created by the students (this can be a quiz, an activity, a writing prompt, a class discussion, etc.)

Students should be given time in class to collaborate and work on presentations. Presentations should be 15-20 minutes in length.

Questions to help guide students can be found here: <http://rebeccasklout.com/wp-content/uploads/2011/03/RHskloutTeachersGuideLORES.pdf>

**ESSENTIAL QUESTION – How do I infer meaning from objective details? How can descriptions of places help reveal character traits of the people who live there?**

**Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.**

**ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are introduced and developed, and the connections that are drawn between them.**

**ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

**Task:**

**Read and Discuss Chapter Thirty - Zakariyya**

1. Why wasn't Rebecca excited about meeting Zakariyya?
2. What does Zakariyya's choice of words, "that damn doctor who done rape her cells", reveal about his feelings and perception of what Gey did?
3. Describe your first impression of Zakariyya.
4. What does Deborah do that illustrates that she has a great sense of humor?
5. Look back over Skloot's description of Zakariyya's apartment. What do the contents of the apartment tell you about his life and personality? What is important to him?

6. What does Zakariyya believe about his birth?
7. When Deborah met Sonny and Lawrence, they expressed a belief that the medical advances made possible by their mother's cells are "a miracle". How do Zakariyya's beliefs differ from those of his brothers?
8. Zakariyya uses the term "disrespect" to describe Gey's treatment of Henrietta and the family. Explain the specific reasons why Zakariyya feels disrespected.
9. What does Zakariyya blame on Henrietta's cancer cells? Does Deborah agree with him?
10. What gift does Deborah give Zakariyya? Do you think Zakariyya should be the one to have this object? What does this gift tell you about Deborah's feelings about her family?

**Writing Prompt: Use indirect characterization to compose a descriptive, narrative essay describing the place where a person lives in a way that reveals things about the character. The essay can be based on a real person or it can be imagined.**

**ESSENTIAL QUESTION – How does my experience of information change when it is presented in multiple formats?**

**Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.**

**ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are introduced and developed, and the connections that are drawn between them.**

**ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.**

**Task:**

**Read and Discuss Chapter Thirty-One and Thirty-Two and then Listen to the Radio Lab production of the story (which includes audio tapes of this event from Skloot's research). Have students discuss how hearing the story changed or enhanced their experience of it.**

Chapter Thirty-One - Hela, Goddess of Death

19. What does Deborah say about people that frame her mother's story as a story about racism?
20. Contrast the experience Henrietta's great-grandchildren Alfred and Davon have at the Maryland Science Center with the experience Deborah, Sonny, and Lawrence had growing up.
21. How did Rebecca Skloot finance the research for her book? What did she promise to do for the Lacks family if/when the book was published?
22. Explain why it would be easy to believe that the Marvel super villain, Hela, Goddess of Death, was based on Henrietta Lacks.
23. Describe the relationship between Deborah and her grandson Davon.
24. Who is Franklin Salisbury Jr., and why did he contact Deborah?
25. Why did Deborah decide to go see her mother's cells? What obstacle almost stood in the way of her visiting the cells?

Chapter Thirty-Two - "All That's My Mother"

5. Compare and contrast Rebecca, Deborah, and Zakariyya's interactions with the Jesus statue at Johns Hopkins. What do these interactions reveal about their attitudes towards religious faith?
6. Analyze the way that Christoph Lengauer interacts with the Lacks family. Why do you think his interaction is so different than anyone the Lackses encountered from Johns Hopkins up until this point?
7. What is Christoph's attitude towards the HeLa contamination problem? What belief of Deborah's does his attitude affirm?
8. Describe the way that Deborah and Zakariyya interact with their mother's cells.
9. What important misunderstanding about HeLa does Christoph clarify for Deborah?
10. What does Christoph believe about the Lackses right to be financially compensated for the sale of their mother's cells? Why do you think Deborah tells Rebecca that she "just witnessed a miracle"?

**ESSENTIAL QUESTION – How can primary documents, such as autopsy reports and photographs, help reveal information about the past?**

## **Standards:**

**ELACC9-10RI4: 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).**

**ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- 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.**
- 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.**

## **Read and Discuss Chapter Thirty-Three - The Hospital for the Negro Insane**

26. Does the title of this chapter evoke an emotional response from you? Why do you think Skloot chose this title?
27. Compare the connotations of the name "Crownsville" with "The Hospital for the Negro Insane". What do you think the directors were trying to achieve when they renamed the facility?
28. Why did Deborah and Rebecca travel to Crownsville?
29. Why was Rebecca surprised by the appearance of Crownsville? What do you think she expected to find?
30. Who is Paul Lurtz? Which comments of his foreshadow that something terrible happened to Elsie?
31. Why were the hospital's medical records from the fifties and earlier disposed of?
32. What part of Elsie's medical records did Lurtz have? Why did he have it?
33. Skloot carefully describes the photograph of Elsie. What specific things can you infer about Elsie's treatment based on the description of the photograph?
34. How does Deborah demonstrate that she is in control when her right to view Elsie's records is questioned?
35. Describe conditions at the hospital during the time period when Elsie was a patient.
36. Compare and contrast the medical research likely performed on Elsie with Gey's research and Southam's research. Does some medical research seem "more wrong"? Why do you think you feel that way?
37. What does Deborah's comment to Lurtz that "if you gonna go into history, you can't do it with a hare attitude" tell you about the type of person Deborah was?
38. How did Deborah initially react to the news about her sister? How did her reaction evolve after she had a chance to dwell on the picture and process the disturbing information that she had been given.

39. Skloot ends this chapter with Deborah deciding to finally give her access to Henrietta's medical records. Explain why this moment is significant.

**View the following slideshow of photographs exposing conditions in a mental institution:**

A Mental Ward Exposed <http://www.npr.org/2009/12/30/122058404/a-mental-ward-exposed>

1. **Writing Prompt:** The discovery of her sister Elsie's medical records took a dramatic physical and emotional toll on Deborah Lacks. Do you think it would have been better if Elsie's records had been destroyed with the other documentation from this disturbing time in Crownsville's past? Do you believe we have a responsibility to preserve and document details surrounding chapters in American history that may be troubling or disturbing? If a similar situation had happened to a member of your family, how much information would you want to discover about what happened? What role should scholars and historians take in the documentation and preservation of recent history?

**ESSENTIAL QUESTION – How do I infer meaning from objective details?**

**Standards:**

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.**

**ELACC9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are introduced and developed, and the connections that are drawn between them.**

ELACC9-10RI5: 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).

**Task: Read and Discuss Chapters Thirty-Four –Thirty-Six and listen to the conclusion of the RadioLab segment on HeLa**

<http://www.wnyc.org/shows/radiolab/episodes/2010/05/07/segments/150681>

Chapter Thirty-Four -The Medical Records

1. How does Deborah respond when Rebecca suggests photocopying some of Henrietta's records? Why do you think she responds this way?
2. How can you tell that Elsie's photograph and autopsy are deeply troubling to Deborah?
3. What causes the confrontation between Deborah and Rebecca? How is it resolved?
4. What reason does Deborah give for not wanting Rebecca to type Henrietta's records word-for-word?
5. Why do you think Deborah breaks out in hives after visiting Crownsville and giving Rebecca access to the medical records?

#### Chapter Thirty-Five - Soul Cleansing

1. How are Gladys and Gary related to Deborah?
2. Gary tells Deborah that her quest to find out about Elsie and Henrietta has been a way of "honoring her mother". Explain what he means by saying this.
3. After witnessing the amount of physical and emotional anguish that Deborah is in, Gary begins to preach and lay hands on Deborah. What burden does he ask to be lifted from Deborah? Where does he ask the burden to be placed?
4. How does Deborah respond after Gary's prayer?

#### Chapter Thirty-Six - Heavenly Bodies

1. Explain Gary's spiritual explanation for why Henrietta's cells lived on after her death.
2. Discuss the impact that witnessing the interaction between Gary and Deborah, and, later, talking with Gary, had on Rebecca. What new perspective did she gain after these experiences?

**ESSENTIAL QUESTION - How does the structure of a book contribute to its theme or meaning?**



**Standards: ELACC9-10RI3: 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.**

### **Read and Discuss Chapters Thirty-Seven-Thirty-Eight**

#### Chapter Thirty-Seven - "Nothing to Be Scared About"

1. What physical ailments did Deborah suffer from as a result of the stress of learning about Elsie?
2. Why did Deborah decide to go back to school?
3. Why was Deborah unable to attend the National Foundation for Cancer Research's Henrietta Lacks conference?
4. Explain how Davon's heroic actions saved Deborah's life.
5. What obstacle kept Deborah from realizing her dream of returning to school?
6. What did Pullum ask Rebecca to "preach" about at JaBrea's baptism?
7. According to Deborah and Pullum, how is Henrietta's story going to be different for Henrietta's great-grandchildren and future generations?

#### Chapter Thirty-Eight -The Long Road to Clover

1. What string of events in 2009 suggests that if Skloot had not begun researching Henrietta's story a decade earlier that it may have been lost forever?
2. At the time of this books' publication, how had the lives of Henrietta's great and great-great grandchildren been impacted by Deborah's research and by the knowledge and understanding of Henrietta's contribution to science.
3. **Skloot begins and ends the book with Deborah's voice. How does this choice impact the reader's experience of the story?**

#### Where Are They Now/Afterward

1. How did Deborah's death change the lives of her brothers?
2. What legal options do the Lackses have? What is their position about suing over the use of HeLa?

**ESSENTIAL QUESTION – How should a writer approach writing about real people or events?**

**Standards:**

**ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.**

**ELACC9-10RI8: 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.**

**ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- 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.**
- 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.**

**Task: Watch Law and Order Season 20 Episode 21 “Immortal” – available for rental or downloadable via any streaming service. This episode is “torn directly from the headlines” of Skloot’s book – but she was not consulted and the Lacks family received no compensation or acknowledgement.**

**Discuss the ethical responsibilities a writer faces when dealing with “real life” stories and subjects.**

**Writing Prompt: Law and Order produced an episode titled "Immortal" that closely parallels many aspects of Skloot’s book. Compare**

the similarities between the "fictitious" episode and the true story of the Lacks family. Contrast the rhetorical structure and narrative strategies used in the television episode with Skloot's book. Develop an argument about the ethical implications of, and inherent irony in, the way the television episode presented the story in light of the fact that neither Rebecca Skloot nor any member of the Lacks family was consulted about or credited by the producers of the episode.

**ESSENTIAL QUESTION – What is our ethical responsibility when researching real life people or events?**

**Standards: ELACC9-10RI3: 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.**

**Task: Read the short story “Blues Ain’t No Mockin Bird” by Toni Cade Bambara p. 571 and discuss the following questions:**

- **How is the response of the characters in Bambara’s story to the photographers similar to the response of the Lacks family to the reporters that contacted them about Henrietta over the years.**
- **What made Rebecca Skloot different?**
- **One of the important issues raised by Skloot's book is one of the ethics of journalism. What constitutes ethical journalism? Compare the differences between irresponsible and responsible reporting on HeLa and the Lacks family. What are some of the intended and unintended consequences of irresponsible journalism?**

**Essential Question: How do I synthesize information into a solid argumentative thesis and essay?**

**Standards:**

**ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- 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.**
- 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.**

**ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**c. Spell correctly.**

**d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.**

**Task: Select (or have students self-select) an argumentative topic from the list at the beginning of the unit and compose a formal piece of process writing and a culminating assessment for this unit.**