

Henrietta's Dance Unit Resources

Student Resource	Location
Section 1: Lessons 1-4	
Text: Book Trailer for <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	Digital Access
Text: "Henrietta's Dance" by Rebecca Skloot	Henrietta's Dance Unit Reader
Lesson handouts	Pages 1-10
Section 2: Lessons 5-8	
Text: "Immortal Cells, Enduring Issues" by Dale Keiger	Henrietta's Dance Unit Reader
Lesson handouts	Pages 11- 20
Section 3: Lessons 9-10	
Text: <i>Cancer Killed Henrietta Lacks - Then Made Her Immortal</i> photographs by Bill Tiernan	Henrietta's Dance Unit Reader
Lesson handouts	Pages 21 -23
Section 4: Lessons 11-17	
Text: "Everyday Use" by Alice Walker	Henrietta's Dance Unit Reader
Text: <i>The Sunflower Quilting Bee at Arles</i> by Faith Ringgold	Henrietta's Dance Unit Reader
Text: "Women" by Alice Walker	Henrietta's Dance Unit Reader
Lesson handouts	Pages 24-39
Section 5: Lessons 18-20	
Text: Prologue to <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	Henrietta's Dance Unit Reader
Text: "Henrietta's Dance" by Rebecca Skloot	Henrietta's Dance Unit Reader
Lesson handouts	Pages 40-42
Section 6: Lessons 21-23	
Text: <i>"Immortal Cells, Moral Issues"</i> by Ruth R. Faden (The Baltimore Sun)	Henrietta's Dance Unit Reader
Lesson handouts	Pages
Section 7: Lessons 24-27, Practice Cold Read Task	
Text: "Henrietta Lacks' 'Immortal' Cells" by Sarah Zielinski (Smithsonian Magazine)	Henrietta's Dance Unit Reader
Text: "Paying Patients for their Tissue: The Legacy of Henrietta Lacks" by Robert D. Truog, Aaron S. Kesselheim, Steven Joffe (SCIENCE)	Henrietta's Dance Unit Reader
Lesson handouts	Pages 43-46
Section 8: Lessons 28-31, Culminating Writing Task	
Text: "Henrietta's Dance" by Rebecca Skloot	Henrietta's Dance Unit Reader
Lesson handouts	Pages
Section 9: Lessons 32-33, Cold-Read Task	
Section 10: Lessons 34-37, Extension Task	
Lesson handouts	Pages 47-51

Activity One: Multiple Readings of a Visual Text

You will watch the book trailer for *The Immortal Life of Henrietta Lacks* by Rebecca Skloot.

After your first viewing, examine how Skloot's describes people's reaction to the parts in her novel that tell the story of Henrietta Lacks and the parts that explain the science in the book. This will help you determine Skloot's purpose.

Henrietta's Story Note how Skloot describes reactions to the people in her story.	Science Note how Skloot describes reactions to the science in her story

Considering Purpose— Why did Skloot write this book?

What do you think she wants her readers to take away from the book?

Write an argument about how Skloot's writing was influenced by people's reaction to her subject. Use your observations from the first viewing.



When Skloot discussed the subject of her book, people had differing reactions. Some said

_____ ; while others said

_____. This probably influenced Skloot’s writing by

Next Viewing

When you read a visual text, it is important to examine all of its parts: the images, and music. These details help build the video’s central idea.

Music: Describe the music used in the book trailer	Images: List the images used in the book trailer
Purpose: Describe the effect the music has on the book trailer.	Purpose: Describe the effect of the images on the book trailer.

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Considering Purpose—Construct an argument about the effect the music and images have on the book trailer.

In _____ images and music persuade the audience by
_____ and

_____. For example,
_____ calls to

mind _____, which the audience then connects with
_____.

The _____ music also suggests _____, which the audience
connects with Skloot's writing.

Accountable Talk Sentence Stems¹

Stems for explaining your thinking

I believe ____ because ____.

I agree with ____ because ____.

I respectfully disagree with ____ because ____.

_____, could you please clarify what you mean by ____.

On page ____, it says _____, so I think _____.

Stems to provide feedback to your partner

I understood that you said ____.

May I point out ____?

I would like to suggest ____.

Do you mind clarifying ____?

I am definitely interested in hearing more about ____.

In your (response), you suggest ____.

Stems for explaining your thinking

I believe ____ because ____.

I agree with ____ because ____.

I respectfully disagree with ____ because ____.

_____, could you please clarify what you mean by ____.

On page ____, it says _____, so I think _____.

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I understood that you said ____.

May I point out ____?

I would like to suggest ____.

Do you mind clarifying ____?

I am definitely interested in hearing more about ____.

In your (response), you suggest ____.



Let me add to what we have been discussing _____.	Let me add to what we have been discussing _____.
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¹ "Accountable Discussions." - *The Teacher Toolkit*. Region 13 Educator Certification Program, 3 Mar. 2013. Web. 01 July 2016.

DIDLS for “Henrietta’s Dance”

Rebecca Skloot, like all writers, has a unique style. Style is the combination of the writer’s choices, which are made to achieve a certain purpose. Use the graphic organizer below to analyze Skloot’s style.

As you read, look for these details...			How do you know? Cite specific evidence from the text.
D	Diction: author’s choice of words	<ul style="list-style-type: none"> Look for choice of strong words. Do you notice any repetition or patterns in the word choice? What do this words reveal about how the author feels about the subject? 	
I	Imagery: Use of descriptions that appeal to the senses.	<ul style="list-style-type: none"> What images are especially vivid? To what senses do these images appeal? How do these images affect your mood as a reader? 	
D	Details: Facts included or those omitted	<ul style="list-style-type: none"> What details are emphasized or repeated? Look for facts. Are there any details that have been left out? How do the included details affect your mood as a reader? 	

L	Language: Characteristics of the body of language (slang, figurative, scholarly language, etc.)	<ul style="list-style-type: none"> How could the language be described overall? What connections does the author make with figurative language? How does the language affect your mood as a reader? 	
S	Syntax: The way sentences are constructed.	<ul style="list-style-type: none"> Are sentences simple, compound, complex, varied? What do these structures indicate about the author's view on the subject? 	
TO NE	Tone: The writer's attitude or toward the subject.	<ul style="list-style-type: none"> Based on your analysis above, how would you describe the author's tone? Sarcastic? Objective? Angry? Romantic? Urgent? Serious? Clinical? Lofty? How would you read the passage aloud if you were the author? 	

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Each author uses word choice, sentence structure, and figurative language to create a unique style that will speak to specific audiences, occasions or purposes. Consider the words below, which would describe Skloot's style?

Objective Opinionated Academic Narrative Nostalgic Cynical
 Humorous

Was Skloot's style an effective way to portray the story of HeLa cells? Explain your answer by describing how the style did or did not achieve Skloot's purpose.

"Henrietta's Dance" Handout

Skloot's Claim	Textual Evidence	Author's Purpose
What does the author want the reader to believe is true? What are the main arguments in the article?	What sentences, paragraphs, details in the text support this claim?	What does the author want to prove with this claim? How does this claim achieve her purpose?

Express Understanding! Use the sentence frame below to help you write a paragraph.

In _____ (title) _____ (author's name) mainly uses a
 _____ structure to _____ (author's main purpose: inform,

explain, persuade) readers that _____.

DIDLS for “Immortal Cells, Enduring Issues”

Every writer has a unique style. Style is the combination of the writer’s choices, which are made to achieve a certain purpose. Use the graphic organizer below to analyze Keiger’s style.

Part A:

As you read, look for these details...			How do you know? Cite specific evidence from the text.
D	Diction: author’s choice of words	<ul style="list-style-type: none"> Look for choice of strong words. Do you notice any repetition or patterns in the word choice? What do these words reveal about how the author feels about the subject? 	
I	Imagery: Use of descriptions that appeal to the senses.	<ul style="list-style-type: none"> What images are especially vivid? To what senses do these images appeal? How do these images affect your mood as a reader? 	

D	Details: Facts included or those omitted	<ul style="list-style-type: none"> What details are emphasized or repeated? Look for facts. Are there any details that have been left out? How do the included details affect your mood as a reader? 	
L	Language: Characteristics of the body of language (slang, figurative, scholarly language, etc.)	<ul style="list-style-type: none"> How could the language be described overall? What connections does the author make with figurative language? How does the language affect your mood as a reader? 	
S	Syntax: The way sentences are constructed.	<ul style="list-style-type: none"> Are sentences simple, compound, complex, varied? What do these structures indicate about the author? 	
TO NE	Tone: The writer's attitude or toward the subject.	<ul style="list-style-type: none"> Based on your analysis above, how would you describe the author's tone? Sarcastic? Objective? Angry? Romantic? Urgent? Serious? Clinical? Lofty? How would you read the passage aloud if you were the author? 	

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Part B: Each author uses word choice, sentence structure, and figurative language to create a unique style that will speak to specific audiences, occasions or purposes. Consider the words below, which would describe Skloot’s style?

Objective Opinionated Academic Narrative Nostalgic Cynical
Humorous

Was Keiger’s style an effective way to portray the story of HeLa cells? Explain your answer by describing how the style did or did not achieve Keiger’s purpose.

Claim Chart: After reading the text, complete the chart below. In column one, identify each claim or point made in the order that it is made. In column two, describe how each claim or point is developed and refined by particular sentences, paragraphs, or details. In column three, idea supports the author’s purpose.

Immortal Cells, Enduring Issues

Keiger’s Claim	Textual Evidence	Warrant/Reasoning
What does the author believe? What are the main points in the article?	What sentences, paragraphs, details in the text support this claim?	What reasoning does the author use to connect the evidence and the claim?

Which of the author’s claims is the strongest? What about the claim, evidence, or warrant makes that argument strong?

Vocabulary Chart for “Immortal Cells, Enduring Issues”

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Source Sentence

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Source Sentence

Summarize the Text: Using your newly acquired vocabulary, read the article again and then write a brief summary of the article.

Topic Sentence: In _____ (title of article) by _____ (author)
the issues surrounding _____ (subject of article) are explored. He mainly argues
that _____
_____ (main idea).

Supporting Detail:

Explanation of Supporting Detail:

Supporting Detail:

Explanation of Supporting Detail:

Conclusion (Explain the significance of the main idea to society):

“Immortal Cells, Enduring Issues” Handout

Author’s Claim	Textual Evidence	Author’s Purpose
What does the author want the reader to believe is true? What are the main arguments in the article?	What sentences, paragraphs, details in the text support this claim?	What does the author want to prove with this claim? How does this claim achieve her purpose?

Activity Three: Writing a summary Use the sentence frame below to write a summary. Remember to use third person (no you or I) and write in present tense.



In _____'s (author's name) article, _____ (title),
she _____ (verb:

addresses/focuses on/explores/ the issues/investigates)

_____. The author (points out/explains/reports/states) that
_____.

In addition, she/he also (points out/explains/reports/emphasizes/states) that
_____.

Finally, he/she concludes that

_____.
_____.

Activity Three: Peer Review

Is the author and genre correctly identified? Is the title capitalized and punctuated correctly?

Does the summary cover the main ideas from the article? Is there any unnecessary information?

Is it objective? Do you see any words/phrases that reveal your partner's opinion about the article? Check the adjectives.

Grade 10: Henrietta's Dance

Photographs are texts that use elements, such as light, color, composition, subjects, and captions to make claims. Where an author employs words, a photographer uses images and captions to construct arguments.

When you analyze photographs, use the **OPTIC**¹ chart below to help determine the photographer's claims.

O	O is for Overview . Describe the main subject of the photograph. Is the subject in the foreground or background? If it is a portrait, describe their facial expressions, body language, and clothing? Describe the lighting, colors, and/or the use of shadows in the photograph?
P	P is for Parts . What parts, elements or details of the photograph seem important? How are the elements arranged? What's in the foreground? What is in the background? How do these choices convey a setting for the photograph?
T	T is for Title . What information do the title and captions add to the photograph?
I	I is for Interrelationships . What connections or relationships can be made between the words in the title/captions and the individual parts of the photograph?
C	C is for Conclusion . What conclusion(s) can be drawn about the meaning of the photograph? What tone do the combined elements portray? Summarize the message and tone in one or two sentences.

¹ Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

Activity Two: Gallery Walk

As you examine each group's OPTIC, provide feedback on a sticky note. Avoid generalizations, like "good points" or "I really like this." Be as specific as possible.

Conduct a discussion in your small groups about how the claims in each photograph build upon one another. How does the photography portray the legacy of Henrietta Lacks?

Discussion summary: _____

Activity Three: Quick write about the author's claim.

Claim, identify the photograph and claim: In _____'s photograph

_____ he makes the claim that

_____.

Evidence, identify one element that supports the claim : One key element that supports this is

_____.

Commentary, one or two sentences that explains how the evidence supports the claim: _____

_____.

Evidence: Another element that supports this claim is _____

_____.

Commentary: _____

_____.

“Everyday Use” Handout

Activity One: Answer the following questions as a way of summarizing the text after your first read of the short story.

Guiding Questions	Response
<p>1) Who is the narrator? What words does the author use to describe the narrator?</p> <p>2) Compare and contrast the way the narrator dreams of being to the way she is in real life?</p> <p>What words/phrases describe her in the dream? What words or phrases describe her in real life?</p> <p>What does this daydream tell us about how Mama perceives her relationship with Dee?</p> <p>3) Reread the following quotation from the text: “Maggie can’t appreciate these quilts!” [Dee] said. “She’d probably be backward enough to put them to everyday use.”</p> <p>What value does each character place on things for “everyday use,” like the quilts or the churn?</p> <p>4) Reread the following quotation, “Maggie smiled; maybe at the sunglasses. But a real smile, not scared. After we watched the car dust settle, I asked Maggie to bring me a dip of snuff. And then the two of us sat there just enjoying, until it was time to go in the house and go</p>	

to bed.”

Interpret the meaning of these sentences. How does the end of the story contrast the beginning of the story?
What caused this change?

Summary: After reading the story, write a 2-3 sentence summary of “Everyday Use”.

Determining a theme:

Look at the theme subjects below. Circle the word that most accurately relates to the story.

Coming of Age	Romantic Love	Beauty of Nature	Wealth	Legacy	Patriotism
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Activity Two: While answering these questions, consider your answers to the first part of the questions and the overall theme of the story.

Second Read Guiding Questions	Response
<p>1) How would the story be different if it were told from Dee’s point of view?</p> <p>Why did the author choose to have Mama narrate the story?</p> <p>2) How has Dee’s opinion of the house changed?</p> <p>3) Why did Dee change her name? What does Mama explain is the significance of the name “Dee”?</p> <p>4) Reread the following quotation from the text: “Maggie can’t appreciate these quilts!” [Dee] said. “She’d probably be</p>	

backward enough to put them to everyday use.”

How do Mama and Maggie’s reactions reveal what they think about Dee’s complaint?

What is the significance of this quotation given the title of the story?

4) Reread the following quotation, "You just don't understand," she said, as Maggie and I came out to the car.

"What don't I understand?" I wanted to know.

"Your heritage," she said."

Explain how this exchange reveals a theme of the text.

5) According to the author, whose opinion of “heritage” is correct? Why?

Determining a theme: Theme Subject: (from above) _____

What is Alice Walker’s message about that subject? _____

Use the following sentence frame to construct a thematic statement.

In _____’s short story, _____ she

illustrates the idea that _____

_____. (thematic subject + the author's message about that subject)

*Note: Theme statements should be universal; do not include any character names or details from the story.

Character Chart

Activity One: One way authors use characterization is to develop the theme of their text. As you reread “Everyday Use”, we will examine the characterization of Mama and Maggie, and ask, “How does this characterization advance the theme of Walker’s short story?”

Theme: As you discover characterization, you will want to ask yourself, “How does this relate to the theme of the text?” To help you focus on theme, write down your theme statement from the previous lesson.

Theme Statement:

Mama Characterization:

Trait	Mama	Evidence from Text	Commentary
<i>Questions to consider about the trait</i>	<i>Description of Mama’s traits.</i>	<i>Note words, phrases in the text that relate to the trait.</i>	<i>Explain how the trait relates to the theme.</i>
Speech: What does the character say? How does the character speak?			
Thoughts: What is			

revealed through the character's private thoughts and feelings?			
Trait	Mama	Evidence from Text	Commentary
Evolution: How does the character change from the beginning of the story to the end? What other characters, conflicts, or actions cause that change?			
Actions/Motivations: What does the character do? Why does the character			

behave this way?			
Looks: Describe the character's physical appearance. How do they look? How do they dress?			

Maggie Characterization:

Trait	Maggie	Evidence from Text	Commentary
<i>Questions to consider about the trait</i>	<i>Description of Maggie's traits.</i>	<i>Note words, phrases in the text that relate to the trait.</i>	<i>Explain how the trait relates to the theme.</i>
Speech: What does the character say?			

How does the character speak?			
Thoughts: What is revealed through the character's private thoughts and feelings?			
Effect on others: What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?			
Trait	Maggie	Evidence from Text	Commentary
Actions/Motivations:			

What does the character do? Why does the character behave this way?			
Looks: Describe the character's physical appearance. How do they look? How do they dress?			

Dee Characterization:

Trait	Dee	Evidence from Text	Commentary
<i>Questions to consider about the trait</i>	<i>Description of Dee's traits.</i>	<i>Note words, phrases in the text that relate to the trait.</i>	<i>Explain how the trait relates to the theme.</i>
Speech: What does the character say? How does the			

character speak?			
Thoughts: What is revealed through the character's private thoughts and feelings?			
Evolution: How does the character change from the beginning of the story to the end? What other characters, conflicts, or actions cause that change?			
Actions/Motivations: What does the character do? Why does the character behave this way?			

Looks: Describe the character's physical appearance. How do they look? How do they dress?			
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Activity Two: At the end of the story, Mama and Maggie have both changed as a result of Dee's visit, but Dee remains unchanged. How does Alice Walker's choice not to have Dee change help Walker reveal the theme to her audience?

Sunflower Quilt Handout

Activity One: OPTIC²

O	O is for Overview . Describe the main subject of the painting.
P	P is for Parts . What parts, elements or details of the painting seem important?
T	T is for Title . What information does the title and caption add to the painting?
I	I is for Interrelationships . What connections or relationships can be made between the words in the title and caption and the individual parts of the painting?
C	C is for Conclusion . What conclusion(s) can be drawn about the meaning of the art as a whole? Summarize the message in one or two sentences.

² Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

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Activity Two: Symbolism is when a concrete thing, such as an object, person, or place, is meant to represent an abstract idea. Considering your observations about The Sunflower Quilting Bee at Arles by Ringgold, analyze the symbolism in “Everyday Use”.

Concrete Symbol	Abstract Idea it Represents
Maggie’s scars	
Dee’s Clothing	
Dee’s Boyfriend, Hakim-A-Barber	
The name “Dee”	
The name “Wangero”	
Quilts	

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1. Reread the thematic statement you wrote in the previous lesson. How do the symbolic meaning of these objects contribute to the development of the themes in “Everyday Use”?

TP-CASTT Analysis for “Women”

T	Title: Before reading the poem, make a prediction about what the poem is about based on the title.
P	Paraphrase: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
C	Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
A	Attitude/Tone: Notice the speaker’s attitude toward the subject of the poem. This is the author’s tone.
S	Shifts: As you look for patterns, also look for contrasts or shifts/changes in poem. Look for changes in language, attitude, setting/imagery, mood, punctuation, other literary devices.
T	Title: Examine the title again. What does it mean now that you’ve read the poem? Did the meaning of the title change?
T	Theme: State what the poem is about (subject) and what the poet is trying to say about subject (theme).
	_____ (title) by _____ (author) explores the idea of how

	_____ (theme).
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Activity Two:

1.Record the themes of “Women”, “Everyday Use”, and “Henrietta’s Dance”.

“Women”	“Everyday Use”	“Henrietta’s Dance”

2. List discussion questions for the similarities in the three texts.

3. After you discuss your observations, answer the following question.

- How do the themes in “Everyday Use” and “Women” help add meaning to the story of Henrietta Lacks and her legacy?

DIDLS for “Prologue”

Every writer, has a unique style. Style is the combination of the writer’s choices, which are made to achieve a certain purpose. Use the graphic organizer below to analyze Skloot’s style.

As you read, look for these details...			How do you know? Cite specific evidence from the text.
D	Diction: author’s choice of words	<ul style="list-style-type: none"> Look for choice of strong words. Do you notice any repetition or patterns in the word choice? What do this words reveal about how the author feels about the subject? 	
I	Imagery: Use of descriptions that appeal to the senses.	<ul style="list-style-type: none"> What images are especially vivid? To what senses do these images appeal? How do these images affect your mood as a reader? 	
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S	Syntax: The way sentences are constructed.	<ul style="list-style-type: none"> Are sentences simple, compound, complex, varied? What do these structures indicate about the author? 	
TO NE	Tone: The writer's attitude or toward the subject.	<ul style="list-style-type: none"> Based on your analysis above, how would you describe the author's tone? Sarcastic? Objective? Angry? Romantic? Urgent? Serious? Clinical? Lofty? How would you read the passage aloud if you were the author? 	

Express Understanding: Each author uses word choice, sentence structure, and figurative language to create a unique style that will speak to specific audiences, occasions or purposes. Consider the words below, which would describe Skloot's style?

Objective

Opinionated

Academic

Narrative

Nostalgic

Cynical

Humorous

Compare Skloot's style in "Prologue" with the style she uses in "Henrietta's Dance." Which elements are consistent?

Which elements are different?

Discussion Tracker

Students discuss questions about the characterization and theme of “Everyday Use”. Fill in student names prior to the seminar. Capture your notes about each student’s participation and knowledge.

Student Name	Explicitly draws on textual evidence to stimulate a well-reasoned exchange	Uses conversation stems	Responds thoughtfully to diverse perspectives, qualifies own views in light of evidence presented by others

Student Discussion Tracker

Capture your notes about your partner's participation and knowledge.

Notes	Explicitly draws on textual evidence to stimulate a well-reasoned exchange	Uses conversation stems	Responds thoughtfully to diverse perspectives, qualifies own views in light of evidence presented by others

Multimedia Presentation Planning Handout

Section	Text	Multimedia Element	Links (External and Internal)
Title/Landing Slide			
History			
Theories			
Innovators			

Humanity			
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Multimedia Presentation Storyboard

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	←		←		←	↓
	→		→		→	

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Section	Text	Multimedia Element	Links (External and Internal)
Title/Landing Slide			
History			
Theories			
Innovators			
Humanity			

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