

Integrated Curriculum Unit: Human and Civil Rights

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### **Topic Statement and Rationale**

We constructed our integrated unit for 7th grade students. We planned to do an introductory lesson with all students together. Also, we planned to do a concluding lesson with all students together. We planned for each class to be seventy-five minutes per day. The following lesson plans will constitute human rights integrated within the subjects English and Language Arts, Social Science, and Science. Our lessons derive from the interest of the students we surveyed. Since we asked our students self and world questions, we are able to encourage them to learn about the interests (Beane 1997). Our students raised concerns about discrimination, freedom of speech, and freedom of medical endeavors. We want our students to learn about the history of human rights in order for the students to realize the importance of human rights. Students this age are thirsting to follow the crowd; therefore, we want this lesson to help build the students' character through learning the opportunities of human rights that were wrongfully abused through the book, *The Immortal Life of Henrietta Lacks*. Through meaningful experiences (Dewey 1944), we want to allow our students to engage in learning about human rights that have affected people in the past. Our students will be able to explain the importance of human rights, analyze the history of human rights, and explore how human rights relate to scientific findings. Moreover, our enduring understanding focuses on allowing our students to comprehend the influence of human rights throughout history and impact of human rights in their lives. Concluding the unit, students will provide a portfolio of work they have gathered from each subject area. Students will present their work to all teachers through a student-led conference (Rubric 1 is the grading system for student portfolios).

### **Essential Questions**

How does human rights affect society?

What is the significance of human rights in your life today?

How has the history of human rights affected you?

### **Objectives**

#### **Know**

Students will know how to identify violations of humans rights.

Students will know how to describe how HeLa cells, history, and events in their lives affect human rights.

Students will know higher level aspects of human rights that will be beneficial in ELA, Social Science, and Science.

#### **Do**

Students will be able to recall previous notions about human rights in their lives or in current events.

Students will be able to list facts about the characters in *The Immortal Life of Henrietta Lacks*.

Students will be able to describe events in history and science that concern human rights.

#### **Be**

Students can set goals for researching human rights.

Students can reflect on their gain of knowledge about human rights.

Students can reflect on their thought process of how human rights is important to everyone.

## Standards

### Science

#### **S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.**

- A. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (*Clarification statement:* The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)
- C. Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life processes. (*Clarification statement:* The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)

#### **S7L3. Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.**

- a. Construct an explanation supported with scientific evidence of the role of genes and chromosomes in the process of inheriting a specific trait.
- b. Develop and use a model to describe how asexual reproduction can result in offspring with identical genetic information while sexual reproduction results in genetic variation. (*Clarification statement:* Models could include, but are not limited to, the use of monohybrid Punnett squares to demonstrate the heritability of genes and the resulting genetic variation, identification of heterozygous and homozygous, and comparison of genotype vs. phenotype.)

#### **S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.**

- C. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.

**Social Studies**

**SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.**

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.
- c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

**SS7CG3 The student will analyze how politics in Africa impacts standard of living.**

- a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.
- b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

**SS7G4 The student will describe the diverse cultures of the people who live in Africa.**

- a. Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups

**English and Language Arts**

**ELAGSE7RL1:** Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.

**ELAGSE7RL3:** Analyze how particular elements of a story or drama interact.

**ELAGSE7RI6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**ELAGSE7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

**ELAGSE7RI9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

**ELAGSE7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Assessment and Evaluation

#### RUBRIC 1 - Student Portfolios

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Knowledge Gained	Student can accurately answer several questions from portfolio and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions from portfolio and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions on portfolio.	Student cannot accurately answer questions based on portfolio.
Organization	The student edited and organized the materials in a way that made the information clear and interesting.	The student edited and organized the materials in a way that made the information clear.	The student edited and organized the materials but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the transcript.
Etiquette	Student voluntarily introduced themselves to the group and parents to teachers.	Student voluntarily introduced themselves OR parents to the teachers.	Student introduced themselves and parents to teachers after being asked.	Student did not make introductions after being asked.
Preparation	Before the interview, the student prepared to present portfolio.	Before the interview, the student was prepared to present most of the portfolio.	Before the interview, the student was prepared to present some of the portfolio.	The student did not prepare before the interview.
Portfolio Outcome	Student presented 5 activities thoroughly.	Student presented 4 activities.	Students presented 2-3 activities.	Students present 1 or less activities.

Total Score: \_\_\_\_/15

Evaluator: \_\_\_\_\_

Comments: \_\_\_\_\_



**RUBRIC 2**

Student Name:

points	5 points	3 points	1 point/0 points
Original Idea	Student provided evidence to their ideas on research.	Student made statement but provided no evidence.	Student completed research but didn't speak/ student didn't complete research or spoke
Response	Student responded to 3 or more peers with valuable concerns, comments, or questions.	Students responded to 1-2 peers with concerns, comments, or questions.	Students responded to 0-1 peers with concerns, comments, or questions.

Total Score \_\_\_\_/10

**RUBRIC 3**

Student Name:

points	5 points	3 points	1 point/0 points
Relation to Human Rights	Student adequately describes human rights.	Student somewhat refers to human rights.	Student makes little to no connection to human rights.
References	Student uses 3 or more references to the book or the article.	Student uses 2 references to the book or the article.	Student uses 1-0 references to the book or article.

**CHECKLIST 1**

	Yes or No
Compared 4 aspects of the movie to the book	
Contrasted 4 aspects of the movie to the book	



## Resource Bank

### Videos

<https://www.youtube.com/watch?v=ej0b7GHGYjs>

<https://www.youtube.com/watch?v=OFFrT7GLXdA&feature=youtu.be>

<https://www.history.com/topics/apartheid>

<https://www.youtube.com/watch?v=WO-AC2iOHqI>

<https://www.youtube.com/watch?v=6i11jNNGTV4&feature=youtu.be>

### Articles

<https://www.scientificamerican.com/article/famous-hela-human-cell-line-gets-its-dna-sequenced/>

<https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html>

<https://my.vanderbilt.edu/fl3afdevfilm/2013/12/hiv-aids-in-south-africa-and-the-united-states-a-comparative-essay/>

### Other

<http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/>

<http://libguides.mcckc.edu/c.php?g=465987&p=3185215>

<http://rebeccaskloot.com/the-immortal-life/teaching/>

[http://www.troup.org/userfiles/929/my%20files/social%20studies/7ss/africa/history/7th\\_african%20history%20curriculum%20map.docx.pdf?id=32417](http://www.troup.org/userfiles/929/my%20files/social%20studies/7ss/africa/history/7th_african%20history%20curriculum%20map.docx.pdf?id=32417)

[http://www.troup.org/userfiles/929/my%20files/social%20studies/7ss/africa/geography/africa\\_geo\\_resources\\_schoolpointe.pdf?id=23890](http://www.troup.org/userfiles/929/my%20files/social%20studies/7ss/africa/geography/africa_geo_resources_schoolpointe.pdf?id=23890)

**Schedule**

Day	ELA	Social Studies	Science
1	Introduction Lesson	Introduction Lesson	Introduction Lesson
2	<i>Lesson 1: Investigate the author of The Immortal Life of Henrietta Lacks</i>	<i>Lesson 1: European Partitioning of Africa</i>	<i>Lesson 1: Science Behind Immortal Cells</i>
3	<i>Lesson 2: Discuss the author of The Immortal Life of Henrietta Lacks</i>	<i>Lesson 2: The Apartheid</i>	<i>Lesson 2: Cell Similes</i>
4	<i>Lesson 3: Compare and Contrast Article to Book</i>	<i>Lesson 3: Education in Africa</i>	<i>Lesson 3: Medical Ethics</i>
5	<i>Lesson 4: Creative Writing about individuals from Henrietta Lacks</i>	<i>Lesson 4: Africa's government instability- AIDS and famine</i>	<i>Lesson 4: Scientific Writing</i>
6	<i>Lesson 5: Creative Writing about individuals, events, and ideas from Henrietta Lacks</i>	<i>Lesson 5: African Cultures and Religions.</i>	<i>Lesson 5: Timeline</i>
7	Conclusion Lesson	Conclusion Lesson	Conclusion Lesson

## Learning Plans

### Lesson Plan

<b>Name:</b>	Ashley Killebrew, Ashley Yates, Ginny Welch	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Introduction to Human Rights	<b>Date:</b> Day 1
<b>GPS/GSE Standard</b> ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	Why are human rights important? How can you describe your responsibility of upholding human rights? What aspects embody human rights?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> Students will know the importance of human rights. Students will know how to describe human rights. <b>Do</b> Students will be able to recall their previous knowledge about human rights. Students will be able to use critical thinking in discovering what experiences relate to human rights. <b>Be</b> Students will be able to set goals for upholding human rights. Students will be able to reflect on the examples and experiences of human rights presented by their peers and teachers.
<b>Academic Language</b>	<b>Academic Language Demand</b> Students will write the information about human rights in a webquest. The students will write on the chalk talk examples and evidence about human rights. <b>Language Functions</b> Students will analyze the different aspects of human rights. <b>Language Vocabulary</b> human rights <b>Language Discourse</b> Students will respond to one other on the chalk talk. <b>Language Syntax</b> The students will organize their ideas using the webquest.
<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b> <i>Before Lesson</i> Discuss how we used the surveys to arrive at the topic “human rights.” <i>Formative</i> Chalk Talk

	<i>Summative</i> Ticket out the door <b>Evidence of student progress and mastery (complete after lesson has been implemented):</b>
<b>Materials</b>	anchor charts, markers, paper, pencil, devices, graphic organizers, the website: <a href="https://www.theadvocatesforhumanrights.org/human_rights_basics.html">https://www.theadvocatesforhumanrights.org/human_rights_basics.html</a>
<b>Introduction to Lesson/ Activating Thinking</b>	All students will be in the same classroom with all three teachers. The students will be instructed to do a chalk talk with the word “human rights.” The students will be required to write at least one thing on the anchor charts at the beginning of class. We will also write a comment with the chalk talk. Then we will explain to the students the portfolio about human rights that they will complete. We will provide them a rubric that will coincide with the portfolio.
<b>Body of Lesson/ Teaching Strategies</b>	We will access the website and show this website to the students. Then we will co-explain the question, “What are human rights?” The answer is provided on the website, but we will share personal examples and examples relating to our students about human rights. Then the students will be able to know other example of human rights. The students will be instructed to do a webquest using the website, <a href="https://www.theadvocatesforhumanrights.org/human_rights_basics.html">https://www.theadvocatesforhumanrights.org/human_rights_basics.html</a> . The webquest will have the questions: <ul style="list-style-type: none"> <li>- What are human rights?</li> <li>- Why are human rights important?</li> <li>- What are the characteristics of human rights?</li> <li>- Where do human rights come from?</li> <li>- Who is responsible for upholding human rights?</li> <li>- How do rights become law?</li> </ul> Using this webquest, the students will be instructed to take notes in bullet form, on a word document, paper and pencil, anchor chart and markers, using graphic organizers and/or other visual representations.
<b>Closure/ Summarizing Strategies</b>	We will review the webquest and explain that the students will be learning about human rights in all three classes for the next six days. Then as a ticket out the door the students will be required to list two universal human rights learned from this lesson and explain in their own words what it means to them.
<b>Modifications/ Differentiations for Students’ Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A

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## Lesson Plan

<b>Name:</b>	Ashley Killebrew	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Why Rebecca?	<b>Date:</b> Day 2
<b>GPS/GSE Standard(s):</b> ELAGSE7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	What could have influenced Rebecca to write about Henrietta Lacks? What could have changed if Rebecca was in the real story? How does Rebecca try to bring justice to Henrietta Lacks' human rights? How do the family members of Henrietta Lacks feel about Rebecca? In the story? In real life?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> The students will be able to explain reasons why Rebecca wrote The Immortal Life of Henrietta Lacks. Students will be able to determine what human rights Henrietta Lacks didn't have during her life. <b>Do</b> Students will be able to recall previous knowledge about research. Students will be able to interpret the issues of human rights from the research about Rebecca. <b>Be</b> Students can recognize the impact of human rights on a person and family. Students will want to find justice through unjust issues.
<b>Academic Language</b>	<b>Academic Language Demand</b> Students will listen to me read chapter 4 and chapter 5. Students will write down information they retrieve about Rebecca. <b>Language Functions</b> Students will determine the benefits of knowing human rights. <b>Language Vocabulary</b> characterization, point of view, setting <b>Language Discourse</b> Students will construct arguments concerning the human rights of Henrietta Lacks. Students will analyze their research about Rebecca and Henrietta Lacks. <b>Language Syntax</b> Students will outline their research. Students will form an argument to defend their belief of the human rights that were misused.

<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for IEP Goals (Before lesson, formative &amp; summative):</b> N/A</p> <p><b>Assessment Plan for Learning Objectives</b></p> <p><i>Formative</i></p> <p>I will ask my students frequently throughout the research process to give me a thumbs up or thumbs down regarding whether or not they understand the research or instructions.</p> <p><i>Summative</i></p> <p>I will be assessing my students by having a ticket out the door, “What did I learn about human rights?”</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b> N/A</p>
<b>Materials</b>	<p>devices for research; if no devices, printed articles about Rebecca; The Immortal Life of Henrietta Lacks; interview of Rebecca; anchor chart; sticky notes</p>
<b>Introduction to Lesson/ Activating Thinking</b>	<p>I will play the rap that students from KIPP Bridge in Oakland, CA performed (<i>video 1</i>). Then I will discuss through a teacher led discussion that Rebecca Skloot, a woman in <i>video 1</i>, is the author. Then I will ask the students why they think Rebecca wanted to write about Henrietta Lacks. Was her life exciting? Was it boring? What happened to her? Do they know? Can you relate your culture to Henrietta Lacks? If so, how? Why not?</p>
<b>Body of Lesson/ Teaching Strategies</b>	<p>I will allow the students to investigate. The students will be given <i>rubric 2</i> before they start their research. In addition to <i>rubric 2</i>, they will be given the essential questions, “What could have influenced Rebecca to write about Henrietta Lacks? What could have changed if Rebecca was in the real story? How does Rebecca try to bring justice to Henrietta Lacks’ human rights? How do the family members of Henrietta Lacks feel about Rebecca? In the story? In real life?” But they are not limited to those questions. I will write on the board, “Research using these questions and any other questions you may have.” And once the students start to come up with questions on their own while they are researching, they will be allotted a place on the board to write these new questions so their peers can see the questions. I will monitor as the students use devices for articles, videos, or walk around and monitor the students’ research and help students when needed.</p>
<b>Closure/ Summarizing Strategies:</b>	<p>I will title an anchor chart “Who is Rebecca Skloot?” Then I will provide the students with sticky notes and they will write down one fact they research about Rebecca. Then after the students stick their fact, I will discuss how we researched Rebecca and the traits they researched and how they were able to use characterization strategies to help determine how to describe Rebecca.</p>

<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A
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## Lesson Plan

<b>Name:</b>	Ashley Killebrew	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Discuss Rebecca	<b>Date:</b> Day 3
<b>GPS/GSE Standard(s):</b> ELAGSE7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text. ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	What influenced Rebecca to write about Henrietta Lacks? How did Rebecca use herself in the plot of Henrietta Lacks? Does Rebecca bring Henrietta Lacks' family justice?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> Students will know how to describe the people (characters) they researched. Students will recognize the difference of how people were treated in Henrietta's era. <b>Do</b> Students will be able to collect information about Rebecca and Henrietta Lacks. Students will be able to recall information researched on the previous day. Students will be able to interpret other's opinions and agree or disagree based on the conclusions they have discovered. <b>Be</b> Students can relate the lack of human rights to an event in history. Students can reflect on their research.



	Students can set goals for researching about human rights.
<b>Academic Language</b>	<p><b>Academic Language Demand</b>  Students will speak about the information they research about Rebecca Skloot.  Students will write down information they retrieve about Rebecca.  Students will listen to the perspectives of human rights from their peers.  Students will write down the information presented from their peers.</p> <p><b>Language Functions</b>  Students will pose questions, concerns, and comments when responding to their peers.  Students will analyze their peers' comments by asking questions or raising concerns.</p> <p><b>Language Vocabulary</b>  characterization, point of view, setting</p> <p><b>Language Discourse</b>  Students will participate in a discussion about Rebecca choosing to write <i>The Immortal Life of Henrietta Lacks</i>.  Students will discuss different ways to protect human rights.</p> <p><b>Language Syntax</b> (set of conventions for organizing symbols, words, phrases into structures.)  Students will organize their research.  Students will organize their questions, comments, and concerns about the research they conducted.</p>
<b>Assessment/Evaluation</b>	<p><b>Assessment Plan for IEP Goals (Before lesson, formative &amp; summative):</b> N/A</p> <p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b>  <i>Formative</i>  I will check their research as they are having a discussion.  <i>Summative</i>  I will be assessing my students by whether they participated in the discussion about the research on Rebecca using Rubric 2.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	devices to refer to sources; if no devices, articles, sticky notes
<b>Introduction to Lesson/</b>	I will ask the students without looking at their notes to write down one fact that they researched the day before. Then I will tell them to share with their shoulder partner. Then I will instruct them to get their

<b>Activating Thinking</b>	research and find a fact that neither of them had. We will have a brief share of 2-3 facts from the whole group.
<b>Body of Lesson/ Teaching Strategies</b>	The students will be given 35 minutes to have a socratic seminar. The students will be required to have <i>rubric 2</i> and their research in front of them. I will start the conversation with the question, “Who is Rebecca Skloot?” Then the students are required to meet the goals in <i>rubric 2</i> . The students know they are required to answer/discuss all the essential questions.
<b>Closure/ Summarizing Strategies:</b>	The last 15 minutes of class, the essential questions will be posted around the room and the students are required to put at least two sticky notes with an answer/explanation regarding that question. Then I will discuss how characterization is used to answer these questions.
<b>Modifications/ Differentiations for Students’ Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A

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## Lesson Plan

<b>Name:</b>	Ashley Killebrew	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Rebecca's Interpretation and Science's Interpretation	<b>Date:</b> Day 4
<b>GPS/GSE Standard(s):</b> ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text. ELAGSE7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts. S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How can I compare two texts about the same topic? What aspects can I contrast about two texts if they are about the same topic?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> Students will know how to identify the type of text they are reading. Students will know how to describe characters, ideas, and setting in given texts. <b>Do</b> Still will be able to compare two different texts about the same topic. Students will be able to describe examples in their lives relating to Rebecca or Henrietta Lacks. Students will compare the evidence presented in each text. <b>Be</b> Students can reflect on their peers' questions, comments, and concerns regarding the two different texts.
<b>Academic Language</b>	<b>Academic Language Demand</b> Students will write down their observations about two the different texts. Students will listen to one another in order to compare the different articles. Students will speak to one another in order to portray the information in each text. <b>Language Functions</b> Students will analyze the difference in the two texts.

	<p>Students will determine which author cares more about Henrietta Lack's human rights.</p> <p><b>Language Vocabulary</b> creative nonfiction, informational, evidence, plot, author's purpose</p> <p><b>Language Discourse</b> Students will discuss with one another about the findings in the article. Students will discuss different ways to compare the two texts.</p> <p><b>Language Syntax</b> Students will organize their information in an outline or graphic organizer. Students will organize the different ways they interpreted the article and the book. Students will organize the information about how organisms interact.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for IEP Goals (Before lesson, formative &amp; summative):</b> N/A</p> <p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p><i>Formative</i> I will have a teacher led discussion about the comparison of the article to The Immortal Life of Henrietta Lacks regarding human rights that were violated.</p> <p><i>Summative</i> I will give the students a response question where the students explain which author cares more (or less) for Henrietta Lacks' human rights. The completion of the Venn Diagram.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	highlighters, markers, sticky notes, graphic organizer templates, anchor chart
<b>Introduction to Lesson/ Activating Thinking</b>	I will read Chapter 17, "Illegal, Immoral, and Deplorable," to the class. Then I will ask them to reflect on the chapter by outlining the chapter with their table group on an anchor chart.
<b>Body of Lesson/ Teaching Strategies</b>	<p>The students will then read the article <a href="https://www.scientificamerican.com/article/famous-hela-human-cell-line-gets-its-dna-sequenced/">https://www.scientificamerican.com/article/famous-hela-human-cell-line-gets-its-dna-sequenced/</a> with their groups. The students will then complete another anchor chart about how the scientists collected their findings. Then the students will compare the difference in tone and</p>

	purpose of the two text on another anchor chart. To wrap up the lesson, the students will be required to fill out a venn diagram regarding the article and the book.
<b>Closure/ Summarizing Strategies:</b>	I will allow a teacher led discussion in order to reiterate the points that they discovered through the anchor charts.
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A

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## Lesson Plan

<b>Name:</b>	Ashley Killebrew	<b>Grade: 7th</b>
<b>Lesson Title:</b>	Creative Writing about Human Rights	<b>Date:</b> Day 5
<b>GPS/GSE Standard(s):</b> ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text. ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <b>Individual Education Plan Goal(s) and Benchmarks for the Focus Learner(s):</b> N/A		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How does Rebecca influence the events in The Immortal Life of Henrietta Lacks? Does she influence HeLa's human rights? What events could've been handled different in The Immortal Life of Henrietta Lacks? How could the people and events in HeLa's life influence people in today's time?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> Students will know how to describe the people in HeLa's life. Students will know how to identify events in HeLa's life that relate to her human rights. <b>Do</b> Students will be able to list aspects of events that refers to the human rights that HeLa didn't contain during her life. Students will be able to analyze a quote from The Immortal Life of Henrietta Lacks. Students will be able to identify examples of figurative language in order to aid their creative writing. <b>Be</b> Students can reflect on how they can write about emotions that seem to be difficult. Students can set goals in helping them become stronger in their beliefs that bring positivity by examining the wrongdoings of the scientists regarding human rights.
<b>Academic Language</b>	<b>Academic Language Demand</b> Students will be able to discuss the different aspects of HeLa's life regarding human rights.

	<p>Students will listen to me read the quote.</p> <p>Students will be able to listen to one another before they write the creative writing assignment.</p> <p><b>Language Functions</b></p> <p>Students will analyze and interpret the interactions among the individuals in The Immortal Life of Henrietta Lacks regarding human rights.</p> <p><b>Language Vocabulary</b></p> <p>point of view, characterization, creative writing, creative nonfiction</p> <p><b>Language Discourse</b></p> <p>Students will discuss their peers in order to communicate about the different ways they can portray their comprehension of the HeLa, Rebecca, and human rights.</p> <p><b>Language Syntax</b></p> <p>Students will outline their ideas.</p> <p>Students will organize their ideas by using one of the prompts given.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for IEP Goals (Before lesson, formative &amp; summative):</b> N/A</p> <p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p><i>Formative</i></p> <p>Check for a topic sentence after they start writing.</p> <p><i>Summative</i></p> <p>I will take their creative writing and assess the writing whether or not they mentioned or alluded to human rights.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b> N/A</p>
<b>Materials</b>	example of creative writing from each prompt
<b>Introduction to Lesson/ Activating Thinking</b>	I will read chapter 15 to the class as an introduction.
<b>Body of Lesson/ Teaching Strategies</b>	<p>Then the students will be given the quote from chapter 17. "Henrietta died at 12:15 a. m. on October 4, 1951" (page 119). The will be given the prompt:</p> <ul style="list-style-type: none"> <li>- Write an eulogy about how important HeLa's cells are and incorporate the violation human rights of HeLa.</li> <li>- Write a sympathy letter to the immediate family of HeLa as if they were a family member regarding HeLa's rights that were misused.</li> </ul>

	<ul style="list-style-type: none"><li>- Students write an apology letter from the scientists perspective about human rights.</li></ul> <p>The students will be required to pick two out of three of these prompts to complete.</p>
<b>Closure/ Summarizing Strategies:</b>	<p>The students will share their creative writing with their shoulder partner. The partners will come to a consensus to answer the essential questions. As a whole class, I will call on a variety of students to cover each question.</p>
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<p><b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A</p>

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## Lesson Plan

<b>Name:</b>	Ashley Killebrew	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Human Writes	<b>Date:</b> Day 6
<b>GPS/GSE Standard(s):</b> ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text. ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <b>Individual Education Plan Goal(s) and Benchmarks for the Focus Learner(s):</b> N/A		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How can you relate human rights to the events that happened in Deborah's life? In Joe's life? How could explain ways to protect Deborah's human rights? Joe's human right? How can you use your own experiences to connect to Deborah and/or Joe?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> Students will know how to describe the human rights that embody Deborah and Joe. Students will know how to describe the meaning of human rights using characters from The Immortal Life of Henrietta Lacks. <b>Do</b> Students will be able to create a reflection of human rights regarding the characters in The Immortal Life of Henrietta Lacks. Students will be able to compare the human rights of Joe to the human rights of Deborah. Students will be able to identify the theme of human rights within the book. Students will be able to identify examples from their own experiences. Students will be able to follow instruction to create a graphic organizer. <b>Be</b> Students can emulate the behavior needed to preserve the human rights of themselves and others. Students can reflect on the behaviors of others and act on what they know is right versus what they know is wrong, regarding human rights.

<b>Academic Language</b>	<p><b>Academic Language Demand</b></p> <p>Students will listen to me read chapter 19.</p> <p>Students will write down facts that relate to human rights.</p> <p>Students will discuss the issues of human rights in real life situations.</p> <p><b>Language Functions</b></p> <p>Students will identify the examples of human rights that are presented in chapter 19.</p> <p>Students will analyze and interpret the ideas concerning the human rights of Deborah and Joe.</p> <p>Students will argue whether or not the human rights of Deborah and/or Joe are violated.</p> <p><b>Language Vocabulary</b></p> <p>universal human rights, characterization, dialogue, creative nonfiction</p> <p><b>Language Discourse</b></p> <p>Students will discuss human rights with one another using real life situations.</p> <p>Students will discuss their analysis of Deborah and Joe with one another.</p> <p><b>Language Syntax</b></p> <p>Students will organize their information in a graphic organizer.</p> <p>Students will organize their information and ideas using a poem or visual representation.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for IEP Goals (Before lesson, formative &amp; summative):</b> N/A</p> <p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p><i>Formative</i></p> <p>The summary on the sticky note.</p> <p><i>Summative</i></p> <p>The comprehension chapter 19 quiz (in the closure of this lesson plan)</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b> N/A</p>
<b>Materials</b>	color paper, markers
<b>Introduction to Lesson/ Activating Thinking</b>	<p>The students will write their predictions based on the title on a sticky note. The students will listen to me read chapter 19. After I read the chapter, I will ask the students to add a one to two sentence summary of what the chapter was actually about.</p>

<b>Body of Lesson/ Teaching Strategies</b>	<p>The students will be able to choose a piece blank color paper (8.5 in. x 11 in.). The students will fold the piece of paper into three sections along the 11 in side. Then the students will title the first section, “Who?” The middle section, “What happened?” And the third section “What were the people thinking?” Therefore, the students will collect information about the individuals, events, and ideas in chapter 19. After the students fill in the chart they created, the students will be prompted with the questions:</p> <ul style="list-style-type: none"> <li>- Did Deborah really have to go somewhere else for school? How much control did Deborah have over this situation? Was Deborah treated fairly?</li> <li>- What right did Joe have? How did Joe lose control of that right? Was Joe treated fairly?</li> </ul> <p>Each student will be given another sheet of colored paper and they will have quiet time to analyze these questions. Then they will be permitted the time to write and organize their ideas in a way they want to present it to their partner, such as a visual, short paragraph, graphic organizer.</p>
<b>Closure/ Summarizing Strategies:</b>	<p>The students will be given a comprehension quiz over chapter 19 constituting the questions:</p> <ul style="list-style-type: none"> <li>- How did Bobbette respond to Deborah’s pregnancy?</li> <li>- Where did Deborah go?</li> <li>- Describe Deborah’s marriage in three or more sentences.</li> <li>- How was Joe’s life different than his brothers’ lives?</li> <li>- What crime did Joe commit?</li> <li>- Why did Joe turn himself into the police?</li> </ul>
<b>Modifications/ Differentiations for Students’ Individual Needs</b>	<p><b>Differentiation Category:</b> N/A  <b>Modification(s)/Accommodation(s):</b> N/A  <b>Rationale:</b> N/A</p>

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## Lesson Plan

<b>Name:</b>	Ashley Yates	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Science Behind Immortal Cells	<b>Date:</b> Day 2
<b>GPS/GSE Standard(s):</b> <b>S7L3. Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.</b> a. Construct an explanation supported with scientific evidence of the role of genes and chromosomes in the process of inheriting a specific trait.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How can immortal cells help doctors and researchers learn about the human body? How do human rights play a role in genetics?
<b>Central Focus/Lesson Objective(s)</b>	Students will be able to... <ul style="list-style-type: none"> <li>- Evaluate cell division and reproduction</li> <li>- Explain immortal cells</li> </ul> Know: Students will know what cells are made of (organelles) Students will know types of cells (prokaryotes/eukaryotes) Do: Students will evaluate immortal cells. Students will examine cell replication and division Be: Students will engage in discussions on how medical decisions can violate human rights.
<b>Academic Language</b>	<b>Academic Language Demand</b> Reading and writing  <b>Language Functions</b> Analyze and evaluate  <b>Language Vocabulary</b> Cells (division, replication), telomerase, genetic engineering, mutation, chromosome

	<p><b>Language Discourse and Language Syntax</b></p> <p>Before reading <i>The Immortal Life of Henrietta Lacks</i>, students will read an article explaining how immortal cells scientifically work. Students will annotate the article and in groups discuss interesting and confusing information. The teacher will then lead the class in explaining terms from the article. Students will take notes on this lesson of immortal cells involving cell division and reproduction. At the end of class, students will write predictions on how they think immortal cells aided the scientific community and how Henrietta Lack's rights could have been violated.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p>Before lesson: Article  <a href="https://www.inverse.com/article/31538-henrietta-lacks-immortal-cells-cervical-cancer">https://www.inverse.com/article/31538-henrietta-lacks-immortal-cells-cervical-cancer</a></p> <p>Formative: Notes from immortal cells lesson  Summative: Student predictions</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	<p>Cell Reproduction/Immortal Cells PowerPoint  <i>The Immortal Life of Henrietta Lacks</i>  <a href="https://www.inverse.com/article/31538-henrietta-lacks-immortal-cells-cervical-cancer">https://www.inverse.com/article/31538-henrietta-lacks-immortal-cells-cervical-cancer</a></p>
<b>Introduction to Lesson/ Activating Thinking</b>	<p>Students will read annotate the article found on  <a href="https://www.inverse.com/article/31538-henrietta-lacks-immortal-cells-cervical-cancer">https://www.inverse.com/article/31538-henrietta-lacks-immortal-cells-cervical-cancer</a></p> <p>Students will be divided into groups of 3 and talk about what they found interesting and confusing in the article. Annotated article will be placed in portfolio.</p>
<b>Body of Lesson/ Teaching Strategies</b>	<p>As a whole class, teacher will explain new vocabulary or terms the students found in the article. The article introduces main ideas so students will need to know further information about genetics and cell reproduction in order to evaluate the effects of immortal cells.</p>
<b>Closure/ Summarizing Strategies</b>	<p>Students will turn in their predictions on how immortal cells have affected the medical society and what restrictions of human rights Henrietta Lacks will encounter throughout the book.</p>

<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category</b> N/A <b>Modification(s)/Accommodation(s)</b> N/A <b>Rationale</b> N/A
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## Lesson Plan

<b>Name:</b>	Ashley Yates	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Cell-mile	<b>Date:</b> Day 3
<b>GPS/GSE Standard(s):</b> <b>S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</b> B. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. <i>(Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)</i> <b>ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How do the functions of a cell contribute to scientific breakthroughs? How can creating a simile aid you in remembering information?
<b>Central Focus/Lesson Objective(s)</b>	Students will be able to... <ul style="list-style-type: none"> <li>- Construct an explanation of how cell structures contribute to the function of a cell</li> <li>- Develop a model of a cell and its structures</li> </ul> Know: Students will know about figurative language Students will know about organelles Students will know how cells make up organisms Do: Students will construct a paper based on a simile that can describe cells Students will justify how their simile incorporates all functions of cells Be: Students will be able to support their simile Students will be able to interpret cell functions

<b>Academic Language</b>	<b>Academic Language Demand</b> Reading, listening/speaking, writing  <b>Language Functions</b> Develop and construct  <b>Language Vocabulary</b> Nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria  <b>Language Discourse and Language Syntax</b> Class will discuss cell simile provided from the prologue of <i>The Immortal Life of Henrietta Lacks</i> . Teacher will present a NearPod presentation and students will quiz on NearPod. Students will then create their own cell simile.
<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative)</b> Before lesson: Prologue Discussion Formative: NearPod Quiz Summative: Creative Cell Simile  <b>Evidence of student progress and mastery (complete after lesson has been implemented):</b>
<b>Materials</b>	PowerPoint
<b>Introduction to Lesson/ Activating Thinking</b>	Class will begin a discussion on the following topic using the prologue of <i>The Immortal Life of Henrietta Lacks</i> : 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?
<b>Body of Lesson/ Teaching Strategies</b>	NearPod: Functions of a Cell ( <a href="https://share.nearpod.com/4rJEvnTu2L">https://share.nearpod.com/4rJEvnTu2L</a> )
<b>Closure/ Summarizing Strategies</b>	Students will create their own cell simile. Using an example on the NearPod, students will get an idea of how to create their own cell simile. Example on NearPod is drawing of a factory modified to look like a cell featuring the major features. Students will be given ideas such as drawing a mall, school, or city.



<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category</b> N/A <b>Modification(s)/Accommodation(s)</b> N/A <b>Rationale</b> N/A
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## Lesson Plan

<b>Name:</b>	Ashley Yates	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Medical Ethics	<b>Date:</b> Day 4
<b>GPS/GSE Standard(s):</b> <b>S7L3. Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.</b> a. Construct an explanation supported with scientific evidence of the role of genes and chromosomes in the process of inheriting a specific trait. b. Develop and use a model to describe how asexual reproduction can result in offspring with identical genetic information while sexual reproduction results in genetic variation. ( <i>Clarification statement:</i> Models could include, but are not limited to, the use of monohybrid Punnett squares to demonstrate the heritability of genes and the resulting genetic variation, identification of heterozygous and homozygous, and comparison of genotype vs. phenotype.)		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How can genetics be violated? How do patient rights affect the medical field?
<b>Central Focus/Lesson Objective(s)</b>	Students will be able to... <ul style="list-style-type: none"> <li>- Construct an explanation of genetics</li> <li>- Describe how genes reproduce</li> </ul> Know: Students will know what rights patients have Students will know their human rights Students will know about genetics Do: Students will describe rights violated in the text Students will examine genetic engineering Be: Students will be able to assess unethical medical decisions Students will judge human rights as they relate to medical advancements
<b>Academic Language</b>	<b>Academic Language Demand</b> Reading, writing, listening/speaking  <b>Language Functions</b> Construct and develop  <b>Language Vocabulary</b>

	<p>Genetic engineering, genetic variation, science ethics, consent</p> <p><b>Language Discourse and Language Syntax</b></p> <p>Students will read chapter 17 and whole class discuss Dr. Southam's wrongdoings. Teacher will present a lesson on genetics and how genetics determines traits. Students will have a guided notes sheet. Class will bring together the lesson on genetics and scientific morals by discussing how the two took place in chapter 17. Students will turn in a written response of 3 human rights violated in chapter 17.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p>Before lesson: discussion on chapter 17</p> <p>Formative: discussion on how genetics and human rights were violated</p> <p>Summative: written response on 3 human rights violations in chapter 17</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	Chapter 17 <i>The Immortal Life of Henrietta Lacks</i>
<b>Introduction to Lesson/ Activating Thinking</b>	<p>Students will have read chapter 17 for homework. Class will begin with a discussion on chapter 17.</p> <ul style="list-style-type: none"> <li>- Consent issues</li> <li>- Science ethics</li> <li>- Genetic engineering</li> </ul>
<b>Body of Lesson/ Teaching Strategies</b>	Class will go through a PowerPoint on genetics and use a guided notes sheet. Class will discuss how it was ethically wrong for Dr. Southam to inject patients with cancerous HeLa cells. The discussion will then lead to how patients rights were violated.
<b>Closure/ Summarizing Strategies</b>	Ticket-out-the-door: Write down 3 violations of human rights violated in chapter 17.
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<p><b>Differentiation Category</b></p> <p>N/A</p> <p><b>Modification(s)/Accommodation(s)</b></p> <p>N/A</p> <p><b>Rationale:</b> N/A</p>

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## Lesson Plan

<b>Name:</b>	Ashley Yates	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Scientific Writing	<b>Date:</b> Day 5
<b>GPS/GSE Standard(s):</b> <b>S7L3. Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.</b> <b>ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.</b>		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	If you had a terminal illness, would you want to know?
<b>Central Focus/Lesson Objective(s)</b>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>- Explain how organisms reproduce</li> <li>- Write argument to support claims</li> </ul> <p>Know:</p> <p>Students will know how to write informational/scientific papers</p> <p>Students will know how genetics affects humans and cultures</p> <p>Do:</p> <p>Students will collect evidence to write a scientific paper</p> <p>Students will take a stance on their medical rights</p> <p>Be:</p> <p>Students will be able to value their rights</p> <p>Students will be able to support their morals and rights</p>
<b>Academic Language</b>	<p><b>Academic Language Demand</b></p> <p>Reading, writing, listening/speaking</p> <p><b>Language Functions</b></p> <p>Evaluate and demonstrate</p> <p><b>Language Vocabulary</b></p> <p>Mapping genes, cloning, raw material, The Common Rule, Biobanks, Donor restrictions, Inventive effort, genetic rights, DNA testing, genetic disease</p>

	<b>Language Discourse and Language Syntax</b> Teacher will engage students in class discussion on medical consent. Students will use <i>The Immortal Life of Henrietta Lacks</i> to define medical terms. After terms are evaluated in a graphic organizer, students will begin to write an essay on given prompt. Essay prompt and guidelines will be given and students must use terms in essay.
<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative)</b> Before lesson: Brief discussion led by teacher on informed medical consent Formative: Key Concepts matrix Summative: Essay <b>Evidence of student progress and mastery (complete after lesson has been implemented):</b>
<b>Materials</b>	<a href="http://sciencenetlinks.com/student-teacher-sheets/key-concepts/">http://sciencenetlinks.com/student-teacher-sheets/key-concepts/</a> <i>The Immortal Life of Henrietta Lacks</i>
<b>Introduction to Lesson/ Activating Thinking</b>	Different cultures hold different beliefs about health, religion, and death. In some cultures, if a person is terminally ill, the family members may tell the doctors they do not want that person to know they are dying for fear the person will give up and die. This is called a right <b>not</b> to know.
<b>Body of Lesson/ Teaching Strategies</b>	Students will complete the Key Concepts matrix. Students should define the key concepts listed in the table to demonstrate understanding of the concepts. ( <a href="http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/">http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/</a> )
<b>Closure/ Summarizing Strategies</b>	Students will write an essay exploring the question, "If you had a terminal illness, would you want to know? Why or why not?" Students will use the Key Concepts matrix to guide them in writing the essay. Students should define the key concepts listed in the table and then incorporate those in their essay to demonstrate understanding of the concepts.
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category</b> N/A <b>Modification(s)/Accommodation(s)</b> N/A <b>Rationale</b> N/A

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## Lesson Plan

<b>Name:</b>	Ashley Yates	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Timeline	<b>Date:</b> Day 6
<b>GPS/GSE Standard(s):</b> <b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b> C. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How has science evolved to incorporate human rights?
<b>Central Focus/Lesson Objective(s)</b>	Students will be able to... <ul style="list-style-type: none"> <li>- Analyze scientific medical history</li> <li>- Interpret how disease affects individuals and populations</li> </ul> Know: Students will know how disease affects populations Students will know how HeLa cells impacted the medical society Do: Students will identify a scientific theme from the book Students will create a timeline of significant medical instances that occurred throughout the book Be: Students will interpret the situations that occurred Students will select situations that match their theme
<b>Academic Language</b>	<b>Academic Language Demand</b> Reading and writing  <b>Language Functions</b> Analyze and interpret  <b>Language Vocabulary</b> Cancer, cells, ethical standards, immortal, informed consent  <b>Language Discourse and Language Syntax</b> Students will choose a theme from the book and create a timeline of significant medical phenomena that occurred throughout “The Immortal Life of Henrietta Lacks.” Students will choose at least ten major events that occurred throughout the book.

<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b> Before lesson: Discussion on what determines a major event Formative: Discussion on how HeLa cells have advanced scientific knowledge Summative: Completed timeline with at least 15 major events and explanations  <b>Evidence of student progress and mastery (complete after lesson has been implemented):</b>
<b>Materials</b>	<i>The Immortal Life of Henrietta Lacks</i>
<b>Introduction to Lesson/ Activating Thinking</b>	Teacher will begin class with discussion on major events that have occurred during students lives. Instances can be personal, social, emotional, etc. (birthdays, Presidents, vacations, world events).
<b>Body of Lesson/ Teaching Strategies</b>	Students will create a timeline of significant medical instances that occurred throughout <i>The Immortal Life of Henrietta Lacks</i> . The timeline must include at least 15 events that impacted Henrietta Lacks in some way.
<b>Closure/ Summarizing Strategies</b>	Students will turn in an explanation of how HeLa cells have altered scientific knowledge and advanced scientific breakthroughs.
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale</b> N/A

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## Lesson Plan

<b>Name:</b>	Ginny Welch	<b>Grade:</b> 7th
<b>Lesson Title:</b>	European Partitioning of Africa	<b>Date:</b> Day 2
<b>GPS/GSE Standard(s):</b> <b>SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.</b> a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.		

Learning - Focus	Strategies
<b>Essential Question(s)</b>	How did European partitioning affect Africa and its inhabitants? How do the negative aspects of this affect our world today? In what ways do the partitioning of africa relate to what we read about Henrietta Lacks's life?
<b>Central Focus/Lesson Objective(s)</b>	Know: Students will be able to explain the impact European partitioning had on Africans and how it violated their human rights. Be: Students will reflect on the comparisons of the violation of human rights in land ownership of Africans and Henrietta Lacks. Do: Students will be able to reflect on prior knowledge of European expansion.
<b>Academic Language</b>	<b>Academic Language Demand</b> In this lesson students will be, listening, speaking and writing.  <b>Language Functions</b> Explain, Reflect.  <b>Language Vocabulary</b> Partitioning, conflict, artificial political boundaries.  <b>Language Discourse</b> Students will follow along as a read from the book, <i>The Immortal Life of Henrietta Lacks</i> , students will read and follow along with the PowerPoint, write explanations and a paragraph on their worksheets.  <b>Language Syntax</b> Students will be expected to list pro and cons of colonization.



<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b> <b>Before Lesson:</b> Students will have a quick discussion over prior knowledge of European exploration and its impact on natives in other countries. <b>Formative:</b> Students will complete a graphic organizer and review this as a class describing their illustrations and captions <b>Summative:</b> students will turn in their ticket out the door at the end of the lesson for me to assess. This will be submitted into their portfolio.  <b>Evidence of student progress and mastery (complete after lesson has been implemented):</b>
<b>Materials</b>	PowerPoint presentation, storyboard graphic organizer and T-chart worksheet.
<b>Introduction to Lesson/ Activating Thinking</b>	<p>To begin this lesson students will listen as I read chapter 2 of The Immortal Life of Henrietta Lacks out loud (specifically focusing on pages 25&amp;26.)</p> <p>After chapter 2 has been read students will take out their journals and answer the prompt on the board. Chapter 2 deals with the influx of workers into Turner Station. The prompt will read, “We read about the influx of workers in Turner Station, how do you think that affects people's way of life once the steel plant industry leaves Turner Station?”</p> <p>Students will answer this prompt individually in their journals.</p> <p>After students have sufficient time to answer the prompt they will be asked to share their responses with the class, creating a class discussion. Students will need to thoroughly explain how the people of Baltimore, specifically Henrietta, were impacted by this.</p> <p>I will prompt students to reflect and discuss the rights of the people who lived in Turner station before the building of Sparrow Point, how their lives were affected before and after. Were jobs supplied fairly to everyone? How did this impact Henrietta Lacks?</p>
<b>Body of Lesson/ Teaching Strategies</b>	I will present a PowerPoint presentation over the European Partitioning across Africa to students. After the powerpoint is completed, students have a decent understanding of the reasons for

	<p>European Partitioning in Africa, and the causes and effects, students will create their own storyboard.</p> <p>Each student will be given a storyboard worksheet. They will be allowed to use their notes to draw multiple examples, reasons, and outcomes of the colonization and partitioning of Africa. With each illustration students must add a description caption explaining their drawing.</p> <p>Students will be allowed to show their drawing to the class under the document camera onto the smart board and give a description of their illustrations.</p>
<b>Closure/ Summarizing Strategies</b>	<p>Students will now be given their ticket out the door assignment. Using information from the powerpoint, students will create a T-chart listing the advantages and disadvantages of European colonization in Africa. Students will be given about twenty prompts they may choose to organize as either an advantage or disadvantage. After completing their T-Charts students will write one paragraph explaining their views on colonization of Africa. This will be written in complete sentences and turned in as the ticket out the door.</p>
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<p><b>Differentiation Category:</b> N/A</p> <p><b>Modification(s)/Accommodation(s):</b> N/A</p> <p><b>Rationale:</b> N/A</p>

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## Lesson Plan

<b>Name:</b>	Ginny Welch	<b>Grade:</b> 7th
<b>Lesson Title:</b>	The Apartheid	<b>Date:</b> Day 3
<b>GPS/GSE Standard(s):</b> <b>SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.</b> c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.		

Learning - Focus	Strategies
<b>Essential Question(s)</b>	<p>How were South Africans humans rights impacted and violated by the apartheid?</p> <p>What was Nelson Mandela and F.W. de Klerk's role in ending the apartheid system in South Africa?</p>
<b>Central Focus/Lesson Objective(s)</b>	<p>Know: Students will be able to analyze and explain the impact of the apartheid on South Africa.</p> <p>Be: Students will be able to identify the violations of South Africans human rights as well as the violation of African Americans human rights in <i>The Immortal Life of Henrietta Lacks</i>.</p> <p>Do: Students will understand that when conflict does occur between societies or within them, change is also likely to occur.</p>
<b>Academic Language</b>	<p><b>Academic Language Demand</b></p> <p>In this lesson students will be listening to videos, students will also be discussing and writing.</p> <p><b>Language Functions</b></p> <p>Analyze, explain and identify.</p> <p><b>Language Vocabulary</b></p> <p>Apartheid, Nelson Mandela, F.W de Klerk.</p> <p><b>Language Discourse</b></p> <p>Students will be listening to me read the book <i>The Immortal Life of Henrietta Lacks</i>, they will participate in class discussions, write journal entries and view videos about the apartheid.</p> <p><b>and Language Syntax</b></p>

	Conflict and change
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p><b>Before lesson:</b> Students will have a class discussion of human rights in <i>The Immortal Life of Henrietta Lacks</i>.</p> <p><b>Formative:</b> Students will participate in a class discussion over videos about the apartheid and Nelson Mandela</p> <p><b>Summative:</b> Students will submit their journal entries at the end of class for assessment. These will be added to their portfolios.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	<p><i>The Immortal Life of Henrietta Lacks</i>, two online videos, student journals chromebooks.</p> <p><a href="https://www.youtube.com/watch?v=OFFrT7GLXdA&amp;feature=youtu.be">https://www.youtube.com/watch?v=OFFrT7GLXdA&amp;feature=youtu.be</a></p> <p><a href="https://www.history.com/topics/apartheid">https://www.history.com/topics/apartheid</a></p>
<b>Introduction to Lesson/ Activating Thinking</b>	<p>To introduce the lesson students will listen as I read quotes of the text, <i>The Immortal Life of Henrietta Lacks</i>. The quotes will be displayed on the smart board for students to read along. These two quotes come from pages 15 and 64 of the text and discuss the unfair treatment and segregation of African Americans, specifically Henrietta as she visits Hopkins. Students will be asked to answer the following question in their journals, “How were Henrietta’s human rights violated? How may have things turned out differently if henrietta was a white woman?”</p>
<b>Body of Lesson/ Teaching Strategies</b>	<p>Students will view two videos that discuss the apartheid and Nelson Mandela. After students view these videos I will facilitate a class discussion over the videos, prompting students to reflect and discuss the treatment of South africans, their human rights, the violation of their rights, how they lived differently from whites, how the government was involved, how conflict arose, who were key leaders at that time, and how did change come about.</p> <p>Each student will be expected to participate in the class discussion.</p>
<b>Closure/ Summarizing Strategies</b>	<p>Students will be asked to use their journals to write a 2-3 page journal entry from the perspective of a black South African, a white South African or nelson Mandela.</p> <p>Students will need to include examples and evidence to back up their arguments and claims, they may use the chrome books to rewatch the previous videos or to complete their own research on the apartheid.</p>

	<p>These journal entries will be completed individually and submitted at the end of class.</p> <p>Students are welcome to incorporate what we have discussed about segregation in <i>The Immortal Life of Henrietta Lacks</i> into their essays but it is not required.</p>
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<p><b>Differentiation Category:</b>N/A</p> <p><b>Modification(s)/Accommodation(s):</b> N/A</p> <p><b>Rationale:</b> N/A</p>

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## Lesson Plan

<b>Name:</b>	Ginny Welch	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Education in Africa	<b>Date:</b> Day 4
<b>GPS/GSE Standard(s):</b> <b>SS7CG3 The student will analyze how politics in Africa impacts standard of living.</b> a. Compare how various factors, including gender, affect access to education in Kenya and Sudan		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How does a child's gender affect their access to education in Kenya and Sudan?
<b>Central Focus/Lesson Objective(s)</b>	<p>Know: Students will be able to identify and explain the impact of political issues in Africa which impact the standard of living.</p> <p>Be: Student will understand different African societies roles in education.</p> <p>Do: Students will be able to compare and contrast how gender and other factors impact education in africa.</p>
<b>Academic Language</b>	<p><b>Academic Language Demand</b> Students will be able to read and write, listen, and demonstrate during this lesson.</p> <p><b>Language Functions</b> Identify, explain, understand.</p> <p><b>Language Vocabulary</b> Gender, access, politics, government</p> <p><b>Language Discourse and Language Syntax</b> Students will identify education by gender of different countries, view a video over education and compare and contrast factors of education. Compare and contrast.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p><b>Before lesson:</b> Students will participate in a quick discussion of education in countries we have learned in the past.</p>

	<p><b>Formative:</b> Working in groups students will share their answers for education in different countries with the class.</p> <p><b>Summative:</b> Students will turn in their venn diagrams as the ticket out the door for assessment. These will be added to their portfolios.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	<i>The Immortal Life of Henrietta Lacks</i> , journals, chromebooks, triple venn diagram worksheet.
<b>Introduction to Lesson/ Activating Thinking</b>	<p>Students will be given copies of certain parts of the text from <i>The Immortal Life of Henrietta Lacks</i>. Using these excerpts students will answer the following questions in their journals:</p> <p>How do we see poverty affect the Lacks family's ability to get justice for Henrietta?</p> <p>How do we see that a lack of education affects Henrietta, Deborah and her family?</p> <p>After answering the questions, students will be asked to share their responses with the class and describe why a better education could have helped Henrietta family and herself.</p>
<b>Body of Lesson/ Teaching Strategies</b>	<p>Students will be split into groups of two each group will have a chromebook. Students will be asked to go to the following website:</p> <p><a href="https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html">https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html</a></p> <p>Using this website students will fill in a chart listing certain countries and the literacy rates among males and females in that country.</p> <p>Students will then use the data to answer a list of questions about the literacy rates of those counties and how gender impacts their literacy rates.</p> <p>Students will then watch a video over the Education system in Sudan</p> <p><a href="https://www.youtube.com/watch?v=WO-AC2iOHqI">https://www.youtube.com/watch?v=WO-AC2iOHqI</a></p> <p>Students will be asked to take notes as they watch the video.</p>
<b>Closure/ Summarizing Strategies</b>	Working together in their groups students will be given a triple venn diagram they need to fill out comparing and contrast the various factors that impact a students education in Africa. These can be completes together and students may choose which factors they find most interesting.

	Students will still have access to chromebooks is more research is needed. These Venn diagrams will be taken up at the end of class.
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A

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## Lesson Plan

<b>Name:</b>	Ginny Welch	<b>Grade:</b> 7th
<b>Lesson Title:</b>	Africa's government instability- AIDS and famine	<b>Date:</b> Day 5
<b>GPS/GSE Standard(s):</b> <b>SS7CG3 The student will analyze how politics in Africa impacts standard of living.</b> b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	How has government instability impacted African citizens human rights? How might a change in government instability help african citizens?
<b>Central Focus/Lesson Objective(s)</b>	Know: Students will identify the impact of government cooperation with its citizens. Be: students will be aware government instability and its impact on health in Africa. Do: Students will read and write about the violation of african humans rights in regard to famine and health care.
<b>Academic Language</b>	<b>Academic Language Demand</b> In this lesson students will be reading and writing.  <b>Language Functions</b> Read, write, identify.  <b>Language Vocabulary</b> Famine, AIDS, government instability.  <b>Language Discourse and Language Syntax</b> Students will view a video and read an article relating to the standard then write a persuasive essay.
<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b> <b>Before lesson:</b> Students will relate the standard to <i>The Immortal Life of Henrietta Lacks</i> . <b>Formative:</b> Students will take note over video and article, may be reviewed by teacher. <b>Summative:</b> Students will complete a persuasive essay that will be turned in the following day. This will be added to their portfolios.

	<b>Evidence of student progress and mastery (complete after lesson has been implemented):</b>
<b>Materials</b>	<i>The Immortal Life of Henrietta Lacks</i> , AIDS essay article, journals, video, another article.
<b>Introduction to Lesson/ Activating Thinking</b>	<p>Students will listen as I read them an excerpt from a comparative essay over the issue of AIDS in South Africa. This essay lists the reasons for the spreading of AIDS in africa, specifically more to females than males and the lack of treatment for the black population compared to the white population.</p> <p><a href="https://my.vanderbilt.edu/fl3afdevfilm/2013/12/hiv aids-in-south-africa-and-t he-united-states-a-comparative-essay/">https://my.vanderbilt.edu/fl3afdevfilm/2013/12/hiv aids-in-south-africa-and-t he-united-states-a-comparative-essay/</a></p> <p>Students will then be asked to compare this unjust medical treatment between races to the medical treatment we have read about in <i>The Immortal Life of Henrietta Lacks</i></p> <p>Students will be asked to list at least 5 comparisons and explanations of Africans medical treatment and african americans medical treatment in <i>The Immortal Life of Henrietta Lacks</i>. Students will list these in their journals for me to review.</p>
<b>Body of Lesson/ Teaching Strategies</b>	<p>Students will view a video over famine, government instability and living conditions in Africa.</p> <p><a href="https://www.youtube.com/watch?v=6i11jNNGTV4&amp;feature=youtu.be">https://www.youtube.com/watch?v=6i11jNNGTV4&amp;feature=youtu.be</a></p> <p>Students will also be supplied with an appropriate article over AIDS in Africa.</p> <p>Students should be keeping notes over the reasons behind AIDS and famine throughout africa and how it is impacting the peoples lives.</p>
<b>Closure/ Summarizing Strategies</b>	<p>After students have viewed their resources and made notes they will be asked to write a persuasive essay to the governments of african countries persuading them to put the people's needs first. Students will write a rough draft in class that needs to be checked by a teacher then they may handwrite or type their final draft for homework to be turned in the next day.</p> <p>Students should use their notes from the video and article and evidence to back up their claims.</p>

<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A
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## Lesson Plan

<b>Name:</b>	Ginny Welch	<b>Grade:</b> 7th
<b>Lesson Title:</b>	African cultures and religions	<b>Date:</b> Day 6
<b>GPS/GSE Standard(s):</b> <b>SS7G4 The student will describe the diverse cultures of the people who live in Africa.</b> a. Explain the differences between an ethnic group and a religious group. b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.		

<b>Learning - Focus</b>	<b>Strategies</b>
<b>Essential Question(s)</b>	What are Africa's cultures and religions? How are Africa's cultures similar and different? Do these religions and cultures impact any of their human rights?
<b>Central Focus/Lesson Objective(s)</b>	Know: Students will understand that the cultures of different societies relate to their religions, customs, traditions and government. Be: students will understand the different religions among African ethnic groups and the reasons behind it. Do: Students can identify how human rights are impacted through different cultures and religions.
<b>Academic Language</b>	<b>Academic Language Demand</b> In this lesson students will be reading and writing.  <b>Language Functions</b> Understand, identify, explain.  <b>Language Vocabulary</b> Bantu ,Ashanti, Swahili, Arab, Islam. Ethnic group Religious group  <b>Language Discourse and Language Syntax</b> Students will read and write as they follow along with the PowerPoint.
<b>Assessment/ Evaluation</b>	<b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b> <b>Before lesson:</b> Students will review the religious views of the Lacks family and the culture. <b>Formative:</b> Guided notes, all students will complete these.

	<p><b>Summative:</b> Graphic organizer as the ticket out the door. This will be added to their portfolios.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b></p>
<b>Materials</b>	<i>The Immortal Life of Henrietta Lacks</i> , journals, powerpoint presentation, guided notes, graphic organizer.
<b>Introduction to Lesson/ Activating Thinking</b>	<p>Students will listen as I read excerpts from the book, <i>The Immortal Life of Henrietta Lacks</i>. These excerpts will focus on the religious beliefs of the Lacks family. The excerpts come specifically from page 44, and 45. Students will be asked to reflect on the family's view on the supernatural. Students will answer the following writing prompt in their journals, "How does the Lacks views on the supernatural help them or harm them? How does the supernatural and science coincide in this book?"</p> <p>Student will answer the prompts in their journals for me to review and add insight.</p>
<b>Body of Lesson/ Teaching Strategies</b>	<p>Students will view a PowerPoint presentation about ethnic groups and religion groups in africa and the cultures and religions of african ethnic groups.</p> <p>Student will be given guided notes to complete during the presentation. Students should follow along with the presentation in order to get all of their notes filled in, these note will be necessary for their next assignment.</p>
<b>Closure/ Summarizing Strategies</b>	<p>Students will work in groups of two to complete a graphic organizer over the ethnic groups of africa, specifically Arab, Ashanti, Bantu, and Swahili. Students may use their guided notes from the presentation to fill out the graphic organizer. Students should list the religion, language, ancestry, and location of these groups.</p>
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<p><b>Differentiation Category:</b> N/A</p> <p><b>Modification(s)/Accommodation(s):</b> N/A</p> <p><b>Rationale:</b> N/A</p>

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## Lesson Plan

<b>Name:</b>	Ashley Killebrew, Ashley Yates, Ginny Welch	<b>Grade:</b> 7
<b>Lesson Title:</b>	Conclusion Lesson: Popcorn and Presenting	<b>Date:</b> Day 7
<b>GPS/GSE Standard(s):</b> <b>ELAGSE7RL7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <b>S7L3. Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.</b> a. Construct an explanation supported with scientific evidence of the role of genes and chromosomes in the process of inheriting a specific trait. b. Develop and use a model to describe how asexual reproduction can result in offspring with identical genetic information while sexual reproduction results in genetic variation. <i>(Clarification statement: Models could include, but are not limited to, the use of monohybrid Punnett squares to demonstrate the heritability of genes and the resulting genetic variation, identification of heterozygous and homozygous, and comparison of genotype vs. phenotype.)</i> <b>SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.</b> b. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries. c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.		

Learning - Focus	Strategies
<b>Essential Question(s)</b>	How does human rights affect society? What is the significance of human rights in your life today? How has the history of human rights affected you?
<b>Central Focus/Lesson Objective(s)</b>	<b>Know</b> Students will know how to identify violations of humans rights. Students will know how to describe how HeLa cells, history, and events in their lives affect human rights. Students will know higher level aspects of human rights that will be beneficial in ELA, Social Science, and Science. <b>Do</b> Students will be able to recall previous notions about human rights in their lives or in current events. Students will be able to list facts about the characters in <i>The Immortal Life of Henrietta Lacks</i> .

	<p>Students will be able to describe events in history and science that concern human rights.</p> <p><b>Be</b></p> <p>Students can set goals for researching human rights.</p> <p>Students can reflect on their gain of knowledge about human rights.</p> <p>Students can reflect on their thought process of how human rights is important to everyone.</p>
<b>Academic Language</b>	<p><b>Academic Language Demand</b></p> <p>Students will listen to the movie so they can connect the aspects of human rights they have been exposed to.</p> <p>Students will speak to us about their portfolio.</p> <p><b>Language Functions</b></p> <p>Students will analyze the movie so they can compare certain</p> <p><b>Language Vocabulary</b></p> <p>setting, characters, plot, and other vocab among subject areas when presenting their portfolio</p> <p><b>Language Discourse</b></p> <p>Students will write about their analysis of the movie relating it to the book.</p> <p><b>Language Syntax</b></p> <p>Students will organize their thoughts and ideas concerning the movie and the book.</p> <p>Students will organize their comparison of the movie and book.</p>
<b>Assessment/ Evaluation</b>	<p><b>Assessment Plan for Learning Objectives (Before lesson, formative &amp; summative):</b></p> <p><i>Before lesson</i></p> <p>Throughout the unit we will have informed the students that all worksheets, graphic organizers, and summatives should be in their portfolio.</p> <p><i>Formative</i></p> <p>The students will assess themselves using a checklist.</p> <p><i>Summative</i></p> <p>The comparison of the movie to the book using <i>checklist 1</i>.</p> <p><b>Evidence of student progress and mastery (complete after lesson has been implemented):</b> N/A</p>
<b>Materials</b>	rubric, portfolio, movie, colored paper, markers
<b>Introduction to Lesson/ Activating Thinking</b>	We will allow students to make a prediction of what they think will be different and/or the same in the movie.

<b>Body of Lesson/ Teaching Strategies</b>	The students will watch the movie and compare and contrast the movie to the book using <i>checklist 1</i> . While the students are watching the movie, we will take rotations allowing each student to present their portfolio using <i>rubric 1</i> .
<b>Closure/ Summarizing Strategies</b>	The students will share with their partner about the comparison and contrasts of the movie to the book.
<b>Modifications/ Differentiations for Students' Individual Needs</b>	<b>Differentiation Category:</b> N/A <b>Modification(s)/Accommodation(s):</b> N/A <b>Rationale:</b> N/A

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## Self-Evaluation of Unit Plans

Name: Ashley Killebrew

A. Overarching understanding and rationale

Is the overarching understanding clearly stated? **yes**

Has it been translated into one to three essential questions? **yes**

Is the grade/age level indicated? **yes**

Does it make use of student input and is appropriate for the community? **yes**

Does your rationale statement make sense, and will it address the personal and social concerns of students at the age you teach? **yes**

B. Concepts and essential questions

Have you chosen a workable number of concepts and essential questions to address? **yes**

Do they seem to be central to your purpose? **yes**

Have you defined the concepts in a way that children will understand? **yes**

C. Objectives

Do the objectives include knowledge, skills, and attitudes? **yes**

Are they related to the national standards of a learned society and the Georgia Standards of Excellence (ELA) in ELA and Math and the Georgia Performance Standards/Georgia Standards of Excellence (GPS/GSE) in Science and Social Studies? **yes**

Do they make use of input and are they appropriate for the community? **yes**

Do they describe the actions students will take to demonstrate their learning? **yes**

Do they include the conditions under which students will demonstrate learning and the criteria for judging whether learning has occurred? **yes**

D. Resource Bank

Are there a variety of resources, and do they support your objectives and essential questions? **yes**

Are resources organized so that they are useful to you? **yes**

Have you been creative and broad in your choice of resources? **yes**

E. Lesson Plans

Are they well-organized? **yes**

Do they include a variety of activities? **yes**

Does the sequencing make sense, given your objectives and essential questions? **yes**

Have you tried to attend the needs of your diverse students? **yes**

Have you been creative in some way? **yes**

Are the content and skills important enough to be taught? **yes**

Is there an introduction and content closure? **yes**

Do they include questions for students, estimates of time, and procedural closures or transitions? **yes**

F. Evaluation

Is the evaluation well-organized and aligned with your objectives? **yes**

Are both formal and informal evaluations included, and are assessments detailed enough to get important data about student learning? **yes**

Have you included copies of all assessment instruments and a description of the criteria you will use to evaluate student work? **yes**

G. Group Evaluation - Assign EACH team member a “grade” between 1 (inadequate) to 5 (superior)

Ashley Killebrew: **5**

Ashley Yates: **5**

Ginny Welch: **5**

Provide a rationale for your ratings of the group with these guiding principles. Give specific examples/evidence to support your evaluation.

Did the group consider each member’s expectations and discuss how it would operate? Was each group member prepared and completed a fair share of his/her work outside of class? Did each member attend and contribute SIGNIFICANTLY to work sessions? Did each group member consider alternatives when making decisions and avoid quick solutions? Did each group member act assertively, confront conflict, and use consensus-building skills?

**Each group member communicated with one another and came to an agreement on the introduction lesson and the conclusion lesson. We each completed our lessons plans in appropriate amounts of time. When we came to a part that was confusing we were able to give each other guidance. Also, when conflict occurred over certain situations, we were able to communicate with one another in order to resolve the problem. When one of us asked to meet outside of class, we all attempted to make the meeting work. We were able to work hard together even though we disagreed on certain aspects of the unit. We were all assertive with our lesson plans and getting the idea of human rights embedded in our lesson plans. We were able to come to a consensus over the conflicts that arose, which allowed us to build skills through teamwork.**

## Self-Evaluation of Unit Plans

Name: Ashley Yates

A. Overarching understanding and rationale

Is the overarching understanding clearly stated? Yes

Has it been translated into one to three essential questions? Yes

Is the grade/age level indicated? Yes

Does it make use of student input and is appropriate for the community? Yes

Does your rationale statement make sense, and will it address the personal and social concerns of students at the age you teach? Yes

B. Concepts and essential questionsHave you chosen a workable number of concepts and essential questions to address?  
Yes

Do they seem to be central to your purpose? Yes

Have you defined the concepts in a way that children will understand? Yes

C. Objectives

Do the objectives include knowledge, skills, and attitudes? Yes

Are they related to the national standards of a learned society and the Georgia Standards of Excellence (ELA) in ELA and Math and the Georgia Performance Standards/Georgia Standards of Excellence (GPS/GSE) in Science and Social Studies? Yes

Do they make use of input and are they appropriate for the community? Yes

Do they describe the actions students will take to demonstrate their learning? Yes

Do they include the conditions under which students will demonstrate learning and the criteria for judging whether learning has occurred? Yes

D. Resource Bank

Are there a variety of resources, and do they support your objectives and essential Questions? Yes

Are resources organized so that they are useful to you? Yes

Have you been creative and broad in your choice of resources? Yes

E. Lesson Plans

Are they well-organized? Yes

Do they include a variety of activities? Yes

Does the sequencing make sense, given your objectives and essential questions? Yes

Have you tried to attend the needs of your diverse students?

Have you been creative in some way? Yes

Are the content and skills important enough to be taught? Yes

Is there an introduction and content closure? Yes

Do they include questions for students, estimates of time, and procedural closures or Transitions? Yes

F. Evaluation

Is the evaluation well-organized and aligned with your objectives? Yes

Are both formal and informal evaluations included, and are assessments detailed enough to get important data about student learning? Yes

Have you included copies of all assessment instruments and a description of the criteria you will use to evaluate student work? Yes

G. Group Evaluation - Assign EACH team member a “grade” between 1 (inadequate) to 5 (superior)

Ashley Killebrew: 5

Ashley Yates: 5

Ginny Welch: 5

Provide a rationale for your ratings of the group with these guiding principles. Give specific examples/evidence to support your evaluation.

Did the group consider each member’s expectations and discuss how it would operate?

Was each group member prepared and completed a fair share of his/her work outside of class? Did each member attend and contribute SIGNIFICANTLY to work sessions? Did each group member consider alternatives when making decisions and avoid quick solutions? Did each group member act assertively, confront conflict, and use consensus-building skills?

Each group member took into account the other’s ideas and how they would fit into this integrated curriculum unit. As a group, we decided *The Immortal Life of Henrietta Lacks* encompassed all subjects and were able to collaborate on ideas based off of the book. Each group member came to all meetings prepared and ready to discuss ideas. We had many meetings in and out of class where we collaborated and made sense of what our final product should look like. We all worked diligently outside of class and completed an equal amount. Each member did an equal amount of lesson plans and would revise/edit each other’s work if needed. Each group member attended all work sessions and contributed to the overall unit. As a group, we found standards that closely aligned with our unit and brainstormed activities to implement throughout.

We all were able to consider each other's ideas and consulted one another before making major decisions. When conflict occurred, we were able to talk it out and compromise. Going into this unit, I did not realize how much conflict would occur; however, it was all worked out and each member felt happy with the overall unit.

## Self-Evaluation of Unit Plans

Name: Ginny Welch

A. Overarching understanding and rationale

Is the overarching understanding clearly stated? Yes

Has it been translated into one to three essential questions? Yes

Is the grade/age level indicated? Yes

Does it make use of student input and is appropriate for the community? Yes

Does your rationale statement make sense, and will it address the personal and social concerns of students at the age you teach? Yes

B. Concepts and essential questionsHave you chosen a workable number of concepts and essential questions to address?  
Yes

Do they seem to be central to your purpose? Yes

Have you defined the concepts in a way that children will understand? Yes

C. Objectives

Do the objectives include knowledge, skills, and attitudes? Yes

Are they related to the national standards of a learned society and the Georgia Standards of Excellence (ELA) in ELA and Math and the Georgia Performance Standards/Georgia Standards of Excellence (GPS/GSE) in Science and Social Studies? Yes

Do they make use of input and are they appropriate for the community? Yes

Do they describe the actions students will take to demonstrate their learning? Yes

Do they include the conditions under which students will demonstrate learning and the criteria for judging whether learning has occurred? Yes

D. Resource Bank

Are there a variety of resources, and do they support your objectives and essential Questions? Yes

Are resources organized so that they are useful to you? Yes

Have you been creative and broad in your choice of resources? Yes

E. Lesson Plans

Are they well-organized? Yes

Do they include a variety of activities? Yes

Does the sequencing make sense, given your objectives and essential questions? Yes

Have you tried to attend the needs of your diverse students? Yes

Have you been creative in some way? Yes

Are the content and skills important enough to be taught? Yes

Is there an introduction and content closure? Yes

Do they include questions for students, estimates of time, and procedural closures or Transitions? Yes

F. Evaluation

Is the evaluation well-organized and aligned with your objectives? Yes

Are both formal and informal evaluations included, and are assessments detailed enough to get important data about student learning? Yes

Have you included copies of all assessment instruments and a description of the criteria you will use to evaluate student work? Yes

G. Group Evaluation - Assign EACH team member a “grade” between 1 (inadequate) to 5 (superior)

Ashley Killebrew:5

Ashley Yates:5

Ginny Welch:5

Provide a rationale for your ratings of the group with these guiding principles. Give specific examples/evidence to support your evaluation.

Did the group consider each member’s expectations and discuss how it would operate?

Was each group member prepared and completed a fair share of his/her work outside of class? Did each member attend and contribute SIGNIFICANTLY to work sessions? Did each group member consider alternatives when making decisions and avoid quick solutions? Did each group member act assertively, confront conflict, and use consensus-building skills?

Our group members had no difficulty in discussing how we would complete this project and what our overall theme would be. We came to an easy conclusion and all agreed on the overall theme and how we would organize this assignment. Each group member shared her ideas and received feedback from the others, we created a schedule for when we should meet for this project, in and out of class. All group members were present during every meeting and contributed greatly to the research and ideas behind our project. When not physically together we continued to stay in contact and work individually on this assignment. As the project progressed we had differing opinions on the best way to proceed but these were easily resolved and we

continued working towards our goal. Each group member took responsibility for their share of the project and kept others informed with what they worked on.