

## Grade 10: Henrietta’s Dance Language Task

All students must read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to automatically and fluently decode words and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, are key determining factors in what makes a student able to read and understand complex texts.<sup>1</sup>

The language tasks have been developed to support teachers in developing students’ language sense through repeated exploration of how key sentences from the texts of the ELA Guidebooks 2.0 units are put together to produce meaning. This approach reinforces students’ knowledge of language structures and how those structures produce meaning.<sup>2</sup>

Each language task is made of at least 20 language links. Each language link is designed to take around 10-15 minutes to conduct. The links can be used with the ELA Guidebooks 2.0 units as a beginning activity with a whole class of students or during targeted, small-group instruction or individual instruction with students who need additional support. Each language link contains text to display or project as a stimulus for student work, teacher directions, and student look-fors. The student look-fors include examples of accurate student responses; however they are not inclusive or exclusive of all possible responses.

The language links focus students on the study of mentor sentences from the unit texts. Mentor sentences were selected for their meaning and their structure. The mentor sentences focus on the main ideas or concepts of the unit texts and present opportunities for students to practice with the complex structures of their grade level. Students study each mentor sentence using the same five lesson protocol. The same five language links are then repeated with a new mentor sentence.

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<sup>1</sup> Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

<sup>2</sup> Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from [http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
  - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
  - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
  - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
  - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
  - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.

Throughout this section, notes are provided to identify places of additional skills support for students based on previous grade-level standards. Be sure to keep track during these language links of places where students need additional skills support, and use time during small-group or individual instruction to target those skills.

## *Henrietta's Dance*

### Mentory Sentence 1: What does this sentence mean?

1. Display or project:

“The day George Gey got his hands on Lacks’s cells, everything changed. For the Geys, for medicine, and eventually for the Lackses.”

From *Henrietta's Dance*

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

#### Student Look-Fors:

- The sentence means that life for everyone and everything changed once George Gey got Henrietta’s cells.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
  - a. “Another way to say this sentence is...”
  - b. “I made meaning of this sentence by...”
  - c. “I looked at...”
  - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

## *“Henrietta’s Dance”*

### Mentory Sentence 1: What do I notice about this sentence?

1. Display or project:

“The day George Gey got his hands on Lacks’s cells, everything changed. For the Geys, for medicine, and eventually for the Lackses.”

From *“Henrietta's Dance”*

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
  - a. “I noticed...which means...”
  - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
  - a. “What are the parts of this sentence?”
  - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
  - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
  - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
  - e. “What happens after the first period?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
  - a. “We noticed...which means...”
  - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

**Student Look-Fors:**

- Students may notice a wide variety of things about the sentence, including:
  - This sentence explains the impact that Henrietta’s cells had on the world.
  - There is one complete sentence and one fragment made up of parallel prepositional phrases.
  - There is a dependent clause followed by an independent clause.
  - There is a comma separating the dependent and independent clause.
  - The prepositional phrases are separated by commas and all start with the preposition “for.”
  - The dependent clause tells us “when” things changed.
  - This is a complex sentence because it is made up of an independent and dependent clause.
  - The fragment made of prepositional phrases tells us “who/what” things changed for.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to \_\_\_\_\_.
- b. Noticing \_\_\_\_\_ helped me understand the sentence because \_\_\_\_\_.
- c. Knowing \_\_\_\_\_ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>3</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>3</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

*“Henrietta’s Dance”*

**Mentory Sentence 1: What do I know this sentence means?**

1. Display or project:

“The day George Gey got his hands on Lacks’s cells, everything changed. For the Geys, for medicine, and eventually for the Lackses.”

*From “Henrietta's Dance”*

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?** .....
- (Did/will) **DO WHAT?** .....
- **WHEN** did who do what? .....
- **WHERE** did who do what? .....
- **WHY** did who do what? .....
- **HOW** did who do what? .....

Summary Sentence: \_\_\_\_\_

5. Ask the following questions one at a time and prompt students to record their written responses.

<b>WHO/WHAT?</b>	everything
(Did/will) <b>DO WHAT?</b>	changed
<b>WHEN</b> did who do what?	the day George Gey got his hands on Lacks’s cells
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	N/A

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to answer questions not provided in the original sentence.

<b>WHO/WHAT?</b>	everything
(Did/will) <b>DO WHAT?</b>	changed
<b>WHEN</b> did who do what?	the day George Lacks got his hands on Lacks's cells (1951)
<b>WHERE</b> did who do what?	Hopkins Hospital
<b>WHY</b> did who do what?	immortal cells were discovered
<b>HOW</b> did who do what?	N/A

7. Say: "Write a summary of the sentence underneath the quotation. Make sure to put the sentence into your own words."

**Student Look-Fors:**

- In 1951 at Hopkins Hospital, everything changed the day George Lacks got his hands on Henrietta Lacks's cells because he discovered the first immortal cells.

8. After several minutes, ask a few students to share their statements with the class.
9. Prompt students to revise or adjust their written responses based on what their classmates shared.

## *“Henrietta’s Dance”*

### **Mentory Sentence 1: What is the structure of this sentence?**

1. Display or project:

“The day George Gey got his hands on Lacks’s cells, everything changed. For the Geys, for medicine, and eventually for the Lackses.”

*From “Henrietta's Dance”*

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
  - a. “What does this sentence mean?”
  - b. “What have you noticed about this sentence?”
  - c. “How is it put together?”

#### **Student Look-Fors:**

- This sentence explains the impact that Henrietta’s cells had on the world.
- Students might say they noticed prepositional phrases, commas, or fragments.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + period + prepositional phrase + prepositional phrase + prepositional phrase + period.
- They should understand that the introductory phrase answers the question “When did everything change?”
- Students might notice that there is a period after the independent clause. The prepositional phrases are a separate list. The list modifies the noun before the period. The period causes the reader to pause, and then read the list. Although this is not grammatically correct, it is done purposefully by the writer to show the effect of the word being modified.

4. Display or project:

As soon as Henrietta Lacks walked into Johns Hopkins Hospital, life changed. For her, for her family, and ultimately for all people.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

**Student Look-Fors:**

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a dependent clause followed by an independent clause and three parallel prepositional phrases.
- They should also identify that the dependent clause answers the question “When?”
- The dependent clause begins with *as soon as* - a subordinating conjunction.
- The mentor sentence begins with *on the day*, which is a prepositional phrase. That is different from the second sentence.

6. Say: “Now let’s build a quality sentence about the day that Dee returns to her family home from the text ‘Everyday Use’ using phrases and clauses.”
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

**Student Look-Fors:**

- *When Dee returns to her family home, Maggie stands her ground. For the quilt, for her grandmother, and ultimately for her family’s traditions and heritage.*

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences below.”
9. Prompt students to identify subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- After \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Before \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- During \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

10. Direct students to reflect on their learning. Ask: “How does breaking down this sentence into its parts support your understanding of the sentence?” Answers can be spoken or written.

## “Henrietta’s Dance”

### Mentory Sentence 1: Can I write a quality sentence?

1. Display or project:

“The day George Gey got his hands on Lacks’s cells, everything changed. For the Geys, for medicine, and eventually for the Lackses.”

*From “Henrietta’s Dance”*

After \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
Before \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
During \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

How have Hela cells impacted medical science over time?

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How have Hela cells impacted medical science over time?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer “when.”
6. Encourage students to use the unit texts to ensure they have an accurate response.

#### Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
  - After her death, Henrietta Lacks’s cells became immortal. In the polio vaccination, in nuclear test sites around the world, and even in a space shuttle high above the earth.
  - Before consent was offered to the doctors by the Lacks family, Henrietta Lacks’s cells were on

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the move. To George Gey, to Richard TeLinde, and to attack her vital organs.

- During the autopsy of Henrietta Lacks, Mary Kubicek, a young lab assistant, had the striking realization that the corpse was a real person. A wife, a mother, a woman who took the time to paint her toenails.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains when the cells became immortal.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “After her death, Henrietta Lacks’s cells became immortal. In \_\_\_\_\_, in \_\_\_\_\_, and even in \_\_\_\_\_.”

### *“Henrietta’s Dance”*

#### **Mentor Sentence 2: What does this sentence mean?**

1. Display or project:

“She’s simply called HeLa, the code name given to the world’s first immortal human cells -- *her* cells, cut from her cervix just months before she died.”

From “Prologue: The Woman on the Photograph”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

#### **Student Look-Fors:**

- **HeLa cells, the first immortal cells, were taken from Henrietta Lacks’s cervix shortly before she died.**
4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
    - a. “Another way to say this sentence is...”
    - b. “I made meaning of this sentence by...”
    - c. “I looked at...”
    - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

## *“Henrietta’s Dance”*

### **Mentor Sentence 2: What do I notice about this sentence?**

1. Display or project:

“She’s simply called HeLa, the code name given to the world’s first immortal human cells -- *her* cells, cut from her cervix just months before she died.”

From “Prologue: The Woman on the Photograph”

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
  - a. “I noticed...which means...”
  - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
  - a. “What are the parts of this sentence?”
  - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
  - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
  - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
  - e. “What information does the reader gain after the dash?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
  - a. “We noticed...which means...”

- b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- c. “They noticed...which meant...”  
 d. “They knew...so they...”

### Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - This sentence explains the origin of HeLa cells.
  - “*Her*” is italicized and seems to be important.
  - There is on complete sentence made up of an independent and an appositive, set off by a comma, made from a noun clause.
  - There is a dash (double hyphen).
  - The dash seems to emphasize the description of the cells to drive home the point that they were hers and they killed her.
  - There is a noun and an appositive following the dash.
  - This is a complex sentence because it is made up of an independent and dependent clause and a dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to \_\_\_\_\_.
- b. Noticing \_\_\_\_\_ helped me understand the sentence because \_\_\_\_\_.
- c. Knowing \_\_\_\_\_ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>4</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>4</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

*“Henrietta’s Dance”*

**Mentor Sentence 2: What do I know this sentence means?**

1. Display or project:

“She’s simply called HeLa, the code name given to the world’s first immortal human cells -- *her* cells, cut from her cervix just months before she died.”

From “Prologue: The Woman on the Photograph”

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?** .....
- (Did/will) **DO WHAT?** .....
- **WHEN** did who do what? .....
- **WHERE** did who do what? .....
- **WHY** did who do what? .....
- **HOW** did who do what? .....

Summary Sentence: \_\_\_\_\_

5. Ask the following questions one at a time and prompt students to record their written responses.

**WHO/WHAT?**

She

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(Did/will) <b>DO WHAT?</b>	Is called HeLa
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	Simply

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to answer questions not provided in the original sentence.

<b>WHO/WHAT?</b>	She (Henrietta Lacks)
(Did/will) <b>DO WHAT?</b>	Is called HeLa
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	In scientific communities around the world
<b>WHY</b> did who do what?	Because she is the donor of the world's first immortal cells
<b>HOW</b> did who do what?	simply

7. Say: "Write a summary of the sentence underneath the quotation. Make sure to put the sentence into your own words."

**Student Look-Fors:**

- Henrietta Lacks is now simply known as HeLa in scientific communities around the world because her cervical cells became the first immortal cells.

8. After several minutes, ask a few students to share their statements with the class.
9. Prompt students to revise or adjust their written responses based on what their classmates shared.

## *“Henrietta’s Dance”*

### **Mentor Sentence 2: What is the structure of this sentence?**

2. Display or project:

“She’s simply called HeLa, the code name given to the world’s first immortal human cells -- *her* cells, cut from her cervix just months before she died.”

From “Prologue: The Woman on the Photograph”

11. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
12. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
- “What does this sentence mean?”
  - “What have you noticed about this sentence?”
  - “How is it put together?”

#### Student Look-Fors:

- This sentence means that Henrietta Lacks is now simply known as HeLa in scientific communities around the world because her cervical cells became the first immortal cells.
- Students might say they noticed prepositional phrases, commas, or dashes.
- Students should understand that the parts of this sentence are independent clause + comma + appositive phrase + dash + participle phrase + period.
- The participle phrase is used to emphasize and describe the immortal cells.

13. Display or project:

One scientist estimates that if you could pile all the HeLa cells ever grown onto a scale, they’d weigh more than 50 million metric tons -- an inconceivable number, given that an individual cell weighs almost nothing.

From "Prologue: The Woman on the Photograph"

14. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

**Student Look-Fors:**

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause, followed by an appositive phrase, a dash, and a participle phrase.
- The phrases modify and elaborate on the words directly preceding them.

15. Say: "Now let's build a quality sentence about the Lacks Family and HeLa cells using phrases and clauses."

16. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

**Student Look-Fors:**

- George Gey finally achieved his goal, to create a cell that could be immortal -- live on forever in test tubes around the world.

17. Say: "Now let's construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include dashes."

18. As a class, create a sentence frame that illustrates the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- \_\_\_\_\_, \_\_\_\_\_ -- \_\_\_\_\_.

19. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

## *“Henrietta’s Dance”*

### Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“She’s simply called HeLa, the code name given to the world’s first immortal human cells -- *her* cells, cut from her cervix just months before she died.”

From “Prologue: The Woman on the Photograph”

\_\_\_\_\_ , \_\_\_\_\_ -- \_\_\_\_\_ .

Explain how HeLa cells changed the world.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How did HeLa cells change the world?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an independent clause.
6. Encourage students to use the unit texts to ensure they have an accurate response.

#### Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
  - The birth of HeLa cells marked the death of Henrietta Lacks, a wife and mother -- a loving

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mother of five children who were left motherless.

- The participle phrase should have a clear relationship with the phrase that it follows. For example in the look-for above, the participle phrase clarifies the type of mother Henrietta Lacks was.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The birth of HeLa cells marked the death of Henrietta Lacks, a wife and mother, \_\_\_\_\_.”

*“Immortal Cells, Moral Issues”*

**Mentor Sentence 3: What does this sentence mean?**

1. Display or project:

“Meanwhile, the saga of Henrietta Lacks tells us that without genuine healthcare reform, her scientific legacy will forever overshadow her human one.”

From *“Immortal’ Cells, Moral Issues”*

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

**Student Look-Fors:**

- The sentence means that Henrietta’s scientific contributions are more recognized than her human contributions unless major healthcare reforms take place.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
  - a. “Another way to say this sentence is...”
  - b. “I made meaning of this sentence by...”
  - c. “I looked at...”
  - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

*“Immortal Cells, Moral Issues”*

**Mentor Sentence 3: What do I notice about this sentence?**

1. Display or project:

“Meanwhile, the saga of Henrietta Lacks tells us that without genuine healthcare reform, her scientific legacy will forever overshadow her human one.”

From *“Immortal’ Cells, Moral Issues”*

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
  - a. “I noticed...which means...”
  - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
  - a. “What are the parts of this sentence?”
  - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
  - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
  - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
  - a. “We noticed...which means...”
  - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- e. "They noticed...which meant..."
- f. "They knew...so they..."

### Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
    - This sentence explains reforms are needed to bring healthcare reforms in order to honor Henrietta's human legacy.
    - "Meanwhile" is a conjunctive adverb that serves as a transition.
    - There is a comma after "meanwhile."
    - After the conjunctive adverb there is a dependent clause ("the saga of Henrietta Lacks tells us that without genuine healthcare reform") and an independent clause ("her scientific legacy will forever overshadow her human one").
    - This is a complex sentence because it is made up of an independent and dependent clause.
7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
    - a. To understand this sentence, I had to \_\_\_\_\_.
    - b. Noticing \_\_\_\_\_ helped me understand the sentence because \_\_\_\_\_.
    - c. Knowing \_\_\_\_\_ comes in handy when determining the meaning of this sentence.
  8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>5</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

*“Immortal Cells, Moral Issues”*

**Mentor Sentence 3: What do I know this sentence means?**

1. Display or project:

“Meanwhile, the saga of Henrietta Lacks tells us that without genuine healthcare reform, her scientific legacy will forever overshadow her human one.”

From *“Immortal’ Cells, Moral Issues”*

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?** .....
- (Did/will) **DO WHAT?** .....
- **WHEN** did who do what? .....
- **WHERE** did who do what? .....
- **WHY** did who do what? .....
- **HOW** did who do what? .....

Summary Sentence: \_\_\_\_\_

5. Ask the following questions one at a time and prompt students to record their written responses.

<b>WHO/WHAT?</b>	Her scientific legacy
Did/will <b>DO WHAT?</b>	Will forever overshadow her human one
<b>WHEN</b> did who do what?	Until healthcare is reformed
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A

**HOW** did who do what?

**genuinely**

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

**Student Look-Fors:**

- **Until healthcare is genuinely reformed, Henrietta Lacks's scientific heritage will always be more important and better remembered than her human one.**
7. After several minutes, ask a few students to share their statements with the class.
  8. Prompt students to revise or adjust their written responses based on what their classmates shared.

*“Immortal Cells, Moral Issues”*

**Mentor Sentence 3: What is the structure of this sentence?**

1. Display or project:

“Meanwhile, the saga of Henrietta Lacks tells us that without genuine healthcare reform, her scientific legacy will forever overshadow her human one.”

From “‘Immortal’ Cells, Moral Issues”

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
  - a. “What does this sentence mean?”
  - b. “What have you noticed about this sentence?”
  - c. “How is it put together?”

**Student Look-Fors:**

- The sentence means that Henrietta’s scientific contributions are more recognized than her human contributions unless major healthcare reforms take place.
- Students might say they noticed prepositional phrases, commas, or conjunctive adverbs.
- Students should understand that the parts of this sentence are conjunctive adverb + comma + dependent clause + comma + independent clause + period.

4. Display or project:

Incidentally, despite the fact that HeLa cells came from Henrietta Lacks, her family likely never gained from the scientific advancements her cells afforded.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

**Student Look-Fors:**

## MENTOR SENTENCES

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- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a conjunctive adverb followed by a comma and a dependent clause then another comma and an independent clause.

6. Say: "Now let's build a quality sentence about the Henrietta Lacks using conjunctive adverbs."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

### Student Look-Fors:

- In fact, the lack of proper consent in this case warns the scientific community, scientific advantage should never be gained at the cost of one's humanity.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the conjunctive adverbs below."
9. Prompt students to identify other conjunctive adverbs which signal when an event occurred. Record those adverbs. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

### Student Look-Fors:

- Nevertheless, \_\_\_\_\_, \_\_\_\_\_.
- Consequently, \_\_\_\_\_, \_\_\_\_\_.
- Now, \_\_\_\_\_, \_\_\_\_\_.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

*“Immortal Cells, Moral Issues”*

**Mentor Sentence 3: Can I write a quality sentence?**

1. Display or project:

“Meanwhile, the saga of Henrietta Lacks tells us that without genuine healthcare reform, her scientific legacy will forever overshadow her human one.”

From “‘Immortal’ Cells, Moral Issues”

Nevertheless, \_\_\_\_\_, \_\_\_\_\_.

Consequently, \_\_\_\_\_, \_\_\_\_\_.

Now, \_\_\_\_\_, \_\_\_\_\_.

Explain how HeLa cells impacted the Lacks family.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How have HeLa cells impacted the Lacks family?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with a conjunctive adverb followed by a dependent clause.
6. Encourage students to use the unit texts to ensure they have an accurate response.

**Student Look-Fors:**

- An exemplar should follow the sentence frame. For example:
  - Nevertheless, even though some ethical boundaries were crossed, the life of Henrietta Lacks will forever be immortalized in HeLa cells and the lives that those cells are used to save every day.
  - Consequently, because they were never really aware of what was happening, the Lacks family still does not have closure.
  - Now, since human dignity and respect are factored in, proper consent and anonymity are considered to be of the utmost importance for tissue donations.

## MENTOR SENTENCES

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- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains what led to the improvement of scientific investigation.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Nevertheless, even though some ethical boundaries were crossed, \_\_\_\_\_.”

### “Paying Patients for their Tissue: The Legacy of Henrietta Lacks”

#### Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“Her physicians did not seek her consent before using her tissue for research, nor did they receive any personal financial gain from the cell line.”

From “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

#### Student Look-Fors:

- The sentence means that Henrietta’s doctors didn’t ask for her consent to use her tissues and they did not make any money from her cells either.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
  - a. “Another way to say this sentence is...”
  - b. “I made meaning of this sentence by...”
  - c. “I looked at...”
  - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

### “Paying Patients for their Tissue: The Legacy of Henrietta Lacks”

#### Mentor Sentence 4: What do I notice about this sentence?

1. Display or project:

“Her physicians did not seek her consent before using her tissue for research, nor did they receive any personal financial gain from the cell line.”

From “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks”

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
  - a. “I noticed...which means...”
  - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
  - a. “What are the parts of this sentence?”
  - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
  - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
  - d. “Are there any conjunctions in this sentence? What do those conjunctions mean?”
  - e. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
  - a. “We noticed...which means...”
  - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

**Student Look-Fors:**

- Students may notice a wide variety of things about the sentence, including:
  - This sentence explains that the doctors didn't get proper consent, but that they also never profited financially from the tissue taken.
  - There are two complete sentences joined by a conjunction, *nor*. *Nor* joins two ideas together. In this sentence, *nor* shows two things the physicians didn't do.
  - There is a comma before *nor*.
  - There are multiple prepositional phrases that clarify meaning in the sentence and add details.
  - This is a compound sentence because it is made up of two independent clauses joined by a coordinating conjunction.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to \_\_\_\_\_.
- b. Noticing \_\_\_\_\_ helped me understand the sentence because \_\_\_\_\_.
- c. Knowing \_\_\_\_\_ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>6</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

**“Paying Patients for their Tissue: The Legacy of Henrietta Lacks”**

**Mentor Sentence 4: What do I know this sentence means?**

1. Display or project:

“Her physicians did not seek her consent before using her tissue for research, nor did they receive any personal financial gain from the cell line.”

From “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks”

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?** .....
- (Did/will) **DO WHAT?** .....
- **WHEN** did who do what? .....
- **WHERE** did who do what? .....
- **WHY** did who do what? .....
- **HOW** did who do what? .....

Summary Sentence: \_\_\_\_\_

5. Ask the following questions one at a time and prompt students to record their written responses.

<b>WHO/WHAT?</b>	Henrietta Lacks’s physicians
Did/will <b>DO WHAT?</b>	Did not seek consent/did not receive personal financial gain
<b>WHEN</b> did who do what?	Before using her tissue for research
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A

**HOW** did who do what?

N/A

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

**Student Look-Fors:**

- Before using her tissues for research, Henrietta Lacks's doctors did not seek her consent; they also did not make money from her cell line.
7. After several minutes, ask a few students to share their statements with the class.
  8. Prompt students to revise or adjust their written responses based on what their classmates shared.

## “Paying Patients for their Tissue: The Legacy of Henrietta Lacks”

### Mentor Sentence 4: What is the structure of this sentence?

1. Display or project:

“Her physicians did not seek her consent before using her tissue for research, nor did they receive any personal financial gain from the cell line.”

From “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks”

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
  - a. “What does this sentence mean?”
  - b. “What have you noticed about this sentence?”
  - c. “How is it put together?”

#### Student Look-Fors:

- The sentence means that Henrietta’s doctors didn’t ask for her consent to use her tissues and they did not make any money from her cells either.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + period.
- Students should understand that each independent clause has an independent idea that could stand alone. The subordinating conjunction helps the reader to connect the ideas.

4. Ask: “What word in this sentence connects two complete sentences?”

#### Student Look-Fors:

- Students should understand that *nor* connects two complete sentences

5. Say: “Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader.”

6. Display or project:

David Lacks did not know that his wife’s cells were being used for scientific research in labs around the world, for the doctors neglected to acquire proper consent and communicate effectively with the parents.

Rebecca Skloot didn’t expect Deborah Lacks to ever take her calls, and she certainly did not expect that they would ever become friends.

7. Ask: “How are these sentences similar to the mentor sentence?”

**Student Look-Fors:**

- Students should identify that the structures are similar--these examples, like the mentor sentence, are compound sentences.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, in the first example, the second independent clause provides information about why David Lacks was unaware of the existence of his wife’s cells, so the conjunction “for” is used to signal information is being explained. In the second sentence, the first clause describes Rebecca Skloot’s expectations about her relationship with Deborah and the phrase after the conjunction includes additional information about Skloot’s expectations. The conjunction “and” is used to indicate additional information is being provided.

8. Say: “Now let’s build a quality sentence about the Lackses using conjunctions.”

9. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

**Student Look-Fors:**

- HeLa cells were the first immortal cells, but the donor, Henrietta Lacks, was not immortal.

10. Say: “Now let’s build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences.”

11. Display an anchor chart, or provide students with a list, of coordinating conjunctions and guide students to identify the relationships they signal. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality

sentence.

Student Look-Fors:

- \_\_\_\_\_, and \_\_\_\_\_.
- but
- so
- or
- for
- nor
- yet

What relationships do these conjunctions signal?

Cause and effect	Reason or Choice	Choice	Comparison (Addition)	Contrast
so	for	or nor	and	but yet

13. Direct students to reflect on their learning. Ask: “How does breaking down this sentence into its parts support your understanding of the sentence?” Answers can be spoken or written.

## “Paying Patients for their Tissue: The Legacy of Henrietta Lacks”

### Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“Her physicians did not seek her consent before using her tissue for research, nor did they receive any personal financial gain from the cell line.”

From “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks”

\_\_\_\_\_, and \_\_\_\_\_.  
but  
so  
or  
for  
nor  
yet

Explain how HeLa cells made an impact on the Lacks family and the world.

2. Say, “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.

Note: As needed, provide additional support to students by assigning a coordinating and subordinating conjunction to students and/or provide them with a sentence frame, such as

\_\_\_\_\_, but \_\_\_\_\_.

3. Ask, “How did HeLa cells make an impact on the Lacks Family and the world?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to select a coordinating conjunction to signal the appropriate connection of ideas in their

sentences.

6. Encourage students to refer to unit texts to ensure their responses are correct.

**Student Look-Fors:**

- Doctors were puzzled by Henrietta Lacks’s aggressive form of cervical, and they took samples to better understand this type of cancer.
- The Lacks family was never informed about the research that was being done on Henrietta Lacks’s cells, so they were scared and confused when they discovered that she was “alive” somewhere.
- Most people didn’t even know Henrietta Lacks’s real name, yet the legacy of her cells has touched most people in one way or another.