**Sample Lesson for Henrietta Lacks Debate**

**Student Learning Outcomes:**

Content Outcome(s):
1. Students will be able to explain the principle of informed consent and under what conditions it applies to human subjects research
2. Debate the rights and dignity of research subjects and fellow researchers
3. Describe the responsibility of researchers to conduct research in an ethical manner

Critical Thinking Outcome:
1. Students will evaluate arguments from a variety of sources to construct an argument pro or con for a debate format

**Teaching Strategies**
- Using group discussion to engage learners actively and make them “do the work”
- Model for students how to critically evaluate primary documents

**Resources:**
4. [faculty.ccbcmd.edu/cbc/Henrietta%20Lacks%20Lesson%20Guide.doc](faculty.ccbcmd.edu/cbc/Henrietta%20Lacks%20Lesson%20Guide.doc)

**Rationale:** Research studies cited in Doyle’s book (*Learner-Centered Teaching, 2011*) document the effectiveness of
- group discussions that engage students in higher level thinking and hold students accountable for their critical thinking decisions

**Activities to Accomplish the Learning Outcomes**

1. Read the article by Rebecca Skloot, “Taking the Least of You” and identify the key issues in the debate.
   [http://www.nytimes.com/2006/04/16/magazine/16tissue.html?_r=0&adxnnl=1&pagewanted=print&adxnnlx=](http://www.nytimes.com/2006/04/16/magazine/16tissue.html?_r=0&adxnnl=1&pagewanted=print&adxnnlx=)


   - the teacher and students will revise the debate scoring guide together and decide how the audience member’s scoring and instructor’s scoring should be counted for the grade for this project
   - teacher will talk through a model debate briefly for a different issue
- teacher will model how to use quotes for support
- teacher will share a model debate preparation form

4. Teacher will randomly divide the students into four teams; the number of students in each team will be determined by the class size.
- Teams 1 & 2: Use the debate format (30 min) at [http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/](http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/) and argue this question: Do patients own their tissues once they leave their body and do they have the right to control what is done with their tissues?
- Teams 3 & 4: Use the debate format (30 min) at [http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/](http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/) and argue this question: Do patients have the right to benefit financially from the sale of their tissues?

**Evaluation of the Learning Outcomes**

*Students will receive a group grade for the debate based on the scoring guide format agreed upon by the students and the teacher. Each member of the group will receive the same grade.*

*Each student will complete an evaluation of the group noting the contribution of each group member. The group may petition the teacher to eliminate a member of the group that does not participate in an equitable fashion.*

1. Content outcome:
   - Use the section of the debate scoring guide related to content – the principles involved in the debate
   - Observation of students during the debate
2. Critical Thinking Outcome:
   - Use the section of the scoring guide for the debate to evaluate the soundness of the pro or con arguments and the use of evidence