**Cell Biology – Module 1**

**Worksheet 1**

Watch the BIOGRAPHICS video: Henrietta Lacks: The Immortal Woman <https://www.youtube.com/watch?v=WU5uCiV0MyQ>

*Activity One*

Summarize the information presented in the Biographics video into 3 main points.

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*Activity 2*

Identify the unique feature of Henrietta’s cells.

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*Activity 3*

Use Worksheet 2 to construct a timeline of events during and after Henrietta’s life.

*Activity 4*

Define the term ‘ethics’.

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*Activity 5*

Henrietta’s cells were originally taken during a biopsy in January 1951. Discuss this situation considering all perspectives. (Construct two paragraphs, one for and one against)

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Read the article by Dr Lesley Russell “Who owns human tissue samples?”

*Activity 6*

Consider the situation: You go to your local GP to have a mole removed. She informs you that it will be sent in for testing. The doctor rings you a week later to tell you that the test came back clear. You thank her and move on with your life.

Where do tissues samples go for testing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If the doctor had asked you to sign a consent form to allow your tissue to be passed on for medical research, decide if you would sign it. Explain your decision.

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Dr Russell wrote the article in 2010. Investigate if Australian laws have been updated. Describe your findings.

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*Activity 7*

Evaluate the importance of HeLa cells to medicine.

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**Cognitive Verbs and Sentence Starters**

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| Cognitive Verb | QCAA Definition | Sentence Starters |
| Summarise | give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence | The most significant point….. |
| Identify | distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature |  |
| Use | operate or put into effect; apply knowledge or rules to put theory into practice |  |
| Define | give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities |  |
| Discuss | examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence | There has been much debate about…. |
| Explain | make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information | The process starts with….. |
| Describe | give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something | A further experiment/investigation could extend this work by…. |
| Evaluate | make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria | The weight of evidence would suggest….. |