**Should we even though we can?**

*Frankenstein technology vs. morality activity*

1. Go to <http://www.pbs.org/wgbh/pages/frontline/shows/organfarm/>
2. Click and read “Animal welfare and rights”. It is the third white link in the middle of the page.
3. Click the back arrow and click then read “The risks of…” It is the second white link in the middle of the page.
4. Click the back arrow and click then read “The business of xeno”. It is the fourth white link in the middle of the page. After reading the three paragraph introduction on this page, be sure to click each numbered heading (which is below this introduction) and click then read each expansion of the topic. They are labeled “the business of…” “are there new…” and “is stem cell…”
5. Click the back arrow and click then read “faqs” in small white letters in the center
6. Click the back arrow and click then read “Four patients and their clinical trials”. It is the first white link in the middle of the page.
7. Click the back arrow and click then watch the “video excerpt” in small white letters in the center; if the video doesn’t work, just skip it.
8. On armadafoster.weebly.com, go to English 11B, Frankenstein and click the “Cause and Effect Graphic Organizer” .pdf document. It is the seventh file down. Scroll down this document until you find the page labeled “Cause and Effect Chain 2”. It is page 9/11. Print ONLY this page. Put the name of each of the four patients and the decision that he/she made in each box in the left most column. Then, write the multiple effects each patient’s decision. Specifically, in each sequential box going from left to right, write the effect of the effect of the effect. For example, box #1 might be Mr. Foster skips breakfast; box #2 would be Mr. Foster is hungry in the morning; box #3 would be Mr. Foster is cranky; box #4 would be Mr. Foster’s students have to deal with his poor attitude. For the fifth box in the left column (the most bottom and most left box-the one in the bottom left corner), write your name. Then in the fifth row, write the multiple effects in your mind from reading about this kind of science. Describe your thought process as you did numbers 1-7.
9. Go to <http://www.pbs.org/wgbh/nova/teachers/activities/pdf/3106_combatdo_01.pdf>
10. Read the directions for the activity. After you have read the directions and all of the case studies, form a group of 3-5 students. In your group, discuss, debate and defend your position about which patient should receive the transplant first.
11. Review your grammar and support learning targets; you will be assessed on these two learning targets for the following task, “Write a paragraph that answers the question, “Which of the five patients on the transplant list deserve the transplant first?” This is a persuasive, third person paragraph.
12. Go to <http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html#answer> to check how your answers compare to the American Medical Association guidelines. Draw a line after the pro paragraph you just wrote. Under this line, add a reflection about how your choice of patient adheres to or contrasts the American Medical Association’s guidelines. This is an informal reflection written in first person that compares and contrasts.
13. “What do I need to turn in exactly?” In order for Mr. Foster to assess you on mechanics and support, he needs to see your paragraph. It would show strong Citizenship if you copy/pasted these two rows from the learning targets matrix at the bottom of your paragraph. I certainly am interested in your AMA discrepancy reflection, so please include that as well. Also, staple your cause and effect chain to this document.