

# Cornell Guided Notes

Human Anatomy & Physiology (Human Body Systems) | 2026-10-28

Name

Period

Date

Lesson

## Lesson focus

Animal research ethics debate

## Key words and questions

## Prepared details and student notes

**Essential question**  
**What is today's target?**

Students will debate the ethics of using model organisms like *C. elegans* in human-health research. Big idea: Scientific research depends on model organisms, but their use raises ethical questions about animal welfare and research validity.

**My notes, examples, and questions**

**Key words**  
**What vocabulary unlocks the lesson?**

- model organism
- *C. elegans*
- assay
- literature
- variable
- control
- sample size

**My notes, examples, and questions**

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## Cornell Notes - Continued

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**Must-know ideas**  
**What should I understand by the end?**

- Model organisms like *C. elegans* are used because they share conserved biological pathways with humans.
- Research ethics weighs scientific benefit against potential harm to living subjects.
- Understanding why we use model organisms connects to Microbiology and Evaluate Body Systems WebXam domains.

**My notes, examples, and questions**

**Process notes**  
**What happens during class?**

- 0-8: Read the model-organism prompt; assign stakeholder roles to groups
- 8-22: Group prep: list 2 justifications and 2 concerns from your stakeholder view
- 22-40: Debate round 1: each group states its strongest justification
- 40-55: Rebuttal round: each group responds to one opposing claim
- 55-70: Individual writing: personal stance with one supporting reason
- 70-80: Pair-share stances and submit exit ticket

**My notes, examples, and questions**

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#### Steps and evidence What do I do and turn in?

- Read a short prompt on why scientists use model organisms.
- Form groups representing researchers, ethicists, and patient advocates.
- List two justifications and two concerns about animal models.
- Exchange one rebuttal with an opposing group.
- Write your personal stance with one supporting reason.

Evidence: Exit ticket - Written personal stance on using *C. elegans* in research, citing one justification and acknowledging one genuine ethical concern.

#### My notes, examples, and questions

#### Checks for understanding How do I know I got it?

- Each student articulates a stance backed by a reason.
- Groups surface at least one real ethical tradeoff.

#### My notes, examples, and questions

#### Lab or safety notes What must I handle carefully?

No special lab safety notes today. Follow normal classroom and digital-work expectations.

#### My notes, examples, and questions

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## Cornell Notes - Continued

### Summary

Today's lesson focused on Animal research ethics debate. The main target was: Students will debate the ethics of using model organisms like *C. elegans* in human-health research. The evidence of learning is Exit ticket: Written personal stance on using *C. elegans* in research, citing one justification and acknowledging one genuine ethical concern.. In my own words, the most important idea from today is:

**My summary**

**My final question or connection**