

Close Reading/Critical Thinking

NONFICTION: "Heart Saver" February 2024

Name:		

Close-Reading Questions

"Heart Saver"

1.	I. The article begins with a dramatic description of a very sick bab	oy. Why might Lauren
Ta	Farshis have started her story this way? (mood, author's craft)	

2. What challenges did Vivien Thomas face while trying to achieve his goals of attending college and medical school? How did he overcome these challenges? (text evidence)

3. Tarshis writes that in the 1940s, heart surgery was seen as the "Mount Everest" of medicine. Explain the metaphor she is using. What does it help the reader understand about Thomas, Alfred Blalock, and Helen Taussig? (figurative language)

SCOPE

Close Reading/Critical Thinking

NONFICTION: "Heart Saver" February 2024

4. How	was Thomas's	life in the lab	different from	n his life	outside	of it? How	/ was i	it the
same?	(compare and	contrast)						

5. At the end of the article, Tarshis writes that a portrait of Thomas now hangs across from Blalock's in the medical school at Johns Hopkins. Why might she have included this detail? (author's craft)



Close Reading/Critical Thinking

NONFICTION: "Heart Saver" February 2024

Critical-Thinking Questions

"Heart Saver"

1. An unsung	hero is someone w	ho has achieved	l greatness but i	is not recognized or
celebrated for	their achievement	s. How was Thor	mas an unsung	hero?

2. Think about the kind of prejudice and racism that Thomas faced during his lifetime. How does this kind of discrimination affect society?

3. Tarshis writes that Thomas and Blalock created blue baby syndrome in animals so that they could figure out how to treat it. What's your opinion: Is animal testing for scientific research and medical advancement justified? Explain.