DDT - a pesticide widely used between 1940 and 1960 - was the focus of great controversy. Rachel Carson's book, Silent Spring, published in 1962, describes the detrimental effects of DDT. The publication of the book, in part, led to the creation of the Environmental Protection Agency, which later (1972) banned the pesticide in the United States. Today, over 50 years after the publication of Silent Spring, many scientists question whether the ban on DDT had scientific merit in 1972 and in the present.

**Grades:** 8 9 10 11 12

**Discipline:** Science

**Teaching Task:** Task Template 6 (Argumentation and Evaluation)

**Course:** Physical Science, Environmental Science, Biology

**Author Information:**
Katherine Bryant (Effingham County)
Section 1: What Task?

TEACHING TASK

Task Template 6 — [1 Level]

L1: Does the ban on DDT have scientific merit? After reading Silent Spring and additional informational texts, write a letter to the EPA or another environmental agency of your choice that discusses the reasons for the implementation of the ban on DDT and evaluates whether the ban has scientific merit. Be sure to support your position with evidence from the texts.

STUDENT BACKGROUND

This module would work well with gifted learners at the middle school level. All students at the high school level should be able to successfully complete this module.
<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Attempts to address prompt, but lacks focus or is off-task.</td>
<td>Addresses prompt appropriately and establishes a position, but focus is uneven.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.</td>
<td>Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.</td>
<td>Establishes a claim. (L2) Makes note of counter claims.</td>
<td>Establishes a credible claim. (L2) Develops claim and counter claims fairly.</td>
<td>Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.</td>
<td>Accurately and effectively presents important details from reading materials to develop argument or claim.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.</td>
<td>Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.</td>
<td>Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.</td>
<td>Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.</td>
<td>Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.</td>
</tr>
<tr>
<td><strong>Attempts to</strong></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates a well-developed command of standard English conventions and</td>
</tr>
<tr>
<td><strong>Demonstrates an</strong></td>
<td></td>
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<td></td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and</td>
</tr>
<tr>
<td><strong>uneven command of</strong></td>
<td></td>
<td></td>
<td></td>
<td>standard English conventions and</td>
</tr>
<tr>
<td>Conventions</td>
<td>standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</td>
<td>cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Content Understanding</td>
<td>Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
<td></td>
</tr>
</tbody>
</table>


### Georgia — Characteristics of Science

**S8CS1:** Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

**S8CS6:** Students will communicate scientific ideas and activities clearly.

**S8CS7:** Students will question scientific claims and arguments effectively.

**S8CS10:** Students will enhance reading in all curriculum areas.

### Georgia — Physical Science

**S8P1:** Students will examine the scientific view of the nature of matter.

### Anchor Standards — Reading

**R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

### Anchor Standards — Writing

**W.CCR.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<table>
<thead>
<tr>
<th><strong>W.CCR.9:</strong></th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.CCR.10:</strong></td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>

*Custom Standards*
Section 2: What Skills?

Selected Skills

Preparing for the Task

**TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

**PRE-READING**: Ability to research background information to connect to the task and new content

**TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.

Reading Process

**PRE-READING**: Ability to identify strategies which are helpful in understanding text.

**ACTIVE READING/NOTE-TAKING**: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**ACTIVE READING AND NOTE-TAKING**: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

**BRIDGING**: Ability to begin linking reading results to writing task.

Writing Process

**PLANNING**: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

**CONTROLLING IDEA**: Ability to establish a controlling idea and consolidate information relevant to task.

**DEVELOPMENT**: Ability to construct an initial draft with an emerging line of thought and structure.

**EDITING**: Ability to proofread and format a piece to make it more effective.

**REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.
EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.
**Section 3: What Instruction?**

**MiniTasks**

*Preparing for the Task*

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

---

**SHORT CONSTRUCTED RESPONSE**

30 minutes

In a quick write response, discuss specific examples of political policies influencing scientific research/development and/or scientific research/development influencing political policy. List examples of when it is desirable for science and policy to influence one another.

**Scoring Guide (Work Meets Expectations If):**

Student work meets expectation if students are able to identify at least one example of the inter-relationship that exists between political policies and science. Examples could include policies on stem cell research or banned medicines such as Thalidomide.

**Instructional Strategies:**

Discuss student examples.

**Notes:**

If possible ask social science teacher to discuss such examples with class, or perhaps go more in depth with the discussion during class.

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**PRE-READING:** Ability to research background information to connect to the task and new content

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**LIST**

55 minutes

What are the basic facts and background information about DDT? Who developed and used DDT, what is DDT, where was DDT used, when was DDT used, and why was DDT used?

**Scoring Guide (Work Meets Expectations If):**

Students are able to answer the who, what, where, when and why in regard to the background of DDT.

**Instructional Strategies:**

Students will complete a teacher-developed worksheet to guide their research into background information. Students will record their sources on the teacher developed...
Notes:
I take the students to the computer lab and provide a list of helpful web sites to guide their research.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**SHORT CONSTRUCTED RESPONSE** 30 minutes

With your group, read the prompt and rewrite the prompt in your own words. In your version of the prompt, underline or highlight the elements of the prompt that tell you what must be in your letter.

**Scoring Guide (Work Meets Expectations If):**
students are able to work collaboratively to discuss and rewrite the prompt in their own words.

**Instructional Strategies:**
In groups of 4-5 students will read the prompt and rewrite the prompt in their own words. Then the class will discuss elements of the prompt identified by each group.

**Notes:**
If desired, have students create a class list of the most important elements of the prompt to post on the wall for the duration of the project.

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**Reading Process**

**PRE-READING:** Ability to identify strategies which are helpful in understanding text.

**SHORT CONSTRUCTED RESPONSE** 30 minutes

What strategies do you use to help you understand what you read?

**Scoring Guide (Work Meets Expectations If):**
students are able to identify two strategies which are helpful in understanding text.

**Instructional Strategies:**
Students will record their individual ideas.
Students will then share their ideas with their group.
Students will then share their ideas with the class.
ACTIVE READING/NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**LIST**

As you read Silent Spring, record evidence that Carson presents to prove DDT is harmful to the environment and living organisms including people.

**Scoring Guide (Work Meets Expectations If):**
Students include 1-5 specific examples of evidence for each chapter in their writers notebook.

**Instructional Strategies:**
Instruction for the first chapter (“A Tale for Tomorrow”) should be very explicit and include group/partner work and teacher modeling.
- Teacher reads first chapter, modeling active reading and strategies.
- Students finish reading the next chapter using a “think aloud” process with a partner.
- Teacher asks for a list of vocabulary that students struggled with and class discusses strategies for understanding words in context.
- Students record new vocabulary in the Vocabulary Notes section of their Writer’s Notebook.
  - Students actively read the remainder of Silent Spring independently recording evidence of the impact of DDT on the environment and living organisms.

**Notes:**
As students become more adept at reading the book and finding relevant evidence, chapters may be assigned for homework. If students are reading at home, teachers can use class time to teach other material, but they should regularly check notes in each student's Writer's Notebook and occasionally engage in class discussions on the reading.

**Accommodations and Interventions:**
To encourage all students to engage in classroom discussion, teachers can highlight notes in students’ notebooks and ask students to share what has been selected. Teachers can draw attention to important ideas from the text while engaging students who may not always volunteer.
elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**NOTES**

What evidence do you see that supports, or does not support the merit for the ban on DDT?

**Scoring Guide (Work Meets Expectations If):**
students are able to select and record evidence which supports or does not support the merit for the ban on DDT.

**Instructional Strategies:**
Students read three articles in addition to Silent Spring. These articles include the transcripts from the 1972 hearings on if DDT should be banned, an article written by the World Health Organization regarding benefits of the use of DDT, and lastly an article which is critical of Carson's portrayal of DDT in her book, Silent Spring.

**Notes:**
Each of these articles has a writer's notebook to go with it. In this writer's notebook students record the evidence from the text regarding the harm/benefit of DDT.

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**Transition to Writing**

**BRIDGING:** Ability to begin linking reading results to writing task.

**SHORT CONSTRUCTED RESPONSE**

You have been assigned a role to play for a group discussion about the ban on DDT. First, determine the position on DDT that your character would most likely hold. Then examine your notes and list the relevant information and evidence your character would use to argue that position. In a group debate, support your position based on evidence from your research.

**Scoring Guide (Work Meets Expectations If):**
students use appropriate evidence from their research to effectively portray the point of view they have been assigned.

**Instructional Strategies:**
Students will be placed in groups of 4-5. Each student will be assigned a point of view (WHO official, Farmer, Environmentalist, or Politician) for a group discussion of the ban on DDT.
Writing Process

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

<table>
<thead>
<tr>
<th>LIST</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the elements of a letter to be submitted to a newspaper or representative?</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Guide (Work Meets Expectations If):** 
Students are able to create a list of the elements of an informational/persuasive letter.

**Instructional Strategies:**
Provide students with several examples of letters and provide guidance as necessary to facilitate the creation of a list. Students should be able to recognize and describe the information that goes into each paragraph of the letter.

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

<table>
<thead>
<tr>
<th>SHORT CONSTRUCTED RESPONSE</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an opening paragraph that states the position you will take in your letter and sequences the key points you plan to make to support that position.</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Guide (Work Meets Expectations If):**
- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a claim.
- Identifies key points that support development of argument.

**Instructional Strategies:**
- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.
LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Scoring Guide (Work Meets Expectations If):
• Provides complete draft with all identified as parts of a letter.
• Supports the writer’s position in the later sections with evidence and citations from notes.

Instructional Strategies:
• Encourage students to re-read prompt partway through writing, to check that they are on track.

EDITING: Ability to proofread and format a piece to make it more effective.

NOTES

Using the class list we have created for what needs to be in a good response to the prompt and the list of features of a good letter, read the drafts of your group members, noting problems that need to be addressed to improve the letter.

Scoring Guide (Work Meets Expectations If):
• Provides peers with appropriate suggestions for revision of the draft.

Instructional Strategies:
• Briefly review selected skills that many students need to improve.
• Teach a short list of proofreading marks.
• Assign students to groups of 3-4 to proofread each other’s drafts.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Using the notes from your group members and what you learned from reading your peers’ letters, develop a second draft of your letter. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Scoring Guide (Work Meets Expectations If):
• Provides complete draft with all parts.
• Supports the opening in the later sections with evidence and citations.
• Improves earlier edition.

Instructional Strategies:
• Students who complete their second drafts early may want to peer edit again.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE 15 minutes

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide (Work Meets Expectations If):
• Provides draft free from distracting surface errors.
• Uses format that supports purpose.

Instructional Strategies:
• Briefly review selected writing conventions that many students need to improve.
• Teach a short list of proofreading marks.
• Assign students to proofread each other’s texts a second time if desired.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide (Work Meets Expectations If):
• Fits the “Meets Expectations” category in the rubric for the teaching task.

Instructional Strategies:
Selected Articles

- **How Rachel Carson Helped Save The Brown Pelican.**
  (http://modulecreator.com/ModuleCreator/#page=login&moduleId=35766&scrollTo=articles)
  Examines the role of the late biologist and author Rachel Carson in the restoration of brown pelican populations in Louisiana. Publication of the book ‘Silent Spring’ in 1962; Near-disappearance of the bird in Louisiana and other coastal states in the 1960s; Pesticide endrin as the prime suspect in pelican extirpation; Carson’s criticism of chemical companies and government agencies for their use of toxic pesticides.
  1270L

- **The Destructive Legacy of Rachel Carlson.**
  (http://modulecreator.com/ModuleCreator/#page=login&moduleId=35766&scrollTo=articles)
  Human Events (8/26/2002)—Jones, Gordon S.
  Features Rachel Carson, a woman who was responsible for the deaths of people for her production of dichlorodiphenyldichloroethane (DDT). Issuance of an order by U.S. Environmental Protection Agency Administrator William Ruckelhaus in June 1972 to ban the domestic production of DDT; Decrease in death rate from malaria due to DDT; Effect of DDT on animals. INSET: Rachel Carson.
  1090L

- **DDT Ban Continues to Kill People.**
  (http://modulecreator.com/ModuleCreator/#page=login&moduleId=35766&scrollTo=articles)
  Human Events (7/19/2004)—Williams, Walter E.
  Reports on the impact of the dichlorodiphenyldichloroethane insecticide ban on the health of U.S. citizens. Benefits of the insecticide to humans; Use of the insecticide in preventing malaria; Percentage rate reduction of malaria infections.
  1180L

Uploaded Files

- **1972_EPA_DDT_hearing.pdf**
  (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/35766/589378872_Jan_05_2014_181010318.pdf)

Environmental Protection Agency Primary Source Documents

- **C findings of fact.pdf**
  (http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/35766/239475008_Jan_05_2014_18103774.pdf)

Environmental Protection Agency Primary Source Documents
Selection.

This is the writer's notebook that can be used with the EPA documents.

**Keywords**

**Links**

- [The DDT Story (N/A)](http://www.panna.org/issues/persistent-poisons/the-ddt-story)
  This article outlines problems with widespread use of DDT.

- [DDT-A Brief History (1390L)](http://www.epa.gov/pesticides/factsheets/chemicals/ddt-brief-history-status.htm)
  The EPA website outlines the history of the ban on DDT.

- [PARACHUTING CATS AND CRUSHED EGGS The Controversy Over the Use of DDT to Control Malaria (N/A)](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2636426/)
  This article details the unintended consequences of the use of DDT, as illustrated by the event in Borneo in the 1950's.

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

**Other Resources**

- [Silent Spring](#)

- [Facts vs. Fears: A Review of the Greatest Unfounded Health Scares of Recent Times](#)
  Published by the American Council on Science and Health, this book includes a chapter on the health concerns that led to the ban on DDT.
### Section 4: What Results?

#### Classroom Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Not Yet</th>
<th></th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Attempts to address prompt but lacks focus or is off-task.</td>
<td></td>
<td>Addresses the prompt and stays on task; provides a generally convincing response.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Demonstrates weak use of reading material to develop argument.</td>
<td></td>
<td>Demonstrates generally effective use of reading material to develop an argument.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.</td>
<td></td>
<td>Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.</td>
<td></td>
<td>Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Provides an ineffective structure; composition does not address requirements of the prompt.</td>
<td></td>
<td>Applies an appropriate text structure to address specific requirements of the prompt.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.</td>
<td></td>
<td>Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.</td>
</tr>
</tbody>
</table>

#### Classroom Assessment Task

No Classroom Assessment Task for this module

#### Exemplar Work

**Uploaded Files**

- **Exemplar One.pdf** (Advanced)
  
  ![Exemplar One.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/35766/1786958738_Jan_05_2014_182740794.pdf)

  This letter I feel is advanced.

- **Exemplar Two.pdf** (Advanced)
  
  ![Exemplar Two.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/35766/2098559880_Jan_05_2014_182755262.pdf)

  This letter I feel is advanced.

- **Meets One.pdf** (Meets Expectations)
  
  ![Meets One.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/35766/515132906_Jan_05_2014_182827705.pdf)
This letter, I feel, meets the expectation.

[Meets Two.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/35766/105684228_Jan_05_2014_182840248.pdf) (Meets Expectations)

This letter, I feel, approaches the expectation.


This letter, I feel, is not yet approaching the expectation.

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author Notes</strong></td>
</tr>
<tr>
<td><strong>Other Comments</strong></td>
</tr>
</tbody>
</table>