Teacher Guide: Concept Maps on Cloning

ACTIVITY OVERVIEW

Abstract: These activities present ways to use concept maps to assist students in organizing their knowledge about cloning.

- Activity 1: Teaching Concept Mapping
  This activity provides an introduction to concept mapping, engaging students in thinking about and implementing the process.

- Activity 2: Concept Maps on Cloning
  This activity can be used at the beginning and end of the Cloning in Focus module to assess students’ understanding of the topic. Word lists are provided for beginning, intermediate and advanced levels.

Module:
Cloning in Focus

Key Concepts:
Concept mapping

Prior Knowledge Needed:
General knowledge of organizational methods

Materials:
Copies of student pages, pencils and/or pens; Optional – Inspiration® software and computers.

Appropriate For:
Ages: 12 - 20
USA grades: 7 - 14

Prep Time:
30 minutes

Class Time:
45 minutes

Activity Overview Web Address:
http://gslc.genetics.utah.edu/teachers/tindex/overview.cfm?id=cloneconcept

Other activities in the Cloning in Focus module can be found at:
http://gslc.genetics.utah.edu/teachers/tindex/
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I. PEDAGOGY

A. Learning Objectives
• Students will be able to organize information using a concept map.

B. Teaching Strategies
1. Timeline
• Beginning of school year:
  - Optional: Order Inspiration® software and install it on computers.

Activity 1: Teaching Concept Mapping
• 4-8 weeks before activity:
  - Optional: Reserve a laptop computer and projector if you plan to use them to show the PowerPoint presentation for Activity 1.
  - Optional: Reserve a computer lab if students will create their concept maps using Inspiration® software.
• 1 day before activity:
  - If you are not showing the PowerPoint presentation on a computer, make overhead transparencies of the slides.
  - Optional: Make photocopies of the PowerPoint presentation for students.
  - Photocopy Student Pages S-1 and S-2.
  - Make an overhead transparency of Student Pages S-1 and S-2.
• Day of activity:
  - Discuss concept mapping and provide examples.
  - Have students create their own concept map in class or as homework.

Activity 2: Concept Maps on Cloning
• 4-8 weeks before activity:
  - Optional: Reserve a computer lab if students will create their concept maps using Inspiration® software.
• 1 day before activity:
  - Make photocopies of the appropriate word list (pages S-3 - S-5)
  - Optional: Make an overhead transparency of the word list you wish to use.
• Day of activity:
  - Distribute the Student Pages and have students organize the words on the list into a concept map on paper or using Inspiration® software.
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2. Classroom Implementation

Activity 1: Teaching Concept Mapping

- As a class, discuss why it would be useful to organize facts, thoughts, ideas, etc.
- Show the PowerPoint presentation, discussing each slide.
  - Advanced students can take notes.
  - Younger students may just follow along on the printouts.
- Option 1: Give students the example concept map (page S-1) and go through it as a class.
  - Have students answer the questions on their own or with a partner.
  - Lead a class discussion of the questions.
    - Discuss why items are placed in one location and not another.
    - Remind students that sometimes things can be placed in multiple places.
- Option 2: Have students create the sample concept map using Inspiration® software.
  - Students can label the Main Idea, Large Topics and Subtopics using the program and then print out the concept map.
  - Proceed with a class discussion as in Option 1, above.
- Have students create a concept map on their own using the concept map template (page S-2) to check for comprehension.
  - This can be an in-class activity or assigned as homework.

Activity 2: Concept Maps on Cloning

Use concept maps as pre- and post-tests for the Cloning in Focus module to assess students’ understanding of the topic. The pre-test can assist you in planning where to begin the learning activities for this module as well as assist students in identifying topics for investigation. Comparing the pre- and post-tests enables you to identify how much they have learned.

- Pre-test
  - Distribute the Beginning Word List (page S-3).
  - Have students create a concept map on paper or using Inspiration® software.
  - Allow students time to complete their maps without rushing them.
  - Collect the maps and file them for reference at the end of the module.
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- Post-test
  Three word lists and concept map templates are provided.
  - Beginning: Covers basic concepts from the module (page S-3).
  - Intermediate: Requires that students go into more detail (page S-4).
  - Advanced: Requires specific details (page S-5).
Use the word list that is appropriate for the material you have covered and/or the level of the students.
  - Distribute the appropriate word list to students.
  - Have students create their concept map on paper or using Inspiration® software.
  - Allow students time to complete their maps without rushing them.
  - Return both the pre- and post-test to students.
  - Have students compare the two maps, identifying what items they have learned or still need to learn.

3. Adaptations
- Have students cut apart the words/phrases in the Word Lists so they can move them around into possible groupings. Once they have decided on an organization, the slips of paper can be glued or taped into a concept map.
- Have students generate their own word lists (either individually or as a class) instead of using the ones in the Student Pages. This can be particularly helpful at the beginning of the module as you assess students' prior knowledge about cloning.
- Instead of keeping the pre-test concept map until the end of the module, have students add to and reorganize it as they explore the topic of cloning. If they are working on paper, students might make each set of additions in a different color. If they are using Inspiration® software, they can print out a copy of each map they create. This progressive set of concept maps can provide you and the students with a record of changes in their understanding of cloning.
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II. ADDITIONAL RESOURCES

A. Activity Resources - linked from the online Activity Overview:
   http://gslc.genetics.utah.edu/teachers/tindex/overview.cfm?id=cloneconcept
   • Powerpoint: Building a Concept Map – Presentation to use with Activity 1.
   • Website: Inspiration® software – Ordering information, a free trial copy, and other information.

III. MATERIALS

A. Detailed Materials List

   Activity 1: Teaching Concept Mapping
   • Building a Concept Map PowerPoint presentation
   • Building a Concept Map student pages (S-1 and S-2)
   • Option 1: Pens/pencils
   • Option 2: Computers with Inspiration® software

   Activity 2: Concept Maps on Cloning
   • Beginning, Intermediate or Advanced Word Lists and Concept Map Templates (S-3 through S-5)
   • Option 1: Pens/pencils
   • Option 2: Computers with Inspiration® software

IV. STANDARDS

A. AAAS Benchmarks for Science Literacy
   Grades 6-8:
   • Habits of Mind: Communication Skills - organize information in simple tables and graphs and identify relationships they reveal.
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B. Utah Core Curriculum

Intended Learning Outcomes for the Utah Secondary Core Curriculum in Science:

Students will:

1. Use Basic Science Process Skills
   b. Develop and use categories to classify observations.

5. Understand Science Concepts, Principles, and Systems
   c. Understand science concepts and principles: 2. Explain science concepts and principles in own words.

6. Communicate Effectively Using Science Language and Reasoning
   a. Use the language and concepts of science as a means of thinking and communicating.
   d. Construct tables, graphs, charts, diagrams, and models to describe and summarize data.

V. CREDITS

Activity created by:
Andee Bouwhuis, South Hills Middle School, Riverton, UT
Louisa Stark, Genetic Science Learning Center

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A. Answer Key

1. Why is Science in the center circle? *It is the Main Idea.*

2. Why is history in more than one place? *It is an important Subtopic to both Large Topics. Therefore it must be included with both.*

3. Do all Large Topics need to have the same number of Subtopics? Why or why not? *No. If there is a lot of information about a Large Topic, it will need many Subtopics. If there is little information, the Large Topic will have fewer Subtopics.*

4. What is the minimum number of Subtopics a Large Topic should have? *Two*

5. Label the following on the sample concept map above: Main Idea, Large Topics, Subtopics *See above graphic*

6. Now, design a web of your own using the template on the next page. *(S-2)*
Teacher Reference: Activity 1: Building a Concept Map

B. Answer Key-Template

• You may add more stars where you need them.
• Make sure you have at least four Large Topics.
• Make sure you have at least two Subtopics for each of these.

Accept answers for logical thinking. Score based on the following rubric:

Organization-
• Did the student place the Main Idea in the center of the Map?  0  5
• Did the student include at least 4 Large Topics?  0  1  2  3  4
  - 1 point for each Large Topic given
• Did the student include at least two Subtopics for each Large Topic?
  - 1 point for each Subtopic

Total Points awarded _____/29
C. Example Concept Map - Beginning Word List

- Somatic cell nuclear transfer
- Artificial embryo twinning
- Techniques
  - Risks
  - Low success rate
  - Large size
- Cloning
  - Applications
  - Medical
  - Bringing back endangered or extinct species
  - History
  - Political influences
  - Cloning successes
  - Misconceptions
    - A clone would have the same personality as the donor
    - A clone would be the same age as the donor
Building a Concept Map

Example Concept Map

1. Why is Science in the center circle? ____________________________

2. Why is history in more than one place? __________________________

3. Do all Large Topics need to have the same number of Subtopics? Why or why not? ____________________________________________________

4. What is the minimum number of Subtopics a Large Topic should have? ____________

5. Label the following on the sample concept map above: Main Idea, Large Topics, and Subtopics.

6. Now, design a concept map of your own using the template on the next page (S-2).
Building a Concept Map

You may add more stars where you need them.
Make sure you have at least four Large Topics.
Make sure you have at least two Subtopics for each of these.
**Concept Maps on Cloning**

**Beginning Concept Map Word List**

A clone would be the same age as the donor
A clone would have the same personality as the donor
Applications
Artificial embryo twinning
Bringing back endangered or extinct species
Cloning
Cloning successes
History
Large size
Low success rate
Medical
Misconceptions
Political influences
Risks
Somatic cell nuclear transfer
Techniques
### Concept Maps on Cloning

#### Intermediate Concept Map Word List

- A clone will look exactly like the donor
- A clone would be the same age as the donor
- A clone would have the same personality as the donor
- Applications
- Artificial embryo twinning
- Bringing back endangered or extinct species
- Cats
- Cloning
- Cloning humans
- Cloning successes
- Cows
- Dolly the sheep

- History
- Honolulu mice
- Large size
- Livestock breeding
- Low success rate
- Medical
- Mice
- Misconceptions
- Political influences
- Replace a deceased pet
- Risks
- Sheep
- Somatic cell nuclear transfer techniques
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Advanced Concept Map Word List

A clone will look exactly like the donor
A clone would be the same age as the donor
A clone would have the same personality as the donor
Abnormal development
Animal models of disease
Applications
Artificial embryo twinning
Bringing back endangered or extinct species
Cats
Children for infertile couples
Cloning humans
Cloning successes
Consequences
Cows
Dolly the sheep
Early death
Ethics
Frogs
Gene expression not normal
Genetically engineered animals that produce drugs
History
Honolulu mice
Large at birth
Large organs
Large size
Livestock breeding
Longer - cells live longer
Low success rate
Medical
Mice
Misconceptions
Monkeys
Political influences
Possible solutions
President Bush ban on cloning human embryos for stem cell research
President Clinton ban on cloning humans
Rabbits
Replace a deceased child
Replace a deceased pet
Risks
Salamanders
Sea urchins
Sheep
Shorter - cells age faster
Somatic cell nuclear transfer
Stakeholders
Stem cells for research
Techniques
Telomeres longer or shorter than normal
Values