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/

Teacher Guide: Concept Maps on Cloning

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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.

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 and the students 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.

- 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.

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.

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

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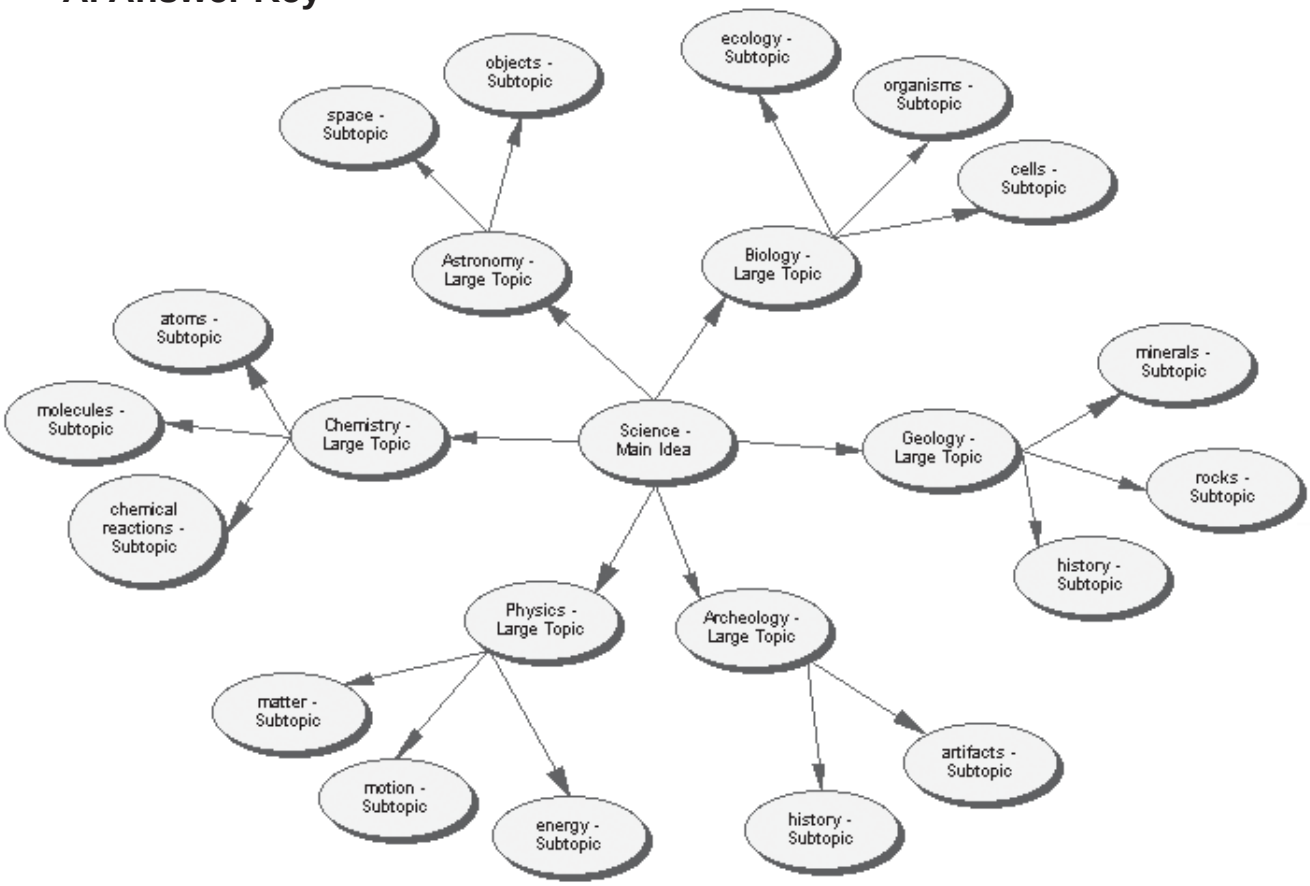
Project funded by:
Funding for this module was provided by a Science Education Partnership Award (No. 1 R25 RR16291-01) from the national Center for Research Resources, a component of the National Institutes of Health.

Teacher Reference: Activity 1: Building a Concept Map

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.*

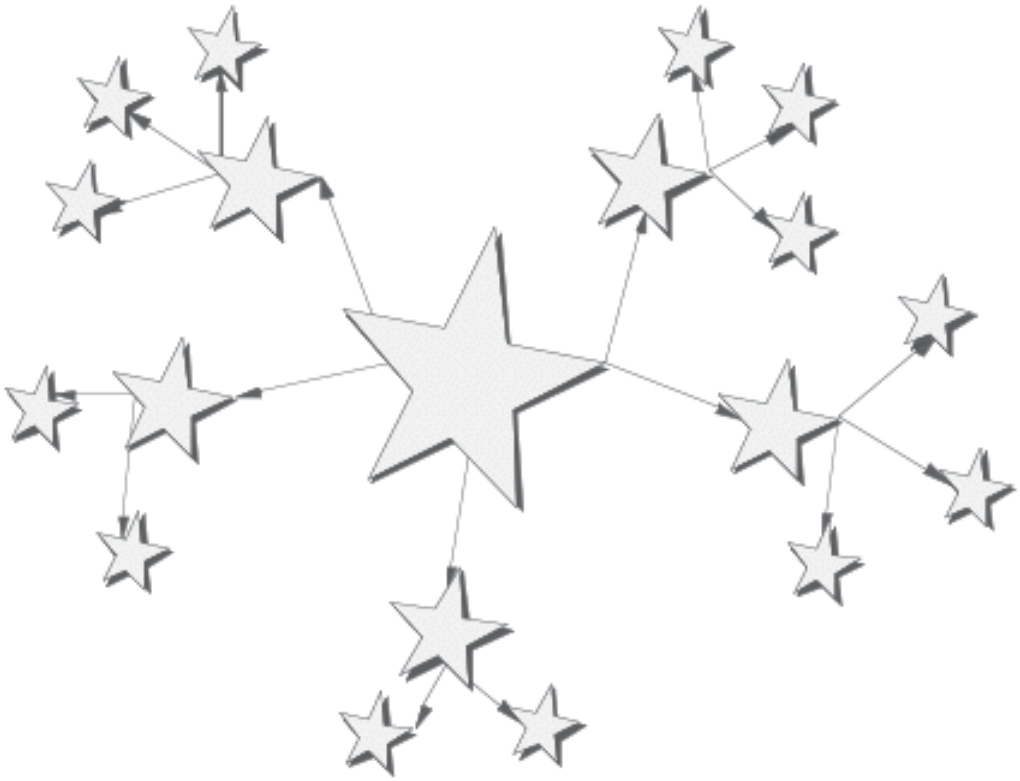
4. What is the minimum number of Subtopics a Large Topic should have? *Two*

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.**

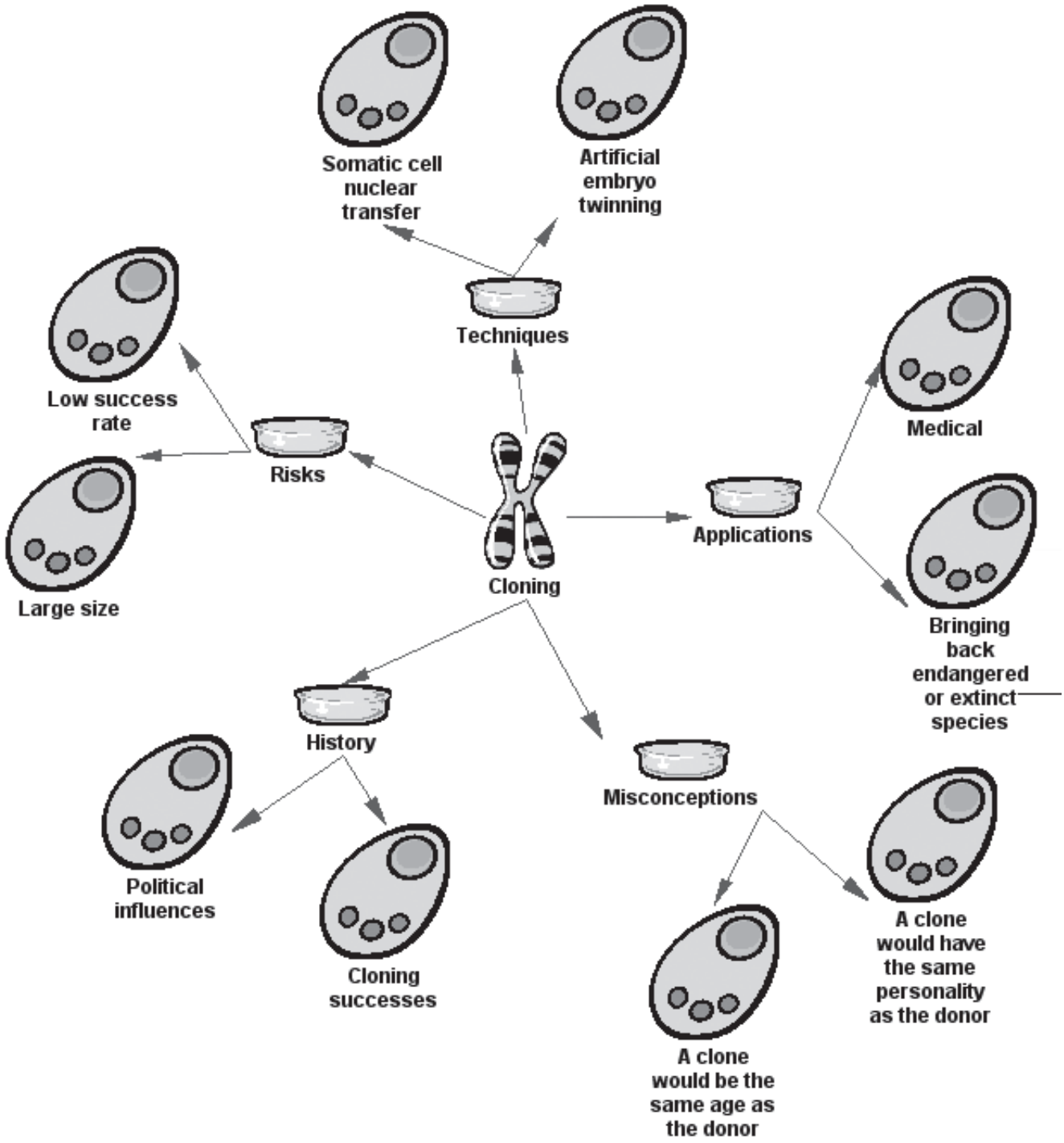
Accept answers for logical thinking. Score based on the following rubric:

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

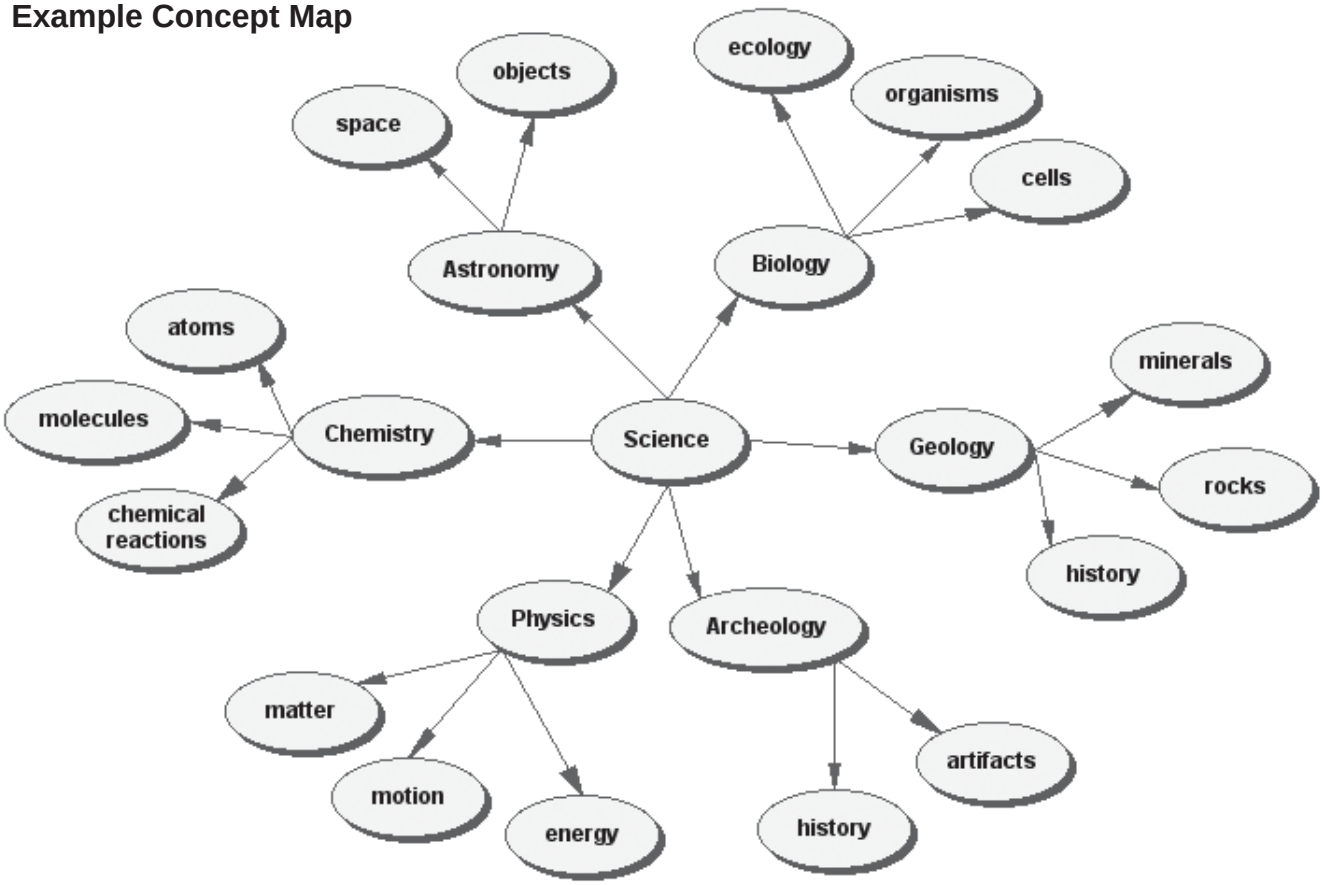
C. Example Concept Map - Beginning Word List



Name _____ Date _____

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? _____

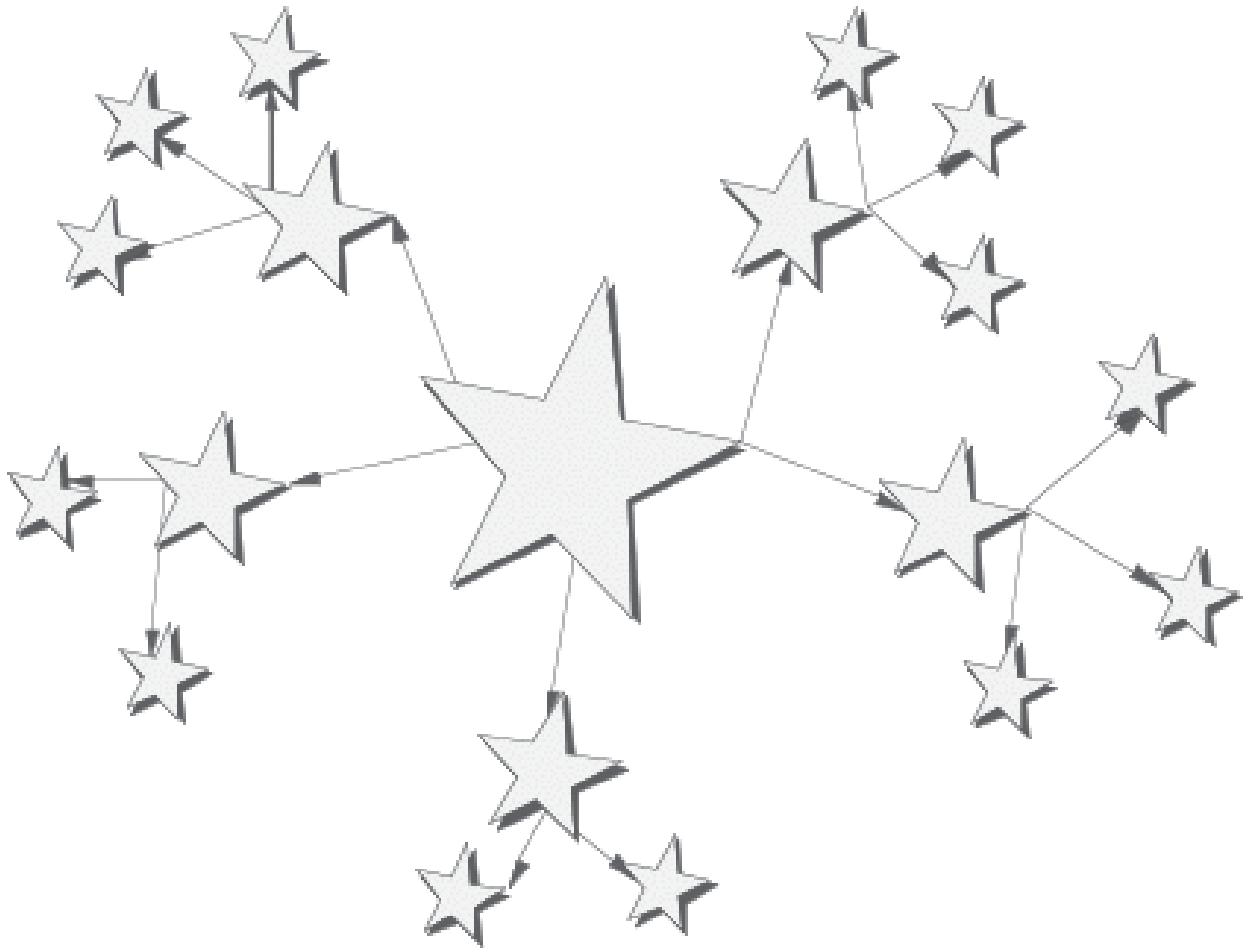
5. Label the following on the sample concept map above: Main Idea, Large Topics, and Subtopics.

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

Name _____ Date _____

Building a Concept Map

Concept Map 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.**

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

Name _____ Date _____

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

Concept Maps on Cloning

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