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Michael Robbins

12/10/2013

Lesson: Genetic Engineering

1) **Major concept** Genetic Engineering and its application.
2) **Lesson essential question**
   BIO.2.4.1
   Explain how genetic engineering has impacted the fields of medicine, forensics and agriculture.
   (DNA finger printing was already discussed)
3) **Activating strategy**
   See points 1-3 below in Activity section.
4) **Key Vocabulary**
   Genetic engineering, Cloning, Transform, Vector
   Graphic Organizer Used
   Students will be expected to take notes during the non-video watching portions of the class. The notes should not be too cumbersome and will involve drawing pictures of the cloning process. Thus, I feel that the notes for this lesson are better with a blank sheet of paper and not with a graphic organizer.

5) **Activities**

This lesson will be done as a discussion with multimedia using active inspire to present videos, graphics and key points.

Slide

1. Students will be numbered from one to three because there is a one in three chance that they have the warrior version of the MAO gene. If they have a "3" they are going to pretend that they have the gene.
2. Students will watch a NOVA excerpt on the warrior gene (5 min, 30 sec). Briefly discuss the video and then ask: How do you know if you have the warrior allele?
   Here students should be guided to DNA sequencing or analyzing a DNA sequence. Ask students how can you sequence a gene? The point of this question is not for a student to get the right answer. It is to show them how hard the problem is (discussed next).
3. State that its ok if they didn't think of the answer because the scientist that they have learned about didn't have a clue about it either. They were thrilled with what they accomplished. By the mid-1960s they discovered the central dogma of biology (DNA->RNA->Protein) and they were happy. They may have considered the secret of life solved and many decided to move onto studying the brain. Perhaps they thought that because they knew that with the central dogma, people would easily learn how to identify the genes that gave rise to proteins. Perhaps it was because the tools in molecular biology that were needed to identify single genes were not invented yet.

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