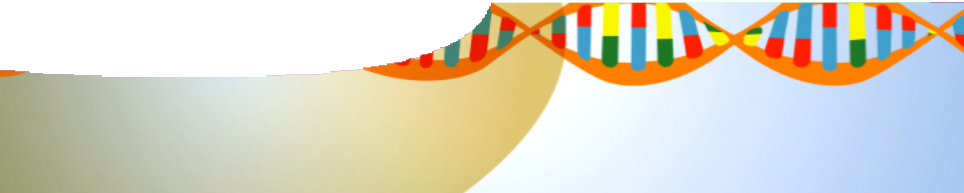
**teachers guide**



**Proteins 4:**

**Making proteins**

# Components

|  |  |  |  |
| --- | --- | --- | --- |
|  | NAME | DESCRIPTION | AUDIENCE |
|  | *Making proteins*  teachers guide | This guide shows how to use a learning object to build students’ understanding of protein synthesis. | teachers |
|  | *How are proteins made?*  learning object | This interactive learning object explains how proteins are made. It leads students through an animation about protein synthesis and an activity where students ‘build’ part of the protein insulin. | students |
|  | *Protein synthesis*  worksheet | Students use this worksheet as they work through the learning object, *How are proteins made?* | students |
|  | *Protein synthesis summary*  fact sheet | This fact sheet summarises two stages of protein synthesis: transcription and translation. | students |

Purpose

Students watch an animation of protein synthesis. They are guided through the processes of transcription and translation using a section of the insulin gene.

# Activity summary

Outcomes

Students understand that:

* a strand of DNA is transcribed to make mRNA, which is translated to form a strand of amino acids;
* nucleotide order on an mRNA strand is determined by nucleotide order of a strand of DNA;
* nucleotides are read in groups of three, called a codon; and
* the order of amino acids in a strand is determined by the order of nucleotides on an mRNA strand.

|  |  |
| --- | --- |
| ACTIVITY | POSSIBLE STRATEGY |
| Students watch an animation at the start of the learning object, *How are proteins made?* to introduce cellular processes of transcription and translation. | whole class, individually or in pairs |
| Students work through the remainder of the interactive learning object, *How are proteins made?* to understand and practice building proteins.  The fact sheet, *Protein synthesis*, summarises key concepts presented in the learning object. | individually or in pairs |
| Students answer questions in the worksheet, *Protein synthesis*. | individually |

# Technical requirements

The learning object requires Adobe Flash Player version 8 or later (this is a free download from [www.](http://www/) adobe.com). It can be placed on a web or file-server and run either locally or remotely in a web browser. The teachers guide, worksheet and data sheet require Adobe Reader (version 5 or later), which is a free download from [www.adobe.com.](http://www.adobe.com/) The worksheet is also available in Microsoft Word format.

# Acknowledgements

**learning object, *How are proteins made?***

Image of insulin: Timofeev, V.I., Chuprov-Netochin, R.N., Samigina, V.R., Bezulglov, V.V., Miroshnikov, K. A. & Kranova,

I.P. (2010). X-ray investigation of gene-engineered human insulin crystallized from a solution containing polysialic acid. *Acta Crystallogr., Sect. F 66*, 259-263, created with Jmol: an open-source Java viewer for chemical structures in 3D (jmol. sourceforge.net).

Image of insulin hexamer: Yonemoto, I., (2006). Insulin Hexamer. Modified image from Chang, X., Jorgensen, A. M., Bardrum, P. & Led, J.J. (1997) Solution structures of the R6 human insulin hexamer. *Biochemistry 36*, 9409-9422, created with Jmol: an open-source Java viewer for chemical structures in 3D (jmol.sourceforge.net).

Designed and developed by the Centre for Learning Technology, The University of Western Australia. Production team: Anton Ball, Helen Billiald, Pauline Charman, Jan Dook, Alwyn Evans, Dan Hutton, Bec McKinney, Emma Pointon, Jodie Ween and Michael Wheatley. Thanks to Bob Fitzpatrick, Jenny Gull, Charmaine White and Wendy Sanderson.

# SPICE resources and copyright

All SPICE resources are available from the Centre for Learning Technology at The University of Western Australia (“UWA”). Selected SPICE resources are available through the websites of Australian State and Territory Education Authorities.

Copyright of SPICE Resources belongs to The University of Western Australia unless otherwise indicated.

Teachers and students at Australian schools are granted permission to reproduce, edit, recompile and include in derivative works the resources subject to conditions detailed at spice.wa.edu.au/usage.

All questions involving copyright and use should be directed to SPICE at UWA.

Web: spice.wa.edu.au Email: [spice@uwa.edu.au](mailto:spice@uwa.edu.au) Phone: (08) 6488 3917

Centre for Learning Technology (M016) The University of Western Australia

35 Stirling Highway

Crawley WA 6009

# Associated SPICE resources

*Proteins 4: Making proteins* may be used in conjunction with related SPICE resources to teach the topic of proteins.

|  |  |
| --- | --- |
| DESCRIPTION | LEARNING PURPOSE |
| *Proteins (overview)*  This learning pathway shows how a number of SPICE resources can be combined to teach the topic of proteins. |  |
| *Proteins 1: The importance of proteins*  A video highlights the essential role played by proteins in living organisms. | **Engage** |
| *Proteins 2: Looking at proteins*  Students complete a practical activity to isolate and visualise proteins in tissue samples, using gel electrophoresis. | **Explore** |
| *Proteins 3: Protein molecules*  Students work through an interactive learning object that explains the molecular structure of proteins. | **Explain** |
| *Proteins 4: Making proteins*  Students work through an interactive learning object that explains how proteins are made by living organisms. A fact sheet summarises the main stages of transcription and translation. | **Explain** |
| *Proteins 5: Defective proteins*  What happens when the process of protein formation goes wrong? A case study about Kuro disease explains some implications. | **Elaborate** |