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Gattaca movie guide questions

SUBJECTS — Science Fiction; SOCIO-EMOTIONAL learning — Breaks out; Alcohol and drug abuse; human rights; Brethren; Friendship; Suicide; MORAL AND ETHICAL ACCENT — Respect; Justice. AGE; 14+; Rated PG-13 for short violent images, language and some sexuality; Drama; 1997; 101 minutes; Color. Available from Amazon.com. The room was quite big and comfortable. This film is on TWM's list of the top ten films to complement classes in science, middle school. The film takes place in genetically engineered not very distant future. Fertilized embryos are selected and changed for intelligence, strength, disease resistance and physical appearance. (Genetic counselor tells parents: It's still you, just the best of you.) Children conceived in the usual way, faith babies, are treated as second-class citizens and relegated to male work. Gattaca is a multifaceted film. This is the story of Vincent, a child of faith with strong willpower who dreams of exploring space but lives in a world where only genetically enhanced can be astronauts. Fearless, Vincent pursues his dream the only way possible. Jerome on the contrary, Blessed with the improvements offered by genetic engineering, he is unable to cope with the frustrations of life. Gattak is also a murder mystery. Vincent is mired in the investigation surrounding the assassination of his boss at work, a man who opposed the mission that Vincent was to accept. Is Vincent a murderer? Will the investigation expose Vincent as reality and de gene-eret? Selected Awards: 1998 Academy Awards; Best Art Direction Set Decoration; 1998 Golden Globe nominations: best original score – motion picture. Featured actors: Ethan Hawke, Uma Thurman, Jude Law and Gore Vidal. Directed by: Andrew Nikol. This film allows the viewer to work through some of the ethical implications of a society that manipulates human genes to enhance the genetic characteristics of newborns. Thanks to advances in genetic engineering, society will have to face this issue in the 21st century. Serious. One of the main characters commits suicide, and serious thinking is needed to understand that the film's philosophy is critical of the action. One day the hero of the film is cornered and brutally beats a police officer, punching, brushing his head and kicking him. Two of the most cute characters drink alcohol to excess several times. There is scattered profanity (two f... words, several scatological references and mild obscenities). We are shown the very bloody, pulsating head of a murder victim surrounded by a pool of blood. People are shown in bed before and after intercourse, but there is no nudity and no sexually suggestive movements. Tell your child that genetic engineering will soon be able to cure diseases, as well as make normal people stronger, taller, look better, etc. Ask what he or she thinks about it, then ask and help your child respond to a quick discussion If your child is interested, go through some other discussion questions. TeachWithMovies.org recommends that every child in any family with any history of heavy drinking or alcohol abuse be admitted to open AA meetings starting at age 12 or 13. This needs to be repeated every year or so. Some meetings are divided into two parts. Try to stay on the second part. That's when specially selected speakers talk about the difficulties they faced in a state of alcohol intoxication and their new life in sobriety. Tell children that if they ever have an alcohol problem, twelve steps of AA is a way that they can avoid the devastating effects of alcoholism. For more information, see the Alcohol Handout and how it affects us. Gattaca was made in 1997. Since then, almost the entire human genome has been catalogued and discoveries in the field of bioengineering occur so quickly that any description of where science stands in this area will almost immediately become obsolete. Scientists are now talking about human cloning as a serious possibility, and the ethical issues involved have immediate and urgent urgency. This film is a great device to make children think about the consequences of achieving in biotechnology. 1. See discussion questions for use with any film that is a work of fiction. 2. Compare Jerome and Vincent. What were their strengths and their weaknesses? In what way were they mirroring each other? 3. Was Jerome mentally ill? 4. Compare Anton and Vincent, two brothers. How was Vincent able to beat Anton when swimming despite Vincent's weak heart? 5. Why there is such resistance to the new order imposed by this society? (Examples are: Vincent's girlfriend and test technician.) 6. What do you think is wrong with the society depicted in Gattakat? 7. Wouldn't every parent want to guarantee that their child was perfect and had the attributes of physical attractiveness, intelligence and athletic prowess to be able to do whatever he or she wanted in life? If so, why is society portrayed in this film so devoid of happiness, vitality and fun? 8. What caused Vincent to claim Saturn's mission, despite his physical ailments and lack of genetic perfection? 9. If you were president of a corporation that could hire genetically enhanced individuals, could you do it? If you didn't, how could you compete with corporations that hired only genetically improved? What are the implications of this for our future? 10. Most parents will tell you that children are born with their own peculiar personality. This can be influenced by events in the child's life, but definitely there is a strong, if not overposed genetic component. We may in the future be able to change these characteristics, just as physical characteristics and intelligence can be altered. What are the consequences of this? 11. Some people opposed this film by saying that our inextricably combined with our weaknesses. Do you agree with that? 12. Soon life insurance companies, health insurance companies, employers and the government will have the tools to predict our future health. Is this too much information for them to have? Is there a way to stop this? 13. The character of the director (killer) told investigators that there are no signs of violence in his genetic makeup. What did the screenwriters of this scene try to tell us? 14. What did the screenwriters try to tell us through the episode of the 12-fingered pianist? What's wrong with engineering kids having 12 fingers if as a result they can make extremely beautiful music? 15. What restrictions should be imposed on genetic engineering? Should this be allowed at all? Should we be limited to the elimination of disease and physical imperfections? 16. Should we allow people to make human clones by themselves? What about who can't have a child? 17. Should we allow people to make human clones of others? 18. If you allowed human cloning, would clones have all the rights of natural people? 19. Is Vincent acquitted in the brutal beating of a police officer outside a nightclub? 1. Jerome committed suicide at the end of this film. What was the screenwriter's goal to show this end to this character? The answer suggested: What is the future in which human qualities are left a chance, emotionally, morally and spiritually bankrupt. BREAKS OUT 2. Is it true that you are more than the sum of your genes? BROTHERS 3. That Anton had more loyalty to his caste of genetically enhanced creatures or his brother? Friendship 4. Were Vincent and Jerome friends by the end of the film? Alcohol and drug abuse See Alcohol Handout and how it affects us 5. What was the role of alcohol in destroying Jerome's identity? Discussions relating to ethical issues will facilitate the use of this film to teach ethical principles and critical viewing. Additional questions are outlined below. RESPECT (Treat others with respect; follow the Golden Rule; Be tolerant of differences; Use good manners rather than bad language; Be attentive to the feelings of others; Don't threaten, beat or offend anyone; Deal peacefully with anger, insults and disagreements) 1. What is a caste system? Describe the caste system in Gattaka. Give some examples of caste systems in other societies that actually existed. JUSTICE (Play by the rules; Take turns and share; Be open; listen to others; Don't take advantage of others; Don't blame others carelessly) 2. Was society described in this film in which justice was value? What problems were caused by society's failure to promote justice? This tutorial was updated on July 21, 2011. Thanks for participating! 1) Compare the genetic traits of Vincent and Anton. 2) What does the character German do for life? 3) What is 4) The list of 3 ways that society depicts in the film regularly reads the genetic profile of a person. 5) What are the two main operations Vincent had to exacerbate his genetic deficiencies? 6) A list of three things Vincent did every day to preserve his identity jerome. 7) Who is killed in this film? Why? 8) What evidence pointed to re-envy as a murderer? 9) Describe Vincent and Irina's different attitudes to their shortcomings. 10) What ultimately happened to Anton? Why? 11) If Anton is genetically superior to Vincent, why was their ultimate fate so different? 12) What is the relationship between Vincent and his brother? How did it end up being resolved? 13) What is the meaning of the word Gattak? Students can also be asked to read a Genes Readers article from the 1998 Journal Popular Science and discuss this: Describe gene-reading chips and how they work. There are many modern periodic resources that could be used to enrich students. Rather than listing too many examples here, I encourage teachers to use the most relevant and up-to-date information. Students will then be taken to a computer lab to interact with the GATTACA website to do the child design simulation described below. In order to complete this exercise, you will have to work with your partner to simulate a couple interested in having a child. Your partner does not have to be of the opposite sex, but you should keep in mind that all decisions made in this activity must be agreed by both persons in the pair. When you work, keep a log of places where you had differences of opinion and how you were able to solve them. Some of the issues faced by this activity ask for some very personal information and opinions about potentially sensitive information. If students feel uncomfortable with any of the issues, they may choose to skip them. Start by signing in to the GATTACA website: Click on The Design child button where you faced the Big Question... Do you want to interfere with nature anyway, or would you rather leave your offspring casually? Choose from YES, I want to develop my own child or NO, I want the role of genetic bone. Follow the instructions below. Remember that all decisions must be made mutually by both members of the pair. Keep a log of all your elections along the way and pay attention to any interesting discussions. Students will be offered the genetic history of each parent, including questions about their physical makeup, IQ, athletic ability and sexual orientation. They will then be given a long checklist of hereditary diseases and asked if they are present in family history. Students should be encouraged to respond honestly and to their ability. Students are then asked about the presence of other inherited traits that arise in their family history, including things like baldness, learning disorders, susceptibility to addictiveness, personality traits, intelligence and longevity. Along the way, students are asked if they would like to clone a child from a parent. This should also be a talking point for members of the pair. Students should delve into ethical issues and cloning-related dilemmas. In addition, along the way, students are asked if they want to reconsider their choices, which should also write off discussions between members of the pair. If students choose to genetically engineer their child, they will eventually be given three options for genetic engineering: 1) clone, 2) free child disease (allowing them to eradicate all hereditary diseases, but not other unwanted traits, Or 3) health and enhancement (allowing them to eliminate hereditary diseases and choose desirable traits including gender, physical characteristics, intelligence, physical prowess, musical/mathematical ability, and As couples become bolder with their options, they are told along the way that unwanted traits can be eliminated for modest investments. How much students will be willing to pay? Encourage them to solve these problems in their journal. that all decisions must be consensual between both parents. For students who choose not to roll genetic bones, they will also fill in genetic profiles and get a list of traits (good and bad) that a child could potentially inherit. Another activity related to the GATTACA website is the gene ethics discussion page. Students are asked to vote their opinion on three separate genetics issues and can then see how they fare compared to others on each of these issues. They are then linked to a discussion site for each issue. Among the questions: Topic 1: Your two-month-old baby is going to be taken off life support. You and your partner can no longer carry children. Would you clone a child if it were an option? Topic 2: Do you think giving up an 8-cell embryo would be an abortion? Topic 3: You are an employer and know from genetic testing that the most qualified job applicant has a 70% chance of developing multiple sclerosis in one year. Would you hire that person? Students can record their voices and compare their perspectives with others. Students should be given time to explore their special position for each of these issues and come prepared to participate in class discussions. Addressing these ethical issues is a great opportunity to give students the details of a decision-making model to address these complex issues. Students are encouraged to use a four-strong approach to decision-making: 1) Collect information – collect resources on both sides of the issue; 2) Consider values - students try to take into account as many values as possible that can potentially affect every issue, including economic and moral values; 3) Investigate the consequences – students should develop a chart that identifies short-term positive and negative effects, as well as long-term positive and negative effects; 4) Make a decision - this decision-making model is one they can use to solve various ethical dilemmas. Dilemma.

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