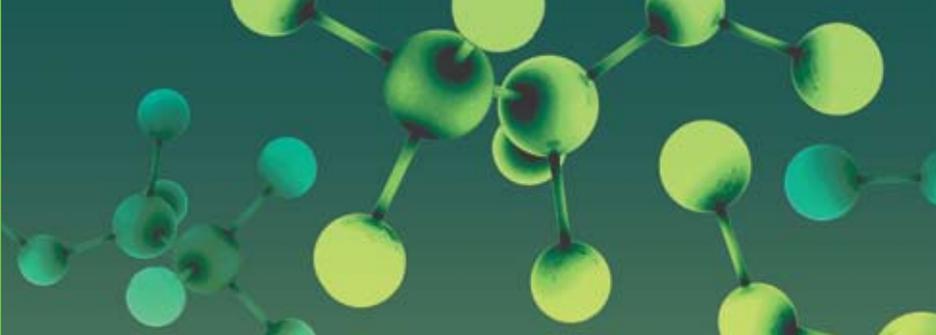
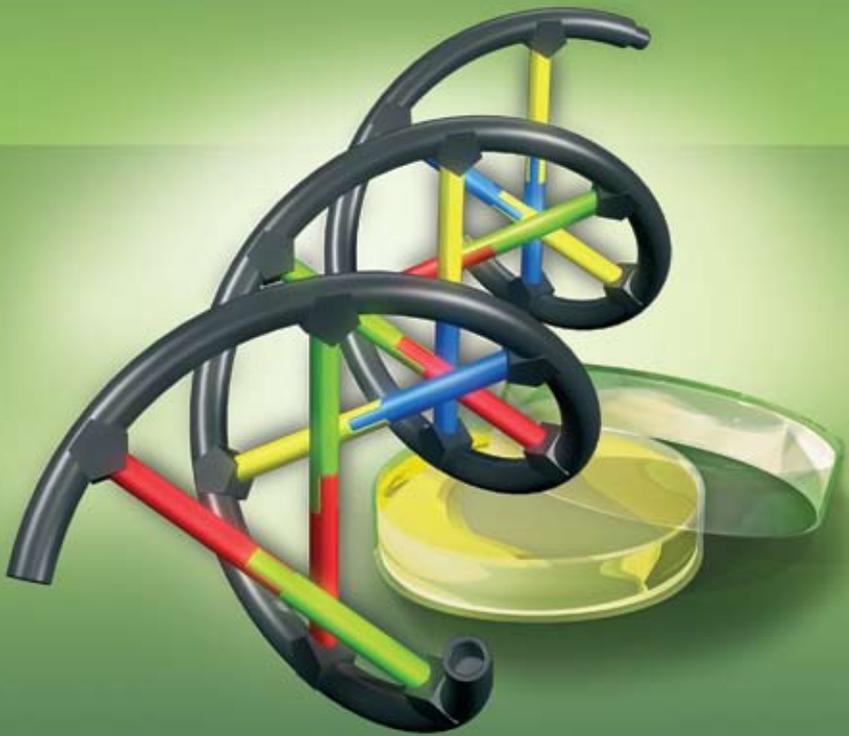


 Thames & Kosmos<sup>®</sup>



# **GENETICS** **& DNA**

Experiment Manual





| No. | Description                                        | Part    | Part No. |
|-----|----------------------------------------------------|---------|----------|
| 1   | Empty brown glass bottle with lid                  | 1       | 772 093  |
| 2   | Test tube with stopper                             | 2       | 772 100  |
| 3   | Funnel                                             | 1       | 086 228  |
| 4   | Filter paper sheet                                 | 10      | 772 092  |
| 5   | Pipette                                            | 1       | 232 134  |
| 6   | Measuring cup                                      | 1       | 065 099  |
| 7   | Wooden skewer                                      | 1       | 020 042  |
| 8   | White and red plastic chips                        | 12 each | 705 818  |
| 9   | Inheritance worksheet                              | 1       | 705 897  |
| 10  | Cell poster                                        | 1       | 705 820  |
| 11  | Chromosome puzzle and genetic fingerprinting cards | 1       | 705 819  |
| 12  | DNA model                                          | 1       | 705 817  |
| 13  | Petri dish                                         | 2       | 702 184  |
| 14  | LB agar                                            | 2       | 705 815  |
| 15  | Lid opener                                         | 1       | 070 177  |
| 16  | Wooden spatula                                     | 1       | 000 239  |
| 17  | Safety goggles                                     | 1       | 052 297  |
| 18  | Red decoder film                                   | 1       | 161 415  |

In each experiment, materials that are required but not included in the kit are written in *cursive script*.



This red magnifying glass pops up over and over again in this manual. It shows where you can check your answer to a question by laying the red decoder film over the answer box.



### ✓ Also Required

Denatured alcohol (methylated spirits), table salt, dish washing liquid, teaspoon, 2 yogurt containers, ruler, felt-tip pens, knife, scissors, permanent marker, plastic wrap, hand blender, tomato, jelly jar, microwave

## Table of Contents

|                                                                          |    |
|--------------------------------------------------------------------------|----|
| Kit Contents.....                                                        | 1  |
| Notes for Parents and Adults.....                                        | 3  |
| Basic Rules for Safe Experimenting.....                                  | 4  |
| 1. Introduction.....                                                     | 5  |
| 2. Isolating Genetic Material.....                                       | 7  |
| 01 Let's get to work on the DNA.....                                     | 7  |
| 02 Further preparation for isolating DNA.....                            | 8  |
| 03 Isolating DNA – alcohol makes the DNA visible.....                    | 9  |
| 04 Retrieving the genetic material<br>from the test tube.....            | 10 |
| 05 Further experiments in isolating DNA.....                             | 10 |
| 3. On the Trail of Heredity.....                                         | 12 |
| 06 Relatedness makes an impression.....                                  | 12 |
| 07 Mendel and the rules of heredity.....                                 | 13 |
| 08 How features are passed on to offspring.....                          | 16 |
| 09 Why parents with brown eyes<br>sometimes have blue-eyed children..... | 17 |
| 4. Cells: What Shapes Us.....                                            | 20 |
| 10 The inner life of a cell.....                                         | 20 |
| 5. Chromosomes.....                                                      | 22 |
| 11 What chromosomes reveal.....                                          | 22 |
| 12 The difference an extra chromosome can make.....                      | 24 |
| 6. Decoding the Structure of DNA.....                                    | 25 |
| 13 Building the backbone.....                                            | 25 |
| 14 ...and completing the DNA.....                                        | 27 |
| 7. Heredity: Relaying the Code.....                                      | 30 |
| 15 Heredity in miniature.....                                            | 30 |
| 16 Dividing chromosomes properly.....                                    | 32 |
| 8. Cracking the Code.....                                                | 33 |
| 17 How many words can DNA make?.....                                     | 33 |
| 9. Convicting the Perpetrators.....                                      | 37 |
| 18 The criminal profile.....                                             | 37 |
| 10. The Age of Genetic Engineering.....                                  | 42 |
| 19 Preparing the growing medium for the bacteria.....                    | 42 |
| 20 Cultivating bacteria.....                                             | 43 |
| 11. Answers.....                                                         | 46 |



**i** These are the possibilities:

a) If the programs complement each other equally, one program for red plus one for white would make pink flowers. This is what happens, for example, with the four o'clock flower, *Mirabilis jalapa*. One of these plants with a mixture of red and white programs does in fact have pink flowers.

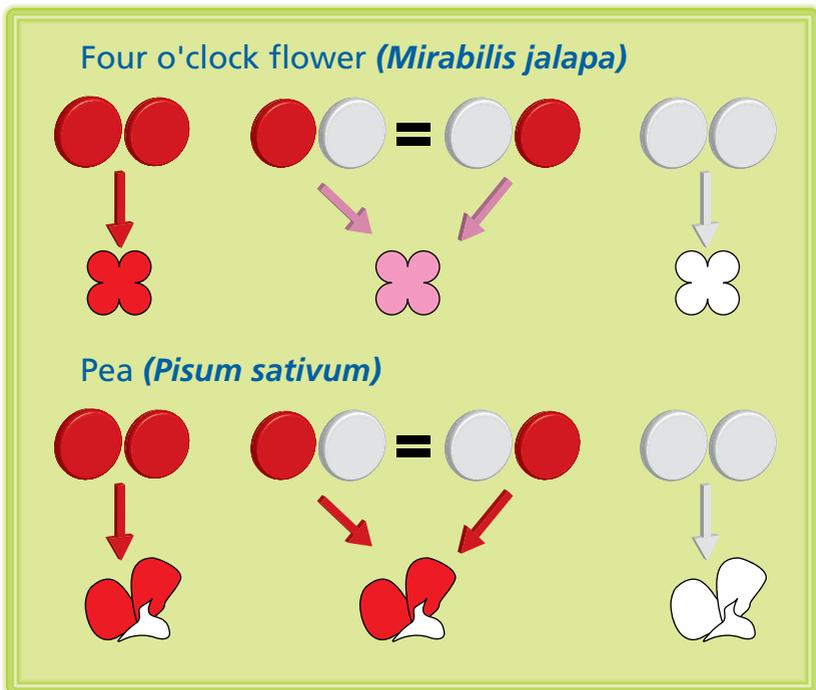


Four o'clock flower



Pea

b) But it is also possible for one program to dominate the other: for example, for the red program to prevail against the white program, so that the offspring plant has only red flowers even if both red and white programs are present. That is exactly how Mendel's peas behaved.



## 08 Experiment

### How features are passed on to offspring

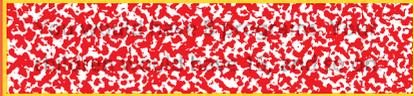
The way that features were distributed was still unclear to Mendel. But on this topic, he had a few more ideas. After all his experiments, it suddenly became clear as day to him that each partner only passes on one copy of each program to the offspring and not all the copies. That makes sense, because otherwise the number of programs would double with each generation.

Luckily, it is much more orderly than that: Only one of two possible programs passes from the parents to the children — so each of the offspring logically ends up with two copies again.

Now we can explain which four combinations of the programs can arise from two different pea plants when they are crossed.

#### BRAIN TEASER:

Suppose each of your grandparents has two programs to pass on. Each of them passes both programs on to your parents, and each of them in turn to you. If it worked this way, how many programs would you have?



#### ✓ You will need:

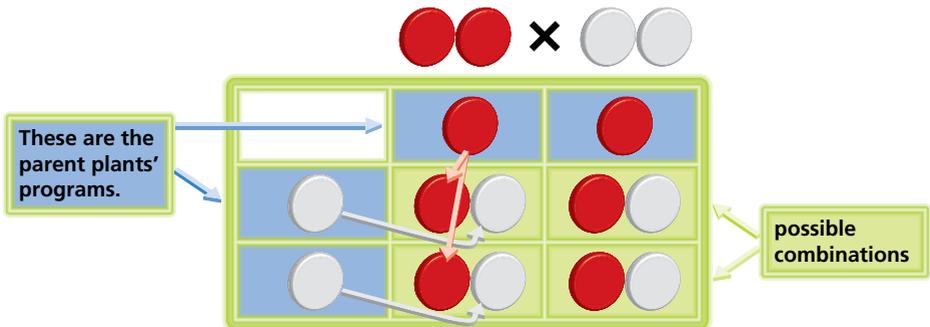
colored plastic chips

#### ➔ Here's how:

a) One pea should have two programs for red, the other should have two for white. By placing the colored chips in the grid drawing, you can easily figure out all possible combinations.

#### i How it works:

In each case, one program from one parent is crossed with one program from the other.



The X indicates that pea plant 1 (red-red) is crossed with pea plant 2 (white-white). From that crossing, we get four possible pea plant offspring, all with red flowers.