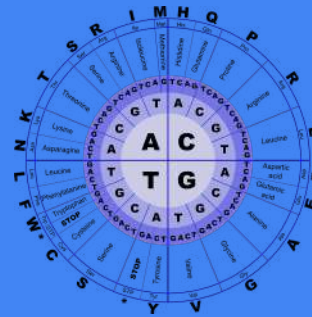
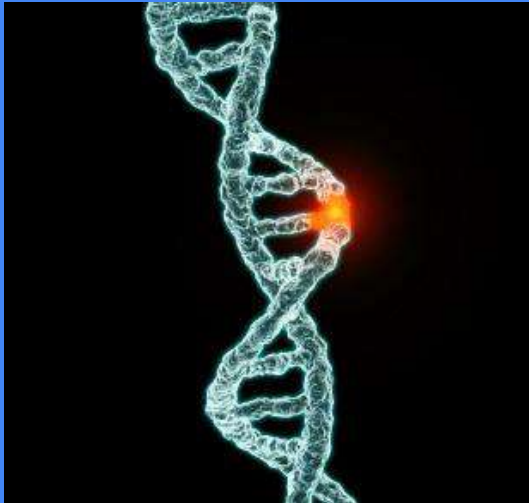




# **“Trait”ers**

## **An inventory of traits**

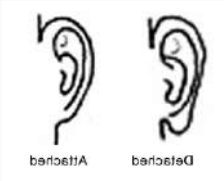


By the time we are done today, you will be able to ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

## Pre-test

1. Which of the following is required to pass traits from parents to offspring?
  - a. Proteins
  - b. Lipids
  - c. DNA
2. What is the section of DNA that codes for a particular trait in an individual?
  - a. Gene
  - b. Nucleus
  - c. Chromosome
3. Which of the following is not a genetic trait that is passed from parents to their offspring?
  - a. Nose shape
  - b. Hair length
  - c. Eye color





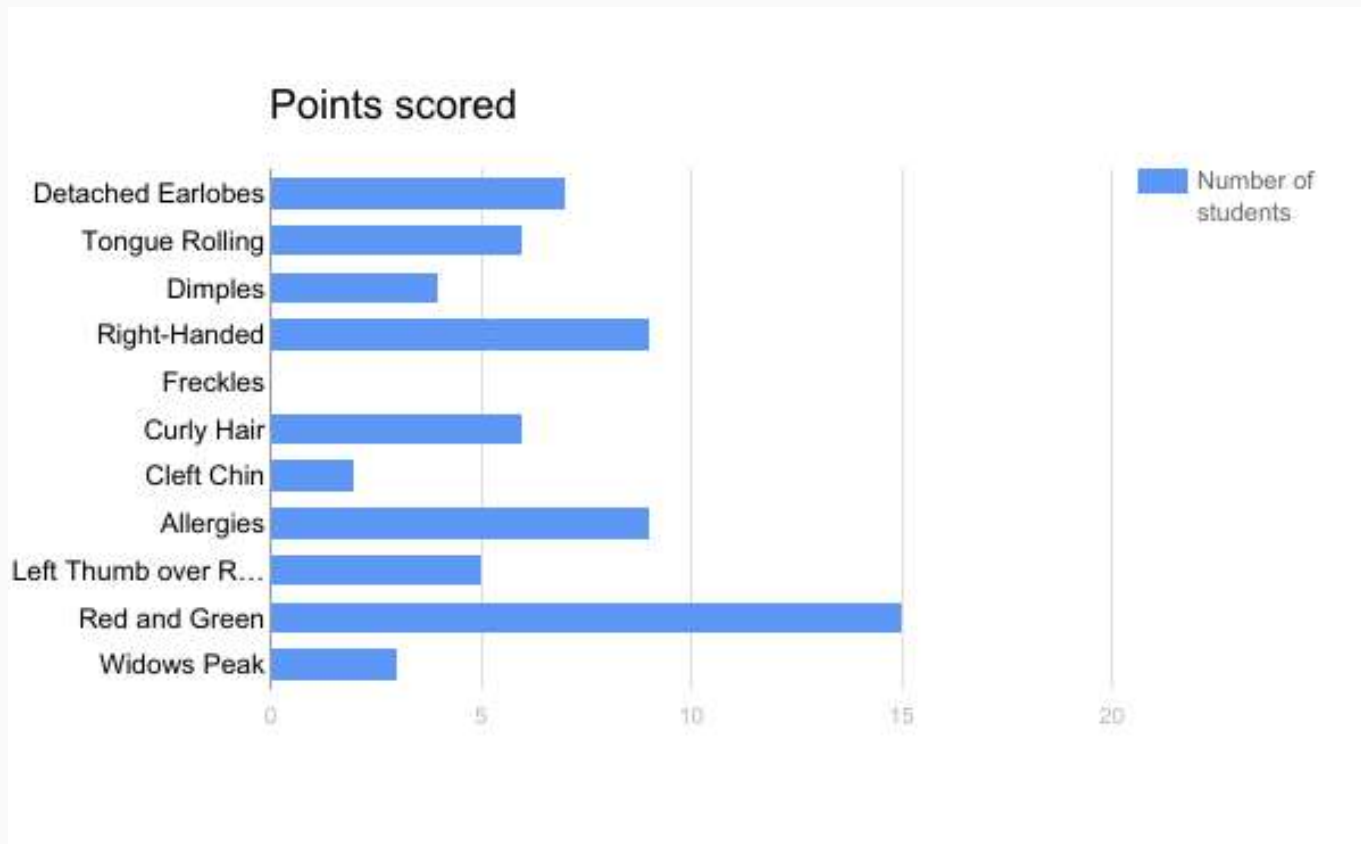
# Your Traits

Do you have:



| Trait                       | Yes | No |
|-----------------------------|-----|----|
| Detached earlobes           | 7   | 8  |
| Tongue rolling              | 6   | 9  |
| dimples                     | 4   | 11 |
| Right handed                | 9   | 4  |
| Freckles                    | 0   | 15 |
| Naturally curly hair        | 6   | 9  |
| Cleft chin                  | 2   | 13 |
| allergies                   | 9   | 6  |
| Cross left thumb over right | 5   | 10 |
| See the colors red          | 15  | 0  |

# Our Class Traits



Analyze the graph. What does it tell us?

What can these traits tell us about the role that DNA plays in passing traits from parents to offspring?

# Things to do

1. Describe one of your greatest traits (physical, cognitive, or behavioral) and explain where it came from. (Example: I get my blue eyes from my dad. He passed them down in my genes, but I don't think my mom gave me anything because she has green eyes. I get my athleticism from my uncle. He played minor league baseball. I guess he got some of that trait from my grandparents, and my mom didn't get any of it.)
1. What aspects of traits could you investigate for further research?
1. What are you wondering about now?

Thank you very much!

# Reflection

Freshmen, I tell ya.

That was a review lesson for  $\frac{1}{3}$  of them. Which is fine. Starting the school year I would assess their learning differently and if it was my class and day and lesson, this would be more of an introductory lesson than a review. Today they answered questions and met the standard, which is asking questions. In a longer session we would have been in groups and made graphs of traits for the groups, then compiled our data.

Some students would have been removed from class for their behavior.

I don't know the procedures for that kind of thing so...