
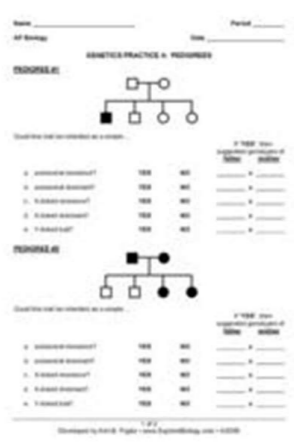


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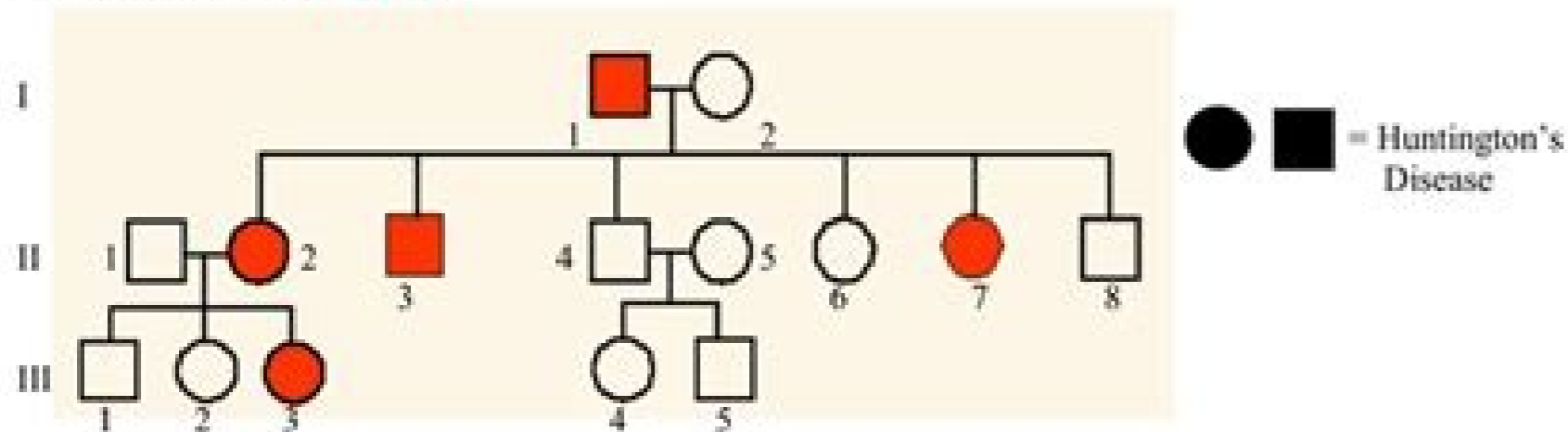
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# Pedigree worksheets biology corner papers grade

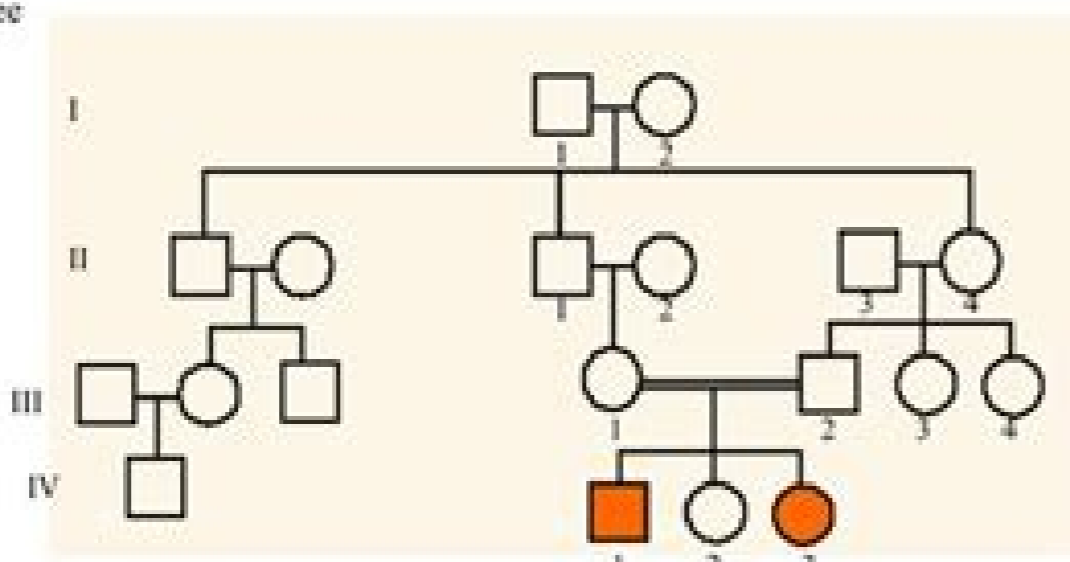


## Pedigree Worksheet KEY



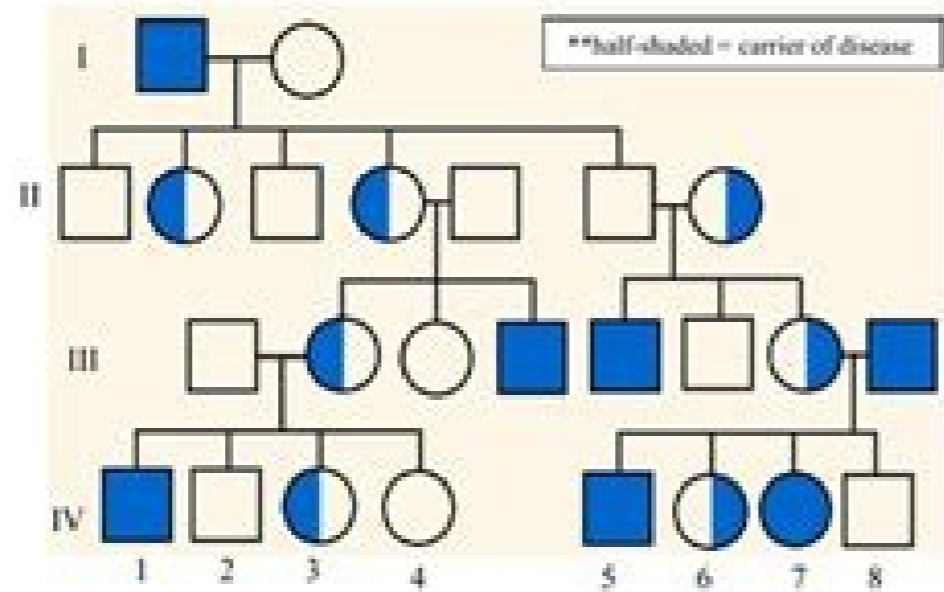
1. Which members of the family above are afflicted with Huntington's Disease? **I1, II2, II3, II7, III3**
2. There are no carriers for Huntington's Disease- you either have it or you don't. With this in mind, is Huntington's disease caused by a dominant or recessive trait? **Dominant**
3. How many children did individuals I-1 and I-2 have? **6**
4. How many girls did II-1 and II-2 have? **2** How many have Huntington's Disease? **1 or 5**
5. How are individuals III-2 and II-4 related? **Uncle/Niece** I-2 and III-5? **Grandma/Grandson**

6. The pedigree to the right shows a family's pedigree for Hitchhiker's Thumb. Is this trait dominant or recessive? **Recessive**

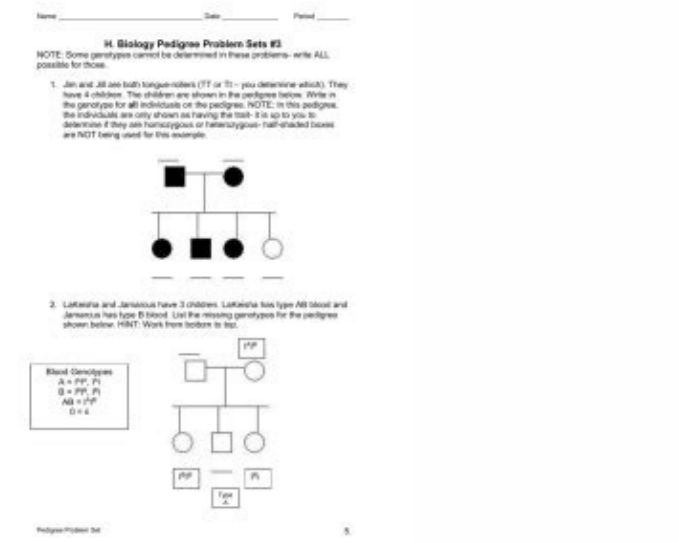


7. How do you know? **III1 and III2 do not have it but their children do.**
8. How are individuals III-1 and III-2 related? **Cousins/Marriage**
9. How would you name the 2 individuals that have hitchhiker's thumb? **IV1 and IV3**
10. Name the 2 individuals that were carriers of hitchhiker's thumb. **III1 and III2**
11. Is it possible for individual IV-2 to be a carrier? **Yes** Why? **b/c parents were heterozygous**

12. The pedigree to the right shows a family's pedigree for colorblindness. Which sex can be carriers of colorblindness and not have it? **Females**



13. With this in mind, what kind of trait is colorblindness (use your notes)? **Sexlinked/recessive**
14. Why does individual IV-7 have colorblindness? **b/c mom was a carrier and dad was affected**
15. Why do all the daughters in generation II carry the colorblind gene? **b/c dad was affected and its on the X**
16. Name 2 IV generation colorblind males. **IV1, IV5**



1. Definitions	Comments
	If possible, male partner should be to left of female partner on relationship line.
	Siblings should be listed from left to right in birth order (oldest to youngest).
<b>2. Relationship line (horizontal)</b>	
	A break in a relationship line indicates the relationship no longer exists. Multiple previous partners do not need to be shown if they do not affect genetic assessment.
<b>3. Line of descent (vertical or diagonal)</b>	
	If degree of relationship not obvious from pedigree, it should be stated (e.g. third cousins above relationship line).
<b>4. Multiple generation</b>	
	Biologic parents shown.
	The horizontal line indicating monogamy is placed between the individual's line and not between each symbol. An asterisk (*) can be used if zygosity proven.
	Indicate reason, if known.



## Biology corner pedigree practice answers.

The genetic made up of the first generation is AA, Aa, aa, Aa, Aa, Aa, (Aa,aa) Q3) Given below is a pedigree chart of a family with five children. Which group of amino acids was it? Look for patterns - what color was used the most? They will select one of the codons for Leucine and write it on their chart. The colored links will be placed in the same order as the letters in their name. This is a fun and creative activity to tie all of the following concepts together into one lesson: DNA sequencing & transcription, mRNA translation, amino acid codons & proteins, genotype, phenotype, recessive & dominant alleles & traits. Step 7 - they will draw a mug shot of their suspect using the phenotypes they decoded This lesson was modified from the one found on Biology Corner: This slideshow requires JavaScript. Which one of the following conclusions drawn is correct? Each student will receive one of the 4 DNA samples - you can have students work individually, or have a group of students work on suspect 1, another on suspect 2, etc. It shows the inheritance of attached earlobes as opposed to the free ones. The practice of analyzing inheritance pattern of traits in human beings is difficult because Control crosses are not possible Pedigree study helps to find out the inheritance of a specific trait, abnormality or disease. For example, if the first letter is "L", it will code for Leucine. blue, dk.blue, and black\* (\*) be sure to have more of these colors since they are vowels I used a paper cutter and was able to make a lot of strips very quickly ahead of time markers staplers clothes pins and string to hang up in classroom Protein Chains made by M.P.'s class Dec. Using the chart, they will find the amino acid associated with the first letter of their first name. Which group of amino acids was used the least? Weave through the second letter and staple the loop closed. There are 3 versions of the same scenario that will identify 3 different criminals so you can use them for 3 classes - this avoids having the kids tell the next class who the suspect is :). 2017 Procedures: This activity should be used after DNA and protein synthesis has been introduced. This activity will help reinforce the concept of how the sequence of DNA codons create specific amino acids, and in turn, the amino acids are joined together to create specific proteins. (link) Each student will write the letters from their first and last name onto the student handout. Write the color of the paper link they will need for "L", in this case, it is Red. Materials: Student Handout (DNAProteinChainsActivity) Amino Acid Handout (link) pre-cut 2 inch wide strips of construction paper (12x18) in the following colors - red\*, pink, yellow, orange\*, green, lt. This slideshow requires JavaScript. Who had the longest name? Pedigree symbols Q.1 Study the Pedigree Analysis and find that the trait is : Autosomal Dominant/Autosomal recessive/X-linked dominant/X-linked recessive (Autosomal Dominant) Q2) A pedigree is shown below for a disease that is autosomal dominant. Once their handout is completed, they will select the colored links, one for each letter of their name. Free Resources: Videos: Making protein chains - In this example, the color code is different than posted in the lesson, it was a prototype Purpose: Students will convert their name into a DNA sequence and create a protein chain. (Sorry - I do not have an answer key to post) Directions: Worksheets: DNA-RNA-Crime-Snorks-2018 & Amino Acid Codon Wheel, & additional resource: 20 Amino Acids Step 1 - students will transcribe the DNA sequences into mRNA sequences Step 2 - using the Amino Acid codon wheel, they will determine the amino acid for each codon Step 3 - using the chart, they will find protein using the sequence of amino acids Step 4 - using the proteins, they will determine the phenotype Step 5 - using the phenotypes, they will determine the genotyp(es) Step 6 - is there suspect the criminal? Etc. Loop and staple the first letter of their name. The parents are homozygous recessive/The trait is Y-linked/The parents are homozygous dominant/The parents are heterozygous (parents are heterozygous) Q4) What does the below pedigree conclude? Repeat for every letter in their name. Continue until all the letters have been linked together. On each link, write one of the codons for that letter. Autosomal dominant/Autosomal recessive/X-linked dominant/X-linked recessive (autosomal recessive) Q5) Given below is a pedigree chart showing the inheritance of a certain sex-linked trait in humans The trait traced in the above pedigree chart is (a) Dominant X-linked (b) Recessive X-linked (c) Dominant Y-linked (d) Recessive Y-linked (X LINKED DOMINANT) Hang up the protein chain, be sure to have the first letter of their name at the top. Protein Synthesis (link) Shannan Muskopf May 4, 2017 Thank you for your participation! Thank you for your participation! Pedigree Analysis: Analysis of traits in several generations of a family is called the pedigree analysis. Students will help solve a crime based on DNA evidence left on a lollipop at the crime scene. For example, "L" would be "CTT" on a Red link.



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