

## Meiosis and Mendel

**Study Guide B****Answer Key****SECTION 1. CHROMOSOMES AND MEIOSIS**

1. somatic/body cells; germ cells/gametes
2. in the reproductive organs; testes and ovaries
3. 46
4. mother
5. father
6. autosomes
7. X
8. Y
9. female
10. Y chromosome
11. They have together.
12. gametes
13. 23
14. 22; 1
15. Mitosis makes diploid cells; Meiosis makes haploid cells; Mitosis makes genetically identical cells; Meiosis makes genetically unique cells; Mitosis happens throughout lifetime; Meiosis happens at specific times in an organism's life cycle; Mitosis involved in asexual reproduction; Meiosis involved in sexual reproduction
16. a pair of chromosomes, one from the mother and one from the father, that have the same genes, length, and overall appearance
17. autosomal chromosomes that directs the body's development of traits not directly related to sexual

**SECTION 2. PROCESS OF MEIOSIS**

1. sister chromatid
2. homologous chromosomes
3. Refer to Figure 2.3 for visual answers:  
prophase I
4. metaphase I
5. anaphase I
6. telophase I
7. prophase II
8. metaphase II
9. anaphase II
10. telophase II

11. anaphase I
12. anaphase II
13. DNA
14. DNA, organelles, molecules building blocks
15. female  
Sperm Formation/Egg Formation: Refer to Figure 2.4 for visual answers.
16. Gametogenesis is the "birth" or formation of gametes.
17. cells produced by mitosis in the female body that contain little more than DNA and are eventually broken down

**SECTION 3. MENDEL AND HEREDITY**

1. the study of biological inheritance patterns and variation in organisms
2. Gregor Mendel
3. Mendel recognized that traits are inherited as discrete units, whereas many others believed that traits were mixed together.
4. control over breeding; removed the stamens and fertilized the plant with pollen from a pea plant of his choice
5. one of purebred plants: used self-pollinating, purebred pea plants
6. studied "either-or" traits; looked at traits that did not have intermediate characteristics such as pea shape, pea color, flower color, pod shape, pod color, flower position, and plant height
7. Pea plants reproduce quickly, and he could control how they mate.
8. Box 2: Allowed F<sub>1</sub> offspring to self-pollinate. Box 4: Calculated the phenotypic ratios in the F<sub>2</sub> generation.
9. green
10. Organisms inherit two copies of each gene, one from each parent. Genes segregate during gamete formation, so organisms donate only one copy of each gene in their gametes.
11. the discrete units, or genes, the result of the separation of chromosomes during meiosis
12. a genetically uniform line of organisms

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**P. Amaria**



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Chapter Resource 1 Biology and You Biology Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 **ENC**  
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Rinehart and Winston, 2008 Holt Biology Student Edition 2008 **KY HS Test Prac Wkbks W/Corr Sci 2001** Holt  
Rinehart & Winston, 2002-03 *The Hidden Curriculum - Faculty Made Tests in Science* Sheila Tobias, 1997 School  
Science and Mathematics, 1929 Holt Science and Technology Holt Rinehart & Winston, 2004-02 **Children's Books in**  
**Print** R R Bowker Publishing, Bowker, 1999-12 **Handbook of Fish Biology and Fisheries** Paul J. B. Hart, John D.  
Reynolds, 2008-04-15 Recent decades have witnessed strong declines in fish stocks around the globe amid growing concerns  
about the impact of fisheries on marine and freshwater biodiversity Fisheries biologists and managers are therefore  
increasingly asking about aspects of ecology behaviour evolution and biodiversity that were traditionally studied by people  
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Mary Burnham, Carol Hurd, 1928 American Men of Science, 1949 Resources in Education, 1984 **Catalog of**

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**Perspectives on Oceans Past** Kathleen Schwerdtner Máñez,Bo Poulsen,2016-05-24 Marine environmental history analyses the changing relationships between human societies and marine natural resources over time This is the first book which deals in a systematic way with the theoretical backgrounds of this discipline Major theories and methods are introduced by leading scholars of the field The book seeks to encapsulate some of the major novelties of this fascinating new discipline and its contribution to the management conservation and restoration of marine and coastal ecosystems as well as the cultural heritages of coastal communities in different parts of the world      Arctic Systems P. Amaria,2013-03-09 For the purpose of publication of these Proceedings the original conference programme has been rearranged to provide a more logical sequence of presentation The beginning sections give the inaugural speech and the six keynote addresses which were delivered at the opening plenary session Following these are the working papers published more or less in the same sequence in which they were presented in the original programme The order of presentation does not necessarily emphasise the importance of any one aspect of the Arctic Systems over others The final reports of the six working groups and their conclusions and recommendations are edited in such a manner as to present them in a standardised format for easy comprehension The editors accept responsibility for any distortion inadvertently introduced in the summarising and editing processes Later sections of the Proceedings give a background to the Conference organization and deliberations and an independent critique of the meeting The directors and those who attended the Conference were conscious of the debt of gratitude owed by them to the Conference chairmen rapporteurs authors of working papers and many individuals for their contributions to the success of the meeting We wish to thank them and it is a pleasure to record their names in these Proceedings Inaugural Speaker Dr J Rennie Whitehead Canada Banquet Guest Speaker Honourable Mr T Alex Hickman Canada Keynote Addresses Mr C Bornemann Denmark Dr A E Collin Canada Dr R E Francois U S A      **The High School** ,1923

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