

Chapter 14: Mendel and the Gene Idea

If you have completed a first-year high school biology course, some of this chapter will serve as a review for the basic concepts of Mendelian genetics. For other students, this may be your first exposure to genetics. In either case, this is a chapter that should be carefully mastered. Spending some time with this chapter, especially working genetics problems, will give you a solid foundation for the extensive genetics unit in the chapters to come.

Overview:

1. In the 1800s the most widely favored explanation of genetics was “blending.” Explain the concept of blending, and then describe how Mendel’s “particulate” (gene) hypothesis was different.

The explanation of heredity most widely in favor during the 1800s was the “blending” hypothesis, the idea that genetic material contributed by the two parents mixes in a manner analogous to the way blue and yellow paints blend to make green. This hypothesis predicts that over many generations, a freely mating population will give rise to a uniform population of individuals. However, our everyday observations and the results of breeding experiments with animals and plants, contradict that prediction. The blending hypothesis also fails to explain other phenomena of inheritance, such as traits reappearing after skipping a generation. An alternative to the blending model is a “particulate” hypothesis of inheritance: the gene idea. According to this model, parents pass on discrete heritable units—genes—that retain their separate identities in offspring.

Concept 14.1 Mendel used the scientific approach to identify two laws of inheritance

2. One of the keys to success for Mendel was his selection of pea plants. Explain how using pea plants allowed Mendel to control mating; that is, how did this approach let Mendel be positive about the exact characteristics of each parent?

The reproductive organs of a pea plant are in its flowers, and each pea flower has both pollen-producing organs (stamens) and an egg-bearing organ (carpel). In nature, pea plants usually self-fertilize: Pollen grains from the stamens land on the carpel of the same flower, and sperm released from the pollen grains fertilize eggs present in the carpel. To achieve cross-pollination (fertilization between different plants), Mendel removed the immature stamens of a plant before they produced pollen and then dusted pollen from another plant onto the altered flowers. Each resulting zygote then developed into a plant embryo encased in a seed (pea). Mendel could thus always be sure of the parentage of new seeds.

3. What is the difference between a *character* and a *trait*? Explain using an example.

A heritable feature that varies among individuals, such as flower color, is called a character. Each variant for a character, such as purple or white color for flowers, is called a trait. For example, the varying color of the flowers on pea plants is a character, and the specific variations, white and purple, are traits.

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