



ThINQ!™ Investigations for AP Biology

Manual Preview

Overview

Bio-Rad's ThINQ! Investigations are real-world, hands-on, inquiry-driven labs that align with the AP Biology framework. The ThINQ! Investigation Kits include multiple labs and give instructors the flexibility to choose to do any or all of the experiments as open, guided, or structured inquiry investigations. These kits were designed to meet the needs of your AP Biology class.

A printed instructor guide is included in each ThINQ! Kit and the student manual is available for download online. The student manual includes questions and exercises that guide students through the scientific process. The instructor guide provides the necessary support and includes the following features.

Teacher Model Process

Suggests questions that help you guide your students through the inquiry and protocol design process.

Inquiry Lesson Step	Suggested Questions and Prompts to Support Protocol Design	Kit Specific Applications
Making Observations	Making observations that lead to an investigation question What did you notice during Investigation 1 when using mushroom extract to determine reaction rate? How might different conditions affect the rate of the enzyme reaction? What kinds of observations would you need to make in order to answer your questions? Describe the phenomenon that you observed in Investigation 1.	Determining reaction rate using enzyme extracted from mushroom, comparing enzyme activity from different mushrooms

Inquiry Lesson Step	Suggested Questions and Prompts to Support Protocol Design	Kit Specific Applications
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Defining the Purpose of the Investigation	Clarifying the purpose of the investigation What was the purpose of Investigation 1? How does the purpose of Investigation 1 differ from the purpose of the investigation? What experimental changes could you make to the protocol in Investigation 1 to meet the purpose of this investigation? What steps from the protocol in Investigation 1 can you use to design this investigation?	Comparing different conditions of temperature, pH, enzyme concentration, and substrate concentration

Data Analysis and Interpretation of Results

Before you began this investigation you generated an investigation question with your group, described procedural steps to answer that question and predicted your results. Carefully analyzing the data you've collected will determine whether your data were accurate or require revision. You may choose to conduct your analysis in different ways. Remember that in Investigation 1 you generated a standard curve, graphed the amount of product formed given absorbance readings, graphed the amount of product formed at specific time points, and calculated the initial rate of the enzymatic reaction. These data analysis steps, and others you feel useful, should be considered in this section.

Decide with your group which data analysis strategies will be most useful in answering your investigation question and carry out your analysis in the space below:

1. Plot the amount of product produced versus time for both the high- and low-concentration enzyme reactions on the same graph below.

ThINQ! Exercises

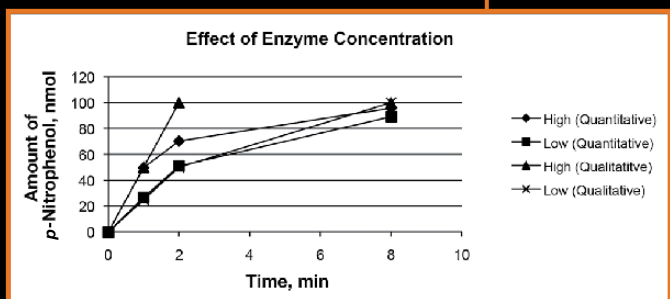
Collaborate and use outside resources to answer the following questions:

How could increasing the temperature of an enzymatic reaction be useful for reducing the activation energy of that reaction?

When temperature increases, more energy is conveyed to molecules in a substance such as enzymes and substrates. This causes more frequent and more forceful collisions between these molecules.

Sample Data

Provide scientist-verified data for each investigation.



Answer Keys

Provide sample answers to ThINQ! Exercises and Focus Questions in the student manual.

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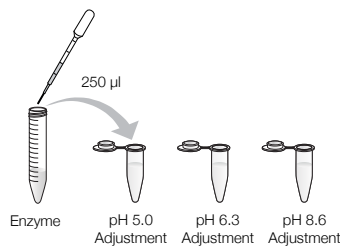
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Quick Guides

Include easy-to-follow graphic protocols for each lab. You choose whether to provide these to your students based on the level of inquiry you want to achieve.

- Have a stopwatch ready. Using a clean DPTP, add 250 μ l of enzyme to each of the labeled microcentrifuge tubes and start your stopwatch.



Tips & Tricks

Help you conserve supplies and time, avoid common mistakes, and conduct the labs successfully.

Tips & Tricks

Fresh white button, shiitake, and oyster mushrooms, all saprotrophs, are recommended for use during this investigation. These three mushrooms will provide sufficient enzyme activity to support qualitative and quantitative analysis. The mycorrhizal chanterelle mushroom is recommended only if you would like to include a mushroom with very little enzyme activity as a comparison. Making connections between the ecological niches where different mushrooms grow and their cellobiase activity levels can be used to segue into AP Big Idea 3.

Teachable Moments

Suggest ways to help you guide your students through the inquiry process.

Teachable Moments

It may be useful to hold a whole class discussion where students generate a list of important considerations when designing an experimental protocol. This list should include general factors such as use of a control, defining an investigation question, and careful collection of data, among others. This list could be posted on the classroom wall to serve as a reminder in future investigations when students generate their own protocols.

4. Have a stopwatch ready. Using a clean DPTP, add 250 μ l of enzyme to each of the labeled microcentrifuge tubes and start your stopwatch.

5. After 5 min, use a clean DPTP for each pH reaction to transfer 50 μ l of your reaction.

6. After all of your samples have been analyzed, rinse the DPTPs and cuvettes used in the investigation with copious amounts of water and save them for future investigations.

Note: Do not discard the unused stock solutions or cuvettes containing standards. They will be used for the next investigation.

At the beginning of the reaction, there is plenty of substrate available for the enzyme to encounter and convert to product.

Locate the region where the concentration of the product increases linearly.

Using the graph you generated for concentration of product as a function of time, you will be able to determine the rate at which the product is produced when there is plenty of substrate.

Teacher Note: It is possible to continue using mushroom extracts for Investigations 2–6. However, extracts are functional for only 24 hours at 4°C, so your students will have to create new extracts at the beginning of each lab period if they are separated by more than 24 hours. This will add approximately 15 minutes to the beginning of each investigation. Also note that students cannot expect extracts to behave the same from one period to the next as each extract may contain a different concentration of enzyme. Using mushroom extract for each investigation will also require additional extraction buffer, so it will be important to determine the volume needed and budget accordingly for the number of extracts that you plan to make over the course of each investigation. You may need to reduce the number of extracts generated for subsequent investigations or obtain more extraction buffer.

Tips & Tricks

When extracting enzymes and other molecules of interest, an important consideration is the pH of the extraction buffer. The pH of the buffer can affect the enzyme's activity. For example, the optimal pH for many enzymes is around 7.0. If you are using a buffer with a pH that is too high or too low, the enzyme's activity may be reduced. To ensure that you are using the most effective buffer, you should test different pH values and see which one gives the highest activity.

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AP Bio

Refer to the AP Biology Curriculum Alignment tables on page 8 for more details on how this activity aligns to AP Curriculum Learning Objectives (LO), Essential Knowledge (EK), and Science Practices (SP).

Big Idea 2

LO 2.4 [EK 2.A.2 & SP 1.4, 3.1]
LO 2.22 [EK 2.D.1 & SP 1.3, 3.2]
LO 2.23 [EK 2.D.1 & SP 4.2, 7.2]

Teacher Notes

Provide instructions on supplementary activities and alternative lab configurations.

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AP Bio

Aligns activities to AP learning objectives.

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Each ThINQ! Investigation Kit contains sufficient materials for 32 students (eight stations of four students) to complete multiple inquiry-driven labs.

ThINQ!™ pGLO™ Transformation and Inquiry Kit for AP Biology (catalog #1660335EDU)

Your students will learn about bacterial transformation and dive deeper into gene regulation, antibiotic resistance, satellite colonies, and conditions that affect transformation efficiency. (AP Biology Big Ideas 1 & 3)

ThINQ! Biofuel Enzyme Reactions Kit for AP Biology (catalog #17001235EDU)

Your students will think like a biofuel bioengineer to test different mushrooms for cellobiase activity and optimize reaction conditions by exploring the effects of pH, temperature, substrate concentration, and enzyme concentration on enzyme reaction rates. (AP Biology Big Ideas 2 & 4)

ThINQ! Photosynthesis and Cellular Respiration for AP Biology (catalog #17001238EDU)

Your students can learn about both photosynthesis and cellular respiration in a single color-change assay using algae beads and a pH indicator. Reusable algae beads allow students to test the effects of light intensity, light color, and temperature on these processes. (AP Biology Big Idea 2)

Visit bio-rad.com/web/preview/ThINQ for more information.

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