To understand the definition of toxicity
To understand how dose
To understand how the “dose
as to what the compounds might be.
compounds as toxic or not. Take guesses
Part C
outlining the “suspects.”

Preparation
Part A
Set-up: Using a computer hooked up to a projector, pull up the Yanni the Yeast powerpoint. Set-up stations for each compound, as well as containers of yeast and sugar. Have a station set up for the warm water.

Part B
Set-up: Have one person designated to measure out the warm water so no students burn themselves on the heating element.
Activity: Separate the students into groups of 2 or 3. Have them prepare the ziploc baggies as described in the handout and the powerpoint. Once the baggies are on a heat source, proceed to outlining the “suspects.”

Part C
Activity: Have students identify their compounds as toxic or not. Take guesses as to what the compounds might be. Show the dose-response curves for the known compounds. Identify the “poison.”

Yanni the Yeast was found in the library, with three unknown substances by his side – which was the one that delivered the fatal blow? Using toxicology, the students (detectives) will determine what killed Yanni, and identify the killer. To identify the compound, the students will use dose response curves to figure out which compound is the most toxic.

Using the associated powerpoint, explain the crime scene, and the three compounds found at the scene

The Objective: Identify the three unknown substances, and see if any of them match the substance found in Yanni’s blood.