

Natural Selection

1. What is evolution?
1. Evolution is any change in the heritable traits within a population across generations.
2. Was Charles Darwin the first person to talk about evolution?
2. No.
3. Was Charles Darwin a laboratory scientist?
3. No, he was a naturalist.
4. What is a naturalist?
4. A naturalist is a person who studies the natural world, including plants, animals, and rock formations.
5. How long did Darwin spend on the HMS <i>Beagle</i> as a naturalist?
5. Darwin spent five years as a naturalist aboard the HMS <i>Beagle</i> .
6. What was the purpose of the <i>Beagle's</i> voyage?
6. The <i>Beagle</i> traveled to South America and its remote islands to make navigational maps.
7. What did Darwin do when he visited South America and the Galápagos Islands?
7. Darwin made observations and detailed notes of the biology and geology of the locations he visited.
8. What does diversity mean?
8. Diversity means "being different from others" or "variety."
9. What did Darwin compare?
9. Darwin compared the similarities and differences among the animals and fossils of animals from the different islands he visited.
10. What did Darwin reason from his observations of differences among organisms on the South American mainland and the Galápagos Islands?
10. Darwin reasoned that animals and plants on the Galápagos Islands originally came from South America, and, over time, they evolved to become different.
11. How do the two types of tortoises Darwin observed on the Galápagos Islands support the concept of evolution?
11. The tortoises that lived on islands where their food was low-growing plants had short necks and dome-shaped shells. Those living on islands where the food was high-growing cacti had long front legs, long necks, and saddle-shaped shells that made it easier for tortoises to stretch vertically to reach food. Over time, tortoises had evolved so that their neck and shell types best suited their islands' food sources.
12. What kind of bird and what trait of that bird did Darwin study on the Galápagos Islands?
12. Darwin studied finches and their beak size and shape.
13. What are finch beak size and shape related to?
13. Beak size and shape are related to the food the finch eats and where it must go to get the food.
14. Why are the finch species in the Galápagos Islands different from each other, even though they all descended from a common ancestor?
14. The finches are different, or evolved, because they became suited to the different habitats on the islands. The changes occurred through the process of natural selection as a result of different environments on each island.
15. What is selective breeding?
15. Selective breeding is breeding plants or animals to get offspring with specific desired characteristics.
16. Does selective breeding create new species?
16. No, selective breeding does not create new species.
17. How does a trait that helps organisms survive become more common among members of a species?
17. Organisms with a trait that helps them survive produce more offspring than members of their species that do not have the helpful trait.
18. Why is genetic variation necessary for evolution to occur?
18. Genetic variation results in organism's traits being different. Those differences result in some organisms being better able to survive and reproduce; their relative numbers within a population of organisms increase. The makeup of the population changes. That is evolution.

Evolution Study Guide Middle School

A Gutmann



Evolution Study Guide Middle School:

The Praxis Series Official Study Guide: Middle School: Science , Resources in Education ,1999-10 Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents Britannica Junior Study Guides ,1957 Research in Education ,1974 **Study Guide for Morgan and King: Introduction to Psychology, 5th Ed** Clifford Thomas Morgan,Richard Austin King,James W. Rosen,1975 **Reader's Guide to Periodical Literature Supplement** ,1927 **Home and School Reading and Study Guides** ,1996 **The Montessori Way, Revised and Expanded** Tim Seldin,2025-06-24 Discover the transformative power of Montessori education in this

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balancing formative assessment with summative assessment **Subject Guide to Books in Print** ,1997 *Making Science Curriculum Matter* Barbara Brauner Berns, Judith Opert Sandler, 2009 The D I centers helped many schools and districts change how they defined the goals of their science education program and the materials and methods they used to bring science to life for their students This book will no doubt be another part of the centers legacy From the Foreword by Janice Earle Senior Program Director National Science Foundation Promote science education reform that strengthens instruction and gives students a competitive edge Based on the legacy of the National Science Foundation Instructional Materials Development program this resource examines the opportunities and challenges of creating effective and equitable science education programs The authors focus on the work of four dissemination and implementation centers that were established to promote the use of standards and research based materials for classrooms The book demonstrates how educators can Establish innovative K 12 science programs Create strong professional development opportunities to guide curriculum selection and classroom implementation Drive reform efforts that serve to empower students with the skills and understanding required in today s worldwide scientific technical environment For any educator involved in making decisions about science curriculum instruction professional development and assessment *Making Science Curriculum Matter* is a key tool in strengthening our nation s science education **Bicentennial Educational Grant Program** Commission on the Bicentennial of the United States Constitution, 1991

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