

Title: Evolution

Post Secondary: Science Major

Difficulty: 300 level range

Overview	<ul style="list-style-type: none">• The purpose of this lesson is to educate students on how to look for specific signs of evolution while observing animals.
Objective	<ul style="list-style-type: none">• After the students have been introduced to evolution, lectured on what to look for in signs of evolution, and complete their field work using Qik to record their findings, students will be able to write a paper relating back to their findings during field work and demonstrate how they knew evolution had occurred.
Materials	<ul style="list-style-type: none">• Writing utensils to take notes• Paper• Internet access• Smart phone: compatible with Qik
Standards	<p>Applies to ISTE standards 3A and 4D</p> <ul style="list-style-type: none">• 3A: Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.• 4D: Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.
Procedure	<ol style="list-style-type: none">1. A lecture will be given on an introduction to evolution will. The professor will lecture about these questions:<ul style="list-style-type: none">- Who was Charles Darwin?-Is there concrete evidence for evolution?-How does evolution work?-How did humans evolve according to evolution?-Why does it matter today?-What are some controversial issues with evolution?2. Students will also be taught how and what

	<p>to look for on animals for signs of evolution.</p> <ol style="list-style-type: none"> 3. After the lecture about evolution and how to presentation, the professor will split the class into groups, consisting of 2 people per group. 4. One student will actively search for evidence of evolution in animals during field work. The student will use his/her smart phone to stream their findings to the Qik website for their partner to observe. The partner will observe the results and record data. The two partners will use Qik's "live chat" feature for communication. 5. After the students' field work has been completed, they will write a paper on their findings.
<p>Evaluation</p>	<ul style="list-style-type: none"> • Students will write a paper about their findings and relate it back to class lectures. The papers will be graded according to this rubric: <ul style="list-style-type: none"> ___/15 : Report of what tasks each partner did within the field work. ___/25 : A description of the features that gave the sign of evolution. Explain how they evolved and relate back to class lectures. ___/25 : A clear, concise reflection on their findings and observations of the animals in their field work. ___/15 : No grammatical mistakes. Paper organization is concrete. <p>Total : ___/80</p>

