

Evolutionary Evidence

Summary

This activity will provide students with recent articles about evolution that has been observed happening within several different species. It very closely ties to the core indicator: e. Review a scientific article and identify the research methods used to gather evidence that documents the evolution of a species.

Time Frame

1 class periods of 70 minutes each

Group Size

Small Groups

Materials

- [articles](#)
(attached)
 - [student sheet](#)
(attached)
- sticky notes or overhead pens if articles are laminated

Instructional Procedures

Hook students with the evolution opinionaire (found on this web site) or ask them to write down 3 things they think they know about evolution. Discuss how a scientist would fill out the opinionaire or have some students read their evolution statements for discussion. Explain that today's activity will use actual observations or experiments being carried out on evolution today by scientists.

Divide the class into 5 groups. Give each group a different article. Article #1 it the most difficult and longest so give it to the group with the most capable readers.

Remind students that scientists must publish their findings to share them with other scientists or the work will not be accepted by their peers.

Allow students time to read their article. If you laminate the copies, students could underline every place they find the scientific methods used to study this species. If you are using sticky notes, they can write a note about the method when they find it. Give them time to discuss in their group.

Ask students to join a new group that has a person from each of the different groups. Each member should share the summary of their article and help others to fill in their data tables.

Discuss with students the format for the last question where the students write an argument for or against evolution using the article.

Bibliography

Lesson Design by Jordan School District Teachers and Staff.

Authors

[Utah LessonPlans](#)