

EVOLUTIONARY HISTORY

NEXT GENERATION SCIENCE STANDARDS

Jan. 7, 2019

Day 2/78

At the end of today's lesson you will;

- Why do species, both living and extinct, share similarities and also have differences?

Classwork-

- Evolutionary History 3.3
- Students examine a variety of structures—from whales, wolves, and the Mystery Fossil—in order to determine whether the Mystery Fossil is more closely related to whales or wolves. A message from the museum director informs students that today they will finally determine where the Mystery Fossil should be placed.
- Students examine information about body structures for whales and wolves, determining that there are many structures shared by both types of organisms, but that a few diagnostic shared structures can be used to distinguish them. In the next activity, students examine whales, wolves, and the Mystery Fossil, focusing on diagnostic shared structures that will help them to place the Mystery Fossil on an evolutionary tree (and in the museum).
- Students then make a final determination about which type of organism—whales or wolves—the Mystery Fossil is more closely related to, complete an evolutionary tree diagram to show their thinking, and write an argument for homework explaining where in the museum they decided to place the Mystery Fossil.

Homework-

- Complete the Evolutionary History 3.3.5 Homework.

