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Artificial selection dogs worksheet answers

Empty layers.32 These lessonprint lessons Teachers like SWBAT collect and synthesize how humans have influenced the inheritance of desired traits in organisms. Students explore how humans used artificial selection to influence dog breeds. To get students into the class, you're visiting Mutt Maker, an animal planetary computer simulation. The purpose of this activity is for students to create their own dog breeds using a combination of characteristics of various dog breeds (face, trunk, legs, tail). The site provides students with a brief description of all the dog breeds that students can choose to create new dog breeds. If students create dog breeds, they should have a unique name. Teacher note: This is a good starting point, although not a little extreme and completely scientific, about how humans can affect the inheritance of desired traits in dogs and other organisms. (MS-LS4-5. Collects and synthesizes information about techniques that have changed the way humans affect the inheritance of desired traits in organisms.) Dog breeding is the focus of this lesson, so it's the foundation for the rest of the lesson's activities. It is also important to time this activity (5 minutes) because students want to continue running this activity to create numerous dog breeds. For follow-up I show students from wild wolves to man's best friend by the California Academy of Sciences. This short video explains how humans used artificial selection as a means to obtain dogs with desirable characteristics for hunting purposes. (CCC - Cause and Effect -phenomena can have more than one cause, and some cause and effect relationships in the system can only be explained using probabilities.) When students watch the video, they should write down at least 3 dog breeds, including a brief description of the characteristics they want. In this class section, students artificially select dogs to explore artificial selection in dogs, an investigative activity at the University of California Paleontology Museum (author Jennifer Johnson Collins). This activity highlights variations, inheritance, selection, and time (number of generations) that help students develop a clear understanding of artificial and ultimately natural choices. (SP2 - Model Development and Use) Overview: Students learn how artificial selection can be used to develop new dog breeds with characteristics that can help dogs perform desirable tasks. Students start by reviewing dog features and functions. A scenario is then provided that describes the type of work that requires a new kind of dog to perform. Then choose the two existing breeds that you feel are most likely. Successful new breeds and the resulting offspring will be able to decide on their characteristics. Learning goal: People selectively breed tamed plants and animals to produce offspring with preferred characteristics. Artificial selection provides a model for natural selection. This class section shows students evolution 1: natural versus artificial choices. This video compares and contrasts natural and artificial choices. As the students watched the video, I completed the Venn diagram as a learning tool for students to compare and contrast natural and artificial choices. Don't underestimate Venn's power – it's a rigorous tool for eighth graders and helps all students access complex ideas using a simple approach. I explained in detail how to make Ben a rigorous training tool in my reflections. In this lesson section, students will gather and synthesize evidence to form an explanation of how humans influenced the inheritance of dog traits. Students need to gather evidence from classes (videos, modeling activities) to organize their descriptions. (SP6 - Description/WHST 6-8.2 - Create information/description text to review topics and pass on ideas, concepts, and information through selection, organization, and analysis of related content. Students must use CER graphic organizers and conversion words to organize descriptions. Author: Jennifer Johnson Collins Overview: Students learn the characteristics that artificial selection makes dogs able to perform desirable tasks and how they can be used to develop new dog breeds. Students start by reviewing dog features and functions. A scenario is then provided that describes the type of work that requires a new kind of dog to perform. Then choose two existing breeds that create successful new breeds and, as a result, think that they are more likely to determine the characteristics of their offspring. This module emphasizes transformation, inheritance, selection, and time (number of generations) to help students clearly understand artificial and ultimately natural choices. Didacted concept: People selectively breed tamed plants and animals, producing offspring with preferred characteristics. Artificial selection provides a model for natural selection. Addressing national standards: Species evolve over time. Evolution is the result of (1) the interaction of a number of increased species, (2) genetic variability of offspring due to mutations in genes and recombining. Grade Range: 6-12 Ingredients: I. How to Get An Overhead American Foxhound and Why (pdf) Dog Breeding Examples (pdf) Dog Characteristics (pdf) Artificial Selection Overhead (pdf) II. Dog Characteristics Teacher's Sheet (pdf) III. Dog packet envelopes (one per team) included: Dog Breed Handout (pdf) Ownership Card (pdf) Puppies (pdf) IV. Figure color pencil supplies 1 penny per team for pre-preparation: — check overhead. — Prepare dog packet envelopes for each student team (see resources above). Time: 60-100 minutes Grouping: 2-4 teacher backgrounds: dogs are a single species, Canis friendly, but that species consists of about 400 different breeds. Since they are a single species, they can mate and have viable offspring. Recognized dog breeds can be eddy generations through selective breeding or artificial selection. Most of the breeds we have today want to have dogs with certain features that are suitable for performing certain tasks such as search, protection, support, hunting and companionship. The process of breeding a new breed of dog often involves identifying the desired function, finding a dog with that function, and then performing a series of matings to produce offspring with the appropriate combination of characteristics. After generations, new varieties may be established. Good resources for more information can be found on the Dog Breed Information Center website. Education Tip: Prior to this activity, students should know that organisms are reproduced to form the next generation. Class discussions will help students understand that they can have advantages over individual changes within the population and that scientists perform experiments to test their ideas. Vocabulary: artificial selection, transformation, inheritance, selection time, natural selection, population, species, selective breeding procedures: introduction to how to get American foxhounds and why (pdf) put part A screenings and overhead. Explain that more than 400 years ago, there was no such thing as a U.S. foxhound. Ask students to explain how the U.S. Foxhound appeared. The American Foxhound came down in half from the British Foxhound, which was brought to the United States in 1650. British hounds crossed with French hounds, which George Washington received as gifts from Lafayette. This combination has become a great hunter of wildlife. U.S. foxhounds have great speed and excellent olfactory. It can run at high speeds for long periods of time and has a musical bay that is easy to follow. American Foxhounds are still used as hunting dogs today, but they also use them as peers and watchers. Invite students to explain the characteristics or abilities of dogs that humans can breed. It is noted that all dogs can choose breeding dogs for certain characteristics, since they are the same species, canis-friendly. Various breeds can be paired with each other to produce offspring. Part C. Set up a dog breeding example (pdf) overhead and ask students to find out which characteristics are best for them. Given. This example shows several characteristics and asks what other characteristics to consider when breeding dogs. The answers vary, but the pointed ears are good for listening, and the larger shells travel longer distances. Long fur helps the dog to keep warm in the cold. Ask your students what characteristics don't matter. (eye color). Which breed is probably best to cross? (Breed 1 and Breed 3) Raise the dog's characteristics (pdf) overhead. Explain to students that physical characteristics provide a very specific function for dogs. Each of these can play an important role, or they have importance for humans when a dog is needed to perform certain functions. As a team or class, students brainstorm the importance of each trait and then discuss it (see dog trait teacher's sheet [pdf]). Divide students into 2-4 teams. Pass a dog packet. Explain that each group will try to artificially select new dogs with certain characteristics by crossing two existing breeds. Instruct students to take out a dog breed (pdf) handout that includes the ownership card (pdf) to fill and the breeds they can use. Carefully review the description of the breed with your students. Briefly discuss the types of things to consider when making decisions about breeding. Students write their names in the breeder's name on the ownership card and read the assignment instructions. In their group, students should discuss the types of features they think their new breed should have and circle the appropriate characteristics in Part I: the desirable features of the new breed. If the characteristics for breeding goals are not important, the students will have some donggrami. Students should look at dog breed cards and choose two dog breeds with the features most likely to produce the breed with the features they need. Students should prioritize their functions because the two breeds are unlikely to have the exact combination they want. Hint: It's easiest for students to keep track of their traits if they place a check mark next to the desirable traits for each breed. In Part II of the ownership card, they must write the breed name and reason for their choice. Encourage students to elaborate on the description. Have each group share the reason with the selected parents with the class they share. Discuss the similarities and differences between group selections and make predictions about the selectability of each group. Ask tim to choose which dog will be the mother and which dog will be the father. Explain that each breeding pair will produce three puppies, but each puppy can inherit characteristics from the mother or father. For this exercise, we decide this by the flip of the coin: the head = the (mother's) function of the female, the tail = the (father's) function of the male. As there are three children, Flip the coin three times for each attribute you inherit. Students track the results of coin flips in the Puppy Characteristics (pdf) worksheet. Pass a penny to each team for coin flipping. It also delivers a blank piece of paper for each student to draw one of the resulting puppies and explain the characteristics inherited from each adult. Students should label important inherited features. Within each group, students compare three puppies. Are they the same? Why or why? The transformation is discussed. The team displays all pictures of descendants grouped by parent (i.e., groups that select the same parent are grouped together) and discusses dog transformations that point to variations based on randomly inherited characteristics with the selected parent. Q: Which of the resulting dogs do you think will best provide the assigned work? Description. Do you have the right individual for the job? If you do dog breeding for another generation, which cub would you choose to be the parent of the next generation? Raise the artificial selection (pdf) overhead. Discuss each term related to artificial selection. Transformation, inheritance, selection, time. Assessment: Use your dog or other organism as an example to write a paragraph explaining the artificial selection process in your own words. Use the RIST terminology (transformation, inheritance, selection time) and underline. Expansion and follow-up: Let students repeat the process with the following prompts, and you have been contacted by several farmers who want dogs that will help control small rodents like mice that tend to eat crops stored in their grain pipe. These rodents often hide among stacks of grain, invisible to those who are trying to find them. Grains are often kept at very warm temperatures. Find artificial choices in textbooks, the Internet, or other resources to find another example of when artificial selection was used. Use the RIST terminology to describe the example. The team will come up with their own description of the desirable breed, then trade with other groups. Follow up with suggestions for introducing natural selection: create artificial selections on the board or overhead with V, I, S, T or below. As a review, ask students to remember and explain each aspect of explaining artificial choices. Explain that a similar process occurs in nature called natural selection. Ask class members to explain the meaning of nature, not artificial. Complete the clip bud activity. Have students describe each RIST term based on their natural choices. Reference Dog Breed Information Center (2003). Dog breed information center. Searched in September 2004. Natural History Museum (October 2002). Dogs: wolves, myths, heroes and friends. Searched in September 2004. On Science (No. Family dog evolution. Searched in September 2004. Published June 6, 2007 at Home | What's New | About UCMPI | History of Life | Collections | Metro Metro

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