

## Evolution of species

*Topic/language idea:* Evolution of species.

*Class:* Middle school/high school

*Level:* Upper-intermediate.

*Time:* 45 minutes

- Aims: To learn about evolution of human species.
- To learn about species, natural selection, adaptation.
- To learn about the criticism of the theory of evolution.
- To learn vocabulary connected with evolution.
- To look for specific information on the internet.
- To read for specific information
- To transfer the information.
- To use web pages.
- To watch the film and listen for specific information.

*CLIL:* biology, religious education

*Materials:* included photocopies, access to the internet and personal computer, speakers.

| STAGE                       | AIMS   | PROCEDURE   | CLASSROOM LANGUAGE   | TIME    | MATERIALS               |
|-----------------------------|--|---|--|---------|-------------------------|
| Introduction                | To start the lesson  | Check the register /check homework  |  | 1-6 min |                         |
| Warm-up activity            | To provide students with introduction to the topic         | Ask the students what they know about Charles Darwin, his life and his theory of evolution. Get the ideas from the class, write the key words, concepts on the board. | Who was Charles Darwin? Why is he famous? Do you know the title of his book or the theory he worked on?  | 5 min   |                         |
| The main part of the lesson | To watch a film and learn about evolution of species       | Ask the students to watch a film on their computers or watch it on a OHP. Afterwards ask the students to sum up what they have seen.                                  | Watch a short film on evolution of species : <a href="http://www.youtube.com/watch?v=WI7ldMr_m5k">http://www.youtube.com/watch?v=WI7ldMr_m5k</a>   | 10 min  | Worksheet 1<br>Internet |
|                             | To learn about evidence supporting the theory of evolution | Ask the students to go online, read the information and take notes on the evidence we have to support the evolution. Report back to the class.                        | How do we know that evolution really happened? Go to <a href="http://darwin200.christs.cam.ac.uk/pages/index.php?page_id=j3">http://darwin200.christs.cam.ac.uk/pages/index.php?page_id=j3</a> and find out. | 10 min  |                         |
|                             | To learn about the main concepts of evolution              | Divide the class into three groups giving each group a different task to find on the Internet and define for the rest of the class.                                   | In the theory of evolution there are some key concepts. Go online, browse and try to explain: <ul style="list-style-type: none"> <li>• natural selection</li> </ul>  | 7 min   |                         |

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|         |   |  |  |       |  |
|---------|---|--|--|-------|--|
|         |   |  | <ul style="list-style-type: none"> <li>the origin of species</li> <li>adaptation</li> </ul>  |       |  |
|         | To learn about adaptation   | Ask the students to read the quote, give them some time and ask for feedback, how do they understand the claim ? what is adaptation? why is it so important? | "It is not the strongest or the most intelligent who will survive but those who can best manage change." the quote attributed to Charles Darwin illustrates the importance of adaptation. Discuss. | 5 min |  |
|         | To learn about criticism of the theory of evolution, creationism. | Ask the students to look at the cartoons , caricatures. Ask them to try to come up with ideas why evolution might have met with a lot of criticism.          |  | 7 min |  |
| Wrap-up | Set homework  | Ask the student to think of any other examples of animal adaptation to their environment that might be used in support of evolution.                         |  | 2 min |  |

Sources:

[http://www.youtube.com/watch?v=WI7ldMr\\_m5k](http://www.youtube.com/watch?v=WI7ldMr_m5k)

<http://www.youtube.com/watch?v=b1Ozky8xeFQ>