teachers guide

Molecular evidence for evolution 1: Mammal evolution

Components

NAME	DESCRIPTION	AUDIENCE
Mammal evolution teachers guide	This guide describes how a card game may be used to engage student interest in mammalian evolutionary relationships. Suggestions for teaching strategies and discussion points are included.	teachers
Phylogenetics background sheet	This background sheet provides teachers with information about the modern classification of organisms: phylogenetic systematics. It includes information about molecular evidence for evolution and implications of this evidence for eutherian (placental mammal) evolutionary history.	teachers
Mammalian clades background sheet	This background sheet provides teachers with details about mammals featured in the card game, <i>Who's related?</i> It includes information about how molecular evidence has led to a revised evolutionary history of eutherians (placental mammals).	teachers
Who's related? card game	This card game engages student interest in evidence used to determine evolutionary relationships between mammals.	students
Who's related? Rules of the game procedure sheet	This document explains rules of the card game, Who's related?	students
Introducing clades presentation	This presentation contains material to stimulate class discussion before and after playing the game, <i>Who's related?</i> It is also available in interactive whiteboard format.	teachers

Purpose

To **Engage** student interest in types of evidence used to determine evolutionary relationships between organisms; and in the impact of molecular evidence on our understanding of these evolutionary relationships.

Outcomes

Students:

- appreciate that all eutherians (placental mammals) share a common evolutionary history;
- make decisions about grouping eutherians, based on evolutionary evidence;
- understand that various types of evolutionary evidence are used to make informed decisions about evolutionary relationships; and
- recognise molecular evidence is a powerful tool in determining evolutionary relationships between organisms.





Activity summary

ACTIVITY	POSSIBLE STRATEGY
Review information about clades and evolutionary history of eutherians (placental mammals) in background sheets, <i>Phylogenetics</i> and <i>Mammalian clades</i> .	teacher, before lesson
Lead a discussion about evolutionary history of eutherians. The first 10 screens of the presentation, <i>Introducing clades</i> , include discussion questions and activities.	whole class
Instruct students how to play the card game, Who's related?	whole class
Divide students into groups of four to six students. Provide each group with a set of cards and a rule sheet.	group activity
When the game is finished distribute answer matrix, at end of this guide. It shows the correct grouping of eutherians.	group activity
Lead a discussion using notes provided below, and/or use the presentation, Introducing clades. Discussion focus: how students made decisions about grouping mammals; and which type of evidence was most useful. Introduce students to molecular evidence for evolution and its implications for how organisms are grouped.	whole class

Introducing the card game

Explain that all mammals are related, but some share a more recent common ancestor, and thus a closer evolutionary relationship. One way to show evolutionary relationships is by grouping mammals into clades.

A clade is a group of organisms that includes a common ancestor and all living and extinct descendants of that ancestor. Members of a clade share characteristics (traits) that may be traced back to a common ancestor.

All eutherians (placental mammals), including humans, belong to one of four major clades: Afrotheria, Xenarthra, Laurasiatheria, and Euarchontoglires.

Evolution of the four eutherian clades is linked with biogeography. One hundred million years ago the world's supercontinents separated, thus isolating early mammal species. The common ancestor of each eutherian clade is believed to have evolved in a specific region.

Present day mammals (class Mammalia) are divided into two subclasses: Prototheria (monotremes — egglaying mammals) and Theria (live young). Theria are further subdivided into two infraclasses: Metatheria (marsupials) and Eutheria (placental mammals).

Eutherians are commonly referred to as 'placental mammals' due to nourishment of the young in the uterus through a complex placenta. However Metatheria also have a placenta, though it is shortlived. Eutheria is considered a more accurate name than Placentalia, used previously.

Molecules that make up animals are important evidence in determining evolutionary relationships. Useful molecules include proteins, DNA and RNA. New technology means scientists may compare differences and similarities in the structure of these molecules. This information is used to determine evolutionary relationships amongst organisms, and is crucial in determining the four eutherian clades.

A summary of these ideas is included in the first part of the presentation, Introducing clades. The section that follows contains eight slides, each depicting

three different mammals. Students compare features of these mammals and discuss which are most closely related. Answers and evidence that supports the groupings are included.

Use of the an IWB with the presentation facilitates interactive class discussion, as well as capturing and saving students' ideas for later reference.

Object of the game

Explain the object of the card game: to match each mammal to its correct clade by using evidence provided on both playing and clade cards. Direct students to use evidence provided, to discuss the validity of each other's decisions, after each turn.

Rules of the game are outlined on the procedure sheet for students, Who's related? Rules of the game.

Depending on group size, the card game takes approximately 20 minutes to complete.

After completing the card game, encourage students to sort remaining playing cards into correct clades, and to discuss reasons for each placement.

Students may find it difficult to organise, accurately, the four eutherian clades. The cards omit essential evidence: molecular evidence.

After the game, pose the following questions in a class discussion: If you were unable to group these animals, how do scientists do it? Is some evidence missing?

Allow students to explore alternate ideas about other lines of evidence, before explaining that molecular evidence determines the four eutherian clades.

After the game

Follow the card game with a class discussion about the most useful evidence in determining evolutionary relationships amongst mammals. Discuss evidence presented on the cards, and establish how students weighted their decisions about grouping mammals.

Possible discussion points after the card game are outlined on the next page as well as in the final section of the presentation, Introducing clades.





EVIDENCE	DISCUSSION POINTS	
distribution	An animal's geographic distribution can provide some clues about its origin. For example, clade Xenarthra (armadillos, sloths, anteaters) is found only in the Americas, the place of origin of the common ancestor.	
	However, over geological time, many species have dispersed widely from their place of origin. This dispersion is the result of events such as continental movement and the creation of land bridges. Ungulates (hoofed mammals) evolved in Laurasia, but dispersed worldwide, excluding Antarctica and Australia.	
diet	Animals that share a similar diet aren't necessarily related. For example, aardvarks and anteaters both eat termites, but they aren't closely related, belonging to different clades.	
habitat	Animals that share similar habitats aren't necessarily related. For example, marine mammals such as sea cows and whales inhabit marine environments, but they aren't closely related, belonging to different clades.	
taxonomic order	Linnaean taxonomy groups animals on the basis of overall similarity, but the Linnaean system doesn't always accurately reflect an animal's evolutionary history, particularly within higher-level groupings.	
	Animals can share similar anatomical and ecological features without sharing a common ancestor. Similarities may be the result of convergent evolution.	
anatomy	Anatomical evidence is important in understanding evolutionary relationships between organisms. Skeletal, muscular and reproductive evidence are all used in phylogenetics.	
	Animals that share anatomical characteristics are likely to have evolved from a common ancestor.	
	Anatomical evidence is limited, as similar traits can be the result of convergent evolution. For example, the mole and golden mole share similar anatomical and ecological features, but belong to separate clades. Their similarities are the result of convergent evolution.	
fossils	Fossil evidence is significant in understanding evolutionary relationships between organisms. Fossils allow us to reconstruct species that are no longer living, and can also reveal times when major evolutionary change occurred.	
	Fossil evidence is limited: fossils aren't easy to find, soft tissue is rarely preserved, and it is rare to discover an intermediate species.	
molecular	Molecular evidence provides powerful evidence for evolutionary relationships between organisms.	
	Evolution is the result of genetic change. Looking directly at genetic material provides information on evolutionary relationships.	
	Comparing differences and similarities in genetic material between organisms helps determine evolutionary relationships.	
	The four eutherian clades in the card game are supported by molecular evidence. Except for clade Xenarthra, it's unlikely these clades would have been discovered without molecular evidence.	
What evidence is most important?	Evolutionary biologists collect evidence from multiple sources: anatomy, embryology, fossils and molecules.	
	Combining all evidence helps build a clearer understanding about evolutionary relationships between animals.	
	Links between mammals, established by molecular studies, are often followed by anatomical studies that substantiate proposed evolutionary relationships.	



Technical requirements

The guide, background sheets, procedure sheet and card set require Adobe Reader which is a free download from www.adobe.com. Laminating of cards is recommended to ensure future use.

The presentation is available in two formats:

- Microsoft PowerPoint presentation
- Adobe PDF format

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Molecular evidence for evolution 1: Mammal evolution may be used in conjunction with related SPICE resources to teach the topic of molecular evidence for evolution.

DESCRIPTION	LEARNING PURPOSE
Molecular evidence for evolution (overview)	
Molecular evidence for evolution 1: Mammal evolution	Engage
A card game engages student interest in evidence used to determine evolutionary relationships between eutherians (placental mammals).	
Molecular evidence for evolution 2: Primates	Explore
Students use interactive learning objects to explore how anatomical evidence may be used to determine relatedness.	
Molecular evidence for evolution 3: Evolutionary trees	Explain
The use of molecular evidence to determine relatedness between species is explained. Students draw evolutionary trees to represent relatedness.	
Molecular evidence for evolution 4: Viral evolution	Elaborate
Students use the Influenza Research Database to investigate virus evolution. This bioinformatics database is an authentic research tool used to compare genetic sequences of virus strains, and to construct cladograms to draw conclusions about their relatedness.	





Answers Clade Euarchontoglires

































Answers Clade Afrotheria



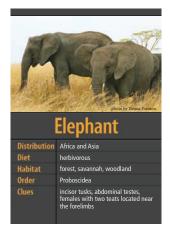




















Answers Clade Xenarthra



