



# Natural Selection

By: Amanda Martin  
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Science  
Grades 9–12



## Introduction

Animals have been known to adapt to the world around them, but why does this happen? Students will discover that natural selection leads to the adaptation of traits in animals.

## Learning Objectives

([NGSS.HS-LS4-4 Biological Evolution: Unity and Diversity](#)) Students will construct an explanation based on evidence for how natural selection leads to adaptation of populations.

## Materials Needed

- Laptops/computers
- Journals/notebooks
- Poster board or large construction paper
- Markers, crayons, etc.

## Procedure

1. Review the following terms: **natural selection** and **adaptation**. Write or display the definition of each on the board for students to view. Students should additionally write the definitions in their journals or notebooks for reference in the upcoming activities.
2. Students should watch [this video](#) that breaks down natural selection. (Please view the video beforehand to ensure that it is appropriate for your students.)
3. Students are now ready to construct an explanation based on evidence for how natural selection leads to adaptation of animal populations. Students will use laptops or computers to complete research about the deer mouse. Deer mice have adapted over the years to increase their chances of survival. Students will research independently to find evidence. Each student will need a half sheet of poster board or large sheet of construction paper. On their poster board or paper, students will draw a model of how the mice have evolved. Then, they will write an explanation of the animal's changes over the years. Students must provide evidence to support their explanations of how natural selection has adapted the animal. Student explanations should provide ample amounts of evidence to support their claims. This part of the lesson may take over two class periods to complete, and students may work on the project as homework at the teacher's discretion.



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Continued from page 1

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## Evaluation

To evaluate student learning, review each student's poster board/construction paper for accuracy in the depiction of trait changes of the deer mouse. Then, review each student's written report explaining the trait changes that have occurred. Ensure that each trait change includes evidence from their research to support their claim.