



Peppered Moth Game

Objective: Simulate changes in moth population due to pollution and predation, and observe how species can change over time.

Go to: <https://askabiologist.asu.edu/peppered-moths-game/play.html> and read each section before you play the game, answer the questions as you go.

Peppered Moth

1. Where do peppered moths live? England
2. How do the moth larvae survive predators? They look like a small branch so they camouflage
3. What do the moths do during the winter? They change into cocoons
4. What color is the "typical" version of the moths? light
What color is the "carbonaria" version? black
5. How do adult moths survive predation? by hunting and flying at night and resting in the morning



Natural Selection

6. What was the industrial revolution? Factories were being build and they used coal and oil

7. What was the effect of the change in the color of the moths? The lightest color moths were the most common before the industrial revolution

8. What was the effect of the change in the color of the moths? The dark color moths were the most common after the industrial revolution

9. Why would dark moths have an advantage? They were better camouflaged than the light moths

Dr. Huxford

10. What is an advantage? Being able to survive and reproduce

11. What is an advantage? Being able to survive and reproduce

12. Dr. Huxford explained that when the moths were first released, the light moths were the most common.

13. How did Huxford explain the change in the population? Dark moths were better camouflaged than light moths

14. How did Huxford explain the change in the population? Dark moths were better camouflaged than light moths

Seventh Grade Answer For Peppered Moth

Allan Franklin



Seventh Grade Answer For Peppered Moth:

Answers to Your Biggest Questions About Teaching Secondary Science Karen Mesmer, Enya Granados, Kevin Gant, Laura Shafer, Ayanna D. Perry, 2024-01-25 Your guide to grow and flourish as a science teacher The past two decades have seen a paradigm shift in science education thanks in large part to the Next Generation Science Standards NGSS which advocate a move away from procedural lab investigations and direct instruction and toward increased emphasis on reasoning sensemaking phenomena exploration problem solving and collaboration Under this new paradigm students are learning real science as scientists practice it so that more and more students are actively investigating questions and pursuing solutions of their own making As part of the Five to Thrive series for early career educators this comprehensive guide provides those who are new to teaching science as well as seasoned teachers looking to enhance their practice the fundamentals to develop best teaching practices that reflect their students experiences and requirements Written by experienced science educators Answers to Your Biggest Questions About Teaching Secondary Science provides practical guidance on successful strategies and techniques for teaching science in a way that gives every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom ultimately resulting in a positive science identity The book is organized around five overarching questions and answers that will help you most thrive in your secondary science classroom How do I build a positive science community How do I structure organize and manage my science class How do I engage my students in science How do I help my students talk about science How do I know what my students know and how can I use that information to plan and move them forward The book concludes with a sixth question Where do I go from here that provides guidance for growing your practice over time including discussions on self care advocating for students and an extensive discussion on growing your professional network Woven throughout you ll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning Strive to become the best science educator you can be your students are counting on it

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