

# “THE BEAKS OF FINCHES” LAB

## INTRODUCTION

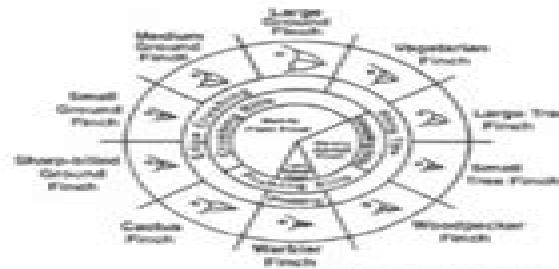
Environmental conditions act as selecting agents because they select organisms with the most beneficial traits to become the parents of the next generation. Within a species, individuals with variations that make them better adapted to their environment will survive and reproduce in greater numbers than those without such adaptations. Observations have shown that the offspring of better-adapted individuals inherit many of their parents' favorable variations.

Finches are small birds found in many locations throughout the world. Charles Darwin used the numerous finch species found on the Galapagos Islands as evidence of natural selection. The great variety of beak adaptations present on the Galapagos is thought to be due to the isolation of bird populations on the islands with different kinds and amounts of food. Seed-eating finches exhibit a great number of differences in beak shapes and sizes. During ongoing competition for resources, some finches are successful and become more numerous, while less successful finches decrease in number.

In this laboratory activity, you will work with different tools that will serve to model finch “beaks”. The seeds provided represent finch food on a particular island. You will compete with other “finch” species to see which “beak” is best adapted for obtaining a specific food.

## HYPOTHESIS:

1. Examine the different tools (“beaks”) and seeds provided. Predict which “beak” will be the *most* successful at picking up small seeds. Give the reasons for your choice.
2. Predict which “beak” will be the *least* successful at picking up small seeds. Give the reasons for your choice.



— from Galapagos: A Natural History Guide  
Figure 1. Variations in Beaks of Galapagos Islands Finches

## ROUND ONE: No Competition, Original Island

1. When given the “Round One” signal, one member of your team should use the “beak” to pick up small seeds one at a time from the large dish and place them in the small dish. Repeat this for a total of four trials, two trials for each partner. A timekeeper will tell you when to start and stop each trial. Record your results in the “Round One: Feeding with No Competition” data table.

### Round One: Feeding with No Competition

Partner #1	Trial #1	Seeds Collected	
		Trial #2	Average
Partner #2	Trial #3		
	Trial #4		
	Average		

# Answers To Beaks Of Finches Lab

**Holt Rinehart & Winston**

## Answers To Beaks Of Finches Lab:

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**Lab Manual for Biology** Labs On-line Robert Desharnais,2000 **Reviewing the Living Environment Biology** Rick Hallman,Woody,2004-04-19 This review book provides a complete review of a one year biology course that meets the NYS Living Environment Core Curriculum Includes four recent Regents exams

**Let's Review Biology-The Living Environment** G. Scott Hunter,2004-01-01 This high school classroom supplement to the main biology text prepares students in New York State to succeed on the Regents Exam It presents a subject review practice questions with answers and two complete Regents Biology Exam with answer keys When combined with Barron's Regents Exams and Answers Biology it provides students with the most comprehensive test preparation available anywhere Topics reviewed include ecology biological organization formation and structure of the ecosystem and the interaction between human beings and the biosphere

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**Miller Levine Biology 1e Lab Manual a (Average Advanced) Student Edition**

**2002c** Prentice Hall Direct Education Staff,2001-04 One program that ensures success for all students *Critical Investigations Into Interns' Urban Teaching Apprenticeship Experiences* John Lockhart,2009 A critical task for public school teachers is to build and maintain productive relationships with their students especially to facilitate learning That task is particularly important in preparing new teachers for urban schools because cultural differences between the majority of urban teachers and their students can complicate and impair those relationships Multicultural education literature often

describes and analyzes preservice teachers typically white middle class not urban and often female who are entering urban environments as being resistant to learning about race and class. That research has usually been conducted on preservice teachers in their coursework often in the lone required diversity course and apart from practice work in the schools. This study is guided by the theory that in situations people rely upon the habits of thought, feeling, attitude, and action they've developed through interaction with others and that people experience a strong continuity in the use of those habits during life. Though these habits may help one to negotiate situations they may also be a hindrance especially in situations significantly different from familiar ones. I studied three interns from white middle class suburban and rural backgrounds who were placed in urban high schools with many nonwhite students from working class backgrounds to examine this central question: How did the three interns use the habits they formed as honors students in mainly white monolingual middle class rural or suburban schools and communities with their characteristics to forge conceptions and practices for teaching students in urban high schools and communities with characteristics that differ appreciably? I conducted this study in the interns' placements using classroom observations, follow up interviews, and data from university coursework to analyze the meaning of the interns' experiences for them. I highlight how interns' habitual views of race and class were consistent with descriptions in the literature and impacted their practices. However, I also analyze an important dimension not often considered: how interns' habits of being good students hindered their abilities to connect with their students who generally did not have the same positive attitude toward schools as the interns. I then present a case study of each intern to analyze their teaching practices which mostly involved lecture worksheets and recitation. In doing so, I demonstrate how resistance was operating but also show a variety of factors that complicated interns' efforts to develop competence as teachers including their efforts to form relationships with their students. I explore how the interns made sense of their situations in ways that negated issues of race and class. Because the interns' struggles to learn how to teach included but exceeded the scope of the resistance argument, I argue for a reconceptualization of resistance that recognizes it as an expected reaction when a piece of an intern's valued identity is under assault by experiences for which habits are largely unequipped to deal. I argue that such a conceptualization can help teacher educators to work with interns more effectively as learners in very unfamiliar and uncomfortable territory. I discuss some possible directions for teaching and research for teacher educators who undertake the charge of preparing future teachers to work with students from different backgrounds. The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone 800 1 800 521 0600 Web page <http://www.proquest.com/en-US/products/dissertations/individuals.shtml> **Learning, Language, and Memory** John W. Donahoe, Michael G. Wessells, 1980 **The Living World** George Brooks Johnson, Jonathan B. Losos, 2010 **Evolution**, 1994 **SAT II Biology** Sparknotes Editors, Sparknotes, 2002-07 **Teacher's Wraparound Edition: Twe Biology Everyday Experience** Albert Kaskel, 1994-04-19

American Scientist ,2000    *Philosophical Transactions of the Royal Society of London* ,2008 Each issue of Transactions B is devoted to a specific area of the biological sciences including clinical science All papers are peer reviewed and edited to the highest standards Published on the 29th of each month Transactions B is essential reading for all biologists    The Neurobiology of Violence Royal Society (Great Britain). Discussion Meeting,2008    **Psychology** E. Bruce Goldstein,1994 This innovative text uses an integrative theme levels of analysis to help students make sense of psychology its subdisciplines and its relationship to other fields of study In every chapter Goldstein shows students how behavioral cognitive biological and contextual levels of analysis and their dynamic interplay contribute to an understanding of the complexity of human behavior More focused on integrating information than any other text currently available Goldstein s text presents a coherent overview of a very diverse academic discipline helps students see the relevance of the science of psychology to their everyday life experiences and helps them develop the capacity to think critically about psychological claims    **Discover Biology** Michael Lee Cain,Carol Kaesuk Yoon,Anu Singh-Cundy,2009 Discover Biology helps students become biologically literate students to progress from science to scientific literacy    The Birds of North America ,1992

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