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B R a B

These activities build the context, introduce the topic of the book, and establish prior knowledge and interest.

1. Ask students if they are familiar with the word *evolution*. Request volunteers to help de fne the term. If students are unfamiliar, tell them the de fnition.
2. Looking at the cover of the book and title, ask them to predict what it is about. They may notice the rhinoceros, its features, how its horn is going through the title, and the words in the title being broken up.
3. Why do you think the author titled this book *Evolution Under Pressure*
4. On the cover of the book, it says, “How We Change Nature and How Nature Changes Us.” Ask students to share what this statement means to them.

W R a B

These activities check on comprehension, stimulate interest, involve readers in re fection as they read, and encourage consideration of other readers’ reactions.

CHAPTER 1

1. Ask students to de fne the term *evolution*. What is the di ference between the terms n*atural selection* *not-so-natural selection*
2. Ask what the term *gene mutation* means. What does DNA have to do with gene mutation?
3. Have students describe the tree of life. Do they think there is any relation to the tree of life and their own family trees? Why or why not?
4. Ask students who Charles Darwin and Alfred Russel Wallace were. How did their work involve
5. Ask students if and where they have heard the term *survival of the fttest*. Ask students to explain in what context it was applied.
6. Ask why it is necessary for evolution to take a long time.

A R a B

These activities inspire continued reflection and response to the text, bring conclusion to the experience of reading this particular text, and stimulate further extensions.

1. Have students think about how the Earth is now. What do they think will change in about 100 years? What will agriculture look like then?

2. Farming is part of agriculture. Have students describe some positive and negative aspects of agriculture. What did the Industrial Revolution do for the farming industry?

3. Extinction means that a plant or species of animal (dinosaurs, for example) no longer exists. Ask what other animals are currently on the verge of extinction.

4. Ask students if there are some negative effects of "going green"? Is going green expensive?

5. Ask students if they liked this book. Why or why not? On a scale of 1–10, 10 being the highest, ask them to rate the book and why they gave this rating. Would they recommend this book to a peer or friend?

E A

These activities are only a start. They are designed to support the goal of helping students explore the story and their own creativity.

Gardening

Depending on the season, have students plant a flower or vegetable garden in their yard, if applicable, or plant seeds in a large pot. Ask a parent to purchase seeds and soil from the hardware store, grocery store, dollar store, etc. Students can monitor their garden or plant on a daily and/or weekly basis for growth, making sure it has enough water.

Guest Speaker

Bring in a guest speaker to talk to the class. Some suggestions would be a professor of archeology, agriculture, or horticulture. Depending on where the school is located, perhaps a local farmer can talk to students about running a farm.

Field Trip

Visit a natural history or science museum. Students can explore exhibits and artifacts like dinosaurs and other fossils, preserved animals, agriculture, and technology.

My Family Tree

Ask students to design their own family tree. They can research or with the help of a parent find out about their ancestry. They can be as creative as possible. They can use timelines, photographs, poster boards, PowerPoint, Google Slides, videos, etc.