**Praxis Paper**

 Our lesson on evolution, part of the Grade 11 University Biology course (SBI3U) includes three activities. The introductory activity is an anticipation guide to arouse curiosity and activate the students’ prior knowledge of evolution (Vacca, Vacca, and Mraz, 2014, p.181). We chose a true or false chart, because it will get students thinking about the topic before our main activity, and because the teacher and students can refer back to the true or false chart to guide the discussion at the end of the lesson (Vacca, Vacca, and Mraz, 2014, p.189). The true and false chart is particularly useful with a topic such as evolution, about which many students will have misconceptions, which are often the root of the controversy surrounding the topic. Students will also be asked to complete a Knowledge Ratings Chart (Vacca, Vacca, and Mraz, 2014, p. 254) support students’ comprehension of the vocabulary required to understand the game played in the main activity.

Our main activity, the evolution card game, uses multimodalities; students will interact with the text on the game cards which will tell the student what is happening to his or her population. Students will also use the game pieces to keep track of their populations, and record their data in a chart, which will eventually be entered into an electronic spreadsheet for the entire class. The activity will also provide many opportunities for authentic assessment of learning, since the game is an informal method of assessment and process-oriented (Vacca, Vacca, and Mraz, 2014, p.97). The educator can observe each group of students as they play and ask the students questions about how their populations are evolving, etc. The teacher can also ask students to submit their data tables and accompanying questions to assess students’ understanding of evolution, and to determine if clarification of any concepts is necessary.

The evolution game also employs small-group learning, using the principal of “least group size” (Vacca, Vacca, and Mraz, 2014, p.163) in that groups will not exceed four members. This is just enough so that the students will be able to see the populations within their group begin to diverge based on random events, but not too large such that the students will not have enough turns, leading to boredom while waiting for the other players. The students will be grouped heterogeneously, based on understanding of course content, and will learn to work together and help one another record their population data. The ability to compare one’s own population to the populations of others is a crucial part of this game, increasing the learning opportunities for students, and this is best accomplished through small group work.

In summary, this lesson incorporates multimodalities chosen to engage the students, and encourage them to think deeply about the topic of evolution. Incorporating a variety of techniques from Content Area Reading (Vacca, Vacca, and Mraz, 2014) provides support for the learners as they navigate difficult content.