

## How have cell phones evolved?

**5 min Bell Ringer**

**5 min Engage** - Have students discuss in pair what comes to mind when they look at this image. Pairs will then share with the class, and teachers will write responses on the board.



**15 min Explore**- Students will work in pairs. Each pair will be given a cell phone images with the year that phone was created and will be expected to organize them in a web that goes from oldest to newest.

Example of cell phones with their corresponding dates. Teachers will have “flashcards” of different cell phones so that students can organize them into a web by pasting them on a poster board and making connections with a marker.



**15 min Explain**- Students will present and explain their phylogenies to the class

**10 min Elaborate-** The teacher will explain:

1. How students just created a example of a phylogeny
2. What a phylogeny is
3. Why are phylogenies important to evolution
- 4.

The following link has great explanations of phylogenies to avoid misconceptions

[http://evolution.berkeley.edu/evolibrary/article/evo\\_05](http://evolution.berkeley.edu/evolibrary/article/evo_05)

**5 min Evaluate- Exit Ticket**