



### About Our Cover

Skulls fascinate students and contain important biological information. Shared derived traits are used to infer phylogenetic relationships. A skull collection can provide a student-friendly approach to building phylogenetic trees. From top right and moving clockwise, the depicted skulls are European badger (*Meles meles*), bobcat (*Lynx rufus*), muskrat (*Ondatra zibethicus*), and snowshoe hare (*Lepus americanus*). Chisel-shaped incisors, and the large gap or diastema between the incisors and molars helps group rodents with rabbits. Traits such as peg-shaped second incisors and rostral fenestration group the snowshoe hare with other rabbits. Prominent canine teeth place badgers on a phylogenetic branch close to bobcats. The approach is illustrated in this month's article by Declan McCabe, "Competitive Phylogenetics: A Laboratory Exercise." Photographs and artwork are by student Heather McCabe, Rice Memorial High School, South Burlington, Vermont.

## Contents

### Feature Article

- A Novel Laboratory Activity for Teaching about the Evolution of Multicellularity**  
*Understanding the importance of multicellularity*  
William C. Ratcliff, Allison Raney, Sam Westreich, Sehoya Cotner . . . . . 81

### Article

- Evolution, Entropy, & Biological Information**  
*Why is there is no conflict between entropy and evolution?*  
Jacob Peterson . . . . . 88



### Research on Learning

- Teaching Evolution to Students with Compromised Backgrounds & Lack of Confidence about Evolution – Is It Possible?**  
*In spite of myriad social challenges to teaching the subject, students can learn evolution*  
Alexandria Schauer, Sehoya Cotner, Randy Moore . . . . . 93
- A Mixed Exam Format Closes the Gap for Students with a Conflict between Their Religious Belief & the Theory of Evolution**  
*How to overcome the conflict between evolution and religion*  
Kathrin F. Stanger-Hall, Julianne A. Wenner . . . . . 101

### Inquiry & Investigation

- The Mystery of the Skulls: What Can Old Bones Tell Us about Hominin Evolution?**  
*Students collect data from nine hominin skulls to unlock the mystery of the relatedness of these species*  
Mike Darwin Yerky, Carolyn J. Wilczynski . . . . . 109
- The Coevolution of *Tyrannosaurus* & Its Prey: Could *Tyrannosaurus* Chase Down & Kill a *Triceratops* for Lunch?**  
*Is the T-rex scene in *Jurassic Park* real science?*  
S. Randolph May . . . . . 118

### How To Do It

- Using Card Games to Simulate the Process of Natural Selection**  
*Darwin's favorite card games*  
Matthew E. Grilliot, Siegfried Harden . . . . . 124
- Competitive Phylogenetics: A Laboratory Exercise**  
*Using technology to illustrate phylogenetics*  
Declan J. McCabe . . . . . 127  
Available online at . . . . . <http://www.nabt.org/websites/institution/index.php?p=730>
- Hands-On Laboratory Simulation of Evolution: An Investigation of Mutation, Natural Selection, & Speciation**  
*A journey to discovery: evolution and speciation*  
Terri J. Hildebrand, Fredric R. Govedich, Bonnie A. Bain . . . . . 132



### Departments

- From the President** • *The Importance of Teaching Evolution* • Stacey Kiser . . . . . 72  
**Guest Editorial** • *When Religion Demands Ignorance in Biology Classrooms* • Randy Moore . . . . . 76  
**Book Reviews** • Elizabeth Cowles, Department Editor . . . . . 137  
**Classroom Media Reviews** • Roberta Batorsky, Department Editor . . . . . 142  
**Sacred Bovines** • *On Genius & Happenstance in Scientific Discovery* • Douglas Allchin, Department Editor . . . . . 145