

# 16 Darwin's Theory of Evolution

## Big idea

### Evolution

Q: What is natural selection?

**16.1** What patterns of biodiversity did Darwin observe aboard the *Beagle*?

#### WHAT I KNOW

**SAMPLE ANSWER:** On each island that Darwin visited, he saw different species of plants and animals.

#### WHAT I LEARNED

**SAMPLE ANSWER:** Darwin noticed that different, yet similar, species inhabited separated, but similar, habitats around the globe. Also, different, yet related, species often occupied different habitats within a local area.

**16.2** How did other scientists' work help Darwin develop his theory of natural selection?

**SAMPLE ANSWER:** Other scientists did research on how organisms inherited different traits.

**SAMPLE ANSWER:** Hutton and Lyell concluded that Earth is extremely old. Lamarck suggested that species are not fixed. Malthus reasoned larger populations would deplete resources.

**16.3** What is Darwin's theory of evolution by natural selection?

**SAMPLE ANSWER:** Organisms that are best adapted to their environment survive longer and have more offspring.

**SAMPLE ANSWER:** Natural selection is the process by which organisms with variations most suited to their local environment survive and leave more offspring. Over time, beneficial traits accumulate in a population.

**16.4** What are the main lines of scientific evidence that support Darwin's theory of evolution by natural selection?

**SAMPLE ANSWER:** Fossils show how organisms have changed over time.

**SAMPLE ANSWER:** Biogeography, fossils, homologous structures, similarities in embryological development, the universal genetic code, homologous molecules, and field studies provide evidence of evolution.

# Darwin S Theory Of Evolution Chapter 16 Test Answers

**Rob DeSalle, Holt Rinehart and  
Winston**



## **Darwin S Theory Of Evolution Chapter 16 Test Answers:**

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**Study Guide to Accompany Biology: Life on Earth by Teresa Audesirk and Gerald Audesirk** David J. Cotter, 1986

**Critical Debates on Quantitative Psychology and Measurement: Revived and Novel Perspectives on Fundamental Problems** Jana Uher, Jan Ketil Arnulf, Barbara Hanfstingl, 2025-11-14 Psychology's continued crises in replicability validity generalisability and thus confidence in its findings are currently attributed primarily to questionable research practices QRPs e.g. p hacking HARKing cherry picking Popular pertinent debates therefore centre on proposals for remedying inappropriate method applications e.g. larger samples robust statistics pre registration replication Replicable non random effects of psychological interventions and differentiations between individuals are essential for applied purposes But current approaches to replicability validity and psychometric modelling are merely pragmatic providing evidence of just utility to discriminate well and consistently between cases and in ways considered important e.g. social relevance relations to future outcomes Yet without understanding the study phenomena in themselves e.g. individuals experience beliefs thought processes and without elaborating how relevant features of them can be made amenable to quantitative investigation and if at all the quantity objection the actual causes of replicable quantitative findings cannot be explored These causes however may be completely unrelated to the actual study phenomena e.g. methodomorphism This concerns in particular the attributes and latent constructs studied in psychology given that these are theoretical and statistical concepts that are attributed and construed as means of investigation and that only refer to but do not constitute the actual study phenomena in themselves We believe the currently debated deficiencies of quantitative practices in psychology are just surface symptoms whereas

fundamental problems e.g. the inappropriateness of statistical assumptions for psychical phenomena and the actual root causes underlying psychology's crises and disputes around its scientific status are still hardly addressed. With this Research Topic we want to give new impetus to critical debates on the epistemological and methodological foundations of quantitative methods and measurement in psychology including problems long known but still hardly considered. Examples are: The behavioural and psychical phenomena's non-ergodicity rendering sample level statistics uninformative about individual level phenomena; Psychometricians' alignment of results to statistical theories rather than to features of the study phenomena biasing inferences on the latter; Ideas that laypeople's intuitive judgements could reveal quantitative structures in complex largely unobservable phenomena; The still unsupported claim that psychical phenomena could have quantitative properties at all and could thus be measured; The fact that psychometric structures shown for verbal item judgements can also be produced by semantic and Artificial Intelligence (AI) algorithms e.g. ChatGPT without collecting any empirical data. Still most quantitative psychologists seem fairly unconcerned about the strong reliance on everyday language e.g. in ratings scales and the imprecise concepts of psychological measurement perhaps because their consequences do not become as straightforwardly apparent as in other disciplines such as in physics, chemistry and medicine where imprecise measurement can entail the collapse of buildings, chemical explosions or drug overdoses. But where does the loose jargon around measurement variables and psychometrics go seriously wrong in psychology? These and further contradictions, problems and challenges underlying established quantitative practices in psychology must be addressed to tackle the discipline's continued crises and to develop new approaches that are needed to advance psychology as a science. We invite from all fields contributions that critically explore and open up new perspectives on the foundations of quantification and measurement in psychology including perspectives still hardly considered e.g. qualitative mathematics, complex dynamic systems, fuzzy systems, modelling, machine learning. We are also interested in methods for generating quantitative data either executed by persons e.g. time-based observations, computer-based coding or by automated technology e.g. ecological momentary monitoring, life logging, reality mining. However, other than commonly done, we are explicitly not seeking proposals for improving specific techniques of data analysis e.g. statistical or latent variable models. Instead, our focus is on making explicit and scrutinising the implicitly underlying rationales and fundamental principles, thus the theory, philosophy and methodology on which quantitative research in psychology currently is or should be built in the future. This also includes critical views on whether or not quantitative investigations are meaningful at all for a science exploring behaviour, mind and society and thus also contributions to the psychology, sociology and philosophy of science in this field. **Environmental Science**, 2004

Understanding Human Behavior Ronald P. Philipchalk, James V. McConnell, 1994 *Life in the Universe, 5th Edition* Jeffrey Bennett, Seth Shostak, Nicholas Schneider, Meredith MacGregor, 2022-08-23. The world's leading textbook on astrobiology ideal for an introductory one semester course and now fully revised and updated. Are we alone in the cosmos?

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sections and an answer key     *Biology* Stephen L Wolfe, 1977

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