

Student Exploration Evolution Natural Selection Answer Key

This is Charles Darwin's chronicle of his five-year journey, beginning in 1831, around the world as a naturalist on the H.M.S. Beagle.

This new publication in the Models and Modeling in Science Education series synthesizes a wealth of international research on using multiple representations in biology education and aims for a coherent framework in using them to improve higher-order learning. Addressing a major gap in the literature, the volume proposes a theoretical model for advancing biology educators' notions of how multiple external representations (MERs) such as analogies, metaphors and visualizations can best be harnessed for improving teaching and learning in biology at all pedagogical levels. The content tackles the conceptual and linguistic difficulties of learning biology at each level—macro, micro, sub-micro, and symbolic, illustrating how MERs can be used in teaching across these levels and in various combinations, as well as in differing contexts and topic areas. The strategies outlined will help students' reasoning and problem-solving skills, enhance their ability to construct mental models and internal representations, and, ultimately, will assist in increasing public understanding of biology-related issues, a key goal in today's world of pressing concerns over societal problems about food, environment, energy, and health. The book concludes by highlighting important aspects of research in biological education in the post-genomic, information age.

Biological evolution is a fact—but the many conflicting theories of evolution remain controversial even today. When *Adaptation and Natural Selection* was first published in 1966, it struck a powerful blow against those who argued for the concept of group selection—the idea that evolution acts to select entire species rather than individuals. Williams's famous work in favor of simple Darwinism over group selection has become a classic of science literature, valued for its thorough and convincing argument and its relevance to many fields outside of biology. Now with a new foreword by Richard Dawkins, *Adaptation and Natural Selection* is an essential text for understanding the nature of scientific debate.

This collection of essays lets students explore such topics as the changing role of anthropology, evolution versus natural selection, the disappearance of the Neanderthal, sex roles, human diversity, the explosion of creativity technology, and culture and language. The editors have selected works by some of today's leading anthropologists, science writers and scientists to provide students with a range of perspectives to help them understand the relevance of anthropology in this changing world.

This collection comes from, and is developed for educators who deal with the controversy over evolution every day. From a practical standpoint, the book can help address the subject in the classroom and from a substantive standpoint, it provides a remarkable overview of the state of teaching evolution in America.

The relationship between science and theology has been a crisis for humanity since Darwin's publication of *Origin of Species* that affects the very core of scientific and Biblical truths with serious consequences. In this detailed and absorbing book Dr. Cherian provides astounding facts of science that were deciphered in the last 500 years, each of which is recorded in the Biblical Scriptures. Heading back to the Biblical

account of creation, Dr. Cherian takes the readers from the erroneous notion of the origin of the universe without a cause and abiogenesis as the source of life to the latest scientific discoveries that corroborate the Biblical evidence for divine creation of the universe, life and species that dispel Darwinian evolution. The Origins of the Universe, Life and Species sheds much light for a better understanding of the Scriptures that were hidden to many scientists, researchers and students to relate the scientific discoveries that reveal the Biblical truths for a better appreciation of the unknown God who reveals himself through the many scientists and their discoveries. Dr. Cherian, uses all branches of science from astronomy to zoology connecting the dots between science and theology that stretches from the highest of heavens (outer space) to the deepest of ocean floor revealing the unknown God to be the KNOWN GOD.

Presents the scientific evidence for evolution and reasons why it should be taught in schools, provides various religious points of view, and offers insight to the evolution-creationism controversy.

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

Disciplinary Core Ideas for biological evolution that include evidence of common ancestry and diversity, natural selection, and adaptation are concepts students need to grasp in Common Core State Standards. This volume explains Charles Darwin's theory of evolution through natural selection while telling how a hypothesis became not merely a theory but the foundation of an entire science. Darwin saw the importance of this theory and risked controversy and ridicule to bring it to light. Topics include the Beagle's voyage of discovery and Darwin's writings as well as the controversy over teaching evolution, creation science, and intelligent design in biology classrooms today.

Draw on the wit and wisdom of brilliant scientists to inspire your students as you teach them about a challenging area of biology. This teachers guide, which

accompanies the DVD *EVO: Ten Questions Everyone Should Ask About Evolution* is structured around 10 fundamental questions about biological evolution. The teachers guide explores the DVD's commentary from some of the world's most well-known biologists, who gathered on the Galàpagos Islands during a World Summit on Evolution and were interviewed about everything from what evolution is to how it happens to why anyone should care. While the video from the natural world provides students with vivid examples of the ideas and processes the biologists describe, the classroom experiences further support and develop students understanding of a scientifically-supported theory and its applications. The rigourously structured teachers guide helps you maximise the video with lesson-by-lesson learning outcomes; thorough background; and guidance on preparing for and then leading the lesson from initial student engagement through evaluation. Engaging, easy to use, and authoritative, *EVO Teachers Guide* and its DVD are must-have resources.

The theory of evolution is considered the unifying theory of biology. An accurate understanding of evolution is vital both for the understanding of diverse topics in biology, but also for societal issues such as antibiotic resistance or biodiversity. In contrast, decades of research in science education have revealed that students have difficulties to accurately understand evolutionary processes such as mutation and natural selection. The majority of this research relies on a conceptual framework of so-called key concepts (variation, selection, inheritance), derived from scholarly descriptions of natural selection. Recent research suggests that non-domain specific concepts such as randomness, probability, spatial and temporal scales, so called threshold concepts, are important for evolution understanding in addition to the key concepts. Thus, many important elements of evolutionary theory are counter-intuitive or lie outside direct perception. Hence, representations such as visualizations, models and simulations are considered to be important for teaching and learning evolution. While the importance of visualizations is generally acknowledged for science education, less is known about how visual design can facilitate students understanding of threshold concepts, such as random mutations or spatial scales. This thesis uses the Model of Educational Reconstruction (MER) as the guiding framework for exploring the significance of threshold concepts by analysing the conceptual content of students' explanations and extant visualizations of natural selection. MER combines scientific content with teaching and learning perspectives for the analysis and design of learning environments. Content analysis of visualizations available online showed that most fail to fully represent the basic principles of natural selection (variation, selection and inheritance). Moreover, the representational potential of visualizations was seldom used to represent threshold concepts such as randomness in origin of variation. Visualizations were also biased to animals as the context of evolution. Similarly, upper-secondary and tertiary students' explanations of natural

selection were seldom complete in terms of the basic principles and threshold concepts such as randomness were often lacking. Especially significant was the almost complete lack of randomness in upper-secondary students' explanations. In addition, threshold concepts were context-sensitive across the items used (bacteria, cheetah and salamander), for example spatial scale and randomness was significantly more common in responses to the bacteria item compared to the cheetah and salamander items. Considering the results from these studies, three interactive visualizations were developed (evolution of antibiotic resistance and fur colouration in mice). The visualization design was conducted iteratively following a Design-Based Research approach and evaluated in classroom settings in secondary and upper-secondary Swedish schools. The results showed that visualizations targeting randomness and genetic level events such as mutations can guide students towards a more scientific conception of natural selection. However, there were differences across the visualizations and student samples. In addition, while students often inferred randomness from the visuals, the results showed that integration of randomness into explanations of natural selection may be challenging. Hence, future research should explore the role of guidance and reflection for students understanding of randomness. The thesis also discusses the role of students' intuitive conceptions in relation to the use of interactive visualizations and how these preconceptions interact with the presented message. By using the theory of frame semantics, framing effects and conceptual integration, students' issues of achieving an accurate understanding of evolution are discussed in relation to the theory of conceptual change. Implications for teaching and learning natural selection as well as visualization design for learning are also discussed.

Evolutionsteorin förs ofta fram som biologins förenande teori. Vikten av en korrekt och användbar evolutionsförståelse har därför ofta betonats, inte minst för elevers förståelse inom biologins olika delområden men också för att fatta beslut i samhällsfrågor som exempelvis antibiotikaresistens. Många av de centrala delarna av evolutionsteorin är kontraintuitiva eller abstrakta och decennier av forskning har visat att elever har svårigheter att förstå evolutionära processer som mutation och naturligt urval. Representationer såsom visualiseringar, modeller och simuleringar är därför viktiga för att ge elever direkta erfarenheter av evolutionära processer. Även om vikten av visualiseringar är allmänt accepterad inom naturvetenskapsundervisning så är det mindre känt hur visualiseringars utformning specifikt bidrar till att utveckla elevers förståelse av vetenskapliga fenomen såsom evolution. Dessutom har forskningen på elevers evolutionsförståelse till stor del fokuserat på så kallade nyckelbegrepp (variation, selektion och arv) som härletts från vetenskapliga beskrivningar av evolutionsteorin. Dessa begrepp antas vara nödvändiga men också tillräckliga för elevers evolutionsförståelse. Dock har vikten av icke domänspecifika begrepp kopplade till evolutionsteorin, såsom slump, sannolikhet, spatial och temporala skalor (så kallade tröskelbegrepp), inte undersökts i någon högre grad. Den här

avhandlingen använder Model of Educational Reconstruction för att utforska betydelsen av tröskelbegrepp för evolutionsförståelse. Med utgångspunkt i den vetenskapliga beskrivningen och historiken undersöks förekomsten av tröskelbegrepp i befintliga visualiseringar för lärande samt elevers förklaringar för att formulera designprinciper för interaktiva visualiseringar av evolution. Dessutom beskrivs utvecklingen av ett antal interaktiva visualiseringar samt undersökningar av deras potentiella användning i klassrumsmiljöer. Avhandlingen diskuterar även betydelsen av elevers intuitiva föreställningar i relation till användandet av interaktiva visualiseringar och hur dessa föreställningar interagerar med det presenterade budskapet. Genom användning av ramsemantisk teori inklusive "framingeffekter" och "blendteori" diskuteras elevers svårigheter och utveckling av en vetenskaplig evolutionsförståelse i relation till tidigare teorier om begreppsförändring. Konsekvenser av "ramsemantisk teori" och "framingeffekter" i visuella medier diskuteras även i relation till visuell design för lärande.

Education is expanding to include a stronger focus on the practical application of classroom lessons in an effort to prepare the next generation of scholars for a changing world economy centered on collaborative and problem-solving skills for the digital age. The Handbook of Research on Technology Tools for Real-World Skill Development presents comprehensive research and discussions on the importance of practical education focused on digital literacy and the problem-solving skills necessary in everyday life. Featuring timely, research-based chapters exploring the broad scope of digital and computer-based learning strategies including, but not limited to, enhanced classroom experiences, assessment programs, and problem-solving training, this publication is an essential reference source for academicians, researchers, professionals, and policymakers interested in the practical application of technology-based learning for next-generation education.

Evolution Challenges goes beyond the science versus religion debate to ask why evolution is so often rejected as a legitimate scientific fact, focusing on a wide range of cognitive, socio-cultural, and motivational factors that make concepts such as evolution difficult to grasp.

An indispensable tool for biology teacher educators, researchers, graduate students, and practising teachers, this book presents up-to-date research, addresses common misconceptions, and discusses the pedagogical content knowledge necessary for effective teaching of key topics in biology. Chapters cover core subjects such as molecular biology, genetics, ecology, and biotechnology, and tackle broader issues that cut across topics, such as learning environments, worldviews, and the nature of scientific inquiry and explanation. Written by leading experts on their respective topics from a range of countries across the world, this international book transcends national curricula and highlights global issues, problems, and trends in biology literacy.

Entertaining and informative, the newly updated Britannica Student Encyclopedia helps

children gain a better understanding of their world. Updated for 2015, more than 2,250 captivating articles cover everything from Barack Obama to video games. Children are sure to immerse themselves in 2,700 photos, charts, and tables that help explain concepts and subjects, as well as 1,200 maps and flags from across the globe.

Britannica Student is curriculum correlated and a recent winner of the 2008 Teachers Choice Award and 2010 AEP Distinguished achievement award.

The purpose of this book is to present a new mechanistic theory of mutation-driven evolution based on recent advances in genomics and evolutionary developmental biology. The theory asserts, perhaps somewhat controversially, that the driving force behind evolution is mutation, with natural selection being of only secondary importance. The word 'mutation' is used to describe any kind of change in DNA such as nucleotide substitution, gene duplication/deletion, chromosomal change, and genome duplication. A brief history of the principal evolutionary theories (Darwinism, mutationism, neo-Darwinism, and neo-mutationism) that preceded the theory of mutation-driven evolution is also presented in the context of the last 150 years of research. However, the core of the book is concerned with recent studies of genomics and the molecular basis of phenotypic evolution, and their relevance to mutation-driven evolution. In contrast to neo-Darwinism, mutation-driven evolution is capable of explaining real examples of evolution such as the evolution of olfactory receptors, sex-determination in animals, and the general scheme of hybrid sterility. In this sense the theory proposed is more realistic than its predecessors, and gives a more logical explanation of various evolutionary events. Mutation-Driven Evolution is suitable for graduate level students as well as professional researchers (both empiricists and theoreticians) in the fields of molecular evolution and population genetics. It assumes that the readers are acquainted with basic knowledge of genetics and molecular biology.

An Exploration and Validation of Computer Modeling of Evolution, Natural Selection, and Evolutionary Biology with Cellular Automata for Secondary Students Teaching About Evolution and the Nature of Science National Academies Press

If you want to know whether evolution is a science, how life began, what Charles Darwin really said about evolution, why a fungus is more closely related to humans than to a plant, how experiments in evolution can be carried out, why birds are flying dinosaurs, how we manipulate the evolution of other species, and if you want a clear treatment of the processes that result in evolution, then this is the book for you! Written for those with a minimal science background, Evolution: Principles and Processes provides a concise introduction of evolutionary topics for the one-term course. Using an engaging writing style and a wealth of full-color illustrations, Hall covers all topics from the origin of universe, Earth, the origin of life, and on to how humans influence the evolution of other species. He brings together the principles and processes that explain evolutionary change and discusses the patterns of life that have resulted from the operation of evolution over the past 3.5 billion years. This overview, coupled with numerous case studies and examples, helps readers understand and truly appreciate the origin and diversity of life.

Written by educators from diverse experiences, Text Sets: Multimodal Learning for Multicultural Students provides ready-to-use multicultural text sets complete with annotations, instructional activities, and multimedia tools, as well as a framework for building and using new sets.

Although evolutionary developmental biology is a new field, its origins lie in the last century; the search for connections between embryonic development (ontogeny) and evolutionary change (phylogeny) has been a long one. Evolutionary developmental biology is however more than just a fusion of the fields of developmental and evolutionary biology. It forges a unification of genomic, developmental, organismal, population and natural selection approaches to evolutionary change. It is concerned with how developmental processes evolve; how evolution produces novel structures, functions and behaviours; and how development, evolution and ecology are integrated to bring about and stabilize evolutionary change. The previous edition of this title, published in 1992, defined the terms and laid out the field for evolutionary developmental biology. This field is now one of the most active and fast growing within biology and this is reflected in this second edition, which is more than twice the length of the original and brought completely up to date. There are new chapters on major transitions in animal evolution, expanded coverage of comparative embryonic development and the inclusion of recent advances in genetics and molecular biology. The book is divided into eight parts which: place evolutionary developmental biology in the historical context of the search for relationships between development and evolution; detail the historical background leading to evolutionary embryology; explore embryos in development and embryos in evolution; discuss the relationship between embryos, evolution, environment and ecology; discuss the dilemma for homology of the fact that development evolves; deal with the importance of understanding how embryos measure time and place both through development and evolutionarily through heterochrony and heterotrophy; and set out the principles and processes that underlie evolutionary developmental biology. With over one hundred illustrations and photographs, extensive cross-referencing between chapters and boxes for ancillary material, this latest edition will be of immense interest to graduate and advanced undergraduate students in cell, developmental and molecular biology, and in zoology, evolution, ecology and entomology; in fact anyone with an interest in this new and increasingly important and interdisciplinary field which unifies biology.

As teaching strategies continue to change and evolve, and technology use in classrooms continues to increase, it is imperative that their impact on student learning is monitored and assessed. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Educators must remain up-to-date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel. *Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications* is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance-based assessment techniques and applications within educational settings. Highlighting a range of topics such as learning outcomes, assessment design, and peer assessment, this multi-volume book is ideally designed for educators, administrative officials, principals, deans, instructional designers, school boards, academicians, researchers, and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

Create an active learning environment in grades K-12 using the 5E inquiry-based

science model! Featuring a practical guide to implementing the 5E model of instruction, this resource clearly explains each "E" in the 5E model of inquiry-based science. It provides teachers with practical strategies for stimulating inquiry with students and includes lesson ideas. Suggestions are provided for encouraging students to investigate and advance their understanding of science topics in meaningful and engaging ways. This resource supports core concepts of STEM instruction.

On the Origin of Species (or, more completely, *On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life*), [3] published on 24 November 1859, is a work of scientific literature by Charles Darwin which is considered to be the foundation of evolutionary biology.[4] Darwin's book introduced the scientific theory that populations evolve over the course of generations through a process of natural selection. It presented a body of evidence that the diversity of life arose by common descent through a branching pattern of evolution. Darwin included evidence that he had gathered on the Beagle expedition in the 1830s and his subsequent findings from research, correspondence, and experimentation CK-12 Biology Teacher's Edition complements the CK-12 Biology Student Edition FlexBook.

Today many school students are shielded from one of the most important concepts in modern science: evolution. In engaging and conversational style, *Teaching About Evolution and the Nature of Science* provides a well-structured framework for understanding and teaching evolution. Written for teachers, parents, and community officials as well as scientists and educators, this book describes how evolution reveals both the great diversity and similarity among the Earth's organisms; it explores how scientists approach the question of evolution; and it illustrates the nature of science as a way of knowing about the natural world. In addition, the book provides answers to frequently asked questions to help readers understand many of the issues and misconceptions about evolution. The book includes sample activities for teaching about evolution and the nature of science. For example, the book includes activities that investigate fossil footprints and population growth that teachers of science can use to introduce principles of evolution. Background information, materials, and step-by-step presentations are provided for each activity. In addition, this volume: Presents the evidence for evolution, including how evolution can be observed today. Explains the nature of science through a variety of examples. Describes how science differs from other human endeavors and why evolution is one of the best avenues for helping students understand this distinction. Answers frequently asked questions about evolution. *Teaching About Evolution and the Nature of Science* builds on the 1996 National Science Education Standards released by the National Research Council--and offers detailed guidance on how to evaluate and choose instructional materials that support the standards. Comprehensive and practical, this book brings one of today's educational challenges into focus in

a balanced and reasoned discussion. It will be of special interest to teachers of science, school administrators, and interested members of the community. This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

The central aim of this accessible book is to show how the gene's-eye view differs from the traditional organismal account of evolution, trace its historical origins, clarify typical misunderstandings and, by using examples from contemporary experimental work, show why so many evolutionary biologists still consider it an indispensable heuristic.

A persistent argument among evolutionary biologists and philosophers revolves around the nature of natural selection. *Evolution by Natural Selection: Confidence, Evidence and the Gap* explores this argument by using a theory of persistence as an intentional foil to examine ways in which similar theories can be misunderstood. It discusses Charles Dar

This book is intended to offer college faculty members the insights of the development of reasoning movement that enlighten physics educators in the late 1970s and led to a variety of college programs directed at improving the reasoning patterns used by college students. While the original materials were directed at physics concepts, they quickly expanded to include other sciences and the humanities and social sciences. On-going developments in the field will be included. The editors have introduced new topics, including discussions of Vygotsky's ideas in relation to those of Piaget, of science education research progress since 1978, of constructivist learning theory applied to educational computer games and of applications from anthropology to zoology. These materials are especially relevant for consideration by current university faculty in all subjects.

People hold a variety of prior conceptions that impact their learning. Prior conceptions that include erroneous or incomplete understandings represent a significant barrier to durable learning, as they are often difficult to change. While researchers have documented students' prior conceptions in many areas of geoscience, little is known about prior conceptions involving paleontology. In this book, data on student prior

conceptions from two introductory undergraduate paleontology courses are presented. In addition to more general misunderstandings about the nature of science, many students hold incorrect ideas about methods of historical geology, Earth history, ancient life, and evolution. Of special note are student perceptions of the limits of paleontology as scientific inquiry. By intentionally eliciting students' prior conceptions and implementing the pedagogical strategies described in other Elements in this series, lecturers can shape instruction to challenge this negative view of paleontology and improve student learning.

Discover how to effectively incorporate literacy instruction into your middle or high school science classroom with this practical book. You'll find creative, inquiry-based tools to show you what it means to teach science with and through writing, and strategies to help your students become young scientists who can use reading and writing to better understand their world. Troy Hicks, Jeremy Hyler, and Wiline Pangle share helpful examples of lessons and samples of students' work, as well as innovative strategies you can use to improve students' abilities to read and write various types of scientific nonfiction, including argument essays, informational pieces, infographics, and more. As all three authors come to the work of science and literacy from different perspectives and backgrounds, the book offers unique and wide-ranging experiences that will inspire you and offer you insights into many aspects of the classroom, including when, why, and how reading and writing can work in the science lesson. Featured topics include: Debates and the current conversation around science writing in the classroom and society. How to integrate science notebooks into teaching. Improving nonfiction writing by expanding disciplinary vocabulary and crafting scientific arguments. Incorporating visual explanations and infographics. Encouraging collaboration through whiteboard modeling. Professional development in science and writing. The strategies are all aligned to the Next Generation Science Standards and Common Core State Standards for ease of implementation. From science teachers to curriculum directors and instructional supervisors, this book is essential for anyone wanting to improve interdisciplinary literacy in their school.

Evolution is the central unifying theme of biology. Yet today, more than a century and a half after Charles Darwin proposed the idea of evolution through natural selection, the topic is often relegated to a handful of chapters in textbooks and a few class sessions in introductory biology courses, if covered at all. In recent years, a movement has been gaining momentum that is aimed at radically changing this situation. On October 25-26, 2011, the Board on Life Sciences of the National Research Council and the National Academy of Sciences held a national convocation in Washington, DC, to explore the many issues associated with teaching evolution across the curriculum. *Thinking Evolutionarily: Evolution Education Across the Life Sciences: Summary of a Convocation* summarizes the goals, presentations, and discussions of the convocation. The goals were to articulate issues, showcase resources that are currently available or under development, and begin to develop a strategic plan for engaging all of the sectors represented at the convocation in future work to make evolution a central focus of all courses in the life sciences, and especially into introductory biology courses at the college and high school levels, though participants also discussed learning in earlier grades and life-long learning. *Thinking Evolutionarily: Evolution Education Across the Life Sciences: Summary of a Convocation* covers the broader issues associated with

learning about the nature, processes, and limits of science, since understanding evolutionary science requires a more general appreciation of how science works. This report explains the major themes that recurred throughout the convocation, including the structure and content of curricula, the processes of teaching and learning about evolution, the tensions that can arise in the classroom, and the target audiences for evolution education.

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