Wednesday, November 5, 2014

Davidson, Carlos, H. Bradley Shaffer, and Mark R. Jennings. "Declines of the California red-legged frog: climate, UV-B, habitat, and pesticides hypotheses."*Ecological applications* 11.2 (2001): 464-479.

**Activity Instructions**

Note: you may use your notes and the paper (one copy is in your folder) to help you

1. From your Message Boxes, what is **the research question investigated in this paper**—be specific and write it up on the top of your board **(3 min)**
2. What are the four hypotheses tested in this paper (you should each have these in your notes, so take a minute to agree on them as you write)? On your board write one word representing each hypothesis and the predicted pattern of frog population decline for that hypothesis. Use the layout below to leave space for later parts of the activity. You probably want to use different colors for hypotheses versus predictions **(5 min)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Hypothesis 1** | **Hypothesis 2** | **Hypothesis 3** | **Hypothesis 4** |
| *Prediction 1*  *Prediction 2*  *Etc.* | *Prediction 1*  *Prediction 2*  *Etc.* | *Prediction 1*  *Prediction 2*  *Etc.* | *Prediction 1*  *Prediction 2*  *Etc.* |

1. Using Table 1, under each hypothesis, write out how it supports or doesn’t support the hypothesis. Be sure to identify which Table you are using, the level of support it provides, and what the exact results are. See the example below. **(~5 min per Table/figure; you must finish by 10:40)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Boogers Taste Gross** | **Hypothesis 2** | **Hypothesis 3** | **Hypothesis 4** |
| *Children will make faces when fed boogers* | *Prediction 1*  *Prediction 2*  *Etc.* | *Prediction 1*  *Prediction 2*  *Etc.* | *Prediction 1*  *Prediction 2*  *Etc.* |
| Table 1 WEAK SUPPORT:  65% of children fed boogers made a face categorized as disgust |  |  |  |

1. Repeat #3 above for Figure 3
2. If there is time, Repeat #3 above for Table 2