

Tetana and surviving a subarctic winter when the snow was over 10 feet deep. In the introduction to the book, Wendell Berry points out that some readers might object to the author's "anthropomorphizing of animal thoughts and feelings." Stanwell-Fletcher does allude to her bias here and discusses the balance between "scientific accuracy" and human interpretation.

Ms. Hubbell's essays take us on a journey into the world of a dozen invertebrates, some as common as the pill bug, and others elusive and unknown like the sea mouse, *Aphrodite aculeata*. She has done an exceptional job of gathering disparate and enticing information to provide the reader with the requisite information to feel friendliness toward each animal. Each chapter is not only an illumination of a particular invertebrate but explores its evolution, the role of geologic events, and the variety of attitudes and relationships humans have had and continue to have with the organism. She parallels the account of the organisms with a description of how biologists explore biology. When we learn about horseshoe crabs we also learn about punctuated equilibrium. The chapter about spiders includes a discussion of classification "systems" and cladograms. Every chapter includes an illustration of the topic invertebrates by Liddy Hubbell and ends with a list of cited references.

The combination of biology, adventure and personal stories these authors present makes the books appealing to a wide audience. For beginning students the books offer an introduction to exciting ways to exploring biology; for professional biologists they offer unique interpretations of our field.

These three books are welcome additions to our instructional offerings because students can be drawn into the subject through personal accounts.

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## GENETICS

**Chance's Choices.** By Edward M. Kloza & Paula K. Haddow. 1997. Published by the Foundation for Blood Research (69 US Route One, PO Box 190, Scarborough, ME 04070-0190). 207 pages. Loose-leaf binder \$75.00 + \$6.00 s&h.



**Chance's Choices** is a set of human genetics modules that covers common disorders such as Huntington disease, cystic fibrosis, and breast cancer. The modules utilize a fictitious family, the Chance family, and the issues they face as they make decisions concerning their health.

Different family members tackle a variety of decisions including pre-natal screening, paternity testing, alcoholism and smoking. This is done in 12 "scenes" that can be used alone or combined. The scenes are designed for students to "offer their opinions, debate the issues, take sides in arguments and assume the positions of various characters (including the genetics service providers)" (p. i.). It is done in a soap opera style reflected in section titles such as "Will Alan ever play for the Celtics?" (p. 19) and "Deborah shares a secret" (p. 113). This set of modules is appropriate for

high school biology. Discussion questions, assessment suggestions, enrichment activities, writing activities, portfolio suggestions, guest speaker suggestions, overhead masters, a web site list, and a glossary are provided.

I was impressed with how a complicated procedure such as Southern blotting was explained in a clear and simple manner on an overhead master. This is an exciting unit designed to engage students in the practical applications of human genetics. Originally created in 1988, the authors have taken suggestions from teachers and improved and incorporated new up-to-date information into their second edition. Each scene has written instructions that walk the teacher step-by-step from when to use an overhead, to when to discuss a procedure. Factual information about the genetic disorder is given on the side of the page opposite the instructions. This makes reference material available to the teacher to answer most of the questions students might ask about a particular disorder. Family pedigrees are included with each scene. It would be easy to build the master pedigree with your students as you went through each module.

**Chance's Choices** is not only about genetic disorders; it is about people and their choices. I am looking forward to using it with my students next fall.

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## ASSESSMENT

**Assessing Science Understanding: A Human Constructivist View.** Edited

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