



Khaled bin Sultan
Living Oceans
Foundation

STANDARDS

- **CCSS:** RST.9-10.1, 2, 3, 4, 5, 7, 8, 9, 10; RST.11-12.1, 2, 3, 4, 7, 8, 9, 10; W.9-10.2, 4, 7, 8, 9; W.11-12.2, 4, 7, 8, 9; SL.9-10.4, 6; SL.11-12.4, 6
- **NGSS:** HS-LS4-1
- **OLP:** 4.B.1, 4.B.2, 5.C.22

ONLINE CONTENTS

- [Classification Quiz](#)
- [What Clade R U?](#) Interactive (at bottom of *How To Build A Cladogram* section) Use the interactive program to learn and explore more about the anatomy of a stony coral polyp.
- [What Are Corals? Video](#) Classification helps scientists tell species apart. This educational video explains modern biological classification categories from the most general (domain) to the most specific (species).

CLASSIFICATION

This lesson is part of the *Classification* unit, which explains how to organize the millions of organisms on Earth. Below is a summary of what is included in the entire unit.

UNIT CONTENTS

A. [Background Information](#)

- How Do We Classify Organisms?
- Linnaean Naming System
- Coral Classification
- Modern Classification
- Understanding Cladograms
- How to Build a Cladogram

B. Lessons

[Watch It! Naming Nature](#)

- A worksheet to accompany the [Naming Nature](#) video

[Classify This!](#)

- A worksheet to classify an organism and identify its characteristics

[Rules, Rules, Rules](#)

- A worksheet about scientific names

["Taxing" Corals](#)

- An activity to classify corals based on their characteristics

[In Light of New Evidence](#)

- A writing assignment on an organism that has been reclassified

[The Key to ID](#)

- An activity using a dichotomous key for sea stars

[And Then There Was One](#)

- An activity to create a dichotomous key for corals

[Cladograms 1](#)

- A lesson on creating and interpreting a cladogram

[Cladograms 2](#)

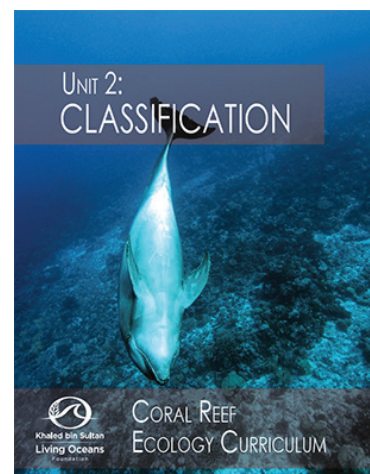
- A lesson on creating and interpreting a cladogram (with traits already included)

[Read It! Troubling Taxonomy](#)

- A worksheet to accompany the [Troubling Taxonomy](#) field blog

[Read It! Blue, You Say?](#)

- A worksheet to accompany the [Blue, You Say?](#) field blog



INSTRUCTIONS:

1. Read *Blue, You Say?*, a blog from our Palau mission (<http://www.lof.org/blue-coral/>).
2. While reading the blog, take notes and connect it to your prior learning. Note things that you agree or disagree with. There is a space, below, for this.
3. Next, document what you like and dislike about this blog in the space below. Be sure to pay attention to things like style and tone, along with the content and visual design. Be sure to *explain* what it is that you do or do not like about each element.
4. Answer the questions.

NOTES**LIKES****DISLIKES**

1. What is the central idea of this blog?
2. What are the mystery corals that the author found during this dive? Cite specific textual evidence to support this.
3. Did the author fully support his identification? Explain why you think this.
4. *Taxonomically*, *living fossil*, and *overexploitation* are specific vocabulary for the topic of this blog. Define them below.
5. Write a sentence of your own creation that connects the three words from #4, above.



6. Is this blog a reliable source for scientific information? Why or why not?

7. Do you notice any bias in this writing? If so, what?

8. Compare and contrast the information on Blue Coral in this blog to what you have learned about the anatomy of other soft corals (octocorals) and hard corals (hexacorals).

9. Describe three things that you learned while reading this blog entry (they do not have to relate to the central idea).

10. Construct a comment to post in response to this blog. Remember that a good comment makes connections, asks a question, or gives an opinion in a respectful manner. You might want to quote the part of the blog that you are specifically referring to. Don't be afraid to disagree with another writer, but be sure to explain yourself and remain polite.

