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
READ IT!  BLUE, YOU SAY?

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.