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## 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](#)

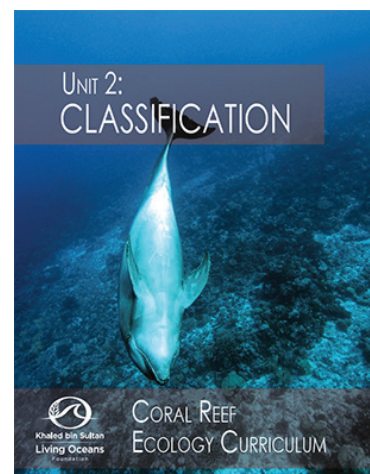
- A lesson on creating and interpreting a cladogram (with traits already included)

#### [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 *Troubling Taxonomy*, a blog from our Palau mission (<http://www.lof.org/troubling-coral-taxonomy/>).
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. How did scientists previously classify coral? Why has this been changed? Cite specific textual evidence to support this.
3. How does your answer to #2, above, impact the work of the scientist who wrote the blog?
4. Did the author fully support his claim? Explain why you think this.
5. *Corallite*, *intra/extratentacular budding*, and *septa* are specific vocabulary for the topic of this blog. Define them below.



