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STANDARDS

- **CCSS:** RST.9-10.1, 2, 4, 5, 6, 8, 10; RST.11-12.1, 2, 4, 6, 8, 10

ONLINE CONTENTS

- [*Crown of Thorns Starfish Crisis Video*](#) The crown-of-thorns starfish (COTS for short), named for its bristling helmet of sharp venomous spines. These giant starfish, found in the Pacific and Indian Oceans, have up to 21 arms and can grow as large as a meter in diameter. They are a major coral predator and eat coral by extruding their stomach through their mouth and excrete digestive enzymes that allow them to absorb the dissolved coral tissue externally.
- [*Ocean Alert: Overfishing Video*](#) The world's oceans are the biggest source of food for the whole planet. Almost 35% of the world's population gets most of their protein from ocean animals. Although seafood markets around the market appear to be full, they hide a crisis: overfishing. Overfishing occurs when people catch more animals than the ocean can sustain.

CORAL REEF THREATS

This lesson is part of the *Coral Reef Threats* unit, which describes the natural and anthropogenic threats to coral reefs. Below is a summary of what is included in the entire unit. **THIS UNIT IS STILL IN DEVELOPMENT.**

UNIT CONTENTS

A. Lessons

Bleaching

[Read It! Life & Death on the Reef](#)

- A worksheet to accompany the [Life & Death on the Reef](#) field blog

Crown-of-Thorns

[Watch It! Crown-of-Thorns Crisis](#)

- A worksheet to accompany the [Crown-of-Thorns Starfish Crisis](#) video

[Read It! Addressing Acanthaster](#)

- A worksheet to accompany the [Addressing Acanthaster](#) field blog

[Read It! Life, Death, and Rebirth](#)

- A worksheet to accompany the [Life, Death, and Rebirth \(Part 1 and Part 2\)](#) field blogs

Overfishing

[Watch It! Ocean Alert: Overfishing](#)

- A worksheet to accompany the [Ocean Alert: Overfishing](#) video

[Read It! The Man-eaters](#)

- A worksheet to accompany the [The Man-eaters](#) field blog

[Read It! Best Wishes for Reef Fishes](#)

- A worksheet to accompany the [Best Wishes for Reef Fishes](#) field blog

[Read It! Sea Cucumber Craze](#)

- A worksheet to accompany the [Sea Cucumber Craze \(Part 1 and Part 2\)](#) field blogs

Pollution

[Watch It! Pollution Everything is Connected](#)

- A worksheet to accompany the [Pollution Everything is Connected](#) video



INSTRUCTIONS:

1. Read *Addressing Acanthaster in Aitutaki*, a blog from our Cook Island mission (<http://www.livingoceans-foundation.org/aitutaki-acanthaster-cots/>).
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 into 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 is the purpose of the SCAR program? Cite specific textual evidence to support this.
3. Did the author fully support the need for the SCAR program? Explain why you think this.
4. *Corallivore*, *outbreak*, and *baseline survey* 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. In this blog, the author mentions other COTS outbreaks he has surveyed. Compare and contrast how these two reefs appeared during their surveys: Rurutu and Rimatara, French Polynesia (<http://www.living-oceansfoundation.org/wheres-the-coral/>) and Cicia, Fiji (<http://www.livingoceansfoundation.org/killer-star-fish/>). Be sure to cite the other sources of information in your answer.

French Polynesia	Fiji

