

Name _____

Class _____

Date _____

Chapter 8 Classifying and Identifying Organisms

Use after Section 8-1.

Classifying Imaginary Organisms

Purpose: To devise a system of classification for imaginary organisms.

Materials: Scissors; sheet of notebook paper

Procedure and Observations

1. Cut out the imaginary organisms from page 2 of this activity.
2. Carefully study the organisms' characteristics. Separate the organisms into 2 or more groups so that all the organisms in each group share a common characteristic. Give each group a short name that describes its common characteristic. Each group represents a different kingdom. On the lines below, write the names of your imaginary kingdoms and tell which organisms belong to which kingdom.

Kingdom 1, _____, contains organisms _____

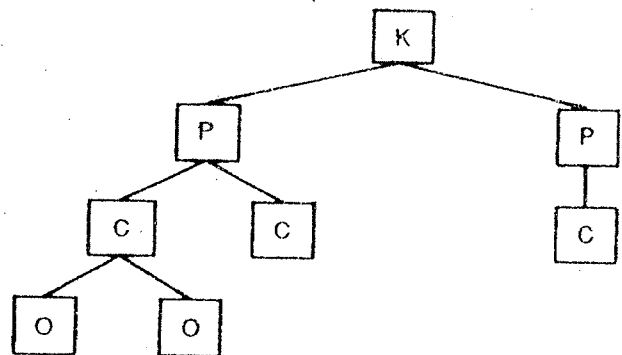
Kingdom 2, _____, contains organisms _____

Kingdom 3, _____, contains organisms _____

Kingdom 4, _____, contains organisms _____

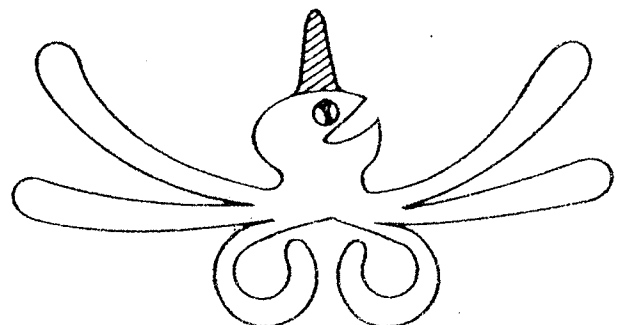
3. Decide how to divide your kingdoms into smaller groups called phyla. To do this, separate the organisms in each kingdom into two or more groups so that all organisms in each group share a common characteristic. Give each of the phyla a short name that describes its common characteristics.
4. If a phyla contains more than one organism, further divide the phyla into classes.
5. If a class contains more than one organism, divide the class into orders. Each order should contain only one organism.
6. On notebook paper, draw a classification tree for your organisms. In the sample tree on the right, 1 kingdom has been divided into 2 phyla. The 2 phyla have been divided into 3 classes, and 1 class has been divided into 2 orders. As you go down the tree, the number of organisms in each group decreases, until all the organisms are separated on the basis of a different characteristic. Your tree will be slightly different. Be sure to name each group according to its characteristics.

Sample Classification Tree



Analysis and Conclusions

1. After you have completed your groupings, look at the imaginary organism at the right. Classify it according to your system. Where does it fit?
2. Why?



PROCESS SKILLS

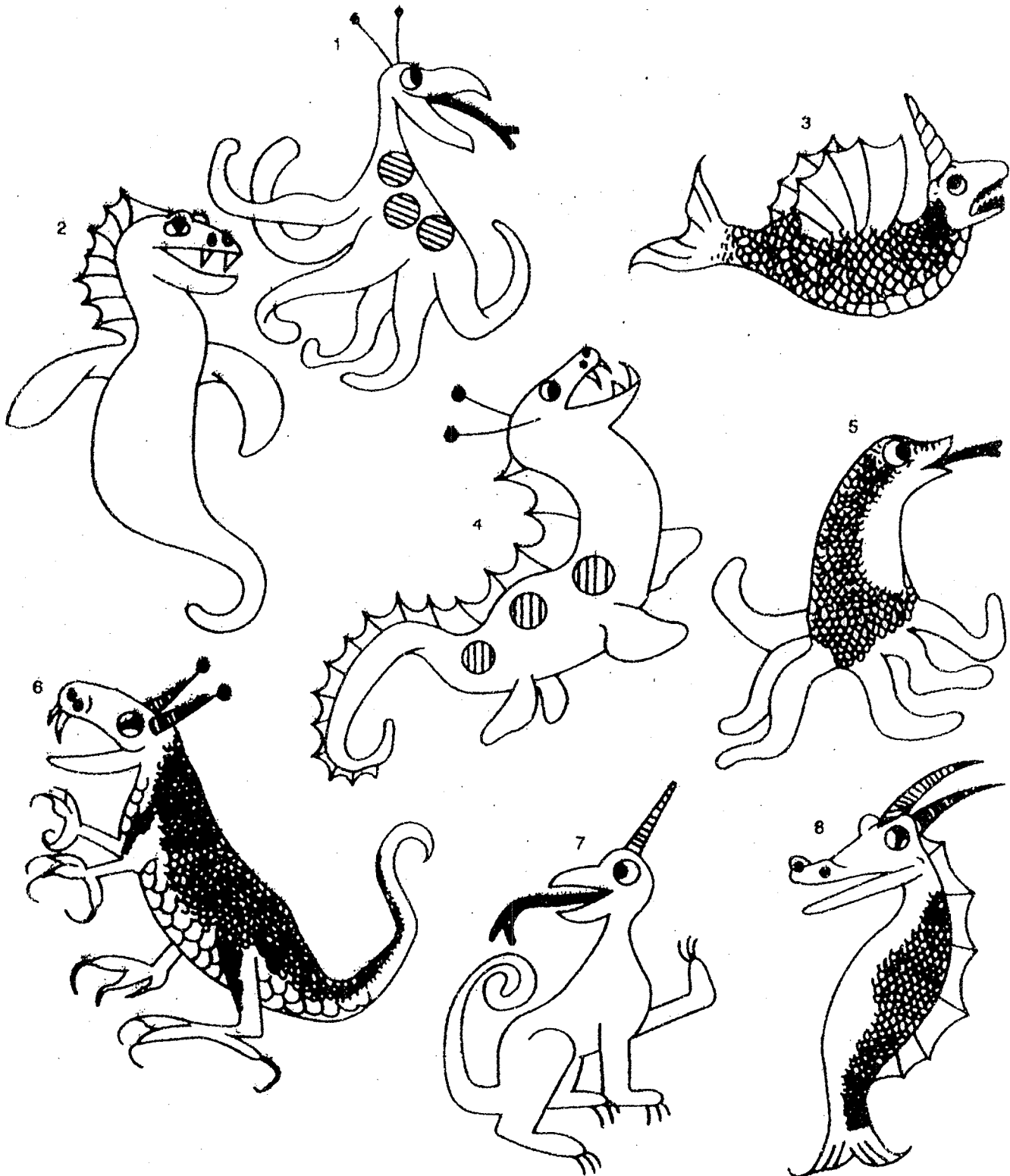
Name _____

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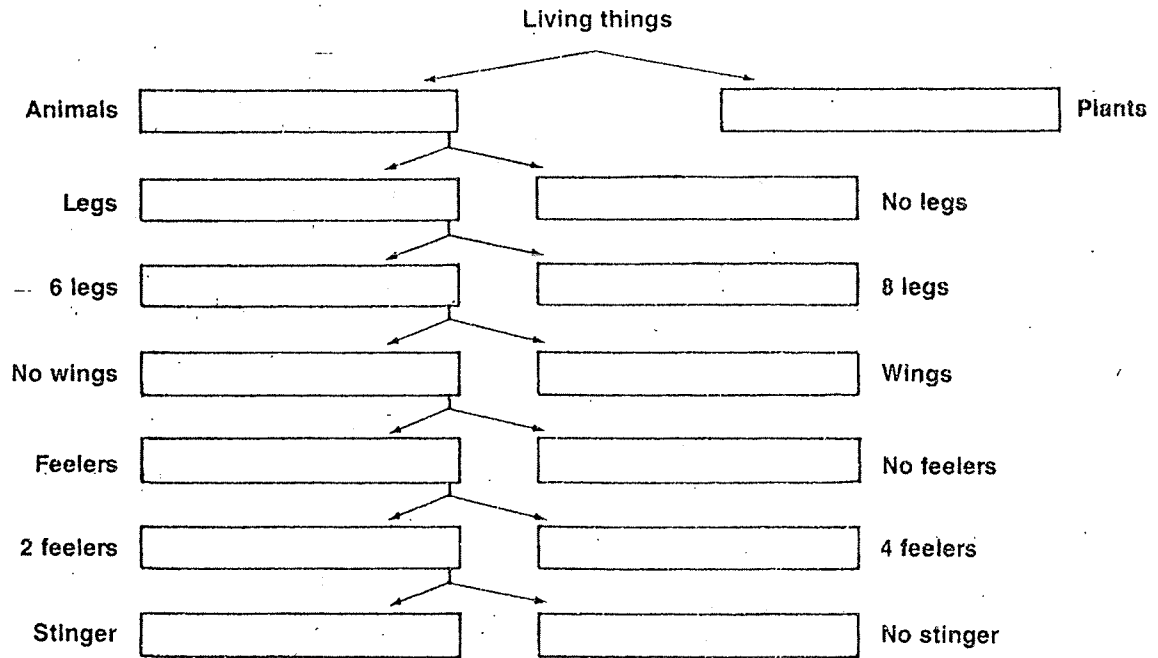
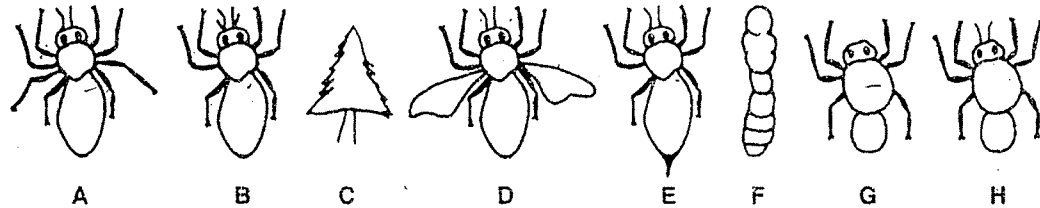
Imaginary Organisms



Name _____ Date _____ Class _____
 Use after Section 3:5.

Grouping Living Things

- Use the diagrams to complete the boxes below. Begin with the trait above the top two boxes. Decide which of the living things shown are animals. Write the letters of those things in the *Animals* box. Write the letters of the plants in the *Plants* box.
- Continue completing the boxes level by level. Be sure the boxes at each level contain *only* things listed in the box above from which the arrows come.



- In how many groups are Animals B and E together? _____
 - In how many groups are Animals D and E together? _____
 - In how many groups are Animals H and E together? _____
 - Which animal, B, D, or H, is most closely related to E? _____
- In how many groups are Animals E and F together? _____
 - In how many groups are Animals E and A together? _____
 - In how many groups are Animals E and G together? _____
 - Which animal, F, A, or G, is the least closely related to E? _____