Part 3 Why have a classification system for living things?

Activity No	Activity Name	Lesson type	Activity Description	
3.1	How confusing!	Engage Classroom Medium	Students use photographs of plants and animals labelled with common names to develop an awareness of the need for an organised, scientific naming system for living things.	Core
3.2	Classification based on observed characteristics	Explore & Explain Digital Medium	Students examine photographs of animals in Class, Family, Order and Phylum groups to deduce levels of similarity within different levels of classification. Students look at images and descriptions of groups of plants in the same Class, Family, Order and Phylum and appropriately place a further plant in each group.	Core
3.3	Binomial naming of species	Explain & Elaborate Digital Long	Students are introduced to the Linaean classification levels of Kingdom, Phylum, Class, Order, Family, Genus and Species and a modern classification system and they make comparisons. Students are introduced to the binomial naming system and they apply their understanding in the *Notebook* tasks.	Core
3.4	What's in a name?	Elaborate Classroom Long	Students frame a research question related to classification and present their report in a newspaper-style article.	Optional
3.5	What am I?	Explore, Explain & Elaborate Classroom Long	Students discover the nature of dichotomous classification keys and devise one for the classification of a group of animals.	Core
3.6	Can you convince others that using a common classification system is helpful?	Evaluate Classroom Medium	In this formative assessment task students work in groups to explain the nature and purpose of scientific classification.	Core