Name: _____

Block: ____

Phylum Cnidaria

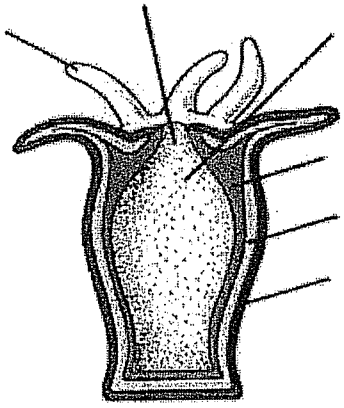
Use pgs. 564-569 to complete the following questions.

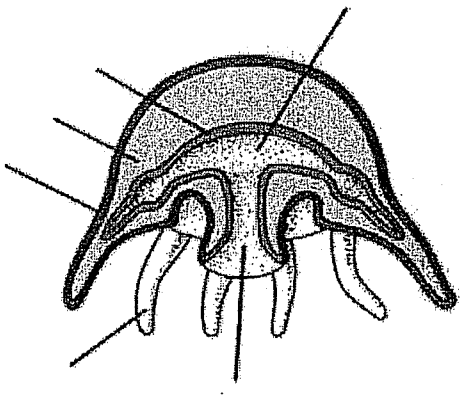
1. What is a cnidarian?

2. List 3 general characteristics of this phylum.

3. Describe the 2 stages in the life cycle of cnidarians. Provide an organism that is associated with each stage.

4. Label and color the following diagram.





5. a. What is a nematocyst?

   b. Where are they located?

   c. Describe how a Cnidarian consumes its prey once caught.

6. Describe an example of symbiosis involving a Cnidarian.

7. Describe how Cnidarians perform the following functions:
   a. Internal transport

   b. Responding to the environment

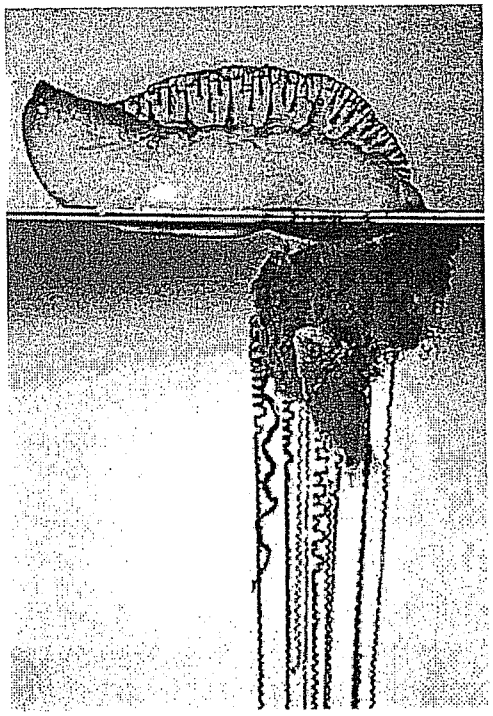
   c. Movement

   d. Reproduction

8. Which life cycle stage is dominant in each of the following Cnidarian classes?
   a. Hydrozoa _____
   b. Scyphozoa _____
   c. Anthozoa _____

9. Describe the lifestyle of members of class hydrozoa.

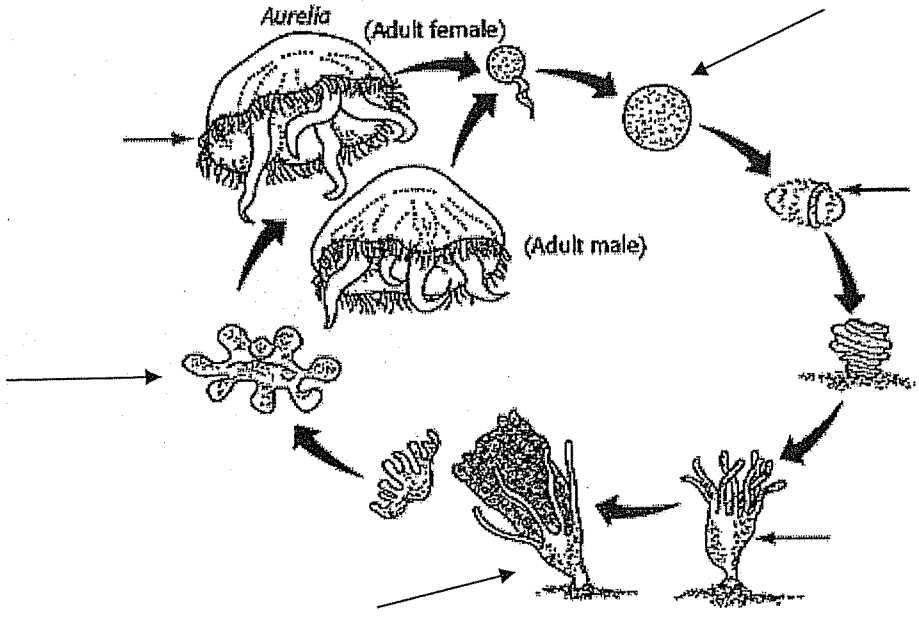
10. a. Identify this organism.



b. What makes it so unique?

c. Do these organisms pose a danger to humans?

11. Label each of the stages in the life cycle of an Aurelia jelly.



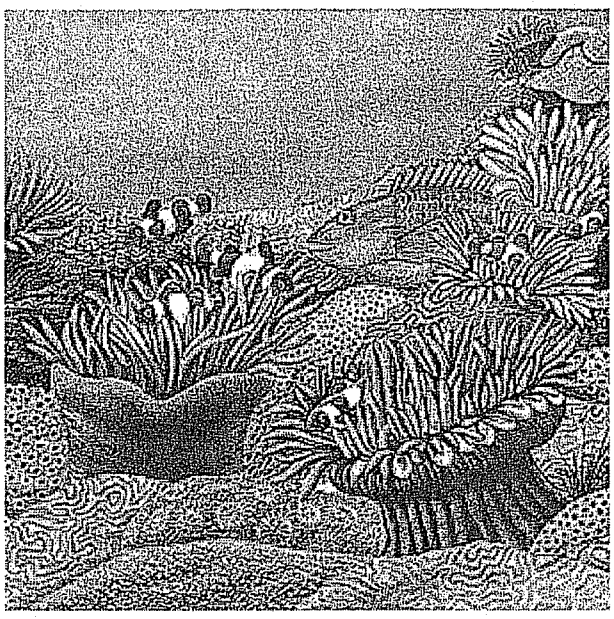
12. How large can jellyfish grow?

13. What is the skeleton of coral made of?

14. How does a coral reef grow?

15. How large is the Great Barrier Reef?

16. Provide 3 roles Cnidarians play in their environment.



Name _____ Class _____ Date _____

Interpreting Diagrams: Exploring the Main Ideas

Use the accompanying diagrams to answer the questions that follow.

1. Where on the body of a cnidarian are these structures located? _____

2. What occupies the region labeled A on the diagram? _____

3. What is the structure labeled B?

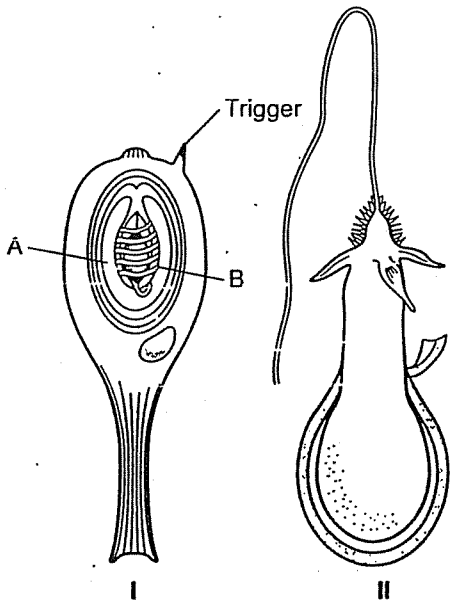
_____

4. Briefly describe the condition of the stinging cell in Figure I.

_____

_____

_____



5. What is the function of the trigger? _____

_____

_____

_____

_____

6. What is the condition of the nematocyst in Figure II? What has happened?

_____

_____

_____

_____

_____

_____

Concept Mapping

The construction of and theory behind concept mapping are discussed on pages vii–ix in the front of this Study Guide. Read those pages carefully. Then consider the concepts presented in Section 26–3 and how you would organize them into a concept map, Now look at the concept map for Chapter 26 on page 258. Notice that the concept map has been started for you. Add the key facts and concepts you feel are important for Section 26–3. When you have finished the chapter, you will have a completed concept map.

Name _____ Class _____ Date _____

Section 26–3 **Cnidarians** *(pages 564–569)*

SECTION REVIEW

In this section you were introduced to the phylum Cnidaria. You discovered that cnidarians are soft-bodied animals with stinging tentacles arranged in circles around their mouths. Some familiar cnidarians include jellyfish, corals, and hydras.

You learned that all cnidarians exhibit radial symmetry and have specialized cells and tissues. You also learned that a typical cnidarian has an internal space called a gastrovascular cavity, in which digestion takes place.

You discovered that almost all cnidarians capture and eat small animals by using stinging structures called nematocysts, which are located on their tentacles. You also learned that cnidarians lack a centralized nervous system and muscle cells. There are, however, specialized epidermal cells that serve the same function as muscle cells.

In the last part of this section, you read about the three classes of cnidarians. You also learned how cnidarians fit into the world.

Applying Definitions: Building Vocabulary Skills

Most cnidarians have life cycles that involve two different body forms. Label each diagram below with the name of the correct body form. Then label both diagrams to show the following parts:

epidermis	gastroderm	gastrovascular cavity
mesoglea	mouth	tentacle