No Taxonomy without Representation

Guiding Questions
- Case 1
    - How are animals classified?
    - Why would Jefferson compare American animals to European animals? What does this demonstrate about early American scientists versus European scientists?
    - How does Native American knowledge about animals come into play here?
    - How did naturalists document animals and their research without photographs?
    - Look through the sketches of animals. Do they look accurate to you?
- Case 2
    - How does mythology intersect with naturalist studies? What are the sources for some of the fantastical drawings?
    - Why might third-person accounts lead to inaccuracy?
- Case 3
    - How did the taxonomy for plants and animals develop? What is the taxonomy we use today?
    - How did naturalists share knowledge in the eighteenth century? Did they share with each other, the public, or both?
    - What kind of effort was required to catalogue insects? Why is this different from mammals?
    - Why did Benjamin Franklin want the turkey to be the bird of the US?
- Case 4
    - How did modern era intellectuals write about animals? What does this tell us about their value in studying?
    - When did pets become more popular? How did people write about their pets? Have things changed with pets in the US today?
    - How did people regard animal intelligence? How does this affect the prevention of animal cruelty?
    - How did animals become important in culture?

Classroom Activities
- Pick one animal (your own pet, a farm animal, your favorite kind of animal, etc.). Create your own drawing, find the scientific name of the animal, and write up your own definition by doing research and/or studying the animal yourself.
    - After completing this activity, did your perception of the difficulty of taxonomists job change? Why or why not?