



## Student Worksheet – Meet the Forams

### Forams as Storytellers

**Learning Targets:**

- I can describe forams and their lifecycle.
- I can identify at least one factor that determines where forams live.
- I can describe how bioprovinces correspond to latitude.
- I can use temperature data to explain foram abundances on the Newport Hydrographic Line.

**Notes about forams:**

Describe four things about forams:

- 1.
- 2.
- 3.
- 4.

Which factors affect where specific types of forams live?

Name the 5 bioprovinces.

- 1.
- 2.
- 3.
- 4.
- 5.

What defines a bioprovince?

How does latitude relate to bioprovinces?

What types of stories do researchers hope to learn from forams?

**Using the Student Handout and Relative Foram abundance graph, answer the following questions.**

What types of forams were found? (What are their names? In which bioprovince are they found?)

What do you notice about foram relative abundances as you look at near, mid and offshore areas?

What reasons can you give to explain the distribution of forams? Why might different forams be found from one year to the next?

How could foram be considered storytellers?