**BIOL 301 – Reverse Lecture Quiz #9** **NAME:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Fill out the chart:

|  |  |  |
| --- | --- | --- |
|  | **Liliaceae** | **Iridaceae** |
| **Why do we care?** |  |  |
| **Habit** |  |  |
| **Leaf arrangement** |  |  |
| **Leaf composition and other vegetative characters** |  |  |
| **Significant reproductive structures** |  |  |
| **Ovary Position** |  |  |

1. What is the one key way to separate these two families?
2. Did you learn about contractile roots? What do they do?
3. Discuss some of the phylogenetic implications of the Liliaceae, sensu latu. What new delineations are being considered? Did you find similar notes on the Iridaceae?
4. What are tepals? What is a corona, in the context of the Liliaceae? What does it mean that the stamens in the Liliaceae are usually versatile?
5. What does it mean to have equitant leaves? In which of these two families are equitant leaves common?
6. How would you describe the styles of the genus *Iris*?
7. How did you learn about these families? What resources did you use? Are you using new resources as we continue with the reverse lecture process? Do you feel comfortable about your level of understanding?
8. Did this quiz adequately capture your knowledge of these families? Is there anything else that you learned that is interesting and/or significant?