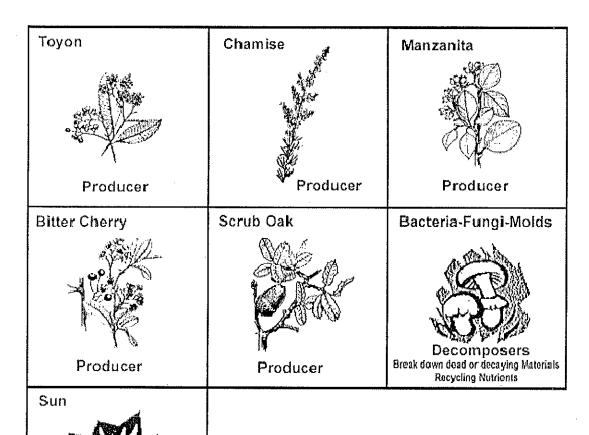
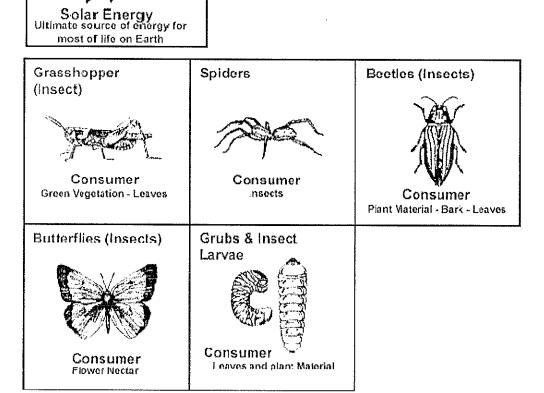
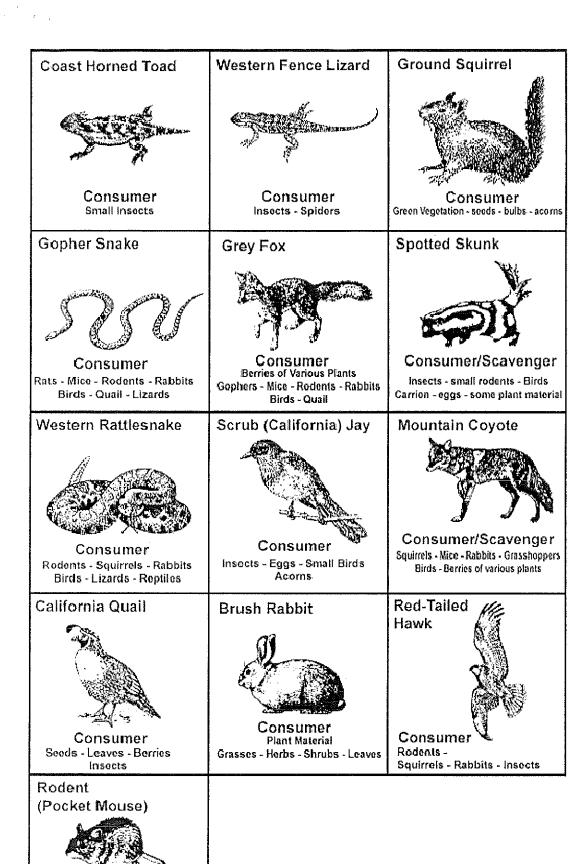
Food Webs Activity

- 1. Use scissors to cut the pictures apart.
- 2. Sort the pictures into groups according to energy sources; producers, herbivores (first order consumers), !st level carnivores (second order consumers), 2nd level carnivore (third order consumers), scavengers and decomposers.
- 3. With the colored pencils mark each group a different color. Mark the energy sources with <u>yellow</u>, the producers with <u>green</u>, the herbivores with <u>blue</u>, the 1st order carnivores with <u>orange</u>, the second order carnivores with <u>red</u>, the scavengers with <u>purple</u> and the decomposers with <u>brown</u>.
- 4. Construct 2 food chains (4 tropic levels) as they would occur in the chaparral. Paste your pictures onto the poster paper. Use arrows to show that energy is passed from one organism to another. (Arrows go from the animal that is eaten to the animal doing the eating).
- 5. Construct a food web as it would occur in the chaparral. Glue your food web to the bottom of the poster. Again use arrows to show that energy is passed from one living organism to another.
- 1. Would there be more predators or prey in a particular community? Explain.
- 2. Why are the 2nd level carnivores more likely to be affected by the insecticide than 1st level carnivores?
- 3. Explain what may happen to the other organisms if disease were to kill off one of the 2nd level carnivores in your food web. Which organisms would increase in population? Why? Which organisms would decrease in population? Why?
- 4. Describe how humans might change (or are currently changing) the food web.
- 5. Why can't food chains go on forever? (8th order, 9th order and 10th order consumers?)







Consumer

Seeds of various plants

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