

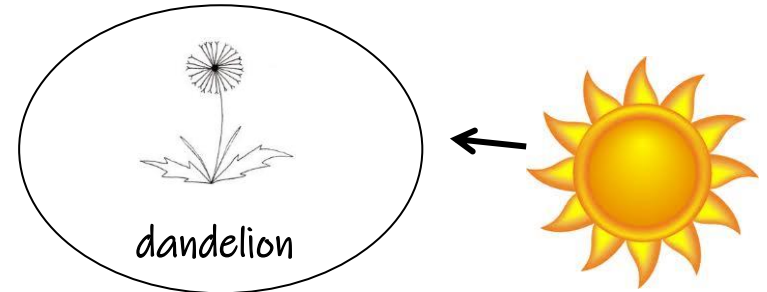


Create a Food Web

Answer Sheet

Explore the outdoor classroom and look for a decomposer. Then create a Food Web that includes this decomposer along with other plant(s) and animal(s) that you found (or could find) in your outdoor classroom. Use the Example Food Web Components chart (on page 3) and the diet information on the Alabama Wildlife Federation's Dig into Plants and Wonders of Wildlife webpages to help you complete your Food Web.

1. Draw a picture of each plant and animal in your Food Web in each circle.
2. Identify the plant or animal species inside each circle by name.
3. Draw arrows **from** the plant or animal that is eaten **to** the animal(s) that might eat it to show the flow of energy from the sun through the producer(s), consumer(s), and apex predator(s) to the decomposer(s).



Use the diagram of your Food Web (on page 1) to answer the following questions.

4. List the producer(s) in your food web: *student should list all plants from their food web on page 1*
5. List the consumer(s) in your food web: *student should list all animals from their food web on page 1 (excluding the apex predators & decomposers)*
6. List the apex predator(s) in your food web: *student should list animals that are not eaten by other animals (other than decomposers) from their food web on page 1 - see list on page 3 for confirmation*
7. List the decomposer(s) in your food web: *student should list all decomposers from their food web on page 1 - see list on page 3 for confirmation*
8. What would happen if all of the plants in the outdoor classroom disappeared? *Some of the primary consumers (animals) in the ecosystem would not get enough food to provide the energy their bodies need to move, grow, heal, stay warm, and reproduce. These animals would leave the ecosystem to look for food, become sick or diseased, stop reproducing, and/ or die.*
9. What would happen if all of the apex predators in the outdoor classroom disappeared? *The populations of animals that are eaten by the apex predators (secondary consumers and herbivores) would increase greatly. The higher number of these animals would mean they eat more plants, and eventually possibly all of the plants. This would cause the effects explained in the answer to question 8.*
10. What role do decomposers play in an ecosystem's food web? *They break down the organic waste and return it to the soil as nutrients. These nutrients are available to plants and allow the whole process to take place again.*
11. Where does ALL of the energy that moves through the food webs in ALL ecosystems originate? *The sun.*
12. What does your food web diagram for your outdoor classroom (on page 1) represent? *It represents what eats what in an ecological community and traces the flow of energy and nutrients through an ecosystem. It depicts the interdependence between plants (producers) and animals (consumers and decomposers).*



EXAMPLE FOOD WEB COMPONENTS

(A component is one part or element of the larger whole.)

Plants (Producers)	Herbivores (Primary Consumers)	Omnivores (Secondary/Tertiary Consumers)	Carnivores (Secondary/Tertiary Consumers)	Detritivores & Fungus (Decomposers)
Grasses	Armyworms	Ants	Spiders	Mushrooms
Wildflowers	Caterpillars	Wasps	Fleas	Worms
Herbs	Butterflies	Lady Bugs	Ticks	Spiders
Shrubs	Bees	Crickets	Bats	Ants
Trees	Moths	Mosquitos	Snakes	Flies
Nuts	Grasshoppers	Songbirds	*Alligators	Beetles
Berries	Treehoppers	Squirrels & Chipmunks	*Some Fish	Millipedes
Acorns	Leafhoppers	Opossums	*Owls	Pill Bugs/Roly Polies
Pinecones	Katydids	Racoons	*Bobcats	Cockroaches
Seeds	Deer	Skunks	*Hawks	Snails
Fruits	Beavers	Frogs & Toads		Slugs
Aquatic plants	Rabbits	Salamanders		
Algae	Some Fish	Turtles		
		Lizards		
		*Foxes (Red and Gray)		
		*Coyotes		
		*Black Bears		*Apex Predators

