Canadian Food Chains and Food Webs

The following organisms will be used to create food chains and a more complex food web.

Producers

- Eastern white cedar
- Dwarf raspberry
- Red pine
- Lady fern

Primary Consumers	**Diet**
• Ground beetle	lady fern, decaying plants and animals
• White tailed deer	lady fern, dwarf raspberry
• Raccoon	lady fern, dwarf raspberry

Secondary Consumers	**Diet**
• Black bear	just about anything! Ferns, raspberries, nuts from pine & cedar trees, dear carcasses, frogs
• Wolf spider	ground beetle
• Raccoon	wood frog, ground beetle, wolf spider
• Wood frog	ground beetle, wolf spider

Top consumers	**Diet**
• Gray wolf	raccoon, white-tailed deer, red squirrel
• Cougar	raccoon, white-tailed deer, red squirrel
• Lynx	raccoon, red squirrel
• Snowy owl	frog, red squirrel, raccoon
• Black bear	dead carcasses, frogs

Decomposers	**Diet**
• Ground beetle	dead plants and animals

Note: raccoons and black bear show up as primary and secondary consumers. They can be either depending on what they are eating.

Group Task

1. On chart paper, using pen or a pencil, create 3 food chains that have 3 trophic levels.

2. On chart paper, using pen or a penci, create 3 food chains that have 4 trophic levels.

Show the teacher before you move on.

Place the plants and animals

3. Now, cut out the plants and animals. Use the other side of the chart paper – the WHOLE side. Create a complex food web using all the plant and animals. When you are sure of your web, glue them down.

Colour Coordinate it

4. Put a green box/circle around all the producers.

5. Put a yellow box around the primary consumers.

6. Put a blue box around the secondary consumers.

7. Put a red box around the top consumers.

8. Add a legend in the corner explaining the use of colour.

Note: If an animal is fits into 2 categories, box it with both colours.

Draw in the arrows.

8. Food webs have arrows. Put them in. Make sure they are going the right way. Make as many correct connections as you can.

9. Add in the sun and the decomposer.

Group Food Web – marking sheet

Group names: _____ _____ _____

____ colour are used correctly.

____ legend included

____ arrows going in correct direction

____ sun is included correctly

____ decomposer included correctly.

____ no spelling mistakes

____ used full page

____ all organisms used

____ all organisms placed correctly in web

____ neat

Inquiry

/10 = Level _____

Individual Questions (everybody answers)

#1. What is the role of the raccoon in this web?

#2. What would happen in the food web if a disease killed off the raspberry bushes?

#3. What would happen in the food web if poachers came and shot all cougars?

Application Level _____