Nature Journal: Temperate Deciduous Forest Food Chains, Webs, and Succession

1. After examining the temperate deciduous biome outside of our classroom, identify at least three organisms (names can be general!) that will fit into a food chain. Diagram that food chain in your notebook.
2. Now select at least SIX organisms and diagram a more accurate food web of what’s going on (again, names can be general! It’s ok if you don’t know the names of the plants!). Indicate all energy transfers by drawing arrows from the source to the end point of the energy. Include at least one producer and one decomposer.
3. Select one part of the GHS school yard. Draw what this area looks like now and then create two hypothetical drawings of what this area would look like in 5 years and in 100 years. Describe the area’s eventual climax community.
4. Answer the following comprehension questions on food chains and webs, using COMPLETE SENTENCES:
	1. What is an energy “pyramid?” What do they tell us about energy transfers in ecosystems?
	2. Why are food webs better representations of what happens in an ecosystem than a food chain?
	3. Why are there only a few individuals at the “top” of a food web? Use principles that we have discussed in class to answer this question.
	4. Compare the biome you viewed outside to the biome you viewed for your guided reading. What was similar? What was different? Is this surprising?
	5. Differentiate between primary and secondary succession. If we left our schoolyard ecosystem alone, which would it progress under?