Wagon Train Visit:

1) Sketch a living thing from your hike. Identify the characteristics of life for this organism.

Sketch a living thing from the water site. Add how it is acquiring its need to survive.

Are either of the organisms unique to Wagon Train? Y or N

2) Describe how you used the taxonomic keys to identify macroinvertebrates at the water site?

3) What type of macro-invertebrate was most common at the water site? Research and record their scientific name.

_____, _____

4) What type of plant organism was most commonly observed on the hike? Research and record their scientific name.

_____, _____

5) How did you observe the basic needs of plants being met on the field trip?

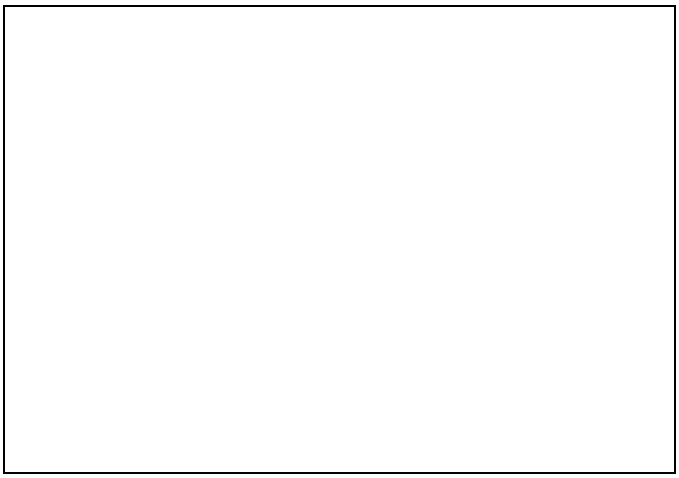
6) Draw a plant that you saw at the saline wetland. Describe the life cycle of a plant.

7) What might that plant look like if you came back in the fall? Why?

_____

Environmental Science

1) Sketch one organism from your hike.



2) How could you estimate the population of that organism? _____

_____

_____.

3) Name 3 organisms that also live in the same community. _____,_____,_____

4) What type of ecosystem did you observe on your field trip today? _____

5) Where else on Earth might you find this same type of ecosystem? _____

6) Draw 3 abiotic factors you observed on the field trip. _____,_____,_____

7) Draw 3 biotic factors you observed on the field trip. _____,_____,_____

8) Pick an abiotic and biotic factor from above and describe how it influences a particular organism* at the field trip site.

*Teachers could choose an organism for students, or let them choose. Examples: cottonwoods, algae, cattails, water beetles, tadpoles, spiders, red-tailed hawk, red-winged blackbirds, raccoons.

9) Create an energy pyramid for one of the sites (hike or water) you visited on your field trip.

Then, label the flow of energy and include the 10% rule of energy transfer between levels.