

Review Sheet: Ecology

Part A: Definitions

Use the words from the “word bank” to complete the following definitions:

Abiotic Factor	Decomposer	Omnivore
Biodiversity	Ecology	Producer
Biology	Ecosystem	Ripple Effect
Biotic Factor	Food Chain	Scavenger
Carnivore	Food Web	Species
Consumer	Herbivore	Sun

1. The study of life and living things: _____.
2. The branch of biology that studies the inter-relationships between living things in an environment: _____.
3. A series of effects that can result from a single change is called a _____.
4. An environment where living things and non-living things live together and interact is called a(n) _____.
5. The living parts of an ecosystem are called _____.
6. The non-living parts of an ecosystem are called _____.
7. The source of almost all of the world’s energy is the _____.
8. A word which means “many different kinds of life” is _____.
9. A group of living things that can breed and produce fertile young is a _____.
10. A living thing which gets its energy directly from the sun is called a(n) _____.
11. A living thing which gets its energy by eating other plants and animals is called a(n) _____.
12. A living thing which gets its energy from eating little bits of dead plants and animals is called a(n) _____.
13. An animal which eats only plants is called a(n) _____.
14. An animal which eats only meat is called a(n) _____.
15. An animal that eats both plants and animals is called a(n) _____.
16. An animal that eats larger dead animals is called a(n) _____.
17. A way of showing feeding relationships from a single producer up to a single final (top) consumer is called a _____.
18. A diagram that shows many inter-connected feeding relationships within an ecosystem is called a _____.

Part B: The Main Ideas

- There are two main ideas in ecology that we have talked about. Write out these two main ideas.

Part C: Biodiversity

Do the following ecosystems have high biodiversity (many different species) or low biodiversity (very few different types of species)?

1. A golf course has a lot of grass. _____
2. A desert. _____
3. A tropical rainforest. _____
4. A farm that has 3,000 cows. _____
5. A prairie meadow that has different wild flowers, birds and animals. _____

Part D: Food Chains

1 a) Arrange the following information into a food chain. Include the labels to show the role of each of the animals:

- White grubs are eaten by robins
- White grubs eat the roots of grass plants
- Robins are eaten by hawks

1 b) White grubs are also eaten by skunks. Explain what could happen to the skunks if people spray their lawns with poison to kill the white grubs.

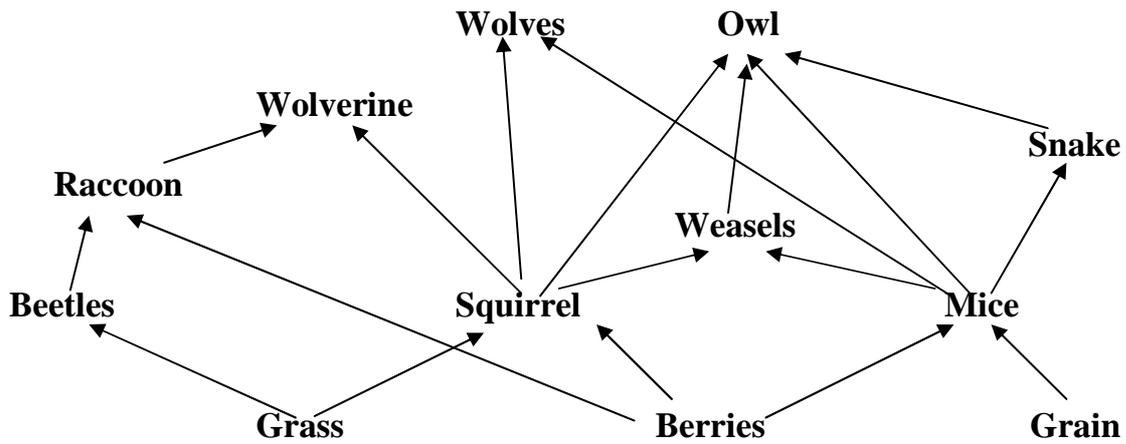
2a) Arrange the following information into a food chain. Include the labels to show the role of each of the animals:

- Turtles are eaten by raccoons
- Mosquito larvae eat algae
- Tadpoles eat mosquito larvae
- Small-mouth bass are eaten by turtles
- Tadpoles are eaten by small-mouth bass

2 b) Describe one "ripple effect" that could happen if all of the tadpoles in pond died.

3. Explain why decomposers are so important in an ecosystem.

Part E: Food Webs



- From the food web above, give one example of:
 - a producer: _____
 - a herbivore: _____
 - a carnivore: _____
 - a top carnivore: _____
 - an omnivore: _____
- From the food web above, find the following:
 - two consumers that eat squirrels: _____
 - two animals that eat mice: _____
 - one consumer that eats raccoons: _____
- If all of the mice became sick and died, explain what could happen to the population of weasels.
- If all of the owls became sick and died, explain what could happen to the mouse population.