

Marsh Market

A sample activity from *WOW! The Wonders of Wetlands Summary*

GRADES 2-8

SUBJECTS

Ecology, Biology

SKILLS

Gathering,
analyzing, and
interpreting
information

DURATION

Part I: 40 min.;
Pt. II: 40- 60 min

SETTING

Classroom

Objectives

- To gain an appreciation for the interdependence of the organisms, including humans, involved in a food web
- To make the connection between the importance of natural resources and the impact of our use of them.

Students will construct a "living" wetland food web and then create their own web by tracing components of their lunches.

Vocabulary

herbivore, carnivore, omnivore, insectivore, predator, prey, producer, consumer, decomposer, food web

Materials

1. large ball of string or yarn
2. large file cards or strips of paper
3. ask students to bring a lunch or a list of every item eaten in a recent meal
4. drawing paper and markers.

Background

A wetland is a vast marketplace of diverse food sources. The large number of plants growing in a healthy wetland forms the basis of its food web (a food "web" is a complex system made up of many food "chains"). Residents and visiting animals find a wide array of food choices, whether they eat plants, animals, or both. A wetland with a great diversity of plant life will attract higher numbers and more species of animals.

Plants are called primary producers because they supply food at the lowest level of a food chain. It takes an enormous number of individual plants to support the other parts of the web. Wetland habitats are extremely productive in terms of plant life.

The next level of the food chain is composed of primary consumers: plant eaters or herbivores. Primary consumers include rabbits, mice, deer, and certain other mammals, some insects and fish, ducks, geese, and certain other birds.

Primary consumers are eaten by secondary consumers, or carnivores (meat-eaters). This group includes predators, such as birds of prey, some snakes, foxes, wild cats, and people. Secondary consumers are eaten by tertiary consumers, which may be predators or scavengers such as turkey vultures, crabs, and sometimes people.

Note: These categories are very broad and general. Many animals fit into more than one group, and there are even more complex levels of the web that exist.

Any of the food web components mentioned above can be broken down by decomposers, organisms such as bacteria and fungi, which reduce dead plant or animal matter into smaller particles. A decaying plant, for example, will be broken down into nutrients that enrich the soil. This in turn supports the growth of more plants.

People are also part of the wetland food web! Many regional economies depend upon foods supplied by a wetland. Are you a seafood lover? Oysters, shrimp, bluefish, flounder and other popular, commercially important fish and shellfish are produced in wetlands, especially coastal marshes. Waterfowl, deer, and other game species that visit wetlands also provide a source of food. Wetland mammals, such as beaver, mink, and muskrat are valued for their fur - and muskrat is becoming a popular gourmet dish. Cattail shoots, wild rice, and many other plants that grow in wetlands are edible. Next time you get the munchies, visit a wetland for a snack!

Procedure

Warm Up

Have the class discuss the concept of a food web. What do certain animals eat and who eats them? Introduce or review the terms herbivore, carnivore, [omnivore, insectivore], predator, prey, producer, and consumer. With older students, discuss the flow of energy from primary producers through tertiary consumers and decomposers.

The Activity: Part I - Make a "Living" Wetland Food Web

1. Make a list of plants and animals (birds, mammals, reptiles, amphibians, fish, insects and other invertebrates) that live in or use wetlands. Assign items on the list to students and have them research the animals' food habits and their predators. Then place the animals in a chart of "carnivores," "herbivores," etc.
2. Write the name of each plant and animal on the list on a separate card or strip of paper. Tape the cards and strips on the board and ask students to select one name. Have students stick their selection on their clothing.
3. Have the class stand in a circle. Select a plant to begin making the web and give that student a ball of string. Ask him to wrap the end once around his hand, then pass the ball to some organism that eats the plant, connecting one that is consumed to the consumer. This student should wrap the string around her hand and pass the ball either to an organism that eats her organism or to her own organism's food source. Remember that many of the plants and animals should be connected to several others; if a student receives the ball of string a second time (or more), he should pass it to student he hasn't already passed it to. As the activity progresses, those who researched the organisms involved can help decide where to pass the string. Continue in this manner to create a "living" wetland food web.
4. Once the web has been completed (all possible connections have been made), have the students shift around until the web is taut. Have the students discuss

the fact that sometimes a plant or animal's role in the web will change, or disappear entirely. What effect will this have on the web?

Scenarios:

Use the scenarios to describe what can happen to parts of the web when the wetland habitat is disturbed. With each description, have the students decide which organism would be affected by the change first (suggested answer appears in parentheses). Have the student wearing this sign tug on the string. Anyone who feels the tug should raise his or her free hand. Have each of these students tug on the string, and so on. When the third scenario has been covered, have the class sit down and discuss the web.

- a. It is raining. A lawn care company's truck skids and crashes near the wetland, spilling hundreds of gallons of weed killer. The rain washes the chemicals into the wetland (plants).
- b. A stream is blocked by a huge pile of dumped garbage. The part of the stream that usually flows through the wetland dries up (fish).
- c. The wetland is destroyed when someone buys the land and builds a shopping mall there (everything).

Part II: What's For Lunch?

1. **Ask the students to take out their lunches (don't eat them now!) or to list foods eaten in a recent meal.** Have students draw self-portraits at the top of a piece of paper. Below this, have them draw pictures of each item in their meal and label each one (or draw a circle for each item and write the item's name inside). Be sure to include all items (i.e., instead of "sandwich," list or draw "ham," "cheese," "mayonnaise," "whole wheat bread," and so forth).
2. **Decide what each item is made from.** What is cheese? Where do frozen peas come from? What went into the can of soup? Break down each component of the meal, tracing each ingredient to its most fundamental sources. For example, mayonnaise is made of eggs and vinegar. Eggs come from chickens which eat grain, which grows in the soil. Chickens come from eggs, which come from chickens,...let's not get into that. Vinegar can be made from apples, which grow on trees, which need air, soil, sun, and water.
3. **Students should label the consumers and the producers in the diagram.** Ask which category shows up the most. There should be more primary producers, since the foods were probably made from or were raised on primary producers. Explain that it takes a lot of grain to raise one cow, and it takes many primary producers to support the higher levels of a food web!
4. **Ask students to imagine that one of the natural resources in the diagram has been depleted.** Have them choose one and put an X beside it. Then go through the food web and put an X beside each item that they would not have without that resource. Would their meals have been the same? Would they lose things they need, things they just like to have, or both?

Wrap Up and Action

Ask students to describe ways that the food web might be affected by a change in one of its links. Help students understand that a change in the availability of even one food

source can affect many wetland residents. Stress that the parts of an ecosystem are interconnected and interdependent; every link is vital to the health of the whole.

Assessment

Can students:

- identify animals and plants in a wetland food web and describe their role (carnivores, herbivores, omnivores, insectivores, etc.)
- demonstrate how several components in a wetland's food web can be affected even when only one is disturbed
- draw a diagram identifying how their own lunches fit in a food web

Extensions

Nature in your Neighborhood

Take a trip to a nearby wetland or other natural area. Observe, list, and diagram the components of the area's food web. You may not see many animals, but look for signs that they were there - droppings, footprints, feathers, nibbled leaves and twigs, remnants of a meal (bones, fur, etc.), even a tunnel or other pathway.

You may find signs that people are part of this food chain. Fishing line caught in trees or shrubs and empty shotgun shells on the ground can be signs of human predation. Does this area offer other natural resources that people need, use, or want? Are there signs that resources here are being misused or cared for? Do you see ways in which the food web in this area might be harmed? What can you do to help preserve the resources and the food web?