



7th Grade – Science: Food Webs and Ecosystems

Standard:

Science *MS-LS2-4*

Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Objective(s):

Students will make observations of the plants and animals along a section of the trail and use them to construct food chains and webs.

4Cs:

Communication, Collaboration, Creativity, Critical Thinking

Materials:

Science Notebooks and/or clipboard and paper, pencils, local flora/fauna ID books, hand lens

Prerequisite Knowledge (Vocabulary, part of trail, technology, etc):

[No more plants probe lesson](#), [No more plants probe](#)

Ecosystems, Food Chains, Food web

Lesson Summary (5-7 sentences):

Students walk along trail in groups of three. As they walk, students observe the plants and animals they see and note them down in their notebook. Using the ID books, students should try to id the species they are finding and draw sketches of the species they are seeing.



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Back in class, students should construct food chains and food webs based on the species they identified. They will need to research what the animals they identified eat.

Which member of their ecosystem would affect the food web the most if removed? Students gather evidence through reading about their species and argue from evidence. Use lab 11 in additional resources as a guide.

Map of Trail (state if zone specific):

Additional Resources:

[Food Webs and Ecosystems](#)

[Lab 11:Ecosystems](#)

[Lab 11 slides](#)

[Lab 11: Checkout questions](#)