

# Bugs and Biodiversity

## Activity Worksheet



Lesson objectives:

- Define biodiversity and how it relates to the longleaf pine savanna
- Describe how variety in an ecosystem's plant community impacts the animal populations that live there
- Reflect on how human activities impact ecosystem community structure

Longleaf pine savannas are special ecosystems because they are areas with high biodiversity. Besides a canopy of longleaf pines, many different plant species thrive in the understory.

1. What does biodiversity mean? \_\_\_\_\_

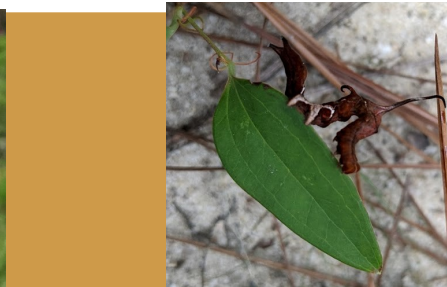
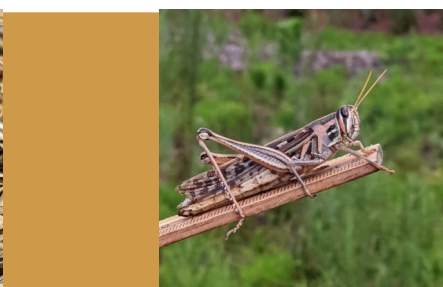
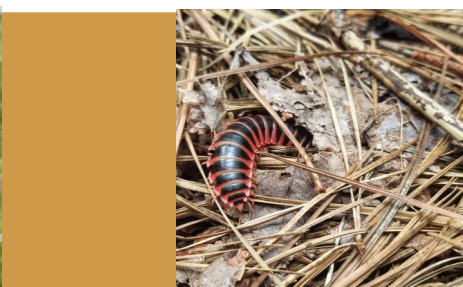
2. What natural disturbance changes the longleaf pine savannas that creates high diversity? How does this disturbance impact the ecosystem? (The Disturbance: What Happens Next? lesson talked a lot about this!)

3. What resources do plants provide to the animals that live in an ecosystem? Why are they important?

4. Describe the sites you chose to survey for this activity.

<u>SITE ONE: Low Diversity</u>	<u>SITE TWO: High Diversity</u>
Location: _____	Location: _____
Nearby natural features: _____	Nearby natural features: _____
Nearby human-made features: _____	Nearby human-made features: _____
Plant community: _____	Plant community: _____
Other notes: _____	Other notes: _____

5. Describe the weather the day you conducted the surveys: \_\_\_\_\_



This data table is to summarize observed insects and other important notes seen at your Paper Bag Pitfall Traps. Mark in the left-hand column what times the traps were set out and checked, and use the right two columns to record observations throughout the day. Observations are not necessary when the traps are first set out. Use the last row to record any extra comments about the experience.

	<u>SITE ONE: Low Diversity</u> Location:	<u>SITE TWO: High Diversity</u> Location:
<u>Trap Set-Up Time:</u>	N/A	N/A
<u>1st Check-Up:</u>		
<u>2nd Check-Up:</u>		
<u>3rd Check-Up:</u>		
<u>4th Check-Up:</u>		
<u>5th Check-Up:</u>		
<u>Other notes:</u>		

This data table is to summarize observations recorded on your Sound Maps throughout your day of surveying. You can tally up repeated sounds, infer organism species, and record any extra notes or comments here to help further explain your findings from the survey.

	<u><b>SITE ONE: Low Diversity</b></u> Location:	<u><b>SITE TWO: High Diversity</b></u> Location:
<u><b>Survey Time #1</b></u> <u><b>(Same as trap set-up):</b></u>		
<u><b>Survey Time #2:</b></u>		
<u><b>Survey Time #3:</b></u>		
<u><b>Survey Time #4:</b></u>		
<u><b>Survey Time #5:</b></u>		
<u><b>Survey Time #6</b></u>		