

<b>Grade 6</b>			
<b>Ch. 1 Lesson 2</b>			
<b>Life Science</b>			
<b>Page #</b>	<b>Question</b>	<b>Answer(s)</b>	<b>Links/Sources</b>
26	If you think of your classroom as a small ecosystem, what would be some of the divisions for study of life in your classroom?	Sample answer: You could study the people in the classroom and how they interact, you could study the many invertebrates (insects, spiders, etc.) that live in the classroom and how they interact with each other and the people in the classroom.	
26	Can you think of any part of the classroom that is not dependent on the whole?	Sample answer: No, all living components in the classroom depend on one another in some way.	
26	Is this similar to the schoolyard?	Sample answer: Yes	
26	The neighborhood?	Sample answer: Yes	
26	Is there anything He created that doesn't interact with something else?	Sample answer: No, all living things on Earth depend on each other and their environment.	
26	What are some ways you interact with the environment you live with?	Sample answer: I breathe the air, drink and swim in the water, garden in the soil, hike on trails, etc.	
26	If you were an ecologist, what might you want to learn about this animal	*Sample answer: I would want to know what types of animals prey on this butterfly. I'd like to study how it camouflages itself and what its diet consists of. I would also like to learn about its reproductive cycle.	
27	Can you name other biomes?	Sample answer: Yes, desert, hardwood forest, temperate rainforest, tundra, grassland.	
27	What plants and animals live in those biomes?	Sample answer: Desert - horned lizard, hardwood forest - white-tailed deer, temperate rainforest - banana slug, tundra - arctic hare, grassland - pronghorn antelope	
27	How are those plants and animals adapted to their environments?	Sample answer: horned lizard - coloration, white-tailed deer - hollow hair to keep them warm, banana slug - change color depending on environmental conditions, arctic hare - changes color from brown in summer to white in winter, pronghorn antelope - excellent eyesight and speed to avoid predators.	

27	What large ecosystems have you visited?	Sample answer: Let students share descriptions of large ecosystems (deserts, forests, grassland) that they have visited.	
27	Have you visited any small ecosystems?	Sample answer: Let students share descriptions of small ecosystems they have visited (cave, tide pool).	
27	Who are members of your community?	Sample answer: The people, the animals, the plants	
27	How do you think these populations interact with each other and other species in the community?	Sample answer: The people interact with other people in many ways, picnics, neighborhood clean-up, and play. Pets are played with, wild animals eat gardens and nest in trees. Plants provide flowers and fruit for animals to eat, people plant various plants to beautify their yards.	
27	Do humans fit into this community?	Sample answer: Yes (see answers to previous questions).	
27	What biome did the Israelites live in for 40 years after they left Egypt but before they entered the Promised Land?	*God helped them survive the desert for 40 years by providing a pillar of cloud and a pillar of fire, feeding them manna, and keeping their clothes from wearing out.	
27	What biome likely has the fewest plants and animals? Why?	*The tundra, because it is the coldest so the fewest plants grow and the fewest animals survive.	
27	What biome likely has the most varied plants and animals? Why?	*The tropical rainforest likely has the most, as it is the warmest and wettest, providing more habitat for a variety of plants and animals.	
28	What type of interactions will the <i>Hydra</i> and <i>Daphnia</i> exhibit?	Sample answer: The two animals may try to avoid each other, or one may try to eat the other.	
28	How does salt affect the interactions between <i>Daphnia</i> and <i>Hydra</i> ?	Sample answer: The salt water irritates both animals, and in strong enough concentration may kill the animals.	
29	Why do you think God made such diverse organisms to inhabit Earth?	Sample answer: Diversity of life increases the health of ecosystems. Greater variety of habitat requires a greater number of plants and animals to inhabit them. He knew that a great number of species would create interest for people.	
29	How would this frill of extended skin help this lizard when a predator threatens?	Sample answer: It helps communicate to other animals.	
29	What information might they communicate?	Sample answer: Fear, intimidation, mating interest.	

29	When you think of a flower, what do you think of?	Sample answer: Let students share particular flower they think of and describe it.	
29	How would you describe its fragrance or color?	Sample answer: see answer above	
29	How do you think these features help the survival of the <i>Titan arum</i> ?	Sample answer: The flower helps attract flies and other insects and other animals that are scavengers. These animals help to pollinate the flower and spread the seeds.	
29	How might the frill of the lizard help warm the lizard while it basks in the Sun?	*Whether folded or open, there more surface area of the frill for the sunlight to shine on. More surface area also aids cooling?	
30	How does this action benefit both the honeybee and the plants?	Sample answer: The honey bee gets nectar that it needs for food and makes honey to feed its your when they hatch. The flower is pollinated and is able to produce viable seeds.	
30	Can you think of other forms of commensalism?	Sample answer: The shark and remora, the remora is close to a food source and it doesn't affect the shark. The monarch butterfly and milkweed, the monarch butterfly larva eats the milkweed but does not destroy the plant. Cattle egrets and livestock, the egrets feed on the insects and small animals that the livestock scare up as they feed, but do not bother the cattle themselves.	
30	How does the mite benefit?	Sample answer: The mite gets its nourishment from the bee. Note: it is not to the advantage of the parasite to kill its host. If the host dies, the parasite often dies as well.	
30	How do birds and raccoons benefit when interacting with the honeybees and their hives?	Sample answer: The both animals eat the bee larva and the honey.	
30	What happens to an area of a forest that was burned in a forest fire	Sample answer: The forest is changed on a great scale, animals are either burned and killed or flee to another area. Trees and underbrush are destroyed. The ecosystem is modified on a large scale.	
30	Which species benefits in this situation? Explain.	*Sample answer: The beekeeper benefits because he or she harvests the honey. The bees benefit because they have shelter in the human-made beehives.	

30	What is an example of one animal that feeds off another animal?	*Sample answer: flea or tick acting as a parasite.	
30	What are some examples of predation among species that occur in your neighborhood?	*Sample answer: Owls will hunt baby squirrels, cats hunt birds and lizards. Turtles prey of fish.	
30	A hummingbird samples a field of wildflowers. What type of symbiosis does this describe? Why?	*This describes mutualism. Both the flowers and the hummingbird benefit. The hummingbird gets food and the flowers are pollinated	
31	What do you think must happen in a desolate area before living organisms can come back?	Sample answer: The soil has to develop.	
31	How do you think mosses and lichens arrive on new land?	Sample answer: Spores are carried by wind, water, or by animals traveling through the area.	
31	At what point during primary succession do you think animal species appear?	Sample answer: Once plants start to grow.	
31	What happened to the plants, animals, and non-living things that had been in the area?	*Sample answer: Most or many were destroyed.	
31	What did the land look like?	*Sample answer: fire: charred; hurricane: blown over or away.	
31	How did the land change over time?	*Sample answer: People may have rebuilt a city area. Small plants may have begun to grow in a forest of field.	
31	What major event described in the Bible would have caused devastation to every ecosystem?	*In Genesis 7-9 the Flood destroyed all ecosystems.	
31	Would the organisms in a climax community be the same in all parts of North America? Why or why not?	*Sample answer: The organisms may vary because it would depend of the kind of ecosystem.	
32	How is it possible that these plants are able regrow so quickly?	Sample answer: Because grasses and many wildflowers produce seeds that can withstand the heat of a fire, they also have roots that survive the fire and quickly sprout after a fire	
32	What is the driving force in the changes of a climax community?	Sample answer: Changes to the climax community are caused by fire, landslides, geologic activity, weather events, and people.	

32	What types of animals might inhabit the area during the early years of succession compared to those the would inhabit the climax community?	*Sample answer: Animals that would inhabit the area during the early years of succession would be small such as insects. They lizards and frogs would arrive. Deer would begin to graze. Birds should also show u to eat insects and small reptiles and amphibians. Small mammals and birds of prey would eventually arrive. Most likely, that last type of animal to be reintroduced would be larger mammals, such as bears.	
33	Do you think this is an example of primary succession or secondary succession? Give reasons to support your answer.	*Sample answer: Primary succession occurred north of the volcano after the eruption. The eruption eliminate all life from the mountainside and left a layer of barren ash, almost like life never existed there before.	
	* Means the answer is found in the TE.		