

# Create A Food Chain

**Subject:** Science, Art, and Composition

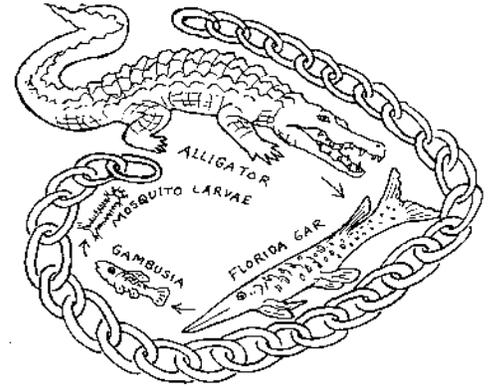
**Duration:** 45 minutes

**Location:** Classroom

**Key Vocabulary:** Organism, interrelationships, food chain, food web

**Related Activities:** Riddles-Guess the Organism; Algae: It Feeds, It Kills, It's Dying; Skeeter Wiggler Tag

**Florida Sunshine State Standards:** SC.G.1.2



**Objectives.** The student will be able to: a) define common terms used in the study of ecosystems, i.e., organism, food chain, food web, and inter-relationships; b) compare and contrast characteristics of the natural Everglades/South Florida with the urban environment in which they live.

**Method.** Students will construct a food chain common to the Everglades/South Florida environment.

**Background.** In the Everglades environment, there are many interrelationships. Food chains and food webs are dependent on the existence of such interrelationships. One such interrelationship exists in an alligator hole. See the “Supplementary Materials” section (p.195) for a blackline master of the alligator hole.

## Materials

- Blackline master - “Where Do I Belong?” (One for each student)
- Blackline masters in the “Supplementary Materials” section (pp. 193-195) for making transparencies
- Overhead projector
- Scissors
- Glue
- Crayons, markers, colored pencils
- Construction paper

## Suggested Procedure

1. Using transparencies of the supplemental sheets (pp. 193-195), define the terms organism (p. 99), food chain (p. 194), food web (p.194), and interrelationships (p. 195) to the students.
2. Make students aware that inter-relationships are necessary for survival. Use the food chain transparency to demonstrate a common food chain of the Everglades and how that food chain functions.
3. Distribute the blackline master - “Where Do I Belong?” to each student. Instruct students to color and cut out each species on their paper.
4. Have students assemble as many organisms as possible into an order that depicts a possible food chain in the Everglades.

## Evaluation

After students have been given ample time to complete this activity, review the food chain with them. Discuss other possibilities which may be added to their food chain to create a food web. Students may then wish to make their food chain permanent by using glue and construction paper.



