

# Food Webs

## 6th-8th Grade Teacher/Chaperone Activity Guide



### Disciplinary Core Idea

Food Webs focuses on Life Science Standards and the role of organisms in ecosystems.

### Cross Cutting Concept

Systems and system models.

### Science & Engineering Practices

Obtaining, evaluating, and communicating information.

### Other Info?

This activity directly supports Standards 6.4.2 and 6.4.3

The **Life Gallery** is located on the **fourth floor** of the museum. Several different Utah ecosystems are represented.

### **Choose one diorama in the Life Gallery to explore.**

1. Draw a food web based on your diorama. Include at least 6 organisms.
2. Be sure to label each organism as a producer, consumer or decomposer.
3. Use arrows to show the transfer of energy.



Encourage students to think about how **energy travels from the sun to plants**, via photosynthesis, and then **to other organisms** in the web.

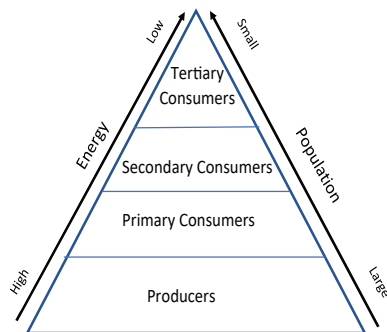
Help students understand that **producers create** their own food and energy, **consumers must eat other organisms** to obtain nutrients and energy, while **decomposers break down** waste to gain energy and return nutrients to the ecosystem.



**NATURAL HISTORY  
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Energy comes from the sun and producers turn that into nutrients.



### Relationships between organisms.

Explain the transfer of energy in a predator and prey relationship specific to the diorama you chose.

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Using your knowledge of food web relationships describe the impact on an ecosystem if one organism went extinct.

Prompt students to ponder access to resources like **food** and **habitat**. Remind them that lack of predation may lead to **overpopulation**. What problems might that cause?

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Which organisms exhibit mutualism, where they each gain something from their relationship? Describe how they benefit each other.

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Think about **pollinators** or **fungi** that work as a communication network for trees.

