

**Activity 2.1 Clean Sweep: What’s Eating You?**

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| **Introduction**  ***Scientific Inquiry: Guiding Question – What are the roles of various species in freshwater aquatic food webs?***  **Lesson Objectives:**  At the end of this lesson, you will be able to:   1. Describe and illustrate the feeding relationships of aquatic food webs.     **Equipment**   * Set of aquatic species cards * Large sheet of poster paper * Markers or colored pencils * Scotch tape   **Procedure**  Working with your Clean Sweep partner, complete the following steps in order gain a better understanding of aquatic food webs and the relationships that exist in those habitats.   1. Review the set of aquatic species cards provided to you by your instructor. 2. Using the internet, conduct research pertaining to the feeding relationships with identifying labels between the aquatic species identified on the cards.  |  |  |  |  | | --- | --- | --- | --- | | Organism Name | Trophic Level | What It Eats | What Eats It | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  1. Using the information collected, create an aquatic food web using the provided materials. Be sure to include a legend or key and appropriate arrows representing producers and consumers. 2. Conduct at least one peer review of another group’s food web, checking for accuracy and quality of appearance. Provide feedback in the form of a sticky note next to their food web.   **Conclusion**   1. What research did you find to support the accuracy of your food web? 2. Was the research reliable? Where did you collect information from? Cite your sources. 3. If there are differences between group’s food webs, why? What research was done to confirm accuracy? |