Wildlife Management Notesheet C. Kohn, Waterford WI

Name: Hour Date:

Date Assignment is due: Why late? Score: + ✓ -  
 Day of Week Date If your project was late, describe why

**NR-ES Units**

1. Lab Safety  
2. Sustainability  
3. Biodiversity  
4. Habitats  
5. Invasive Spec.  
6. Quadrat Meas.  
7. Pollution  
8. Water Testing  
9. Midterms  
10. Wildlife Mgmt  
11. Habitat Mgmt  
12. TOC  
13. Climate Chg  
14. Survival   
 **Weekly Schedule: See Board and record**   
Mon  
  
  
  
Tues  
  
  
  
Wed  
  
  
  
  
Thurs  
  
  
  
  
Fri

What is wildlife management? Define in your own words:

What are examples of wildlife management that you’ve heard of?

How can wildlife management be used to prevent extinctions?

How is how the dinosaurs’ extinction different from that of the passenger pigeon? Give multiple examples:

*Page through this notesheet. Then answer the questions below:*  
Circle one: *I need to review my notes & practice before the quiz.* Definitely – Yes – Sort of - No

Circle one: *I have never seen or heard of some of these concepts.* Definitely – Yes – Sort of - No

Circle one: *This may be a challenging unit for me personally.* Definitely – Yes – Sort of - No

Circle one: *I may need extra strategies for some topics/vocab.* Definitely – Yes – Sort of - No

**Directions**: Use the accompanying PowerPoint (*available online*) to complete this sheet. This sheet will be due upon the completion of the PowerPoint in class. These assignments are graded on a +/✓/- scale.

1. How does overharvesting cause extinctions?
2. A key job of wildlife managers is to ensure that
3. Prior to European settlement, an estimated bison were found from
4. By 1890, less than remained due to and the
5. Today the bison is still
6. What was the key reason bison were brought back?
7. The passenger pigeon has one of the of any  
     
   \_ . Passenger pigeon individuals are believed to have made up   
     
    totaling
8. The passenger pigeon had flocks so large that at times   
     
   during their . A single nesting area in Wisconsin covered
9. What caused the passenger pigeon decline?
10. How long did it take to eliminate the most numerous bird on the planet?
11. Prior to the extinction of the passenger pigeon, what was the prevailing opinion about animal extinctions?
12. Wildlife management exists to ensure that   
      
     . Wildlife managers work to ensure that
13. How did Aldo Leopold define wildlife management?
14. How do we define it today?
15. Wildlife management seeks to   
      
    to ensure
16. What is the definition of wildlife?
17. This includes:
18. Wildlife managers can affect wildlife populations through
19. What is passive habitat management?
20. Is untouched, unmanaged habitat the same as healthy habitat? Explain:
21. What are ‘boom and bust’ population cycles?
22. How are boom and bust cycles detrimental to a species?
23. How are boom and bust cycles detrimental to a habitat?
24. A primary goal of wildlife management is to   
      
    to ensure
25. Active management involves
26. List and describe the two approaches to active management:   
      
    \_ Summary:   
      
       
      
    \_ Summary:
27. List and describe the three focuses of wildlife management:   
      
    1\_   
      
    Summary:   
      
       
      
    2\_   
      
    Summary:   
      
       
      
    3\_   
      
    Summary:
28. In the spaces below, describe the three general steps that wildlife managers use to directly manage Wisconsin’s deer herd:
29. Describe five methods wildlife managers have for determining the size of a species’ population:  
      
    \_ Summary:   
      
       
      
    \_ Summary:   
      
       
      
    \_ Summary:   
      
       
      
    \_ Summary:   
      
       
      
    \_ Summary:
30. What is the formula for the Mark-Recapture method?
31. A manager catches and notches the fins of 10 fish and releases them. A week later she catches 10 more fish, of which five have notched fins. How many fish are in this lake?  
      
    \_\_\_\_\_\_ Show how you figured this out to the right:
32. Once a population is known, wildlife managers can do one of three options:
33. What is a carrying capacity?
34. What should happen if a species’ population is above the carrying capacity?
35. What should happen if the species’ population is sizable but below the carrying capacity?
36. Describe five ways in which carrying capacities are complex:
37. The best option is to aim for or the population for a   
      
    species that
38. A carrying capacity is not a - it is more of a
39. Why is a carrying capacity *not* a set number?
40. What are seven other factors that affect decisions about a species’ population besides carrying capacity?
41. Management of wildlife is exceptionally complex as   
      
     . You cannot change the population of one species without
42. A survivorship curve represents
43. Summarize each of the following kinds of survivorship curves below:   
      
    Type 1:   
      
    Example:   
      
    Type 2:   
      
    Example:   
      
    Type 3:   
      
    Example:
44. Compare and contrast an exponential growth curve with a logarithmic growth curve below:   
      
    Exponential Growth Curve: Draw It below:   
      
    Description:   
      
       
      
       
      
    Curve resembles a . Example species:   
      
    Logarithmic Growth Curve: Draw It below:   
      
    Description:   
      
       
      
       
      
    Curve resembles a . Example species:
45. Why do many species have populations that level off at the carrying capacity? (Hint: how do the physical characteristics of many species change as their niche is filled?)
46. What is K-selection?
47. What does “K” stand for here?
48. What is r-selection?
49. What does “r” refer to here?
50. What are three ways in which high population levels cause negative feedback to the population of a species?
51. If species’ populations can be reduced through negative feedback mechanisms, why is human intervention still necessary? List and summarize two reasons:  
      
    1   
      
       
      
    2
52. How might the presence of a contagious disease like CWD change how decisions are made about a species’ population?
53. In what cases might managers want a species to have a low population?
54. What is a keystone species?
55. What are four characteristics of bison that make them a keystone species?
56. Define each of the following:   
      
    Threatened:   
      
    Endangered:   
      
    Endangered Species Act of 1973:   
      
       
      
    Recovery:   
      
       
      
    Conservation Reserve Program:

Unit Wrap-up C. Kohn, Agricultural Sciences - Waterford WI

1. Write the 3 topics that you most need to review before the quiz:  
     
   1\_   
     
   2\_   
     
   3\_
2. Create 3 **high-level questions** related to this material   
   (*These questions could be something you still don’t know or questions that reflect understanding that you have now that you did not have before.*)  
     
   1\_   
     
   2\_   
     
   3\_
3. List 6 **vocabulary words** that you did not know before or have not used very often prior to this unit:  
     
   1\_ 2 3

4 5 6

1. In the spaces below, fully write three strategies that will help you to remember specific vocabulary words or topics from this unit. **NOTE**: A strategy is *not* an activity such as reviewing your notes, studying hard, etc. A strategy is a mnemonic, rhyme, analogy, or other brain-based device that is specific to one item from the unit.

1.\_   
  
2.\_   
  
3.\_

1. Circle the most appropriate response. You will only be graded on whether or not you completed this section, so be entirely honest with yourself when completing this section.

Circle one: *I used my notes outside of class to prepare for the quiz.* Definitely – Yes – Sort of - No

Circle one: *I took extra notes in the margins for very difficult concepts.* Definitely – Yes – Sort of - No

Circle one: *I created a personal strategy for at least three difficult items.* Definitely – Yes – Sort of - No

Circle one: *I was very involved and actively studying during the quiz review.* Definitely – Yes – Sort of - No

Circle one: *I think I will be satisfied with the quiz grade I received this week.* Definitely – Yes – Sort of - No