Invasive Species Notesheet C. Kohn, Waterford WI

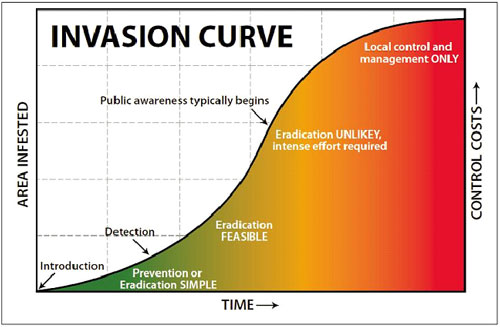
Name: Hour Date:

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

**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. Invasive species are ( , ,   
     
   or ) that and   
     
    by
2. What are six other names commonly used instead of “invasive species”?
3. Usually invasive species are an .
4. What is a sort of exception to this? When can a native species behave like an invasive species?
5. Invasive species the of a habitat.
6. What does this mean?
7. If you want the maximum number of species possible in a habitat, what must you do in regards to the prevalence of invasive species in that habitat?
8. The more an invasive species, the the opportunities for outdoor recreation.
9. How do invasive species disrupt the natural order of an ecosystem?
10. How can invasive species completely take over a niche? Why don’t native species do this like an invasive?
11. Invasive species reduce the ability of a habitat to
12. The a habitat is affected by invasive species, the   
    that a habitat can provide.
13. What are three kinds of ecosystem services with which invasive species can interfere?
14. What are six possible problems that an ecosystem can have as a result of the presence of invasive species?
15. Do all introduced species become invasive? Of 100 introduced species, how many could actually   
      
    become established in the wild? Of those, how many become invasive?
16. Summarize how invasive species affect species extinction rates:
17. Summarize the economic impact of each of the following:   
      
    Overall cost of all invasive species?   
      
    Cost of buckthorn control per acre:   
      
    Cost of zebra mussels to the Great Lakes:   
      
    Cost of feral horses to the US Bureau of Land Management:   
      
    Cost of feral dogs to the cattle and sheep industries:   
      
    Cost of feral cats to society:   
      
    Cost of rats to the grain industry:
18. What kinds of impacts do invasive species have on health and medicine?
19. How are hunters, fishermen, and other outdoor enthusiasts impacted by invasive species?
20. Summarize the eight characteristics common among invasive species that enable them to take over habitats:
21. Invasive species are often .
22. What does it mean to call an invasive species a habitat generalist?
23. Invasive species can meet their needs in .
24. True or false: invasive species would become established in an ecosystem with or without human help in most cases.
25. What are the two main ways in which human beings enable the spread and take-over of invasive species?
26. How does transportation enable the spread of invasive species?
27. How does a disturbance enable the spread of invasive species?
28. What do humans do after creating a disturbance that allows an invasive species to become established that enables that species to become even more prevalent?
29. How do gypsy moths kill trees?
30. When does the gypsy moth cause damage?
31. What is the rate of reproduction for a gypsy moth?
32. At what stage of defoliation will a tree no longer have enough foliage to live more than a few years?
33. Briefly summarize the four ways in which the gypsy moth can be controlled:   
      
    Natural   
      
    Mechanical

Biological   
  
   
  
Chemical

1. Provide a general example of each of the following kinds of invasive management:  
     
   Natural:   
     
   Mechanical:   
     
   Biological:   
     
   Chemical:
2. Hypothesize how you might control an invasive fish using each of the following types of control:   
     
   Natural:   
     
   Mechanical:   
     
   Biological:   
     
   Chemical:
3. The emerald ash borer is
4. How does EAB kill trees?
5. If the EAB only kills ash trees, why is it such a big deal?   
   *Hint: how many trees are ash trees?*
6. What is the rate of reproduction for the EAB?
7. How long does it take for an EAB-infested tree to die? How many Midwestern trees   
     
   are infected with EAB?
8. How is the spread of EAB different (and worse) than most other invasive species infestations?
9. In the map to the right, show the spread of EAB by   
   shading in the states or areas currently affected   
   by this invasive species. Show the most infested   
   areas with darker shading.
10. Summarize three ways in which the population of EAB can be controlled:   
      
    1   
      
       
      
    2   
      
    3
11. How did the Asian carp become introduced?
12. How did it escape into US rivers?
13. What does this imply about whether or not we should introduce species even if we’re careful?
14. Why are Asian carp such a problem?
15. Why can Asian carp fill ecosystem niches so easily?
16. How do Asian carp cause physical harm to boaters?
17. How big to Asian carp get?
18. What would happen to the Great Lakes if they were to become established there?
19. Why was Buckthorn introduced?
20. What unique trait enables Buckthorn to outcompete most native species?
21. Besides blocking the movement of people and animals, what other problems does Buckthorn create in a habitat?
22. Summarize seven strategies you can personally practice to help prevent the spread of invasive species:
23. What does this graph indicate?

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

This page is designed to help raise your grade while enabling you to develop skills you will need for after high   
school. You will need to complete every question and blank in order to receive full credit for your notes. Note: if you cannot come up with a strategy to remember a difficult concept on your own, see your instructor for help.

1. What is a topic or concept from this unit that you found to be more challenging? Write or describe below:  
     
      
     
   In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
2. What is a 2nd topic or concept from this unit that you found to be more challenging? Write or describe below:  
     
      
     
   In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
3. What is a 3rd topic or concept from this unit that you found to be more challenging? Write or describe below:  
     
      
     
   In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
4. Circle the most appropriate response. You will only be graded on whether or not you completed 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

Circle one: *I might need to meet with the instructor outside of class.* Definitely – Yes – Sort of - No