Wildlife Management Alternate Quiz C. Kohn, Waterford WI

Group Names (F&L): Hour Date:   
  
 Score:

Be prepared the answer each of the questions below in groups. You will be presenting as a team. It is recommended that you use your notes to guide your response and that you prepare notes on scratch paper. Don’t ‘wing it’ – it will be obvious and it will lower your final grade. Instead use your time to draft speaking notes to guide your presentation.

1. Using examples such as the Passenger Pigeon, American Bison, or other noteworthy species, explain how overharvesting can lead to the extinction of even one of the most numerous species on the planet.
2. Compare and contrast active wildlife management strategies to passive management strategies. Which do you think is more ecologically sustainable? Defend your choice with multiple sources of evidence as to why one form of wildlife management is better than the other.
3. Explain and summarize how each of the following options can contribute to successful active management of wildlife: 1) featured species approach and, 2) species richness approach. Then explain whether CRP is an example of featured species or species richness approach by explaining how CRP works; justify your argument with evidence.
4. How do wildlife managers determine how many of a species exists? Explain by summarizing how each of the following enable a wildlife manager to estimate a population: 1) mark-recapture method; 2) incomplete counts; 3) complete counts; 4) indirect counts; 5) DNA testing. Include the benefits and drawbacks of each approach in your description.
5. Most endangered species tend to have a Type I survivorship curve, while most invasive species tend to have a Type III survivorship curves. Begin by explaining the concept of a Type I, II, and III survivorship curve and then explain why most endangered species have a Type I survivorship curve while most invasive species are a Type III.
6. If you were a wildlife biologist, would you try to keep Wisconsin’s whitetail deer population at a level that allows for K-selection or r-selection? Justify your answer with evidence and predict the most likely outcome for each option.
7. Is there ever a point at which we would try to keep a species’ population far below the carrying capacity? In your response, be sure to define the following: 1) carrying capacities; 2) density-independence; 3) invasive species; 4) disease; 5) K- vs. r-selection traits.
8. Would an endangered or threatened status to a species matter more if that species were a keystone species? In your response, be sure to define the following: 1) keystone species; 2) endangered species; 3) threatened species; 4) recovery.

**Grading:** Your grade will be determined using the following considerations:

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| **Item** | *Plus (100%)* | *Check (70-90%)* | *Redo (0%)* |
| **Accuracy** | No errors were detected in this presentation | This presentation contained a few errors, but overall was very accurate. | This presentation contained considerable errors. |
| **Thoroughness** | No important information was omitted. | A few more details would have enhance this work. | Major topics were omitted that should have been included. |
| **Professionalism** | This presentation could be effectively delivered to a group outside of the school. | This is acceptable work for high school students but room exists for improvement. | The professionalism of this group needs significant improvement. |
| **Group Involvement** | Every member was involved with the development of the presentation as well as its delivery. | At least one more group member could have been more involved than they were. | Multiple group members clearly could have been more involved. |
| **Effort** | Effort exceeds what would be expected of a high school student. | Effort is acceptable for a high school student but room exists for improvement. | Level of effort could have been much greater than what was presented. |

You will be asked to evaluate your group’s performance and the feedback that you provide will be factored in your final grade.

Be aware that your grade it partly dependent on the involvement of all group members in your presentation. If you feel a group member cannot adequately allow you to demonstrate your understanding, please speak with your instructor if you need to have that member removed. The removed group member will then be expected to perform this assessment on their own with the instructor.

If you need a second attempt on this assessment, you will need to schedule time outside of class with your instructor.