WILDLIFE STATION

Instructions: You have one (1) hour to complete the following questions. Partial credit may be awarded on some questions, so BE THOROUGH! If you need additional space, write on the back of the sheet and number your answers.

1. Identify the labeled skins or skulls and provide the accepted common name for each. Additional bonus points may be given if the correct scientific name is also listed. All names must be written and spelled correctly for the answer to be accepted. [2 pts each for a total of 10 with 10 bonus pts possible]

   a. Common:     Scientific:
   b. Common:     Scientific:
   c. Common:     Scientific:
   d. Common:     Scientific:
   e. Common:     Scientific:

2. Identify the labeled tracks and provide the accepted common name for each. Additional bonus points may be given if the correct scientific name is also listed. All names must be written and spelled correctly for the answer to be accepted. [2 pts each for a total of 10 with 10 bonus pts possible]

   a. Common:     Scientific:
   b. Common:     Scientific:
   c. Common:     Scientific:
   d. Common:     Scientific:
   e. Common:     Scientific:

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3. Briefly describe the commonly accepted procedure for preserving a track for later study. [5 pts]

4(a). Define Carrying Capacity. [2 pts]

4(b). Briefly describe how Carrying Capacity relates to the interrelationships of predators and prey. [3 pts]

5(a). Based on what you know about the habitat requirements of Bobwhite Quail in Oklahoma, evaluate the immediate area as a brooding and rearing area. Circle the most descriptive term that applies. [2 pts]

   a. poor, even with intensive management
   b. fair, with intensive management
   c. good, but management will help
   d. excellent, don't need to do anything

5(b). List two (2) reasons for your answer in 5(a). [4 pts each for total of 8]

   1. __________________________________________________________
      __________________________________________________________
      __________________________________________________________

   2. __________________________________________________________
      __________________________________________________________
      __________________________________________________________
6. Consider the area around you. Using species from the list given below, list a “food chain” that might be common to this area. [5 pts, no partial credit]
   (Ex: primary producer ⇒ primary consumer ⇒ secondary consumer ⇒ scavenger)
   
   __________________ ⇒ __________________ ⇒ __________________ ⇒ __________________

   (Species are not listed in any particular order.)

   Red-tailed Hawk ⇒ Eastern Red Cedar ⇒ Cricket Frog
   Inland Salt Grass ⇒ Coyote ⇒ Tufted Titmouse
   Black-tailed Jackrabbit ⇒ Eastern Cottontail ⇒ Three-toed Box Turtle
   Feral Hog ⇒ Whitetail Deer ⇒ Horsefly
   Johnson Grass ⇒ Scribner’s Panicum ⇒ Mockernut Hickory
   Hispid Cotton Rat ⇒ Prairie Wolf ⇒ River Otter
   Loblolly Pine ⇒ Bobcat ⇒ Black Vulture
   Black Rat Snake ⇒ Flowering Dogwood ⇒ Bald Eagle
   Ponderosa Pine ⇒ American Alligator ⇒ Prairie Coneflower
   Black Bear ⇒ Raccoon ⇒ Osprey
   Turkey Vulture ⇒ Opossum ⇒ Timber Rattlesnake
   Silky Pocket Mouse ⇒ Canada Rye ⇒ Grasshopper Mouse
   Pronghorn Antelope ⇒ Pocket Gopher ⇒ Mountain Lion
   Ord’s Kangaroo Rat ⇒ Wild Dog
   Blackjack Oak ⇒ Big Bluestem

7(a). Define Limiting Factor. [2 pts]

7(b). Briefly describe the role Limiting Factors play in the survival of native Oklahoma wildlife. USE SPECIFIC EXAMPLES. [8 pts]

8(a). List three (3) endangered species native to Oklahoma. [2 pts each for total of 6]

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

8(b). Briefly describe the major reason most species become endangered. [4 pts]
9. Respond to the following questions by circling the appropriate result of the management recommendations. [3 pts each for total of 15]
   a. Prescribed burning in the spring will result in an/a INCREASE / DECREASE in forb production.
   b. Increased forb production will result in INCREASED / DECREASED forage for browsing wildlife.
   c. Management practices which destroy trees and understory plant species and end up causing more edge habitat can INCREASE / DECREASE game animal populations.
   d. Cooler, wet springs can provide for an/a INCREASE / DECREASE in game bird populations such as quail and pheasant.
   e. Improving habitat specifically to benefit nongame species will INCREASE / DECREASE game animal populations.

10. List the common name and correctly written scientific name of the following Oklahoma State Wildlife Icons. [2 pts each for total of 20]
   a. State Bird Common: Scientific:
   b. State Animal Common: Scientific:
   c. State Reptile Common: Scientific:
   d. State Insect Common: Scientific:
   e. State Butterfly Common: Scientific:

BONUS POINTS: List the common name and correctly written scientific name of the following Oklahoma State Wildlife Icons. [2 pts each for total of 12]
   f. Game Animal Common: Scientific:
   g. Fur Bearer Common: Scientific:
   h. Game Bird Common: Scientific:
11(a). Define Climate Change. [3 pts]

11(b). Recount the evidence, if any, that ties Climate Change to the frequency of major weather events such as hurricanes or tropical storms. [7 pts]

12. Based on what you know about habitat and its components, relate how Climate Change in Oklahoma could affect each component if the average temperature in the state got warmer. [10 pts]

13. Based on your knowledge of Climate Change and its predicted effects, relate some of the changes Oklahoma might experience. Use specific examples that might occur within the food chain you put together in Question 6. [5 pts]