

# Predator Prey Relationships in Glades

**OVERVIEW:** The predator-prey relationship often appears to be a harsh interaction between organisms, yet it is necessary to keep the cycles of nature in balance. Students identify a variety of predator-prey relationships in the cedar glades.

**GRADE LEVEL:** 6 – 12

**TIME:** two 50 minute class periods

**SETTING:** Classroom

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**OBJECTIVES:** Student will examine the Cedar Glade Species List of animals and identify a designated number of predator-prey interactions. To examine further relationships and gain insight into complex relationships, the student will identify additional interactions from their selected set.

**LEARNING STANDARDS CORRELATED:** Science GLE 0607.2.1

**QUESTION:** What predator-prey relationships exist in the cedar glades?

**MATERIALS:** 1 Cedar Glade Species List per student or student research team  
Additional field information guides or resource books

**BACKGROUND:** A predator must rely on some other organism for its food for survival. The animal being consumed is called prey. The cedar glade has many animals that engage in predator-prey relationships. Some animals are consumers (feeding on either producers or another animal). The Cedar Glade Species List has identified some cedar glade herbivores (feeding on plant matter), omnivores (feeding on plant, animal, or decaying matter), and carnivores (feeding on another animal).

**INSTRUCTIONS:**

1. Distribute a copy of the Cedar Glade Species List to students or student teams.
2. Students will choose five unfamiliar predator and prey relationships (the insects are very interesting).
3. Students will research the five relationships and create a table to compare each interaction. Things to be included: (a) the habitat of each – where do they live in the glades; (b) the role they play in the cedar glades; (c) description of each – size, color; (d) unique trivia or interesting information about organism or interaction.
4. To determine other relationships their predator-prey selections may have, student groups will share information with each other.
5. Students will write a newspaper story about a selected interaction, including an interesting headline and other details from student research.

