

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 (Genus is capitalized, species is not; both names must be underlined or italics)** for the answer to be accepted. [2 pts each for a total of 10 with 10 bonus pts possible]

pts

- | | | |
|-------------------------------------|---|-----------|
| a. Common: opposum | Scientific: <u>Didelphis virginiana</u> | 10 |
| b. Common: badger | Scientific: <u>Taxidea taxus</u> | |
| c. Common: white-tailed deer | Scientific: <u>Odocoileus virginianus</u> | |
| d. Common: coyote | Scientific: <u>Canis latrans</u> | |
| e. Common: red fox | Scientific: <u>Vulpes vulpes</u> | |

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 (Genus is capitalized, species is not; both names must be underlined or italics)** for the answer to be accepted. [2 pts each for a total of 10 with 10 bonus pts possible]

- | | | |
|-------------------------------------|---|-----------|
| a. Common: beaver | Scientific: <u>Castor canadensis</u> | 10 |
| b. Common: bobcat | Scientific: <u>Lynx rufus</u> | |
| c. Common: coyote | Scientific: <u>Canis latrans</u> | |
| d. Common: raccoon | Scientific: <u>Procyon lotor</u> | |
| e. Common: white-tailed deer | Scientific: <u>Odocoileus virginianus</u> | |

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Page 1 20 + Page 2 20 + Page 3 25 + Page 4 35 = Point Total for Wildlife 100

Page 5 25 = Point Total for Special Topic 25

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

pts

Plaster casts

5

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

the maximum population of a given organism that a particular area can sustain

2

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

The carrying capacity of a prey species will influence the carrying capacity of its respective predator species. If the carrying capacity of the prey species increases, so will the carrying capacity of the predator.

3

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

2

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

Statements related to the following:

- amount of nesting habitat**
- amount and types of food sources**
- amount and types of cover**
- amount and types of water sources**
- amount of open space**

8

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20

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)

pts

Example: E. Red Cedar ⇒ E. Cottontail ⇒ Timber Rattlesnake ⇒ Red-tailed Hawk

5

(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]

Any condition that influences the life history (growth, reproduction, death, etc.) of a species.

2

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

Example: loss of habitat suitable for booming grounds has lead to decline in population of Lesser Prairie Chicken in Oklahoma.

8

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

List available from OK Department of Wildlife or US Fish & Wildlife Service

6

8(b). Briefly describe the major reason most species become endangered. [4 pts]

Loss of Habitat (food, water, shelter, space, arrangement)

4

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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.

pts

15

10. List the common name and correctly written scientific name (**Genus is capitalized, species is not; both must be underlined or italics**) of the following Oklahoma State Wildlife Icons. *[2 pts each for total of 20]*

- | | | |
|--------------------|----------------------------------|------------------------------------|
| a. State Bird | Scissor-tailed Flycatcher | <u>Tyrannus forficata</u> |
| b. State Animal | American Bison | <u>Bison bison</u> |
| c. State Reptile | Collared Lizard | <u>Crotaphytus collaris</u> |
| d. State Insect | Honey Bee | <u>Apis mellifera</u> |
| e. State Butterfly | Black Swallowtail | <u>Papilio polyxenes</u> |

20

- 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 | White-tail Deer | <u>Odocoileus virginians</u> |
| g. Fur Bearer | Raccoon | <u>Procyon lotor</u> |
| h. Game Bird | Wild Turkey | <u>Meleagris gallopavo</u> |

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35

11(a). Define Climate Change. [3 pts]

change in weather conditions (temperature, precipitation, etc.) in a given area over a period of time

pts

3

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]

There is no evidence to date to support the hypothesis that the frequency of major weather events is due to a change in climate.

7

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]

Statements related to the following:

- change in distribution, types, amounts of food sources**
- change in distribution, types, amounts of water sources**
- change in distribution, types, amounts of plant species used for cover**
- change in available space**
- change in arrangement of habitat components**

10

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]

Depends on food chain from Question 6.

5

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