

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]

pts

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:

Page 1 Subtotal _____

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Page 1 _____ + Page 2 _____ + Page 3 _____ + Page 4 _____ = Point Total for Wildlife _____

Page 5 _____ = Point Total for Special Topic _____

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

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. _____

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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.

pts

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: |

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

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]

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