

Native Plants, Native Ecosystems, and Native Landscapes

Field Biology

Please note – this assignment will be excused for all 8th period Field Biology students who attend the field trip to Bald Hill on 11/13/07. Any 8th period students who do not attend the field trip, and all 6th period students, should complete this assignment.

Work **individually** to answer the following questions. When you are done, e-mail your responses to Mr. Bregar (dan.bregar@corvallis.k12.or.us) with the subject “per X your name native plants”.

1. What is the definition of the term “native”? (1 sentence)
2. How can White Oak (*Quercus garryana*), which is native to the Willamette Valley, be considered an invasive species? (1 paragraph)
3. Why do you think that some ponderosa pine trees are susceptible to the pitch moth and some are not? (In other words, what is it about some ponderosa pines that allow them to resist attacks by the moth?) (1 paragraph)
4. Why are mycorrhizal associations so helpful to plants and ecosystems as a whole? (1 sentence)
5. According to the authors, what is the difference between “native habitat” and “native ecosystems”? (1 paragraph)
6. Explain the complex relationship between the Fender’s Blue Butterfly, the Kincaid’s Lupine, pollinating insects, and ants. How do each of these organisms help the others to survive? (1 paragraph)
7. How do the authors describe the term “landscape”? Why do they think that protecting landscapes is as important as protecting ecosystems and habitats? (1 paragraph)
8. Why is it important to define the geographic limits of native plants? (In other words, how would our definition of “native plants” be blurred if we failed to discuss specific locations where these plants grow?) (1 paragraph)
9. What is the authors’ final definition of a “native species”? (1 sentence)
10. What is the authors’ final definition of a “native ecosystem”? (1 sentence)
11. What is the authors’ final definition of a “native landscape”? (1 sentence)