# WEBQUEST SUMMARY

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<th>Title:</th>
<th>Papahānaumokuākea Marine National Monument</th>
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| Grade: | 7 |
| Topic: | Food Webs & Ecosystems |

**Standards & Benchmarks:**

**STRAND:** Life and Environmental Sciences: 
**Standard 3:** ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment

**Benchmark:** SC.7.3.1 Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration

**I can statement:** I can explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration.

I can describe an island geologically and ecologically.

| Outcome: | Create a food web slide show. |
| Time Recommended: | Part 1 - 50 minutes – NWHI Research  
Part 2 – 90 minutes – NWHI Food Web |

| Materials needed: | **Materials** – none |
| **Skills** – critical and creative thinking, questioning, organizing and planning; PowerPoint skills |
| **Equipment (beside computer)** – none |

| Vocabulary: Hawaiian vocabulary and pronunciations: | 1. coral reef – kai 'āpapa  
2. seamount - pae mauna kai  
3. archipelago - pae moku  
4. atoll - moku kua'au  
5. lagoon - kai kohola  
6. shoal – hāpapa |

| Options: | You may want to group students who researched the same island and give them time to pick out key features of their island and then share as a larger group with their peers.  
Food chain slideshows should be 2-3 minutes in length. |

| Additional Information: | Answers for the NWHI Research Worksheet:  
1. Coral reefs, ancient volcanic remains, atolls, islands, shoals  
2. A distance equal to that between New York City and Omaha, or Boston and the Florida Everglades.  
3. More than 7000. There are probably so many endemic species (1/3) because of the NWHI’s relative isolation from other archipelagos and land masses.  
4. Plant crops, worship, fish |