

All the Pieces Matter

A.P. Raj



Jason stared at the whiteboard at the front of the classroom, trying to make sense of what he saw there. Mr. Freamon had drawn a complicated diagram of all the creatures living in the nearby Ho Tep Wildlife Reserve. Every type of living thing, from trees and insects to mammals and birds, was written down and circled on the board. Arrows snaked around the board, connecting the circles, showing which creatures depended on which other creatures to survive.

Though he had been hiking out in Ho Tep plenty of times, Jason had never given much thought to the animals and other wildlife he had seen out there. He'd never thought about how the amount of rainfall affected the amount of moisture in the soil, which affected how well plants could grow, which affected the ability of the animals that ate those plants to survive. It was enough to make his head swim a little.

Jason wasn't the only one who was confused. Mr. Freamon could tell that his students were all struggling to make sense of the mess of connections drawn out on the board. He smiled and stopped drawing for a moment to speak to the class.

“Take a deep breath,” Mr. Freamon said. “You don’t need to memorize what’s on the board. If you’re going to take away one thing from this lesson, let it be this: All the pieces matter. Every ecosystem on earth depends on a delicate balance among all of the different forms of life within it.”

Adriana raised her hand and asked why that was.

“Well,” Mr. Freamon said, “in any ecosystem, all of the creatures within it are competing for the same resources: food, water and shelter—the basic needs of every living thing. There’s only so much to go around, so creatures have to compete with other creatures to get what they need. And since they all go about it in a unique way, all of the creatures in an ecosystem end up depending on one another. Let me give you an example.

“Remember that video we watched last week? With the wolves killing the elk at Yellowstone National Park?”

Everyone nodded.

“And how many of you thought that the wolves were mean for killing those elk?”

About half the students raised their hands, but Jason kept his hand down. Wild animals will do what they do, he thought. The idea of meanness never enters into it. They act on instinct.

“Consider this, then,” Mr. Freamon continued. “Without the wolves in the park to keep the elk population in check, the elk would have eaten all of the aspen and willow in the park. Not only would those plants be gone, but the other animals that depend on them to survive, would have been out of luck too. All the pieces matter.”

After class that day, Jason went home and looked up “ecosystem resilience” on the Internet. He found a lot of interesting links about different ecosystems that had changed rapidly because one of the pieces had been taken out of the puzzle, as Mr. Freamon would have put it.

In Africa, people hunted lions and leopards and reduced their population, leading to higher populations of a certain type of baboon. That had led, somehow, to higher rates of parasites in baboons and people. And along some coasts, human activity had reduced the sea otter population. The sea otters ate sea urchins that ate kelp from massive kelp forests. Without the sea otters to keep them in check, the kelp started to disappear.

The whole idea was starting to make sense to Jason. It was basically like dominoes—all the pieces lined up, and if you knocked one down, it would knock down the next one, which would knock down the one after that, until they all went down. Of course, it was a lot more complicated than that, but that was the basic idea.

The next time Jason went to Ho Tep Wildlife Reserve, on a camping trip with his dad, he made a point of observing the wildlife. He spent twenty minutes watching a copperhead snake slither across the forest floor, wondering about its role in the larger system. Through his binoculars, he watched a robin build its nest near the top of an oak tree. He imagined the robin catching insects to bring back to the nest to feed her chicks. He thought about how the roots of the tree reached way down into the soil to drink the moisture there. It really was fascinating how everything fit together.

Later, when he was back at school, he asked Mr. Freamon about the ecosystem at Ho Tep. He mentioned how he thought about the trees and how they were rooted in the soil.

“It’s funny you should mention that, Jason,” Mr. Freamon said. “You know, without those trees to anchor the soil, Ho Tep would still be a desert, like it was thousands of years ago.”

“You mean Ho Tep hasn’t always been a forest?”

“No, it hasn’t. For a long time it was a desert—a totally different ecosystem. But over time, things changed,” Mr. Freamon said.

“What things?” Jason asked.

“Weather patterns, for one. There probably wasn’t a lot of rain falling on that area for a long time. But as that changed, there was more moisture in the soil. Enough for flowering plants to begin to take root, and eventually trees,” replied Mr. Freamon.

“And once there are trees, there’s shelter for birds and other animals,” Jason said.

“Exactly right,” Mr. Freamon said. “You’ve got the idea.”

“Does that mean that we can deliberately change an ecosystem? Turn a desert into a forest, or something like that?”

Mr. Freamon smiled. “Well, it isn’t that simple. Nature has a way of changing itself, but it takes a very long time, and it doesn’t have an end goal in mind. Ecosystems fall apart, and then eventually find a new way to rebuild. But that’s not quite the same as planning out a change.

“There are so many variables to consider— not only things like trees and birds, but the bacteria and other creatures you can only see with a microscope. Not to mention, we haven’t exactly figured out how to change the weather.”

“So we’ve never changed an ecosystem?” Jason asked.

“Oh, I wouldn’t say that,” Mr. Freamon said. “We’ve changed plenty of ecosystems all right. Except when humans change an ecosystem, it’s usually not deliberate. Usually it’s because clearing out land to build things drives out other creatures.”

“Well, it’s like you always say: humans are a part of nature too, right?”

“Exactly right, Jason,” Mr. Freamon said. “That’s exactly right.”

Name: _____ Date: _____

1. According to Mr. Freamon, creatures within an ecosystem compete for which resources?

- A shelter and plants
- B water and animals
- C food, water, and shelter
- D plants and animals

2. What is the setting at the beginning of the story?

- A Jason's school
- B Ho Tep Wildlife Reserve
- C a desert
- D Africa

3. When Jason gets home he looks up "ecosystem resilience" on the Internet.

Which conclusion can you draw from this evidence?

- A All the students looked up "ecosystem resilience" when they got home from school.
- B Jason is trying to understand the concept Mr. Freamon introduced in class.
- C Jason is rarely allowed to use the Internet at home.
- D Jason has an assignment on "ecosystem resilience" in another class.

4. Based on the passage, what is an ecosystem?

- A the living things and environment of a certain area
- B only the living things of a certain area
- C only the environment of a certain area
- D a forest

5. What is the passage mainly about?

- A the ecosystem in the Ho Tep Wildlife Reserve
- B Jason learning about how everything in nature is connected
- C the relationship that develops between Jason and his dad on their camping trip
- D how Ho Tep changed from a desert to a forest

6. Read the following sentences from the second paragraph of the story: "He'd never thought about how the amount of rainfall affected the amount of moisture in the soil, which affected how well plants could grow, which affected the ability of the animals that ate those plants to survive. It was enough to make his head swim a little."

What does the author mean when he writes that all the new information "**was enough to make his head swim a little**"?

- A Jason loves swimming.
- B Jason does not like learning about nature.
- C Jason understands the new information perfectly.
- D Jason is confused.

7. Choose the answer that best completes the sentence below.

Everything in nature is connected; _____, sea otters, sea urchins, and kelp populations all affect each other.

- A on the other hand
- B earlier
- C for example
- D but

8. According to Mr. Freamon, what does every ecosystem on earth depend on?

9. Give an example from the passage of how two or more animals are connected to each other, and why the connection is important for the ecosystem.

10. Explain what Mr. Freamon means when he says "all the pieces matter." Use information from the passage to support your answer.

Teacher Guide & Answers

Passage Reading Level: Lexile 940

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8. According to Mr. Freamon, what does every ecosystem on earth depend on?

Suggested answer: According to Mr. Freamon, every ecosystem on earth depends on a delicate balance among all of the different forms of life within it.

9. Give an example from the passage of how two or more animals are connected to each other, and why the connection is important for the ecosystem.

Suggested answer: Answers may vary and can include one of the following:

- Wolves eat elk and keep the elk population in check. Otherwise, the elk would eat all the Aspen and willow trees.
- Sea otters eat sea urchins and sea urchins eat kelp. Without the sea otters to keep the urchins in check, the kelp population would disappear.

10. Explain what Mr. Freamon means when he says "all the pieces matter." Use information from the passage to support your answer.

Suggested answer: Students should explain that Mr. Freamon means that all of the living things in an ecosystem are connected and depend on one another. Changes that affect one of the living things will affect other living things in the ecosystem. For example, wolves eat elk and keep the elk population in check. Otherwise, the elk would eat all the Aspen and willow trees. Without the trees, the elk would die; without the elk, the wolves would die. Thus, all of the "pieces" in this order matter to the balance among these different animals.