



# Getting to Know Georgia's Regions

## *A Walk Through Time in Georgia Scavenger Hunt:* 2nd and 3rd Grade Georgia Performance Standards

### **Piedmont Region**

What kind of frog can you find in this area? Use numbers to show the sequence of a frog's life cycle, with 1 being the youngest and 4 being the oldest.

- **S2L1. Students will investigate the life cycles of different living organisms.**
  - a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet; a bird such as a chicken; an amphibian such as a frog; and an insect such as a butterfly.

### **Appalachian Region**

Find the largest animal in the pond. What type of animal is it?

- **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**
  - d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of natural things.

Look around at the trees in this area. What time of the year is it? How can you tell?

- **S2L1. Students will investigate the life cycles of different living organisms.**
  - b. Relate seasonal changes to observations of how a tree changes throughout a school year.

### **Ridge and Valley Region**

Georgia has more than 300 caves, most of which are located in the Ridge and Valley Region. Do you see any animals that might like to live in a cave?

- **S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.**
  - a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

Drawing a line, match up the following definitions and the animal that fits:

- **S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.**
  - c. Identify features of animals that allow them to live and thrive in different regions of Georgia.

### **Cumberland Plateau Region**

The water in this region has helped to shape and smooth out the rock over time. What is that process called?

- **S3E1. Students will investigate the physical attributes of rocks and soils.**
  - d. Determine how water and wind can change rocks and soil over time using observation and research.



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What season is being shown in the Cumberland Plateau? List three ways you can tell.

- **S2L1. Students will investigate the life cycles of different living organisms.**  
b. Relate seasonal changes to observations of how a tree changes throughout a school year.

Which physical state is the water shown in this region?

- **S2P1. Students will investigate the properties of matter and changes that occur in objects.**  
a. Identify the three common states of matter as solid, liquid or gas.

### **Coastal Plain Region**

By drawing a line, arrange the following Coastal Plain organisms in the proper order for a food chain. Who would not have food if the habitat changed and the gopher tortoise went extinct?

- **S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.**  
d. Explain what will happen to an organism if the habitat is changed.

### **Okefenokee Region**

Circle which tree looks like the ones that you can see here in the Okefenokee Swamp. On the cypress tree, notice that the trunk is very wide at the bottom. This is called a buttress. How do you think this helps the trees grow in the swamp?

- **S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.**  
b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.

### **Coast and Barrier Islands**

List three plants or animals that you see here that you can't find in the other regions. Pick one thing from your list, and explain why it cannot live in the mountains.

- **S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.**  
a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.  
  
c. Identify features of animals that allow them to live and thrive in different regions of Georgia.



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### **Gray's Reef**

What is the largest predator you see on the reef?

- **S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**
  - d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of natural things.

Almost half of the coral reefs in the United States' territory are in poor or declining health, mostly due to human impact. Circle any animals that you think are affected when litter makes its way to the ocean.

- **S3L2. Students will recognize the effects of pollution and humans on the environment.**
  - a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.