



# Getting to Know Georgia's Regions

## A Walk Through Time in Georgia Scavenger Hunt: 4th and 5th Grade Answer Key

### Piedmont Region

How many of the turkeys you see here are male? \_\_\_\_\_ 2 \_\_\_\_\_

How many turkeys are female? \_\_\_\_\_ 2 \_\_\_\_\_

One of the male turkeys has his tail feathers displayed. Why? \_\_\_\_\_

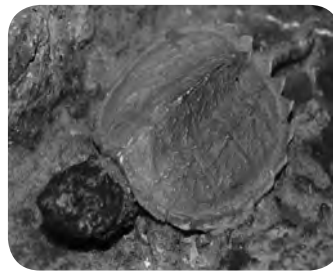
\_\_\_\_\_ *shielding the female from the other male and trying to impress the female* \_\_\_\_\_



Eastern Wild Turkey

### Appalachian Region

Find the following vertebrate animals. Then match them up with their proper classification.



Red-tailed Hawk

Hellbender

Snapping Turtle

Black Bear

Reptile

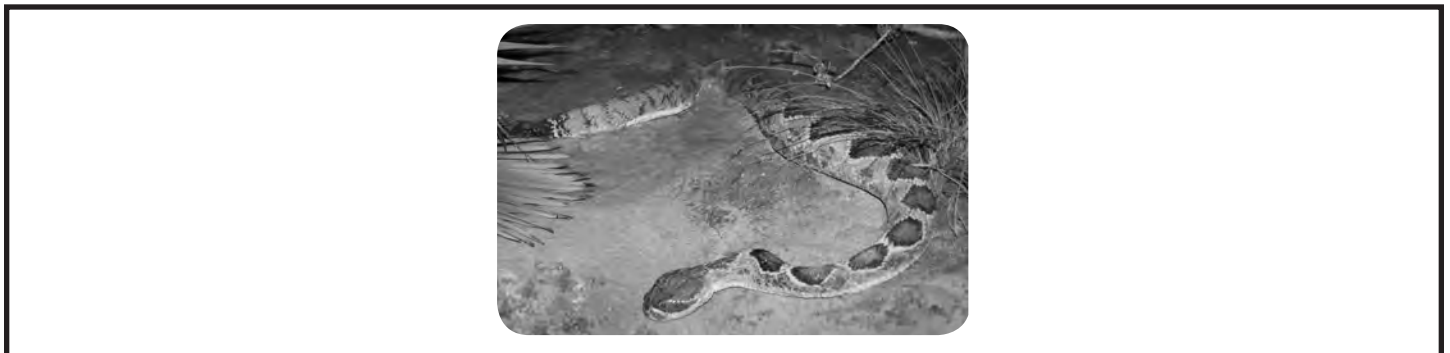
Mammal

Bird

Amphibian

### Ridge and Valley Region

A copperhead is a venomous snake found in Georgia. Its pattern and colors help it blend in with the dead leaves on the ground. This is called camouflage. Find the copperhead in this exhibit and draw it here:





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Locate the woodchuck in this region. Why do you think he is standing on his hind feet? \_\_\_\_\_  
\_\_\_\_\_ *looking out for predators/protecting his home*

### Cumberland Plateau

Name three mammals in this region.

1. \_\_\_\_\_ *white-tailed deer*
2. \_\_\_\_\_ *cottontail/rabbit*
3. \_\_\_\_\_ *muskrat or mink*



**Woodchuck**

What are three things that these mammals have in common?

\_\_\_\_\_ *all are vertebrates, all have fur, all are warm-blooded, all give birth to live young, etc*

Do any of the trees in this region still have green leaves or needles? If so, what kind of trees are they: conifers or hardwoods?

\_\_\_\_\_ *yes- conifers*

Looking around in the Cumberland Plateau, circle the temperature that you think it is.

**less than 32° F**

**32° to 50° F**

**greater than 50° F**

Explain your reasoning: \_\_\_\_\_ *ice and snow*

### Coastal Plain Region

Name two producers and two consumers that you can find in the Coastal Plain.

**Producer:** \_\_\_\_\_ *ex.: longleaf pine, saw palmetto, pitcher plant*

**Consumer:** \_\_\_\_\_ *ex.: gopher tortoise, indigo snake, fox squirrel, pitcher plant*

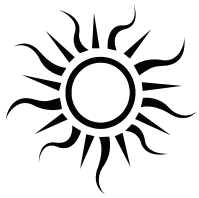


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### Okefenokee Region

Using plants and animals that you find in the swamp, create a food chain for this habitat.



water lily  
Plant  
(Producer)



dragonfly  
Plant-eater  
(Consumer)



sunfish  
Meat-eater  
(Consumer)

kingfisher (bird)  
Meat-eater  
(Consumer)



alligator  
Meat-eater  
(Consumer)

Does the amount of energy increase or decrease as it gets passed along the food chain? \_\_\_\_\_

\_\_\_\_\_ *it decreases- only about 10% gets passed between each organism* \_\_\_\_\_

### Coast and Barrier Islands

Using the word bank below, complete the following sentences.

<b>Constructive</b>	<b>Destructive</b>	<b>Ecosystem</b>
<b>Erosion</b>	<b>Protect</b>	

Georgia's barrier islands protect the mainland from erosion.

Erosion is a destructive process, and deposition is a constructive process.

The barrier islands create a unique ecosystem that many animals rely on to survive.



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### Gray's Reef

Circle the names of the invertebrate animals you can find living on Gray's Reef.

Squid	Hammerhead shark	Cannonball jelly
Smooth flower coral	Atlantic spadefish	Octopus
Loggerhead sea turtle	Moray eel	Atlantic lobster
Red-beard sponge	Black sea bass	

Pick two animals from above that you think a hammerhead shark would eat.

*spadefish, bass, squid, octopus, lobster, and maybe sea turtle or eel*

What would happen to the populations of those two animal species if there were too many sharks on the reef? How would that affect the other populations on the reef?

*If there were too many sharks, the populations of fish and sea turtles would decrease. Because of this, the populations of animals that the fish and turtles eat would increase.*



Hammerhead Shark