



Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: 4th and 5th Grade Georgia Performance Standards

Piedmont Region

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

- **S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).**
 - a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).

Appalachian Region

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

- **S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.**
 - a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

Ridge and Valley

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:

- **S4CS5/ S5CS5. Students will communicate scientific ideas and activities clearly.**
 - b. Make sketches to aid in explaining scientific procedures or ideas.
- **S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation) and external features (camouflage and protection).**
 - a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).

Locate the woodchuck in this region. Why do you think he is standing on his hind feet?

- **S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors.**
 - a. Compare and contrast the characteristics of learned behaviors and of inherited traits.

Cumberland Plateau

Name three mammals in this region. What are three things that these mammals have in common?

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 - a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).



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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?

- **S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.**
 - b. Demonstrate how plants are sorted into groups.

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

- **S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.**
 - b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.

Coastal Plain

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

- **S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.**
 - a. Identify the roles of producers, consumers, and decomposers in a community.

Okefenokee Region

Using plants and animals that you find in the swamp, create a food chain for this habitat. Does the amount of energy increase or decrease as it gets passed along the food chain?

- **S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.**
 - b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

Coast and Barrier Islands

Using the word bank below, complete the following sentences.

- **S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.**
 - a. Identify surface features caused by constructive processes.
 - *Deposition (deltas, sand dunes, etc.)*
 - Earthquakes
 - Volcanoes
 - Faults
 - b. Identify and find examples of surface features caused by destructive processes.
 - *Erosion (water—rivers and oceans, wind)*
 - Weathering
 - Impact of organisms
 - Earthquakes
 - Volcanoes



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Gray's Reef

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

- **S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.**
 - a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

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

- **S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.**
 - c. Predict how changes in the environment would affect a community (ecosystem) of organisms.
 - d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.