Getting to Know Georgia’s Regions

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

Piedmont Region

How many of the turkeys you see here are male? ______________

How many turkeys are female? ______________

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

Appalachian Region

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

- Red-tailed Hawk: Reptile
- Hellbender: Amphibian
- Snapping Turtle: Reptile
- Black Bear: Mammal
- Eastern Wild Turkey: Bird

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

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

Cumberland Plateau

Name three mammals in this region.

1. ________________________________
2. ________________________________
3. ________________________________

What are three things that these mammals have in common?

_________________________  ___________________________  __________________________

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?

_________________________

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: ________________________________

Coastal Plain Region

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

Producer: ________________________________

Consumer: ________________________________
Okefenokee Region

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

```
Sun   →   Plant (Producer)   →   Plant-eater (Consumer)   →   Meat-eater (Consumer)   →   Meat-eater (Consumer)
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Does the amount of energy increase or decrease as it gets passed along the food chain?

Coast and Barrier Islands

Using the word bank below, complete the following sentences.

```
Constructive  Destructive  Ecosystem
Erosion  Protect
```

Georgia’s barrier islands _______________ the mainland from _______________.

Erosion is a _______________ process, and deposition is a _______________ process.

The barrier islands create a unique _______________ that many animals rely on to survive.
**Gray’s Reef**

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

<table>
<thead>
<tr>
<th>Squid</th>
<th>Hammerhead shark</th>
<th>Cannonball jelly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth flower coral</td>
<td>Atlantic spadefish</td>
<td>Octopus</td>
</tr>
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<td>Loggerhead sea turtle</td>
<td>Moray eel</td>
<td>Atlantic lobster</td>
</tr>
<tr>
<td>Red-beard sponge</td>
<td>Black sea bass</td>
<td></td>
</tr>
</tbody>
</table>

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?

_________________________  __________________________
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

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

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 _______________

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

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

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 _______________
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.

- **Constructive**
- **Destructive**
- **Ecosystem**

  - Erosion
  - Protect

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.
Gray’s Reef

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

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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.*

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Hammerhead Shark
Getting to Know Georgia’s Regions

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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.
  a. 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?

- 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).
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.
  a. 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
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.