FERNBANK MUSEUM OF NATURAL HISTORY®

Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: 7th Grade

Piedmont Region

Observe the turkeys in the Piedmont region; one of the male turkeys has his tail out in full display for the female. Since she will pick a mate based on the most ornate tail presentation and strut, each generation of turkey offspring will have tails that are:

more ornate **less ornate**

This is an example of N _ _ _ _ _ _ **S** _ _ _ _ _ _ _ _ _.

Ridge and Valley Region

Can you find the copperhead in the Ridge and Valley? Explain how natural selection for better camouflage helps each subsequent generation achieve all of the following:

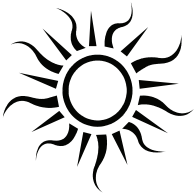
1. Live longer: _____

2. Produce more offspring: _____

3. Catch more prey: _____

Coastal Plain Region

Using plants and animals from the Coastal Plain, create a food chain for this habitat.



_____ → _____ → _____

Plant (Producer) | Plant-eater (Consumer) | Meat-eater (Consumer)

_____ → _____

Meat-eater (Consumer) | Meat-eater (Consumer)

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

_____

How do the nutrients that have been passed through this food chain get recycled back into the environment? _____

_____

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Coastal Plain

Locate the gopher tortoise in the Coastal Plain. His burrow, which can be more than 40 feet long, provides shelter to numerous other animal species. These animals benefit from the shelter, but the gopher tortoise is neither harmed nor helped. This relationship is called:

mutualism **parasitism** **commensalism**

Find the dinosaur *Compsognathus* in *The Ruling Dinosaur Gallery*. Scientific knowledge may change and grow with new discoveries, and recent findings on the *Compsognathus* lead paleontologists to believe that this dinosaur had feathers. Draw what you think it would look like with feathers.

What do you think the dinosaur feathers were used for?

flight **warmth** **protection from predators**

Okefenokee Swamp Region

Complete the dichotomous key using Okefenokee Swamp animals from the word bank.

Vertebrates

- has fur
  - lives on land
    - prehensile tail → _____
    - no prehensile tail → _____
  - lives on water → _____
- doesn't have fur
  - has dry scales
    - has a shell → _____
    - has no shell → _____
  - doesn't have scales → _____

box turtle	opossum	river otter	alligator	barred owl	bobcat

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Coast and Barrier Islands Region

Name two species on the Georgia coast that would be greatly affected by a change to the habitat (such as dune destruction) and list how they would be affected.

1. _____

2. _____

Gray's Reef

Name three organisms on Gray's Reef that can reproduce asexually.

_____ _____ _____

Picking out four organisms from the barrier islands or from Gray's Reef, create your own dichotomous key.

Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: 7th Grade Answer Key

Piedmont Region

Observe the turkeys in the Piedmont region; one of the male turkeys has his tail out in full display for the female. Since she will pick a mate based on the most ornate tail presentation and strut, each generation of turkey offspring will have tails that are:

more ornate less ornate

This is an example of N *a t u r a l* **S** *e l e c t i o n*.

Ridge and Valley Region

Can you find the copperhead in the Ridge and Valley? Explain how natural selection for better camouflage helps each subsequent generation achieve all of the following:

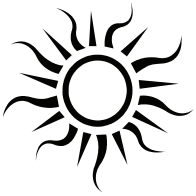
1. Live longer: *superior camouflage means less predation*

2. Produce more offspring: *able to produce more offspring if they live longer*

3. Catch more prey: *camouflage allows them to sneak up on prey more easily*

Coastal Plain Region

Using plants and animals from the Coastal Plain, create a food chain for this habitat.



Plant (Producer) → Plant-eater (Consumer) → Meat-eater (Consumer)

Meat-eater (Consumer) → Meat-eater (Consumer)

Does the amount of energy increase or decrease as it gets passed along the food chain? *decreases- only about 10% of energy gets passed between each link*

How do the nutrients that have been passed through this food chain get recycled back into the environment? *decomposers (bacteria, fungi) break down dead plants and animals*

Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: 7th Grade Answer Key

Coastal Plain

Locate the gopher tortoise in the Coastal Plain. His burrow, which can be over 40 feet long, provides shelter to numerous other animal species. These animals benefit from the shelter, but the gopher tortoise is neither harmed nor helped. This relationship is called:

mutualism **parasitism** **commensalism**

Find the dinosaur *Compsognathus* in *The Ruling Dinosaur Gallery*. Scientific knowledge may change and grow with new discoveries, and recent findings on the *Compsognathus* lead paleontologists to believe that this dinosaur had feathers. Draw what you think it would look like with feathers.

What do you think the dinosaur feathers were used for?

flight **warmth** **protection from predators**

Okefenokee Swamp Region

Complete the dichotomous key using Okefenokee Swamp animals from the word bank.

Vertebrates

- **has fur**
  - **lives on land**
    - **prehensile tail** — *opossum*
    - **no prehensile tail** — *bobcat*
  - **lives on water** — *river otter*
- **doesn't have fur**
  - **has dry scales**
    - **has a shell** — *box turtle*
    - **has no shell** — *alligator*
  - **doesn't have scales** — *barred owl*

box turtle	opossum	river otter	alligator	barred owl	bobcat

Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: 7th Grade Answer Key

Coast and Barrier Islands Region

Name two species on the Georgia coast that would be greatly affected by a change to the habitat (such as dune destruction) and then list how they would be affected.

1. *sea turtle–females would have no place to lay eggs*

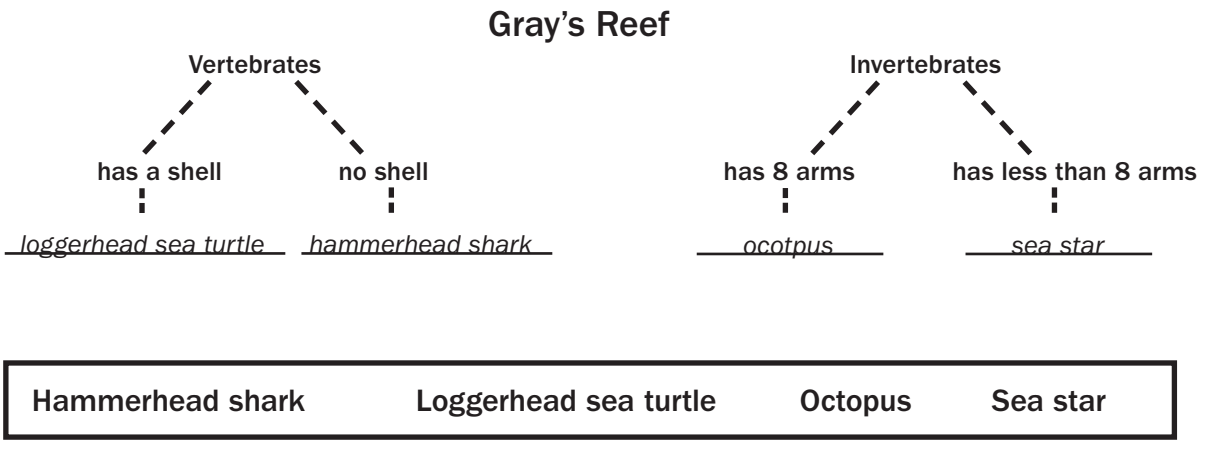
2. *coastal birds–their nests would be washed away*

Gray's Reef

Name three organisms on Gray's Reef that can reproduce asexually.

sponges *coral* *sea stars*

Picking out four organisms from the barrier islands or from Gray's Reef, create your own dichotomous key.



Hammerhead shark	Loggerhead sea turtle	Octopus	Sea star

Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt:
7th Grade
Georgia Performance Standards

Piedmont Region

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- **S7L3. Students will recognize how biological traits are passed on to successive generations.**
  c. Recognize that selective breeding can produce plants or animals with desired traits.

- **S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.**
  a. Explain that physical characteristics of organisms have changed over successive generations.

Ridge and Valley

Can you find the copperhead in the Ridge and Valley? Explain how its camouflage helps the snake achieve all of the following things over its lifetime: live longer, produce more offspring, and catch more prey.

- **S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.**
  b. Describe ways in which species on earth have evolved due to natural selection.

Coastal Plain

Using plants and animals from the Coastal Plain, create a food chain for this habitat. Does the amount of energy increase or decrease as it gets passed along the food chain? How are the nutrients that have been passed through this food chain recycled back into the environment?

- **S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**
  a. Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in a community/ecosystem.

- **S7L4. Students will examine the dependence of organisms on one another and their environments.**
  a. Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.

  b. Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism.

Locate the gopher tortoise in the Coastal Plain. His burrow, which can be over 40 feet long, provides shelter to numerous other animal species. These animals benefit from the shelter, but the gopher tortoise is neither harmed nor helped. What is this called?

- **S7L4. Students will examine the dependence of organisms on one another and their environments.**
  d. Categorize relationships between organisms that are competitive or mutually beneficial.

Getting to Know Georgia's Regions

A Walk Through Time in Georgia Scavenger Hunt: 7th Grade Georgia Performance Standards

The Ruling Dinosaur Gallery

Find the dinosaur *Compsognathus* in the *The Ruling Dinosaur Gallery*. Scientific knowledge may change and grow with new discoveries, and recent findings on the *Compsognathus* lead paleontologists to believe that this dinosaur had feathers. Draw what you think it would look like with feathers. What do you think the dinosaurs feathers were used for?

- **S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.**
  c. Trace evidence that the fossil record found in sedimentary rock provides evidence for the long history of changing life forms.

- **S7CS8. Students will investigate the characteristics of scientific knowledge and how that knowledge is achieved.**
  c. As prevailing theories are challenged by new information, scientific knowledge may change.

Okefenokee Swamp

Complete the dichotomous key using Okefenokee Swamp animals from the word bank.

- **S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.**
  b. Classify organisms based on physical characteristics using a dichotomous key of the six kingdom system (archaebacteria, eubacteria, protists, fungi, plants, and animals).

Coast and Barrier Islands

Name two species on the Georgia coast that would be greatly affected by a change to the habitat (such as dune destruction,) and then list how they would be affected.

- **S7L4. Students will examine the dependence of organisms on one another and their environments.**
  c. Recognize that changes in environmental conditions can affect the survival of both individuals and and entire species.

Gray's Reef

Name three organisms on Gray's Reef that can reproduce asexually.

- **S7L3. Students will recognize how biological traits are passed on to successive generations.**
  b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants and animals).

Picking out four organisms from the barrier islands or from Gray's Reef, create your own dichotomous key.

- **S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.**
  a. Demonstrate the process for the development of a dichotomous key.