

## *“Georgia Eco-regions” (Habitats)*

### Grade Level:

3rd

### GSE Reference:

*3L1a,b,c,d*

### Summary

Students learn about the different Eco-regions of Georgia and how plants and animals have adapted to live in them.

### Objective

Understand that plants and animals have adapted to live in specific habitats throughout the Piedmont region and other *habitats found within geographic regions (Eco-regions) in Georgia*.  
Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.  
Construct an explanation of how external features and adaptations (camouflage, hibernation, migration).

### Essential Questions

When reviewing habitats found within geographic regions “Georgia Eco-regions” with your students, pose questions that help students understand the different characteristics of each region. Ask students to recognize various adaptations and describe how they help that organism survive.

- What features differentiate each eco-region?
- What features allow animals to live in each region?
- What features allow plants to live in each region?
- What would happen if an organism was not adapted to its habitat?

You may also want to pose questions to your students about how the diversity of organisms would change if regions changed.

- Why is it important to study and understand living things?
- How does soil, climate, and water affect organisms in their habitat?
- What would happen if an entire population of a species was eliminated? Ex: If there were no more snakes, how would that affect the rodent population?
- What would happen if an organism was removed from its native habitat and placed in a new, unfamiliar habitat?

### Vocabulary

- 🌐 *Organism*—any living thing
- 🌐 *Adaptation*—an organism's specific structure or behavior that promotes its survival
- 🌐 *Habitat*—the environment in which an organism lives.
- 🌐 *Eco-region*—an area defined by environmental conditions and natural features; a region defined by its ecology
- 🌐 *Conservation*—the protection and management of a resource (e.g., water) for future use

## Pre-Visit Activities

- 🕒 **Learning Local**—Visit the Chattahoochee Nature Center’s website ([www.chattnaturecenter.org/wildlife](http://www.chattnaturecenter.org/wildlife)) and get to know the native animals we have here. Have students pick an animal from CNC and learn about it—what eco-region does it live in? How is it adapted to its eco-region?
- 🕒 **Animal Grocery Shopping**—Ask the students where they get most of their food. For most, the answer would be the grocery store. Does this mean the grocery store is part of their habitat? Imagine if animals had to shop at the grocery store, what would be on their shopping list? To find out, try this simple activity.
  1. Divide your students into equal teams.
  2. Each team should pick an animal, but not tell any other teams what that animal is. The teams should then create a grocery list of items for their animal. Remember this is a special grocery store in the animals habitat. The list should include items such as snails, berries or bark.
  3. Each team should present their list to the class. The remaining teams’ task is to guess which animal the list is for. Have the students also think about any special adaptations their animal might have in order to obtain food.

## Post-Visit activities

- 🕒 **Habitat for Sale**—Bring in real estate ads from the newspaper or a magazine. After reading some examples to the students, challenge them to write their own “Habitat for Sale” ads for their favorite animal. Have them include which eco-region their habitat is located in.
- 🕒 **Sustainability Story: Looking at The Lorax**—Georgia is one of the top tree-producing states in all of the US. See what happens to the trees in this story. Read The Lorax with your class. Have students re-write the story, using what they learned from their visit to CNC about adaptations and conservation. Encourage students to learn about what eco-regions grow most of our trees, what Georgia’s trees are used for, and what laws help protect our ecosystem.
- 🕒 **Kahoot!** Go to [www.getkahoot.com](http://www.getkahoot.com), sign in, and search for the quiz called Georgia Ecoregions created by CNC. This is a fun, interactive way for students to review concepts learned during their visit to CNC using hand-held devices. Direct link is <https://play.kahoot.it/#/?quizId=f467ea8f-ba89-41b7-8d19-a683a4718aec>

## Suggesting Reading

All Kinds of Habitats by Sally Hewitt

An Elephant Never Forgets its Snorkel: How Animals Survive Without Tools or Gadgets by Lisa

Animal Habitats: Discovering How Animals Live in the World by Tony Hare

Gollin Evans

Our Georgia School: A Wildlife Habitat by Shirley Ariye

P is for Peach: A Georgia Alphabet by Carol Crane

Secret Place by Eve Bunting

The Earth is My Mother: A Camouflage Adventure by Bev Doolittle

The Lorax by Theodor Suess Geisel

Usborne Protecting Our World by Felicity Broom

## Suggested Websites

[www.teachertube.com/viewVideo.php?video\\_id=152755&title=Georgia\\_Habitats](http://www.teachertube.com/viewVideo.php?video_id=152755&title=Georgia_Habitats)

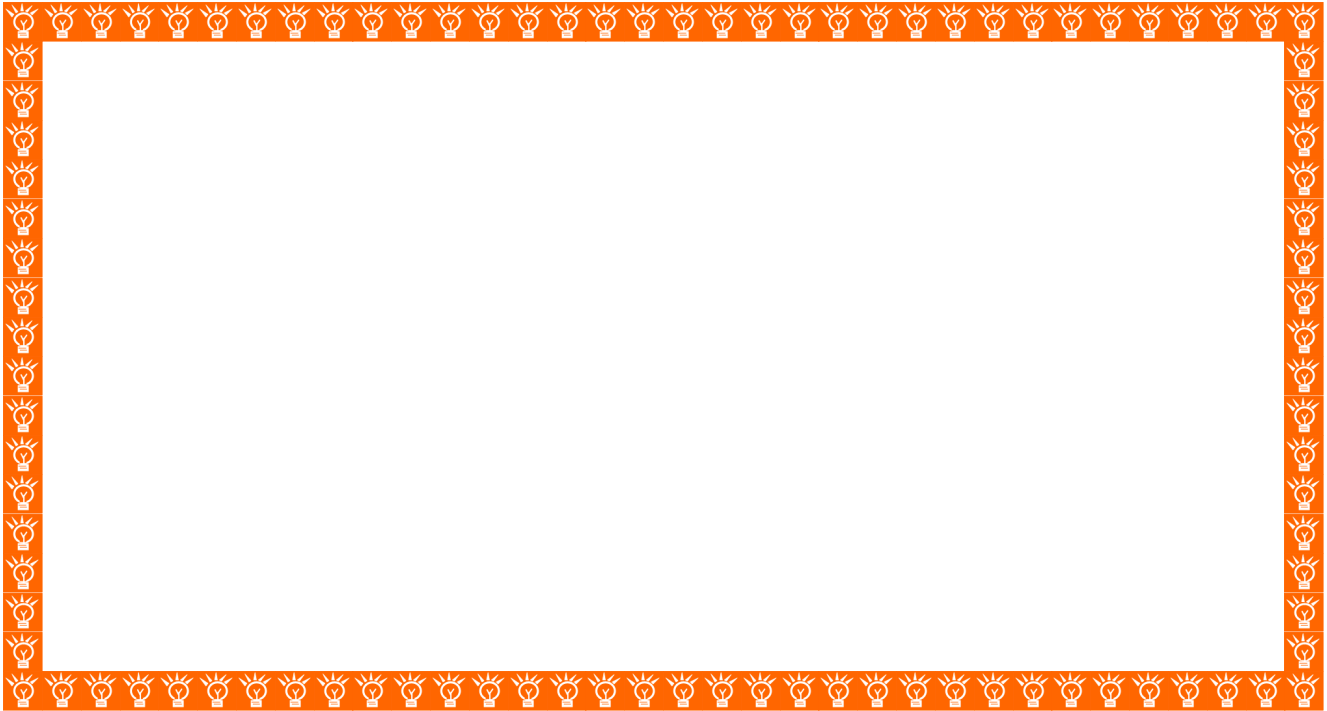
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# Further Investigations!



## Original Organism

Use the space below to draw and describe a new organism (plant or animal) that could be found in one of Georgia's eco-regions.



My organism is a \_\_\_\_\_.

It lives in the \_\_\_\_\_ eco-region.

Its habitat is \_\_\_\_\_.

Its unique adaptations are:

1.

2.

3.