

How much do you know about the part plants and animals play in your life? From what you eat to what you wear, you depend on plants and animals to get through the day. Most of the activities below can be completed at Fernbank Museum, but be sure to look at your badge book to find additional activities on the subject. As always you must complete six activities to earn your badge.

**Vocabulary**

Knowing these words will help on the way to earn your badge and to 'talk' like a scientist.

**Habitat**—The natural home of a plant or animal

**Domesticated**—A plant or animal that is habituated to live in a human environment as a result of breeding and living under human control for many generations

**Pest**—Pests are organisms (living things) including animals, plants, and diseases capable of causing unwanted harm to people, the environment or the economy

**Niche**—An organism's unique role and location in an ecosystem



**PLANTS HERE, THERE AND EVERYWHERE**

Plants impact everything you do. They are what you eat, what you wear and what you write on. It is virtually impossible to go through your day without using a lot of plants. The game below can be played before, after or during your Museum visit.

Each scout must work independently to find plant products that fit into all of these categories. Remember, cotton clothing and even paper count as plant products!

Something Red _____	Something Blue _____	Something Edible _____
Something Useful _____	Something Orange _____	Something You've Eaten _____
Something Worn _____	Something on You _____	Something Carried _____

**WILD RELATIVES**

Most animals we keep as pets in our homes and schools are known as domesticated animals (see the definition at left). The wild relatives of our pets can be found in the great outdoors, some are even living in our own backyards here in Georgia. **Can you find them?**

**BEFORE YOUR VISIT**

Do you have pets at home or in your classroom? Look at the domesticated animals around you. Observe their habits and behaviors.



**AT THE MUSEUM**

In *A Walk Through Time in Georgia* (and in the glass cases on the Entry Level), find the wild relatives of the pets people have in their homes. Look for large cats, rodents and birds and compare and contrast these wild animals to their domesticated relatives.

**Domesticated Animals**

- House Cat
- Dog
- Hamster
- Rabbit
- Parakeet
- Goldfish

**Wild Animals Found in Georgia**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CREATURE CLUSTERS**

Animals are separated into groups based on structural (physical) or functional (mechanical) similarities, or a shared evolutionary history. For example, related animals may have similar behaviors, eat the same types of food, and have body shapes or adaptations that are alike, or fill the same niche in their respective habitats.

**AT THE MUSEUM**

Using this idea, create your own animal groupings from the animals you see in *A Walk through Time in Georgia*. Group 15-20 animals in at least two ways. You can choose to group them by how they look, what they eat, where they live, how they bear young or whatever comes to mind. Explain why you chose those categories. Do you think that someone else could use this system? Compare your groupings with other systems.

**Group 1 Common Trait:**

**Group 2 Common Trait:**

\_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_,

**WHAT A PEST!**



Some plants or animals are considered harmful while others are considered beneficial. Animals and plants that make human life less comfortable or unpleasant are considered pests. Some animals are pests to some people, while they benefit or do not bother others. Much like the old saying "one man's trash is another's treasure," one person's pest could be another's pet!

**AT THE MUSEUM**

Try to find an animal that you could consider a pest to humans as you visit *A Walk Through Time in Georgia*. Record what you know about it below.

**Species Name:**

**What does it do that makes it a "pest" to people?**

**What niche does it fill in the environment?**

\_\_\_\_\_

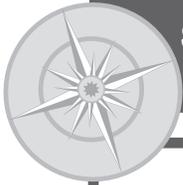
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**AFTER YOUR VISIT**

After you visit the Museum, you can learn more about these organisms as well as other local and global pests. Is this organism a pest everywhere? Is there anything beneficial that this plant or animal has to offer?

\_\_\_\_\_  
 \_\_\_\_\_



**GO ON SAFARI**

Do this indoors at Fernbank! Imagine you are trekking through the state of Georgia looking for animals in each region. On this wildlife safari you will be a scientist making a record of what you find. Find the names and group names of animals that are suited for certain conditions.

**AT THE MUSEUM**

Identify 10 animals featured in *A Walk Through Time in Georgia* and write their names in the spaces provided below. Use the field notebooks included in each region display to assist you.

Species name	What are its defining traits?	What region of GA is it native to?	What does it eat?	What niche does it fill?
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

**AFTER YOUR VISIT**

After visiting the Museum look for the animals you selected in nature and your neighborhood. Are they doing the same things as they are in the exhibition displays? Which animals have you seen?

**EARNING YOUR BADGE**

To earn this badge you must complete one more activity. Check out your badge book to find which one best suits your needs.