



SELF-GUIDED BACKPACK TOUR

TEXAS WILD!
6th through 8th Grade
Pre and Post Zoo Activity



Objectives:

- Observe the different types of animals in different habitats
- Observe and compare the adaptations to find the right animal

TEKS:

6th Grade – Science – Students can:

- 6.2: C, D
- 6.10: A

7th Grade – Science – Students can:

- 7.2: C, D
- 7.9: B
- 7.10: B, C
- 7.12: A, C

8th Grade – Science – Students can:

- 8.2: C, D
- 8.6: C
- 7.11: A, B

Essential Question?:

Who am I?

How do adaptations help an animal survive in its environment?

Vocabulary:

Brush Country	Hill Country	Plains and Prairies	Pineywoods
Swamps	Gulf Coasts	Desert	Mountain
Eco-region	Habitat		

Materials:

- Paper
- Writing utensils
- Computer
- Books and other resources for research



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Pre-Zoo Activity:

Divide your class into groups. Each group will research an eco-region of Texas. Find out and describe the physical features of the system, including sunlight, temperature, topography and plant life. Now, have students investigate several types of adaptations in animals. Adaptations include an organism's teeth, senses, water regulation, temperature regulation, ability to capture prey and ability to avoid predators. Each group's goal is to design an organism for their eco-region. It's important to know what characteristics enable it to survive. Each group is to make a list of the traits that they consider are most important for an organism in this biome. Prepare a group oral presentation complete with a sketch or model of your organism in its environment. The presentation should answer the following questions:

1. How does each adaptation function with respect to the environment?
2. Which adaptations are the most significant (i.e., have the most adaptive value)?

In-Zoo Activity:

Texas WILD! Backpack - Photo Scavenger Hunt– Available at the Fort Worth Zoo Education Center by registering your group at www.fortworthzoo.org.

Post Zoo Activity:

Compare and contrast an animal seen at the Zoo to the animal students created for the same habitat. What features make them ideal for this environment?

Discuss environmental (e.g.: flood, drought, fire, etc.) and human (habitat alteration, invasive species, etc.) impacts in which adaptations may not allow this animal to thrive as well.

Extension:

1. Develop the pictures from the Zoo visit for each group. Divide your students back into their groups. Have each group create a scrapbook of their Zoo visit with one page to represent each eco-region from the visit.
2. Have students compare climate (rainfall and temperatures) of different eco-regions create graphs to illustrate.