| **Overview & Purpose**  
Using two guinea pigs to discuss adaptations and survival | **Education Standards Addressed (TEK)**  
8.11(C) explore how short- and long-term environmental changes affect organisms and traits in subsequent populations |
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<td><strong>Teacher Guide</strong></td>
<td><strong>Student Guide</strong></td>
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| Objectives  
(Skills/information that will be learned) | Use the differences of the two species to discuss how their environment and appearances are linked and needed to survival. | Discuss different fur needed for survival in different locations/environments | Abyssinia & American Guinea pigs & student created t-chart |
| Information  
(Demonstration or lesson details) | Using a map of Chilean mountains, pictures of the environment: discuss the fur needed to survive in the high mountains - THEN- using pictures of grasslands of America to discuss the adaptations an animal would need for survival | Students will create a t-chart for the two environments (Chilean mountains & American grasslands) - with a focus on temperatures and food available for small rodent. Then create a t-chart over observations of two guinea pigs |
| Verification  
(Student understanding steps or checklist) | ensure students are focused on adaptations, not just color and size (could be different because of age difference of guinea pigs) | Observations: hair texture? hair length? hair density? adult size? |
| Activity  
(Independent activity to reinforce lesson) | Using two Guinea Pigs:  
Wicket (Am) has smooth, fine hair  
Skywalker (Ab) has rough, course hair | Students will come and create observation in small group |
| Summary | Discuss pet safety: handling rules, hand washing/sanitizer, and noise levels | Additional notes |