



FSC PROGRAM DESCRIPTION

1301 – The Zula Patrol: Down to the Earth

Grade Level: 3rd Grade

Instructor: Lancaster, Lambert

Location: Planetarium

Type: Single Visit

Capacity: 350

Length: 45 Minutes

Program Description

The stalwart heroes of the Zula Patrol are on an expedition collecting samples of weather for scientist Multo's research. When the Zula gang inadvertently hurts their loyal pet Gorga's feelings, he decides to leave Zula and find another planet to live on. Villain Dark Truder then tricks Gorga into helping with his latest nefarious scheme to rule the Universe. The Zula Patrollers find out and go after him, in the process learning all about weather, both terrestrial and interplanetary.

Georgia Performance Standards

S3L2 Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.

- a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.
- b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.

S3E2 Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

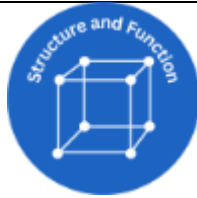
- a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.
- b. Develop a model to describe the sequence and conditions required for an organism to become fossilized.

Vocabulary

Pollution, fossils, water, preservation, environment, evidence

Learning Targets	Success Criteria
Students will focus on identifying different types of pollution (air, water, land) and recognize how it affects living things in an environment.	Students can accurately identify pollution in their area and how it directly impacts their community.
Students will use fossils to document how living things looked and survived in the past.	Students can identify features of living things from fossils and describe how those features helped them to survive in their environment. Students can also identify how organisms have changed over time.

Science Cross-Cutting Concepts

		
Students identify patterns of how organisms change and adapt to their environment over time.	Students examine how pollution has a negative impact on the environment and the ability for organisms to survive.	Students identify how the structure of plants and animals indicate the types of environments they lived in.

Science and Engineering Practices

		
Students ask questions about how pollution impacts the environment.	Students use observations of fossils and adaptations of organisms to infer what the environment was like long ago.	Students communicate their findings about organism adaptations and habitats and how pollution can impact the environment and the organisms that live there.

Pre-Visit Activities

Walk around your school and look for evidence of pollution. Is it pollution in the air, water, or land? How are the living things in your area affected by the pollution that is there?

Post-Visit Activity

Look at evidence of living things from long ago (fossils) and compare those organisms to those that live today. How have they changed? What changes in their environment have made changing essential for survival? What happened to the organisms that did not change?

Literacy Connections

Zoey and Sassafras: Merhorses and Bubbles by Asia Citro

What if Everybody Did That? by Ellen Javernick

Dinosaur Lady by Linda Skeers

Fossil Hunter by Cheryl Blackford

Fossils Tell of Long Ago by Alike

FSC Program Evaluation Survey Link:

<https://forms.office.com/r/CSCkZYqxjY>

