

# Who Lives On the Cedar Glades?

*\*activity adapted from Mary V. Ball's Tennessee's Watchable Wildlife, 1994*

OVERVIEW: Cedar glades are open rocky areas surrounded by Eastern Redcedar trees. Due to erosion, there are exposed areas of limestone and the soil is often thin and gravelly. In summer, the glades are very hot and dry, although in spring there may be temporary pools of water. Glades are cool and wet during the winter months. The animals that live in the cedar glades must be able to endure very extreme conditions. Most animals found in the glade are transient in nature; they do not permanently remain in the glades but simply pass through.

GRADE LEVEL: 1 – 5

SETTING: Classroom

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LEARNING STANDARDS: GLE 0107.5.1; 0207.2.1, 0207.2.2, 0207.3.1, 0207.5.2; 0307.2.2, 0307.5.1; 0407.5.1; 0507.2.1, 0507.5.1

MATERIALS: Student handout  
Photo cards of the animals are available on the Center for Cedar Glade Studies website "Teaching from the Glades" link: [www.mtsu.edu/~gladectr](http://www.mtsu.edu/~gladectr)

OBJECTIVES: Students will describe the physical characteristics of the cedar glade habitat. Students will predict which animals might be found in the glades by examining similarities and differences between selected amphibians and reptiles.

PROCEDURE:

1. Place students in pairs or groups of three. Distribute cards to each group.
2. Students will read the descriptions and decide which animals would be **more common** on the cedar glades or **less common** and will place the cards into two stacks accordingly. They need to identify two reasons why or why not.
3. Older students will write their answers on the answer sheet.
4. After the groups make their predictions, share and discuss the answers. Some of the animals listed would rarely be found in a cedar glade? What adaptations do the animals have that do frequent the glades? What conditions prevail in the glades in the winter and spring that make it possible for a frog or toad to live in the glades?

EXTENSION: For younger students, this activity could be done in class with the teacher, showing photos with PowerPoint and reading the animal description to the class.

## Descriptions for Animal Cards:

bullfrog	prefers relatively large permanent bodies of water
red-eared turtle	a water turtle that prefers large bodies of water
zigzag salamander	prefers rocky areas, young do not require pools of water for development
five-lined skink	prefers decaying logs and woody debris
fence lizard	prefers rocky sites where it can bask, find prey, or hide
garter snake	prefers moist sites, eats earthworms, frogs, and salamanders
milk snake	prefers rocky sites for cover, feeds on lizards and worm snakes
worm snake	small enough to burrow among rocks
leopard frog	prefers areas with abundant sources of fresh water
six-lined racerunner lizard	prefers rocky areas for basking, burrows under rock
hog nosed snake	prefers loose soil in which to burrow, eats toads
American toad	seeks shelter from heat under rocks, eats insects and common to glades only in spring

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Directions: In the space below, indicate whether you would expect the animal to be **more common** or **less common** on the cedar glade.

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<b>Animal</b>	<b>Predicted Abundance</b>
bullfrog	_____
red-eared turtle	_____
zigzag salamander	_____
five-lined skink	_____
fence lizard	_____
garter snake	_____
milk snake	_____
worm snake	_____
leopard frog	_____
six-lined racerunner lizard	_____
hog nosed snake	_____
American toad	_____

## Teacher Answer Sheet

Directions: In the space below, indicate whether you would expect the animal to be **more common** or **less common** on the cedar glade.

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<b>Animal</b>	<b>Predicted Abundance</b>
bullfrog	<u>less</u>
red-eared turtle	<u>less</u>
zigzag salamander	<u>more</u>
five-lined skink	<u>more</u>
fence lizard	<u>more</u>
garter snake	<u>less</u>
milk snake	<u>more</u>
worm snake	<u>more</u>
leopard frog	<u>less</u>
six-lined racerunner lizard	<u>more</u>
hog nosed snake	<u>less</u>
American toad	<u>more</u>