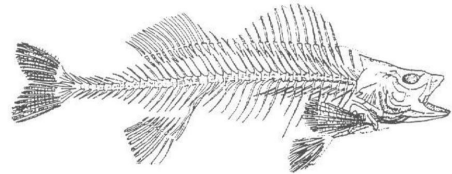
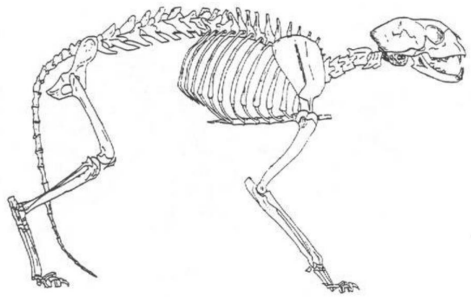


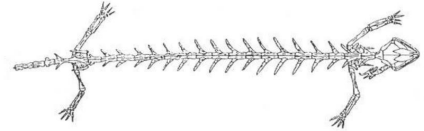
FISH (*PERCA*)



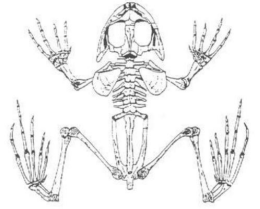
CAT (*FELIS*)



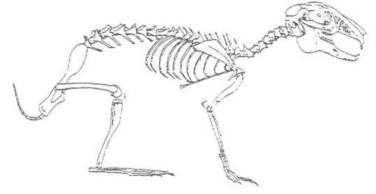
SALAMANDER (*NECTURUS*)



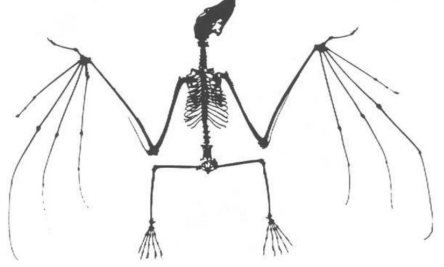
FROG (*RANA*)



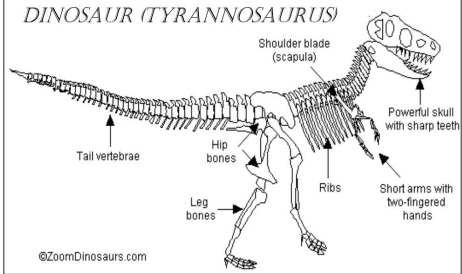
RABBIT (*LEPUS*)



FRUIT BAT (*PTEROPUS*)



DINOSAUR (*TYRANNOSAURUS*)



BIRD (*COLUMBA*)



PTEROSAUR (*PTERODACTYL*)



The Great Fossil Find

Names: _____
Please complete the table below and turn in ONE for your entire group.

	Day 1	Day 2	Day 3	Day 4	Day 5
What do your fossils look like?					
What type of animal do you think it is?					
What about the fossil makes you think that?					

The Great Fossil Find

Names: _____

Each person in your group must complete this worksheet *individually*.

1. What does a paleontologist do?
2. What assumptions did you make at the beginning of the activity that made it more difficult for you to assemble your final interpretation of the fossils?
3. Did the discovery of new bones cause any conflict within your group? Why or why not?
4. Did any of your group members resist changing their interpretation in light of the new information? Why did they do this?
5. What information did you get from another group? How did it influence your assumptions?
6. Did the information in the resource book confirm your group's ideas, or did it cause you to rework your arrangement of the fossil parts? Explain how.

7. Do you think this activity would have been easier or harder to do by yourself? What about with more than 2 people?

8. Do you think this scenario is typical of how scientists create and revise hypotheses?
The Great Fossil Find



9. What does your experience with this scenario tell you about the work of scientists?

10. From looking at the resource manual or natural history museum exhibits, what could you say about how and where this animal lived?

11. How is it possible for scientists to do studies about things that happened millions of years ago?

12. What do you think were the 3 main goals of this activity?