

Task Cards for Stations— Looking Back in Time Using Fossil Evidence

Teacher Directions:

- Print off the task cards for each station
- Laminate if possible.
- Place the task card with the matching specimen or photo at a station or desk.



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Station 1: Similarities and Differences

1. Find **Station 1** in your Discovery Notebook.

2. Look at the two specimens carefully with the hand lens.

3. Make sketches from your observation of each trilobite in your notebook.

4. Write about how these two specimens are similar.

5. Now, write about how they are different.

6. You can also label and show those differences in your drawings.



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Station 2: Observation and Inferences

1. Find **Station 2** in your Discovery Notebook.

2. Look at the two specimens carefully with the hand lens.

3. In your notebook: Make a list characteristics you notice about the *Tyrannosaurus rex* tooth. Then make a list of what you notice about the “killer toe” from the *Deinonychus*.

4. Based on your observations of the specimens, what inferences can you make about the animal when it was alive. Write these in your notebook.



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Station 3: Making Inferences Based on Evidence

1. Find **Station 3** in your Discovery Notebook.
2. Using the two images, make observations about the *Acrocanthosaurus* foot and the *Stenopterygius* arm. Record these in your notebook.
3. Make an inference about which animal lived on land and which lived in water.
4. Write or draw to explain your reasoning using evidence from the specimens you observed.



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Station 4: Inferences Based on Evidence

1. Find **Station 4** in your Discovery Notebook.
2. Write down the names of the two specimens.
3. Take the clay and press each tooth specimen separately into the clay.
4. Look at the teeth indentations and infer whether each animal is a carnivore or an herbivore.
5. Share your thoughts about your reasoning.



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Station 5: Predictions

1. Find Station 5 in your Discovery Notebook.

2. Make a detailed sketch of the *Trimerorhachis* in your notebook, making sure to sketch the placement of the eyes in the skull.

3. Make a prediction about the advantage that the placement of the eyes might have for this animal. Record your ideas in your notebook.



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Station 6: Structure and Function

1. Find Station 6 in your Discovery Notebook.

2. Make a detailed sketch of the *Captorhinus* in your notebook, making sure to sketch the placement of the eyes in the skull.

3. Make a prediction about the advantage that the placement of the eyes might have for this animal. Record your ideas in your notebook.



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Station 7: Reading Station

1. Read and think about how the placement of eyes on a skull can be helpful or not helpful to an animal.

2. Now look at your drawings from Stations 5 and 6 and make a claim about the advantages or disadvantages the animals' eye placement gives the animal.

If you haven't visited Stations 5 and/or 6 yet, you will need to return to Stations' pages in your Discovery Notebook to complete Question 3.

3. In light of what you read, would you change your claims on Station 5 and Station 6 notebook pages? If yes, write new claim(s) or revise your old claim(s).



Station 8: Structure and Function

1. Find **Station 8** in your Discovery Notebook.

2. Look at and compare the two skulls.

3. Sketch each specimen's skull, making sure to place the eyes in the correct location.

4. Using your observations, which animal's skull suggests a predator and which animal's skull suggests prey?

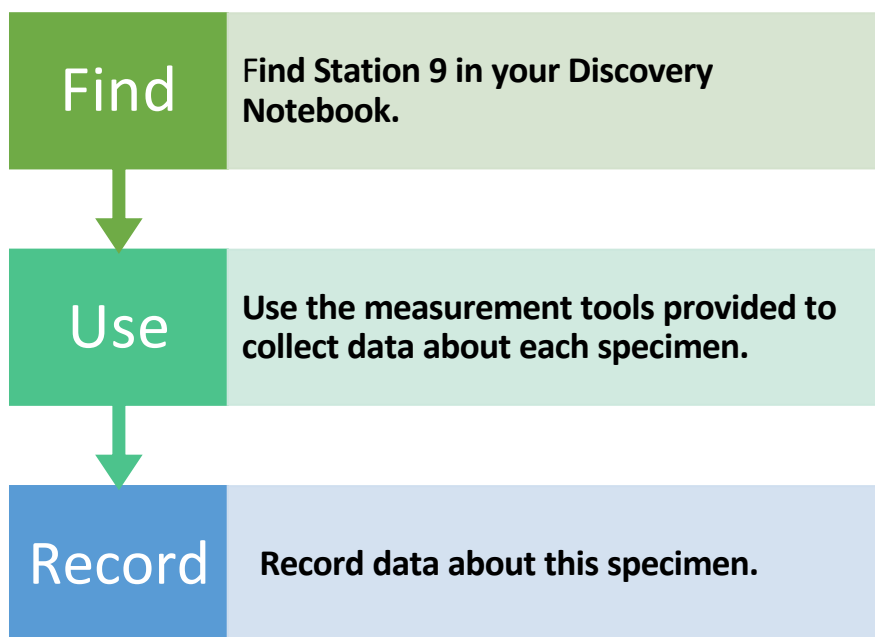


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Station 9: Collecting Data like a Paleontologist



Data Collection List

1. Write the name of the species:
Homotelus bromidensis (2 specimens).
2. Write location and geology/age information:
Carter County, Oklahoma
Bromide (rock) Formation, Ordovician Period
3. Length of each specimen in cm or mm.
4. Width of each specimen in cm or mm.
5. How far apart are eyes, in cm or mm?
6. How many segments/parts make up each specimen?
7. Both specimens belong to the same species. Are all of the measurements the same? Is this surprising to you?

