

Prehistoric Fossils

Florida was formed over 200 million years as a result of sand, shell, and sea creatures being deposited on the ocean floor layer by layer. During the Pleistocene Epoch sea levels changed helping to form Florida's East coast. The last Ice Age resulted in lowered ocean levels which led to a broad grassy savannah stretching miles along the coast of Florida. This occurred about 40,000 years ago. Plant eating animals migrated to Florida during this time period. Florida became a winter resort for animals during this epoch and animals advanced south due to ice. The receding ocean resulted in miles of exposed coastal land which became a fertile habitat for many different species. During the Pleistocene Epoch there were more types of animals in Florida than anywhere else in North America.

Objectives:

Second Grade:

Have an understanding of the difference between empirical observation and ideas or inferences.

Ask appropriate questions in appropriate situations.

Use maps and globes to locate places and compare prehistoric Florida with Florida today.

Have a basic knowledge and understanding of new vocabulary.

Record observations about the fossils found in prehistoric Florida.

Recall basic addition and subtraction facts.

Estimate and use standard units such as inches and centimeters to measure lengths of objects.

Science:

SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

Encourage questions and discussion about the fossils.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Describe the fossils using empirical observation. What do the fossils look like? How do they feel?

Also describe the fossils using ideas or inferences. Where do you think the fossils were found? How did the fossils end up where they were found?

Social Studies:

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

After locating these places look at a map of prehistoric Florida and compare it with Florida today, discuss how prehistoric Florida looked different from present day Florida.

Reading and Language Arts:

Vocabulary:

Fossil: any remains, impression, or trace of a living thing of a former geologic age, as a skeleton, footprint, etc.

Paleontology: the science of the forms of life existing in former geologic periods, as represented by their fossils.

Mammoth: any large, elephant like mammal of the extinct genus

Pleistocene Epoch: from two million to 11 thousand years ago; extensive glaciations of the northern hemisphere; the time of human evolution

LA.2.1.6.1 The student will use new vocabulary that is introduced and taught directly;
What is a fossil? What types of fossils did you see today and have you ever seen fossils anywhere else besides the prehistoric Florida exhibit?

LA.2.4.2.2 The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;

Record the observations you made about the fossils after looking and touching them. Make a list of the plant-eating animals fossils that were found in Florida 40,000 years ago when the lowered ocean levels exposed a broad grassy savannah. Make another list of the animals that migrated to Florida during the Pleistocene Epoch.

Mathematics:

MA.2.A.2.1 Recall basic addition and related subtraction facts.

5 mastodons + 1 mammoths =

2 giant ground sloths – 1 wolves =

8 saber tooth tigers – 12 horses =

4 camels + 6 mammoths =

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

Using a ruler measure the length of in inches and centimeters of:

Tapir Jaw: _____

Horse foreleg: _____