

Part 1:

Image 1:

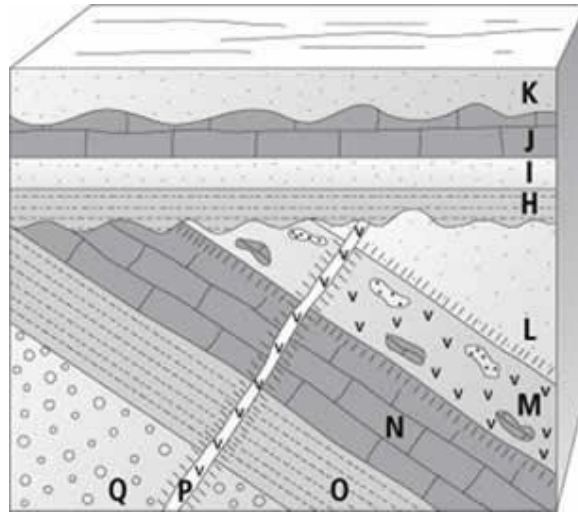


Image 2:

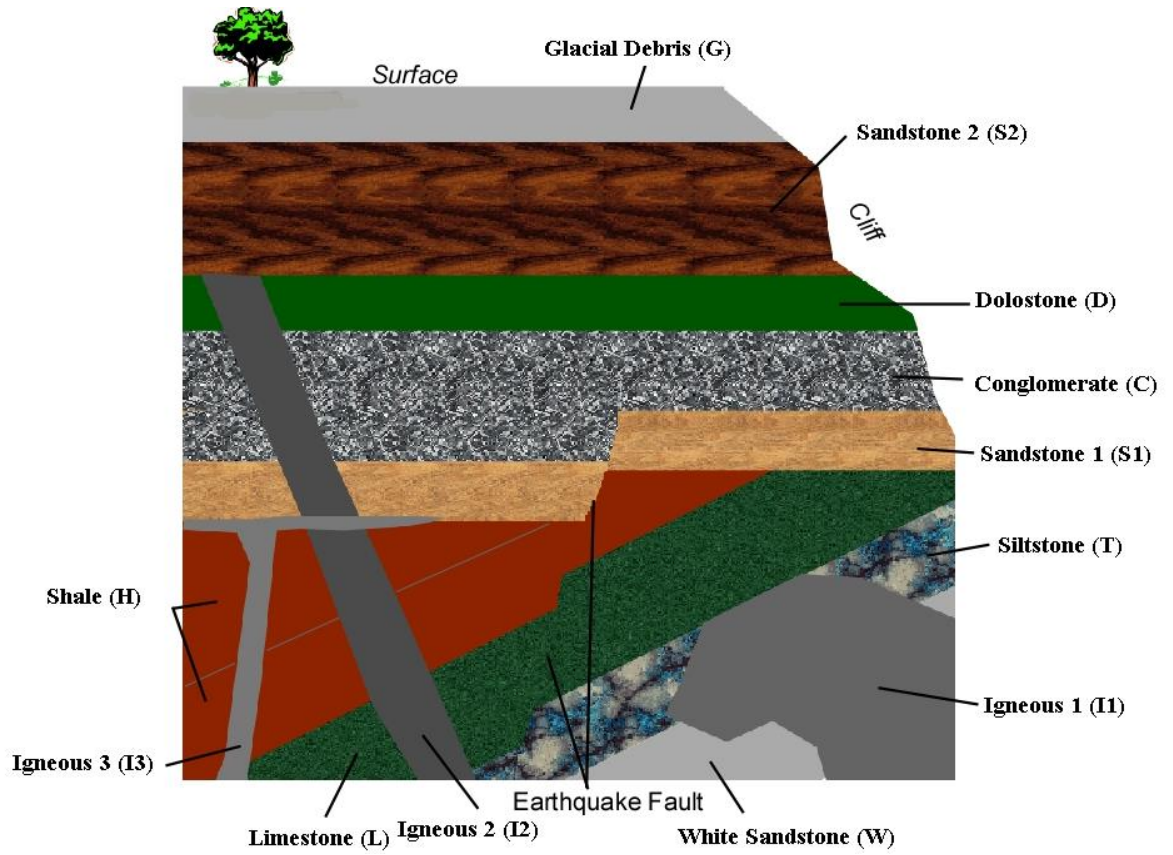
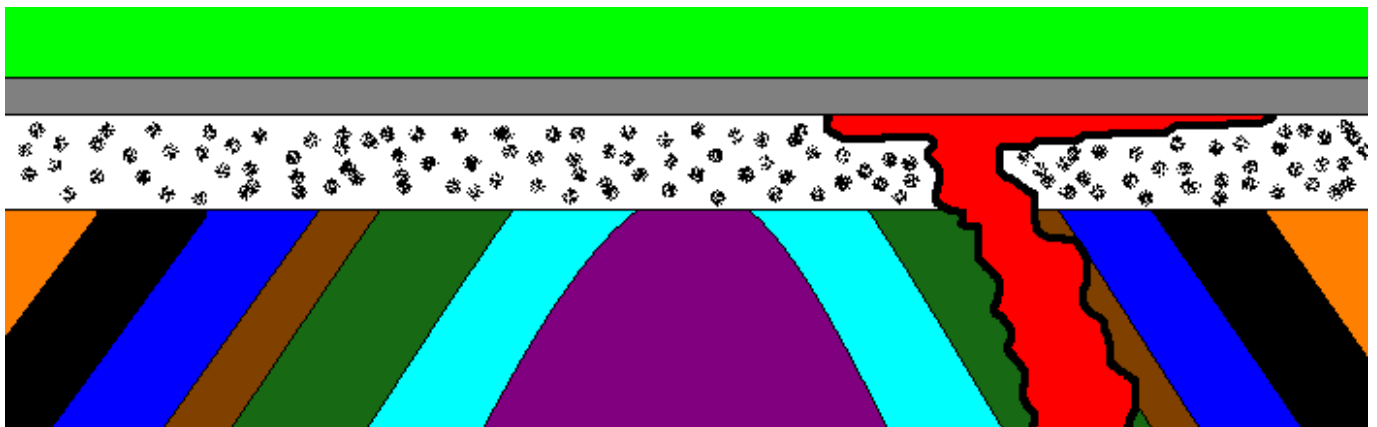




























Image 3:



Set B

<p>M</p>  <p>Trilobite</p>  <p>Brachiopod</p>	<p>S</p>  <p>Eurypterid</p>  <p>Trilobite</p>  <p>Graptolite</p>  <p>Brachiopod</p>
<p>I</p>  <p>Horn Coral</p>  <p>Trilobite</p>  <p>Eurypterid</p>	<p>N</p>  <p>Horn Coral</p>  <p>Crinoid</p>  <p>Eurypterid</p>  <p>Placoderm</p>

<p>A</p>  <p>Crinoid</p>  <p>Gastropod</p>  <p>Foraminifera</p>	<p>G</p>  <p>Gastropod</p>  <p>Foraminifera</p>  <p>Crinoid</p>  <p>Pelecypod</p>
<p>R</p>  <p>Ammonite</p>  <p>Foraminifera</p>  <p>Pelecypod</p>	<p>O</p>  <p>Pelecypod</p>  <p>Leithyosaur</p>  <p>Shark's tooth</p>

Part 2:

Rock Layers Lab

Part 1: Use the picture at your lab station to answer the following questions.

1. In Image 1, what is the correct order of the rock layers from oldest to youngest?
2. In Image 1, which layer was igneous rock? _____
3. In Image 2, what is the correct order of the rock layers from oldest to youngest?
4. In Image 3, what is the correct order of the rock layers from oldest to youngest (list by color)?
5. In Image 3, which layer was igneous rock? _____

Part 2: Each card represents one rock layer. Put the cards in order from oldest to youngest. **Hints: M** is the oldest layer. The next rock layer will have some of the same organisms as the first, as well as some new organisms. Organisms cannot disappear in one layer, then reappear in the next.

1. Write the correct order of the rock layers from oldest to youngest:
2. What does the Law of Superposition say and how does it relate to this lab?

Part 3: Make a Mold. Define Mold: _____

1. Pick up 1 item from the front desk. Record your item in Data Table 1.
2. Press the "hard item" into one ball of playdough. Be sure to leave enough of an impression.
3. Slowly and carefully, pull the item out of the clay. Try not to have the clay stretch or smear when you remove the object. In nature, objects may rot (which means they are eaten by bacteria). By removing the object, you are acting as the bacteria.
4. The impression of the object in the clay forms a **mold** of the object, even if the object is gone. In the data table, describe the quality of the mold impression as none, poor, good, or excellent.
5. Make some observations about the **mold** and write your observations in the data table.

Part 4: Make a Cast. Define Cast: _____

1. The teacher will light a candle and let some wax melt. You will then fill each mold with melted wax. (When animals rot beneath the soil, the space they filled can be replaced with minerals from groundwater. The wax is acting like the minerals).
2. Let the wax dry and harden. The time it takes to dry depends on the depth of the impression (the flatter the object, the quicker it will dry).
3. When the wax **is completely dry**, peel back the wax shape from the clay. The wax shape is a **cast** of the object. Many fossils are preserved as casts and molds. You will need to "clean" your fossil off, using the toothpick.
4. Describe the mold quality (same as in Part 3) in the Data Table 1.
5. Look at the quality of the wax cast. Is it quality poor, good, or excellent?
6. Make some observations about the **cast** and record those observations in Data Table 3.

Data Table 1:

Object Name/Description	Mold Quality	Cast Quality	Observations
1.			

Questions:

1. What is the difference between and mold and cast?
2. What did the wax represent?