## Field Trip Guide

### Dinosaurs and Fossils

*Life Science*

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**Scheduled Programs and Events:**

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**Chaperone's Name:**

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*Please Remember:* Chaperones must stay with students at all times and are responsible for the safety of their students and the exhibits they visit.

**Teacher Contact:**

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**Students in Your Group:**

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**Reinforce student learning by asking questions such as:**

- What do you notice?
- Why do you think that?
- How do you know?
- Have you ever seen anything like this before?

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*Thank you for being a Museum chaperone!*
Learn about Dinosaurs and Fossils

Dinosaurs: Modeling the Mesozoic
Blue Wing, Lower Level

A Triceratops skeleton, a full-size Tyrannosaurus rex model, fossils, a dinosaur track way, and interactives engage students and encourage them to think like scientists. Check out the nearby Colossal Fossil: Triceratops Cliff exhibit. What specific features do you notice about the Triceratops?

Starting Points:
• Compare the T. rex and Triceratops models. Which dinosaur do you think moved faster?
• Look for dinosaur footprints. What can you learn by studying footprints?
• How does our real fossil, “Triceratops Cliff,” compare to the model Triceratops skeleton?

Colossal Fossil: Triceratops Cliff
Blue Wing, Lower Level

The evidence we collect from fossils tells an amazing tale of animal adaptation. Get an up-close look at Cliff, a real Triceratops skeleton, and examine the evidence that dinosaurs left behind more than 65 million years ago.

Starting Points:
• Compare the physical characteristics of the Triceratops and T. rex dinosaurs. How are they the similar? How are they different?
• How would the teeth you see in the T. rex’s mouth help it survive? Why do you think the Triceratops has different teeth than the T. rex?

Live Animal Presentation
Shapiro Family Science Live! Stage
Green Wing, Lower Level

20 mins (check the Museum map/guide for presentation schedule).

With help from members of the Museum’s live animal collection, educators address behaviors, environments, classification, and adaptations. Observe a live animal and consider the characteristics and adaptations that help it live in its environment.

Starting Points:
• What do dinosaurs have in common with the animal presented?

Natural Mysteries
Blue Wing, Lower Level

Examine hundreds of real animal, plant, and fossil specimens from the Museum’s collection and learn how scientists group them based on their characteristics.

Starting Points:
• What types of fossils do you see?
• What can we learn about plants and animals by looking at their fossils?
THE GREEN WING, LEVEL 2 IS CLOSED for construction of the Museum’s newest large-scale exhibit, the Hall of Human Life. Please check mos.org for updates.
What Did You Learn about Dinosaurs and Fossils?

Please answer the following questions with your students, then return this page to the teacher.

Chaperone’s Name: ________________________________________________________________

As a group, write about three experiences or exhibits that you enjoyed.

1. ____________________________________________________________________________
   ____________________________________________________________________________

2. ____________________________________________________________________________
   ____________________________________________________________________________

3. ____________________________________________________________________________
   ____________________________________________________________________________

Choose two group members to draw or describe interesting things that you saw:

1. ____________________________________________________________________________

2. ____________________________________________________________________________

What is one question about dinosaurs or fossils that your group wants to learn more about?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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