



Teacher Resource

# Fossil Emblems

## Focus Questions

1. Before watching the BTN story, can you name any of your state's emblems?
2. Which Australian state is looking for a new emblem?
3. Name one of the animals that has been nominated to become the state's fossil emblem.
4. What are some of New South Wales's state emblems?
  - a. Waratah and platypus
  - b. Sturt desert pea and wombat
  - c. Kangaroo paw and black swan
5. What is Victoria's state bird?
6. What is Victoria's state mineral?
7. What year did Western Australia choose the Gogo fish to be its fossil emblem?
8. Which state has the oldest fossil as its emblem?
9. Complete the following sentence. Dermot hopes that the fossil emblem vote will encourage people to consider a career in \_\_\_\_\_.
10. Illustrate an aspect of the Fossil Emblems story.

## Activity: Pre-viewing questions

**Before** watching the BTN Fossil Emblem story, students will discuss the following and record their responses on an A3 piece of paper.

- What do you think the BTN story will be about?
- Have you ever seen a fossil? Where did you see it and what did it look like?
- Do you know where fossils come from? Describe.
- What else do you know about fossils?

## Activity: Class Discussion

Hold a class discussion about the information in the BTN Fossil Emblem story. Use the following questions to guide discussion:

- What is a state emblem and why do we have them?
- What are the emblems for the state where you live?
- What are fossils?
- What is a fossil emblem?

### EPISODE 25

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#### KEY LEARNING

Students will learn about how fossils are formed and the different types of fossils. Students will explore the fossil emblems shortlisted for Victoria.

#### CURRICULUM

##### Science – Year 4

Earth's surface changes over time as a result of natural processes and human activity.

##### Science – Year 5

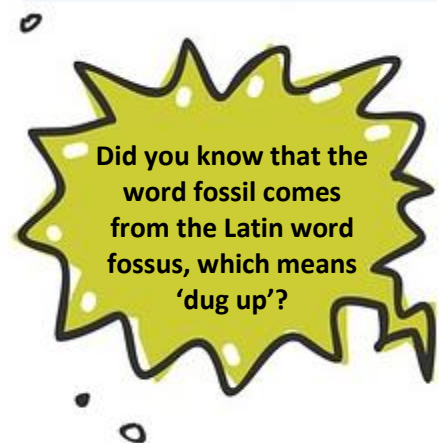
Living things have structural features and adaptations that help them to survive in their environment.

##### Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

##### Science – Year 6

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.



## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Fossil Emblem story. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get your students started.

<b>Fossil</b>	<b>Emblem</b>	<b>Organism</b>
<b>Extinct</b>	<b>Palaeontology</b>	<b>Geology</b>

## Activity: Research

After watching and discussing the BTN Fossil Emblem story, what questions do students have? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i><b>What do I <u>k</u>now?</b></i>	<i><b>What do I <u>w</u>ant to know?</b></i>	<i><b>What have I <u>l</u>earnt?</b></i>	<i><b>How will I <u>f</u>ind out?</b></i>

Students will develop their own question/s to research or select one or more of the questions below.

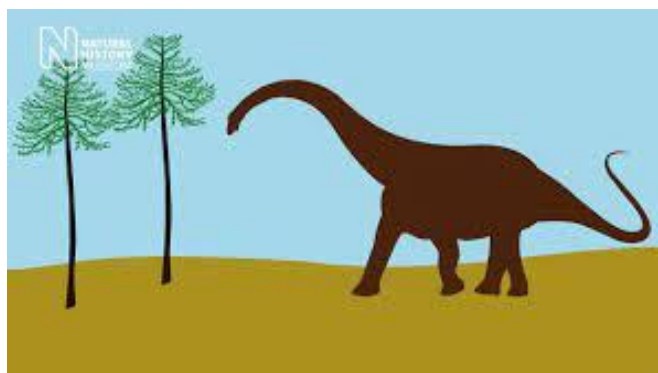
- How are fossils formed? Use illustrations to help describe the process.
- How does finding fossils help scientists learn about the past?
- What are trace fossils? What are some examples?
- What is a coprolite? What can we learn from coprolites?
- How do the layers of the Earth help us to work out the age of fossils?
- What are the different types of fossils? Create a graphic that explains each type.
- What is the role of a palaeontologist? What are the different parts to the job of a palaeontologist and what skills do they need to have? Present your information in a creative way.

### How are dinosaur fossils formed?

Watch [this video](#) that explains the process of how dinosaur fossils formed. Give a short presentation to another student describing the process and include any interesting facts.

### Further investigation

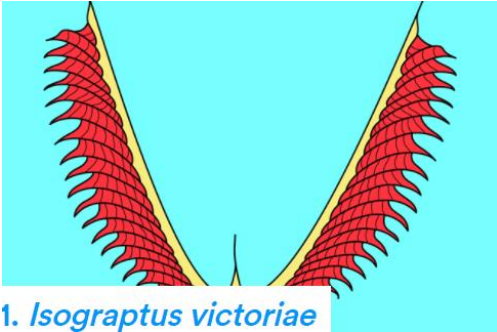
Students can understand how impression fossils are formed by making their own fossil using clay. [Follow the instructions](#) on the Australian Museum website.



## Activity: Meet the fossils

Students will learn more about the fossils shortlisted for Victoria's fossil emblem. Play the short 'Meet the Fossil' video then respond to the following:

- Describe the plant or animal.
- Give reasons why it should be chosen as Victoria's fossil emblem
- Fun Fact



1. *Isograptus victoriae*

[Meet the fossil](#)



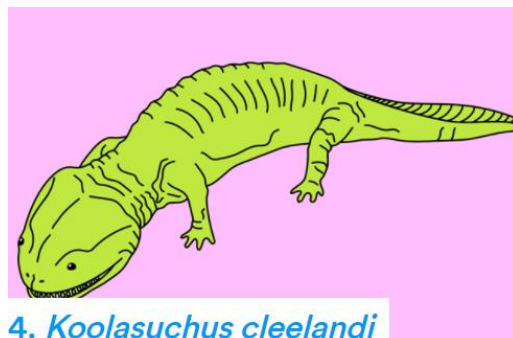
2. *Baragwanathia*

[Meet the fossil](#)



3. *Bishops whitmorei*

[Meet the fossil](#)



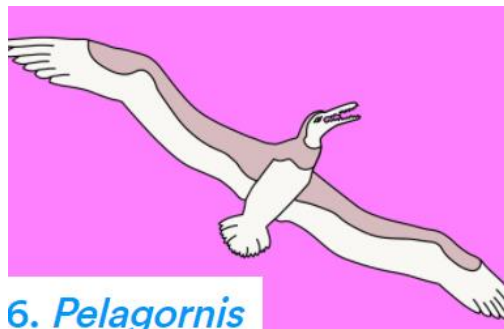
4. *Koolasuchus cleelandi*

[Meet the fossil](#)



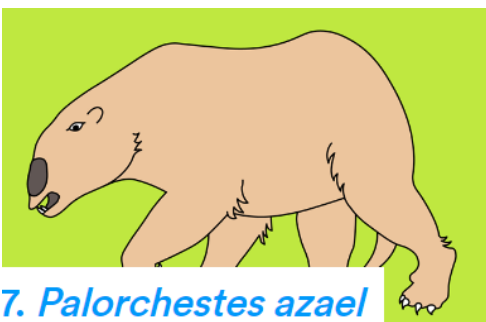
5. *Janjucetus hunderi*

[Meet the fossil](#)



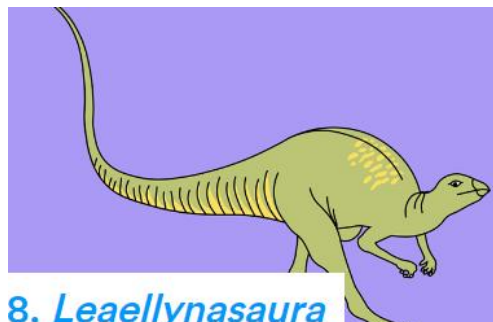
6. *Pelagornis*

[Meet the fossil](#)



7. *Palorchestes azael*

[Meet the fossil](#)



8. *Leaellynasaura*

[Meet the fossil](#)

## Activity: Quiz

1. The word fossil comes from the Latin word *fossus* which means...

- A. Old skeleton
- B. Old Bones
- C. Dug up

2. Scientists who study fossils are called...

- A. Archaeologists
- B. Botanists
- C. Palaeontologists

3. Fossils are found in mostly which type of rock?

- A. Sedimentary
- B. Metamorphic
- C. Igneous

4. Fossils can be preserved in...

- A. Rock
- B. Soil
- C. Amber
- D. All of the above

5. What is fossilised poo called?

- A. Trilobites
- B. Coprolites
- C. Ammonites

6. The oldest known fossil was found in Western Australia.

- A. True
- B. False

Quiz Answers: 1C, 2C, 3A, 4D, 5B, 6A

## Useful Websites

- [Nominations for Victoria's fossil emblem](#) - Melbourne Museum
- [What are fossils?](#) – Australian Museum
- [How are fossils formed?](#) – Australian Museum
- [Should a 'mysterious marsupial' or a giant, round-headed amphibian be Victoria's state fossil?](#) – ABC News