

DINOSAURS:

A CREATIONIST VIEWPOINT

A MULTIDISCIPLINARY UNIT FOR

KINDERGARTEN AND GRADE ONE

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ABOUT THIS UNIT

There can be no question that the topic of dinosaurs is highly motivating to elementary students everywhere. Just the word alone fires up their imagination and curiosity - Where did they come from? Where did they go to? What did they look like? Why aren't there any here on Earth today? If the answers do not come to the pupils from their homes and classrooms, they will then go to the sources which claim to have the answers, however mistaken those sources may be.

The evidence seems clear -- dinosaurs did exist. Too many fossils from too many parts of the world cannot be discounted. Some of those fossils have been discovered even by Christian scientists whose work can be trusted to tell the truth. The fossils do not lie about the size and shape of these creatures, what kinds of foods they ate, whether they lived on land or water or in the air, and many other details of their lives. Even as this unit was being written, newspaper articles were appearing concerning new finds and new information. We could not keep up.

Yet we wanted to be sure that this unit focused on a biblical view of the dinosaurs. What do we, as Christians, believe is true about these creatures of the past? While theories abound, we do know that "...without Bible history, geology can prove nothing. Relics found in the earth do give evidence of a state of things differing in many respects from the present. But the time of their existence, and how long a period these things have been in the earth, are only to be understood by Bible history" (Spiritual Gifts, Vol. 3, p. 93).

The Atlantic Union Conference Office of Education invited the Education Department of Atlantic Union College to review and update their original unit on Dinosaurs. It was decided to divide the unit into three sections:

- a. Kindergarten/ First Grade (one week) in which the pupils are exposed to and learn about the dinosaurs through literature, songs, and art;
- b. Second/Third Grades (two weeks) in which the pupils study the more commonly known dinosaurs - allosaurus, tyrannosaurus, brontosaurus, dimetrodon, protoceratops, triceratops, stegosaurus, ankylosaurus, and pteranodon;
- c. Fourth/Fifth/Sixth Grades (four weeks) in which the pupils learn about dinosaurs in detail, including studying fossils as evidence of the dino-



saur's presence before the Flood. These pupils will also learn how to differentiate between theory and fact.

This unit is meant to be used by all elementary teachers of Kindergarten through sixth grade. A teacher of a single grade may simply use the section of the unit devised for their grade level.

However, the unit is also intended to be user-friendly for teachers of multi-grade classrooms. To this end, the first week of the Grades 2 and 3 section coincides with the lessons taught in the one week of the K and grade 1 section. The first two weeks of the Grades 4 to 6 section coincides with the lessons taught in the two weeks of the Grades 2 and 3 section.

If a teacher has a K to 8 classroom, he or she may spend the first week teaching the lessons to the entire class with individualized lessons for the various grade levels. After the first week, the younger grades would move on to other lessons while the rest of the class would continue another week of learning about more specific dinosaurs. After the second week, only the older pupils would continue with more sophisticated projects. Although the unit is actually written only up to Grade 6, seventh and eighth graders could do the upper-level lessons with a deeper research project planned with the teacher.

UNIT OBJECTIVES

While each section of the unit has its own set of objectives, the following are the overall objectives of the unit:

- a. To strengthen the pupil's faith in the justice, mercy and love of God.
- b. To understand the ingenious methods Satan has used to thwart God's plan.
- c. To understand how man tends to value his own thoughts and theories more than the Scriptures.
- d. To establish faith in Creation.
- e. To understand fossils as evidence of life before the Flood.
- f. To understand the appearance and disappearance of the dinosaurs and what that means to us as Christians today.



Letter to Parents

Dear Parents:

This letter is to inform you of a curriculum unit our class will be studying on the dinosaurs. Because of the great amount of misinformation on this subject to which children are exposed in this day and age, the importance is felt that our schools teach them about the Creationist viewpoint of dinosaurs, where they came from and where they have gone.

The fact of the matter is that children as a whole are very curious about and fascinated with dinosaurs. They are constantly searching for answers concerning these creatures, and in the secular world those answers lead directly to evolutionist theories. If the children accept these answers because they have not been taught anything different by us, the way is paved for an erosion of their faith in God. They need a strong background in biblical truth so that they can reject the lies propounded by the secular world.

The material for this unit was gathered from the Bible, the Spirit of Prophecy, and Christian scientists. We will begin the unit by studying the way the Earth was at Creation, and then how it was changed by sin. This will lead to how and why the Earth was destroyed by the Flood and an explanation of the fossils we find all over the world today. Our young people need such a study to strengthen their faith. It is time to accept the fact that dinosaurs did exist and to understand it from a creationist point of view.

You are invited to share this learning experience with your child in the following manner:

1. Use this unit as a subject for worship. Make the Bible and the Spirit of Prophecy your main resources.
2. Visit museums and study the fossil exhibits. Reconcile them with God's inspired Word.
3. Expand your child's understanding of the changes in this world that are a result of sin.
4. Explain God's plan to restore His original Creation.

It is our wish that as we study this unit that our children may gain a clearer insight into the reasons for our beliefs.

Sincerely,



BIBLE AND SPIRIT OF PROPHECY QUOTATIONS

DESCRIPTIONS OF THE ANTEDILUVIAN AND POST-FLOOD WORLD

BEFORE SIN

Patriarchs and Prophets

p. 44 “As the earth came forth from the hand of its Maker, it was exceedingly beautiful. Its surface was diversified with mountains, hills, and plains, interspersed with noble rivers and lovely lakes...fruitful soil, which everywhere produced a luxuriant growth of verdure...Graceful shrubs and delicate flowers greeted the eye at every turn. The heights were crowned with trees more majestic than any that now exist. The air...was clear and healthful. The entire landscape outvied in beauty the decorated grounds of the proudest palace.”

Education

p. 20-21 “Created to be ‘the image and glory of God,’ (1 Corinthians 11:7) Adam and Eve had received endowments not unworthy of their high destiny. Graceful and symmetrical in form, regular and beautiful in feature, their countenances glowing with the tint of health and the light of joy and hope, they bore in outward resemblance the likeness of their Maker. Nor was this likeness manifest in the physical nature only. Every faculty of mind and soul reflected the Creator’s glory. Endowed with high mental and spiritual gifts, Adam and Eve were made but ‘little lower than the angels’ (Hebrews 2:7), that they might not only discern the wonders of the visible universe, but comprehend moral responsibilities and obligations.

“ ‘The Lord God planted a garden eastward in Eden; and there He put the man whom He had formed. And out of the ground made the Lord God to grow every tree that is pleasant to the sight, and good for food; the tree of life also in the midst of the garden.’ (Genesis 2:8,9). Here, amidst the beautiful scenes of nature untouched by sin, our first parents were to receive their education.”

p. 21 “The book of nature, which spread its living lessons before them, afforded an exhaustless source of instruction and delight. On every leaf of the forest and stone of the mountains, in every shining star, in earth and sea and sky, God’s name was written. With both the animate and the inanimate creation -- with leaf and flower and tree, and with every living creature, from the leviathan of the waters to the mote in the sunbeam,-- the dwellers in Eden held converse,



gathering from each the secrets of its life. God's glory in the heavens, the innumerable worlds in their orderly revolutions, 'the balancings of the clouds' (Job 37:16), the mysteries of light and sound, of day and night, all were objects of study by the pupils of earth's first school."

p. 22 "As it came from the Creator's hand, not only the Garden of Eden but the whole earth was exceedingly beautiful. No taint of sin, or shadow of death, marred the fair creation. God's glory 'covered the heavens, and the earth was full of His praise'. 'The morning stars sang together, and all the sons of God shouted for joy' (Habakkuk 3:3, Job 38:7). Thus was the earth a fit emblem of Him who is 'abundant in goodness and truth' (Exodus 34:6); a fit study for those who were made in His image."

AFTER SIN

MATTHEW 13:39 THE ENEMY THAT SOWED THEM IS THE DEVIL THE HARVEST IS THE END OF THE WORLD AND THE REAPERS ARE THE ANGELS.

GENESIS 6:12,13 AND GOD LOOKED UPON THE EARTH, AND, BEHOLD, IT WAS CORRUPT; FOR ALL FLESH HAD CORRUPTED HIS WAY UPON THE EARTH. AND GOD SAID UNTO NOAH, THE END OF ALL FLESH IS COME BEFORE ME; FOR THE EARTH IS FILLED WITH VIOLENCE THROUGH THEM; AND, BEHOLD, I WILL DESTROY THEM WITH THE EARTH.

Patriarchs and Prophets

p. 57 "The air, which had hitherto been of a mild and uniform temperature, seemed to chill the guilty pair."

p. 61 "The atmosphere, once so mild and uniform in temperature, was now subject to marked changes...."

p. 62 "As they witnessed, in drooping flower and falling leaf, the first signs of decay, Adam and his companion mourned more deeply than men now mourn over their dead. The death of the frail, delicate flowers was indeed a cause of sorrow; but when the goodly trees cast off their leaves, the scene brought vividly to mind the stern fact that death is the portion of every living thing."



p. 63 “The world that God had made was blighted with the curse of sin, and inhabited by beings doomed to misery and death.”

p. 90-91 “In the days of Noah a double curse was resting upon the earth, in consequence of Adam’s transgression and of the murder committed by Cain. Yet this had not greatly changed the face of nature. There were evident tokens of decay, but the earth was still rich and beautiful in the gifts of God’s providence. The hills were crowned with majestic trees supporting the fruit-laden branches of the vine. The vast, gardenlike plains were clothed with verdure, and sweet with the fragrance of a thousand flowers. The fruits of the earth were in great variety, and almost without limit. The trees far surpassed in size, beauty, and perfect proportion, any now to be found; their wood was of fine grain and hard substance, closely resembling stone, and hardly less enduring. Gold, silver, and precious stones existed in abundance.

“The human race yet retained much of its early vigor. But a few generations had passed since Adam had access to the tree which was to prolong life; and man’s existence was still measured by centuries. Had that long-lived people, with their rare powers to plan and execute, devoted themselves to the service of God, they would have made their Creator’s name a praise in the earth, and would have answered the purpose for which He gave them life. But they failed to do this. There were many giants, men of great stature and strength, renowned for wisdom, skillful in devising the most cunning and wonderful works; but their guilt in giving loose rein to iniquity was in proportion to their skill and mental ability.

“God bestowed upon these antediluvians many and rich gifts; but they used His bounties to glorify themselves, and turned them into a curse by fixing their affections upon the gifts instead of the Giver. They employed the gold and silver, the precious stones and the choice wood, in the construction of habitations for themselves, and endeavored to excel one another in beautifying their dwellings with the most skillful workmanship. They sought only to gratify the desires of their own proud hearts, and reveled in scenes of pleasure and wickedness. Not desiring to retain God in their knowledge, they soon came to deny His existence. They adored nature in place of the God of nature. They glorified human genius, worshipped the works of their own hands, and taught their children to bow down to graven images.”

p. 108 “The Lord would not permit these to remain to decompose and pollute the air, therefore He made of the earth a vast burial ground. A violent wind which was caused to blow for the purpose of drying up the waters, moved them with great force, in some instances even carrying away the tops of the moun-



tains and heaping up trees, rocks, and earth above the bodies of the dead. "By the same means the silver and gold, the choice wood and precious stones, which had enriched and adorned the world before the flood, and which the inhabitants had idolized, were concealed from the sight and search of men, the violent action of the waters piling earth and rocks upon these treasures, and in some cases even forming mountains above them,...

"At this time immense forests were buried. These have since been changed to coal, forming the extensive coal beds that now exist, and also yielding large quantities of oil."

p. 112 "Bones of men and animals, as well as instruments of warfare, petrified trees, et cetera, much larger than any that now exist, or that have existed for thousands of years, have been discovered, and from this it is inferred that the earth was populated long before the time brought to view in the record of creation, and by a race of beings vastly superior in size to any men now living. Such reasoning has led many professed Bible believers to adopt the position that the days of creation were vast, indefinite periods.

"But apart from Bible history, geology can prove nothing. Those who reason so confidently upon its discoveries have no adequate conception of the size of men, animals, and trees before the Flood, or of the great changes which then took place. Relics found in the earth do give evidence of conditions differing in many respects from the present, but the time when these conditions existed can be learned only from the Inspired Record. In the history of the Flood, inspiration has explained that which geology alone could never fathom. In the days of Noah, men, animals, and trees, many times larger than now exist, were buried, and thus preserved as an evidence to later generations that the antediluvians perished by the Flood. God designed that the discovery of these things should establish faith in inspired history; but men, with their vain reasoning, fall into the same error as did the people before the Flood--the things which God gave them as a benefit, they turn into a curse by making a wrong use of them."

Great Controversy

p. 338 "Scoffers pointed to the things of nature, -- to the unvarying succession of the seasons, to the blue skies that had never poured out rain, to the green fields refreshed by the soft dews of night,--"

Spiritual Gifts, Volume 3

p. 60 "The descendants of Seth were called the sons of God--the



descendants of Cain, the sons of men. As the sons of God mingled with the sons of men, they became corrupt, and by intermarriage with them, lost, through the influence of their wives, their peculiar, holy character, and united with the sons of Cain in their idolatry.”

p. 64 “But if there was one sin above another which called for the destruction of the race by the flood, it was the base crime of amalgamation of man and beast which defaced the image of God, and caused confusion everywhere. God purposed to destroy by a Flood....”

p. 75 “Every species of animal which God had created were preserved in the ark. The confused species which God did not create, which were the result of amalgamation, were destroyed by the Flood. Since the Flood there has been amalgamation of man and beast, as may be seen in the almost endless varieties of species of animals, and in certain races of men.”

p. 92 “Bones of men and animals are found in the earth, in mountains and in valleys, showing that much larger men and beasts once lived upon the earth. I was shown that very large, powerful animals existed before the Flood which do not now exist.”

p. 95 “God so ordered that men, beasts, and trees, many times larger than those now upon the earth, and other things, should be buried in the earth at the time of the Flood, and there be preserved to evidence to man that the inhabitants of the old world perished by a Flood.”

Spiritual Gifts, Volume 4

p. 121 “There were a class of very large animals which perished at the Flood. God knew that the strength of man would decrease, and these mammoth animals could not be controlled by feeble man.”

Bible Commentary, Volume 1

p. 1086 “Amalgamation brought noxious plants. Not one noxious plant was placed in the Lord’s great garden, but after Adam and Eve sinned, poisonous herbs sprang up. In the parable of the sower the question was asked the Master, ‘Didst, thou sow good seed in thy field? How then hath it tares?’ The Master answered, ‘An enemy hath done this.’”



Selected Messages, Book 2

p. 288 “All tares are sown by the evil one. Every noxious herb is of his sowing, and by his ingenious methods of amalgamation he has corrupted the earth with tares.”

Education

p. 129 “It is true that remains found in the earth testify to the existence of men, animals, and plants much larger than any now known....

“The vast forests buried in the earth at the time of the Flood, and since changed to coal, form the extensive coal fields, and yield the supplies of oil that minister to our comfort and convenience today. These things, as they are brought to light, are so many witnesses mutely testifying to the truth of the Word of God.”

Spirit of Prophecy, Volume 1

p. 74 “Trees, buildings, rocks, and earth, were hurled in every direction. The terror of man and beast was beyond description.”

p. 75 “The animals exposed to the tempest rushed toward man, choosing the society of human beings, as though expecting help of them. Some of the people would bind their children and themselves upon powerful beasts, knowing that they would be tenacious for life, and would climb the highest points to escape the rising water.”

p. 90 “God so ordered that men, beasts, and trees, many times larger than those now upon the earth, and other things, should be buried in the earth at the time of the flood, and there be preserved to evidence to man that the inhabitants of the old world perished by a flood. God designed that the discovery of these things in the earth should establish the faith of men in inspired history.”



DINOSAURS-- A CREATIONIST VIEWPOINT

A MULTIDISCIPLINARY THEMATIC UNIT KINDERGARTEN AND GRADE ONE ONE WEEK

FOCUS: Pupils will be exposed to and learn about the dinosaurs through literature, songs, and art.

OBJECTIVES:

- A. Pupils will learn about and establish their faith in Creation through the study of this unit.
- B. Pupils will demonstrate understanding of the appearance and disappearance of the dinosaurs.
- C. Pupils will focus their studies on five specific dinosaurs--Compsognathus, Oviraptor, Stegaceras, Diplodocus, and Tyrannosaurus.



UNIT RESOURCES

Beall, Pamela Conn, Susan Hagen Nipp, and Nancy Spence Klein. Wee Sing Dinosaurs. Price Stern Sloan, Los Angeles, CA: 1991. *A collection of songs and poems about dinosaur facts, specific dinosaurs, and imaginative dinosaurs.*

Pallotta, Jerry. The Dinosaur Alphabet Book. Charlesbridge Publishing, Watertown, MA: 1991. *You decide - are you learning the alphabet with the help of dinosaurs, or are you learning the dinosaurs with the help of the alphabet? Either way, this is a very informative book about some of the lesser-known dinosaurs.*

Russo, Monica. Dinosaur Dots. Sterling Publishing Co., Inc., New York, NY: 1991. *A very unique dot-to-dot puzzle and coloring book with information provided on each dinosaur presented.*

Schlein, Miriam. What the Dinosaurs Saw - Animals Living Then and Now. Scholastic, Inc., New York, NY: 1998. *An outstanding picture book which focuses on all the creatures which lived in the time of the dinosaurs and are still in existence today. A terrific book for the creationist view of when dinosaurs lived!*

The Visual Dictionary of Dinosaurs. DK Publishing, Inc., New York, NY: 1993. *A very special dinosaur dictionary that includes not only pictures of what we think the dinosaurs looked like, but also real pictures of their fossils and skeletons so that children can see the basis for why we think each dinosaur may have looked that way.*



OTHER POSSIBLE RESOURCES:

*Coffin, Harold. Origin By Design. Review and Herald Publishing Association, Hagerstown, MD: 1983.

Dinosaur Babies. National Geographic Society: 1995.

Dinosaur Discovery - The Ultimate Fact-Packed, Fun-Filled Learning Kit. Cobblehill Books, New York, NY: 1993.

Horner, John R., and James Gorman. Digging Dinosaurs. Harper and Row, Publishers, NY: 1988.

Jeunesse, Gallimard, Claude Delafosse, and James Prunier. Dinosaurs - A First Discovery Book. Scholastic, Inc., New York, NY: 1993.

Lambert, David. The Dinosaur Data Book - Facts and Fiction about the World's Largest Creatures. Avon Books, NY: 1990.

*Lukens, Betty. Days of the Dinosaurs - Feltbook Activity Kit.

Milner, Angela, ed. Dinosaurs. The Nature Company Discoveries Library - Time Life Books: 1995.

*Pinkoski, Jim. A Creationist's View of Dinosaurs and the Theory of Evolution. Amazing Facts, Inc., Roseville, CA: 1997.

West, Linda. Dinosaurs and Dinosaur National Monument. Dinosaur Nature Association: 1988.

Whitfield, Philip. Children's Guide to Dinosaurs and Other Prehistoric Animals. Simon and Schuster Books for Young Readers, Marshall Editions, London: 1992.

*Available through Adventist Book Centers.



POSSIBLE INTERNET RESOURCES

www.dinosaurnature.com

www.dinosauria.com

www.enchantedlearning.com

www.syr.edu

www.zoomdinosaurs.com

www.discovery.com

www.ucmp.berkeley.edu

www.cyberspacemuseum.com

www.edinos.com

www.smarterkids.com

www.dinosociety.org

These sites have a variety of material you may find helpful as you present this unit. A word of caution: Many of these sites do not follow the creation theory; thus, they refer to million of years instead of the creation theory of the age of the earth being approximately 6000 years old.



UNIT OVERVIEW:

DAY 1: Bible - Creation
Science - Dinosaur Overview
Music - Wee Sing

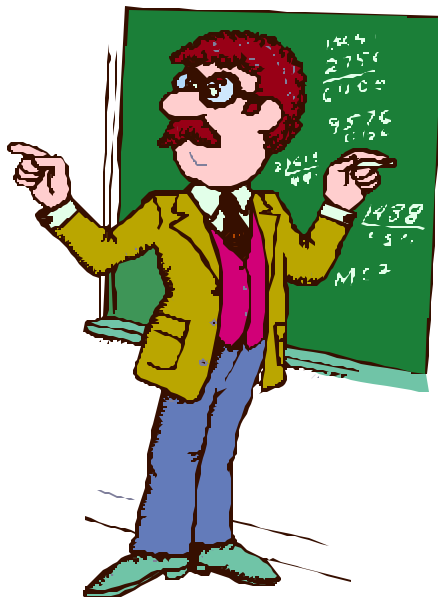
NOTE: This lesson is an overview or review, not an introductory lesson. If the class has not yet had a complete lesson on the Creation, the time should be taken to study it in detail before beginning the Dinosaur unit.

DAY 2: Bible - The Fall of Adam and Eve/Sin/Curse on the Earth
Language Arts - Literature and response

DAY 3: Bible - The Flood
Science - Closer Look at Specific Dinosaurs
Music - Wee Sing

DAY 4: Bible - The Earth after the Flood
Language Arts - Creating a Dinosaur Story
Math - Using Dinosaur Manipulatives

DAY 5: Art - Dinosaur Pictures
Music - Wee Sing



DAY



ONE



DAY 1 - BIBLE

OBJECTIVE:

The pupils will be able to identify at least one creation for each of the six days of Creation.

MATERIALS NEEDED:

Music to "In the Beginning"	Old magazines
Illustrations from the Creation.	Scissors
Basket or bag with pictures or toys representing creations from each of the six days	Paste Crayons or markers

INTRODUCTION:

Introduce the song "In the Beginning." Explain this is going to be a theme song in Bible class this week.

Ask the pupils to close their eyes and imagine the world being dark and empty. If possible, turn off lights and close the blinds to assist with the illusion.

STEPS FOR LESSON:

Talk to the pupils about each of the six days of Creation and what God created on each day. Use illustrations, such as from the Bible Story Book 1, to demonstrate each day's work. Discuss how each new creation affected the Earth as a whole.

Have a basket or bag with pictures or toys that represent various creations. Have pupils take turns drawing an item out and placing them in their correct order of creation.

Both grades: Using old magazines, let pupils cut out pictures in the six cooperative groups to represent the six days of Creation. Place the pictures on the mural.

Read to class from Spirit of Prophecy concerning the newly made world: Patriarchs and Prophets, p. 44. (See "Bible and Spirit of Prophecy Quotations")

EVALUATION:

Have each pupil tell one thing they think Adam and Eve were able to see in the New World God had created for them.



IN THE BEGINNING

Genesis 1:1

Written especially for you boys and girls by Dr. Storm.

Theo E. Storm, MD

In the be - gin - ning God cre - a - ted the

heav - ens and the earth. Hal - le - lu - iah

Hal - le - lu - iah Glo - ry Hal - le - lu - iah

Hal - le - lu - iah Hal - le - lu - iah A - men.

-- Taken from How It All Began
Teacher's Resource Book - NADOE

For a better copy of this song, go to the Teacher's Resource Book, How It All Began, published by the NADOE.



DAY 1 - Science

OBJECTIVE:

The pupils will be able to identify dinosaurs corresponding with letters of the alphabet, focusing on five specific dinosaurs.

MATERIALS NEEDED: The Dinosaur Alphabet Book by Jerry Pallotta

Picture of a Tyrannosaurus

Dinosaur resource book

(See Teacher Resource List)

Drawing/writing paper and crayons/pencils

INTRODUCTION:

Read The Dinosaur Alphabet Book aloud to the class, reading only the regular type, not the italics.

STEPS FOR LESSON:

After reading the entire book through once, go back to each letter. Practice saying the name of the dinosaur.

Explain to the class that we are going to be concentrating on 5 main dinosaurs this week, but they can look at the pictures of all of the dinosaurs in this book. Write the following names on the board:

Compsognathus

Oviraptor

Diplodocus

Stegoceras

Tyrannosaurus

Take the top four names and look at those pages in the book again, discussing what the dinosaur looks like and other details given by the book. If you have one of the resource books listed under Teacher Resources, you can add more details for the pupils.

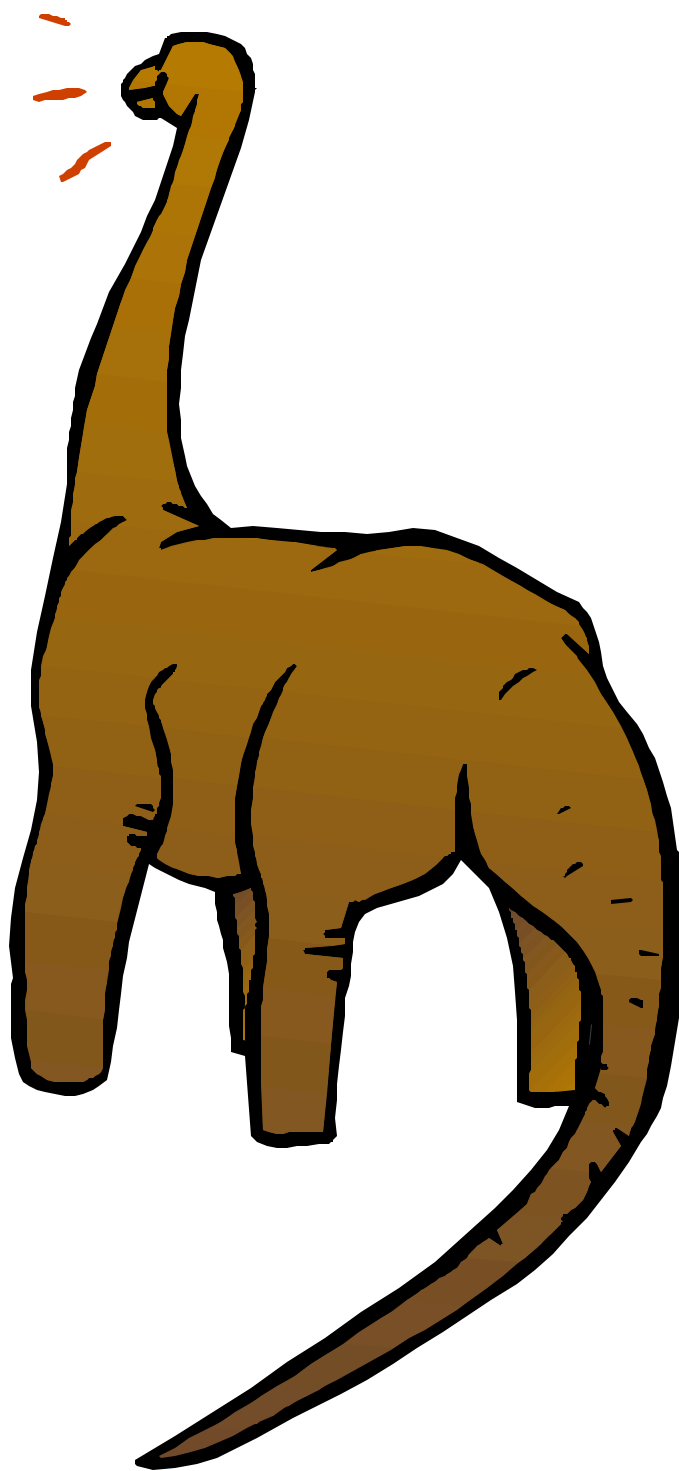
Explain to the pupils that the fifth name is not in the Alphabet Book, but we are adding it to our list because it is the best known of the dinosaurs. Ask them what they already know about the Tyrannosaurus. Fill in details. If you can find a picture, show it to the class.

EVALUATION:

Have Kindergarten draw a picture of the dinosaur they think is most interest-



ing. Have First Grade copy the names on the board onto a sheet of paper and circle the name of the dinosaur they are most interested in. Practice saying the names together with everyone.



DAY 1 - MUSIC

OBJECTIVE: The pupils will learn a song about dinosaurs

MATERIALS NEEDED: Wee Sing Dinosaurs
Keyboard or prerecorded accompaniment

INTRODUCTION:

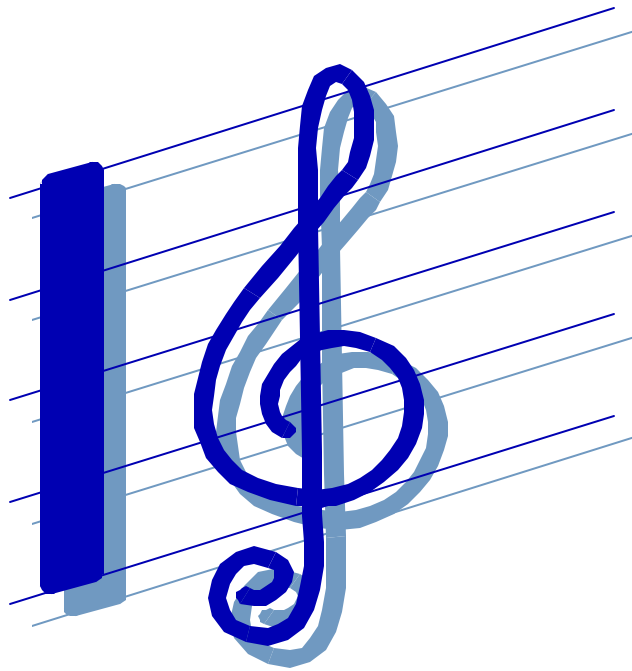
Ask pupils how many of them like dinosaurs. Explain that they are going to learn a song about liking dinosaurs that they can sing all week while studying about the dinosaurs.

STEPS FOR LESSON:

Teach the song "I Like Dinosaurs" from p. 10 of Wee Sing Dinosaurs. If time, the words to "Dinosaur Bones" (also on p. 10) can be sung to the same tune.

EVALUATION:

When class feels comfortable with the original "I Like Dinosaurs," let them try singing it in a round.



DAY



TWO



DAY 2 - BIBLE

OBJECTIVE:

The pupils will demonstrate understanding of how sin changed the earth through before and after pictures.

MATERIALS NEEDED: International Children's Bible

Spirit of Prophecy quotes at beginning of this unit

Pictures of Autumn and Winter

Drawing paper and crayons

INTRODUCTION:

Sing "In the Beginning"

Read Genesis 3 and 4 from International Children's Bible to class.

STEPS FOR LESSON:

Discuss the story of Adam and Eve. Why would they disobey God? Ask pupils if they have ever wanted something so badly that they went ahead and took it or did it even though their parents said, "No" ?

Why did Satan want to destroy God's plan for Earth in particular? Why did God have to punish Adam and Eve after they disobeyed Him? Why did the whole planet have to be cursed? Does that curse still exist today?

Show pictures of Autumn and Winter. Read Spirit of Prophecy quote concerning Adam and Eve's reaction to the first flower dying (Patriarchs and Prophets, p. 62). Do we still mourn when flowers and leaves die in Autumn? Why not?

EVALUATION:

Divide the class into two sections. One section will draw pictures of the Earth before sin. The other section will draw pictures of the Earth after it was cursed. Make a "Before - After" bulletin board to display the pictures.



DAY 2 - LANGUAGE ARTS

OBJECTIVE:

The pupils demonstrate understanding of what existed on the Earth during the time of the dinosaurs by putting together a class book showing "What the Dinosaurs Saw."

MATERIALS NEEDED: What the Dinosaurs Saw by Miriam Schlein
White construction paper
Drawing materials
Pencils (optional)
Method of assembling construction paper into a single book

INTRODUCTION:

Based on what they have studied so far, ask pupils what they think dinosaurs might have seen that is still around on the Earth today.

STEPS FOR LESSON:

Read the book What the Dinosaurs Saw to the class.

What else do the pupils think the dinosaurs saw that we can still see? Write their answers on the board. Make it a counting game similar to the way the book is set up - one spider, two turtles, three worms, and so on.

EVALUATION:

Based on the class discussion, create your own What the Dinosaurs Saw class book. Have each child choose one thing and a reasonable number, then draw a picture on white construction paper to go with those choices. First graders can write the text for their own pictures. Kindergarten may need assistance from their teacher or simply let the book be a pure picture book with no text. Assemble the book in numerical order and place in the class library.



DAY



THREE



DAY 3 - BIBLE

OBJECTIVE:

The pupils will be able to re-enact the scene of Noah preaching about the coming Flood to the antediluvian people.

MATERIALS NEEDED: International Children's Bible

Picture of a mule

Picture of a liger or tyon (half lion and half tiger)

INTRODUCTION:

Sing "I Sing the Mighty Power".

Write "amalgamation" on the board. Explain to the class that this is a very big word which they are going to learn today.

STEPS FOR LESSON:

Explain the following to the class:

Long after Adam and Eve left the Garden of Eden, their children and grandchildren divided themselves into two groups - the Sethites, who followed God, and the Cainites, who did not follow God. For many years, these two groups did not even live near each other. However, the Sethites became curious and began to first visit, then to marry the Cainites. They began to forget about God. They stopped loving and respecting Him. They misused His gifts. They became selfish and greedy.

[Read Genesis 6:5-7 from the International Children's Bible.]

The sin which hurt God the most was "amalgamation," when man began to really destroy what God had created. Amalgamation means the combining, or mixing, of living things to produce other living things that God did not originally create.

Did you know that we have amalgamated animals today? [Show picture of a mule]. Do you know what this animal is? God did not create a mule. A mule only exists when man mixes a horse with a donkey. A mule can't even have babies and make more mules. They **ONLY** exist when man "creates" them.

[Show picture of a liger or tyon]. Here is another animal which God did not create. This animal is made by man from a lion and a tiger. So, you see, we do have amalgamation today. But it is nothing like what was being done before the Flood.

Before the Flood, men were much bigger than they are now. We believe Adam may have been 15 feet tall. [Tell the pupils what your height is and compare it to 15 feet.] The plants and animals were much bigger then, also. We see the



proof of this in the fossils which were left after the Flood.

However, some of these fossils are of poisonous plants, and we know God did not create any poisonous plants in the Creation week, so those plants had to have been made by man. We also see fossils of huge, fierce creatures, like the Tyrannosaurus, which we also know God did not create in the Creation week, so they must have been made by man, also.

God did not like for man to ignore Him and show such disrespect for His Creation. So He decided to wash the whole Earth clean with a Flood that would destroy all of the evil that men were doing. However, He did not want to destroy everything He had made or those people who were still faithful to Him. Unfortunately, there was only one family that was still true to God.

[Read Genesis 6:13-17 from the [ICB](#).]

God told Noah exactly how to build the ark. He was to bring some of everything God had created into the ark. He was to take food for his family and the animals and store it in the ark. Noah did all that God told him to do.

He was also to preach about God and the coming Flood the whole time he was building the ark, and Noah did this. Because it had never rained before, Noah built the ark on dry ground, which caused the curious to come from everywhere to see this crazy old man. When they would come, Noah would preach to them. Some of the people believed him, but still would not turn to God. Some just thought he didn't know what he was talking about and refused to listen to him. They had never seen a flood, and they didn't believe one could happen.

It took Noah over 100 years to build the ark (remember that people lived for hundreds of years back then). The people had plenty of time to turn back to God, but they were stubborn and continued with their evil ways. Finally, the ark was finished.

[Read Genesis 7:1- 5 from the [ICB](#).]

The Flood destroyed everything on Earth that was not inside the ark. Because God did not create the dinosaurs, they were not inside the ark, and so they were destroyed with the rest of the Earth.

EVALUATION:

Put the class into groups of four or five pupils (depending on your class size) to re-enact Noah preaching about the Flood to come. One child in each group will play Noah and the rest will be the people who don't believe him. Let each group practice what they are going to say and do separately, then present their re-enactment to the rest of the class.



What is a mule?

The following is reproduced from the book The Mule by kind permission of its author, Lorraine Travis.

Definition of a mule

A mule is a cross between two species of equine: the horse or pony (*Equus caballus*) and the domestic donkey (*Equus asinus*). The word 'mule' is used for either the cross of a male donkey on female horse or female donkey on male horse, although the latter cross is more correctly known as a 'hinny'.

Despite the fact that both mules and hinnies each have one horse and one donkey parent, the two crosses generally differ from each other in appearance and stature and to some extent in temperament—a fact which has been recognized since they were first bred.

What do mules look like?

The mule proper is said to have the body of a horse with the extremities of a donkey. The most noticeable points are its long ears, short thin mane, which may stand upright like a donkey's or be a little longer and flop over, and a tail which has shortish hairs on the dock a little longer than the donkey's but also has long hairs like the horse's, and is much fuller than the donkey's. The withers are low or non-existent, the back flat with a goose rump, the body flat-sided with weaker quarters than the horse, and also narrower and less deep-shouldered. The legs are, like the donkey's, straight, with small, hard, dense, upright, straight-sided hooves. The head is a little narrower than the donkey's, but otherwise very similar, except for the eyes, which are specifically mule—but difficult to describe.

The hinny generally has the body of a donkey with the extremities of the horse. The ears are shorter than a mule's, the mane and tail longer and thicker, the legs stronger with hooves which are rounder and less upright, the body rounder and deeper, and the head shorter and narrower. The most common coat color is blue-grey roan. However, it is noticeable that hinnies differ far more from each other than do mules, with every imaginable variation, from being almost indistinguishable from a horse, through being mule-like, to being almost indistinguishable from a donkey.



Advantages of mules

Mules, having hybrid vigor, can grow taller than both parents. Weight for weight they are stronger than horses, and are much longer-lived with much longer working lives, although maturing slightly later. They rarely become ill or lame or suffer wounds, can withstand extremes of temperature, can live on frugal rations, have tremendous stamina and resilience and are exceptionally sure-footed.

Hinnies are said to lack hybrid vigor, and it has always been recognized that they are smaller than mules (although this may partly be due to their being carried in a smaller womb), less strong and with less stamina and hardiness.

Mules' temperament

Mules have a reputation for being obstinate and bad-tempered, but as with donkeys, the mule's legendary stubbornness is in fact a manifestation of its talent for self-preservation. There are times when a human finds this 'talent' annoying, when he is disobeyed by a mule, but there are many other times when it can be a great advantage: if a mule takes care of itself, then it follows that it is also taking great care of its cargo, human or otherwise. It is not for nothing that mules are chosen rather than horses to take tourists down the Grand Canyon! By intelligent handling, it is quite possible to foresee occasions on which a mule is likely to be 'stubborn' and to avoid them.

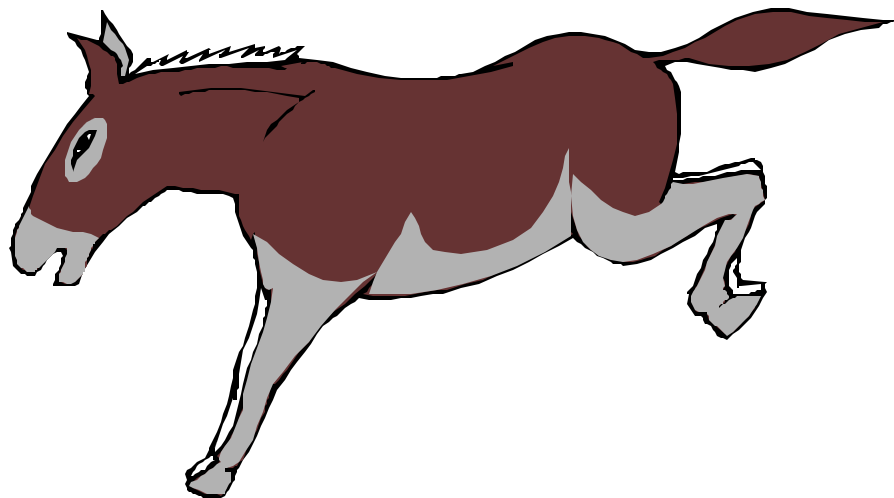
The undeserved reputation for bad temper is, I believe, due to the mule's unexpectedly sensitive and untrusting nature. Until he has learned to trust a person, he is worried that the person may do him harm, and will take defensive action (never offensive) by kicking them, should he feel the occasion merits it. And mules are splendid kickers—they kick fast and accurately, and if a mule misses, it is because he intended to. Unfortunately many of the people who have worked with mules over the centuries have not appreciated this sensitivity, and have not understood another characteristic of the mule: that you cannot force him to do anything, but must persuade him, or organize his work so that he is only asked to do those things which he will want to do. Failure to appreciate this has led to many a battle between man and mule, and to the mule's bad reputation.

Mules are highly intelligent—mule devotees would say more intelligent than horses—and are very quick to learn, with a grasp of a situation which often seems little short of miraculous. This means that their handlers need to be quick-witted to stay one jump ahead of them. A well-trained and handled mule is obliging, kind,



calculating. Being so intelligent, a badly trained and handled mule can be a problem.

Hinnies tend to be more donkey-like in temperament, which may be partly due to the fact that they were reared by donkeys, although this is unlikely to be the whole of the story. They are generally quieter, more compliant, less curious, less adventurous and less independent than mules. Being less sensitive and untrusting, they are less likely to kick, preferring to avoid trouble rather than confront it. Despite their reputation for being less useful than mules, there are many examples of their being much appreciated.



LIGERS—A NEW BREED?

A liger is a cross between a tiger and a lion.

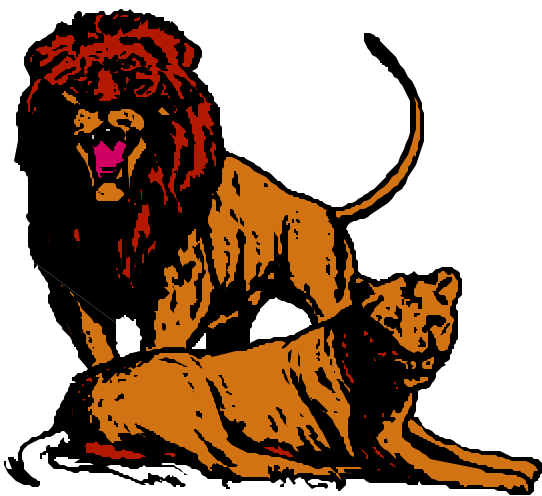
Ligers “inherit” the love of water from the tiger side and the love of love from the lion part.

Ligers are sterile so there is no danger of offspring.

Sambo & Hugs.

Sambo is, as are all ligers, huge, and, as are most ligers, easy going in disposition. Hugs is one of our most intelligent cats, and Sambo is one of the most affectionate (even offering up hand licks, through the cyclone fencing, of course).

When Katherine Twiss had them, Sambo and Hugs were fed dogs (we’re not sure, and do not want to know, where she got them or what condition they were in when offered up). She may have occasionally tossed in a scrap of something else, but not much. As a result, many of our cats have not acclimated to eating the nutritious Nebraska Brand Zoo Carnivore Food we feed. Sambo will eat chicken (about 10 pounds a day) to which we add a concentrated vitamin and mineral supplement. Hugs eats the “logs” of Nebraska just fine.



DAY 3 - SCIENCE

OBJECTIVE:

The pupils will review what they have learned and gain more information about five specific dinosaurs.

The pupils will make their own personal book about the five dinosaurs they have been studying.

MATERIALS NEEDED: The Visual Dictionary of Dinosaurs
Dinosaur Dots by Monica Russo
Pencils and coloring materials
White construction paper
Method of assembling books

INTRODUCTION:

Review the names of the five dinosaurs that they are studying. Write them on the board - Compsognathus, Oviraptor, Diplodocus, Stegoceras, and Tyrannosaurus

STEPS FOR LESSON:

Look at each of the five dinosaurs in The Visual Dictionary of Dinosaurs. Compsognathus is on p. 14-15. Oviraptor is on p. 32, which includes an excellent comparison with the Compsognathus. Diplodocus is on p. 28-29. Stegoceras is on p. 46-47. Tyrannosaurus is on p. 22-23. Except for the Oviraptor, each dinosaur is shown with its skeleton as it has been found. Discuss this aspect in regards to each one, as well as the features which makes each creature unique. Emphasize that the word “dinosaur” is a broad term describing many VERY different animals from before the Flood.

EVALUATION:

Let each pupil make their own “Book of Dinosaurs” using pages from Dinosaur Dots . Use pp. 21, 63, 33, 87, and 95 pictures only for the Kindergarten. First graders could add some text pages with details they have learned about each one. (The text pages in the Dinosaur Dots book are not recommended since they include “When it lived” section. However, the other information on those pages could be read to the children to be included in their own text if they wish.) Have the children draw the dot-to-dot dinosaurs and color the resulting pictures. Then let them make a book cover from white construction paper with their own drawing on the front. Assemble the book (either with hole punch and yarn or stapler) and send them home to show their parents what they have been learning.



DAY 3 - MUSIC

OBJECTIVE:

The pupils will learn two songs about dinosaurs, their sizes, and their footprints.

MATERIALS NEEDED: Wee Sing Dinosaurs

Keyboard or prerecorded accompaniment

INTRODUCTION:

Review "I Like Dinosaurs" from previous lesson. Explain that they are going to learn two new songs about dinosaurs today.

STEPS FOR LESSON:

Teach the song "Footprints" from p. 13 of Wee Sing Dinosaurs. Discuss how footprint fossils can tell us things about the dinosaurs.

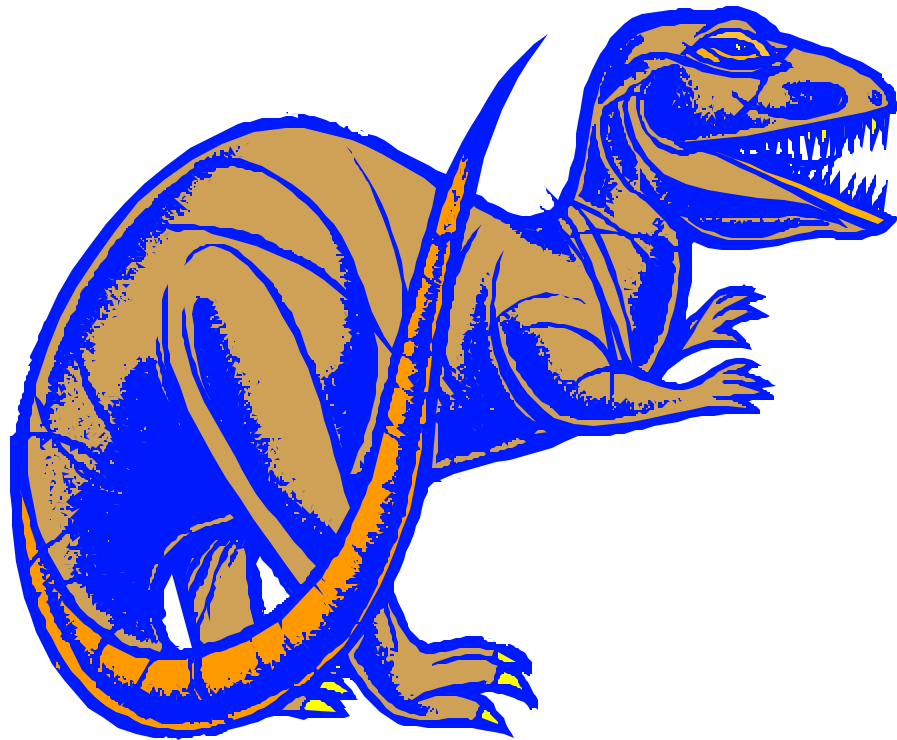
Talk about how we are still learning new information about dinosaurs everyday, especially about their sizes. Teach the song "Big, Bigger, Biggest" on p. 31. Practice saying the names of the four dinosaurs in the song.

EVALUATION:

Review all three songs the children have learned about dinosaurs.



DAY



FOUR



DAY 4 - BIBLE

OBJECTIVE:

Pupils will demonstrate their understanding of what happened to the dinosaurs after the Flood through a “Before - After” mural.

MATERIALS NEEDED: A large sheet of butcher paper
Drawing and coloring materials

INTRODUCTION:

Sing “I Sing the Mighty Power”.

Who here has ever seen a rainbow? What makes a rainbow? (If they answer, “God!”, ask them, “Yes, but do you know HOW God makes the rainbow?”). What promise does the rainbow stand for?

STEPS FOR LESSON:

When Noah and his family stepped off the ark, they were faced with a world that was a total stranger to them. There was nothing at all familiar about it. Try to imagine what it would be like if you left (the name of your town) for a couple a months and a big storm came in and took away the whole town! Your house would be gone. All of your neighbors houses, all of the stores, the school, all of the trees and flowers, EVERYTHING is gone. This happens to people all over the world today. Towns may be hit by tornados, hurricanes, earthquakes, even volcanoes, and nothing will be left that people can recognize of their town. But for Noah and his family, it was more than just a town that was gone. Their entire planet as they had known it was gone! How do you think they felt? [Discussion].

But God had a promise to make to Noah and his family. He wanted them to know that He would never flood the whole Earth again. So He mixed the water that still hung in the air with the beautiful sunlight and He created the rainbow as a sign of that promise. Every time it rains and the sun starts to shine, look around for the rainbow so that you can remember the promise, too.

What had happened to all of the people and animals and other things that had once existed on the Earth? Where were their bodies, for they were nowhere in sight after the Flood. God had buried them deep in the earth, using the water and the wind to cover them up. Eventually they turned to rock, to make the fossils we find today. The forests became fields of coal and lakes of oil which we now use to heat our homes and make our cars run. That is why coal and oil are called “fossil fuels”!

EVALUATION:



Use a piece of butcher paper to make a “Where are the Dinosaurs Now?” mural. Divide the class into two groups. One group will draw a picture showing the Earth with dinosaurs before the Flood on half of the paper. The second group will draw a picture showing where the dinosaurs are today on the other half of the paper. Display the mural on one wall of the classroom.



DAY 4 - LANGUAGE ARTS

OBJECTIVE:

The pupils will create a class action-poem about the five dinosaurs they have been studying.

MATERIALS NEEDED: Wee Sing Dinosaurs

INTRODUCTION:

Read the action poem "Pretend" from Wee Sing Dinosaurs to the class (p. 59).

STEPS FOR LESSON:

Show the class the actions the poem calls for, then read the poem again one or two more times with the class doing the actions.

Explain to the class that while this poem does have one of the dinosaurs they have been studying in it (Tyrannosaurus), they are going to create a class action poem based on their five dinosaurs. Talk about what is unique about each of the five and let the pupils help create the lines for their poem (two lines per dinosaur). As they create the poem, write the lines on the board. Although "Pretend" is made of rhyming couplets, the class poem is not obligated to rhyme. The teacher and the class can make that decision together.

EVALUATION:

Practice the poem until the pupils can say the lines and do the actions from memory.



DAY 4 - MATH

OBJECTIVE:

Use dinosaur manipulatives to teach counting in Kindergarten and to teach adding and/or subtracting in Grade One.

MATERIALS NEEDED:

A bag of dinosaur toy manipulatives (available at most teacher or toy stores).

INTRODUCTION:

With the class sitting in groups of four, place a bowl of dinosaur manipulatives in the center of each group. Have the pupils take ONE handful of dinosaurs from the bowl and place them on their desks. Explain that the dinosaurs are going to help them practice their math today.

STEPS FOR LESSON:

KINDERGARTEN: Have each child count how many dinosaurs they took from the bowl. Ask questions to help them compare their numbers. "Who has exactly five dinosaurs? Who has more than three dinosaurs? Who has less than six dinosaurs? Who has the most dinosaurs in your group? Who has the least dinosaurs in your group? Who has the most dinosaurs in the class?"

1ST GRADE: Tell the following addition story and have the pupils demonstrate it with their dinosaurs. "Once upon a time three dinosaurs met under a huge palm tree. Soon two more dinosaurs came along and also stopped under the palm tree. How many dinosaurs were under the tree in all?" Have the class say together, "Three dinosaurs and two dinosaurs is five dinosaurs in all." Write the number sentence on the board $3 + 2 = 5$. Have each pupil work with a partner and the dinosaurs to create their own dinosaur math problem. (If this unit is being taught later in the school year when the class is studying subtraction, the same lesson could be used for that operation.)

EVALUATION:

KINDERGARTEN: Line up numeral cards along the front of the room. Have each child place their group of dinosaurs in front of the correct card. Repeat the lesson with the pupils using TWO handfuls of dinosaurs.

GRADE ONE: Let the groups share their dinosaur problems and write his or her addition sentence on the board.



DAY



FIVE



DAY 5 - ART

OBJECTIVE: The pupils will reinforce their learning about dinosaurs by completing a macaroni dinosaur picture.

MATERIALS NEEDED: Outline pictures of at least three dinosaurs (taken from The Dinosaur Alphabet Book and/or The Visual Dictionary of Dinosaurs)--Another excellent location for pictures is found at: www.zoomdinosaurs.com
Uncooked macaroni colored with spray paint of various shades
Paste
Crayons

INTRODUCTION:

“What do you usually use macaroni for? Have you ever seen red macaroni? [Hold a piece up] How about blue or yellow or green macaroni? [Hold pieces up]. Today we are going to use macaroni to make a picture of a dinosaur!”

STEPS FOR LESSON:

Have each pupil choose a picture of one of dinosaurs to work with. Have them paste the picture onto a sheet of drawing or white construction paper (Kindergarten teachers may wish to do this ahead of time for their class). The pupil will first draw and color a background for the picture. Then she will “color” the dinosaur by pasting the colored macaroni onto the picture. (Teacher should have painted the macaroni at least 24 hours earlier to be certain the paint is dry before using). Be sure the paste is thick enough to hold the macaroni in place when the picture is held up. Allow the pictures to dry thoroughly for at least 24 hours.

Display the finished pictures.

EVALUATION:

Have each pupil share his or her picture with the class and tell why they chose that particular dinosaur to work with.



DAY 5 - MUSIC

OBJECTIVE:

The pupils will learn two songs about dinosaurs they have been studying.

MATERIALS NEEDED:

Wee Sing Dinosaurs

Keyboard or prerecorded accompaniment

INTRODUCTION:

Review "I Like Dinosaurs Footprints" and "Big, Bigger, Biggest" from previous lessons. Explain that they are going to learn two new songs today about dinosaurs they have been studying.

STEPS FOR LESSON:

Teach the song "Compsognathus" from p. 41 of Wee Sing Dinosaurs and practice it several times.

Talk about the sounds dinosaurs may have made. Teach the song "Dinosaur Sounds" on p. 18, focusing on the first, second, fifth, and sixth verses (Who knows?, Tyrannosaurus, Diplodocus, and Compsognathus). If you wish, you could create two more verses for the Stegoceras and Oviraptor with the pupils' help. Practice the song several times.

EVALUATION:

Review all five songs the children have learned about dinosaurs. Make a tape recording or video recording of the class singing their dinosaur repertoire.



OTHER ACTIVITIES YOU MAY WISH TO DO

ACCORDION BOOKS

Materials: Butcher, shelf, or construction paper
crayons or markers
Writing paper
Glue
Pencils
Scissors

Cut the paper to the desired length. Fold the paper in half lengthwise for greater strength. Then fold it into equal segments, accordion-style.

For a Postcard Book, the pupils can describe a field trip to a museum or dinosaur park by creating an accordion book of postcards showing the highlights of the field trip.

For a Class Book, each pupil would take a page of the accordion book to write about and illustrate a dinosaur.

Accordion books can be horizontal or vertical.

CHAINS

Materials: Paper strips (approximately 3" x 12")
Crayons/markers
Glue or stapler
Pencils

Decide on the topic and the type of chain (individual or class) you want to make. Have pupils write and/or draw information on the paper strips and assemble the chains using glue or staples.



MOBILES

Materials: Assorted construction paper
Wire hangers or empty cardboard rolls
Pictures of dinosaurs (use those found in
www.zoomdinosaurs.com or make your own)
Crayons or markers
Paper punch
Yarn or string
Scissors
Glue

Give each pupil a full set of the dinosaur pictures. Have them color the pictures, then cut out the outline. Glue each cutout to a piece of construction paper and cut out again. Use a paper punch to make a hole where the black dot is on each picture. Use yarn or string to hang pictures from a hanger or an empty cardboard roll. Paper towel rolls work the best. You may wish to cover the roll with construction paper or color them before attaching the pictures. Hang mobiles around the classroom.

DINOSAUR CONCENTRATION

Make two copies of several small dinosaur shapes (if you do the mobile activity, you could use those pictures for this activity also). Make each picture about 4" x 6". Glue each picture to an index card of the same size. Put the cutout pairs on a tabletop. Turn the pieces face down and mix them up. Let the pupils take turns turning over two shapes and trying to find the match. When a match is made, leave it turned face up.

DINOSAUR EGGS

Tape or write a numeral on the outside of several plastic eggs. Provide small cutouts of dinosaurs (use a copy machine which can make copies smaller and the mobile pictures). Have the pupils place the appropriate number of baby dinosaurs inside each egg. Keep the eggs in a real egg carton.



BIG - BIGGER - BIGGEST

Cut out three dinosaurs of graduated sizes. (Use a copy machine which can make copies larger or smaller and pictures from the mobile activity). Talk about the size of each dinosaur. Have the pupils place them in order from big to biggest. Then, mix them up and ask the pupils to place them in order from biggest down to big.

DINOSAUR WALK

Have pupils move like dinosaurs as a record, audio tape, or CD is played. Choose music to go with:

- a. Walking slowly, giant steps of the brachiosaurus
- b. Running with fierceness of the tyrannosaurus
- c. Walking, stretching out a long dinosaur neck
- d. Walking, waving a long dinosaur tail
- e. Hopping like the oviraptor



VEGETARIAN DINOSAUR RECIPES

DINOSAUR STEW

Ingredients:

3 carrots	5 garlic cloves, mashed
3 potatoes	1 bay leaf
2 green squash	2 sprigs cilantro, chopped
1 bell pepper	1/2 teaspoon cumin
2 onions, chopped	2 teaspoons salt
2 tablespoons vegetable oil	3 cups water
1 can garbanzo beans	6 oz. can of tomato sauce
2 or 3 vegetable bouillon cubes	

Wash hands. Let the pupils use table knives or plastic knives. Each pupil works on a towel or a piece of waxed paper and cuts part of one vegetable into very small pieces (carrots, potatoes, green squash, bell pepper). Put the following ingredients in a large pot: carrots, potatoes, green squash, bell pepper, bouillon, bay leaf, and water. Cook until vegetables are tender and add garbanzo beans. Saute' onions in vegetable oil until clear. Add cilantro, cumin, and salt. Continue cooking and add tomato sauce. Cook for 5 more minutes and then add to cooked vegetables. Cook for 15 minutes more. Serve in bowls or paper cups.

DINOSAUR EGGS

Ingredients:

1/4 cup margarine	10 oz. marshmallows
5 to 6 cups Rice Krispies-type cereal	

Melt butter and marshmallows over low heat. Add cereal and stir well. Cook for 5 minutes.

Wash hands. Let the mixture cool before giving each pupil a spoonful of the mixture to form into an egg shape. Let them work on a paper towel or piece of waxed paper.



DINOSAUR DIP

Ingredients:

1 ranch dressing package	green food coloring
broccoli	carrots
cauliflower	cucumbers
green, red, and yellow peppers	zucchini
any other desired vegetables	small cups
plastic spoons	

Cut up the vegetables to right size for dipping. Give each pupil a cup and a spoon. Allow him/her to pour a small amount of dressing into the cup, then add 2 or 3 drops of food coloring. Have each pupil stir his/her dressing until the dip is green, then dip desired vegetables in to eat.

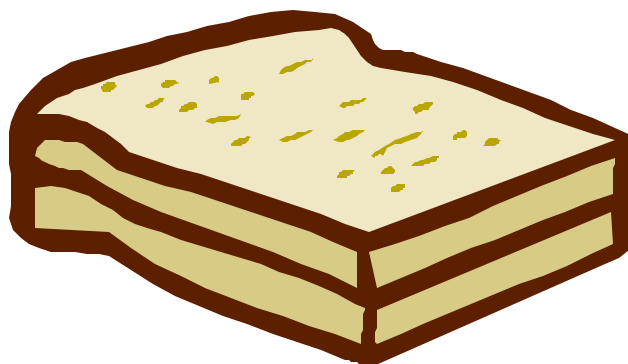
DINOSAUR SANDWICHES

[Be certain you have no pupils with peanut allergies before doing this activity. Some allergies are so strong the child cannot even smell peanuts without having problems. Perhaps a non-nut based filling could be used for the sandwiches instead.]

Ingredients:

- 1 loaf of whole wheat bread
- peanut butter
- any all fruit jelly
- dinosaur shaped cookie cutters

Each pupil will make his or her own peanut butter and jelly sandwich. Then allow the pupils to use dinosaur-shaped cookie cutters to cut their sandwiches.



VACATIONING WITH THE DINOSAURS MUSEUMS

UNITED STATES

Alaska

University of Alaska Museum
Fairbanks, AK (907-474-7505)

Arizona

Museum of Northern Arizona
Flagstaff, AZ (520-774-5211)

California

San Diego Natural History Museum
Sand Diego, CA (619-232-3821)

California Academy of Science
San Francisco, CA (415-750-7145)

Natural History Museum of Los Angeles County
Los Angeles, CA (213-763-3466)

University of California Museum of Paleontology
Berkeley, CA (510-642-1821)

Colorado

Denver Museum of Natural History
Denver, CO (800-925-2250)

Devils Canyon Science & Learning Center
Fruita, CO (970-858-7282)

Dinosaur Valley/Museum of Western Colorado
Grand Junction, CO (970-243-3466)



Connecticut

Peabody Museum of Natural History
New Haven, CT (203-432-5050)

Florida

Museum of Science and History
Jacksonville, FL (904-396-7062)

Georgia

Fernbank Museum
Fernbank, GA (404-370-8080)

Illinois

Field Museum of Natural History
Chicago, IL (312-922-9410)

Fryxell Geology Museum
Augustana, IL (309-794-8513)

Indiana

Children's Museum of Indianapolis
Indianapolis, IN (317-924-KIDS)

Kansas

Sternberg Museum of Natural History
Hays, KS (913-628-4286)

Museum of Natural History of the University of Kansas
Lawrence, KS (913-864-4540)



Louisiana

Audubon Institute Pathways of the Past Museum
New Orleans, LA (504-861-2537, ext. 441)

Louisiana State University Museum of Geoscience
Baton Rouge, LA (504-388-2855)

Louisiana Arts & Science Center
Baton Rouge, LA (504-344-LASC)

Massachusetts

The Museum of Comparative Zoology
Cambridge, MA (617-495-3045)

Museum of Science
Boston, MA (617-723-2500)

Pratt Museum of Natural History
Amherst, MA (413-542-2165)
Dinosaur trackways and other fossils

Michigan

Cranbrook Institute of Science
Bloomfield Hills, MI (810-645-3200)
Also sponsors dino digs to the west.

Michigan Dinosaur Discovery Center
Sturgis, MI

University of Michigan Exhibit Museum of Natural History
Ann Arbor, MI (313-763-4190)

Minnesota

The Science Museum of Minnesota
Saint Paul, MN (612-221-9488)



Missouri

St. Louis Science Center
St. Louis, MO (314-289-4444)

Montana

Museum of the Rockies
Bozeman, MT (406-994-2652)

Old Trail Museum
Choteau, MT (406-466-5332)

Carter County Museum
Ekalaka, MT (406-775-6886)

New Jersey

New Jersey State Museum
Trenton, NJ (609-292-6330)

Princeton Natural History Museum
Princeton, NJ (609-258-3000)

New Mexico

New Mexico Museum of Natural History & Science
Albuquerque, NM (505-841-2800)

Ruth Hall Museum of Paleontology
Ghost Ranch, NM (505-685-4333)

New York

American Museum of Natural History
New York, NY (212-769-5100)

The New York State Museum
Albany, NY (518-474-5877)



Buffalo Museum of Science
Buffalo, NY (716-896-5200)

North Carolina

State Museum of Natural Sciences
Raleigh, NC (919-733-7450)

North Dakota

Dakota Dinosaur Museum
Dickinson, ND (701-225-3466)

Leonard Hall, University of North Dakota
Grand Forks, ND (701-777-2811)

Ohio

Cleveland Museum of Natural History
Cleveland, OH (216-231-4600)

Pennsylvania

Academy of Natural Sciences
Philadelphia, PA (215-299-1020)

Wagner Free Institute
Philadelphia, PA (215-763-6529)

Carnegie Museum of Natural History
Pittsburgh, Pa (412-622-3172)

State Museum of Pennsylvania
Harrisburg, PA (717-787-4978)

South Dakota

Black Hills Museum of Natural History
Hill City, SD (605-574-4289)



Museum of Geology
Rapid City, SD (605-394-2467)

Tennessee

Creative Discovery Museum
Chattanooga, TN (423-756-2738)

Texas

Houston Museum of Natural Science
Houston, TX (713-639-4600)

Dallas Museum of Natural History
Dallas, TX (214-421-3466)

Fort Worth Museum of Science and History
Fort Worth, TX (817-732-1631)

Shuler Museum, Souther Methodist University
Dallas, TX (214-768-2760)

Utah

Dinosaur National Monument
Near Jensen, UT (800-477-5558)

Utah Field House of Natural History/Dinosaur Depot
Vernal, UT (801-789-4002)

College of Eastern Utah Prehistoric Museum
Price, UT (801-637-5060)

Utah Museum of Natural History
Salt Lake City, UT (801-581-4303)

Brigham Young University Earth Sciences Museum
Provo, UT (801-378-2232)



Virginia

Virginia Living Museum
Newport News, VA (757-595-1900)

Virginia Museum of Natural History
Martinsville, VA (703-666-8600)

Washington

Pacific Science Center
Seattle, WA (206-443-2001)

Washington, DC

National Museum of Natural History (The Smithsonian)
Washington, DC (202-357-2700)

Wisconsin

Milwaukee Public Museum
Milwaukee, WI (414-278-2700)

University of Wisconsin Geology Museum
Madison, WI (608-262-1412)

Wyoming

University of Wyoming Geological Museum
Laramie, WY (307-766-4218)

The Wyoming Dinosaur Center
Thermopolis, WY (307-864-2997)



CANADA

Alberta

Drumheller Dinosaur and Fossil Museum
Drumheller, Alberta (403-823-2593)

Royal Tyrrell Museum of Paleontology
Drumheller, Alberta (403-823-7707)

Provincial Museum of Alberta
Edmonton, Alberta (403-453-9100)

Nova Scotia

Fundy Geological Museum
Parrsboro, N.S. (902-254-3814)

Ontario

Royal Ontario Museum
Toronto, Ontario (416-586-5549)

Canadian Museum of Nature
Ottawa, Ontario (613-996-3102)

Saskatchewan

Royal Saskatchewan Museum & Fossil Research Station
Eastend, Saskatchewan (306-295-4144)

Saskatchewan Museum of Natural History
Regina, Saskatchewan (306-787-2815)

