



Skull Detectives Lab Sheet

Team/ Partner Names _____ Date _____ Period _____

PART I: Skull Detectives:

The numbers of your 3-D skull and 2-D models at your lab station are: ____ ____ ____

1. Skull Parts: EYES

- a. What type of vision does your animal 3-D skull have? (monocular or binocular?)

- b. Predator vs. Prey: Would you guess that your 3-D skull is a predator species, or a prey species, based on the placement of eyes?

2. Skull Parts: TEETH Observations

Type of Teeth	3-D Model # ____	2-D Model # ____	2-D Model # ____
a. Use the chart below to record descriptive observations about the teeth of all skull replicas at your station (e.g. sharp, long, flat, short, location in skull, quantity, etc.)			
Incisors			
Canines			
Cheek teeth(Pre-molars & Molars)			
Consumer Type	3-D Model #	2-D Model #	2-D Model #
b. Circle your guess for CONSUMER TYPE	Primary Secondary	Primary Secondary	Primary Secondary
Food Chain & Consumer Type			
c. Circle the consumer type:	Herbivore Carnivore Omnivore	Herbivore Carnivore Omnivore	Herbivore Carnivore Omnivore



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Part II: Skull Identification

1. Use the dichotomous key at your lab station to guess the species of your 3-D skull. Once you have identified your 3-D skull, ask your teacher for the name cards that belong to each of your models. Record the species of each of your models below.

____ 3-D Skull Species:

____ 2-D Skull Species:

____ 2-D Skull Species:

2. Were you correct in your observations about the type of consumers at your station? Why or why not? What do you now realize, knowing the identity of your skulls?

Part III: The World of Your Skulls

1. Is your 3-D skull animal a primary consumer or a secondary consumer?
2. Please create a food chain that includes the animal of your 3-D skull and record your answer below.



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3. Please create a food web that includes all 3 of the animals at your lab station and record your answer below. (No fewer than 6 organisms.) Collaborate with a neighboring group for their initial food chain for ideas!
4. What would happen to your 3-D skull animal's population if there was a historic drought in the habitat where it lives?
5. A city developer has decided to build a large housing development in the habitat of the food web you created in question #2. How might this impact the population of your 3-D skull animal? Which animal population of the models at your lab station would be impacted the greatest and why?



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6. Once you have completed the section above, pick 2 questions from below to discuss as a group. Please record some of the group's thoughts in the space provided below.
- a. How do my actions impact the food web around my home?
 - b. What profession would use the skills of skull identification as a part of their job?
 - c. How does the human skull compare to these other animal skulls?
 - d. How might animal skulls in groups such as reptiles, birds, or amphibians differ from the skulls of mammals?
 - e. What stories or human uses can you think of associated with the animal skulls you studied?
Investigate Cherokee stories and traditional uses connected to the various animals.

