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Abstract

Bringing cutting-edge scientific research into classrooms is pedagogically effective, fun and inspirational for students. Most obstacles to bringing research into classrooms involve identifying appropriate research topics and samples, and many times the samples involve specialized or expensive equipment. The Aurora Mastodont Project (AMP) can provide an opportunity to bring authentic research into K-16 classrooms and labs with limited logistics. We will send to your classroom a sample of screenwash to be analyzed and processed by your students.

The 2004 AMP was a joint project between the City of Aurora, the Illinois State Museum and Waubonsee Community College to uncover a (rumored) fourth mastodont skull left after multiple mastodont remains were discovered in the 1930's by the Civil Works Administration (3 skulls, 1 jaw, 3 tusks, 3 ribs, 1 scapula, 1 ulna, 1 femur, toe bones, 1 set of articulated cervical vertebrae, 1 set of articulated thoracic vertebrae). The 2004 AMP did not recover any additional mastodont remains, but it did illustrate the scientific and pedagogic importance of the Aurora Mastodonts. One of the many results of the 2004 AMP was that we now have significant quantities of sediment from the layer that the original mastodonts were discovered in that was systematically excavated, washed, and recorded, thereby retaining its stratigraphic control. This screenwash contains small bones, snails, plants, and other debris. Small screenwash samples (~1 liter) will be sent to classrooms for sorting and description, engaging students as collaborators in site interpretation of the project. This project is contributing to current research into climate change during the most recent glaciation 30,000 to 10,000 years ago, and extinct Midwestern megafauna. Analyses of the processed screenwash can incorporate data processing and analysis techniques, as well as interpretation of Illinois and Midwest climates, and discussion of the broader global conditions using lesson plans that will be provided.

Samples of screenwash, instructions, and lesson plans will be available, as well as contact information for obtaining samples to be used in your classroom.



AMP 2004

The Aurora Mastodont Project in 2004 was a joint collaboration between Waubonsee Community College, the City of Aurora, the Illinois State Museum, and the Illinois State Geological Survey. Our goal was to recover additional mastodont remains to improve the scientific understanding of the mastodonts environments in which they lived.

Mastodon Lake in Phillips Park (the star in the figure below) is within a kettle that is in glacigenic sediments of the Wisconsin Episode in Northeastern Illinois. Phillips Park is east of the Elburn Complex and west of the Minooka Moraine.







555 men working for the Civil Works Administration (1933–1935) with picks and shovels were digging a municipal lake, when they uncovered remains of several extinct animals 4 to 7 feet below the ground surface in marl. Bones of American mastodont (Mammut americanum) and giant beaver (Castoroides ohioensis), trumpeter swan (Cygnus buccinator), White-tailed deer (Odocoileus virginianus), and elk (Cervus elaphus) were recovered. The mastodont remains included 3 skulls, 3 tusks, a lower jaw, a femur, a scapula, and an articulated series of cervical and thoracic vertebrae. Many of ¹ these mastodont bones are currently on display in the Phillips Park Visitors Center and Mastodon Gallery. Oral history of the CWA project includes stories that at least 1 mastodont skull was uncovered and then reburied.

The American Mastodont (*Mammut americanum*) is an extinct member of the same order (Probiscidea) of today's Asian elephant (*Elephas maximus*) and African elephant (Loxodonta Africana). It is similar in size to today's elephants, but smaller than mammoths. The major differences between mastodonts and mammoths are that mastodonts have a broad and flat skull, simple "straight" tusks, and conical molars. In fact the term mastodont literally means "nipple tooth" in Greek. A more accurate name is mastodont, although that is commonly (and not incorrectly) simplified to mastodon.

Aerial photograph of Mastodon Lake, named in honor of the mastodont remains found by the CWA. The bones found in 1933 were located along the eastern shore (right) of what is today Mastodon Lake. The dark line indicates the interpreted shoreline of the original lake during the Late Pleistocene









Bring authentic research to your K-16 class or lab with AMP-MAP (Aurora Mastodont Project - Matrix Analysis Project)

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What happened in the 2004 Aurora Mastodont Project? pump • Excavation grid established and surveyed 💓 tree Systematic excavation of 10 m2) 1 2 meters backhoe





Photograph by J. S. Oliver

Aurora Mastodont #1

(Mammut americanum)

Kane County, Illinois



11,130+/-30 RC yr BP (UCIAMS-19329) [13.110 - 12.955 BP]

0.1 to 1.1 Mix of black earth, marl, & clay pidgeons black clay loam (occasional dark grey sandy silt with tan sandy silt lens black clay loam with organic 0.1 to 0.4 rich lens at base 0.3 to 0.7 Marl grey silt with abundant & fish; mastodont material recovered in 1930's

Gyttja	1 (+/-)	gre
(Grayslake		
Peat)		
Lake mud	?	blue
(Equality Fo	ormation)	?

What is screenwash?

The 'bone bed' of Mastodon Lake is in a layer of marl that was the target of our 2004 excavation. The marl was carefully removed from the site, and transported to the screenwash area, where it was washed to remove most of the marl, leaving the larger clasts and fossils. This was great fun in the hot summer months!









What you will get

You will receive approximately 1 quart of screenwashed matrix from the 2004 AMP, a list of instructions, a powerpoint presentation you may use as part of the introduction to your class, and a set of lesson plans that you may use in addition to the introduction to create a longer unit.

What you will do

- Present to your class any introductory lessons you feel is adequate for background information
- Perform the screenwash analyses. It is estimated that a class of 20 to 30 students can process about 1/2 quart of screenwash in a normal class period. You may request more screenwash if you want to extend the experience.
- Analyze your results by compiling the weights of the various fractions, and sending the data and processed samples back to the Illinois State Museum. Your data will be recorded in our data base, and you will be able to see your results relative to the whole project at http://www.waubonsee.edu/faculty/dvoorhees/index.html Optional
- Sort the rock fragments into types and separate out slag. Identify species of gastropods and plant remains and use it to develop an environmental interpretation.



Sugge	sted sequen	ce of lessons
Core	Optional	
C1		Pre-Assessment
	01	Geologic time
C2		Ice Age
C3		Glaciers
	02	Recipe for a Glad
	O3	Pleistocene depo
	O4	Glacial till ID
C4		Pleistocene meg
C5		Glacial Geology
	06	Pleistocene Prob
	07	"The tooth is in
	08	How Big Is It?
	09	Fossils
C6		Screenwash
C7?		Screenwash
C8?		Screenwash
C9		Post-assessment



Acknowledgements

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ILLINOIS STATE MUSEUM



Equipment you will need

- Tweezers for each student
- Paper to sort screenwash on
- Hand lenses or microscope
- Scale to weigh screenwash before and after sorting
- Ruler (mm) to sort rocks and artifacts into size categories • Optional:
- o Spreadsheet program for data analyses o Binocular microscope for gastropod study

Subject Pre-assessment Construction and study of geologic time Discoveryschool.com lesson Glacier movement and how it sculpts a landscape Using ice cream to model glacier formation & movement Understand mammoth, mastodont, saber-tooth tiger Illinois State Museum 'Gliding Glaciers' Study differences between Pleistocene elephants the molars" Study difference between molars of mastodonts & mammoths Study true size of saber-tooth cat Study of fossilization & fossils Process & sort Sort & analyze Analyze and investigate Summary & finishing KWL chart

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