



## Extinction Drama

Would you rather be a mighty meteorite or a triumphant triceratops, a violent volcano or terrifying tyrannosaurus?

As the dinosaurs died out, they left many ecological niches to be filled by those animals who had managed to survive this dramatic time; mammals! Up until this point, mammals were mainly small, burrowing creatures which then grew and evolved into the amazing variety we now see on this planet. This became known as the Age of the Mammals and is the age we are still in.

Having found out about past extinctions through research your class will perform a drama based around the extinction of the dinosaurs.

Making science fun with expressive arts, this activity enables pupils to develop curiosity and understanding of the environment and the animals within it.

Workshop	Title	Pre/Post	Suggested CfE Stage
Dinosaur Detectives	Extinction Drama	Post	First/Second/Third

### Learning Intention

- We are learning how extinctions effect various populations of animals and plants.
- We are learning to use drama to present science.

### Task

We will perform an unscripted drama about the extinction of the dinosaurs and the rise of the mammals.

### Success Criteria

- Your drama will include reference to the extinction of the dinosaurs and the effects this had on the mammal population.

### Evidence Ideas

Peer assessment marking sheet including “best bits”, “things I have learnt” and “improvements”. This could be carried out as each group delivers their drama, or as an overall class discussion after the activity.



## CfE Capacities

### Successful Learners:

- able to link and apply different kinds of learning in new situations while thinking creatively and independently.

### Effective Contributors:

- with an enterprising attitude, able to communicate in different ways and work in teams.

## CfE Outcomes

### Science – Planet Earth (Biodiversity and interdependence)

I can identify and classify examples of living things, past and present, to help me appreciate their diversity.  
I can relate physical and behavioral characteristics to their survival or extinction. SCN 2-01a

### Expressive Arts – Drama

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a

I can create, develop and sustain a realistic or stylized character through the use of voice, movement and language. EXA 3-12a

## Description

Working collaboratively in groups, pupils will lead their own research into the extinction of the dinosaurs and the subsequent rise of the mammals. We have included lots of references for you below to help with this. Once pupils have completed their research, they can now consider their story; Who will be the main character, will there be a big bold dinosaur and a small timid mammal? Will the group act out a massive meteorite impacting onto Earth?

Ask your class to consider:

- Setting (temperature, time of day, geographic location)
- Characterization (is the main character a *timid* pterodactyl, or a *big bold* brontosaur. Is there a bad guy in the story?)
- Structure (the drama should have a beginning, middle and end)

Finally each group could perform their drama to the rest of the class.

The meteorite theory is still the most popular but there are others and we have provided links to them too. You may want to expand the drama by having different groups investigating the different theories. Each group can then learn from the research of their peers.

## Web Resources

<http://www.pbs.org/wgbh/nova/sciencenow/3318/01-susp-flash.html>  
<http://www.pbs.org/wgbh/nova/sciencenow/3318/01.html>  
[http://www.bbc.co.uk/sn/prehistoric\\_life/dinosaurs/chronology/65mya1.shtml](http://www.bbc.co.uk/sn/prehistoric_life/dinosaurs/chronology/65mya1.shtml)  
<http://science.nationalgeographic.com/science/prehistoric-world/mass-extinction.html>  
<http://kids.nationalgeographic.com/Games/PuzzlesQuizzes/Brainteaserdinosaurs>

### Several Theories

<http://www.answersingenesis.org/tj/v11/i2/dinosaur.asp>  
<http://science.nationalgeographic.com/science/prehistoric-world/dinosaur-extinction.html>  
<http://www.pbs.org/wgbh/nova/sciencenow/3318/01.html>

### Meteor Impact



<http://web.ukonline.co.uk/a.buckley/dino.htm>

[http://filebox.vt.edu/artsci/geology/mclean/Dinosaur\\_Volcano\\_Extinction/pages/studentv.html](http://filebox.vt.edu/artsci/geology/mclean/Dinosaur_Volcano_Extinction/pages/studentv.html)

**Volcano Theory**

[http://filebox.vt.edu/artsci/geology/mclean/Dinosaur\\_Volcano\\_Extinction/pages/studentv.html](http://filebox.vt.edu/artsci/geology/mclean/Dinosaur_Volcano_Extinction/pages/studentv.html)

**Cosmic Radiation Theory**

<http://www.lubbockonline.com/news/120396/scientis.htm>

**'No Mass Extinction' Theory**

<http://www.answersingenesis.org/tj/v11/i2/dinosaur.asp>

