

Gone But Not Forgotten

Purpose

Students will discuss and share information about kinds of extinct organisms, describing how those organisms are similar to some organisms living today.

Materials

For the teacher: chalk, chalkboard, list of several extinct animals

For the students: resources on fossils and extinct organisms (e.g, books, pictures, etc.), copies of Black Line Master (BLM) *Alike and Different Chart*

Activity

A. Pre-Activity Preparation

1. Gather resources on fossils and extinct organisms.
2. Create a list of extinct animals to help prompt students as they brainstorm and research.

B. Pre-Activity Discussion

1. Draw a table on the chalkboard with two columns: "Extinct Organism" and "Similar Organism."
2. Introduce the word *extinct* to the class and ask students to give examples of animals that are extinct (e.g., dinosaurs).
3. Challenge students to think of as many examples as they can and write all of their ideas on the chalkboard in the "Extinct Organism" column.
4. Ask students: "Can you think of any organisms alive today that are similar to these extinct organisms?" Record students' responses on the chalkboard in the "Similar Organism" column (next to the corresponding extinct organism).
5. Inform students that they are going to research more extinct organisms in small groups and then report their findings to the class.

C. Elementary Research

1. Divide the class into small groups and distribute a copy of the BLM *Alike and Different Chart* to each student.
2. Instruct students to fill out the BLMs as they conduct their research.

(continued)



INCORPORATING **TECHNOLOGY**

Have students use computers to explore Web sites on extinct plants or animals. Have them generate a list of information about the organisms they find on the Internet.



MEETING INDIVIDUAL **NEEDS**

For those students who are struggling to make comparisons, use Venn Diagrams to compare and contrast. (Hula-Hoops and sentence strips work well with a group.)

Activity (continued)

3. Make your resources on fossils and extinct organisms available to students and give students an opportunity to look through the resources.
4. Monitor each group as they look through the materials. Ask questions such as: “Is that organism extinct? Can you think of any living organism it reminds you of? How are those organisms similar?”






D. What Did You Discover?

1. When students have had ample time to review the resources and complete the BLMs, ask each group to share what it found.
2. Allow students to ask questions about each group’s findings.

Questions for Review

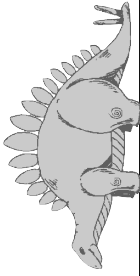
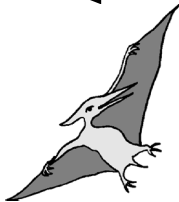
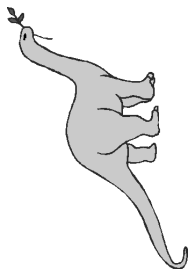
Basic Concepts and Processes

After students complete the activity, discuss the following:

-  What does it mean when we say an organism is extinct?
 -  Can you give me an example of an extinct organism?
 -  Is there a similar organism alive today?
 -  Explain how those organisms are alike.
 -  Explain how those two organisms are different.
-

Name: _____

Alike and Different Chart



Extinct Organism	Living Organism	How are they alike?	How are they different?

Alike and Different Chart

Teacher Directions

Pass out and explain the BLM *Alike and Different Chart* to students. Tell students to list as many ideas as possible as they look through the resource material. Challenge students to think of ways the organisms they list are both alike and different.

When students have finished their research, have each group report its findings to the class.

Answer Key

Answers will vary, depending on the resources supplied.