



Teacher Resource

Tassie Tiger Return

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. In what decade did the Tasmanian tiger become extinct?
2. What caused the Tasmanian tiger to become extinct? Give one example.
3. Fill in the gaps. Scientists have mapped the Tasmanian tiger's entire _____.
4. What is the Tasmanian tiger's closest relative?
5. What type of animal is the Tasmanian tiger?
 - a. Marsupial
 - b. Monotreme
 - c. Reptile

Activity: Personal Response

Pre-viewing questions

Before watching the BTN Tassie Tiger Return story students will respond to the following...

- What do you already know about the Tasmanian tiger? Record your ideas on a mind map.
- Why do you think Tasmanian tigers are in the news at the moment?
- What is special about Tasmanian tigers?

After watching BTN

After watching the BTN story students will respond to the following:

- What do you THINK about what you saw in the story?
- What does this video make you WONDER?
- Think of three questions you have about the BTN story.
- What more do you want to learn about Tasmanian tigers?

Activity: Questions and Answers

All scientific discoveries start with a question! As a class, come up with some questions you think scientists ask and solve in relation to animals and what they need to survive. As a class, make a list of questions that

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KEY LEARNING

Students will develop a deeper understanding of the Tasmanian tiger and why it became extinct.

CURRICULUM

Science – Year 4

Living things have life cycles. Living things depend on each other and the environment to survive.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

you would like to ask a scientist (see below for some example questions). Use the internet to find answers to your class questions.

- Why did the Tasmanian tiger become extinct?
- How can scientists create life from an extinct animal?
- What is the closest living animal to the Tasmanian tiger? What are the similarities?
- Can we bring Tasmanian tigers back from extinction? Explain.
- What animals are considered for de-extinction through cloning?
- What did the Dolly the sheep experiment teach us?
- Are there reasons why we shouldn't bring animals back from extinction?

Activity: Animal factsheets

Students will learn more about the Tasmanian tiger! Students will research the following and then share their research findings with the class or create a display in the classroom.

- Name (common and scientific name)
- Biological illustration or photo
- Classification (class, family, genus)
- Description (size, colour, physical features)
- Habitat
- Diet
- Behaviours
- Adaptations
- Conservation status

Students will then choose one of the following activities to complete:

- **Artwork** - Make a list of Australian animals that are endangered or critically endangered. Some examples are the [dunnart](#), [regent honeyeater](#), [koala](#), Murray River cod or the northern quoll. Choose one animal and then create an artwork that draws attention to the endangered animal.
- **Model** – Create a 3D model of a Tasmanian tiger or another extinct animal using recycled materials. Display your model in your school. Use it to raise awareness about the threat of extinction and endangered species.
- **True or false?** – Find out as much as you can about Tasmanian tigers. Create a true or false quiz and test your classmates. Alternatively, create a word find or crossword about Tasmanian tigers.
- **Children's book or comic** – Write and illustrate either a children's book or comic which tells the story of a Tasmanian tiger.
- **Haiku** – Write a haiku poem about Tasmanian tigers.
- **Geography** – Where in the world did Tasmanian tigers live? Plot on a map.



Activity: Dreaming

Indigenous People and the Thylacine

Students will explore Indigenous people's connection to the thylacine through Aboriginal rock paintings and Dreaming stories. Aboriginal rock paintings of thylacine-like animals have been found in the Northern Territory and the Kimberly region of Western Australia. Explore some of these images [here](#).

Listen to Aunty Doris Stuart Kngwarreye [share a Dreaming story](#) of the Arrernte people from Mparntwe (Alice Springs) being guarded by Akngwelye, a thylacine.

How the Tasmanian Tiger Got Its Stripes is a Dreaming story of the Nuenonne people of Bruny Island off the coast of Tasmania. The book should be available in most libraries or to purchase.



Activity: Create your own animal!

Students will use their imagination and create their own animal species. Students will imagine they have discovered a new species of animal which has never been seen before. Use the following as a guide for this activity:

- Illustrate the new animal species using only a black felt-tip pen on a piece of A4 art paper – include as much detail as you can.
- Give the animal a common and scientific name.
- Where does it live, on land, underwater, in the soil or in the sky?
- Describe what the animal looks like – what are some of its physical characteristics?
- What do they eat?
- How does it communicate?
- How does it survive in its environment? What are its adaptations?
- Does it have any interesting or unique features?
- How possible do you think it is that your new species exists? Explain your answer.

Further investigation

Students can explore the work of artist Patricia Piccinini for inspiration, in particular, [Skywhales](#). There are [Learning Resources](#) on the NGA: Know My Name website to support teachers, which includes topics on sustainability, diversity, evolution, nurture and imagination.



NGA, Skywhales - [Source](#)

Students may want to explore new species that are being discovered. For example, the [blanket octopus](#) or the [rose-veiled fair wrasse](#). Why is it important to find and identify new species?



Useful Websites

- [Tassie Tiger Video](#) – BTN
- [Megafauna Extinction](#) – BTN
- [Extinction Report](#) – BTN
- [Thylacine](#) – Australia Museum
- [Extinction of Thylacine](#) – National Museum Australia
- [De-extinction puzzle: how decoding numbat DNA could help resurrect the Tasmanian tiger](#) – The Guardian