



Teacher Resource

Thylacine Extinction

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 which year did the last known thylacine die in a Hobart zoo?
2. What caused the thylacine to become extinct?
 - a. Habitat loss
 - b. Disease
 - c. Hunting
 - d. All of the above.
3. Finish the following sentence: A group of scientists have said thylacines may have lived until...
4. Which animal was declared extinct then rediscovered years later?
5. Name three facts you learnt watching the BTN Thylacine Extinction story.

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Thylacine Extinction story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was positive, negative, or interesting?



Activity: Class Discussion

Discuss the BTN Thylacine Extinction story as a class. Create a class mind map with Tasmanian Tiger (Thylacine) in the middle. Use the following questions to guide discussion: Ask students to record what they know about Tassie tigers. What questions do they have? In small groups, ask students to brainstorm responses to the following questions:

- What is a thylacine?
- What did it look like?
- Why did the thylacine become extinct?
- When did the last known thylacine die?
- What words would you use to describe the thylacine?

EPISODE 9

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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.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Thylacine Extinction story. Here are some words to get them started.

THYLACINE	EXTINCT	PREDATOR
CARNIVOROUS	MARSUPIAL	HABITAT

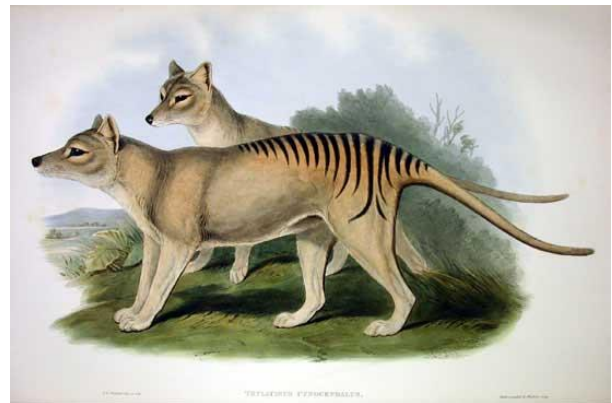
Activity: Research project

Discuss the information raised in the BTN Thylacine Extinction story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I know ?	What do I want to know?	What have I learnt ?	How will I find out?

Students will develop their own question/s to research or choose one or more of the questions below.

- Why did the Tasmanian tiger become extinct?
- What is the closest living animal to the Tasmanian tiger? What are the similarities?
- How was the Tasmanian environment suited to thylacines?
- Can we bring Tasmanian tigers back from extinction? Explain.
- What evidence is there that the thylacine is really extinct?
- What impact did European settlers have on the thylacine?
- What were the bounty systems for the thylacines?
- What can we learn from the extinction of the thylacine? Why is it important to learn about Australia's extinct fauna?
- How have views of the significance of the thylacine changed over time?



Activity: Extinct Animal Profile

Students will research and write a profile of an extinct Australian animal. Here is the Australian government's [list of extinct animals](#) or the Australian Museum has an [extinct Australian animals list](#). Students can use the animal profile worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information.

Research

Students will research and create a profile of an extinct Australian animal. Students can use the Animal Profile at the end of this activity to record their findings.

- Illustration or photo
- Scientific and common name
- Appearance
- Habitat
- Feeding and diet
- Behaviours and adaptations
- When did it become extinct (or last seen in the wild)?
- What were some of the causes of its extinction?
- What were the effects of its extinction? Did it have an impact on humans, plants, or other animals?



Activity – Choose a Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Cloning Extinct Animals

Investigate what animals are being considered for de-extinction through cloning? Present your research in a creative way.

Last known thylacine

Watch [this video](#) that shows one of the last thylacines and write a summary of what you see.

Quiz

Create a true or false quiz to test your classmate's knowledge about the thylacine.

Did you know?

Using the information in the BTN story and your own research, create a *Did You Know* fact sheet about the thylacine. Publish using [Canva](#)

Activity: 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: Thylacine Quiz

1. The Tasmanian tiger was a...

A. Marsupial

B. Monotreme

C. Reptile

2. What does the word thylacine mean?

A. Dog with stripes

B. Dog-headed pouched-dog

C. Tiger with pouch

3. Tasmanian tigers were?

A. Herbivores

B. Carnivores

C. Omnivores

4. The thylacine is also known as the Tasmanian tiger and...

A. Tasmanian wolf

B. Tasmanian dingo

C. Tasmanian dog

5. When did the last known thylacine die in a Hobart zoo?

A. 1936

B. 1946

C. 1956

6. What was the name of the last known thylacine?

A. James

B. Thomas

C. Benjamin

Quiz Answers: 1A, 2B, 3B, 4A, 5A, 6C

Useful Websites

- [Thylacines may have survived later than scientists thought, new research suggests](#) – ABC News
- [Tassie Tiger Return](#) – BTN
- [Thylacine](#) – Australian Museum

ANIMAL PROFILE

Scientific Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features or Interesting Facts

HABITAT

THREATS