



# What Killed the Dinosaurs?

## 5<sup>th</sup> Grade

### Duration

Museum Visit: 50 minutes

Post Visit: 60 minutes

### Location

Dinosaur Hall

### Supplies

- Worksheet
- Pencil
- Clipboard (optional)

### Standards

[NGSS](#)

LS2.C, ESS1.C, ESS2.B

[S+E Practices](#)

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[CCSS ELA](#)

W.1, W.2, W.7

[CA State](#)

Science

Investigation and  
Experimentation 6.h

ELA

Writing Applications  
2.3.b.c.

### Vocabulary

Inquiry

Hypotheses

Theory

Evidence

## Concepts

- Scientists draw conclusions using multiple sources of evidence.
- There are often multiple theories or hypotheses to explain a single phenomena.

## Objectives

- Students will conduct research in the Dinosaur Hall
- Students will draw their own conclusions from evidence.
- Students will present the theory they believe is most valid to using evidence to support their argument.

## Outline

1. At the Museum students will conduct research in the Dinosaur Hall to choose an extinction theory they agree with, then record the evidence they found that supports it.
2. Back in the classroom, through a class presentation or essay, students will present which theory they support and explain why using evidence.



## Museum Visit

At the Museum distribute the worksheet and explain the assignment. Students should consider the three most commonly supported extinction theories of dinosaurs (as listed on the worksheet) and use the resources in the hall to inform their choice about which extinction theory they believe to be true.

Break students into pairs (it is also possible to do this assignment independently) and ask chaperones to assist students as they explore the Hall and collect information.

*Teacher Note: The primary place students will be collecting data regarding extinction of the dinosaurs is in the hall nearest the Rotunda. However, they should look for more supporting evidence throughout the entire exhibit.*

## Post-Visit

Back in the classroom, have students informally share their information from their trip to the Museum. What did students decide? What evidence was there to support those decisions? Were any students undecided? Why or why not? What evidence, if discovered, might help them support or re-consider an idea?

As individual or in teams, ask students to develop and present an argument of what they believe to be the correct 'answer' to: What killed the dinosaurs? If they choose, they may present a single theory with why they accept it over other ideas, or they may choose to present more than one idea. In any case students should discuss their research, provide evidence to support their ideas and briefly talk about what other evidence they would like to have that might support a hypotheses or theory.

This can be structured as a class presentation using a poster board or digital slide show, or a written report.

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## Pick Your Poison

There may be many hypotheses or theories in response to a single inquiry. These ideas may be accepted by a large portion of the scientific community or hotly debated, depending on the availability and interpretation of evidence. Today, consider a question researched for decades— what killed the dinosaurs? Explore the Dinosaur Hall and decide which idea(s) you agree with based on the evidence you find in the hall. Circle that theory (or theories) and provide the evidence supporting it in the boxes below.

