

THE DINOSAURS OF WATERHOUSE HAWKINS

THE DINOSAURS OF WATERHOUSE HAWKINS

by Barbara Kerley, ill. by Brian Selznick

Ages: 7-10; Grades: 2-5

Themes: Dinosaurs, Art, Science, History, Biography, Imagination, Creativity

Running Time: 20 minutes

SUMMARY

In the mid-1800s, people had no idea what dinosaurs looked like. A few bones had been found, but nobody, scientists included, could picture a dinosaur in its entirety. That is until the artist Waterhouse Hawkins collaborated with the scientist Richard Owen to bring these magnificent creatures to life. Using the bones that were found, Owen extrapolated what the dinosaurs may have looked like in life, and Hawkins sketched and then made models of them. Hawkins models were so impressive that he was commissioned by the King and Queen of England to fill their new science museum. Later, Hawkins traveled to New York City to construct models of American dinosaurs. Although Hawkins faced challenges and tragedy in his work, he also created a lasting legacy that introduced the world to the massive animals of the past.

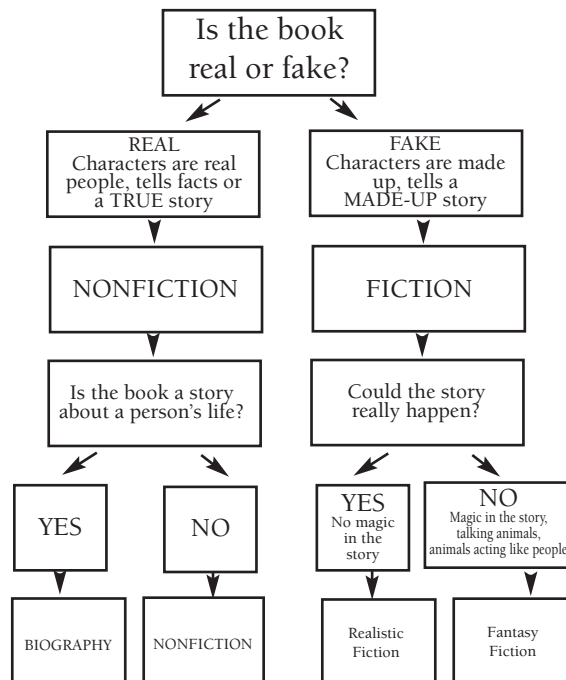
OBJECTIVES

- Students will identify genre.
- Students will discuss perseverance and other character traits of Waterhouse Hawkins.
- Students will use pictures of dinosaurs to make clay models.

BEFORE VIEWING ACTIVITIES

Define “genre” for students. Make a poster that shows a flowchart to help students identify genre by answering a series of questions. See the example below:

Practice using the flowchart with different fiction and nonfiction books in the classroom. As an extension, copy book covers and have students use the flowchart to sort the book covers into fiction and nonfiction categories. Once sorted, have students paste the book covers onto posters labeled Fiction and Nonfiction. Display these posters in the classroom library to assist students who are checking out books.



In addition to using the flowchart, provide students with a set of clues that can further help them determine genre. These clues should include:

- Nonfiction stories usually say “true story” somewhere on the cover.
- Fiction stories are more likely about just one event, day, or time period, while nonfiction stories often explain more of the characters’ background histories.
- Photographs are often included in nonfiction stories.

Finally, as a synthesizing activity, make posters entitled, “Fantasy Fiction,” “Realistic Fiction,” and “Nonfiction.” Photocopy book covers and give them to the students. Then, read aloud an excerpt from each book and challenge students to use their flowcharts and clues to determine the genre. Once students agree on the genre, they can glue their book covers to the appropriate posters.

Encourage students to watch and listen carefully to the movie, *The Dinosaurs of Waterhouse Hawkins* to determine its genre.

AFTER VIEWING ACTIVITIES

Define character traits for students. Give students time to list some of their own character traits. Remind them that character traits include how a person looks as well as how a person acts. After students have listed some of their own character traits, give them time to share these with each other. Then, start brainstorming a list with the students of Waterhouse Hawkins’ character traits. Guiding questions:

- What character traits did Waterhouse show when he was building the dinosaurs? What makes you think that?
- Why did Waterhouse see himself as an artist and a teacher?
- How did Waterhouse deal with his dinosaurs being destroyed in New York? What did he do after the dinosaurs were destroyed? *Lead a conversation about perseverance and working through challenges.*

Find drawings of dinosaurs in different magazines or books. Provide students with modeling clay. Reread the book or review the part of the movie that shows how Waterhouse used sketches to make models with clay. Then, challenge students to pick a dinosaur to make a clay model of. After students have made their models, guide them through researching the dinosaur that they made in books or on the internet. Then, have students make a fact card on an index card detailing some important facts about their dinosaur. Display the models and fact cards on a table outside of the classroom for other classes to see.

OTHER RELATED TITLES AND STORIES ABOUT DINOSAURS FROM WESTON WOODS:

Danny and the Dinosaur, by Syd Hoff

Dinosaur Bones, by Bob Barner

How Do Dinosaurs Eat Their Food? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Get Well Soon? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Go to School? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Say Good Night? by Jane Yolen, ill. by Mark Teague

Snowflake Bentley, by Jacqueline Briggs Martin, ill. by Mary Azarian

Stanley and the Dinosaurs, by Syd Hoff