



Title: Biome Travel Brochure			
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Course: GT, 7th Grade Life Science, Biology, World History, Language Arts			Duration: 20-minute lesson and 90-minute class or take-home assignment
Grade Level: 7-12			
Objective: Students will demonstrate an understanding of the earth's biomes by creating a travel brochure for one type of biome. To expand their understanding of Earth's worldwide energy resources, students will identify any fossil fuels found in the biome and map where these are found.			
Summary of Lesson: Students will design a creative travel brochure of an assigned biome. The brochure will describe the climate, plant and animal life, locations on Earth, rainfall and temperature ranges and location of fossil fuels.			
Arkansas Standards:			
CODE	GRADE		STANDARD
Life Science 7th	9-12	7-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems
		7-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem
Biology	9-12	BI-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions
World History	9-10	WSP.1.G.4	Create geographic representations to illustrate demographic information using data collected from a variety of sources
		WSP.2.G.1	Analyze the spatial organization of people, places, and environments using locations, distance, scale, movement, region, and density



Language Arts	9-12	RL.9-10.8 RL.11-12.8	RL.9-10.8 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient, identify false statements and fallacious reasoning
		W.9-10-1.D W.11-12.1.D	Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
		W.9-10.2 W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
		W.9-10.2 W.11-12.2	A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions, includes appropriate text features (captions, headings, graphics, and/or multimedia)
		W.9-10.7 W.11-12.7	Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem, narrow, or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
G/T		C.1.7-12.8	Create unique products or ideas by combining, organizing, redesigning, reversing, or substituting concepts or Materials

Teacher Excellence and Support System (TESS):

1d: Demonstrating knowledge of resources, 1e: Designing coherent instruction, 1f: Designing student assessments, 3b: Using questioning/prompts and discussion, 3c: Engaging students in learning

Instructional Strategies and Practices:

Nonlinguistic Representations- Use physical models and physical movement to represent information.

Bloom's Level: Highest Level Only

Creating

**Materials and Resources:**

- Computer access or printed resource materials
- Colored pencils
- Markers
- Construction paper
- Printer
- Internet search for Biomes of the World or use some of the following websites:
 - http://www.blueplanetbiomes.org/world_biomes.htm
 - <http://www.enchantedlearning.com/biomes/>
 - <http://www.worldcoal.org/coal/where-is-coal-found/>
 - http://en.wikipedia.org/wiki/Coal_by_country
 - https://en.wikipedia.org/wiki/List_of_countries_by_natural_gas_proven_reserves

(These websites may change over time. If a website is no longer available, use “Biomes of the World” or other key words and phrases to find more current resources.)

Formative Assessment:

Data table of information from ALL of the biomes assigned to the class (turned in for a grade)
Rubric completed by teacher to ensure that all 8 components are included in brochure.

Notes to Teacher:

Previous knowledge includes an introduction to biomes, ecology lesson, and vocabulary (abiotic and biotic factors).

Student Activity:

1. Students are assigned one of the 9 biomes below:

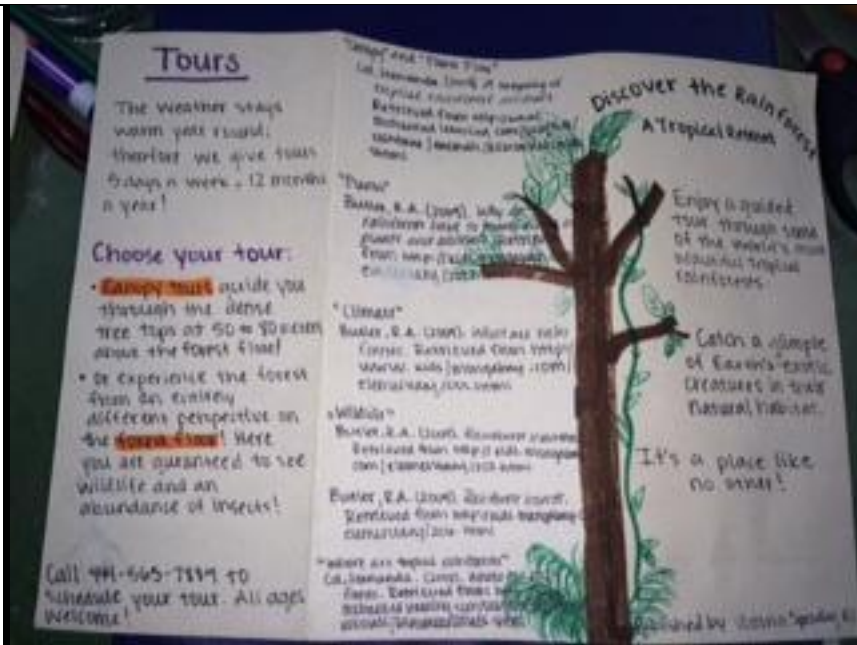
- Tundra
- Taiga
- Grasslands
- Savanna
- Desert
- Rainforest
- Deciduous Forest
- Marine
- Freshwater

(Two or three students per class will have the same biome but will work independently.)

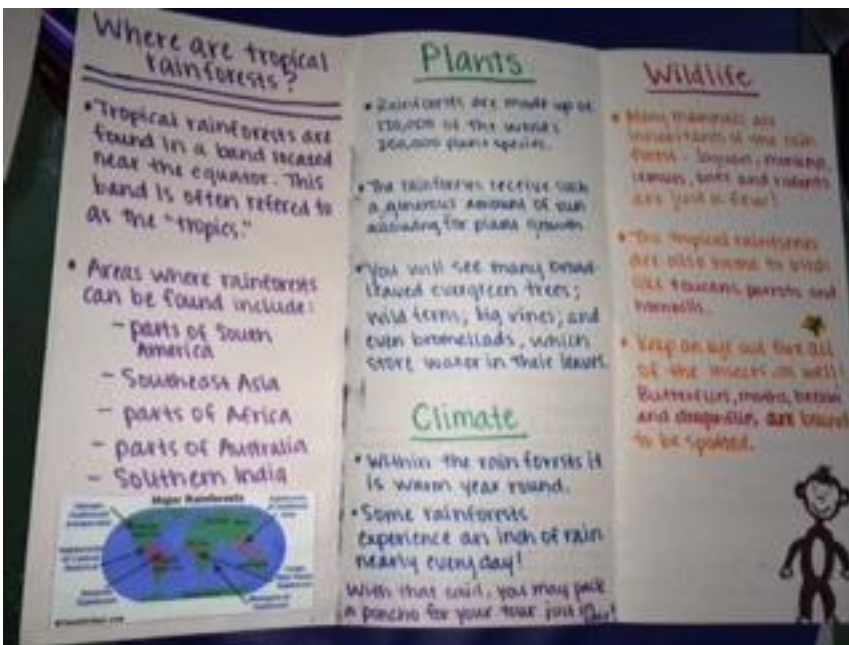


2. Students must complete a tri-fold travel brochure for their biome that includes the following information:
 - 1) Front page must include a clever slogan, name, and class period.
 - 2) Climate-including amount of rainfall per year (in cm), average temperature (in Celsius),
 - 3) Examples and pictures of animals
 - 4) Examples and pictures of plants
 - 5) Locations on earth where you would find the biome
 - 6) Kind(s) of fossil fuels found in the biome
 - 7) Map of fossil fuel locations in the biome
 - 8) Use APA to site all sources. (printed pictures must have citations)
 - 9) Minimum of three colors
 - 10) 95% of the paper should be covered in content or images.
3. Students complete a data table of information from ALL of the biomes assigned to the class. This will be turned in for a grade.
4. A rubric will be filled out by the teacher to ensure that all 8 components (listed in summary) are included.
5. If students do not finish in class, they may take this home and bring it back the next class. (Self-paced)

Examples of finished product:



One side of the paper includes the front cover (on the right), the works cited page (in the middle), some content (on the left).



Brochures can be neatly hand drawn and colored or created and printed from a computer.