



Title: Biome Travel Brochure	
Author: Melanie Kiker Little Rock Central High School Little Rock	
Course: GT Science Biology	Duration: 20 minute lesson and 90 minute class or take home assignment
Grade Level: 7-10	
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.	
Standards: Common Core State Standards, Arkansas State Frameworks	
CODE	STANDARD
G/T	
C.1.7-12.8	Create unique products or ideas by combining, organizing, redesigning, reversing, or substituting concepts or Materials
Biology	
EBR.8.B.1	Cite examples of abiotic and <i>biotic factors of ecosystems</i>
EBR.8.B.2	Compare and contrast the characteristics of <i>biomes</i>
Teacher Excellence 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
- Biome websites:
 - <http://www.ucmp.berkeley.edu/glossary/gloss5/biome/>
 - 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
 - <http://chartsbin.com/view/elx>

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

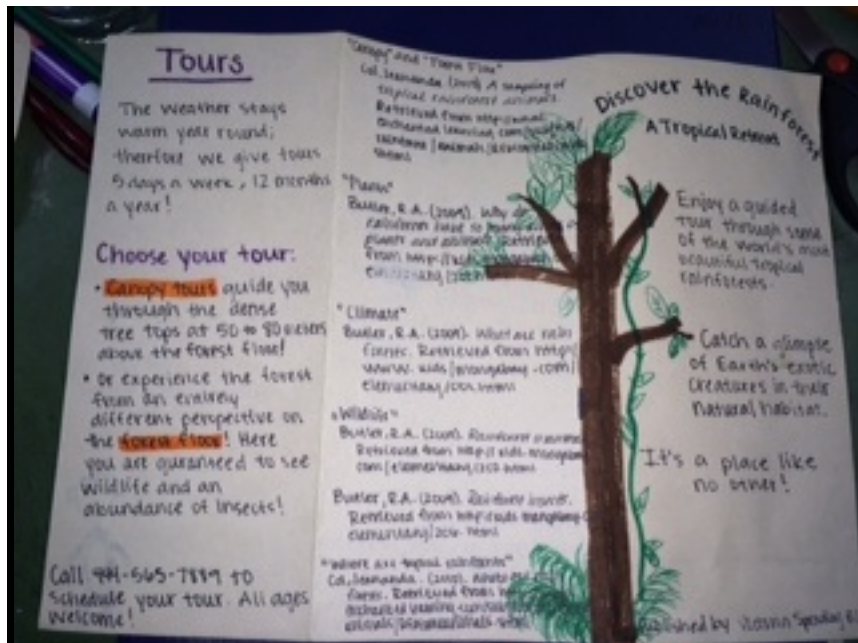
(Two or three students per class will have the same biome, but will work independently.)

2. Students must complete a tri-fold travel brochure for their biome that includes the following information:

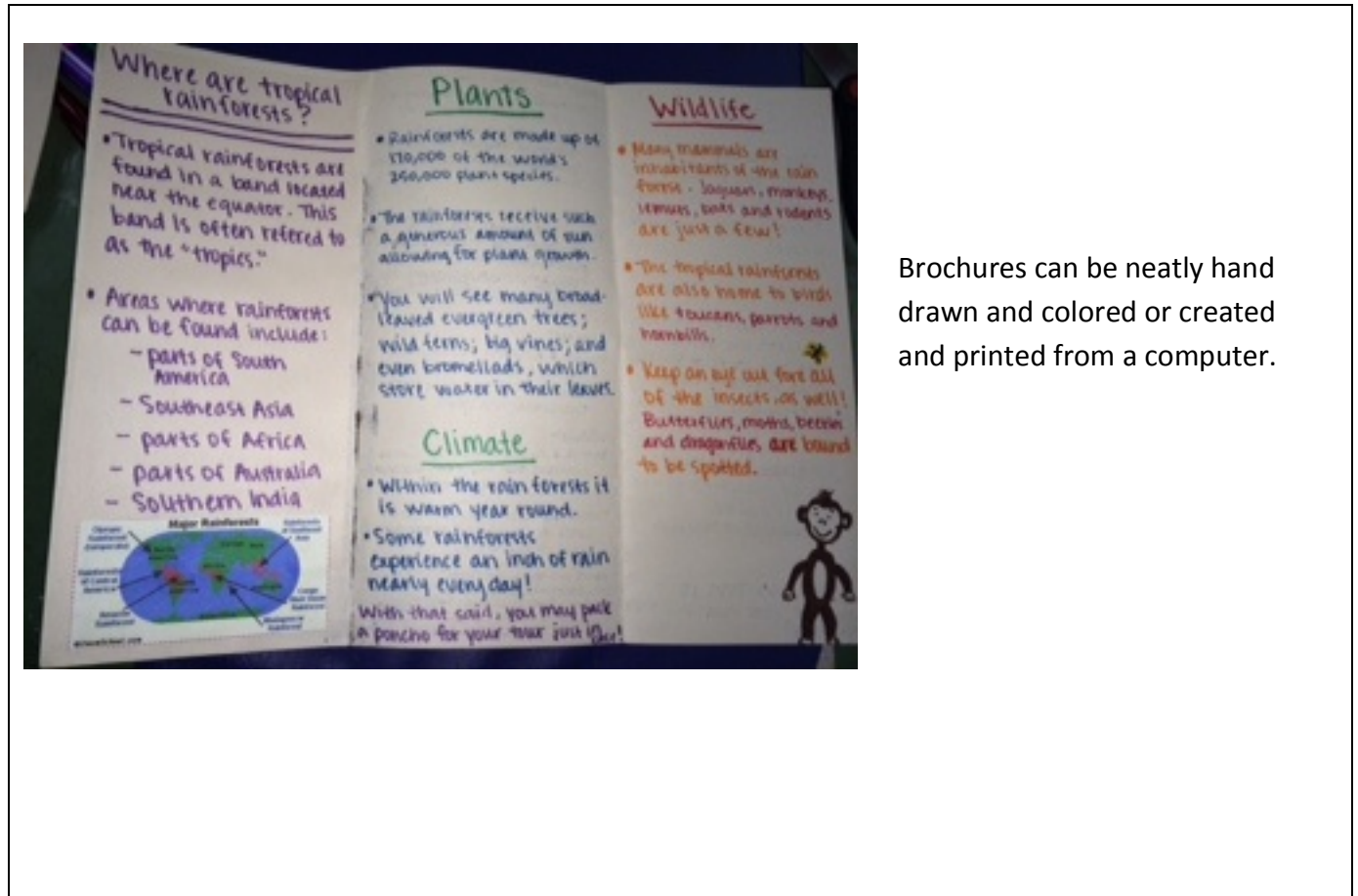
- 1) Front page must include a clever slogan, name and class period.
- 2) Climate-including amount of rainfall per year(in cm), average temperature (in Celsius),
- 3) Examples and pictures of animals

- 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.