

NAME: _____ PERIOD: _____

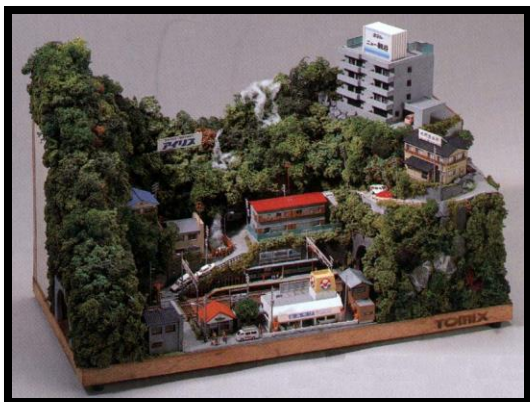
TRAVEL TO MY BIOME

Objective: Congratulations! You and your team have been hired by a travel agency that represents your biome. Your boss wants to increase the amount of people traveling to your biome so she has asked you to **complete two projects**, a brochure to pass out to prospective tourists and a diorama that will be displayed in the office.

Project Directions:

1. Using the research you have already conducted and adding as needed, fill out the research guide on the next page. Your research needs to include typical climate, vegetation, examples of autotrophs, heterotrophs, carnivores, omnivores and their adaptations and any other interesting or unique features of the biome. Your research report should already include human impacts in this biome and solutions to this impact. Your job is to visualize your biome after the successful implementation of a solution you propose to solve the disaster previously caused by humans.
2. For the brochure: Fold a piece of 8 ½" x 11" paper into thirds. Create a travel brochure for your biome that includes all the information you collected during your research. Be sure to include pictures and/or graphics and make the brochure visually appealing. Remember – You are trying to encourage people to travel to your biome.
3. Prepare a box for the diorama. You will need to provide have a large shoebox that will house your biome. You don't have to use the lid, but you can use it to extend the area of your shoebox for more room.
4. Gather needed materials for your biome. For example, if you are creating a marine biome, gather materials and images that include representations of underwater life. Teams will be awarded bonus points for creatively using "found" (not purchased) materials – reuse, recycle, upcycle!
5. Include realistic representations. Most biomes are going to include topographic representations. If you are creating a biome that has mountains, for instance, you can show this with puffy paints, clay or by simply drawing on the features with pens.
6. Build your scene. Use a classroom textbook or search through natural history museum websites to find specific features of the biome you want to create. Include examples of plants and animals that would be found in the biome. This can be done by illustrating, gluing on magazine cutouts or by creating small animal figurines to place in the biome.

Due Date: All projects will be due on **Wednesday, June 20th.**



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Biome Research Page

Biome Name: _____

Location: Shade in the areas on the map where your biome is located.



Climate (long-term weather patterns and major vegetation) _____

Typical life forms

Autotrophs _____

Herbivores _____

Carnivores _____

Interesting or Unique Features of this biome: _____

Human-Caused Disaster Researched for this biome: _____

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Research Report

| Category | Excellent | Proficient | Unsatisfactory |
|----------|--|---|--|
| Content | Reads as a well-written research report (following accepted grammar conventions). Includes specific examples and depth of research shows initiative. | All required research is included per instructions. Limited grammar issues. | Missing one or more required research components. Significant grammar errors which prevent the reader from understanding the intent of the shared information. |

Brochure

| Category | Excellent | Proficient | Unsatisfactory |
|-------------------------|---|---|---|
| Attention to Theme | Student clearly shows expert knowledge of biome and information presented is above and beyond what is required | The student shows knowledge of the biome and presented the information that was accurate and complete | The student's knowledge is weak or not present and/or it does not show accurate information about the biome. |
| Organisms | Examples of living organisms and the adaptations are discussed and evolutionary significance explained. | Examples of living organisms and their adaptations are discussed accurately and thoroughly. | Examples of living organisms from the biome are briefly discussed/listed but may be inaccurate. Information about specific adaptations are missing. |
| Quality of Construction | Shows considerable attention to construction. Chosen materials contribute to an effective presentation of idea/theme. Effort and attention to detail enhance project. Brochure could be used by an actual travel agency | Shows attention to construction. Chosen materials soundly represent the idea/theme, in a common way. Effort has been expended to produce an acceptable product. | Brochure is sloppy/ unprofessional. Chosen materials appear thrown together & quickly done, making project appear careless & unclear. Smudges, stains, rips, uneven edges and/or stray marks are evident. |
| Creativity | Brochure has evidence of high quality originality and imagination, which elaborates on original assignment. | Brochure has evidence of originality and imagination. | Brochure does not show original thought or elaboration. |
| Language & Conventions | Conventions of spelling, punctuation, and grammar are used with a high degree of accuracy. | Common conventions of language are used with accuracy but there are some mistakes | A significant number of errors are made in spelling, punctuation and/or grammar. |

Diorama

| Category | Excellent | Proficient | Unsatisfactory |
|---------------|---|--|---|
| Content | All criteria have been met, the student has added more "content" than was requested-gone above and beyond | All criteria has been met and executed properly, though no "extra" has been added | Only one or two criteria in the assignment have been met; and the rest were executed poorly or not at all |
| Craftsmanship | The diorama demonstrates a mastery of both the skill and medium. The artwork is also beautifully and patiently rendered with excellent technique. | The diorama demonstrates strong skill and handling of the medium. The artwork is pleasing, and was patiently rendered. | The diorama is sloppy and hurried. The technique is poor. No obvious attempt has been made to master either the skill or the medium |
| Creativity | The creativity for the diorama goes far beyond the requirements. A unique and imaginative style is apparent. | The diorama is creative and demonstrates the student's efforts to think outside the box. | The diorama lacks original thought and creativity. No attempt has been made to think outside the box. |
| Composition | It is obvious that great thought was put into planning and executing the diorama, with a strong use of the theme. | Well planned and executed diorama using the theme and techniques of art. | Little or no planning of the diorama. Not well thought out. |

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You have 100 points to share amongst your teammates. Using your own judgement, and taking into consideration the individual contributions to the research, the brochure, and the diorama, distribute the points to each team member to represent their level of contribution to the team. The points must add up to 100.

| Team Member Name | Contribution to the Project | Points Earned |
|------------------|-----------------------------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | Total = 100 |