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Lesson Title:

Where It's At

Subject Area:

Social Science

Grade Level:

k-6

Lesson Summary:

This lesson gives students an understanding that all places have special human and physical characteristics that distinguish them.

Objective/Content Standard/Benchmark:

Students will . . . 1. understand how climate, wildlife, physical characteristics, and man made structures apply to the geographic theme of place. 2. participate in collaborative group-based activities. 3. investigate theme of place for a specific biome. 4. locate facts and information in various CD-ROMs or online references, databases such as Encarta, Grolier's, etc. 5. use desktop publishing techniques to produce a newsletter presenting student learning.

Approximate Time Needed:

2 weeks

Prerequisite Skills:

1. Has a working knowledge of Microsoft Publisher 97 2. Has a working knowledge of Microsoft Word 3. Can access information from Microsoft Encarta 97 Encyclopedia 4. Can access the World Wide Web using Microsoft Internet Explorer 5. Can access and use electronic mail 6. Has background knowledge of geographical terms dealing with the theme of place

Materials and Resources Required:

Technology:

Microsoft Word Microsoft Publisher 97 Video - Suggested Titles: Exploring The Desert, Exploring The Rainforest, Exploring The Tundra, Exploring The Taiga, Exploring The Deciduous Forest, Exploring The Grassland, You Can't Grow Home Again, Creatures Of The Namib Desert, Laser Disc - On Dry Land: The Desert Biome, Encarta 97 Encyclopedia, Microsoft Internet Explorer, Electronic mail access, CD's - Bookshelf, Grolier

Printed Materials:

Science Textbook- Prentice Hall Science - Ecology - Earth's Living Resources, Social Studies textbook - Macmillan/McGraw-Hill - The World Past and Present, Atlas/Maps, Encyclopedia, Geographic Dictionary, Troll Continental Booklets

Supplies:

Writing Materials, Notecards

Others:

List of pen pals in a specific biome

Procedures:

Procedures: Introduction The geographical theme of place includes natural features, man-made features, climate, and wildlife. Each biome is a place with unique characteristics. Human interactions with these characteristics are the foundations of culture. In this activity, you will locate a specific biome and discuss it in terms of the four aspects of the theme of Place along with information from inhabitants of the chosen biome. Step 1- Background Information, This project is done as a culminating activity. It is important that you make sure that students have the understanding of the following before moving on. 1. The Five Themes of Geography 2. The aspect of Climate - Students will become familiar with terms and characteristics of: Tropical, dry, moderate, humid continental, subarctic continental, polar 3. Altitude - vertical climate 4. Currents - effects of warm and cold currents on climate 5. See relationships between climate, vegetation and animal life Step 2 - Getting Started 1. Divide the students into groups of five and assign a biome. Example: Tundra 2. Students will choose a specific geographical location in their biome. Example: Alaskan Tundra 3. Students will divide research responsibilities by choosing a section of the graphic organizer. (see Biome Research Mapping Worksheet) Step 3 - Research 1. Students will use multiple resources to gather information on their assigned biome.(see materials/ resource list) Suggested Internet sites
http://www.jlhs.nhusd.k12.ca.us/Classes/Science/Net_Lessons/Biomes/Biomelinks.html
Biome resource page of all biome types and resource links
<http://www.snowcrest.net/freemanl/geography/slides/biomes/>
<http://www.uwsp.edu/acaddept/geog/faculty/ritter/geog101/biome.htm> Biomes of the world includes maps and other links <http://www.ups.edu/biology/museum/worldbiomes.html>
Descriptions of biomes <http://cissus.mobot.org/MBGnet/vb/tundra/index.htm> Tundra Biome
<http://www.ecemail.com/ece> E-mail Classroom Exchange <http://www.phschool.com> Prentice Hall Home Page 2. Each member of group will compile notes and write a summary of their findings using Microsoft Word. Step 4 - Putting it all together 1. Group members will review

and edit articles. 2. Group will plan and design a newsletter using Microsoft Publisher 97. 3. Group will produce a finished newsletter on their biome. (see example Tundra Times) Step 5 - Taking it Further Students Can: 1. Produce an oral Power-Point presentation. 2. Compile newsletters into a continent magazine. 3. Post findings on school web site. 4. Develop resources for future country studies. 5. Display information on school world biome map.

Modifications for Differentiated Instruction:

For the special needs student:

1. For students with different needs and talents, teacher-designated cooperative learning groups will provide a chance to excel. 2. A variety of resource materials will address different modalities of learning.

For the gifted student:

Student Assessment:

Student assessment: Student Checklist (see attached)

Lesson Evaluation:

Teacher assessment of student work: 1.Content rubric for individual articles (see attached)
2.Product rubric for group newsletter (see attached)

Zip File Name:

[852Biome.zip](#)

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