

Welcome: Exploring Biomes

Description: This webquest allows students to locate, identify, and explain what they have learned about the major biomes (**e.g. grasslands, forests, tundra, aquatic, deserts**).

Grade Level: 6

Curriculum: Science

LIFE SCIENCE

3. Explain the organization of living things, the flow of matter and energy through ecosystems, the diversity and interactions among populations, and the natural and human-made pressures that impact the environment.

e. Construct a diagram of the path of solar energy through food webs that include humans and explain how the organisms relate to each other.(DOK 2)

Autotrophs and heterotrophs, producers, consumers and decomposers Predator/prey relationships, competition, symbiosis, parasitism, commensalisms, mutualism.

Keywords/Vocabulary: Biome, climate, weather, adaptation, precipitation, food web

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Introduction:

Have you ever visited another part of the world other than where you live? What animals (if any) and plants were abundant there? What was the weather like? What type of clothing is appropriate to wear there? How did you travel there (plane, boat, car)? What determines the type of vegetation, animals, clothing you would wear, if you live in a particular part of the world? If you said **Weather**, then you have the right idea!

Climate is actually what determines the preceding factors. Scientists developed the word **Biome** to describe large areas of the world with similar **Climate**, soil type, plants, and animals.

How many Biomes are there? This answer will vary according to who you ask! For the purpose of this lesson we will focus on the **5 Major Biomes**, noting that there are subsets to each biome. Watch the attached video to introduce you to the World of Biomes.

<https://youtu.be/xhA1i5Vx20Q?t=41>

TASKS

Task #1 - Watch Video: Biomes Our Earth's Major Life Zones.

Use the following website to access the video on biomes. Watch the video paying close attention to the climate, and adaptations of the plants and animals living in each biome. <https://www.youtube.com/watch?v=iIQS8kb1wg4> Print and answer the questions associated with this video. The questions are located at the bottom of this page and entitled.

Task #2- Locate and Identify World Biomes on world map. Print and complete the task by identifying the location of world biomes.

[Questions-And-Original-Worksheet-Biome-Map-Coloring-X-2014-940x650.jpg](#)

Task# 3 - Complete a biome comparison chart and answer the questions associated with the chart. Print and complete the task by identifying the location of world biomes.

[Questions-And-Original-Worksheet-Biome-Map-Coloring-X-2014-940x650.jpg](#)

Task #5 - Create the Food Web using the following website below:

http://teacher.scholastic.com/activities/explorer/ecosystems/be_an_explorer/map/form_wildcats.htm#

Evaluation

Rubric for Biome WebQuest

| | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|-------------------------------------|--|--|--|---|-------|
| Map | No map is submitted. OR Map is incomplete, inaccurate, and hard to read. A key is not used. Color is not used. | Map is incomplete and/or inaccurate for part of the world. Map is somewhat difficult to read and understand. A key is not used. Color may or may not be used. | Map is complete and accurate world wide. Map is fairly easy to read and understand. A key is not used. Color may or may not be used. | Map is complete and accurate world-wide. Map is easy to read and understand. A key is used. Color is used. | |
| Food Web | No food web is included. | Food chain only is included. No webbing evident. | Food web is simple, showing organisms connected to only one other organism in each direction. | Food web is complex, showing multiple relationships among organisms. | |
| Neatness, Creativity and Enthusiasm | Project shows little creativity or originality. Most team members are not enthusiastic about the presentation. | Project shows an average amount of creativity and is unoriginal. Some team members are not enthusiastic | Project shows a good level of creativity and is somewhat original. All team members are enthusiastic about the presentation. | Project shows a high level of creativity and originality. All team members are enthusiastic about the presentation. | |

| | | | | | |
|--------------------------|---|---|--|--|--|
| | | about the presentation | | | |
| Teamwork | All team members are unable to work with each other. Conflicts are never mediated. One person does all of the work while three people do nothing. | Some team members work together. Conflicts are mediated only by the teacher. Two or more team members do not participate equally. | All team members work well together. Conflicts are mediated after teacher intervention. One or more team members do not participate equally. | All team members work well together. Conflicts are mediated immediately and effectively. All team members participate equally. | |
| Total Score _____ | | | | | |

Conclusion

Congratulations!! You have just completed the Biome Webquest. You are now able to identify the biomes and give a description of each. Nice work. You should be proud of yourselves! Now you can use what you've learned and teach others on what a wonderful world we live in. What other parts of Biomes could still be explored? Remember, learning never stops.