Standard 5.a: Students know plants and animals have levels of organization for structure and function

Objective: Students will actively investigate what makes a biome function by constructing a real life biome and a PowerPoint on their assigned biome

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Block \_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Biome** | **Biome Traits** |
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**Discussion Questions:**

1. Compare and contrast the climates of each biome. Which biomes had similar precipitation averages? Which biomes had similar average temperatures?

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1. Did students come across any plant or animals common in multiple biomes? Discuss why specific plants or animals can live in more than one biome.

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1. Choose an extreme environment of a specific biome we just looked at and think about type of plants live there. For example, look at plants that live on a rocky cliff or the frozen tundra. What adaptations help them survive these extreme climates?

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1. Consider the biome in which you live. What plants live in this biome? How are they affected by abiotic and biotic factors? What can humans do to protect the plant life in your biome?

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1. Compare and contrast the environmental factors that consistently threaten the population size of plants in each biome. Which plants are threatened? Suggest steps for protection. Is this plant population of concern for the entire world?

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1. Choose an area of the world for a road trip and describe the biomes that you would encounter during your trip. For example, you might start a road trip in Washington, D.C., and travel west to California and then up the Pacific coast to Alaska. How could you distinguish one biome from another? What characteristics set each biome apart?

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