

Brooklyn Botanical Garden Biomes Brochure Project

Purpose: You are creating a visitor brochure for one of the specialty gardens at the Brooklyn Botanical Garden (BBG) that can be used by parents when showing their children around the gardens. Your group will create a creative brochure describing a biome at the garden (Tropical Pavilion, Warm Temperate Pavilion, Desert Pavilion, Aquatic House and Orchid Pavilion, Woodland Gardens, or Native Floral Garden) using information you gain through your Internet research worksheet. I would encourage you to use the sources on our classroom website (<https://www.ms890.org/j-sixta-6th-grade-social-studies.html>; cite material sources used) The project may be humorous or serious, but all the data should be accurate!

Directions:

1. Choose a specific biome your group would like to promote as a unique garden experience. Describe traits of the biome in your travel brochure. Use as much information as possible, including: climate, locations around the world (continents and latitude), major land or water features, and types of plants and animals living there. Additionally, include descriptions and points of interests for what visitors to the Brooklyn Botanical Garden should look for when visiting this specialty garden or pavilion.
2. Create a three-fold brochure.
 - a. Include at least five clear photos, one drawings, and other types of artwork that help describe and promote your garden/pavilion biome.
 - b. Include interesting or unusual facts that visitors may not know.
 - c. One column or fold of the brochure (which must be visible on the front when folded) must include the Title, BBG logo, and a Slogan for your garden pavilion biome. This is also a good location for a photo or graphic.
 - d. Another column or fold of the brochure (which must be visible on the back when folded) must include your names, class section, and all sources of information including website addresses, text books used.
 - e. The remaining columns/folds of the brochure should be informational and educate visitors about the garden that they are visiting.
 - f. No columns/folds should be left blank!
3. Information in your brochure may include:
 - * Geographic location of this garden around the world
 - * Weather & climate
 - * Flora (plants) and Fauna (animals)
 - * Predator/prey relationships
 - * Ecological issues or concerns
 - * Human impacts
 - * Landforms, bodies of water

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Grading: Your brochure project will be graded based on the attached rubric.

Biome Project Details, Production & Recommendations

1. You are creating a tool to help parents show kids around this garden pavilion. It should be fun and interesting to read and look at. There are a lot of other garden pavilions at the Brooklyn Botanical Garden, why would someone want to visit this one?
2. Garden brochure/presentation must be about a **SPECIFIC LOCATION**. Then describe the type of biome it is in along with any unique traits (animals, plants, weather, foods, geological formations).
3. All photos must have captions
4. All information must be in your own words.

Internet Research Worksheet

1. What is the biome of this Garden Pavilion? What information does the Brooklyn Botanical Garden provide about this habitat?
2. What is the climate of your biome (temperature, precipitation)?
3. What is the location of your Biome (continent, latitude and longitude) around the world? If someone wanted to visit this garden in the "wild" where would they travel to?
4. What are the major land features of your biome? Does it have a unique soil? Does it largely occur in mountainous regions? What are some of the natural or human characteristics of this place?
5. What are the major water features of your biome? How much does it rain annually (every year)? Is there a rainy and a dry season?
6. What types of plants live in your biome? How do these plants reproduce?
7. What kinds of animals live in your biome?

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8. Are there specific predator/prey relationships in your biome?
9. What are the ecological issues and concerns in your biome? Is this biome shrinking because of climate change or human settlement?
10. What types of landforms/geological formations are in your biome?
11. Are there plants and animals in your biome that are unique and do not live or grow in other regions around the world?
12. What are valuable foods and crops grown in your biome? How do humans interact with the environment? Do people living in this region wear different types of clothes or build shelters differently than in New York because of the weather?
13. How do people living in this biome travel? Do they travel mostly by boat? Car? How do goods and people move through this biome?

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	4 (Excellent) <i>Learned so much I can't wait to go</i>	3 (Good) <i>This Sounds like an interesting place</i>	2 (Almost There) <i>Parts of this biome might be interesting</i>	1 (Incomplete)Not Enough Information to Decide about Visiting
Ecology	<ul style="list-style-type: none"> o Thorough and complete description of the interactions between plants and animals in the biome and in the garden/pavilion exhibit o Three predator/prey relationships in this biome are described and analyzed o Thorough critique of the limiting factors and challenges faced in the natural biome and o Evaluation of how humans impact the biome 	<ul style="list-style-type: none"> o Description of the interactions between plants and animals in the biome or in the garden/pavilion exhibit o Two predator/prey relationships in this biome are described and analyzed o Analysis of the limiting factors and challenges faced in the natural biome and o Analysis of how humans impact the biome 	<ul style="list-style-type: none"> o Brief description of the interactions between plants and animals in the biome or and in the garden/pavilion exhibit o One predator/prey relationships in this biome are described and analyzed o Description of the limiting factors and challenges faced in the natural biome and o Description of how humans impact the biome 	<ul style="list-style-type: none"> o Minimal description of the interactions between plants and animals in the biome or and in the garden/pavilion exhibit o No predator/prey relationships in this biome are described and analyzed o Minimal mention of the limiting factors and challenges faced in the natural biome and o Minimal description of how humans impact the biome
Weather and Environment	<ul style="list-style-type: none"> o Describes the seasonal changes and the best time of year to visit the biome and the garden/pavilion exhibit. o At least 5 plants in the Brooklyn Botanical Garden are described and identified. o Thorough and accurate descriptions of the landscape and any unusual landforms in both the wild and in the garden/pavilion 	<ul style="list-style-type: none"> o Weather is described or seasonal changes analyzed for the biome and/or the garden/pavilion o At least 3-4 plants in the Brooklyn Botanical Garden are identified and described o Description of the wild landscape which is reproduced in the the garden/pavilion 	<ul style="list-style-type: none"> o Weather or seasonal changes may be described for the biome and/or the garden/pavilion o 1-2 plants are in the Brooklyn Botanical Garden are identified and described o Minimal description of the biome's landscape in the wild or how it is represented in the garden/pavillion 	<ul style="list-style-type: none"> o Weather or seasonal changes are not described for the biome and/or the garden/pavilion o No plants in the Brooklyn Botanical Garden are identified or described o Neither the biome's wild landscape nor how it is portrayed in the garden/pavilion is described

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5 Themes of Geography	All 5 themes of geography are used as a lens to thoroughly explain what makes this biome and garden/pavilion unique and worth visiting	All 5 themes of geography are identified in the biome and garden/pavilion.	Many of the 5 themes of geography are identified in the biome and garden/pavilion.	It is not clear how the 5 themes of geography apply to this biome and garden/pavilion
Layout & Creativity	The brochure is creative, well laid out, cohesive (is seen as one complete piece), and can be easily understood by a viewer.	The brochure is well laid out, is seen as one complete piece, and can be easily understood by a viewer.	The brochure has all the necessary components but is not cohesive. Not all information can be easily understood by a viewer.	The brochure does not have all the necessary components. Not all information can be easily understood by a viewer.
Mechanics	o Visually attractive and easy to interpret o 6 or more pictures clear, accurate, and informative pictures o Correct grammar and spelling o The brochure is visually striking and uses multiple colors to decorate and enhance the brochure o 3 or more correctly cited sources	o Visually attractive but difficult to interpret o 4 or 5 pictures that are be clear, accurate, and informative o 2-3 grammar or spelling errors o 2-3 colors used to decorate and enhance the brochure o 2 correctly cited sources	o Visually attractive but difficult to interpret o 2-3 or more pictures that may be clear, accurate, or informative o 2-3 grammar or spelling errors o 1-2 colors used to enhance the brochure o 2 correctly cited sources	o Not visually attractive o Difficult to interpret o Less than 2 pictures that are clear, accurate, or informative o More than 3 spelling or grammar errors o Pamphlet is largely black and white with final color used to decorate or inform o Less than 2 sources