**Biome Survival Project**

Objectives

Students will:

1. Complete a biome survival project.

2. Oligotopia debate. (3-Card Debate)

Multiple Intelligences: Linguistic, logical, visual, interpersonal, naturalist

Materials:

Internet access

Text books

Pencil

Paper

3-Card Debate cards

Colored pencils

Lesson: Day 1

Assign each student a biome or have them use the biome they studied a previous lesson. They will be required to research their biome independently to collect information that will aid them in the assignment. For the assignment they will be signed up to compete in the (fictitious) “Fully Clothed but Still A Little Afraid” survival contest. Students will follow procedures and guidelines for assignment to increase their chances for survival (see survival rubric). Students should research what materials and organisms will be available for them to fulfill their survival needs in the following categories: Shelter, Food, Fire, Water, Hazardous Organisms. Instruct students that they will be given one machete and one metal pot at the start of the survival contest. The student’s research will be graded using rubrics for each category. The student’s scores will be used to determine the number of days they survive.

The three biomes with the highest average length of survival will be granted incentive (extra credit) and be used in the next step of the lesson.

Closure:

Show short (2 minute) video clip from a survival show (naked and afraid, survivor man, survivor, etc if you can find one classroom appropriate) and ask students to think of what they feel will be the most important item they should consider to increase the length of their survival.

Lesson: Day 2

Calculate each student “total days survived” score and then fin the average days survived for all the students with the same biomes. The top three biomes from the class in the survival project will be designated and assigned one area/side of the room. Individuals that worked on that biome will move to their designated areas of the room while the remaining individuals will remain in the center. Three Card Strategy will be used to facilitate a debate over which biome is the most suitable to establish their new community, Oligotopia!

• *Three-Card strategy* -- This technique can be used as a pre-debate strategy to help students

gather information about topics they might not know a lot about. It can also be used after students

observe two groups in a debate, when the debatable question is put up for full classroom

discussion. This strategy provides opportunities for all students to participate in discussions that

might otherwise be monopolized by students who are frequent participators. In this strategy, the

teacher provides each student with two or three cards on which are printed the words "Comment

or Question." When a student wishes to make a point as part of the discussion, he or she raises

one of the cards; after making a comment or asking a question pertinent to the discussion, the

student turns in the card. This strategy encourages participants to think before jumping in; those

who are usually frequent participants in classroom discussions must weigh whether the point they

wish to make is valuable enough to turn in a card. When a student has used all the cards, he or she

cannot participate again in the discussion until all students have used all their cards.

Students that begin in their original biome will not be allowed to move around the room and must stay with their biome group. Each group will have 5 minutes to introduce their biome and discuss what organisms and other factors their biome offers to aid in their survival. After each group presents than the students in the center will each choose a biome group to join based on which they feel would be the best location for them to start their new community and be afforded the best chance for survival. The group with the least individuals at this point will be eliminated and participants from that group must join with one of the other groups. Next the students will begin their 3-card debate and at any time during the debate students may switch to another biome (reminder that students that started the debate in their biome may not move). At this point the students will continue to use their cards to convince others to join them until one group has only its original members remaining. It may be necessary to place a time limit on this activity and designate the wining biome by counting individuals in each group.

It may be advantageous to only give each student 1 card to use during the debate depending on the size of the class and the time available.

Alternate participation incentive: Have students write their names on each of their three cards and as they use them to contribute to the debate they will hand them to the teacher. The cards should only be collected if the teacher feels the contribution was substantial. At the end of the lesson, students will be allotted a set amount of points for each card that the teacher collected.

The original members of the wining biome group will earn bonus points and each person in the wining group will receive bonus points as well but perhaps less points. To avoid student collaborating to earn maximum points, the teacher may want to set an arbitrary end time that only they know. When that time is reached the debate is over and groups will be counted.