

# Instructional Recipe

## If You Wanted To Plan An Exotic Eco-Vacation, Where Would You Go And Why?

7<sup>th</sup> grade  
Science/Language Arts



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20  
<http://web.esc20.net/k12databases>

### Step 1 – Ask

**Objectives:** Students choose an unusual destination for an eco-vacation. They identify that biome, its characteristics and location, and analyze the benefits and consequences of ecotourism for that particular region. Finally, students create a marketing tool to persuade others to visit that location.

#### Introduction:

Have you ever thought of taking a vacation to an environmentally responsible place that protects biodiversity? This type of vacation is called “ecotourism” and is becoming increasingly popular among travelers since the 1980s. Ecotourism can serve as a means to raise awareness of the fragility of the environment, as well as create local jobs and give residents a reason to preserve the natural resources and heritage of their area. Ecotourism can also pose a threat to the environment if it’s not carefully planned. Destinations include every biome in many countries around the world, from the Pacific coast of Mexico to the Danube River in Austria to Glacier National Park in Montana.



" Kakum Rainforest visited by Taiwanese Students via OVF EcoTour Learning Program 2008."

Online Photograph. Flickr Creative Commons. 14 January 2009  
<<http://www.flickr.com/photos/1village/2919552797/>>

#### Ask:

- ★ Where is the biome located?
- ★ What are the physical characteristics of your biome?
- ★ What makes it attractive to eco-tourists?
- ★ What activities can people enjoy there?
- ★ What is the climate in the biome?

#### Vocabulary:

- |                |            |
|----------------|------------|
| ★ Biome        | Vegetation |
| ★ Ecosystem    | Climate    |
| ★ Flora        | Fauna      |
| ★ Biodiversity |            |

#### Science TEKS

(12) **Science concepts.** (A) identify components of an ecosystem (C) describe how different environments support different varieties of organisms;

#### Language Arts TEKS

(23) **Research/Gathering Sources.** (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; (B) categorize information thematically in order to see the larger constructs inherent in the information; (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

#### (24) Research/Synthesizing Information.

(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.

#### (25) Research/Organizing and Presenting Ideas.

(A) draws conclusions and summarizes or paraphrases the findings in a systematic way; (B) marshals evidence to explain the topic and gives relevant reasons for conclusions; (C) presents the findings in a meaningful format; and (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

#### Technology Application TEKS:

(4) **Information acquisition** (B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies  
(6) **Information acquisition** (B) resolve information conflicts and validate information through accessing, researching, and comparing data

(7) **Solving problems** (A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings. (G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge  
(11) **Communication** (A) publish in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

## Step 2 – Investigate

### K-12 Databases Resources:

- ★ [Eco-tourists save forest 'jewels' from bulldozers](#). By: Lewis Smith Environment Reporter. Times, The (United Kingdom), 10/29/2007 (AN 7EH0714199281)
- ★ [ENJOY AN ECO-VACATION](#). By: Moore, Amy. New Life Journal: Carolina Edition, Jul2005, Vol. 6 Issue 7, p8-8 (AN 17427685)
- ★ [Madagascar Goes Green](#). By: Walsh, Bryan. Time, 11/03/2008, Vol. 172 Issue 18, p70-70 (AN 34961203)
- ★ "[biogeography](#)." Compton's by Britannica. 2009. Encyclopædia Britannica Online School Edition. 16 Jan. 2009 <<http://school.eb.com/comptons/article-197488>>.

Search Strategies: **ecotourism** AND “**environmental protection**” in Student Research Center; also **ecotourism** AND **location**; try both **eco tourism** and **ecotourism**

### Additional Websites:

- **Biomes of the World** at <http://www.mbgnet.net/>
- **Map of World Biomes** at [http://www.worldbiomes.com/biomes\\_map.htm](http://www.worldbiomes.com/biomes_map.htm)
- **Caiman Ecological Refuge** in Brazil at [www.caiman.com.br](http://www.caiman.com.br) (click on the English flag to switch to English)

Books: **What Is a Biome?** by Bobbie Kalman  
**Many Biomes, One Earth** by Sneed B. Collard III and James M. Needham

## Step 3 – Create

- ★ Students will map the main biomes of the earth using a graphic organizer, and add five details or more that describe the uniqueness of each biome.
- ★ Students will select one biome for their eco tourism destination, and using a Venn diagram, will list the benefits and consequences of allowing visitors in the area.

🔗 Technology Link – Inspiration software can be used to create the graphic organizers and map out the information. Free Web 2.0 tools such as <http://bubbl.us> or <http://mywebspiration.com/> can be used for the same purpose.

#### Step 4 – Discuss

You have been hired by the United Nations World Tourism Organization to identify a region in the world that is most suitable for new ecotourism development. Describe your preferred region and the unique characteristics of this biome. Explain the benefits as well as potential consequences of ecotourism development in the area. Create a flyer or brochure, or video commercial to advertise this new ecotourism destination.

🔗 Technology Link – Students may use desktop publishing software such as Publisher (Windows) or Pages (Mac) to create the flyer or brochure. Students may use video editing software such as Windows Movie Maker or iMovie to create the video commercial. Images and footage of these destinations may be obtained from EBSCO and Britannica databases, as well as any additional subscription databases or video streaming resources available at the school.



#### Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

## Rubric Brochure

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	All sections of the flyer or brochure have a clear layout.	Almost all sections of the flyer or brochure have a clear layout.	Most sections of the flyer or brochure have a clear layout.	Less than half of the sections of the flyer or brochure have a clear layout.
<b>Writing – Grammar, Spelling, Punctuation and Capitalization</b>	There are no grammatical, spelling, punctuation and capitalization mistakes in the flyer or brochure.	There are no grammatical, spelling, punctuation and capitalization mistakes in the flyer or brochure after feedback from an adult.	There are 1-2 grammatical, spelling, punctuation and capitalization mistakes in the flyer or brochure even after feedback from an adult.	There are several grammatical, spelling, punctuation and capitalization mistakes in the flyer or brochure even after feedback from an adult.
<b>Content - Accuracy</b>	All facts in the flyer or brochure are accurate.	Most facts in the flyer or brochure are accurate.	More than 70% of the facts in the flyer or brochure are accurate.	Fewer than 70% of the facts in the flyer or brochure are accurate.
<b>Attractiveness &amp; Organization</b>	The flyer or brochure has exceptionally attractive formatting and well-organized information.	The flyer or brochure has attractive formatting and well-organized information.	The flyer or brochure has somewhat organized information.	The flyer or brochure 's formatting and organization of material are confusing to the reader.
<b>Sources</b>	Careful and accurate records are kept to document the source of all facts and graphics in the flyer or brochure.	Careful and accurate records are kept to document the source of most facts and graphics in the flyer or brochure.	Careful and accurate records are kept to document the source of more than 80% of the facts and graphics in the flyer or brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
<b>Knowledge Gained</b>	The student can accurately answer all questions related to facts in the flyer and to technical processes used to create the flyer or brochure.	The student can accurately answer most questions related to facts in the flyer and to technical processes used to create the flyer or brochure.	The student can accurately answer most questions related to facts in the flyer and to technical processes used to create the flyer or brochure.	The student appears to have little knowledge about the facts or technical processes used in the flyer or brochure.

## Rubric Video Commercial

CATEGORY	4	3	2	1
Information and Persuasiveness	The student clearly states what biome was chosen and why, and provides numerous convincing reasons why it should become an ecotourism destination.	The student states what biome was chosen and why, and provides several convincing reasons why it should become an ecotourism destination.	The student states what biome was chosen and why, and provides few convincing reasons why it should become an ecotourism destination.	The student does not provide any convincing reasons why it should become an ecotourism destination.
Creativity	The student includes many creative elements in the ad.	The student includes some creative elements in the ad.	The student includes very little creative elements in the ad.	The ad lacks any creative elements.
Soundtrack - Voice	Music stirs a rich emotional response and voice is clear.	Music stirs a good emotional response and the voice is somewhat clear.	Music is good and not distracting, but does not enhance the ad significantly. Voice shows some lack of self confidence.	Music is distracting, inappropriate, OR was not used. Voice is hard to hear or hesitant.
Delivery of Presentation	Student presents the video ad with enthusiasm and fluency. Student has obviously practiced for the presentation.	Student presents the video ad with enthusiasm and fluency. Student has obviously rehearsed for the presentation, although he or she may make a few minor mistakes.	Student struggles with the delivery of the video ad, but the information is still easily understood by the audience.	Student struggles with the delivery of the video ad, making it difficult for the audience to hear or understand the information.
Sources	Careful and accurate records are kept to document the source of all facts and graphics in the flyer or brochure.	Careful and accurate records are kept to document the source of most facts and graphics in the flyer or brochure.	Careful and accurate records are kept to document the source of more than 80% of the facts and graphics in the flyer or brochure.	Sources are not documented accurately or are not kept on many facts and graphics.