Ecosystem Diorama Project

WHO: Ms. Bidlack’s Fourth Grade Class
WHAT: Ecosystem Diorama Project (Desert, Grassland, Tundra, Forest, Tropical Rain Forest, Coral Reef, Ocean).
WHEN: Due Monday, November 2nd, 2015 or earlier
HOW: Choose an ecosystem and research the plants, animals, and nonliving things in the environment.

- The diorama MUST include:
  - 3 or more plants
  - 4 or more animals
  - a correct display of a food chain (a producer, primary consumer, secondary consumer, and a decomposer)
  - a scene on the inside of a shoebox showing the ecosystem you’ve researched.
  - Proper labels for each plant/animal. Include its name and whether or not it is a producer, consumer, or decomposer.
  - a title for your ecosystem and your name
  - a short description or poem about your ecosystem. This must include information about the food chain that you display. Write or type this description on a separate sheet of paper to be turned in with your project.

- Supplies: Use any materials you’d like such as paints, construction paper, glue, crayons or markers, tape, scissors, pictures from magazines, or small replicas of items that will fit in the shoebox.
  - *If you need to borrow materials, you may check them out from Ms. Bidlack!
  - **DO NOT use any perishable or live materials!

- Independence: Parents and others may of course help, but the final project must be clearly completed by the student. The student is the one who needs to demonstrate understanding!
- Be neat and creative! The internet has a lot of information and ideas for building a diorama.

Please use the rubric on the back of this sheet to evaluate your own work before submitting your project!

If you have any questions/concerns, please feel free to contact me!

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**Return this sheet with your project for grading**
## Ecosystem Diorama Project Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plants</strong></td>
<td>The diorama displays 3 or more plants from the ecosystem.</td>
<td>The diorama displays 2 plants from the ecosystem.</td>
<td>The diorama displays 1 plant from the ecosystem.</td>
<td>The diorama displays no plants from the ecosystem.</td>
</tr>
<tr>
<td><strong>Animals</strong></td>
<td>The diorama displays 4 or more animals from the ecosystem.</td>
<td>The diorama displays 3 animals from the ecosystem.</td>
<td>The diorama displays 1 or 2 animals from the ecosystem.</td>
<td>The diorama displays no animals from the ecosystem.</td>
</tr>
<tr>
<td><strong>Food Chain:</strong></td>
<td>The diorama correctly displays all four required parts of a food chain from the ecosystem.</td>
<td>The diorama correctly displays 3 of the required parts of a food chain from the ecosystem.</td>
<td>The diorama correctly displays 1 or 2 of the required parts of a food chain from the ecosystem.</td>
<td>A food chain from the ecosystem is not displayed or is incorrectly displayed in the diorama.</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>The diorama appears completely student-made and the student can explain the entire building process.</td>
<td>The diorama appears mostly student-made, and the student can explain most of the building process.</td>
<td>The diorama appears only partially student-made and the student can describe little of the building process.</td>
<td>The diorama appears to be mostly adult-made and the student cannot explain the building process.</td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td>The diorama neatly displays creative thought and has all requirements labeled.</td>
<td>The diorama neatly displays some creative thought and most requirements labeled.</td>
<td>The diorama displays little creative thought and has few requirements labeled.</td>
<td>The diorama displays minimal creative thought and does not contain labels.</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>The writing clearly demonstrates the student’s full understanding of ecosystems.</td>
<td>The writing somewhat demonstrates the student’s understanding of ecosystems.</td>
<td>The writing demonstrates the student’s partial understanding of ecosystems.</td>
<td>The writing does not demonstrate that the student understands ecosystems.</td>
</tr>
<tr>
<td><strong>Spelling/ Grammar</strong></td>
<td>There are no (0) errors.</td>
<td>There are very few (1-4) errors.</td>
<td>There are some (5-8) errors.</td>
<td>There are many (9+) errors.</td>
</tr>
</tbody>
</table>

**Total:**  ____ + ____ + ____ + ____ + ____ + ____ + ____ = ____ /21 = ____ (earned / possible = grade)