Write a short letter to Maya telling her what you learned the environment was like, in Maryland, in the past.

Your letter should include:

1. Heading such as: Hi Maya, Dear Maya

2. A minimum of 5 facts or details from your evidence.

3. Use a minimum of two linking words and phrases to connect ideas such as: also, another, and, more, but

4. Provide a concluding statement to sum up your findings.

**Letter Rubric: Out of 10 points possible**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | Total |
| **Heading**  | Includes no heading | Includes a heading but not to Maya | Includes a heading addressed to Maya |  |
| **Use of Evidence** **(2x points)** | Includes 0-1 pieces of evidence | Includes 2-3 pieces of evidence | Includes 4-5 pieces of evidence |  |
| **Linking words and phrases**  | Uses no linking words or phrases | Uses 1 linking word or phrase | Uses 2 linking words or phrases |  |
| **Concluding Statement** | Does not give any conclusion  | Gives a concluding statement that does not sum up findings | Gives a concluding statement that does sum up findings  |  |

Draw a model to describe what Maryland was like in the Miocene

Directions:

1. Make a rough sketch on lined paper.
2. Sketch should include at least 5 different species that you found in your data.
3. Sketch should also include parts of the environment not seen in fossil data. Think about: what things do you know were in the environment but were not seen in fossils. This should include living and nonliving things.
4. Sketch should be an accurate depiction of number of organisms for each species such as less predators and more of other species.
5. Once you are happy with your sketch your teacher will make suggestions to help your revise your model drawing.
6. Your teacher will give you a paper to complete your final model.

**Letter Rubric: Out of 10 points possible**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 | 1 | 2 |
| **Sketch** | Student did not make a rough sketch | Student made a rough sketch but did not make changes on the final model drawing | Student made a rough sketch and then made appropriate changes on the final model drawing |
| **Species** **(2x points)**  | Model included 0-1 species from the data table | Model included 2-3 species from the data table | Model included 4-5 species from the data table |
| **Species numbers** | Includes too many predators like sharks and few other species  | Includes many predators but also many of other species  | Includes few predators and more of other species  |
| **Environment depiction** | Model only includes species that were fossilized and nothing else | Model includes plants or water, but not both  | Model includes inferences about other parts of the environment including plants and water |