Teacher's Guide to - Pollination: Saying it with Flowers

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Objective: to learn about the process and environmental interactions in pollination.

Processes: Modeling
Observing, identifying and classifying
Making connections

Curriculum topics suitable for including this lesson:

Ecology
Biodiversity
Genetics

Lesson Activity Guide and materials for Pollination: Saying it with Flowers

Segment 1 aims to present flowers in many ways, and to elicit knowledge of flower anatomy by inviting students to make a flower.

Materials:

Colored clay is needed - lots of green, yellow, pink, orange, red, blue, purple, etc. on newsprint or newspaper to catch any mess.

Provide plastic utensils, small rolling pins, wooden splints or any other tool that may work.

You can make your own clay.

Flour clay recipe: Combine 1 cup water (colored with food dye), 1 cup white flour, and 1 cup salt on a low heat. Stir constantly until the mixture is the consistency of clay, and remove from heat.

Wrap up in plastic or wax paper.

Once the models are made, they can be left out to harden.

Segment 2 teaches flower anatomy.

Materials: Use a labeled diagram and the picture of the clay flower model (or make it yourself).

http://www.chicagogreenteachers.com/documents/Parts-of-a-Flower.jpg
http://www.amnh.org/learn/biodiversity_counts/ident_help/Parts_Plants/parts_of_flower.htm

Segment 3 explains pollination methods and processes in reference to the environment and plant anatomy.

Materials:

8 fresh flowers or, pictures of different flowers. Flowers native to your local biome are ideal as it'll give students a reason to take a second look at their surrounding ecosystems and biome. Flowers from a florist or nursery work well too. It's okay if you

don't know the names of the flowers or inflorescences. This gives you a chance to learn along with your students. Have them determine how each flower is pollinated.

Inflorescence image guides:
http://andromeda.cavehill.uwi.edu/Plant%20Propagation%20Practical%20Photos/inflorescences.jpg_6.5.jpg
http://flora.huh.harvard.edu/china/delta/Ilex/images/inflorescence.jpg
In New England, use this website for flower/plant identification
https://gobotany.newenglandwild.org/
Or use Botany textbooks, or local field guides.

Segment 4's objective is to raise awareness of plants.
Materials:
Pictures of various objects/subjects amongst plants. These can be found easily online. Some suggestions are people picnicking on a field, a car or house that's overgrown with plants, an animal in a tree, etc. Here are some links:
Pictures/paintings that evoke plant blindness
http://www.wikipaintings.org/en/paul-gauguin/a-seashore-1887
http://www.breafisher.com/2011/01/blog-post_23.html
http://www.mymodernmet.com/profiles/blogs/korowai-tribe-treehouses
http://commons.wikimedia.org/wiki/File:Picnic_field_-_Melton_Country_Park_-_geograph.org.uk_-_1278699.jpg

Extensions
Consider making a seed bomb:
http://www.kidsgardening.org/sites/www.kidsgardening.org/files/Seed%20Bomb%20Activity.pdf