Module 1: Discovering Your Botanical History

5E Lesson Outline

| 5E Phase | Activity | Materials/Handouts | Other Notes |
| --- | --- | --- | --- |
| Engage  (Introduction)  (6-10 mins) | * Brainstorm the following questions: Can you identify a plant that played an important role in your family’s history? How have plants impacted your family’s life or that of your ancestors? |  | This may be performed at the very end of class to set up instruction for the next day |
| Explore  (Homework) | * Students conduct interviews with family members/loved ones to identify a significant plant in their family history * Students will provide images of their plant | * Botanical History Journal 1.1 * Image(s) of plant chosen (digital or physical) | Plant chosen must be able to be physically brought into class for future modules |
| Explain  (>45 mins) | * Students present their botanical history interviews/plant images * Herbarium staff member and online resources will be used to determine the scientific name of their plant | * Botanical History Journal 1.1 * Image(s) of plant chosen * Visual Guide to Important Plant Families * Economically Important Plant Families List 1.2 | If students finish early, begin the next activity |
| Elaborate  (20-30 mins) | * Students make note of any trends in the plants chosen by the class and discuss * Optional: Calculate how many plant families and unique species are represented and graph the trends |  | Graphing may be used as a supporting activity if time permits |
| Evaluate  (10-15 mins) | * Based on trends that were discussed or graphed, evaluate why some types of plants are more frequent in the class than others to answer the closing question: What kinds of plants are the most important to humans, from the past to the present? * Students will record their plant information in a google form link | * Economically Important Plant Families List 1.2 * Botanical Histories Google Form |  |