

# Why Virginians Need Plants

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## **Standards of Learning**

Science 1.4, 2.8

Social Studies 1.6

## **Objective**

Students will:

- Understand that plants provide people with food, clothing, shelter and many other necessities

## **Materials**

- Butcher paper
- Cotton shirt or fabric
- Crayons
- Flower
- Wooden block
- Fruit
- Granulated sugar
- Maple syrup
- Perfume
- Tape
- Vegetable
- White paper

(Time – teacher prep. =45 minutes; student activity = one 45 minute session)

## **Background Knowledge**

Everything we eat and most things we use come directly or indirectly from plants. A partial list of plant products is given below. Encourage your students to think of specific products made from plants.

- Food
- Oxygen
- Clothing
- Medicine
- Paper
- Building supplies
- Cosmetics
- Energy
- Shelter

It is important to discuss that all animals, including humans, depend on plants for survival. Plants not only provide oxygen, but are also at the bottom of the food chain, and thus support the entire food chain. Although this activity will encourage students to think of many plant uses, the rest of this unit will focus on plants as a human food source.

## **Procedure**

1. Organize students into groups of three or four.
2. Without telling the students the purpose of the lesson, distribute following plant products (pictures may be used) to each group. To make the lesson more interesting, vary the



items in each group.

- Any cotton clothing
  - Flowers
  - Fruits
  - Linen shirt
  - Maple syrup
  - Granulated sugar
  - Perfume plant (roses, for example)
  - Soy products (tofu, soy milk, etc.)
  - Corn oil, peanut oil, olive oil
  - Paper
  - Wooden block
  - Newspaper
3. Have the group discuss the origin of each product. For example, a piece o wood came from a tree. Also, have the students discuss where each item would fit on a pre-made butcher paper chart, illustrated below:

WE USE PLANTS FOR.....			
Shelter	Food	Clothing	Other

4. Have ach student draw and color a picture of one item and post it in the appropriate place on the chart.
5. Discuss the chart, emphasizing that people depend on plants for food, oxygen and many other things. Humans depend on plants for survival.

**Extension**

Instead of working in groups, have each student work with one item from the list.

Have students bring in their favorite fruit or vegetable. Discuss what part of the plant this might be.

Individually or in groups, have the students complete the People Need Plants worksheet (attached to the end of this lesson). This activity also makes an excellent follow-up homework assignment.

Make a collage of products that come from plants.

Have students write letters to specific plants thanking them for providing resources.

Have students think of a plant from which we get at least five products. Have students share their information with their classmates.



**VIRGINIANS NEED PLANTS**

**NAME:** \_\_\_\_\_

Instructions: Look around your classroom or home. Think of all the ways we use plants and make a list below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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