

Pictou County Forest School - Grade 3 Lesson Plans

Life Science: Plants

Activity: Hemlock Crime Scene Investigation / Medicinal plant walk (suggested time: 120 minutes)

Overall Curriculum Outcome: Learners will investigate plants in the environment

Specific Curriculum connections:

Life cycles of various plants

- How do the functions of various plants parts compare?
- How do various plant parts change over the life cycle?
- How are roots important for healthy plants?
- How do plants make more plants?

Factors that affect plant growth

- How do the optimal conditions for plant growth compare for various types of plants?
- How do various factors alter the growth of roots, stems and leaves?

Interconnectiveness of plants, humans and the environment

- How are plants important for humans?
- How can we take care of plants and the environment?

Plants as medicine

- How are plants used?
- How are plants used as medicines?

Materials:

- The BIG Hemlock cross cut; various size cross cuts from various tree species
- Paper, clipboards, pencils, coloured pencils
- Push pins
- Life of a tree organizer
- Medicinal plants information package to be provided
- Blindfolds for hug a tree

Intro/Activation:

Activity:

The class will be divided into two groups, switching half way through: One group exploring the damage inflicted by Hurricane Fiona. The second group will be foraging for wild edibles and medicinals followed by the brewing of a medicinal tea.

See below

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<p style="text-align: center;">Hemlock CSI</p> <p>This activity will take an inquiry approach to exploring the devastation inflicted by Hurricane Fiona. Instructor/Students can follow the prompts below to explore and think about the cyclical nature of our forests.</p>	<p style="text-align: center;">Medicine foraging</p> <p>This activity will take an inquiry approach to explore the abundant wild edibles and medicinals found around PCFS. Students will prepare a delicious medicinal tea for all.</p> <p>Literature/charts/infographics will be provided for staff and students to assist in plant identification.</p>
<p>Students are invited to explore the devastation around base camp and come back to circle to share observations:</p> <ul style="list-style-type: none">- What happened?- What evidence is left behind?- Why are some places more damaged than others?- How does it make you feel? <p>What happens next?</p> <ul style="list-style-type: none">- Succession (forest cycle)- Seeds, saplings, mid age, mature, dying, decaying- Option to fill out the graphic organizer <p>Walk to hammock village followed by 5 minutes of silence in the hammocks to observe the mature hemlock forest there.</p>	<p>Students are asked about Vitamin C</p> <ul style="list-style-type: none">- Link vit. C to scurvy and the Scottish immigrants coming over on the Hector- Pine tea has 4X times the vitamin C as orange juice <p>Discuss local first nations groups' (mi'kmaq) deep knowledge of wild edibles, such that, wild edibles were all they consumed.</p> <ul style="list-style-type: none">- Any processing was conducted to lengthen its storage life (smoking, drying, salting, cooking) <p>Foraging:</p> <ul style="list-style-type: none">- Discuss safety of consuming wild edibles- Handouts to help students identify wild edibles.- Tea to follow the plant walk.

