Possible Extensions to the Plant Unit

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| Associated Activity | Extension |
| 1. How do plants grow? | In addition to students growing plants in their cups, you may also wish to set up several plants in a simple hydroponic arrangement as a classroom demo. One simple way to do this is to staple a quart size plastic baggie partially shut about 3cm from the bottom of the bag, then spread seeds onto the line of staples. After sprouting, the seeds will send roots down into the water, but will remain easily separable from the water at the conclusion of the experiment. This can underline for students that soil is not the primary source of dry biomass for plants, although we would not recommend using only this growth medium since it can easily be discounted as an unusual case by students. Once set up, these hydroponic baggies can be placed in a dark cupboard, on a sunlit windowsill, or anywhere else the students might like to try as they examine best growing conditions. |
| 4. The molecules of air, plants and soil | If you have molecular modeling kits, you could use models of the molecules talked about in the Activity 4 reading to compare relative complexity, sizes, etc. |
| 11. What’s the matterwith carbon? | Dig deeper into the concepts touched on in Activity 11, spring-boarding into the global carbon cycle, CO2 as a greenhouse gas, or the annual net production of CO2 that is being released into the atmosphere. |