

Blueberries with Dr. Wei Yang

Unit Topic: Plant Sciences- Blueberries	Approximate Length: 30-40 minutes
Stage 1 – Desired Results	
Established Goals: - Define what horticulture is - Explain why horticulture research is important	
<i>Students will understand...</i> - What horticulture is - Why research is important	Essential Questions: - How can the horticultural industry be improved
<i>Students will know...</i> - what horticulture is - what propagation is	<i>Students will be able to...</i> - Explain why research is important - Give an example of a horticultural product
Stage 2 – Assessment Evidence	
Performance Tasks: Formative: - Filling out the worksheet during the video - Answering the wrap-up questions - Discussing the video with the class - Completing a horticulture trading card	Other Evidence: - Their engagement during the video
Student Self-Assessment and Reflection: - Assessing their work during the class discussion	

Stage 3 – Learning Plan

Intro (5 min): Start class by explaining you will be watching a short video from a blueberry extension specialist, you can explain to the class that extension helps provide information and education to the public, and that extension stations are used to help conduct research to assist growers and the overall public. Explain that the students will receive a matching worksheet that they will try to complete while watching the video

Transition (3 min): Have a student in class help pass out the matching worksheet, while you pull up the video

Video (11 min): Project the video for the class to watch

Review (5 min): Have students answer the wrap-up questions on the back of the worksheet, and allow them to talk with their table groups or a buddy to brainstorm. Review the worksheet with students to make sure they have correctly matched everything (the answers key can be found below)

Trading Card (remaining time): If there is still time left in class have students make a horticulture trading card with the remaining space on the worksheet. Students can pick any horticultural commodity, have them draw a picture and include the name of the product, where it is mostly grown, and one thing they could make with that product (ex: smoothie, pie)

Materials Needed/Notes/Reflection

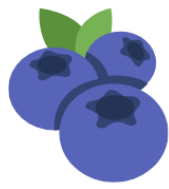
- Video
- Projector
- Computer
- Worksheet
- Chromebooks for students (for research)
- colored pencils/markers

Answer Key for worksheet:

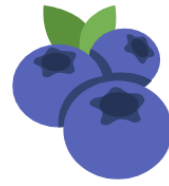
- 1- C
- 2- A
- 3- F
- 4- G
- 5- E
- 6- D
- 7- B

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Greetings



Match the sentences with their answers.

1 Horticulture

2 Mycorrhizal

3 Tissue Culture

4 Propagation

5 Commodity

6 Oregon

7 Smoothies

a

A symbiotic relationship between plants and fungi, the fungi helps plants get nutrients and the plants help the fungi survive

b

Something you can make with blueberries

c

The study of growing plants, and fruits and vegetables

d

The #2 producer of blueberries in the country

e

Agricultural product that can be bought and sold

f

Using tissue to generate plants that are sterile (no fungi)

g

The multiplication process of making more plants from 1 plant



Wrap Up Questions:

1. What's a challenge a blueberry grower might face?
2. Why is the study of horticulture important?
3. Why is propagation useful?

Trading Card

With the remaining space on this paper design a trading card for a horticultural product of your choice!

Include:

- The name of the horticultural product
- The top-producing state/area
- One thing you could make with it (ex, smoothie)