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Women in Early American History
Dr. Susan Williams
Summer 2006
Mount Wachusett Community College

Herbs

Class: 4 & 5

Unit: Growing, knowing, & using herbs

Standards:

- Strand One: History
- Learning Standard 3: Research, Evidence, and Point of View
- Students understand ways of finding and testing evidence from societies leaving no written record.

- Strand Two: Geography
- Learning standard 7: Physical Spaces of the Earth
- Students recognize the natural distribution of plants and animals in the world.

- Strand Two: Geography
- Learning Standard 10: Human Alteration of Environment
- Students learn the native and non-native species in Massachusetts domesticated and wild, and describe the natural resources of New England.

- Science – Strand 2 Life Science
- Provide evidence that all organisms use some basic chemical building blocks, including water and oxygen.

Topic: Growing and using herbs, past and present

Statement of Purpose and Learning Objectives:

- To have students experience growing plants in the classroom.
- To have students research the uses, past and present of they're chosen herb.
- To have students gain understanding of how we know about this plant why it was important in history.
- To have students understand what plants need to grow.

Schedule: This is a long-term project, seeds should be purchased with this project in mind as they become available, catalogues are the best. It will take some time for plants to reach maturity.

- One class period to choose and plant seeds.
- 2 to 4 class periods to do research on their plants an present their research to the class.
- Observations to be taken over the growing period.

Materials:

- Assorted herb seeds (there are also kits available)
- Potting soil
- Peat pots
- Watering cans and water
- Large containers for peat pots
- Books, encyclopedias, other materials covering the different herbs
- Access to computers or computer lab if possible
- Display materials, cardboard, markers, crayons, etc.
- Growing lights if available
- Observation journals

Presentation:

1. This lesson can be presented during Science when studying what plants need to grow or during Social Studies learning about Colonial Life. This lesson is based on presenting during Science.
2. Review what was previously learned about what plants need to grow, students should understand they need sun, water, soil, and nutrients.
3. Students will understand that they are now going to put this knowledge to work by growing their own herbs.
4. Define an herb as a plant grown for medicine or flavoring. Connect the herbs they are being offered as ones grown in colonial gardens-could include; basil, bee-balm, balm, chives, dill, flax, lavender, lemon verbena, marigolds, marjoram, oregano, parsley. Rosemary, sage, spearmint, tansy, tarragon, thyme, wooly lambs ear, chamomile, coriander, yarrow.
5. Let students choose their herb and write down the name of their herb.
6. Give each student a peat pot, soil, and water. Instruct students to fill pots with soil, read the depth to which their herb should be planted, plant herb, water well, place on windowsill or under growing light. Begin observation journals, to be done daily, should include written observations and some drawn observations.
7. Instruct students that now they will be researching their herb and preparing a presentation for the class. (Presentations may take a variety of means, power point presentations, displays, oral reports.) Presentations should include herb name, scientific name, habitat, cultivation, properties-past and present, folklore, any recipes they may find that use the herb.
8. Some sites: www.strawberybank.org
www.jerusalemill.org/garden.html
<http://altnature.com>
9. Give students time to begin research in class. Depending on schedule, this can be completed in class over a long period or completed as a homework project.
10. Presentation of research projects.
11. If possible, plant herb plants in a school herb garden. If not, have students bring them home to plant.

Note: Have some spare plants incase some do not grow.

Assessment:

- Observation journals – should include daily record and occasional drawing showing plant growth.
- Presentation rubric to include list from #7 above.

References:

1. Strawberry Banks: A Collection of Plants Grown in New England Before 1800. <http://www.strawberybanke.org/museum/herb/herb.html>
2. The Colonial Kitchen Garden. <http://www.jerusalemill.org/garden.html>
3. Herbs. <http://alnature.com/gallery>
4. Herb kits. <http://www.herbkits.com.information.htm>



Our Lady of the Holy Rosary

Herbs in History Project

Name: _____

Teacher: Donna Bresnahan

	Criteria				Points
	4	3	2	1	
Introduction/ Topic	Student(s) properly generate questions and or problems around a topic.	Student(s) generate questions and or problems.	Student(s) require prompts to generate questions and or problems.	Questions or problems are teacher generated.	—
Conclusions Reached	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	—
Information Gathering	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources only.	—
Summary Paragraph	Well organized, demonstrates logical sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing or sentence structure.	Well organized, but demonstrates illogical sequencing and sentence structure.	Weakly organized.	—
Punctuation, Capitalization, & Spelling	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	—
				Total---->	—

Teacher Comments:

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