



**Fairchild Challenge 2009-2010**  
**How to Guide for Teachers**  
**Option 7: Green Treasures**

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**I. Overview**

The main focus of the Green Treasures option is to study the relationship between people and plants, a discipline known as ethnobotany. The Green Treasures Fairchild Challenge option allows students the opportunity to interview older generations about their interactions with plants. This option lends insight into the role of plants within different cultures. These interviews will encourage students to value the knowledge that seniors have to share. The Fairchild Challenge option offers two opportunities for schools to have their students interview seniors in Spanish and Haitian Creole. It is also encouraged that students interview elders outside of the Green Treasures option in any foreign language of their choosing.

**II. Incorporating Green Treasures in your class**

As you plan to participate in this Fairchild Challenge option, remember that there are various ways to approach the topic of ethnobotany with your students. The following examples are provided as suggestions.

**A. English**

- Students are required to have a written component for this option which can be graded as an assignment.
- Students can write a journal entry about their experience interviewing their senior.

**B. Science**

- Students can use the information from the interview to make a presentation about plants from a scientists' perspective.
- Students can research the different uses of plants, such as for food or medicine, and compare the different plants that the elders discussed.

C. History

- Use the information gathered to develop a history of the plants discussed in the interviews. Are the plants being used in the same manner today?
- Lead a discussion on how industrial crops have influenced cultures differently. Have students generate a list highlighting the pros and cons.

D. Math

- The students can compare how many people were interviewed, what plants they talked about and the different ways in which they use them.
- The students can determine the percentages of types of plant parts discussed in the interviews and create a pie chart based on those percentages.
- The students can determine (in percentages from the interviews) how plants were used and create a pie chart based on the information gathered.

**III. Approaching the Option**

1. Consider that this option can be conducted in several languages so remember to offer it to bi-lingual students.
2. Encourage students to play a role creating the questions or topics bring for the interview. Look at the Fairchild Challenge website for interview tips.
3. Bring in a plant for the class to examine and discuss. (Does it flower and fruit? Where does it grow? What is the plant's mature height and width? What is the plant's preferred growing conditions? Etc.)
4. Review vocabulary the students will need to know in the foreign language they will be using in the interview.
5. It is a good idea to have students practice interviewing each other first.
6. Check the additional resources for the Green Treasures option at <http://www.fairchildgarden.org/education/fairchildchallenge/middleschool/>

**IV. Sunshine State Benchmarks**

1. Health  
A.1.3.5, A.1.3.8, A.1.3.9, A.2.3.1, A.2.3.2, A.2.3.3, A.2.3.4, A.2.3.5, A.2.3.6, B.1.3.1, B.1.3.3, B.1.3.4, B.1.3.6, B.2.3.1, B.2.3.2, B.2.3.3, B.2.3.4, B.3.3.1, B.3.3.2, B.3.3.3, B.3.3.4, B.3.3.5, C.1.3.1, C.1.3.2, C.1.3.3, C.1.3.6, C.2.3.1, C.2.3.2, C.2.3.3, C.2.3.4, C.2.3.5, C.2.3.6
2. Foreign Languages  
A.1.3.1, A.1.3.2, A.1.3.3, A.1.3.4, A.2.3.1, A.2.3.2, A.2.3.4, A.3.3.1, A.3.3.2, B.1.3.1, C.1.3.1, C.1.3.2, C.2.3.1, C.2.3.2, D.1.3.1, D.1.3.2
3. Language Arts

A.1.3.1, A.1.3.2, A.1.3.3, A.1.3.4, A.2.3.1, A.2.3.2, A.2.3.5, A.2.3.6, A.2.3.7, A.2.3.8, B.1.3.1, B.1.3.2, B.1.3.3, B.2.3.1, B.2.3.2, B.2.3.3, B.2.3.4, C.1.3.1, C.1.3.3, C.1.3.4, C.2.3.2, C.2.3.3, C.3.3.2, C.3.3.3, D.1.3.1, D.1.3.2, D.1.3.3, D.1.3.4, D.2.3.1, D.2.3.2, D.2.3.3, D.2.3.4, D.2.3.5, D.2.3.7, E.1.3.2,

4. Science

D.2.3.1, F.1.3.1, G.1.3.3, G.1.3.4, G.2.3.2, G.2.3.4, H.1.3.1, H.1.3.4, H.1.3.6, H.1.3.7, H.2.3.1, H.3.3.1, H.3.3.3, H.3.3.5, H.3.3.6, H.3.3.7

5. Social Studies

A.1.3.2, A.6.3.1, A.6.3.2, A.6.3.4, B.1.3.1, B.1.3.2, B.1.3.4, B.2.3.1, B.2.3.3, B.2.3.6, B.2.3.8, B.2.3.9, D.2.3.2

6. The Arts

VA.A.1.3.1, VA.A.1.3.3, VA.A.1.3.4

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**V. Checklist**

- If interviewing seniors at Fairchild Tropical Botanic Garden, be sure that at least one of the participating students is fluent in either Spanish or Haitian Creole
- I have shared interviewing tips and advice with the students
- We have practiced the interviews
- Each student has submitted a two-page report with one creative story on the senior and on page research on the plant.
- Choose ten of the best papers written
- Have a student organize the papers into a booklet
- The booklet has a cover page
- The booklet has a table of contents
- There are no plastic covers or plastic page protectors on the book
- All necessary paperwork for your school and school district has been completed if students are traveling to Fairchild Tropical Botanic Garden for their interviews.
- The students have filled out a field trip form to attend